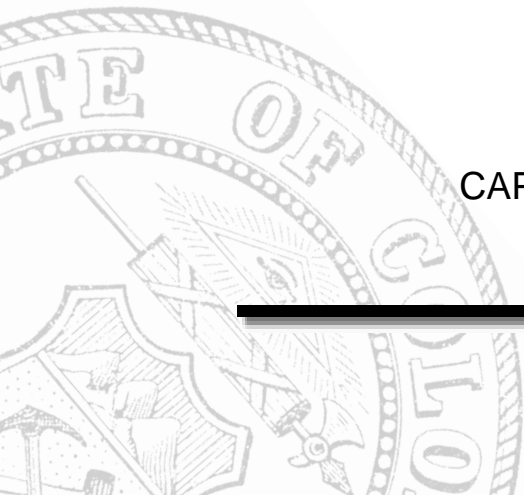

**SUMMARY OF
BUILDING EXCELLENT SCHOOLS TODAY (BEST)
FY2013-14 GRANT APPLICATIONS
RECEIVED ON MARCH 1, 2013**



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DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE

MAY 2013





SUMMARY OF BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2013-14 GRANT APPLICATIONS

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

Public School Capital Construction Assistance Board Members

Lyndon Burnett - Vice Chair

John Conklin

Kathy Gebhardt

Pete Hall

Pete Jefferson

Greg Randall

Norwood Robb

Tom Stone

Dave Van Sant – Board Chair

Division Staff

Ted Hughes

Wendi Chapin

Dustin Guerin

Cheryl Honigsberg

Jay Hoskinson

Kevin Huber

Kristin Lortie

Scott Newell

INTRODUCTION

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

The Bill:

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

The funding for the Assistance Fund (BEST Funds) consists of:

- State School Lands revenue from rental income, land surface leases, timber sales, and mineral leases;
- Colorado Lottery spillover;
- Matching monies to grants;
- Interest from monies in the Assistance Fund.

On March 1, 2013, the Division received 63 grant applications for BEST funds. The amount requested for BEST funds was a little over \$234 million with applicants providing almost \$95 million in matching funds. The Assistance Board is responsible for submitting a prioritized list of recommended projects from the applications to the State Board for final approval and award. This book summarizes all of the applications submitted and provides some data to assist with evaluating the applications. The Guidelines established in rule by the Assistance Board are in this book and are to be used when reviewing applications.

The Division staff has read each application thoroughly and if necessary obtained clarification of information from the applicants.

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

- Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security. In prioritizing an application for a public school facility renovation project that will

address safety hazards or health concerns, the Assistance Board shall consider the condition of the entire public school facility for which the project is proposed and determine whether it would be more fiscally prudent to replace the entire facility than to provide financial assistance for the renovation project;

- Projects that will relieve overcrowding in public school facilities, including but not limited to projects that will allow students to move from temporary instructional facilities into permanent facilities;
- Projects that are designed to incorporate technology into the educational environment;
- All other projects.

Projects will be recommended for one of two possible types of grants:

1. BEST Cash Grants which are funded with available cash in the Assistance Fund, or;
2. BEST Lease-Purchase Grants which are financed by the State Treasurer.

The 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 the entire, matching requirement and the Assistance Board may or may not grant the waiver.

The Assistance Board may recommend that any specific project, called a “back-up project”, to only receive financial assistance if another higher priority project or group of projects becomes ineligible for financial assistance, due to the inability of an applicant to raise required matching moneys by a deadline prescribed by Assistance Board.

The review process for each application will be as follows (*applicant’s photos will be shown while each project is being discussed*):

Applications will be reviewed alphabetically in the following order: Supplemental applications from previously awarded projects, County, Applicant, and Applicant Assigned Priority Order;

Each applicant is allowed to have two representatives available to address the Assistance Board and answer questions pertaining to their grant application. This is voluntary and the applicant will not be penalized for having no representatives present;

A review schedule will be provided on the CDE website and will be updated at each Assistance Board break, lunch and end of day adjournment for those not in the meeting room

- The updates will identify the status of grants reviewed and show where the Assistance Board is in the review schedule;
1. Once a grant is up for review the Director will ask the Division technical assistance representative along with the grant application representatives to approach the review table;

2. The Director will introduce the project (name, project title and priority #), then the applicant's presenters;
3. The application representative(s), and if they have a representative(s) available will be given a two minute window to address & present to the Assistance Board;
 - This presentation should include any items the applicant wishes to address pertaining to the project;
 - No visual materials will be allowed for this presentation;
4. Following the applicant presentation, the Division technical representative will discuss the following items with the Assistance Board:
 - Is the Project a Health/Safety, Overcrowding, Technology or Other Project;
 - Assessment Findings;
 - Urgency;
 - Red Flags;
 - Financial Indicators;
 - Guideline Compliance;
 - Planning;
 - Ability to help themselves (capacity);
 - Number of students impacted by the grant;
5. Following the Division technical representative summary the Assistance Board will discuss and ask questions;
6. After the Assistance Board has reviewed the grant application and all topics have been discussed and questions are answered, the Assistance Board can either;
 - Make a motion to move the project to either the cash or lease-purchase short-list of projects;
 - Votes will be counted and recorded;
 - Make no motion and the project will not move forward in the selection process;
 - If no motion is made, or if the Assistance Board votes to not put a project on the shortlist, the Assistance Board will provide the reason for no motion or no vote and complete a decision memo;
7. If a project is recommended to the shortlist and there is a waiver requested, the following actions will occur:
 - Review and move to approve or not approve the waiver request;
 - Statutory waivers will be automatically approved;
8. The next grant application will be reviewed and the previous steps will be repeated;

After all the applications have been reviewed the Assistance Board may move applications from one shortlist list to the other, or remove an application altogether. This will be done with a motion and vote. Next, the short lists will be reviewed to determine which short listed projects will be recommended to the State Board for award and the finalist applications shall be prioritized. This will be done by providing each Assistance Board member a written list of short listed BEST Cash Grant applications and BEST Lease-Purchase Grant applications. Each Assistance Board member shall

prioritize both lists by scoring them starting with the number 1 as their 1st priority. Then BEST staff will tally the scores to determine the prioritized order of both short lists.

- The Assistance Board will then determine which of the projects on each list, in priority order, will be recommended to the State Board for award, and which “back-up” projects, in priority order, will be recommended to the State Board;
- The scoring will be included in the minutes of the meeting.

If an Assistance Board member does not recommend an application for funding, a decision memo will be completed by each Assistance Board member who voted no on the project. The reason will be provided to the applicant in writing;

The Assistance Board review will result in two prioritized lists of projects to submit to the State Board for approval, one for BEST Cash Grants and one for BEST Lease-Purchase Grants. The prioritized lists shall include the Assistance Board's recommendation as to the amount and type of financial assistance to be provided and a statement of the source and amount of applicant matching moneys for each recommended project, based upon information provided by the applicant.

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

The Capital Development Committee of the General Assembly will review and approve or, if the committee concludes that the Assistance Board misinterpreted the results of the BEST prioritization assessment or misapplied BEST prioritization criteria, disapprove the list of projects recommended by the Assistance Board and the State Board for BEST funding that involves lease-purchase agreements

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

For questions contact Ted Hughes, 303-866-6948, hughes_t@cde.state.co.us

Attachments:

FY2013-14 BEST Grant Application Review Process (*flowchart*)

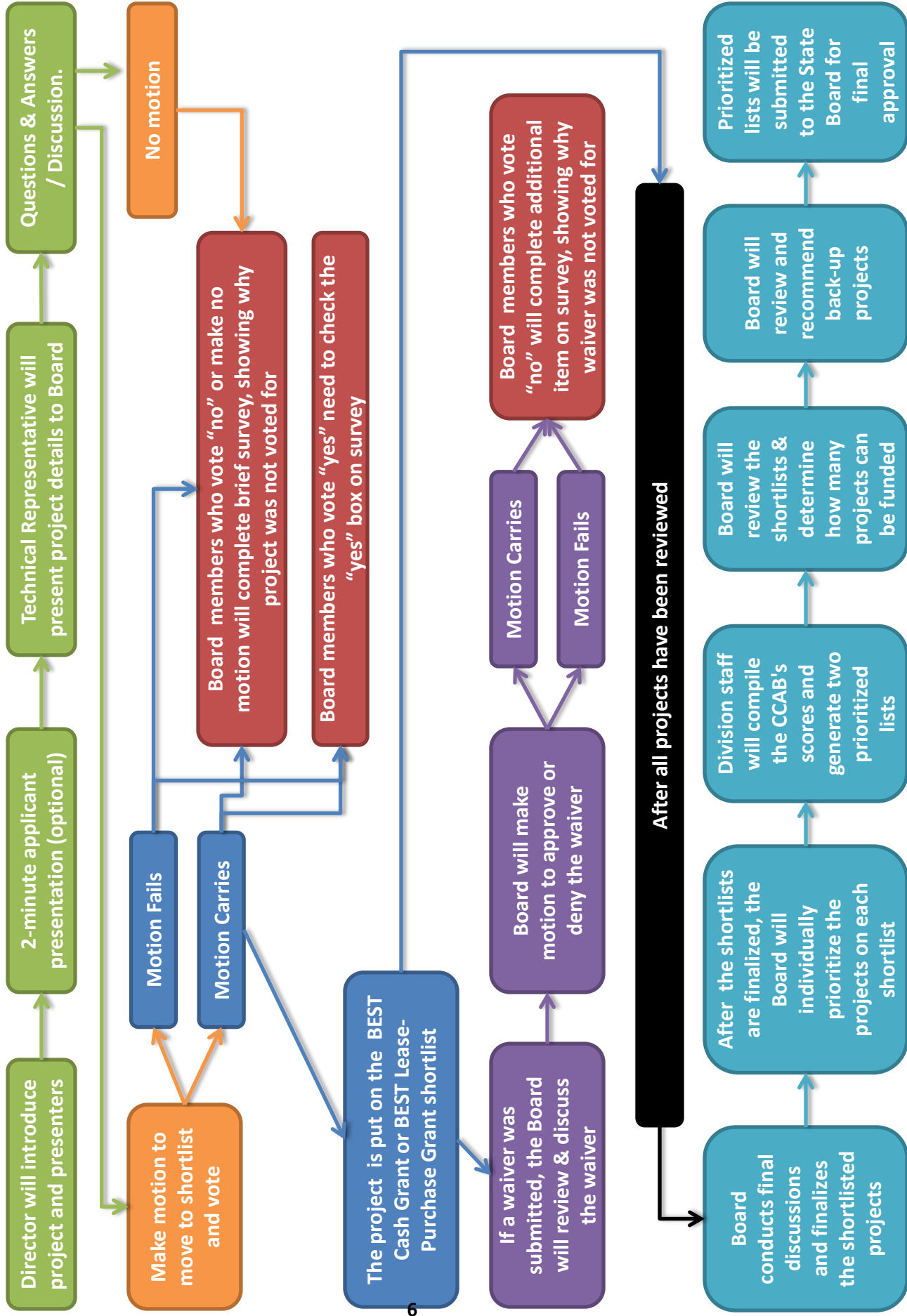
BEST Grant Program Rules

Public School Facility Construction Guidelines Rules

Scoring Table Schedule for BEST Cash Grants

Map of Participating School Districts

FY2013-14 BEST GRANT APPLICATION REVIEW PROCESS FLOWCHART



COLORADO DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION ASSISTANCE

1 CCR 303-3

BUILDING EXCELLENT SCHOOLS TODAY GRANT PROGRAM

Authority

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

Scope and Purpose

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

1. Definitions

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

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

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

2. Eligibility

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

2.1.1. A School District;

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

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

3. Assistance Board

3.1. Conflict of Interest

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

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

3.1.2. 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 competition.

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

3.1.3.1. If a Board member's firm has no prior contact regarding the Project included in an Application, the Board member may appropriately vote on the Application;

3.1.3.2. No Board member shall participate in the Board's evaluation process, including voting, for any Application when the Board member's firm has had prior contact with the Applicant directly related to the Project or Application;

3.1.3.3. 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. In cases where a Board member or a Board member's firm has not consulted with an Applicant prior to the evaluation and voting process, and a Board member votes on an Application, if the Application is approved by the State Board the Board member or Board member's firm may respond to a competitive RFP or RFQ, or work on the Project, but must exercise caution to avoid conflicts of interest and/or appearance of impropriety, and he or she should inform the Division staff of the situation, then the CCAB.

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; and

4.1.1.5. 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;

4.1.1.6. 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; and

4.1.2.5. 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. Waiver requests shall not list the issues and impacts in general terms. A waiver request shall explain issues and impacts in detail, including dollar amounts of the issues and impacts and specific ways in which such issues and impacts make it impossible for the Applicant to make its full Matching Moneys contribution. The Board will determine the merit of the request based on the following issues or impacts:
- 4.2.2.1. The general fund and capital reserve fund balance if applicable, and an explanation of why it is at that level (do not include TABOR Reserves);
 - 4.2.2.2. Commitments to the capital reserve fund, showing why the capital reserve fund cannot be used to fund the matching contribution;
 - 4.2.2.3. Bond history including an explanation of factors contributing to the decision to pursue or not pursue a bond issue, and factors contributing to past bond issue failures and successes;
 - 4.2.2.4. Changes in insurance costs;
 - 4.2.2.5. Changes in salaries;
 - 4.2.2.6. Other increased expenses;
 - 4.2.2.7. Changes in enrollment;
 - 4.2.2.8. Changes in revenues;
 - 4.2.2.9. Additional projects undertaken or additional projects which are budgeted or are being saved for;
 - 4.2.2.10. Upgrades to technology, textbooks, facilities or other upgrades being contemplated or undertaken beyond the submitted projects;
 - 4.2.2.11. Recent unexpected maintenance to facilities or equipment;
 - 4.2.2.12. Planned maintenance or equipment replacement;
 - 4.2.2.13. Busses and other capital purchases;
 - 4.2.2.14. Additional circumstances that make it financially impractical or impossible to provide the matching contribution.

4.3. Charter School matching moneys Loan Program.

- 4.3.1. The Charter School matching moneys Loan Program will assist Eligible Charter Schools in obtaining the Matching Moneys requirement for an award of Financial Assistance pursuant to 22-43.7-109 C.R.S.
- 4.3.2. An Eligible Charter School that chooses to seek a loan through the Loan Program shall apply to the Board to receive a loan.
- 4.3.3. To be an Eligible Charter School for the Loan Program means a Charter School that is described in [section 22-30.5-104](#) or an Institute Charter School as that term is defined in [section 22-30.5-502](#) has a stand-alone credit assessment or rating of at least investment grade by a nationally recognized rating agency at the time of issuance of any qualified Charter School bonds on behalf of the Charter School by the Colorado educational and cultural facilities authority pursuant to the "Colorado Educational and Cultural Facilities Authority Act", article 15 of title 23, C.R.S., and that has been certified as a qualified Charter School by the State Treasurer.
- 4.3.4. The Board may approve a loan for an Eligible Charter School in an amount that does not exceed fifty percent of the amount of Matching Moneys calculated for the Eligible Charter School pursuant to 22-43.7-109(9)(c) C.R.S.
- 4.3.5. If a loan is approved by the Board the project will be considered as a BEST Lease-Purchase project pursuant to 22-43.7-110.5(2)(b)C.R.S., and the proposed project must be one that is financeable.
- 4.3.6. The Board shall direct the State Treasurer to include the amount of a loan approved pursuant to the terms in the Lease-Purchase agreement entered into pursuant to 22-43.7-110 (2) C.R.S. to provide Financial Assistance to the Eligible Charter School for which the loan is approved.
- 4.3.7. Charter School Loan Program application
 - 4.3.7.1. An application for a loan shall include:
 - 4.3.7.1.1. Basic contact information, justification for seeking a BEST loan and documentation of a stand-alone credit assessment or rating of at least investment grade by a nationally recognized rating agency for the Charter School;
 - 4.3.7.1.2. Identify the Charter Schools current facilities and indicate if those facilities are owned, leased or in a lease-purchase agreement;
 - 4.3.7.1.3. A current credit disclosure statement along, any business notes payable or reviews, notices or warnings from the Charter Schools 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 4:30 p.m. on or before the deadline date determined by the Board. This does not apply to an Application in connection with a Public School Facility Emergency;
- 5.1.3. The Board may, in its sole discretion and upon a showing of good cause in a written request from an Applicant, extend the deadline for filing an Application.

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

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

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

6.2.1. For FY2008-09 only, priority consideration will be given to the following:

- 6.2.1.1. Previous Applicants that received awards in the previous program and that require supplemental funding;

- 6.2.1.2. New BEST project sublease-purchase agreements for projects that have matching funds not contingent on future elections and for which the Division has worked with the Applicant on project planning prior to submission of the Application.
- 6.2.2. Projects that will address safety hazards or health concerns at existing Public School Facilities, including concerns relating to Public School Facility security;
 - 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.
- 6.2.4. Projects that are designed to incorporate technology into the educational environment; and
- 6.2.5. All other projects.
- 6.2.6. Among other considerations, the Board may take into account the following in reviewing Applications:
 - 6.2.6.1. The amount of the matching contribution being provided in excess of or less than the minimum;
 - 6.2.6.2. Whether the Applicant has been placed on financial watch by the Colorado Department of Education;
 - 6.2.6.3. Overall condition of the Applicant's existing facilities;
 - 6.2.6.4. The project cost per pupil based on number of pupils affected by the proposed Project;
 - 6.2.6.5. The project life cycle.
 - 6.2.6.6. The Public School Facility's Facility Condition Index (FCI), Colorado Facility Index (CFI), school priority score and construction guidelines score.
 - 6.2.6.7. 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 Financial Assistance awarded is expressly conditioned on the availability of funds.

8.1.2. 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.

8.1.2.1. 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.

8.1.2.2. 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.

8.1.2.3. 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.

8.1.2.4. 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.

8.1.2.5. 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.

8.1.2.6. 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.

8.1.3. Payment of BEST Lease-purchase Funding will be determined by the terms of the lease-purchase agreement and any subsequent sublease-purchase agreements.

8.1.4. A grant reserve shall automatically be added to the cost of the Project: 5% for new construction Projects and 10% for renovation Projects.

8.1.4.1. Grant reserve requests shall be submitted on a Division provided form;

8.1.4.2. Grant reserve draws shall be limited to issues that could not have been known about or planned for at the time the Application was submitted.

8.2. Oversight

8.2.1. A Grantee currently receiving Financial Assistance shall submit a written progress report to the Division by July 31, of each year on a Division provided form.

8.2.2. 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.

8.2.3. 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.

8.2.4. If a Grantee has not used all Financial Assistance on a closed out Lease-Purchase Grant, some or all of the unused balance, as determined by the State Treasurer, may be refunded upon consent of the Board.

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

8.2.6. 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.

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

9. Technical Consultation

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

COLORADO DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION ASSISTANCE

1 CCR 303(1)

PUBLIC SCHOOL FACILITY CONSTRUCTION GUIDELINES

Authority

§ 22-43.7-106(2)(i)(I) C.R.S., the Capital Construction Assistance Board (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. The Assistance Board is directed to establish Public School Facility Construction Guidelines in rule pursuant to §22-43.7-107(1)(a), C.R.S.

Scope and Purpose

§ 22-43.7-106(1)(a) C.R.S., the Assistance Board shall establish Public School Facility Construction Guidelines for use by the Assistance Board in assessing and prioritizing public school capital construction needs throughout the State pursuant to § 22-43.7-108 C.R.S., reviewing applications for financial assistance, and making recommendations to the Colorado State Board of Education (State Board) regarding appropriate allocation of awards of financial assistance from the assistance fund only to applicants. The Assistance Board shall establish the guidelines in rules promulgated in accordance with Article 4 of Title 24, C.R.S.

1. Preface

- 1.1. The Colorado Public School Facility Construction Guidelines were established as a result of House Bill 08-1335 which was passed by the General Assembly of the State of Colorado, signed by the Governor and became law in 2008. This Bill requires the Assistance Board to develop Public School Facility Construction Guidelines (Guidelines) to be used by the Assistance Board in assessing and prioritizing public school capital construction needs throughout the state, reviewing applications for financial assistance, and making recommendations to the State Board regarding appropriate allocations of awards of financial assistance from the Public School Capital Construction Assistance Fund.
- 1.2. 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:
 - 1.2.1. Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law;
 - 1.2.2. Technology, including but not limited to telecommunications and internet connectivity technology and technology for individual student learning and classroom instruction;
 - 1.2.3. Building site requirements;
 - 1.2.4. Building performance standards and guidelines for green building and energy efficiency;
 - 1.2.5. 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;

- 1.2.6. Capacity of existing and planned public school facilities, taking into consideration potential expansion of services and programs;
- 1.2.7. Public school facility accessibility; and
- 1.2.8. The historic significance of existing public school facilities and their potential to meet current programming needs by rehabilitating such facilities.

2. Mission Statement

- 2.1. The "Colorado public school facility construction guidelines" shall be used to assess and prioritize public schools capital construction needs throughout the state, review applications for financial assistance, make recommendations to the State Board regarding appropriate allocations of awards of financial assistance from the Public School Capital Construction Assistance Fund, and help ensure that awarded grant moneys will be used to accomplish viable top priority construction projects.

3. SECTION ONE - Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws and regulations and provide accessible facilities for the handicapped and disabled as follows:

- 3.1. Sound building structural systems. Each building should be constructed and maintained with a sound structural foundation, floor, wall and roof systems. Local snow, wind exposure, seismic, along with pertaining importance factors shall be considered.
- 3.2. 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 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 (NRCA) 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);

3.2.1. Low-slope roofing:

- 3.2.1.1. Built-up-Roofing (BUR);
- 3.2.1.2. Ethylene Propylene Diene Monomer (EPDM);
- 3.2.1.3. Poly Vinyl Chloride (PVC);
- 3.2.1.4. Co-Polymer Alloy (CPA);
- 3.2.1.5. Thermal Polyolefin (TPO);
- 3.2.1.6. Metal panel roof systems for low slope applications;
- 3.2.1.7. Polymer-modified bitumen sheet membranes;
- 3.2.1.8. Spray polyurethane foam based roofing systems (SPF) and applied coatings;
- 3.2.1.9. Restorative coatings.

- 3.2.2. Steep slope roofing systems:
 - 3.2.2.1. Asphalt shingles;
 - 3.2.2.2. Clay tile and concrete tile;
 - 3.2.2.3. Metal roof systems for steep-slope applications;
 - 3.2.2.4. Slate;
 - 3.2.2.5. Wood shakes and wood shingles;
 - 3.2.2.6. Synthetic shingles;
 - 3.2.2.7. Restorative coatings.
- 3.3. A continuous and unobstructed path of egress from any point in the school that provides an accessible route to an area of refuge, a horizontal exit, or public way. Doors shall open in the direction of the path of egress, have panic hardware when required, and be constructed with fire rated corridors and area separation walls as determined by a Facility Code Analysis. The Facility Code Analysis shall address, at a minimum, building use and occupancy classification, building type of construction, building area separation zones, number of allowed floors, number of required exits, occupant load, required areas of refuge and required fire resistive construction.
- 3.4. A potable water source and supply system complying with 5CCR 1003-1 "Colorado Primary Drinking Water Regulations" providing quality water as required by the Colorado Department of Public Health and Environment. Water quality shall be maintained and treated to reduce water for calcium, alkalinity, Ph, nitrates, bacteria, and temperature (reference, Colorado Primary Drinking Water Act and EPA Safe Water Drinking Act). The water supply system shall deliver water at a minimum normal operating pressure of 20 psi and a maximum of 100 psi to all plumbing fixtures. Independent systems and wells shall be protected from unauthorized access.
- 3.5. A building fire alarm and duress notification system in all school facilities designed in accordance with State and Local fire department requirements. Exceptions include unoccupied very small single story buildings, sheds and temporary facilities where code required systems are not mandatory and the occupancy does not warrant a system.
- 3.6. Facilities with safely managed hazardous materials such as asbestos found in Vinyl Asbestos Tile and mastic, acoustical and thermal insulation, window caulking, pipe wrap, roofing, ceiling tiles, plaster, lead paint and other building materials. Public schools shall comply with all Asbestos Hazard Emergency Response Act (AHERA) criteria and develop, maintain and update an asbestos management plan kept on record at the school district.
- 3.7. Facilities choosing to utilize closed circuit video and keycard or keypad building access.
- 3.8. An Event Alerting and Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations.
- 3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or through a less preferred mechanism like a video camera system. All other exterior entrances shall be locked and have controlled access.

Interior classroom doors shall have locking hardware for lock downs and may have door sidelights or door vision glass that allow line of sight into the corridors during emergencies.

- 3.10. Safe and secure electrical service and distribution systems designed and installed to meet all applicable State and Federal codes. The electrical system shall provide artificial lighting in compliance with The Illumination Engineering Society of North America (IESNA) for educational facilities RP-3-00. Emergency lighting shall be available when normal lighting systems fail and in locations necessary for orderly egress from the building in an emergency situation as required by electrical code.
 - 3.10.1. The material hereby incorporated by reference in these rules is the “RP-3-00, Lighting for Educational Facilities” produced by The Illumination Engineering Society of North America (IESNA). 2006 reaffirmed.
 - 3.10.2. Later Amendments to the “RP-3-00, Lighting for Educational Facilities” are excluded from these rules.
 - 3.10.3. The Director of the Division of Public School Capital Construction Assistance, 1580 Logan St. Denver, Colorado will provide information regarding how the “RP-3-00, Recommended Practice on Lighting for Educational Facilities” may be obtained or examined.
- 3.11. A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes.
 - 3.11.1. The material hereby incorporated by reference in these rules is the “Thermal Environmental Conditions for Human Occupancy (ASHRAE Standard 55)” produced by the American Society of Heating, Refrigeration and Air-Conditioning Engineers, Inc. 2010 Update.
 - 3.11.2. Later Amendments to the “Thermal Environmental Conditions for Human Occupancy (ASHRAE Standard 55)” are excluded from these rules.
 - 3.11.3. The Director of the Division of Public School Capital Construction Assistance, 1580 Logan St. Denver, Colorado will provide information regarding how the “Thermal Environmental Conditions for Human Occupancy (ASHRAE Standard 55)” may be obtained or examined.
- 3.12. Healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems or operable windows and by reducing outside air and water infiltration with a tight building envelope.
- 3.13. Sanitary school facilities that comply with Colorado Department of Public Health and Environment (CDPHE), Consumer protection Division, 6 CCR 1010-6 “Rules and Regulations Governing Schools.”
- 3.14. Food preparation and associated facilities equipped and maintained to provide sanitary facilities for the preparation, distribution, and storage of food as required by Colorado Retail Food Establishment Rules and Regulations 6 CCR 1010-2.
- 3.15. Safe laboratories, shops and other areas storing paints or chemicals that complying with CDPHE 6CCR 1010-6 “Rules Governing Schools.”

- 3.15.1. In laboratories, shops, and art rooms where toxic or hazardous chemicals, hazardous devices, or hazardous equipment are stored, all hazardous materials shall be stored in approved containers and stored in ventilated, locked, fire resistive areas or cabinets. Where an open flame is used, an easily accessible fire blanket and extinguisher must be provided. Fire extinguishers shall be inspected annually. Where there is exposure to skin contamination with poisonous, infectious, or irritating materials, an easily accessible eyewash fountain/shower along with an independent hand washing sink must be provided. The eyewash station must be clean and tested annually. Master gas valves and electric shut-off switches shall be provided for each laboratory, shop or other similar areas where power or gas equipment is used;
- 3.15.2. All facility maintenance supplies, e.g. cleaning supplies, paints, fertilizer, pesticides and other chemicals required to maintain the school shall be stored in approved containers and stored in ventilated, locked and fire resistive rooms or cabinets.
- 3.16. A separate emergency care room or emergency care area shall be provided. This room shall have a dedicated bathroom, and shall be used in providing care for persons who are ill, infested with parasites, or suspected of having communicable diseases. Every emergency care room or area shall be provided with at least one cot for each 400 students, or part thereof, and be equipped with a locking cabinet for prescriptions and first aid supplies.
- 3.17. A facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons.
- 3.18. A site that safely separates pedestrian and vehicular traffic and is laid out with the following criteria:
 - 3.18.1. 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. This effort should include planning dedicated turn lanes;
 - 3.18.2. When possible, provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking. Curbs at bus and vehicle drop-off and pick-up locations shall be raised a minimum of six inches above the pavement level and be painted yellow. Provide 'Buses Only' and 'No entry Signs' at the ends of the bus loop;
 - 3.18.3. 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. Do not load or unload students where they have to cross a vehicle path before entering the building. It is recommended all loading areas have "No Parking" signs posted;
 - 3.18.4. Solid surfaced staff, student, and visitor parking spaces should be identified at locations near the building entrance and past the student loading area;
 - 3.18.5. Provide well-maintained sidewalks and a designated safe path leading to the school entrance. Create paved student queuing areas at major crossings and paint sidewalk "stand-back lines" to show where to stand while waiting. Except at pick-up locations, sidewalks shall be kept a minimum of five feet away from roadways. There should be well-maintained sidewalks that are a minimum of eight feet wide leading to the school and circulating around the school;

- 3.18.6. 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;
 - 3.18.7. Facilities should provide for bicycle access and storage;
 - 3.18.8. Fire lanes shall have red markings and “no parking” signs posted;
 - 3.18.9. Consider restricting vehicle access at school entrances with bollards or other means to restrict vehicles from driving through the entry into the school.
- 3.19. A safe and secure site with outdoor facilities for students, staff, parents, and the community, based on the following criteria;
- 3.19.1. New school sites should be selected that are not adjacent or close to hazardous waste disposal sites, industrial manufacturing plants, gas wells, railroad tracks, major highways, liquor stores or other adult establishments, landfills, waste water treatment plants, chemical plants, electrical power stations and power easements, or other uses that would cause safety or health issues to the inhabitants of the school. Consider fencing around the perimeter of the school sites with gates to control access. Gates shall have the capability to be locked to restrict access if desired;
 - 3.19.2. When possible, arrange site, landscaping, playgrounds, sports fields and parking to create clear lines of site from a single vantage point. Keep shrubbery trimmed so that it will not conceal people;
 - 3.19.3. Locate site utilities away from the main school entrance and student playgrounds and sports fields whenever possible. Electric service equipment, gas meters and private water wells shall have fenced in cages to restrict access to unauthorized persons. Propane (LPG) tanks shall be installed in accordance with building and fire codes;
 - 3.19.4. Access to building roofs shall be secured to restrict access;
 - 3.19.5. Exterior buildings and walkways shall be lighted to protect and guide occupants during evening use of the school facility;
 - 3.19.6. Playgrounds shall be protected by adequate fencing from other exposures such as ball fields, where injuries could occur due to flying balls. Play equipment shall be installed pursuant to the manufacturer's specifications and current industry safety and State of Colorado Insurance pool requirements. Provide play equipment that complies with the Americans with Disabilities Act. All playground equipment shall be purchased from an International Playground Equipment Manufacturers Association (IPEMA) certified playground equipment manufacturer with adequate product liability insurance. Each piece of equipment purchased shall have an IPEMA certification. Provide a firm, stable, slip-resistant, and resilient soft surface under and around the play equipment.

- 4. SECTION TWO - School facility programming and decision-making should be approached holistically involving all community stakeholders taking into consideration local ideals, input, needs and desires. Facilities will assist school districts, charter schools, institute charter schools, boards of cooperative services and the Colorado School for the Deaf and Blind to meet or exceed state model content standards by promoting “learning environments” conducive to performance excellence with technology that supports communities, families and students and provides the following:**
- 4.1. Elementary, middle, high and PK-12 schools built with high quality, durable, easily maintainable building materials and finishes.
 - 4.2. Educational facilities that accommodate the Colorado Achievement Plan for Kids (Cap4K), No Child Left Behind Act (NCLB) and the State Board’s model content standards.
 - 4.3. Educational facilities for individual student learning and classroom instruction, connected to the Colorado institutions of higher education distant learning networks “internet two”, with technology embedded into school facilities; embedded technology to provide adequate voice, data, and video communications in accordance with the Building Industry Consulting Services International’s (BICSI) Telecommunications Distribution Methods Manual (TDMM).
 - 4.3.1. The material hereby incorporated by reference in these rules is the “Telecommunications Distribution Methods Manual (TDMM)” produced by Building Industry Consulting Services International (BICSI). 12th edition.
 - 4.3.2. Later Amendments to the “Telecommunications Distribution Methods Manual (TDMM)” are excluded from these rules.
 - 4.3.3. The Director of the Division of Public School Capital Construction Assistance, 1580 Logan St. Denver, Colorado will provide information regarding how the “Telecommunications Distribution Methods Manual (TDMM)” may be obtained or examined.
 - 4.4. School administrative offices should be provided with the technological hardware and software that provides control of web-based activity access throughout the facility; e-mail for staff; a school-wide telephone system with voicemail, a district hosted web site with secure parent online access linked to attendance and grade books.
 - 4.5. Administrative software should include: Individual Educational Programs (IEP), Individual Learning Programs (ILP), Personal Learning Plans (PLP), sports eligibility records, immunization and health service management records, discipline and behavior records, transcripts, food services information, library resource management information, and assessment analysis management records.
 - 4.6. The facility should be protected to maintain business continuity with emergency power backup, redundant A/C for data centers and data backup systems. Off site hosting of critical data to protect against loss of data should be explored;
 - 4.7. School sites that meet the recommended school facility site size guidelines below. New school sites should take into consideration: topography, vehicle access, soil characteristics, site utilities, site preparation, easements/rights of way, environmental restrictions, and aesthetic considerations. Site size guidelines may vary based on local requirements, athletic programming or desired alternate planning models. Site requirements may differ for urban public schools with limited space. Local school site size guidelines will be followed in acquiring and developing

school sites. If such guidelines are not provided in board policy and regulations, site criteria provided in paragraphs 3.18 and 3.19 shall be considered;

- 4.8. Elementary, middle, high, and PK-12 buildings that functionally meet the recommended educational programming set forth below, are not over capacity, and are located in permanent buildings. Each facility should have the potential, or be planned for, expansion of services for the benefit of the students for programs such as full-day kindergarten and preschool, and school based health services.
- 4.9. The Assistance Board recognizes that due to local educational programming, individual public school facilities may not include all items following in this section.
- 4.10. Elementary schools (grades PK-5) shall provide exciting learning environments for children along with associated teaching and administrative support areas. When possible, daylight with views shall be incorporated in all learning areas to supplement well-designed task oriented artificial lighting. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors, and other learning areas should be utilized to create a learning environment that focuses the student's attention. The following uses should be incorporated in elementary educational facilities:
 - 4.10.1. Depending on community needs and desires, public schools should consider sites that include playfields, age appropriate equipment, gardens, trees, non-traditional play features, shade structures, and a gateway to the community. The objectives of the play areas include: reducing discipline issues on school grounds, providing better physical education and resources for outdoor classroom projects, establishing a gathering place for neighborhood families, and strengthening community-school partnerships;
 - 4.10.2. Preschool and kindergarten classrooms with dedicated bathrooms. Suggested kindergarten classroom sizes range from 1000-1200 square feet;
 - 4.10.3. Special education classroom;
 - 4.10.4. Special program room;
 - 4.10.5. Classrooms should provide 35 square feet/student. Ceiling heights in classrooms should not be lower than nine feet. The ideal classroom is rectangular in shape with the long axis 1.33 times longer than the short axis. Classrooms should have a source of natural light with a view, have conditioned well ventilated air, and provide all the necessary equipment, technology infrastructure, and storage to support the intended educational program;
 - 4.10.6. Band/vocal music room with high ceilings, and acoustical wall coverings;
 - 4.10.7. Art room with ample storage cabinets and counter sinks. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent;
 - 4.10.8. Beginning computer lab with computer work stations or computer carts utilizing wireless connections whenever possible;
 - 4.10.9. Library/multimedia center (LMC) should provide a flexible space for students, staff, and parents to read, write and draw. If possible the space should be designed with high ceilings, and exposed building structure and materials. The space should have abundant natural light, as well as well-designed artificial task lighting. Window shades should be incorporated to accommodate the use of audio visual equipment requiring darker environments;

- 4.10.10. Commercial kitchen, with cooking and refrigeration equipment, dry storage, and ware washing area unless food is prepared and delivered from another location;
 - 4.10.11. Cafeteria/multipurpose room to support the school and community. Ceiling heights shall be higher in these areas and daylight shall be incorporated. A tiered stage for school productions shall be included. The tiered stage shall be provided with basic theatrical lighting and sound systems;
 - 4.10.12. Small gym with basketball court, volleyball sleeves and standards, safety wall wainscoting and fiberglass adjustable basketball backstops;
 - 4.10.13. Administrative offices, nursing area, bathrooms, conference, reception, and building support areas to accommodate the educational program.
- 4.11. Middle schools (grades 6-8). When possible daylight with views shall be incorporated in all learning areas to supplement well-designed task oriented artificial lighting. The facilities should be designed to provide a vibrant, cheerful, learning environment for students and scaled for teenage occupancy. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors and other learning areas will create a learning environment that focuses the student's attention. The following uses should be incorporated in middle school educational facilities:
- 4.11.1. Based on local needs and desires, sports fields should be considered that include age appropriate equipment, gardens, shade structures and a gateway to the community. The objectives of the sports areas include: reducing discipline issues on school grounds, providing better physical education and resources for outdoor classroom projects and providing a gathering place for neighborhood families to watch sporting events. Based on local desired athletic programming, sports fields should be provided to accommodate track, football, soccer, baseball and softball sporting events along with basketball courts for school and community use;
 - 4.11.2. Special education classroom;
 - 4.11.3. Special program room;
 - 4.11.4. Classrooms should provide thirty two square feet/student. Ceiling heights in classrooms should not be lower than nine feet. The ideal classroom is rectangular in shape with the long axis 1.33 times longer than the short axis. Classrooms should have a source of natural light with a view, have conditioned well ventilated air, and provide all the necessary equipment, technology infrastructure, and storage to support the intended educational program;
 - 4.11.5. Library/multimedia center (LMC) should provide a flexible space for students, staff, parents and the community to read, write, meet, study, and research topics. The space should be designed with high ceilings and exposed structure and materials. The space should have abundant natural light, as well as well-designed artificial task lighting. Window shades should be incorporated to accommodate the use of audio visual equipment requiring darker environments;
 - 4.11.6. Computer lab with technology embedded in classroom to support interactive whiteboards utilizing the most current internet access technology whenever possible;
 - 4.11.7. Distance learning lab should be centrally located in the interior of the school with no windows and isolated from sources of loud noise. To reduce acoustic effects, square rooms should be avoided, if possible. A cork shaped or rectangular room is a better shape, as it

does not encourage standing waves (and thus echoes). Acoustic wall panels, heavy wall curtains and carpet flooring should be used in lieu of hard walls and floors to help acoustics. Labs should provide easy wireless access to computers and the internet. There should be at least two 20-amp electrical circuits on dedicated breakers for the interactive distance learning video equipment;

- 4.11.8. Science lab with teaching demonstration table, emergency shower/eyewash, wet student work stations, and equipped with adequate instrumentation;
 - 4.11.9. Family Consumer Science Lab;
 - 4.11.10. Band classroom with conducting podium, instrument storage room and acoustic practice room. Band classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;
 - 4.11.11. Vocal classroom with conducting podium and acoustic wall panels. Vocal classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;
 - 4.11.12. Art classroom with ample storage cabinets and counter sinks. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent;
 - 4.11.13. Beginning shop, vocational, and agricultural Career and Technical Education (CTA) classrooms;
 - 4.11.14. Performing arts support area to accommodate set design and building including dressing rooms with lockers, sinks, mirrors, and prop storage area;
 - 4.11.15. Commercial Kitchen with cooking and refrigeration equipment, dry storage, and ware washing area, unless food is prepared and delivered from another location;
 - 4.11.16. Cafeteria/multipurpose room to support the school and community. The cafeteria ceiling heights should be higher than other areas in the school and incorporate day lighting when possible. A raised stage for school productions should be provided with curtains and theatrical lighting and sound systems;
 - 4.11.17. Gymnasium with a regulation basketball court and dividing curtain to create two smaller basketball courts. The following equipment should accompany the gym: Glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, and scorer table;
 - 4.11.18. Weight training area with free weights, wall mirrors, exercise machines, rubber flooring, and protective wainscoting;
 - 4.11.19. Men and women's locker rooms with independent bathrooms, showers and locking metal lockers;
 - 4.11.20. Administrative offices, nursing area, bathrooms, conference, reception and building support areas to accommodate the educational program.
- 4.12. High schools (grades 9-12) shall provide an environment that prepares students for higher education admittance or the workplace. When possible, daylight and views shall be incorporated in all learning areas to supplement well-designed task oriented artificial lighting. The facilities should be designed to provide vibrant, cheerful, learning environments for students and be scaled for adult occupancy. Acoustical materials to reduce ambient noise levels and

minimize transfer of noise between classrooms, corridors and other learning areas will create a learning environment that focuses the student's attention. The following uses should be incorporated in high school educational facilities:

- 4.12.1. Based on local desired athletic programming, sports fields with associated equipment, gardens, trees, amphitheater, shade structures and a gateway to the community should be considered. The objectives of the sport areas include: reducing discipline issues on school grounds, providing better physical education and resources for outdoor classroom projects, establishing a gathering place for neighborhood families to watch sporting events, and strengthening community-school partnerships. Based on local programming, sports fields should consider accommodating track, football, soccer, baseball and softball sporting events as well as tennis and basketball courts for school and community use;
- 4.12.2. Classrooms should provide 32 square feet/student. Ceiling heights in classrooms should not be lower than nine feet. The ideal classroom is rectangular in shape with the long axis 1.33 times longer than the short axis. Classrooms should have a source of natural light with a view, have conditioned well ventilated air, and provide all the necessary equipment, technology infrastructure, and storage to support the intended educational program;
- 4.12.3. Special program room;
- 4.12.4. Library/multimedia center (LMC) should provide a flexible space for students, staff, parents, and the community to read, write, meet, study, and research topics. The space should be designed with high ceilings and exposed structure and building materials. The space should have abundant natural light, along with well-designed artificial task lighting. Window shades should be incorporated to accommodate the use of audio visual equipment requiring darker environments;
- 4.12.5. Distance learning lab should be centrally located in the interior of the school, with no windows, and isolated from sources of loud noise. To reduce acoustic effects, square rooms should be avoided if possible. A cork shaped or rectangular room is a better shape, as it does not encourage standing waves (and thus echoes). Acoustic wall panels, heavy wall curtains and carpet flooring should be used in lieu of hard walls and floors to help acoustics. Labs should provide easy wireless access to computers and the internet. There should be at least two 20-amp electrical circuits on dedicated breakers for the interactive distance learning video equipment;
- 4.12.6. Computer lab with technology embedded in classroom to support interactive whiteboards, utilizing wireless internet access whenever possible;
- 4.12.7. Science lab with a teaching demonstration table, emergency shower/eyewash, demonstration hood, student work stations provided with water and gas receptacles equipped with adequate instrumentation;
- 4.12.8. Family consumer science lab;
- 4.12.9. Band classroom with conducting podium, instrument storage room and acoustic practice rooms. Band classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;
- 4.12.10. Vocal classroom with conducting podium and acoustic wall panels. Vocal classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;

- 4.12.11. Art classroom with ample storage cabinets and counter sinks. At the high school level a kiln/ceramic storage area shall be provided. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent;
- 4.12.12. Performing arts support area to accommodate set design and construction, dressing rooms with lockers, sinks and mirrors and prop storage area;
- 4.12.13. Career and technical education (CTE) classroom that supports desired educational programs. The ideal CTA classroom should have 45 square feet/student with a minimum of 780 square feet of exclusive laboratory and storage space. The shop area shall have a minimum of 150 square feet/student with a tool and supply storage room that is at least 20 feet long with a minimum width of eight feet wide for the storage of long building materials. Each shop shall be equipped with welding booths, auto lift station, auto emissions evacuation system and required trade tools. A minimum 2400 SF outdoor patio area should be provided for storing or working on farm machinery, flammable materials, and large construction projects. If desired, a minimum 1880 SF greenhouse should be provided with heat and ventilation. CTA shops should have independent bathrooms with a group hand washing sink and lockers;
- 4.12.14. Commercial kitchen with cooking and refrigeration equipment, dry storage and ware washing area, unless food is delivered from another location;
- 4.12.15. Cafeteria/multipurpose room to support the school and community. Ceiling heights in cafeterias should be higher than other areas in the school, and incorporate daylight to provide a captivating dining environment to keep students on site during lunch hours;
- 4.12.16. Auditorium with a raised proscenium stage, curtains, orchestra pit, sloped floor with fixed seating, sound and project booth, acoustic wall and ceiling panels and professional lighting and sound systems. The auditorium shall be designed to accommodate the entire student body, school staff and as required for community-wide productions;
- 4.12.17. Gymnasium with two regulation basketball courts and dividing curtain. The following equipment should accompany the gym: Glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, telescoping bleachers and scorer table;
- 4.12.18. Auxiliary gym (larger high schools) with a regulation basketball court and dividing curtain to create two smaller basketball courts. The following equipment should accompany the gym: glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, and chin-up bar;
- 4.12.19. Weight training area with free weights, mirror walls, exercise machines, rubber flooring and protective wainscoting;
- 4.12.20. Men and women's locker rooms with independent bathrooms, showers, and locking metal lockers;
- 4.12.21. Visiting team locker room with independent bathrooms, showers, and locking metal lockers;
- 4.12.22. Administrative offices, nursing area, bathrooms, conference, reception, and building support areas to accommodate educational programming.

- 4.13. PK-12 Rural Schools shall provide exciting learning environments for students as well as associated teaching and administrative support areas. The facilities should be designed to incorporate shared community uses, such as boys and girls clubs, and separate children, grades preschool to six, from older students, grades seven to twelve. When possible, daylight with views shall be incorporated in all learning areas to supplement well-designed task oriented artificial lighting. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors and other learning areas will create a learning environment that focuses the student's attention. The following uses should be incorporated in PK-12 educational facilities:
- 4.13.1. Based on desired local programming, school sites should consider including sports fields, playfields, age appropriate equipment, gardens, trees, non-traditional play features, shade structures and a gateway to the community. The objectives of the play areas include: reducing discipline issues on school grounds, providing better physical education and resources for outdoor classroom projects, establishing a gathering place for neighborhood families to watch sporting activities and strengthening community-school partnerships. Based on local athletic programming, sports fields should be considered to accommodate track, football, soccer, baseball and softball sporting events as well as tennis and basketball courts for school and community use;
 - 4.13.2. Classrooms should accommodate a maximum of up to 25 students and provide 32-35 five square feet/student with a minimum classroom size of 600 square feet. Ceiling heights in classrooms should not be lower than nine feet. The ideal classroom is rectangular in shape with the long axis 1.33 times longer than the short axis. Classrooms should have a source of natural light with a view, have conditioned well ventilated air, and provide all the necessary equipment, technology infrastructure, and storage to support the intended educational program;
 - 4.13.3. Computer lab with technology embedded in classroom to support interactive whiteboards, utilizing wireless internet access whenever possible. Computer labs should be located centrally in the school;
 - 4.13.4. Special program room;
 - 4.13.5. Distance learning lab should be centrally located in the interior of the school, with no windows, and isolated from sources of loud noise. To reduce acoustic effects, square rooms should be avoided if possible. A cork shaped or rectangular room is a better shape, as it does not encourage standing waves (and thus echoes). Acoustic wall panels, heavy wall curtains and carpet flooring should be used in lieu of hard walls and floors to help acoustics. Labs should provide easy wireless access to computers and the internet. There should be at least two 20-amp electrical circuits on dedicated breakers for the interactive distance learning video equipment;
 - 4.13.6. Science lab should be located centrally in the school, and provided with teaching demonstration table, emergency shower/eyewash, demonstration hood and student work stations with water and gas receptacles. The lab should be equipped with adequate instrumentation;
 - 4.13.7. Family consumer science lab;
 - 4.13.8. Band classroom with conducting podium, instrument storage room and acoustic practice room. Band classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;

- 4.13.9. Vocal classroom with conducting podium and acoustic wall panels. Vocal classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;
- 4.13.9.1. Art classroom with ample storage cabinets and counter sinks. A kiln/ceramic storage area shall be provided. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent;
- 4.13.10. Performing arts support area to accommodate set design and construction, dressing rooms with lockers, sinks and mirrors and a prop storage area;
- 4.13.11. Career and technical education (CTA) classroom that supports desired educational programs. The ideal CTA classroom should have 45 square feet/student with a minimum of 780 square feet of exclusive laboratory and storage space. The shop area shall have a minimum of one hundred and fifty square feet/student with a tool and supply storage room that is at least 20 feet long with a minimum width of eight feet wide for the storage of long building materials. Each shop shall be equipped with welding booths, auto lift station, auto emissions evacuation system and required trade tools. A minimum 2400 SF outdoor patio area should be provided for storing or working on farm machinery, flammable materials, and large construction projects. If desired a minimum 1880 SF greenhouse should be provided with heat and ventilation. CTA shops should have independent bathrooms with a group hand washing sink and lockers;
- 4.13.12. Library/multimedia center (LMC) should be the heart of the school, providing a flexible space for students, staff, and parents to read, write and draw. The space should be designed with high ceilings, exposed structure and building materials. The space should have abundant natural light as well as well-designed artificial task lighting. Window shades should be incorporated to accommodate the use of audio visual equipment requiring darker environments;
- 4.13.13. Commercial kitchen with cooking and refrigeration equipment, dry storage and ware washing area;
- 4.13.14. Cafeteria/multipurpose/stage room to support the school and community. Ceiling heights in cafeterias should be a minimum of fifteen feet above the finished floor and incorporate day light. A raised stage for school and community productions should be incorporated. The stage shall be provided with curtains, theatrical lighting, and sound systems. The multipurpose room shall be designed to accommodate the entire student body, school staff, and as required for community-wide productions;
- 4.13.15. Gymnasium with two regulation basketball courts and dividing curtain. The following equipment should accompany the gym: Glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, telescoping bleachers and scorer table;
- 4.13.16. Weight training area with free weights, mirror walls, exercise machines, rubber flooring, and protective wainscoting;
- 4.13.17. Men and women's locker rooms with independent bathrooms, showers and locking metal lockers;
- 4.13.18. Visiting team locker room with independent bathrooms, showers and locking metal lockers;

4.13.19. Administrative, offices, nursing area, bathrooms, conference, reception area and building support areas to accommodate the educational program.

5. SECTION THREE - Promote school design and facility management that implements the current version of “Leadership in Energy and Environmental Design” (LEED for schools) or “Colorado Collaborative for High Performance Schools” (CO-CHPS), green building and energy efficiency performance standards, or other programs that comply with the Office of the State Architects “High Performance Certification Program” (HPCP), reduces operations and maintenance efforts, relieves operational cost, and extends the service life of the districts capital assets by providing the following:

5 (1) The material hereby incorporated by reference in these rules is the “Leadership in Energy and Environmental Design (LEED for Schools)” produced by The United States Green Building Council version 2009 and the “Colorado Collaborative for High Performance Schools (CO_CHPS)” produced by the Governors Energy Office version 2009.

5 (2) Later Amendments to the “Leadership in Energy and Environmental Design (LEED for Schools)” or the “Colorado Collaborative for High Performance Schools (CO_CHPS)” are excluded from these rules.

5 (3) The Director of the Division of Public School Capital Construction Assistance, 1580 Logan St. Denver, Colorado will provide information regarding how the “Leadership in Energy and Environmental Design (LEED for Schools)” and the “Colorado Collaborative for High Performance Schools (CO_CHPS)” can be obtained or examined.

5.1. Facilities that conserve energy through High Performance Design (HPD). A high performance building is energy and water efficient, has low life cycle costs, is healthy for its occupants, and has a relatively low impact on the environment. In new construction it is vital that actual energy performance goals are set for the entire building in terms of KBTU/SF/YR total building load by:

5.1.1. Establishing an integrated design team including school and community stakeholders, architects, engineers, and facility managers. Include an experienced LEED or CO-CHPS accredited professional as a member of the integrated design team to assist with the evaluation of existing facilities and with design of new schools;

5.1.2. Site locations that encourage transportation alternatives such as walking, bicycling, mass transit, and other options to minimize automobile use.

5.1.3. Facilities that reduce demand on municipal infrastructure by encouraging denser development, reducing water consumption, and by providing responsible storm water management and treatment design;

5.1.4. Reduced building footprints;

5.1.5. Minimizing parking to reduce heat island effect and discouraging use of individual automobiles:

5.1.5.1. Provide preferred parking totaling five percent of total parking spaces for carpools, vanpools, or low emission vehicles;

5.1.5.2. High schools – 2.5 spaces per classroom plus parking for 20 percent of students;

5.1.5.3. Elementary schools and middle schools –three spaces per classroom;

- 5.1.5.4. Provide parking in open grassy areas to accommodate overflow parking when required for large sporting events.
- 5.1.6. Facilities that utilize existing sites, buildings and municipal infrastructure;
- 5.1.7. Utilize Joint-use facilities by making the school a more integrated part of the community by enabling the building and its playing fields to be used for non-school events and functions.;
- 5.1.8. Evaluating energy costs holistically by determining the cost of high performance strategies versus long term cost savings;
- 5.1.9. Utilizing passive solar techniques such as;
 - 5.1.9.1. Positive building solar orientation and building massing;
 - 5.1.9.2. Sun-shading;
 - 5.1.9.3. Natural ventilation;
- 5.1.10. Design buildings to be solar ready. A solar ready building is designed and built to enable installation of solar photovoltaic and heating systems some time after the building is constructed.
- 5.1.11. Utilize energy efficient and or renewable energy strategies;
- 5.1.12. Metering of all utilities with the ability to sub meter selected systems to manage utility usage;
- 5.1.13. Evaluate necessary building materials and systems and consider holistic design solutions that serve multiple purposes;
- 5.1.14. Evaluation of utility bills to determine efficiency of facilities;
- 5.1.15. Investigating performance contracting potentials;
- 5.1.16. Replacement of old inefficient lighting with new energy efficient fixtures and lamps. Incorporate daylighting, and utilize professionally designed task oriented lighting concepts. Use occupancy sensors and natural light sensors to keep lights off when not needed, including emergency lighting when the building is unoccupied;
- 5.1.17. Design site lighting and select lighting styles and technologies to have minimal impact off-site and minimal contribution to sky glow. Minimize lighting of architectural and landscaping features and design interior lighting to minimize trespass light to the outside from the interior.
- 5.1.18. Replacement of old inefficient mechanical systems with new energy efficient systems. Provide controls that monitor the efficiency of the mechanical system and control temperature range of facilities during low/non-use periods and after operating hours.
- 5.1.19. Commission mechanical systems at completion of construction and retro-commission every five years. Pursue third party certification through CO-CHPS or LEED for schools;
- 5.1.20. Replacement of single pane inefficient windows with new double/triple pane hard coat low E glazing window units. Install windows to eliminate outdoor air and water infiltration;

- 5.1.21. Landscape school sites optimizing drought tolerant trees and plantings that reduce heat island effects. Place deciduous trees on the south side of buildings to shade the buildings in the summer and allow sun to penetrate the buildings in the winter. Place coniferous trees on prevailing wind side of the building to block and redirect prevailing winds away from the building. Utilize landscaping or a green roof to filter and manage onsite storm water treatment. Replace turf with native grasses where ever practical. Well-designed landscaping in conjunction with paved surfaces and school buildings will benefit the reducing of "heat island" effects;
- 5.1.22. Employ cool or green roofs to reduce heat island effects. The buildings cooling load should be considered when selecting roofing materials;
- 5.1.23. Identifying building wastes such as cooling condensate water, heat exhaust, and find a way to reuse it. Utilize heat recovery units whenever possible;
- 5.1.24. Providing a tight and well insulated building envelope that meets or exceeds the minimum requirements of the 2009 International Energy Conservation Code. Repair exterior building cracks, caulk building joints, and tuck-point masonry walls annually to maintain exterior shell in good condition.
 - 5.1.24.1. The material hereby incorporated by reference in these rules is the "2009 International Energy Conservation Code" produced by the International Code Council (ICC), 2009.
 - 5.1.24.2. Later Amendments to the "2009 International Energy Conservation Code" are excluded from these rules.
 - 5.1.24.3. The Director of the Division of Public School Capital Construction Assistance, 1580 Logan St. Denver, Colorado will provide information regarding how the "2009 International Energy Conservation Code" may be obtained or examined.
- 5.1.25. Providing vestibules at main building entrances to minimize loss of conditioned air;
- 5.1.26. Utilizing, when possible, sustainable (green) building materials that are durable, easily maintained, resource efficient, energy efficient and emit low levels of harmful gases. Whenever possible utilize EPA Energy Star labeled systems and equipment. Colorado-based and local and regional material manufactures should be used whenever possible to reduce the impact of transportation costs and support regional and state economies.
- 5.1.27. Increase the schools community knowledge about the basics of high performance design using an educational display to serve as a three-dimensional textbook.
- 5.2. Analysis of existing school facilities or desired new school facility size against the required school facility size taking into account maintenance and operational costs of the existing or desired new larger facility compared against the costs savings associated with a reduced facility size. Achieve reduced school facility size by minimizing single use spaces, building circulation, and consolidating remote facilities, coupled with maximization of consolidated shared flexible facilities that are well scheduled, and utilize extended hours of operation.
- 5.3. A district-wide energy management plan.
- 5.4. Adoption of a goal of "zero waste" from construction of new buildings and operation and renovation of existing facilities through re-use, reduction, recycling, and composting of waste streams.

- 5.5. Training to establish district wide preventative maintenance tasks for all building systems to determine that systems are functioning as designed and clearly outline follow-up maintenance procedures to keep equipment and materials functioning as intended, extend life of equipment, and reduce operational costs.
- 5.6. If a project is required to achieve LEED or CHPS certification per the High Performance Certification Program, or if otherwise appropriate, it shall establish a solid Measurement and Verification (M&V) process to ensure all systems are performing as specified and to identify any anomalies in equipment, operations procedures or user habits.

6. SECTION FOUR – Nothing in these rules affects the Department of Education’s responsibilities pursuant to 24-80.1-101 through 108, C.R.S. Evaluate school facilities based on rehabilitation costs versus replacement costs or discontinuation with consideration given to historically significant facilities by determining:

- 6.1. The school district's desired facilities life span e.g. fifty, one hundred, two hundred years, construction costs for the desired life span based on the districts location and available labor force, and the districts five year population growth trends;
- 6.2. The facility's relative importance in history based on: notable Colorado architects, historical building materials, styles and forms, and thus determine associated costs to preserve, rehabilitate, restore, or reconstruct the facility to its original condition;
- 6.3. Building code, health, and safety deficiencies at school facilities as compared to SECTION ONE and associated costs to bring deficiencies up to current code;
- 6.4. Educational programming and green building deficiencies at school facilities as compared to SECTIONS TWO and THREE and associated costs to alleviate deficiencies;
- 6.5. Divide costs identified in items 6.2, 6.3 and 6.4 above “rehabilitation costs” by item 6.1 above “replacement cost” when taking into consideration population growth trends and historical significance. If population trends do not support school facilities then discontinuation and consolidation of facilities with neighboring districts should be considered;
- 6.6. Evaluate the FCI (Rehabilitation costs / Replacement costs) when determining whether a facility should be replaced or remodeled.
- 6.7. Based on the above evaluation factors determine the viability of facilities for rehabilitation, replacement or discontinuation. Apply evaluation to guide review of financial assistance grants for recommendation of award to the State Board.

Division of Public School Capital Construction Assistance

BEST Project Ranking Guidelines for BEST Cash Grants

CRS 22-43.7-109(5)(a, b, c, and d):

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

(a)(I) *Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security;*

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

- 1.0 Supplemental (This score is not an indication of urgency or need, but places supplemental applications at the beginning of discussion. Supplemental is defined as an application to a project awarded previously that has additional phases, requires additional funding, or needed additional time to obtain matching funds.
- 1.2 Molds and fungi abatement.
- 1.2 Major structural hazards.
- 1.3 Threatening electrical.
- 1.3 Threatening HVAC, boiler, plumbing, air quality hazards and potable water hazards.
- 1.4 Asbestos testing and abatement (friable) and being disturbed.
- 1.5 Roof repairs and replacement - with leaks causing damage to the facility.
- 1.5 Proper chemical storage.
- 1.6 Fire alarms.
- 1.6 Fire Sprinklers.
- 1.8 Lead abatement.
- 1.9 Exterior door monitoring.
- 1.9 Master key and/or card systems for doors.
- 1.9 Equipment for surveillance and security.
- 1.9 Vehicle loading and unloading.
- 1.9 Underground fuel tank removal and replacement.
- 1.9 Radon remediation.
- 1.9 Exit and emergency lighting
- 1.9 Other.

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

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

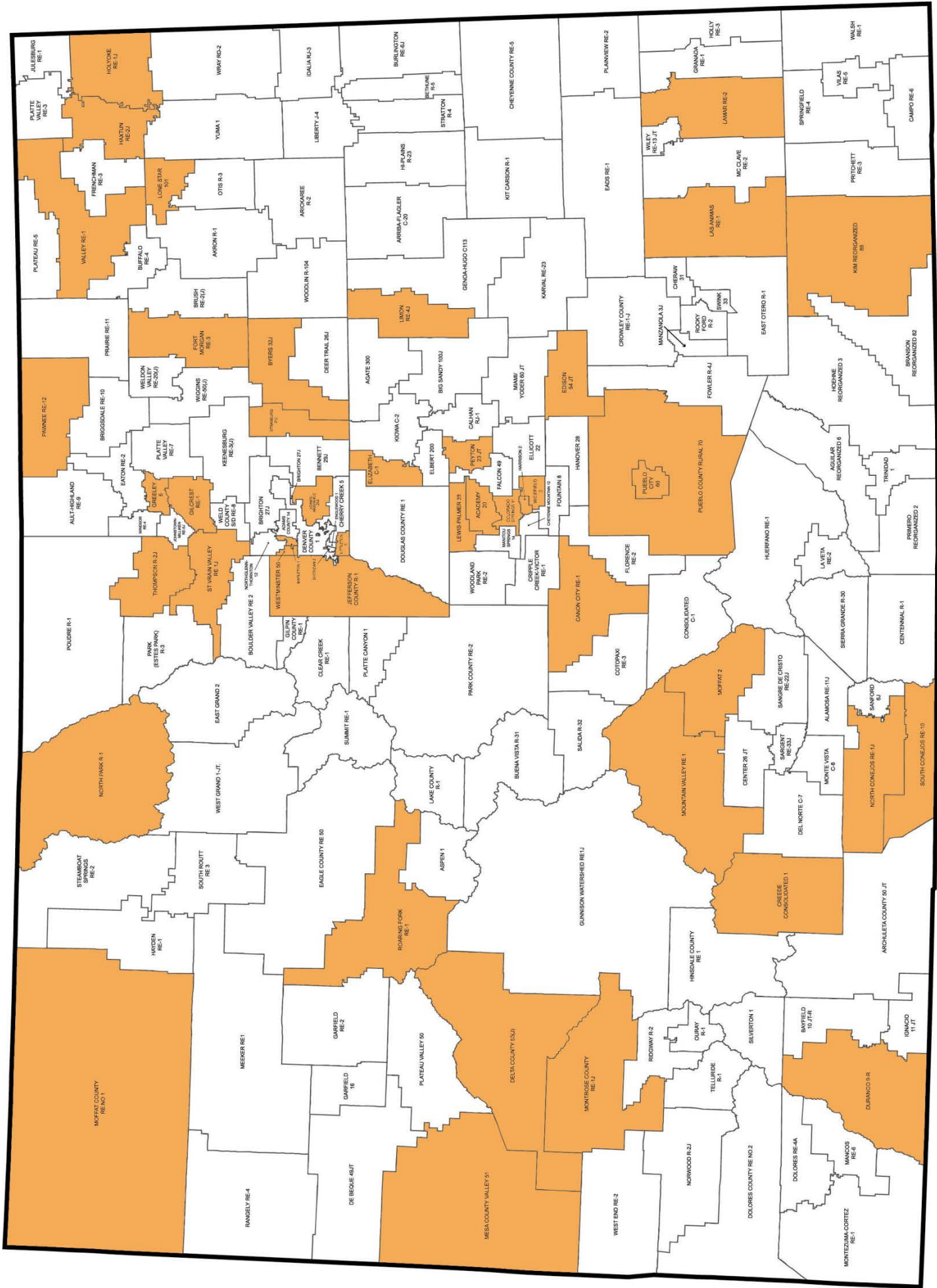
(c) *Projects that are designed to incorporate technology into the educational environment.*

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

(d) *All other projects.*

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

Building Excellent Schools Today (BEST) FY2013-14 Participating Districts



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

Ability

Able: \$15 million or more bonding capacity.

Not Able: Less than \$15 million available bonding capacity and all charter schools, boards of cooperating educational services and the Colorado School for the Deaf & Blind.

Back-up Project

A project recommended for award if another higher priority project fails to obtain matching monies or meet another requirement by a deadline established by the Capital Construction Assistance Board.

Colorado Facility Index (CFI)

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

Condition Budget

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

Condition Score*

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

Current Replacement Value (CRV)

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

Energy Budget

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

Energy Score*

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

Facility Condition Index (FCI)

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

Fiscal Health Terms

The Office of the State Auditor's Fiscal Health Analysis uses the following six ratios to assess school districts' financial health. These ratios are evaluated for trends that are indicators of potential financial stress when evaluated over a three year period. These ratios focus on the areas of highest risk for school districts. The analysis focuses primarily on each school district's general fund because this fund accounts for state funding and local property tax revenue received and expended for operations and discretionary items. The analysis also focuses on the school district's debt and includes any fund balance deficits.

If an applicant did not meet one of the financial ratios below an indicator point was assessed against them for fiscal health. Two or more indicator points denote a "yes" for fiscal health watch.

Ratio 1: Asset Sufficiency Ratio (ASR)

The ratio indicates whether the school district's total assets are adequate to cover all of its obligations or amounts owed. This ratio divides general fund total assets by general fund total liabilities.

Warning indicator: A consistent deficit in assets' adequacy to meet obligations over the three-year period.

Ratio 2: Debt Burden Ratio (DBR)

The ratio indicates whether the school district's annual revenue will cover its annual debt payments, including principal and interest. This ratio divides total governmental revenue of fund(s) paying debt by total governmental debt payments.

Warning indicator: Annual revenues consistently below the annual debt payment for each of the three years.

Ratio 3: Operating Reserve Ratio (ORR)

The ratio indicates the school district's reserve to cover future expenditures. This ratio divides fund balance of the general fund by total general fund expenditures (net of transfers).

Warning indicator: A reserve that covers less than one week of future expenditures, which is the equivalent of .0192, or 1/52, for each of the three years.

Ratio 4: Operating Margin Ratio (OMR)

The ratio indicates the amount added to the school district's reserves for every \$1 generated in revenue. This ratio subtracts general fund total expenditures (net of transfers) from general fund total revenue and divides by general fund total revenues.

Warning indicator: A loss in reserves for each of the three years.

Ratio 5: Deficit Fund Balance Ratio (DFBR)

This ratio indicates the portion of annual revenue the school district must generate simply to cover an existing deficit fund balance in a governmental fund. This ratio is only calculated when a net deficit fund balance exists. This ratio subtracts the fund balance of the general fund, if the balance is positive, from the total deficit fund balance(s) (shown as an absolute value) and divides the total by the total revenue in the deficit fund balance(s).

Warning indicator: The portion of annual revenue needed to cover the deficit fund balance is increasing over the three-year period.

Ratio 6: Change in Fund Balance Ratio (CFBR)

The ratio indicates whether the school district's reserves in its general fund are increasing or decreasing. This ratio subtracts the prior year fund balance of the general fund from the current year fund balance and divides by the prior year fund balance.

Warning indicator: Consistent decreases in reserves.

Gross square feet (GSF)

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

Health & Safety

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

Importance

- High: High Risk of Injury or Property Loss; Major impact on Instruction; Required or Highly Advisable Code Compliance.
- Medium: Possible Injury or Property Loss; Moderate impact on Instruction; Cost Savings; PR issue.
- Low: Low Risk of Injury or Property Loss; Low impact on Instruction; Minor Savings; Minor Morale or PR issue.

Match / Waiver

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

Other

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

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.

Planning

- Up to date: Demonstrated thorough planning with a written plan less than 5-years old & demonstrated consideration of BEST Facility Master Plan Guidelines.
- Older than 5 years: Written plan is older than 5-years.
- No plan: No written plan.

Previous BEST Grant

The number of BEST grants the applicant has been previously been awarded and the dollar amount (*BEST portion only*).

Red Flags**Appropriateness of scope is a concern**

Staff has identified scope that does not appear appropriate.

CDOT, local transportation authority, local planning authority not communicated with for their requirements

Some projects can trigger additional traffic, roadway or other site improvements. If these costs are not fully investigated with the proper authorities there could be budget issues.

Does the applicant have other open projects that should be closed out

Identified if applicant has past BEST grants that should be completed and closed out.

Facility Assessment does not support project

The Facility Assessment data does not align with the scope of the project.

Fire protection requirements not fully investigated with DFS

Some projects can trigger The Division of Fire Safety (DFS) to add unanticipated fire protection. If these costs are not fully investigated there could be budget issues.

High cost per SF/budget not appropriate

Staff has identified that the budget has a high cost per SF and/or other areas of the budget are not appropriate.

High SF per pupil

Staff has identified that the project SF is high for the number of pupils.

Minimal amount of communication or interaction with BEST staff

There was not an appropriate level of interaction with the BEST staff. Communication/interaction was a challenge.

Multiple

There are multiple red flags identified by staff. See red flag notes for details.

None

There are no red flags identified by staff.

Potable water treatment not fully investigated with CDPHE

Some project improvements can trigger Colorado Department of Public Health and Environment (CDPHE) to require upgrades to the potable water system. If these costs are not fully investigated there could be budget issues.

Procurement process not agreed on

Staff and applicant were not able to agree on a procurement process for the project.

Project doesn't fully comply with Guidelines

All or part of the project is not in alignment with the CDE Capital Construction Guidelines.

Project scope & budget provided by an ESCO

Many budgets developed by Energy Service Companies (ESCO) in the past have had issues. Scopes designed and budgeted for by an ESCO are identified as red flags.

Roof scope and budget provided by Garland or TREMCO

Scope provided by these vendors has been found to be proprietary and doesn't allow for a competitive bidding process. Budgets are typically developed based on the vendors products only.

Waiver request

The applicant has requested a waiver from their CDE calculated match percentage.

Wastewater treatment not fully investigated with CDPHE

Some project improvements can trigger Colorado Department of Public Health and Environment (CDPHE) to require upgrades to the wastewater system. If these costs are not fully investigated there could be budget issues.

Remaining Service Life Index (RSLI)

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

School Score*

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

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

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

See *Condition, Suitability and Energy Score*.

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

Suitability Budget

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

Suitability Score*

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

Technology

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

Urgency

High:	Should be addressed within 12 months.
Medium:	Could probably be put off 1 year, but should be addressed within 3 years.
Low:	Could probably be put off 3 years, but should be addressed within 5 years.

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2013-14 APPLICATION SUMMARIES

APPLICATIONS SORTED BY COUNTY



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DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE

MAY 2013

BEST FY2013-14 APPLICATION SUMMARIES

All Applications Sorted By County, Applicant, Priority

Page #	County	Applicant Name	Project Title	District Priority #	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
75	ADAMS	New America School - Mapleton	Renovate a Vacant Albertsons Into a HS	1	\$4,276,257.56	\$1,277,323.69	\$5,553,581.25	\$136.93
94	ADAMS	STRASBURG 31J	HS Security Improvements	1	\$33,506.37	\$44,415.43	\$77,921.80	\$1.04
98	ADAMS	WESTMINSTER 50	ES Roof Replacement	1	\$560,197.18	\$106,704.22	\$666,901.40	\$17.60
102	ADAMS	WESTMINSTER 50	ES Roof Replacement	2	\$550,019.32	\$104,765.58	\$654,784.90	\$17.56
106	ARAPAHOE	ADAMS-ARAPAHOE 28-J	Replace Existing MS	1	\$25,828,425.23	\$5,669,654.32	\$31,498,079.55	\$230.76
108	ARAPAHOE	ADAMS-ARAPAHOE 28-J	Enclosed Walkway at MS	2	\$2,743,884.00	\$602,316.00	\$3,346,200.00	\$26.83
123	ARAPAHOE	AXL Academy	New PK/ES/MS	1	\$19,483,162.86	\$1,243,606.14	\$20,726,769.00	\$277.53
169	ARAPAHOE	BYERS 32J	K-8 Partial Roof Replacement	1	\$381,986.79	\$623,241.61	\$1,005,228.40	\$19.44
175	ARAPAHOE	Littleton Academy	ES/MS HVAC Upgrade & Roof Replacement	1	\$522,147.25	\$588,804.35	\$1,110,951.60	\$34.83
182	BENT	LAS ANIMAS RE-1	Jr/Sr HS Door & Window Replacement/Office Security Renovation	1	\$191,829.09	\$90,272.51	\$282,101.60	\$2.40
189	BOULDER	Twin Peaks Charter Academy	K-12 Tennant Finish (Classrooms)	1	\$904,782.30	\$425,779.90	\$1,330,562.20	\$70.63
198	BOULDER	Twin Peaks Charter Academy	K-12 Tennant Finish (4-Classrooms & Locker Room Upgrade)	2	\$512,541.57	\$241,196.03	\$753,737.60	\$83.05
207	CONEJOS	NORTH CONEJOS RE-1J	HS Restroom ADA Upgrade & Renovation	1	\$175,560.00	\$9,240.00	\$184,800.00	\$250.75
212	CONEJOS	SOUTH CONEJOS RE-10	PK-12 School Replacement	1	\$14,082,672.45	\$5,477,745.00	\$19,560,417.45	\$292.99
224	CSI	Animas High School	New HS	1	\$10,496,031.39	\$2,149,789.56	\$12,645,820.95	\$308.81
239	CSI	Caprock Academy	PK-12 Site Improvements	1	\$524,247.70	\$165,551.90	\$689,799.60	\$6.08

Page #	County	Applicant Name	Project Title	District Priority #	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
247	CSI	Colorado Springs Charter Academy	ES Boiler Replacement	1	\$265,165.36	\$5,411.54	\$270,576.90	\$5.86
255	CSI	Ross Montessori Charter School	K-8 School Replacement	1	\$11,959,039.43	\$1,039,916.47	\$12,998,955.90	\$321.49
295	DELTA	DELTA 50(J)	Jr/Sr HS Roof Replacement	1	\$85,066.38	\$59,113.92	\$144,180.30	\$10.79
300	DELTA	DELTA 50(J)	HS Partial Roof Replacement	2	\$99,553.35	\$69,181.15	\$168,734.50	\$16.30
305	EL PASO	ACADEMY 20	HS Boiler Replacement	1	\$346,764.33	\$423,823.07	\$770,587.40	\$3.77
309	EL PASO	CIVA Charter Academy	HS RTU Replacements	1	\$85,262.32	\$61,741.68	\$147,004.00	\$3.52
315	EL PASO	COLORADO SPRINGS 11	Replace Fire Alarm at 2 MS	1	\$285,707.27	\$167,796.33	\$453,503.60	\$2.07
318	EL PASO	COLORADO SPRINGS 11	HS Boiler Replacement	2	\$1,331,437.33	\$781,955.26	\$2,113,392.59	\$9.75
322	EL PASO	COLORADO SPRINGS 11	ES Traffic & Pedestrian Safety Improvements	3	\$66,853.71	\$39,263.29	\$106,117.00	\$7.29
326	EL PASO	EDISON 54 JT	Jr/Sr HS Renovation and Addition	1	\$10,596,769.16	\$200,382.94	\$10,797,152.10	\$269.19
338	EL PASO	James Irwin Charter School	ES/MS/HS Security Improvements	1	\$205,460.34	\$15,464.76	\$220,925.10	\$1.46
347	EL PASO	LEWIS-PALMER 38	HS Roof Replacement	1	\$474,754.50	\$557,320.50	\$1,032,075.00	\$13.40
355	EL PASO	PEYTON 23 JT	ES HVAC & Security Upgrade	1	\$174,225.15	\$174,225.15	\$348,450.30	\$11.97
360	EL PASO	The Classical Academy	ES Misc Repairs	1	\$246,854.96	\$178,757.04	\$425,612.00	\$10.82
367	EL PASO	WIDEFIELD 3	ES Renovation and Addition	1	\$5,009,646.81	\$4,098,801.94	\$9,108,448.75	\$206.69
372	ELBERT	ELIZABETH C-1	HS Roof Replacement	1	\$608,759.80	\$913,139.70	\$1,521,899.50	\$13.58
377	ELBERT	ELIZABETH C-1	ES Roof Replacement	2	\$306,644.36	\$459,966.54	\$766,610.90	\$13.53
382	FREMONT	CANON CITY RE-1	MS Fire Alarm Replacement	1	\$235,164.17	\$86,978.53	\$322,142.70	\$2.94

Page #	County	Applicant Name	Project Title	District Priority #	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
388	JACKSON	NORTH PARK R-1	Entry Security Vestibule & Re-Key Doors	1	\$80,220.20	\$77,074.30	\$157,294.50	\$1.47
392	JACKSON	NORTH PARK R-1	Enclosed Corridor to Connect 2 Buildings	2	\$84,956.00	\$81,624.40	\$166,580.40	\$167.00
396	JEFFERSON	Free Horizon Montessori	PK-8 Roof/RTU/Site work Project	1	\$641,539.92	\$345,444.57	\$986,984.49	\$25.64
405	LARIMER	THOMPSON R-2J	ES Roof Replacement	1	\$203,808.00	\$220,792.00	\$424,600.00	\$13.00
409	LARIMER	THOMPSON R-2J	HS Athletic Field Bleacher Replacement	2	\$91,808.64	\$99,459.36	\$191,268.00	\$35.90
413	LAS ANIMAS	KIM 88	Renovation and Addition to PK-12 School	1	\$7,923,335.56	\$2,717,118.74	\$10,640,454.30	\$316.81
430	LINCOLN	LIMON RE-4J	New PK-12 School and Gym Renovation	1	\$18,046,346.15	\$6,973,015.00	\$25,019,361.15	\$201.93
444	LOGAN	VALLEY RE-1	PK-12 Potable Water Storage and Treatment	1	\$304,590.00	\$124,410.00	\$429,000.00	\$4.45
454	LOGAN	VALLEY RE-1	PK-12 Wastewater Treatment Plant Upgrade	2	\$554,510.00	\$226,490.00	\$781,000.00	\$8.09
459	MESA	Independence Academy	K-8 School Replacement	1	\$8,229,910.92	\$2,057,477.73	\$10,287,388.65	\$288.94
473	MINERAL	CREEDE 1	K-12 School Replacement	1	\$8,683,252.71	\$7,462,907.04	\$16,146,159.75	\$412.51
488	MOFFAT	MOFFAT COUNTY RE:NO 1	Renovation/Repair At 2 ES	1	\$79,987.23	\$130,505.47	\$210,492.70	\$3.92
492	MONTROSE	MONTROSE RE-1J	MS Replacement	1	\$7,134,631.35	\$7,134,631.35	\$14,269,262.70	\$202.83
503	MORGAN	FT. MORGAN RE-3	MS Replacement	1	\$24,265,694.25	\$10,399,583.25	\$34,665,277.50	\$288.00
513	PHILLIPS	HAXTUN RE-2J	K-12 Renovation and Addition	1	\$3,253,083.17	\$3,385,862.08	\$6,638,945.25	\$72.88
524	PHILLIPS	HOLYOKE RE-1J	District Wide Security Upgrade	1	\$57,886.40	\$47,361.60	\$105,248.00	\$72.93
69	PROWERS	LAMAR RE-2	SUPPLEMENTAL HVAC Upgrades @ 2 ES & 1 MS	1	\$723,511.07	\$204,067.23	\$927,578.30	\$18.86
528	PUEBLO	PUEBLO CITY 60	HS Ventilation Upgrades	1	\$3,083,053.14	\$676,767.76	\$3,759,820.90	\$12.06

Page #	County	Applicant Name	Project Title	District Priority #	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
533	PUEBLO	Swallows Charter Academy	New PK-12 School	1	\$15,248,877.05	\$580,630.00	\$15,829,507.05	\$240.34
564	SAGUACHE	MOFFAT 2	PK-12 School Replacement	1	\$12,124,992.89	\$4,552,677.91	\$16,677,670.80	\$319.91
578	SAGUACHE	MOUNTAIN VALLEY RE 1	PK-12 Door Rekey	1	\$20,285.76	\$5,071.44	\$25,357.20	\$0.30
584	SAGUACHE	MOUNTAIN VALLEY RE 1	PK-12 Gym Bleacher Replacement	2	\$105,710.00	\$26,427.50	\$132,137.50	\$14.83
590	WASHINGTON	LONE STAR 101	PK-12 Water Treatment System	1	\$33,558.00	\$37,842.00	\$71,400.00	\$515.15
597	WELD	GILCREST RE-1	Security Upgrades @ 6 Schools	1	\$135,269.05	\$274,637.15	\$409,906.20	\$0.32
608	WELD	GREELEY 6	HS ACM Abatement	1	\$1,500,931.15	\$423,339.55	\$1,924,270.70	\$41.65
614	WELD	PAWNEE RE-12	PK-12 School Renovations/Addition	1	\$1,437,807.00	\$3,887,404.10	\$5,325,211.10	\$99.51

**BUILDING EXCELLENT SCHOOLS TODAY (BEST)
FY2013-14 APPLICATION SUMMARIES**

CHARTER SCHOOL APPLICATIONS SORTED BY COUNTY



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**DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE**

MAY 2013

BEST FY2013-14 APPLICATION SUMMARIES

Charter School Applications Sorted by County

Page #	County	Applicant Name	Project Title	District Priority #	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
75	ADAMS	New America School - Mapleton	Renovate a Vacant Albertsons Into a HS	1	\$4,276,257.56	\$1,277,323.69	\$5,553,581.25	\$136.93
123	ARAPAHOE	AXL Academy	New PK/ES/MS	1	\$19,483,162.86	\$1,243,606.14	\$20,726,769.00	\$277.53
175	ARAPAHOE	Littleton Academy	ES/MS HVAC Upgrade & Roof Replacement	1	\$522,147.25	\$588,804.35	\$1,110,951.60	\$34.83
189	BOULDER	Twin Peaks Charter Academy	K-12 Tennant Finish (Classrooms)	1	\$904,782.30	\$425,779.90	\$1,330,562.20	\$70.63
198	BOULDER	Twin Peaks Charter Academy	K-12 Tennant Finish (4-Classrooms & Locker Room Upgrade)	2	\$512,541.57	\$241,196.03	\$753,737.60	\$83.05
224	CSI	Animas High School	New HS	1	\$10,496,031.39	\$2,149,789.56	\$12,645,820.95	\$308.81
239	CSI	Caprock Academy	PK-12 Site Improvements	1	\$524,247.70	\$165,551.90	\$689,799.60	\$6.08
247	CSI	Colorado Springs Charter Academy	ES Boiler Replacement	1	\$265,165.36	\$5,411.54	\$270,576.90	\$5.86
255	CSI	Ross Montessori Charter School	K-8 School Replacement	1	\$11,959,039.43	\$1,039,916.47	\$12,998,955.90	\$321.49
309	EL PASO	CIVA Charter Academy	HS RTU Replacements	1	\$85,262.32	\$61,741.68	\$147,004.00	\$3.52
338	EL PASO	James Irwin Charter School	ES/MS/HS Security Improvements	1	\$205,460.34	\$15,464.76	\$220,925.10	\$1.46
360	EL PASO	The Classical Academy	ES Misc Repairs	1	\$246,854.96	\$178,757.04	\$425,612.00	\$10.82
396	JEFFERSON	Free Horizon Montessori	PK-8 Roof/RTU/Site work Project	1	\$641,539.92	\$345,444.57	\$986,984.49	\$25.64
459	MESA	Independence Academy	K-8 School Replacement	1	\$8,229,910.92	\$2,057,477.73	\$10,287,388.65	\$288.94

Page #	County	Applicant Name	Project Title	District Priority #	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
533	PUEBLO	Swallows Charter Academy	New PK-12 School	1	\$15,248,877.05	\$580,630.00	\$15,829,507.05	\$240.34

**BUILDING EXCELLENT SCHOOLS TODAY (BEST)
FY2013-14 APPLICATION SUMMARIES**

**LIST OF APPLICATIONS WITH MATCHING FUNDS FROM PROPOSED 2013
BOND ELECTIONS**



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**DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE**

MAY 2013

BEST FY2013-14 APPLICATION SUMMARIES

List of Applications with Matching Funds Coming from a Proposed 2013 Bond Election

Page #	County	Applicant Name	Project Title	District Priority #	Amount of Grant Request	Amount of Matching Contribution	Total Project Cost	Cost Per Sq Ft
212	CONEJOS	SOUTH CONEJOS RE-10	PK-12 School Replacement	1	\$14,082,672.45	\$5,477,745.00	\$19,560,417.45	\$292.99
326	EL PASO	EDISON 54 JT	Jr/Sr HS Renovation and Addition	1	\$10,596,769.16	\$200,382.94	\$10,797,152.10	\$269.19
372	ELBERT	ELIZABETH C-1	HS Roof Replacement	1	\$608,759.80	\$913,139.70	\$1,521,899.50	\$13.58
377	ELBERT	ELIZABETH C-1	ES Roof Replacement	2	\$306,644.36	\$459,966.54	\$766,610.90	\$13.53
413	LAS ANIMAS	KIM 88	Renovation and Addition to PK-12 School	1	\$7,923,335.56	\$2,717,118.74	\$10,640,454.30	\$316.81
430	LINCOLN	LIMON RE-4J	New PK-12 School and Gym Renovation	1	\$18,046,346.15	\$6,973,015.00	\$25,019,361.15	\$201.93
473	MINERAL	CREEDE 1	K-12 School Replacement	1	\$8,683,252.71	\$7,462,907.04	\$16,146,159.75	\$412.51
492	MONTROSE	MONTROSE RE-1J	MS Replacement	1	\$7,134,631.35	\$7,134,631.35	\$14,269,262.70	\$202.83
503	MORGAN	FT. MORGAN RE-3	MS Replacement	1	\$24,265,694.25	\$10,399,583.25	\$34,665,277.50	\$288.00
513	PHILLIPS	HAXTUN RE-2J	K-12 Renovation and Addition	1	\$3,253,083.17	\$3,385,862.08	\$6,638,945.25	\$72.88
564	SAGUACHE	MOFFAT 2	PK-12 School Replacement	1	\$12,124,992.89	\$4,552,677.91	\$16,677,670.80	\$319.91
597	WELD	GILCREST RE-1	Security Upgrades @ 6 Schools	1	\$135,269.05	\$274,637.15	\$409,906.20	\$0.32
614	WELD	PAWNEE RE-12	PK-12 School Renovations/Addition	1	\$1,437,807.00	\$3,887,404.10	\$5,325,211.10	\$99.51

**BUILDING EXCELLENT SCHOOLS TODAY (BEST)
FY2013-14 APPLICATION SUMMARIES**

LIST OF APPLICATIONS WITH WAIVER LETTERS OR STATUTORY WAIVERS



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DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE

MAY 2013

BEST FY2013-14 APPLICATION SUMMARIES

List of Applications Providing Either a Wavier Letter or a Statutory Waiver

Page #	County	Applicant Name	Project Title	District Priority #	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft	Is this a Statutory Waiver
207	CONEJOS	NORTH CONEJOS RE-1J	HS Restroom ADA Upgrade & Renovation	1	\$175,560.00	\$9,240.00	\$184,800.00	\$250.75	<input type="checkbox"/>
212	CONEJOS	SOUTH CONEJOS RE-10	PK-12 School Replacement	1	\$14,082,672.45	\$5,477,745.00	\$19,560,417.45	\$292.99	<input checked="" type="checkbox"/>
247	CSI	Colorado Springs Charter Academy	ES Boiler Replacement	1	\$265,165.36	\$5,411.54	\$270,576.90	\$5.86	<input type="checkbox"/>
255	CSI	Ross Montessori Charter School	K-8 School Replacement	1	\$11,959,039.43	\$1,039,916.47	\$12,998,955.90	\$321.49	<input type="checkbox"/>
326	EL PASO	EDISON 54 JT	Jr/Sr HS Renovation and Addition	1	\$10,596,769.16	\$200,382.94	\$10,797,152.10	\$269.19	<input checked="" type="checkbox"/>
413	LAS ANIMAS	KIM 88	Renovation and Addition to PK-12 School	1	\$7,923,335.56	\$2,717,118.74	\$10,640,454.30	\$316.81	<input checked="" type="checkbox"/>
430	LINCOLN	LIMON RE-4J	New PK-12 School and Gym Renovation	1	\$18,046,346.15	\$6,973,015.00	\$25,019,361.15	\$201.93	<input checked="" type="checkbox"/>
459	MESA	Independence Academy	K-8 School Replacement	1	\$8,229,910.92	\$2,057,477.73	\$10,287,388.65	\$288.94	<input type="checkbox"/>
473	MINERAL	CREEDE 1	K-12 School Replacement	1	\$8,683,252.71	\$7,462,907.04	\$16,146,159.75	\$412.51	<input checked="" type="checkbox"/>
533	PUEBLO	Swallows Charter Academy	New PK-12 School	1	\$15,248,877.05	\$580,630.00	\$15,829,507.05	\$240.34	<input type="checkbox"/>
564	SAGUACHE	MOFFAT 2	PK-12 School Replacement	1	\$12,124,992.89	\$4,552,677.91	\$16,677,670.80	\$319.91	<input checked="" type="checkbox"/>
578	SAGUACHE	MOUNTAIN VALLEY RE 1	PK-12 Door Rekey	1	\$20,285.76	\$5,071.44	\$25,357.20	\$0.30	<input type="checkbox"/>
584	SAGUACHE	MOUNTAIN VALLEY RE 1	PK-12 Gym Bleacher Replacement	2	\$105,710.00	\$26,427.50	\$132,137.50	\$14.83	<input type="checkbox"/>

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2013-14 APPLICATION SUMMARIES

**SORTED BY SUPPLEMENTAL, COUNTY, DISTRICT, APPLICANT PRIORITY
NUMBER**



cde

**DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE**

MAY 2013

BEST FY2013-14 GRANT APPLICATION REVIEW ORDER

Page #	County	Applicant Name	Project Title	District Priority #
69	PROWERS	LAMAR RE-2	SUPPLEMENTAL HVAC Upgrades @ 2 ES & 1 MS	1
75	ADAMS	New America School - Mapleton	Renovate a Vacant Albertsons Into a HS	1
94	ADAMS	STRASBURG 31J	HS Security Improvements	1
98	ADAMS	WESTMINSTER 50	ES Roof Replacement	1
102	ADAMS	WESTMINSTER 50	ES Roof Replacement	2
106	ARAPAHOE	ADAMS-ARAPAHOE 28-J	Replace Existing MS	1
108	ARAPAHOE	ADAMS-ARAPAHOE 28-J	Enclosed Walkway at MS	2
123	ARAPAHOE	AXL Academy	New PK/ES/MS	1
169	ARAPAHOE	BYERS 32J	K-8 Partial Roof Replacement	1
175	ARAPAHOE	Littleton Academy	ES/MS HVAC Upgrade & Roof Replacement	1
182	BENT	LAS ANIMAS RE-1	Jr/Sr HS Door & Window Replacement/Office Security Renovation	1
189	BOULDER	Twin Peaks Charter Academy	K-12 Tennant Finish (Classrooms)	1
198	BOULDER	Twin Peaks Charter Academy	K-12 Tennant Finish (4-Classrooms & Locker Room Upgrade)	2
207	CONEJOS	NORTH CONEJOS RE-1J	HS Restroom ADA Upgrade & Renovation	1
212	CONEJOS	SOUTH CONEJOS RE-10	PK-12 School Replacement	1
224	CSI	Animas High School	New HS	1
239	CSI	Caprock Academy	PK-12 Site Improvements	1
247	CSI	Colorado Springs Charter Academy	ES Boiler Replacement	1
255	CSI	Ross Montessori Charter School	K-8 School Replacement	1
295	DELTA	DELTA 50(J)	Jr/Sr HS Roof Replacement	1
300	DELTA	DELTA 50(J)	HS Partial Roof Replacement	2
305	EL PASO	ACADEMY 20	HS Boiler Replacement	1
309	EL PASO	CIVA Charter Academy	HS RTU Replacements	1
315	EL PASO	COLORADO SPRINGS 11	Replace Fire Alarm at 2 MS	1
318	EL PASO	COLORADO SPRINGS 11	HS Boiler Replacement	2
322	EL PASO	COLORADO SPRINGS 11	ES Traffic & Pedestrian Safety Improvements	3
326	EL PASO	EDISON 54 JT	Jr/Sr HS Renovation and Addition	1
338	EL PASO	James Irwin Charter School	ES/MS/HS Security Improvements	1
347	EL PASO	LEWIS-PALMER 38	HS Roof Replacement	1
355	EL PASO	PEYTON 23 JT	ES HVAC & Security Upgrade	1
360	EL PASO	The Classical Academy	ES Misc Repairs	1
367	EL PASO	WIDFIELD 3	ES Renovation and Addition	1
372	ELBERT	ELIZABETH C-1	HS Roof Replacement	1
377	ELBERT	ELIZABETH C-1	ES Roof Replacement	2
382	FREMONT	CANON CITY RE-1	MS Fire Alarm Replacement	1
388	JACKSON	NORTH PARK R-1	Entry Security Vestibule & Re-Key Doors	1

392	JACKSON	NORTH PARK R-1	Enclosed Corridor to Connect 2 Buildings	2
396	JEFFERSON	Free Horizon Montessori	PK-8 Roof/RTU/Site work Project	1
405	LARIMER	THOMPSON R-2J	ES Roof Replacement	1
409	LARIMER	THOMPSON R-2J	HS Athletic Field Bleacher Replacement	2
413	LAS ANIMAS	KIM 88	Renovation and Addition to PK-12 School	1
430	LINCOLN	LIMON RE-4J	New PK-12 School and Gym Renovation	1
444	LOGAN	VALLEY RE-1	PK-12 Potable Water Storage and Treatment	1
454	LOGAN	VALLEY RE-1	PK-12 Wastewater Treatment Plant Upgrade	2
459	MESA	Independence Academy	K-8 School Replacement	1
473	MINERAL	CREEDE 1	K-12 School Replacement	1
488	MOFFAT	MOFFAT COUNTY RE:NO 1	Renovation/Repair At 2 ES	1
492	MONTROSE	MONTROSE RE-1J	MS Replacement	1
503	MORGAN	FT. MORGAN RE-3	MS Replacement	1
513	PHILLIPS	HAXTUN RE-2J	K-12 Renovation and Addition	1
524	PHILLIPS	HOLYOKE RE-1J	District Wide Security Upgrade	1
528	PUEBLO	PUEBLO CITY 60	HS Ventilation Upgrades	1
533	PUEBLO	Swallows Charter Academy	New PK-12 School	1
564	SAGUACHE	MOFFAT 2	PK-12 School Replacement	1
578	SAGUACHE	MOUNTAIN VALLEY RE 1	PK-12 Door Rekey	1
584	SAGUACHE	MOUNTAIN VALLEY RE 1	PK-12 Gym Bleacher Replacement	2
590	WASHINGTON	LONE STAR 101	PK-12 Water Treatment System	1
597	WELD	GILCREST RE-1	Security Upgrades @ 6 Schools	1
608	WELD	GREELEY 6	HS ACM Abatement	1
614	WELD	PAWNEE RE-12	PK-12 School Renovations/Addition	1

-Facilities Impacted By This Grant Application-

LAMAR RE-2 - Parkview ES - SUPPLEMENTAL HVAC Upgrades @ 2 ES & 1 MS - 1953

School Name: Parkview ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	35,834
Replacement Value:	\$7,968,442
Condition Budget:	\$3,150,707
Total FCI:	39.54%
Energy Budget:	\$12,542
Suitability Budget:	\$1,437,800
Total RSLI:	33%
Total CFI:	57.7%
Condition Score: (60%)	3.32
Energy Score: (0%)	1.83
Suitability Score: (40%)	4.14
School Score:	3.65



Assessment Findings:

Scope item: Replace 2 existing 1994 natural draft steam boilers that are leaking at Parkview ES with hydronic boilers.

Assessment findings: The assessment states that while the system has not expired, the heat generating system was found to be currently deficient and should be replaced.

LAMAR RE-2 - Washington ES - SUPPLEMENTAL HVAC Upgrades @ 2 ES & 1 MS - 1951

School Name: Washington ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	37,821
Replacement Value:	\$7,662,339
Condition Budget:	\$3,952,762
Total FCI:	51.59%
Energy Budget:	\$13,237
Suitability Budget:	\$2,338,500
Total RSLI:	24%
Total CFI:	82.3%
Condition Score: (60%)	3.30
Energy Score: (0%)	2.21
Suitability Score: (40%)	3.76
School Score:	3.49



Assessment Findings:

Scope item: Replace 2 existing 1992 natural draft steam boilers that are leaking at Washington ES with 2 new hydronic boilers.

Assessment findings: The assessment states that while the system has not expired, the heat generating system was found to be currently deficient and should be replaced. The district added an assessment comment that the boilers are in need of replacement due to leakage and a major catastrophic failure of the boiler pads, and stated that failure of the gas supply system caused a small explosion that dislodged a window in the boiler room.

LAMAR RE-2 - Lamar MS - SUPPLEMENTAL HVAC Upgrades @ 2 ES & 1 MS - 1929

School Name: Lamar MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	79,802
Replacement Value:	\$20,440,936
Condition Budget:	\$10,709,821
Total FCI:	52.39%
Energy Budget:	\$27,931
Suitability Budget:	\$4,045,200
Total RSLI:	19%
Total CFI:	72.3%
Condition Score: (60%)	3.14
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.20
School Score:	3.56



Assessment Findings:

Scope item: Replace 2- 1994 boilers at the MS

Assessment findings: The assessment states that the heat generating system is in use and functioning with an estimated remaining service life.

Staff comments: Per district comments, the boilers at the MS are following the same path as the boilers at the ES, and should be replaced. One boiler was noted to have a small leak.

Scope item: Replace chiller at MS

Assessment findings: The assessment states that the system was installed in 1985. It is in use and functioning, but was found to be currently deficient, and should be replaced.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: LAMAR RE-2

Applicant Priority #: 1

County: PROWERS

Cash Grant Score: 1.0

Project Title: SUPPLEMENTAL HVAC Upgrades @ 2 ES & 1 MS

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

This is a supplemental grant to complete the scope of the grant awarded during the 2012-2013 cycle for the Middle School, Parkview Elementary and Washington Elementary addressing catastrophic mechanical failures. Lamar School District utilized two ESCO's and their engineers for the original cost projection for this project. Due to the lack of engineering expertise at the District level, the ESCO's projections were taken in good faith and used as backup projections for the grant. After acquiring an owner's representative, mechanical engineer, mechanical contractor and a subsequent bidding process; it was determined that there was a serious shortfall in the projected funding. Therefore, the purpose of this grant is to cover the shortfall of the original grant. The BEST board approved our original application after determining the necessity of this project.

Parkview Elementary was constructed in 1951. After three additions the square footage of the building is 35,834. The building was heated by 1 large steam boiler. With the 1971 addition, a heat exchanger was added to allow for hot water heat. The 1951 boiler was replaced with 2 smaller boilers in 1992. Air conditioning, new unit ventilators and central monitoring were added in 1996.

Washington Elementary was constructed in 1951. After four additions the square footage of the building is 37,821. The building was heated by 1 large steam boiler. With the 1971 addition a heat exchanger was added to allow for hot water heat. The 1986 addition was tied into the hot water heat. With ongoing issues the 1951 boiler was replaced with 2 smaller boilers. Air conditioning, new unit ventilators and central monitoring were added in 1996.

Lamar Middle School is a three-story building constructed in 1929. After two additions the square footage of the building is 68,867. The building was heated by 1 large steam boiler. With the 1986 addition, a heat exchanger was added to allow for hot water heat. With ongoing issues the 1951 boiler was replaced with 2 boilers. Air conditioning was added in 1986. New unit ventilators and heating and cooling controls were updated without monitoring.

The aging infrastructures are failing. Regulating temperature is a struggle. We need to replace steam boilers with hot water boilers allowing us to eliminate the aging heat exchanger and provide hot water heat throughout the facilities. This would include replacing the existing piping in the facilities and updating the system controls with a web-based system including CO2 monitors to provide the adequate indoor air quality needed.

Deficiencies Associated with this Project:

This is a supplemental grant to complete the necessary scope of this project at the Middle School, Parkview Elementary and Washington Elementary. The boiler systems in all three buildings are not acceptable. Heating and cooling systems are antiquated and uneven at best. The boilers are leaky and corroded. The boiler units require constant attention by the maintenance staff. The boiler pads are also deteriorating. There are concerns about safety. Minor explosions at Washington and Parkview have blown out windows more than once. The system includes CO2 monitors to provide adequate indoor air quality needed for safe learning environments. There are health concerns due to the stagnant water in the boiler rooms from the leaks.

One of the two boilers at Parkview had to be permanently shut down due to extremely high CO2 levels. The piping infrastructure is having catastrophic failures allowing steam and water leaks within the mechanical chases. During the 2011/2012 heating season we operated with only one boiler because the other had a leak. In 2012 the only operating boiler produced a large leak. The boiler that was idle at this time had corroded and we are currently using this boiler. The steam valves to the leaking boiler can't be turned off all the way and we lose a small amount of steam. The boiler offline has not

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

operated for a year which leaves us with no backup. The igniter and burners are not operating correctly and due to safety concerns we are only able to operate the remaining boiler during non-school hours.

The unit ventilators at Washington developed leaks and control issues in 2004. Maintenance thought the coils were freezing up but the issue was corrosion. In 2010, twelve heating coils were replaced. The pads are deteriorating and both boilers have leaks. One of the boilers has leaked for a year and is offline. Maintenance tried to run this boiler to see if it would operate and when the boiler was turned on, the main gas valve opened but the igniter malfunctioned. Once the natural gas ignited there was a small explosion which blew out the bottom of the windows in the boiler room. This boiler is no longer used. The current operating boiler had a leak that has since sealed up. Rust and corrosion are evident on both boilers which helps stop leaks.

At the Middle School there is an area within the building that is not on the chiller system and uses window air conditioners. LMS students use the gymnasium for band, physical education classes, choir, and extra-curricular activities. Due to the extreme heat in Southeastern Colorado during the fall and spring months it is critical to student learning, health and safety to provide air conditioning to all areas. The controls of the ventilator units fail often. Regulating heating and cooling is a struggle. Temperature in one classroom has topped eighty degrees. The lack of fresh air in spaces that are not properly climate controlled causes increased carbon dioxide levels.

Our current scope at the Middle School includes replacing the piping and unit ventilators in the 1951 addition, adding cold water cooling to the chiller loop and replacing the 26 year old chiller. The Middle School is eighty three years old and the heating and cooling systems have been revamped many times to accommodate both the old and the new parts of the three story building. The piping infrastructure of the buildings are causing catastrophic failures allowing steam and water leaks within the mechanical chases. Due to the urgency this is a comprehensive approach to make everything work properly and efficiently. We also need to have a workable back-up system. The mechanical systems at these three buildings are failing making this a critical project for student learning, health and safety.

Proposed Solution to Address the Deficiencies Listed Above:

At both Washington Elementary and Parkview Elementary, we are replacing the two existing steam boilers with hot water boilers. We are eliminating the aging heat exchangers and providing hot water heat throughout the facilities rather than split systems. This is providing us with 85% efficient hot water boilers rather than the current steam boilers at 65% efficiency. This includes replacing the existing 1951 piping in the facilities and replacing the deteriorating boiler pads. We are updating system controls with more efficient web-based systems. The systems include CO2 monitors to provide for adequate indoor air quality.

At the Middle School we are replacing the two existing steam boilers with hot water boilers. We are eliminating the aging heat exchanger and providing hot water heat throughout the facility rather than a split system. This is providing us with an 85% efficient hot water boiler rather than the current 65% efficient steam boilers. At the Middle School, the project includes replacing the piping and unit ventilators in the 1951 addition and adding cold water cooling to the chiller loop. The project includes providing air conditioning to the gym and replacing the 26 year old chiller that is failing and costly to operate. The system includes CO2 monitors to provide the adequate indoor air quality needed for a safe learning environment. This will be tied into a web based HVAC system.

How Urgent is this Project:

The Parkview Elementary school boilers are facing immediate catastrophic failure. Both boilers are leaking and one has been permanently shut down due to dangerous CO2 levels. The only thing that was holding them together was the process of alternating (allowing one to rust shut while the other runs). Due to the explosion hazard, we are only operating the one remaining boiler during non-school hours. We are operating on sheer luck hoping to make it through this winter season. The alternate plan would be to purchase space heaters for each classroom. The piping infrastructure in this building is having catastrophic failures allowing steam and water leaks within the mechanical chases

At Washington Elementary, upon attempting to light the back-up boiler, we have had small explosions; even blowing out the bottom frame of the steel windows. We have no back-up at this school. The boiler pad and piping infrastructure are also deteriorating.

Lamar Middle School has boilers that might be able to make it for a short time. At this time we are seeing the effects of corrosion in the boilers and piping infrastructure as we have at the other schools. Temperature control is almost impossible in this building, which makes it extremely uncomfortable for the students. The chiller is 26 years-old, has compressor problems, and is very costly to operate. The high temperatures in the fall and spring make it imperative for student learning to have our buildings climate controlled.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

How Does this Project Conform with the Construction Guidelines:

Capital Construction Assistance Public Schools Facility Construction Guidelines address Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law (1.2.1) Our boiler situation reflects health, safety and environmental problems. There are health concerns with the leaking water issues; safety issues such as the boiler explosion and environmental issues with quality air control. Also, building performance standards and guidelines for green building and energy efficiency (1.2.4) need to be addressed. Section One – Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws and regulations and provide accessible facilities for the handicapped and disabled. A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes (3.11) and Healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems or operable windows and by reducing outside air and water infiltration with a tight building envelope (3.12) and Replacement of old inefficient mechanical systems with new energy efficient systems. Provide controls that monitor the efficiency of the mechanical system and control temperature range of facilities during low/non-use periods and after operating hours (5.1.17). Our new boiler system would correct all these issues: water leakage, temperature control, ventilation and even help us become more energy efficient.

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

The district will maximize the life of the new system by appropriating funding both in the general fund and capital projects. The general fund will provide for maintenance and the capital projects fund will help the district manage replacements and larger repairs as they become necessary. Staffon Warn, the project management director, and his team will provide a stringent water testing program to prevent corrosion and maintain or extend the life expectancy of the boilers. During daily boiler checks, they will collect information to record in log books. Early detection is critical to operating efficiently and at a low cost. Managing leakage will prevent standing water with the possibility of mold problems. Surfaces will be cleaned and vacuumed as required. Sensors will be checked and calibrated on a regular basis. Students and staff spend a great deal of the day indoors and indoor pollutants can have harmful effects on health. Filters will be changed on a regular basis and recorded in the log books. The HVAC system needs to be maintained on a timely and routine basis since climate control plays an important role in the effectiveness of teaching and learning as well as impacts health and wellness. Two effective ways to improve HVAC performance are through air balancing to ensure that air reaches each space in the building and water balancing to manage the flow of water from the chiller in accordance with mechanical plans. The district will adopt a focus on preventive maintenance to interrupt cycles that perpetuate high energy use and short equipment life.

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

Lamar School District owns three elementary schools, one middle school and one high school building. These buildings were built for the District and have always been in our position. This is a supplemental grant request for boilers, chillers, piping and other necessary upgrades and repairs at Parkview Elementary, Washington Elementary and Lamar Middle School.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

THIS IS A SUPPLEMENTAL GRANT DUE TO BUDGET ISSUES WITH THE ORIGINAL GRANT THAT WERE IDENTIFIED POST-GRANT DURING DESIGN/BID PHASE. ORIGINAL GRANT WAS BASED ON FIGURES DISTRICT OBTAINED FROM ESCO. IN ADDITION TO BUDGET SHORTFALL, SCOPE THAT IS ADDED TO THE CURRENT GRANT: COOLING AT MS GYM, LIBRARY, & BAND ROOM, 31 ADDITIONAL UNIVENTS NOT INCLUDED IN ORIGINAL GRANT, STRUCTURAL REVIEW AT MS ROOF FOR MECHANICAL LOADS, ADDITIONAL MECHANICAL DESIGN FEES, ASBESTOS BUDGET OF \$25K. EFFICIENCY OF BOILERS WILL BE 88%.

Health, Safety

Overcrowding

Technology

Other

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Importance: L Urgency: L Ability: Not Able Planning: No plan Previous BEST Grants: 1 - \$1,782,374

Red Flags:

If Yes, Explanation:

Current Grant Request:	\$723,511.07	Historical Significance:	Yes-Granted Exemption
Current Applicant Match:	\$204,067.23	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$927,578.30	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$1,620,341.00	CDE Minimum Match Percent:	22
Previous Matches:	\$430,723.00	Actual Match Provided:	22
Affected Pupil Number:	982	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	153,457	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$18.86	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$2,947.37	Who Owns the Facility:	District
Sq Ft Per Pupil:	156.27	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$2,873.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0		NA

District FTE Count:	1,484.60	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$87,389,729.00	Outstanding Bonded Debt:	\$3,415,000.00
PPAV:	\$58,864.00	Total Bonding Capacity:	\$17,477,946.00
Unreserved General Fund FY1011:	\$1,780,982.50	Bond Capacity Remaining:	\$14,062,946.00
Median Household Income:	\$33,236.00	Percent Bonding Capacity Used:	20
Free Reduced Lunch %:	66.54	Existing Bond Mill Levy:	5.644
Match Source Detail:	Capital Reserve Fund		

**New America School - Mapleton - Skyview Campus/MESA/Highland Montessori –
Renovate a Vacant Albertsons into a HS - 1962**

School Name: Mapleton Early College High School

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	204,866
Replacement Value:	\$58,148,796
Condition Budget:	\$42,614,104
Total FCI:	73.28%
Energy Budget:	\$0
Suitability Budget:	\$31,435,200
Total RSLI:	1%
Total CFI:	127%
Condition Score: (60%)	2.68
Energy Score: (0%)	0.97
Suitability Score: (40%)	3.11
School Score:	2.85



Assessment Findings:

Scope item: The facility as a whole.

Assessment findings: The assessment reports deficiencies in almost every category requiring extensive renovation to bring this school back to a suitable standard.

Staff Comments: Due to these deficiencies Mapleton was given a BEST grant to replace this facility in a prior grant cycle.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: New America School - Mapleton

Applicant Priority #: 1

County: ADAMS

Cash Grant Score:

Project Title: Renovate a Vacant Albertsons Into a HS

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

NAS-Denver, established in 2004, is part of a larger system of public charter high schools—also begun in 2004 in Colorado—the New America School. Our mission is to empower immigrants and English Language Learners with the educational tools and support they need to maximize their potential, succeed, and live the American dream.

NAS-Denver serves students who are more disadvantaged and impoverished, less educated and more apt to drop out than most of their public school counterparts: Ninety-eight percent of our 394 students are high-risk; 56.5% dropped out of other schools prior to attending NAS; 59% are 18 or older; 32% are immigrants; 57% are English Language Learners; and 80.2% are eligible for free/reduced lunch.

NAS-Denver fosters a unique educational environment which creates opportunities for non-traditional students to earn high school credits and a diploma:

- NAS offers a full class schedule day and night, 8am to 10pm, allowing students who work to attend school, or attend classes all day in order to graduate
- Classes are scheduled four days per week to accommodate working students and parents
- Our 'Newcomer Center' serves students with little or no English skills. Students spend up to four hours per day in intensive English instruction before gradually being mainstreamed into core classes
- NAS enrolls students up to age 21, which provides access for hundreds of students who would otherwise be turned away from traditional high schools

NAS's rigorous instructional methods—which include Sheltered Instruction; full language immersion, active learning and scaffolding—are yielding admirable academic outcomes when analyzed in terms of the NAS student population. NAS utilizes the Northwest Education Association's Virtual Comparison Groups, or VCGs, to comparatively measure how well the school is teaching students. VCG data released in July show that NAS students perform substantially better than their Virtual Comparison Group:

- NAS students achieve greater growth than similar students at other schools: the NAS student population advance more grade levels fall to spring than demographically similar students who start the year at the same academic level
- A greater percentage of students achieve growth at NAS than similar students. To clarify, if 10 NAS students and 10 similar random students were tested, a greater number of the ten NAS students would grow academically than the 10 similar students
- NAS students achieve greater growth than similar students regardless of the students' skill levels upon entering NAS: Both the students entering NAS with the lowest skill levels and the students at higher skill levels are exhibiting greater growth than similar students

For most NAS students, our school offers the last chance they will have to earn a high school diploma, and NAS is able to reach these students when other schools could not. Last year approximately 60% of NAS-Denver graduates dropped out of

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other schools prior to attending NAS.

NAS-Denver has been informed by Mapleton Public Schools that it wants NAS to vacate its current facility (Old Mapleton High School) by Dec. 31, 2013. NAS staff conducted a search for an existing facility which would meet the geographic and educational needs of our current student population and was able to find an excellent match in the former Thornton Albertsons Grocery Store. Charter Stone Capital (CSC) will acquire the facility on behalf of NAS-Denver and finance a gut renovation of the site. NAS will then have the option to purchase the completely refurbished facility from CSC after the second full lease year.

The at-risk and impoverished students that NAS serves often feel that their education is devalued. Our students deserve to have facilities which have up-to-date technology, are attractive and are well maintained. This new facility will demonstrate our commitment to our students. In turn our students will have pride in furthering their education and maximizing their potential.

Deficiencies Associated with this Project:

The Statewide Facility Assessment of the current NAS-Denver site (Old Mapleton High School), completed May 15, 2009 (attachment 15a) cited the following areas (list is not all inclusive) as "1-Unacceptable-system and or building replacement needed" or "2-Poor-major rehab or major modernization, educational objective could not be accomplished at the highest level, but can be fixed." Rather than addressing the cited safety hazards and health concerns, which had an attached repair cost of \$15,487,547, Mapleton School District decided to relocate the schools that were operating in the structure. New America School-Denver was allowed to temporarily occupy the site. Below is an excerpted portion of this assessment.

Category: Infrastructure

- Asbestos: Rating 2 - The plaster and drywall ceilings in main existing building... will have to be abated. Remove bathroom plumbing walls. Abate all flooring total. The shop building... has an acoustical spray that contains asbestos on the ceiling, walls and tile. Repair Cost: \$1,455,122
- Elevator/ADA: Rating 2 - To meet ADA requirement an elevator will be needed to grant access to the second floor. Repair Cost: \$110,000
- Fire Alarm: Rating 1 - Silent Knight system is not functioning properly. System goes into trouble mode almost on a daily basis. Repair Cost: \$113,400
- Security: Rating 2 - Honeywell Intrusion system. Repair Cost: \$42,600
- Public Address: Rating 2 - Viacom system with handset in main office. System works per staff. Repair Cost: \$21,000
- Electrical: Rating 2 - School is in poor condition electrically. Little salvage value to any of the systems.
- Power: Rating 2 - Electrical gear is old and should be replaced with new. Repair Cost: \$100,800
- Phone/Data: Rating 2 - Classrooms are not provided with phones. Data drops in classrooms and media center. Bell System: Rating 2 - Bell system is inadequate. Repair Cost: \$16,800
- Master Clock System: Rating 1 - Clocks are battery powered and are not synched. Repair Cost: \$46,200 Category: Site
- Play fields: Rating 2 - Need to irrigate and seed field areas. Repair Cost: \$52,000
- Site lighting: Rating 1 - Minimal parking lot lighting provided by Xcel; building mounted fixtures are in unacceptable condition and need to be replaced. Repair Cost: \$71,400

Category: Envelope

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- Roof: Rating 2 - The High School has numerous roof sections with wood, cement and home site decking. The top surface of the roof consists of flood and gravel finish. The insulation packages represent an average of R19. The roof's drainage system includes gutters, drip edges. Repair Cost: \$1,346,954

Category: Finishes

- Ceilings: Rating 2 - The ceilings will have to be replaced to install a sprinkler system. Replace ceiling in band room. Repair Cost: \$380,000
- Kitchen: Rating 2 - The district risks having the hoods over cooking appliances "red tagged" by the fire department; does not meet code. The walk-in freezer, and refrigerator, old serving line and electric gate not in good shape. Repair Cost: \$249,500

Category: Life Safety/ADA/Code

- Fire sprinklers: Rating 2 - There is no fire sprinkler system in the building. TNC recommends adding a sprinkler system to the facility. Repair Cost: \$423,000

- Interior ADA Issues: Rating 2 - Bathrooms are not ADA-need stalls. Trough sink. Floors are and cerm tile and some are painted concrete. To meet ADA requirements an elevator will be required.

- Biometric locks: Rating 2 - The addition of Biometric locks as requested by the district. Repair Cost: \$56,000

Category: Lighting/Classroom

- Power: Rating 2 - Some outlets are original and others are via wire mold. Quantity varies Repair Cost: \$92,400

- Classroom lighting: Rating 2 - Old bladed direct/indirect fixtures have mostly been upgraded to T8 lamps. Dual level switching via separate switch for each row. Repair Cost: \$378,000

- Corridor lighting: Rating 1 - Old bladed direct/indirect fixtures have mostly been upgraded to T8 lamps. Dual level switching via separate switch for each row. Repair Cost: \$79,800

- Exit/emergency lighting/power: Rating 1 - Incandescent EM lighting is old. Egress lighting minimal. Included in above Phase

- Protection: Rating 1 - Minimal phase protection. Repair Cost: \$7,875

- Cafeteria/Gym lighting/power: Rating 1 - Gym illuminated by incandescent dome fixtures. Some lamps out. Lighting levels are poor. Repair Cost: \$8,243

- Locker rooms lighting: Rating 1- Old bladed fixture in bathrooms. Replace. Repair Cost: \$2,625

Category: HVAC

- Heating Plant: Rating 2 - No secondary boiler per code requirements Repair Cost: \$45,000

Category: Plumbing

- Domestic water piping: Rating 2 - Water piping abandoned in toilet room walls. Repair Cost: \$200,000

- Backflow Preventer: Rating 1 - No backflow preventer @ CW entry. Repair Cost: \$3,500

- Kitchen Floor drains: Rating 2 - Sewer gas smell @ kitchen area. Repair Cost: \$10,000

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- Sanitary Sewer: Rating 2 - Service calls for drainage problems. Repair Cost: \$150,000
- Storm drainage: Rating 2 - No overflow roof drainage. Repair Cost: \$75,000
- Restrooms: Rating 2 - 1st, 2nd floor toilet rm are not ADA accessible. Repair Cost: \$160,000
- Hose bibb: Rating 2 - 1st, 2nd floor toilet rm are not equipped w/hose bibb. Repair Cost: \$4,000

Proposed Solution to Address the Deficiencies Listed Above:

Each New America School campus is built in accordance with the New America School Facilities Plan (updated 2012) (attachment 7). Within the strictures of this general guideline, each facility is designed according to the specific project parameters, be it a new build or existing building renovation. This Facility Plan has guided recent school construction projects in Lakewood, Colorado (completed in July, 2011) (see attachment 17a) and in Las Cruces, New Mexico (completed in July, 2012) (see attachment 17b).

A fundamental premise underlying the NAS Facilities Plan is that facilities are a key factor in supporting our mission. The at-risk and impoverished students that comprise the NAS student body often feel that their education is devalued. Our students deserve to have facilities which have up-to-date technology, are attractive and are well maintained. Having quality facilities demonstrates our commitment and pride in our students. In turn our students will have pride and commitment in furthering their education and maximizing their potential.

The typical New America School will have approximately 450 students as a final enrollment. To facilitate accessibility, all NAS schools offer a day and a late afternoon-early evening class schedule. Therefore we do not normally plan a school facility to accommodate this number of students, faculty and staff, thus making the most efficient use of available funds.

The core areas of any NAS facility are:

Administrative Area. The administrative area contains our reception area and staff; offices for our principal, assistant principal, counselors and security personnel; conference room; and support areas such as copier room, administrative supplies, computer servers. Our reception area is located to provide visibility of the main entrance to the school. From this location during low usage periods while school is in session, our staff can electronically open doors and admit visitors. This area will be the primary work area for administrative staff providing, computers, desks [furniture or built-in], files and printers. The reception area will also provide a waiting and seating area for visitors. The offices for the principal, assistant principal and counselors will provide areas for desks, files, and seating a limited number of visitors. Each office will have information technology to include phone, internet and computer network.

The conference room should be able to accommodate meetings of the school staff with some visitors. The room should be equipped with information technology to include phone, internet and computer network. This area should be a minimum of 250 SF.

The security office will provide area for desks and files for security personnel. It will be located and will have windows to provide the maximum visibility of the main entrance and public areas. This office will have information technology to include phone, internet and computer network. Additionally, this office will be the central location for control and use of the school's security alarm and camera systems.

Learning Resource Center [LRC]. The Learning Resource Center will have computer stations to access resource materials. Additionally, area will provided for shelving and files for hard copy reference materials. The LRC will also provide an area for tables and chairs which students may use to study and do homework. Depending upon curriculum requirements and capacity, the LRC may also be used as a general purpose classroom. For these uses, the LRC should have a minimum area of 900 SF with a preferred area of 1100 SF or more.

Student Commons. The Student Commons is the central focus and gathering area for informal and formal student gatherings

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and interactions. It should be a relatively informal, warm, friendly area which is open and has ceilings higher than classrooms and offices. The area should be centrally located near other public student areas and near the administrative area. The Student Commons will have areas for furniture where student can sit and talk with each other and faculty and computer kiosks for class or personal work and use. The size of the Student Commons will vary based upon the available area and funds. It should be at least 1,500 SF with 2,000 SF or more preferable.

Computer Classroom. Every New America School will have at least one computer classroom. This primary purpose of this classroom is naturally computer science; however, it may be used as a general purpose classroom. This room will have extensive data ports and be arranged to accommodate up to 30 students at one time. A designated wall will have internal wall support and data port and power to support a Smart Board. This classroom area should strive to be the same as a general purpose classroom but may be reduced to approximately 750 SF.

Multi-Purpose Classroom – Science. This classroom has the infrastructure and finishes to be a micro-chemistry classroom and a general purpose classroom. To support the micro-chemistry curriculum it will have sinks, cabinets and a hard surface floor. Additionally it will have an attached storage room. To support the general curriculum it will have sufficient electrical and data ports. A designated wall will have internal wall support and data port and power to support a Smart Board. Due to its multi-purpose function this area should be a minimum of 900 SF with 1,000 SF or more preferred.

Multi-Purpose Classroom – Art. This classroom has the infrastructure and finishes to be an art classroom and a general purpose classroom. To support the art curriculum it will have sinks, cabinets and a hard surface floor. Additionally it will have an attached storage room. To support the general curriculum it will have sufficient electrical and data ports. A designated wall will have internal wall support and data port and power to support a Smart Board. Due to its multi-purpose function this area should be a minimum of 900 SF with 1,000 SF or more preferred.

Multi-Purpose Room – Lunchroom/Auditorium/Gym. Each NAS school has a multi-purpose room. As the name implies it is a public area with several purposes. Each multi-purpose room will serve as a lunch room and as an auditorium. Depending upon the openness, available area and the ceiling height above floor, the multi-purpose room may also serve as an athletic area. As an athletic area it may be used for strength training, volleyball, basketball and similar activities. However, normally the available area is not sufficient for regulation sport areas. As described, this area can greatly vary. This minimum area for the multi-purpose room should be 2,000 SF with 4,000 SF or more desirable. **Kitchen.** Lunch meals and occasionally special meals are served to students and faculty. These meals are eaten in the multi-purpose room. The kitchen must therefore be located adjacent to the multi-purpose room with serving to done from the kitchen and/or from serving trays adjacent to the kitchen. NAS kitchens do not prepare raw food – rather our kitchens are heat and serve. As such stoves and fume hoods are not required. Additionally, grease traps are not needed but may be required depending upon the local jurisdiction.

Athletic Area[s]. The New America School does not have an athletic and competitive sports curriculum like comprehensive high schools. However, we recognize the importance of physical activity for our students. Therefore, where possible our multi-purpose rooms will be designed to allow athletic activity. Where available physical and funding resources exist, we may provide a separate gym and/or exterior playing fields.

General Purpose Classrooms. The majority of our academic learning area is comprised of our general purpose classrooms. Each general purpose classroom will have adequate space for a minimum of 30 students although our normal class size is smaller. Each classroom will have a full information technology suite for the teacher; will have several data ports available for student computers, sufficient electrical outlets for normal and extraordinary/special activities, and the infrastructure [internal wall support and data port and power] to support a Smart Board. General purpose classrooms should have a minimum area of 850 SF will 900 SF preferred.

Additionally, each NAS facility include the following Support Areas

- Storage Room[s]
- Student boys and girls lavatories
- Staff lavatories, separate from students
- Staff Lounge

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- A Main Distribution Frame for computer servers and racks
- Custodian/Janitor Area[s]

The New America School-Denver will be constructed to conform to these general parameters and will comply with almost all CDE Public School Facility Construction Guidelines (see 'Conformity' question below)

The Project Scope (attachment 8a) defines the specific building parameters. The school will be 38,626 SF and will include:

- 14 classrooms including art, computer and science rooms
- Learning Material Center of 1,559 SF
- Gymnasium (full size basketball court) of 5,781 SF plus Men and Women's shower areas (one shower head and one water closet each), stage and storage
- Cafeteria/Multipurpose Room of 1,974 SF • Student Commons of 2,224 SF
- Counseling/Student Assistance Suite of five offices
- Nurses Office with two cots, secure office and restroom
- Administrative Offices to include reception, waiting area and conference room
- Staff lounge/break area with separate men's and women's restrooms
- Support Facilities (see floor plan- attachment 8d)

The Facilities Plan and Project Scope also discuss in detail construction standards and specifications in regards to all building components, including lighting; electrical, windows; plumbing; HVAC; floorings walls and walls, etc. For this project specifically, the project scope requires that construction include a completely new roof and insulation; a completely new plumbing system; a completely new HVAC system; and a reconfiguration of the existing sprinkler system.

Further, NAS and the City of Thornton have negotiated a set of further internal and external improvements to the site that Charter Stone Capital will complete as part of the construction project. These improvements include, but are not limited to:

- Slurry coating and striping the associated parking area.
- Ensuring that all roadways and driveways around the building have proper turning radii for fire apparatus.
- Providing a back flow preventer for the fire sprinkler system.
- Providing a radio amplification system within the building to provide radio coverage for emergency responders.
- Erecting permanent signage in accordance with municipal standards (e.g. "No Parking-Fire Lane").
- Removing or replacing trees in parking lot islands (in accordance with the cities Low and Ultra Low City plant list).
- Providing a 2" or 3" water meter depending on design requirements.

How Urgent is this Project:

The New America School has been put in a situation where the urgency of a move is at a high level due to communications from Mapleton Public Schools. Mapleton has been the charter school authorizer during the 2010-11, 2011-12, and 2012-13 school years and NAS-Denver has leased space in the Old Mapleton High School site at 601 E. 64th Ave., Denver, CO 80229. Prior to authorization through Mapleton the school leased space in the building for the 2009-10 school year.

On April 9, 2012 Mapleton School District superintendent and Chief Operating Officer informed the NAS Principal and Chief Business Officer that they will not be renewing the lease after the 2012-13 school year for NAS to remain in the Old Mapleton High Site, creating an urgent need to find a new location for the school to reside. No other facilities similar to the old high school are available in the geographic region from which NAS draws students, which created a need to look at alternative facilities in the area. A location was identified that NAS and our funding partner were interested in at 8978 Washington Ave., Thornton, CO 80229, the site of a former Albertson's grocery store.

Had the old Mapleton High School site remained available for lease NAS would still be in need of looking for a facility that provides a safe 21st century learning environment for our students and staff. The old Mapleton High site is not suitable for long term residency due to a number of health, safety, and upkeep concerns that have existed for some time. The health and safety concerns include the composition of many of the building materials at the site (asbestos ceiling tiles, floor tiles, and

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mastic). The fire alarm system is inadequate and functions poorly; additionally there is no fire sprinkler system in place. The electrical systems in the school are in poor condition, including exposed wiring. Lighting inside the building is poor and the parking lot lights are inadequate and unsafe for a school with a class schedule running until 10:00 pm. The roof at the school is in poor condition and in need of repair; evidence of water damage exists throughout the building. The windows are from the original construction in 1954 or a remodel in 1973 and many do not operate properly for opening and closing. Due to the single pane construction they are very inefficient for energy utilization and environmental comfort. The HVAC system is in need of complete demolition and replacement. Restrooms and drinking fountains are not ADA accessible and many additional plumbing problems exist. The school building is two floors and has no elevator for ADA accessibility. The science lab is outdated and unsafe making it inappropriate for high school science classes to use effectively with only one faucet and a gas system that has dangerous leaks requiring the valve to be closed at all times and not used by students and teachers. Doors and hardware do not meet code and are in need of replacement. These are among the most critical concerns for health and safety at the Old Mapleton High site, but are not comprehensive. Long term maintenance and upkeep is critical to providing an appropriate learning environment; during the time of occupancy by NAS there have been 436 work orders to simply keep the building usable (see attachment 15c). A comprehensive analysis of the Old Mapleton High site was done in May 2009 with a total cost of rehabilitation for future use by a school totaling \$15,487,547 (see attachment 15a).

How Does this Project Conform with the Construction Guidelines:

The Colorado Public School Facility Construction Guidelines reflect the New America School's policy and attitudes towards providing student with quality, safe facilities. While these guidelines are not mandatory, the following comparisons show our new school to be built at 8978 North Washington, Thornton, Colorado closely follow these guidelines.

SECTION ONE – Promote Safe and Healthy Facilities that Protect all Building Occupants Against Safety and Health Threats

- 3.1 Sound Building Structural Systems. The New America School [NAS] is relocating into an existing building previously occupied by Albertsons grocery store. NAS contracted a registered structural engineer and registered soils engineer who conducted extensive analyses of the building to ensure the structural system can safely accommodate an E occupancy with respect to snow, wind and seismic conditions.
- 3.2 Weather-Tight Roof. The existing roof is being removed down to bare deck and replaced with a low-slope roof of Ethylene Propylene Diene Monomer [EPDM]. The roofing sub-contractor is qualified and approved by the roofing manufacturer.
- 3.3 Paths of Egress. The new school floor plan has unobstructed paths of egress to four [4] required exits which satisfy the occupant load. In addition, the school has three [3] additional exterior exits from the gymnasium and two [2] service exits.
- 3.4 Potable Water Source. The facility is provided water by the City of Thornton. In renovating the existing building, all new plumbing will be installed. After completing construction and before use, the entire potable water system will be shocked.
- 3.5 Fire Alarm and Duress Notification System. The new NAS school will have these new systems installed and will meet State and local fire department requirements.
- 3.6 Hazardous Materials. A hazardous material survey, for materials such as asbestos and lead-based paint has been conducted by registered-qualified firms. Asbestos was found in floor tile and mastic and in roofing asphalts. These will be abated by a licensed firm prior to any demolition and construction. Additionally, mold was discovered on small walls and lead-based paint on support columns. Incident to demolition and construction, these will be removed or encapsulated by the Design-Builder. Our school will maintain all records and will comply with all AHERA criteria and maintain an updated asbestos management plan.
- 3.7 Closed Circuit Video and Keypad. All NAS schools, including this one, will have a closed circuit video and keypad access system.
- 3.8 Event Alerting and Notification System [EAN]. A phone system with communication devices will be located in all classrooms and throughout the school to provide interschool communications, notifications and communicate with emergency responders.
- 3.9 Secured Facilities including Main Entrance. The redesigned building will have a readily identified main entrance and will have signage directing to the main entrance. The main entrance flows past the main office reception area which will have a window for visibly monitoring flow. For a period of approximately 30 minutes prior to the start of school and 30 minutes after the conclusion of school the main entrance will be unlocked. During the remainder of the day, persons requesting entrance must press an access button and be visibly recognized by the administrative staff who will then unlock the door through an

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- electric strike lock. All other exterior entrances will be locked with security alarms should they be opened. Interior classroom doors will have locking hardware and will have vision lights in classroom doors allowing line of sight into the corridors.
- 3.10 Safe and Secure Electrical Service. A new electrical system will be installed throughout the renovated facility which will meet all applicable codes. Electrical lighting will comply with IESNA for educational facilities. Emergency lighting will be provided should normal lighting systems fail and will meet electrical codes.
 - 3.11 Mechanical System. The existing facility currently has no HVAC/RTU systems and little duct work. A completely new HVAC system will be designed and installed to include all new duct work on climate controls. This new system will meet current State and Federal codes and be in compliance with ASHRAE 55.
 - 3.12 Healthy Building Indoor Air Quality [IAQ]. As previously stated a completely new roof and new mechanical and duct system will be installed in the facility. Existing windows will be replaced and new windows added. The building envelope will be reinsulated and new vapor barriers added. Additionally existing windows will be replaced and new windows installed. All work will meet with current codes and will provide excellent indoor air quality.
 - 3.13 Sanitary School Facilities. Our school will comply with 6 CCR 1010-6 with respect to sanitary school facilities. Potable water and sewage disposal is provided by the City of Thornton. The existing design of the facility permits refuse disposal to be located at a distance significantly greater than 25' from food service and classroom areas. The existing facility will be completely gutted and rebuilt thereby eliminating any harboring of vermin, and NAS will implement an effective vermin control program. A completely new plumbing system will be installed with all new plumbing fixtures [toilets, lavatories, sinks and drinking fountains] in quantities adequate to meet the occupant load in accordance with State requirements. The facility will be properly maintained.
 - 3.14 Food Preparation and Associated Facilities. The kitchen serving our new school will not be a food preparation facility. Rather food will be prepared at other locations and delivered to our facility to warm and serve. The kitchen will have a three compartment sink, floor sink and grease trap as required by code.
 - 3.15 Safe Laboratory, Shops and Other Areas Storing Paint or Chemicals. Our new school will have a Chemistry Laboratory and an Arts Room. These rooms will share a storage room. The chemistry program is micro chemistry which will store minimal chemistry for daily use. MSDS sheets will be maintained for all required chemicals and paints. Both rooms will have access to water for hand and eye wash. Maintenance materials and chemicals will be stored in an area separate from classrooms, locked and with fire resistant walls.
 - 3.16 Emergency Care Room. A separate Nurse/Medical Suite, with dedicated bathroom, will be provided. This area provides three [3] cots in the care area. The total student population for its two shifts is projected to be 450 thereby providing one cot for 150 students. However, dividing actual loading between two shifts, there will be no more than 75 students per cot.
 - 3.17 American Disabilities Act [ADA]. The facility will be designed and constructed to be fully compliant with ADA requirements. These will include ramps for exterior exits, ramps for sidewalks, ramps for stage, accessible toilets and accessible water fountains.
 - 3.18 Pedestrian and Vehicular Traffic.
 - 3.18.1 The new school will be located in a former Albertsons grocery store building. A parking lot extends from the entrance façade of the building to the street. The main vehicular entrance has irrigated islands on either side dividing it from both the parking lot directly in front of Albertsons and the parking lot that serves the remainder of the shopping center.
 - 3.18.2 A drop-off area, including an accessible drop-off space, will be created along the wide sidewalk that will run along the main entrance façade. These will be painted and provided with appropriate signage. There will no bus pickup and drop-off so this requirement is not applicable.
 - 3.18.3 Drop off and pickup parking will be adjacent to sidewalks on the sides of the building. These areas will be provided with appropriate signage and will ensure students do not have to cross a vehicle path before entering the building.
 - 3.18.4 There will be a minimum of 180 dedicated parking spaces for students, staff and visitors. Additionally, there will be a minimum of another 100 spaces for parking. All parking areas are paved and striped and separated from the student loading areas.
 - 3.18.5 Sidewalks exit to the school area and surround the school building to include the main entrance and emergency

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exits. As this is an existing facility and developed area, sidewalks cannot be kept a minimum of 5' for roadways.

- • 3.18.6 Building service loading areas will be on the east side of the building, completely separate and independent from other traffic and pedestrian traffic and entry. A separate loading dock and loading ramp will be provided.
- • 3.18.7 Bicycle access and storage will be provided adjacent to the school building.
- • 3.18.8 In coordination with the Thornton Fire Department, fire lanes will be designated with appropriate markings and signage.
- • 3.18.9 With the enhanced main entrance option, bollards will be placed at the school entry to restrict vehicles from driving into the school. This is a normal NAS requirement.
- • 3.19 Safe and Secure Site Outdoor Facilities.
- • 3.19.1 As previously stated, the new school will be in a completely renovated building, a former Albertsons grocery store. The building is located within a developed shopping area – however – there is a physical separation of at least 200' to 300' from the nearest other buildings. Its front [west] entrance has a significant setback from Washington Street, a major north-south road.
- • 3.19.2 The school site and adjacent sites are level, affording excellent visibility in all directions. Except for parking [with minimal landscaping] and loading areas, there are no other school areas to include playgrounds, sports fields, etc.
- • 3.19.3 Utilities – electrical, gas, water are located in the southeast corner of the facility – completely separated from the academic area, the west side main entrance, and the main parking area. These areas are restricted and locked to public access.
- • 3.19.4 Roof Access – There will be one roof access. This will be located on the east side of building and will be locked/restricted access for authorized staff.
- • 3.19.5 Other than the main school building, there are no exterior buildings. The building will have wall mounted light fixtures and there are parking lights in the main parking lot west of the main entrance.
- • 3.19.6 This new school project does not include any playgrounds or sports field. In the future, should additional funding become available, there is the potential to obtain land immediately north of the school which would provide space for a soccer field.

SECTION TWO – School Facility Programming to Promote Learning Environments

- 4.1 High Quality, Durable, Easily Maintainable Building Materials and Finishes. As previously stated, the building will be completely gutted and renovated. The building shell is very durable being CMU and cut face block exterior. A new roofing system – EPDM with completely new insulation – is being installed. The interior design and materials are durable and high quality to include: (a) Impact resistance board in hallways, the multi-purpose room, and the gymnasium, (b) Use of VCT in high traffic and potential soil areas, (c) Use of high-grade carpet in classrooms for acoustic treatment and wear, (d) Use of impact resistant, low-E glazing, (e) Use of solid core doors with vision lights, and (f) Use of energy efficient lighting.
- 4.2 Educational Facilities that Accommodate Cap4K, No Child Left Behind Act and the State Board's Model Content Standards. The new building will have sufficient space and technology infrastructure to meet the programmatic needs of the school. NAS is committed to providing students a 21st century learning environment for their education; computers and technology, as well as a gymnasium and healthy meal options, enable NAS to meet this commitment. NAS-Denver will have a dedicated computer lab arrayed as a classroom and the library media center will house another computer lab in a more open environment. In addition, lap tops carts will be available for classroom and extracurricular use. NAS' curriculum currently meets or exceeds state model content standards, as well as Cap4K and NCLB; the curriculum will align with common core standards.
- 4.3 Educational Facilities for Individual Student Learning and Classroom Instruction. The new school location will provide NAS with better access to bandwidth and technology than we currently have to support instruction. In the new location, NAS will be able to improve information transport and delivery. Individual learning and options for innovative classroom instruction will be enhanced; students will have access to Colorado's institutions of higher learning and career training organizations for distance learning networks "internet two," with the technologies embedded into the school facility. The embedded technology will provide adequate voice, data, and video communications in accordance with the latest edition of

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the Building Industry Consulting Services International and the Telecommunications Distribution Methods Manual. A library media center will be in the heart of the building and house an open computer lab, print materials, chair/table combinations appropriate for the environment and a staff member, allowing student access to technology and a wealth of information as they work to improve their literacy and other educational skills. It will be a place where students and teachers can gather to continue learning outside of their normal classroom experience. It will be a flexible space that can host community meetings and the adult education programs that NAS-Denver offers through the school's 21st Century Community Learning Center.

Well-equipped and furnished science and art classrooms will allow students and teachers to adopt a hands-on approach to learning, after years of operating in a school with poorly equipped or unsafe classrooms for both science labs and art projects. Experiential, hands on, active learning is shown to be the most effective way of reaching and re-engaging students with limited English proficiency and histories of broken enrollment. The new school facility will have modern classrooms with modern fixtures allowing the instruction to prepare students for the post-secondary environment.

- 4.4 School administrative offices should be provided with the technological hardware and software that provides control of web-based activity access throughout the facility; e-mail for staff; a school-wide telephone system with voicemail, a district hosted web site with secure parent online access linked to attendance and grade books. NAS will have the hardware and software in the school building to control web based activity throughout the building. Lightspeed Systems provides the following services to NAS: Web / Mobile Content Filter — Desktop and mobile filtering with an education-based database and flexible policies; Advanced Web Traffic Reporting — Detailed web activity information; Antivirus — Desktop antivirus and anti-malware protection; and My Big Campus — Safe sharing of online videos, and other collaborative materials (forums, blogs, instant messaging).

NAS provides email for all staff using Microsoft Outlook and McAfee is used for email management (spam filtering). A school-wide telephone system with voicemail exists and will continue through Allworx using Voice Over Internet Protocol (VOIP) Specific Internet Protocol. NAS will be using PowerSchool through our Colorado Charter School Institute authorization.

Through the PowerSchool database, secure online access to attendance and grades is available for all parents and students. •

- 4.5 Administrative software should include: Individual Educational Programs (IEP), Individual Learning Programs (ILP), Personal Learning Plans (PLP), sports eligibility records, immunization and health service management records, discipline and behavior records, transcripts, food services information, library resource management information, and assessment analysis management records. Administrative software for record management and plan management (IEP, ILP, PLP, RtI) will include PowerSchool and Alpine. Food services information is handled using multiple software packages through MCS Software; Newton is used for point of sale and inventory and Franklin is used for free and reduced meal eligibility and reimbursement. •

- 4.7 School Facility Site Guidelines. As described in Sections One, Two and Three, the new NAS high school, located in the extensively renovated existing facility, meets all NAS requirements and almost all Public School Facility Construction Guidelines and the guidelines in paragraphs 3.18 and 3.19.

- 4.8 Functionally meet Recommended Educational Programming. The new NAS high school meets the recommended NAS and Public School Facility Construction Guidelines in Section Two. Because the new school will occupy an existing building, the number of regular and special classrooms and special function areas are considerably more than required for the projected student enrollment of 450 students, which attends in two sessions.

- 4.9 Recognition that facilities may not meet all items. No Response Required.

- 4.10 Elementary Schools [grades PK-5]. Not Applicable.

- 4.11 Middle Schools [grades 6-8]. Not Applicable.

- 4.12 High Schools [grades 9-12]. The new NAS high school will be a completely gutted and renovated facility which will have all new HVAC, electrical, plumbing, and IT systems. All interiors will be new – flooring, walls, ceilings and lighting, and will provide a bright, lively tone and atmosphere. Classrooms are located on exterior walls and windows will be added for natural light. All walls have unfaced batt insulation to provide good learning acoustics. In addition, all classrooms [excluding chemistry, art and computer] will have carpet to further assist in providing good acoustics for learning. • • 4.12.1 Sports Fields. At this time, no exterior sports fields are programmed as a part of this project. It has been discussed to obtain an area immediately to the north of the school building when future funding is available. This would provide sufficient area for a soccer field. The project design provides for a gym with a regulation high school size basketball court in lieu of an exterior

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court.

- • 4.12.2 Classrooms. Almost all classrooms exceed 900 SF with the smallest classroom being 729 SF. Based on a projected student enrollment of 450 students and a two shift student program, each student will be provided 32 SF per student or more. Ceiling heights will be a minimum of 9' above finished floors, and all classrooms will be rectangular in shape. Almost all classrooms have been placed on exterior walls of the building so natural lighting will be provided from wall windows. Completely new HVAC, electrical, plumbing and lighting systems will be installed so each classroom will be well ventilated with controlled heating and air conditioning air, well lighted and provided adequate plumbing in special classrooms. The entire facility and every classroom will be provided with hard cable and wireless to support technology needs such as computers, smart boards and audio-visual.
- • 4.12.3 Special Program Room. Some classrooms are 960 SF in area and two classrooms [not art or science] have water. The areas and capabilities will support special program requirements which, over time, the staff may wish to implement.
- • 4.12.4 Library/Multi-Media Center [LMC]. A new LMC is provided of 1559 SF and a 129 SF staff office. The LMC will have both written material and extensive computer access for study and research. The existing facility allows this area to have ceilings higher than the normal 9' in classrooms and it will have acoustics as previously described.
- • 4.12.5 Distance Learning Lab. The facility plan does not show a distance learning lab per se. However, there will be a designated computer classroom and general classroom located on the interior of the building adjacent to the LMC. Both classrooms will have the normal comprehensive IT suite to allow wireless access to computers and the internet. Both will have acoustics previously described and can support viable interactive distance learning video equipment.
- • 4.12.6 Computer Lab. As stated above, there is one designated computer classroom. Additionally, it is envisioned before opening the school, another classroom may be designated as a second computer lab. Our IT wiring and wireless capacity will support this usage.
- • 4.12.7 Science Lab. A science lab is provided which will have plumbing, eye wash and student work stations. Our program utilizes micro-chemistry and does have gas.
- • 4.12.8 Family Consumer Science Lab. Currently our program does not contain this element. However, our facility design does have two general classrooms with water which could support this requirement if desired in the future.
- • 4.12.9 Band Classroom and Podium. Band is not currently in our program. If instituted in the future, we have an option and a location for a stage in the gymnasium and a small storage room off the gymnasium. If funds are available, the cost of this option with ADA accessibility is \$38,359. These could accommodate a band program.
- • 4.12.10 Vocal Classroom. Currently, this is not included in our academic program. However, our general purpose classrooms in the northwest and southwest corners of our facility could accommodate this requirement if desired in the future. These classrooms are physically separate from all but one classroom. With their current acoustical insulation and potentially adding additional acoustic wall panels, either would be a satisfactory vocal classroom.
- • 4.12.11 Art Classroom. An art classroom is provided in our new school. It is adjacent to the science classroom and both share a storage room. The art classroom has plumbing and multiple sinks. The floor is VCT and walls are gloss paint for easy maintenance. There will not be a kiln for this classroom. If desired in the future, ceramic work would be transported to another location with for firing.
- • 4.12.12 Performing Arts. This is not currently part of our curriculum. If desired in the future, the gymnasium could be used as we have a location and an option for a stage and adjacent storage area and showers with sink and mirrors. The classroom adjacent to the gymnasium and student commons is ideally located for practicing either theatrical or musical productions and provides an area for performing arts storage and set design/construction.
- • 4.12.13 Career and Technical Education [CTE] Classroom. NAS does not have this program in our curriculum.
- • 4.12.14 Kitchen. A 442 SF kitchen is provided. It is located next to the cafeteria/multipurpose room. A metal rollup window between the two rooms allows for easy food service. The kitchen has an exterior door to the loading dock which permits easy delivery of food and easy, sanitary removal of waste and garbage. NAS kitchens are not food preparation kitchens and therefore do not have commercial kitchen equipment. Food is delivered from outside providers and the kitchen warms and serves it. A three compartment sink with a floor sink and grease trap as well as a hand sink are provided as required by code.
- • 4.12.15 Cafeteria/Multipurpose Room. A 1,974 SF cafeteria-multipurpose room is provided in our school. It shares a common wall [metal rollup] with the kitchen for easy serving of meals. It is adjacent to the gymnasium, restrooms and nurses office. The ceiling heights are higher than normal and the interior appearance is inviting as exemplified by our recently completed school in Las Cruces.
- • 4.12.16 Auditorium. The NAS high school does not have an auditorium but the 5,781 SF gymnasium will have features that will support student and community events that normally occur in an auditorium. If funding allows, the gymnasium will have a 375 SF, 18" high platform stage with ADA accessible ramp. The gymnasium will have adjustable lighting that can be turned down during assemblies. Portable sound [and if required lighting] systems will be provided as required. This will allow for a

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multi-use area to support the student body and the community without having a separate, several thousand square foot area and the additional expense.

- • 4.12.16 Gymnasium. A 5,781 SF gymnasium will be provided for our new school. It will have a regulation high school basketball court or a regulation volleyball court. It will have safety wainscoting, a chin-up bar, weight training area. There is adequate room on the south side line for a scorer table and portable seating. A telescoping bleacher might be considered in the future based upon need and funding.
- • 4.12.18 Auxiliary Gym. Not Applicable – our school has a projected student enrollment of 450 students.
- • 4.12.19 Weight Training Area. A weight training area will be provided in the gym. • • 4.12.20 Men & Women’s Locker Rooms. Small men’s and women’s showers and restrooms will be provided off the southwest corner of the gymnasium. Due to size and security concerns, these restrooms will not have metal lockers. • • 4.12.21 Visiting Team Locker Room. This will not be provided. • • 4.12.22 Administrative Offices, Nursing Area, Bathrooms, Conference, Reception and Building Support Areas. (a) Administrative Offices. These are located at the main entrance with staff visibility of the entrance to electronically allow entry during school hours. The administrative office suite consists of the reception desk, waiting area, security office, files room, administrative office, principal’s office, vice principal’s office and conference room. (b) Nursing Area. There is a nursing area with three cots for emergency care, separate bathroom, and separate, locked office for medicine storage. (c) Bathrooms. There are two sets of male and female student bathrooms totaling 18 fixtures [water closets and urinals]. In addition, there is one water closet in each of the male and female locker/shower rooms. There are also two staff bathrooms and as mentioned above, one bathroom in the nurses area. (d) Conference. There is a 234 SF conference room in the administrative offices which has IT, wireless, smart board capability. If a larger area is required, the LMC has the flexibility, and full technology suite to accommodate large numbers of participants. (e) Reception. The administrative offices area includes the reception area, where up to four receptionists are able to see and buzz in people at the main entrance as well as people in the waiting area. Adjacent to the reception desk is a waiting area where visitors may sit. Additionally, all NAS schools have a Student Commons where students, staff and visitors may wait, meet, talk or use computers [hard wire or wireless]. The student commons in the NAS-Denver School will be 2,224 SF. The administrative areas also include a separate Counselor Suite consisting of five [5] offices and a waiting area. (g) Building Support Area. The building support area will have a storage room, a janitor’s closet, an MDF server room, an electrical room, a receiving room, and a loading dock.
- 4.13 PK-12 Rural Schools. Not Applicable.

SECTION THREE – Promote School Design and Facility Management that Implements the Current Version of “Leadership in Energy and Environmental Design.” • 5.1 Facilities that conserve energy through High Performance Design [HPD]. • • 5.1.1 Establishing an Integrated Design. The design team of the new NAS high school included NAS-Denver school administration and staff, NAS system senior staff, our architect – Aria Architecture, our general contractor – Golden Triangle Construction and the mechanical and electrical subcontractors which are providing the mechanical and electrical construction through design-build. LEED accredited professionals were also involved in the design, including The New America School Facilities Program Manager.

- • 5.1.2 Location that Encourages Transportation Alternatives. In selecting the location for the new high school, a scatter diagram showing the locations of all NAS-Denver high school students who attend the current school was created. The North Washington location was the most central of all available sites, which will minimize the daily total miles traveled by students. Additionally, the location is on RTD routes. • • 5.1.3 Facilities that Reduce Demand on Municipal Infrastructure. The new high school is an existing facility on an existing developed site. Except for extensive building renovation, no new facility or site construction will be conducted. Therefore there will be no increased demand on the municipal infrastructure.
- • 5.1.4 Reduced Building Footprints. NAS is leasing, renovating and revitalizing an existing building and building site. The new footprint of this existing facility is not therefore being reduced. However, if the footprint of the existing school [which is being vacated] is considered versus the new NAS high school, our footprint is being reduced.
- • 5.1.5 Minimize Parking Requirement to Reduce Heat Island Effect and Discourage Use of Individual Automobiles. This does not actually apply as existing parking comes with the existing facility to be renovated. There exists adequate parking for 2.5

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spaces per classroom plus parking for 20 percent of students. Preferred parking spaces will be set aside and marked for carpools, van pools and low emission vehicles [identified and registered with the school administration]. No new work is currently planned for the existing parking area except for crack sealing/coating and restriping. However, it has been discussed that if future funds become available and if jurisdiction planning offices would permit, portions of the parking lot would be eliminated by converting them to green space for exterior student use – lunch periods, breaks, small athletic areas. This would ultimately reduce the heat island effect.

• • 5.1.6 Facilities that Use Existing Sites, Buildings and Municipal Infrastructure. As previously stated, the new NAS high school will renovate and utilize an existing facility and site previously vacated by the Thornton Albertsons grocery store several years ago. This renovation and reuse is welcomed by the current owner and the City of Thornton Planning Department. The existing municipal infrastructure is sufficient to support this reuse – no new infrastructure is required.

• • 5.1.7 Utilize Joint-Use Facilities. The New America School has a community use policy which would allow some community use of the facility.

• • 5.1.8 Evaluating Energy Costs. In designing this and previous recently renovated facilities [in Lakewood, Colorado and Las Cruces, New Mexico] NAS evaluated the additional cost of high performance strategies versus long term savings. These evaluations have resulted in the use of additional insulation, better HVAC controls, high performance lighting, lighting occupancy sensors, etc.

• • 5.1.9 Utilizing Passive Solar Techniques. NAS is leasing, renovating and reutilizing an existing facility and site [no new construction], so there is no opportunity for utilizing passive solar techniques.

• • 5.1.10 Design Buildings to be Solar Ready. The renovated facility will have a flat roof/low slope roof of EPDM. This will enable future installation of a solar photovoltaic system.

• • 5.1.11 Utilize Energy Efficient and Renewable Energy Strategies. As stated previously and following, the new NAS school design will incorporate energy efficient systems and materials. Additionally, if future funding permits our strategy will be to provide additional efficiencies such as a solar photovoltaic system.

• • 5.1.12 Metering of all Utilities. All utilities will be metered with the potential for future sub-metering.

• • 5.1.13 Evaluate Necessary Building Materials and Systems. Building materials and systems will be evaluated and used where feasible. For example, VCT will be used for flooring in the gymnasium. This will allow the area to be used for sports in addition to community activities without additional maintenance hours and expense. Several areas such as classrooms and the LMC are designed with technology and acoustical considerations so these spaces can have flexible uses.

• • 5.1.14 Evaluation of Utility Bills to Determine Efficiency of Facilities. NAS administration constantly reviews expenditures to include utility bills to ensure that all costs are minimized and reasonable. If potential abnormalities are found, these are further investigated to determine the cause[s] and corrective action taken.

• • 5.1.15 Investigation of Performance Contracting Potentials. The New America School administrators are well aware of and have used contracting for lighting retrofits and HVAC replacements. As the new NAS is a major renovation [gutting an existing facility and systems] using a general contractor, a performance contract is not feasible for this project. However, in the future, for systems such as lighting, performance contracting will be considered.

• • 5.1.16 Replacement of Old Inefficient Light with New Energy Efficient Fixtures and Lamps. The renovation will provide new lighting systems with energy efficient fixtures and lamps and with occupancy sensors.

• • 5.1.17 Design Site Lighting to Have Minimal Impact Off-Site and Minimal Contribution to Sky Glow. Currently there is minimal site lighting. Due to budgetary considerations, this renovation does not include plans to modify site lighting.

• • 5.1.18 Replacement of Old Inefficient Mechanical Systems. A completely new mechanical system to include all new RTU's, and new ducting/venting and efficient control system will be installed.

• • 5.1.19 Commission Mechanical Systems at the End of Construction. It is NAS-Denver's intention to use contingency funds to commission the system at the conclusion of construction.

• • 5.1.20 Replacement of Single Pane Inefficient Windows. The existing windows on the west side of the

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building will be replaced with new thermally broken frames and high performance, insulated glass units. At all classrooms and administrative areas on the perimeter of the building, the existing exterior walls will be saw cut and new windows with thermally broken frames and high performance insulated glass units will be installed.

- • 5.1.21 Landscape School Site Optimizing Drought Tolerant Trees and Plants. The renovations will not include any new landscaping. The existing landscaping consists of drought resistant trees and plants in parking islands which will be replaced as needed. The current system requires no irrigation.
- • 5.1.22 Employ Cool or Green Roofs. A new white EPDM roof with all new insulation will be installed as part of the renovation project.
- • 5.1.23 Identify Building Wastes and Try to Reuse. Our general contractor and his design-build mechanical and electrical contractor have been instructed in their designs to try to reuse these building wastes while maintaining the project budget.
- • 5.1.24 Provide a Tight and Well Insulated Building. The existing building has split face CMU walls, with no penetrations. The renovation will include minimal tuck pointing and furring out and providing batt insulation and a vapor barrier to the inside face of all exterior walls. As previously stated, all existing windows will be replaced with thermally broken frames and high performance insulated glass units. At all classrooms and administrative areas on the perimeter of the building, the existing exterior walls will be saw cut and new windows with thermally broken frames and high performance insulated glass units will be installed. A new EPDM roof with new insulation will be installed.
- • 5.1.25 Provide Vestibule at Main Building Entrance. The main entrance [west side] will have a newly constructed vestibule.
- • 5.1.26 Utilize, When Possible, Sustainable [Green] Building Materials. The general contractor and architect have been requested to use sustainable [green] materials where possible while maintaining the design standards and staying within the project budget. Also we have requested that Colorado suppliers be used as much as possible with the same conditions.
- • 5.1.27 Increase the School's Community Knowledge about High Performance Design. The new school, as with all NAS schools, has a student commons. There will be a display in this area showing the school design and highlighting high performance and educational program attributes.
- 5.2 Analysis of Existing or New School Facility Size. The new school design is primarily guided by the fact that an existing facility is being used. This decision was made to minimize total project costs. Having stated this constraint, the new school is designed to meet current and any future, reasonable student growth without any additional facility cost. Additionally, the size, technology and finishes provided to classrooms and other spaces allow for flexibility and multi-use. Also as previously stated, NAS high schools operate with two educational shifts and therefore this facility is designed for extended hours of operation.
- 5.3 A District-Wide Energy Management Plan. This does not apply as the new NAS high is chartered by the State and not by a local school district.
- 5.4 Adoption of a Goal of "Zero Waste" from Construction through Reuse, Reduction, Recycling, and Composting of Waste Streams. Our general contractor, Golden Triangle Construction, is very aware and active in minimizing construction wastes. NAS has also requested Golden Triangle make all such efforts for our school. Furthermore, during school operations, NAS advocates and makes every effort to reuse and/or recycle materials.
- 5.5 Training to Establish District Wide Preventive Maintenance Tasks. With the completion of a new system or a new facility, NAS requests and receives documents on all systems [on their operation and maintenance]. Our existing and new facility personnel receive training on these systems and are required to conduct required preventive maintenance to reduce our operational costs and extended capital costs.
- 5.6 If Project is to Achieve LEED or SHPS Certification. In our Design-Build Request for Proposal [RFP] for this project, we requested firms to provide an option to obtain a LEED Gold certification. To show how this certification could be obtained, we requested firms to complete a LEED 2009 Project Checklist for Schools New Construction and Major Renovation. We additionally requested firms to provide the cost to achieve the checklist goals and obtain LEED Gold.

The five prequalified firms submitted costs ranging from \$245,800 to \$1,499,061 with a mean cost of \$655,329 and a median cost of \$525,402. NAS cannot afford this cost and therefore will not be seeking to achieve LEED or CHPS certification. However, as stated in this section, we and our Design-Builder will work where feasible to obtain high performance design and operation in our new school.

SECTION FOUR – Evaluate School Facilities Based on Rehabilitation Costs Versus Replacement Costs or Discontinuation.

- 6.1 School District's Desired Life Span. This is not applicable as NAS-Denver is occupying the Old Mapleton High School building. The District has asked NAS-Denver to vacate the building.

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- 6.2 Facility's Relative Importance in History. This is not applicable as NAS-Denver is occupying the Old Mapleton High School building. The District has asked NAS-Denver to vacate the building. Additionally, NAS knows of no historical significance of the building.
- 6.3 Building Code, Health, and Safety Deficiencies. This is not applicable as NAS-Denver is occupying the Old Mapleton High School building. The District has asked NAS-Denver to vacate the building. Additionally, this old facility has several health and safety deficiencies described above.
- 6.4 Educational Programming and Green Building Deficiencies. This is not applicable as NAS-Denver is occupying the Old Mapleton High School building. The District has asked NAS-Denver to vacate the building. Additionally, the facility has several deficiencies such as small classrooms, limited electrical capacity, limited IT capability, poor aesthetics, etc.
- 6.5 Divide Costs Between Rehabilitation and Replacement. This is not applicable as NAS-Denver is occupying the Old Mapleton High School building. The District has asked NAS-Denver to vacate the building.
- 6.6 Evaluate FCI /Replacement Costs. This is not applicable as NAS-Denver is occupying the Old Mapleton High School building. The District has asked NAS-Denver to vacate the building.
- 6.7 Viability of Facilities for Rehabilitation, Replacement or Discontinuation. As previously stated, NAS must move and requires a new facility [new construction or renovation]. As described in previous sections, the new renovated facility will provide an excellent high school facility which meets almost all CDE Facility Construction Guidelines, which will provide a greatly improved learning environment for our students and which will eliminate the code and environment deficiencies of the current facility.

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

Two major components of any facility maintenance program are (a) to have complete and accurate knowledge of the facility and of its requirements; and (b) a plan to effectively and efficiently maintain the facility. The New America School-Denver at 8978 North Washington in Thornton will be a completely new facility except for the structural members and walls and foundation. It will have completely new electrical, HVAC, and plumbing systems; a new roof; and a completely new interior – walls, doors, fixtures, flooring, and finishes. As such, NAS-Denver will have a complete and accurate set of plans and equipment, operations and maintenance manuals and warranties at the completion of construction. The New America School's plan to maintain our new facility is contained in the attached draft Facility Maintenance Plan (attachment 18). The plan will necessarily be finished upon completion of the new school. At that time, detailed information concerning all the equipment and materials (manufacturer, location, warranties, operations and maintenance manuals, etc.) will be entered into the plan's "facility inventory." In turn this information will lead to the formulation of a detailed "preventive maintenance" schedule (weekly, monthly, quarterly, and annual) for the various equipment and materials. Additionally, this information will assist in the development of a warranty management plan. This plan will document the details of all warranties and ensure necessary actions are taken to maintain these warranties. When problems occur that warranties cover, actions will be taken under the warranty thereby eliminating/minimizing costs to the school.

The key to implementing and maintaining the maintenance plan is our custodial work force. We will rely on them to perform almost all aspects of the plan. When necessary we will contract out work which they cannot perform due to lack of equipment and/or expertise such as snow plowing. Since the facility will be for all intents and purposes "new" it will initially require less than normal maintenance and custodial funding. After reviewing requirements with our principal, our initial annual budget for custodial/preventive maintenance will be \$105,000.00, which as time passes will be adjusted upward based on previous years' expenditures. If problems occur, we will use warranties to the maximum possible extent.

Strategically, The New America School will also have a capital renewal budget for the new school. The capital renewal budget will be \$90,000 per year. This figure was derived based on the calculations that New America School will be paying approximately \$9,000 per \$100,000 payment in debt services. Were NAS to secure \$2,000,000 in public and/or private funding for the project, we would save \$180,000 per year in debt service payments, and would invest ½ of that sum in the capital reserve.

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

This building has been abandoned since 2006. CSC has committed to acquire the existing building and land, and finance the

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needed improvements to convert it to an educational facility. This will require a comprehensive renovation but will not include any additional construction on the site and the building footprint will remain the same. The condition of the building is such that the scope of renovations will include a gut renovation / replacement of the entire structure with the exception of the building foundation and structural walls. Renovations to the existing structure will involve replacement of the roof, MEP and fire protection systems as well as interior build out, including approximately 15 classrooms, offices, administrative space, a multipurpose room, kitchen, resource center and a full size gymnasium.

NAS staff conducted an exhaustive search for an existing school or other-use facility that could be converted to a school. The site selection team enthusiastically opted for the Albertsons site rather than attempt to relocate to an existing school structure because:

- Staying in our existing location, Old Mapleton High School, is not an option due to both health and safety reasons and Mapleton Public School District's decision to require NAS to vacate the site.
- No existing appropriate vacant school site was located within the geographic base of our current student body.
- Renovating an existing "other-use" facility will be far less expensive than building a new facility from the ground up. (Given our students' specialized needs, it is critical that NAS-Denver devote all possible funds to providing educational and school-based services to our students, as opposed to creating a debt service load that would negatively impact the educational services that we can provide.)
- The Albertsons site is centrally located within the geographic base of our current student body (see attachment 2c – scatter diagram).
- Once renovated, the Albertson site will be of ideal size to match our student count—approximately 450 students divided into a day and a night cohort of approximately 225 students each. (The unique NAS-Denver class schedule not only allows our working students to attend school, but allows NAS to construct its school facilities far more economically than traditionally-scheduled schools with a similar sized student body.)
- The property will afford our students and staff easy access to Denver's public transportation system with a bus stop directly adjacent to the Washington Street shopping complex in which the site is located. (82% of our students are free and reduced lunch eligible; the low income nature of this student body likely correlates highly with a need for access to public transportation.)
- For those students fortunate to have automobiles, attached to the facility will be approximately 200 parking spaces and a cross parking easement will provide access to ample additional parking.
- Low-income adolescents are often the victims of their "built environment." That is, often no venues for physical activity are located near where they live, and they subsequently lead less healthy lifestyles than their more well off peers. Indeed, as of today, the epicenter of NAS-Denver students' residence patterns (upon which the new site will be located) is 3.82 miles away from the closest bike path, 4.44 miles from the nearest playground, 4.5 miles from the nearest soccer field, 4.85 from the nearest gymnastics facility, 5.19 miles from the nearest softball field, 5.73 miles from the nearest boys and girls club, and 9.3 miles away from the nearest skateboard park. The layout of the Albertsons site will allow NAS to construct a multi-purpose room suitable for physical activity and, if the top of the northwest corner of the site is raised, a regulation-size gymnasium. Moreover, space adjacent to the site can be converted at a later date to a soccer field. Thus the site can become a hub for our students' physical fitness activities.

In addition, the proposed site will offer students many convenient adjacent services. The campus would be located within an existing shopping center property located at the northeast corner of 88th Avenue and Washington Street, Thornton, Colorado 80229. The site totals approximately 20.8 acres and currently houses seven retail buildings totaling 155,610 square feet. The retail center has various tenants including the U.S. Postal Service, Hacienda Event Center, Family Dollar, Check's Cashed, Wendy's, Thornton Laundry, Calzamundo Western Wear, Ace Coach Express, Two Doors Down, and Herbalife. (Attachment 2a - area view) The Thornton Public Library at 8992 Washington Street and Clinica Family Health Services at 8990 Washington

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Street are located just to the north of the site.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$90,000

CDE COMMENTS:

THIS PROJECT CAN ONLY BE CONSIDERED UNDER CASH SINCE IT HAS EXISTING FINANCING IN PLACE. RENOVATE VACANT ALBERTSONS INTO A HS

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: H	Urgency: H	Ability: Not Able	Planning: Up to date
		Previous BEST Grants: 0	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$4,276,257.56	Historical Significance:	N/A
Current Applicant Match:	\$1,277,323.69	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$5,553,581.25	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	23
Previous Matches:	\$0.00	Actual Match Provided:	23
Affected Pupil Number:	402	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	38,626	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$136.93	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$13,157.03	Who Owns the Facility:	3rd Party
Sq Ft Per Pupil:	96.08	Does the Facility Have Financing:	Charter Stone Capital, LLC (CS)
Per Pupil Allocation to Cap Reserve:	\$228.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0	The acquisition and renovation of the former Thornton Albertsons Grocery Store is being pursued by Charter Stone Capital, LLC (CSC) on behalf of the New America School–Denver. NAS-Denver will have the option to purchase the facility from CSC after the second full lease year.	

NAS-Denver, and the entire NAS system, has built a solid financial history, extremely well qualified financial management, and historically proven demand for services. As such, there is little likelihood that NAS-Denver would cease to exist in the foreseeable future. Moreover, given that the move to the Albertsons site is the culmination of our efforts to find a permanent home for the school, there is also little likelihood that the school will be relocating. However, if in the unlikely event that NAS-Denver does relocate or cease to exist while CSC still owns the property, CSC will retain the facility. If this were to happen, it is important to remember that Charter Stone Capital is a real estate investment fund focused on the acquisition and development of education related real estate. Target asset classes include charter schools, private schools, post-secondary and early education facilities. Charter Stone Capital specializes in

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

providing schools with options outside of “traditional” financing to access quality educational facilities. The CSC management team has extensive real estate finance, investment, and management experience in the education sector and beyond. As such, CSC will work with the state and the Charter School Institute to find a suitable public school option to assume occupancy of the facility.

If NAS-Denver were to exercise its purchase options, and the New America School fully intends to do so, and the charter school relocated or ceased to exist, then as a charter school all assets would revert to the state and/or the school’s authorizing district, which in this case is the state agency, the Charter School Institute.

District FTE Count:	412.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	Yes	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	2	Year Bond Failed:	
Assessed Valuation:		Outstanding Bonded Debt:	
PPAV:		Total Bonding Capacity:	
Unreserved General Fund FY1011:		Bond Capacity Remaining:	
Median Household Income:		Percent Bonding Capacity Used:	
Free Reduced Lunch %:	73.3	Existing Bond Mill Levy:	
Match Source Detail:	Charter Stone Capital, LLC (CSC) Financing		



Mapleton Public Schools

February 26, 2013

Re: The New America School – Denver BEST Grant Position Letter

Dear BEST Board:

Mapleton Public Schools submits this position letter for the New America School-Denver BEST grant application.

Mapleton Public Schools has been the charter authorizer for The New America School-Denver since July 1, 2010. Beginning July 1, 2013, the Colorado Charter School Institute will become the authorizer of The New America School-Denver and the authorizer when BEST Grants are awarded this upcoming award cycle.

The New America School-Denver plans to move to a new facility located in the Adams 12 School District. Adams 12 has passed an affirmative resolution for The New America School-Denver to locate within its geographic boundaries under Colorado Charter School Institute authorization.

Prior to moving to the Historic Mapleton High School site, the New America School-Denver was aware of the building's condition and understood that the school district did not have the ability to make any improvements. The New America School-Denver needed a building with more classroom square footage for a growing student population, a facility with a gymnasium, and a location within the residence base of the students.

Mapleton Public Schools is aware of the need that exists for The New America School-Denver to find a safe and permanent location for the school and the school's intentions of applying for a BEST Grant.

Sincerely,

Charlotte Ciancio
Superintendent



1580 LOGAN STREET, SUITE 210
DENVER, COLORADO 80203
Tel: 303-866-3299 Fax: 303-866-2530
www.csi.state.co.us

CHARTER SCHOOL INSTITUTE

January 29, 2013

Re: The New America School - Denver BEST Grant Position Letter

Dear BEST Board:

Pursuant to CRS 22-43.7-109(3) the Charter School Institute (CSI) submits this letter in support of the BEST grant application from New America School-Denver ("NAS").

The Colorado Charter School Institute (CSI) will become the authorizer of The New America School – Denver (NAS) beginning July 1, 2013, and made final chartering approval contingent upon the successful move by NAS to a new facility to be located in Adams District 12.

CSI fully supports the application being made by The New America School – Denver.

CSI understands the need that exists for The New America School - Denver to pursue the BEST Grant and the grant language accurately reflects the urgency that exists for the school to be awarded the grant this cycle, especially given the health and safety concerns in the school's current location, Old Mapleton High School

NAS does not have the option to remain in the Old Mapleton High School site beyond 2013 based on communication from Mapleton School District and the action of Mapleton to decline to renew the NAS charter; this increases the urgency of the need for the school to be awarded a BEST Grant this cycle. NAS and CSI have received an affirmative resolution from Adams District 12 to allow for the location of a new facility for NAS in the district.

In summary, CSI fully supports the grant application from NAS-Denver and urges the BEST board to approve the application

Sincerely,

A handwritten signature in black ink, appearing to read "Ethan Hemming", with a long horizontal flourish extending to the right.

Ethan Hemming
Executive Director

POLLY B. BACA
PRESIDENT AND CEO
BACA BARRAGAN & ASSOCIATES
1777 LARIMER STREET, SUITE 510
DENVER, CO 80202
(720) 373-4213

February 1, 2013

Mr. Dominic DiFelice
National Superintendent
New America Schools Network
925 S. Niagara St., Ste 140
Denver, CO 80224

Dear Dominic:

I enthusiastically support the New America School (NAS) grant application for BEST funds to build the new NAS-Denver campus.

The location at 88th and Washington Streets is perfect for the location of a New America School. It is exactly what is needed to revitalize that neighborhood. I was a teenager in Thornton and remember fondly the shopping center and its importance as a hub for the entire community.

I represented Thornton and the area where the New America School would be located for 12 years in the state legislature. I am very familiar with the needs of the neighborhood and the larger "old" Thornton community. A New America School is exactly what this area needs and would be of value to both the students and the community. It would revitalize the entire area and is of great need to the community.

The grant application for BEST funds to build the new NAS-Denver campus has my highest recommendation and strongest support.

Sincerely,



Polly Baca
Former State Senator

February 5, 2013

To Whom It May Concern:

The Adams 12 Five Star School District supports The New America School's pursuit of the BEST grant in order to have an appropriate, modern learning environment for the students.

The New America School's focus is to re-engage students in their own education through the flexible schedule offerings and programmatic emphasis on English language acquisition. The new school building will be within the geographic boundaries of the Adams 12 School District, although authorized through the Colorado Charter School Institute, and will allow The New America School to address health and safety concerns that exist in their current facility. In addition, the location of the new school building will help revitalize a portion of Thornton that has not experienced any cultural or economic revitalization in some time.

The ability to serve English language learners, highly at-risk students, and the community in a modern facility that will meet the needs of the students and other stakeholders will strengthen the school's continuous work to reach more students and extend the benefits of education and opportunity throughout Adams County and Denver.

Sincerely,



Chris Gdowski



The mission of The New America School is to empower new immigrants with the educational tools and support they need to maximize their potential, succeed and live their American dream.

Office of the Principal

February 4, 2013

Re: BEST Grant Letter

Dear BEST Board:

The New America School - Denver is a fully accredited, publicly funded charter high school currently authorized by Mapleton School District until June 30, 2013 and will be authorized by the Colorado Charter School Institute beginning July 1, 2013 through June 30, 2016. The mission of The New America School is to empower new immigrants and English Language Learners with the educational tools and support they need to maximize their potential, succeed, and live the American dream. New America schools are located in diverse communities where the need is greatest.

At The New America School (NAS) students can take day or night classes or both, utilize the 4 day school week which helps working students, attend classes regardless of immigration status, receive financial assistance with childcare, and attend a small campus with 450 or fewer students. Enrollment is open to students 14-21 years old. NAS offers a newcomer center that provides intensive English instruction and utilizes sheltered instruction to make content material comprehensible to English language learners. Interdisciplinary learning is also utilized and we offer a safe and nurturing learning environment for students and their families. Programs are available for families of enrolled student to take adult (parent) English language acquisition classes during the evening, as well as classes intended to increase skills and awareness needed by many of our families.

Strategic partnerships are in place with many local entities to allow students and families to have access to a high quality education and many additional opportunities provided through the partnerships. Our partners include: Goodwill Industries of Denver, Spring Institute for Intercultural Learning, University of Colorado Denver, Metropolitan State College of Denver, City and County of Denver's Office of Economic Development, Snowboard Outreach Society, The New America College, iEmpathize, Rocky Mountain College for Art & Design, Front Range Community College, IBEW (International Brotherhood of Electrical Workers), Pipefitters Local Union 208, Stern & Curry Law firm, Izaguirre Law firm, Alternative to Family Violence, Project Angel Heart, Bright Beginnings, Adams County Santa Claus Workshop, GO Sports, Daniel Chavez Murals, Community Reach, Right Start, Denver Lion's Club, CAMP (Colorado Adolescence Maternity Camp), GRASP (Gang Rescue and Support Project), Arapahoe House, and Synergy. In addition to these partnerships, additional programs and activities are in place through CDE and Federal grants including the 21st Century Community Learning Center, High School Graduation Initiative, and Expelled and At-Risk Student Services.

The academic program at NAS is comprehensive including 22 credits necessary for graduation—graduation standards that exceed those required by the Colorado





The mission of The New America School is to empower new immigrants with the educational tools and support they need to maximize their potential, succeed and live their American dream.

Office of the Principal

Commission on Higher Education's Higher Education Admission Requirements. NAS allows students to be prepared for college and the workplace, and, with the English language acquisition program and emphasis, be better able to speak, read, and write English. Upon graduation NAS students will be prepared for post-secondary success and the ability to maximize their potential, succeed, and live the American dream.

In a new school building that will address all of the learning needs and styles of students, NAS will have classrooms and common space throughout the building that provides access to technology to facilitate learning in real-time—that is, a learning environment that fits with what graduates will experience in the post-secondary environment. Interactive presentation boards in every classroom, two fully furnished computer labs, lap tops carts, and tablets for use in classrooms will give students experience using technology preparing them for many of the careers that exists in today's workplace.

Safe and modern science classrooms will enhance the instruction and learning that occurs through laboratory experiments and learning based on experience. An art classroom with the space and furnishings for creativity to flourish will be available in the new school building. A safe and healthy school building is necessary for students to have access to a 21st century education. Teaching students the skills necessary for success will only be possible with funding from the BEST grant due to the debt service that would need to be incurred without the assistance. NAS is out of time at The Old Mapleton High School site and providing safe, modern classrooms with appropriate technology in the school will not be possible without the assistance.

Sincerely,

Michael Epke



STRASBURG 31J - Strasburg High School - HS Security Improvements - 1948

School Name: Strasburg HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	76,553
Replacement Value:	\$20,066,881
Condition Budget:	\$9,685,920
Total FCI:	48.27%
Energy Budget:	\$26,794
Suitability Budget:	\$1,140,800
Total RSLI:	16%
Total CFI:	54.1%
Condition Score: (60%)	3.05
Energy Score: (0%)	2.12
Suitability Score: (40%)	4.22
School Score:	3.52



Assessment Findings:

Scope item: Security at the entry.

Assessment findings: The state assessment agrees there are no barriers at the entry and the entry is not secured.

Scope item: Replace Classroom hardware with Classroom lockset. Hardware locks on classroom side.

Assessment findings: No assessment criteria available.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: STRASBURG 31J

Applicant Priority #: 1

County: ADAMS

Cash Grant Score: 1.9

Project Title: HS Security Improvements

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Strasburg High School consists of one building located at 56729 East Colorado Avenue in Strasburg Colorado. The High School has had many additions over the years. The original section dates from the 1940's with additions in 1957, 1972, 1976 and 2002 the total square footage is approximately 68,500 square feet. Strasburg High School serves approximately 300 students in a rural community 30 east of Denver. Strasburg has in the past several months replaced or repaired several door openings and at this point does not have enough funding to complete this project.

Deficiencies Associated with this Project:

Item#1: The building has, effectively, two main entrance areas. Neither is controlled during the school day and there is no sightline from the office area to observe entering visitors. These deficiencies have been noted in the CDE School Assessment Report under task #125.10 and also in our facility master plan under Item-H2. Item #2: Classroom doors can not be secured from inside the room forcing an occupant to exit into the corridor to access the lock. Item #3: All the exterior doors other than the main entrances need to have an alarm device installed to notify building occupants of an unauthorized door activity.

Proposed Solution to Address the Deficiencies Listed Above:

Item#1: The proposed security improvements at Strasburg High School are located in three areas of the building. Area 1 includes the main entry at the northwest corner of the building and the existing classroom just to the east of the entry. A new set of entry doors would be added just inside the main entry to create a secure vestibule. While the existing entry doors would remain unlocked during the school day, the new set of interior doors would be on a programmable lock that could be unlocked during student arrival in the morning and then locked for the rest of the day. These new doors and frame would be made of 16 gauge hollow metal with continuous hinges at the doors for durability. An audio intercom would be located adjacent to the new doors, so that visitors may buzz the front desk to gain access to the school. Two security cameras would be located in the newly created vestibule for full visual surveillance of the vestibule and monitored at the front desk. A new light fixture in the vestibule would provide better security lighting at night. The Principal and Secretary offices would move to the existing classroom just to the east of the main entry. The secretary could monitor the cameras in the vestibule on a TV monitor at her desk. The cameras would just be on a closed circuit TV feed to her monitor, not connected to the computer network, for cost savings purposes. She would buzz visitors in and allow them to sign in at a new sliding glass transaction window just inside the new set of doors. The Principal's office would have a small (18"x18") window (with bullet resistant glass) for extra surveillance ability. The Principal's office would be built with a full height wall with acoustic insulation for privacy purposes. The secretary area would receive new plastic laminate work surfaces to accommodate her work station as well as guest seating for filling out paperwork, etc. A second sliding glass transaction window for staff and students would be located on the east wall of the secretary office, facing toward the Commons. Other paint and carpet finishes, as well as minor mechanical and electrical modifications would be provided to finish out this new office space. Area 2: Is located at the existing office area, just to the east of the Commons. Occupants of the offices in this area will shuffle offices to backfill the vacant

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Principal and Secretary office area. The existing glass walls would remain. The Board Room or Classroom will move into this area. Minor door and partition changes, as well as paint and carpet installation will be necessary to accommodate the office shuffling in Area 2. Area 3: The area at the southeast corner of the High School to receive security upgrades is Area 3. This is also a public entry point near the District Offices that will receive a second set of new doors to create a secure vestibule. The security components listed above for Area 1 would also be installed at Area 3. (2) cameras on a closed circuit feed to the front desk of the District office; programmable timer lock on the interior set of heavy gauge metal doors; audio intercom to the front desk for visitors and an 18"x18" security surveillance window would all be installed at this area as well. Item #2 Would be solved by replacing the classroom door locks with locks that enable the occupants to lock the doors from inside the classroom with a key. These door locks will be purchased and installed by District personnel. Item #3 Would be solved by installing door alarms on all other exterior doors. Again purchased and installed by District personnel.

How Urgent is this Project:

With the shooting at Sandy Hook Elementary in Newtown Connecticut this past December there has been a overwhelming concern about school security not only in Strasburg but across the nation. Strasburg would ask that this grant be awarded during the 2013-2014 cycle. Strasburg intends to start on these projects beginning with the classroom locks and door alarms immediately and the "buzz-in doors" hopefully over the winter break.

How Does this Project Conform with the Construction Guidelines:

This project will comply with all applicable sections in the 1 CCR 303(1) Public School Facility Construction Guidelines. Specifically Section 1.2.1 (security needs), 3.3., ...Doors shall open in the direction of egress, have panic hardware..., and also section 3.9 , ...The main entrance walking traffic should flow past the main office area and be visibly monitored from the office ... all other exterior entrances shall be locked and have controlled access. Interior classroom doors shall have locking hardware for lock downs...

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

After corresponding with Cheryl Honigserg at the CDE office it is our understanding that with projects of this relatively small scope of work a capital renewal budget is not needed. The maintenance budget has enough funding to keep these items in working order.

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

The facility is in fair condition and has been part of Strasburg School District since originally constructed.

originally constucted.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

N/A

CDE COMMENTS:

DUE TO THE LIMITED SCOPE AND BUDGET THE DISTRICT WILL USE A MODIFIED APPROACH FOR PROCUREMENT OF THE DESIGN CONSULTANT. DISTRICT AND COMMUNITY ARE CONTRIBUTING LABOR TO THIS PROJECT.

Health, Safety

Overcrowding

Technology

Other

Importance: M Urgency: M Ability: Not Able Planning: Up to date Previous BEST Grants: 4 - \$250,086

Red Flags:

If Yes, Explanation:

Current Grant Request: \$33,506.37 Historical Significance: N/A

Current Applicant Match: \$44,415.43 Does this Qualify for HPCP: Not Required

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Total Project Cost:	\$77,921.80	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	57
Previous Matches:	\$0.00	Actual Match Provided:	57
Affected Pupil Number:	321	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	68,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$1.04	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$220.68	Who Owns the Facility:	District
Sq Ft Per Pupil:	211.84	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$359.82	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3		NA
District FTE Count:	931.00	Bonded Debt Approved:	\$6,700,000.00
State Financial Watch:	No	Year Bond Approved:	05
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$75,755,178.00	Outstanding Bonded Debt:	\$9,595,000.00
PPAV:	\$81,370.00	Total Bonding Capacity:	\$15,151,036.00
Unreserved General Fund FY1011:	\$2,405,205.98	Bond Capacity Remaining:	\$5,556,036.00
Median Household Income:	\$73,079.00	Percent Bonding Capacity Used:	63
Free Reduced Lunch %:	24.95	Existing Bond Mill Levy:	11.567
Match Source Detail:	Capital Reserve Fund		

WESTMINSTER 50 - Tennyson Knolls ES - ES Roof Replacement - 1963

School Name: Tennyson Knolls ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	33,465
Replacement Value:	\$8,142,205
Condition Budget:	\$6,147,697
Total FCI:	75.50%
Energy Budget:	\$11,713
Suitability Budget:	\$2,851,600
Total RSLI:	3%
Total CFI:	111%
Condition Score: (60%)	3.14
Energy Score: (0%)	1.73
Suitability Score: (40%)	3.39
School Score:	3.24



Assessment Findings:

Scope item: To replace the existing roof on Tennyson Knolls ES with a new 30 year EPDM roof.

Assessment findings: The assessment supports the need to replace the roof and is in poor condition with numerous reported leaks.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: WESTMINSTER 50

Applicant Priority #: 1

County: ADAMS

Cash Grant Score: 4.4

Project Title: ES Roof Replacement

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

If Yes, please explain why: This project did qualify for the grant program, but was not awarded due to limited funds available.

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

General Background Information and Reasons for Pursuing a BEST Grant:

Tennyson Knolls Elementary is home to approximately 411 students and 40 staff members. This school is included in the district's master plan. Adams County School District 50 is experiencing budget cuts in funding for both operating budgets and Capital Reserve budgets. Operating budgets have been cut approximately fifty percent since 2004. The district is also at its bonding capacity. Our successful 2006 bond election for \$98 million was the maximum allowed. Due to these restrictions we will not have the opportunity to fund major projects such as roof replacement for many years.

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 membrane is EPDM.

Proposed Solution to Address the Deficiencies Listed Above:

Replace the roof of the main building with new white EPDM fully adhered roofing to include:

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

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

- Schematic design/design development
- Construction documents
- Construction administration
- Assist with competitive bid process

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

- 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 each year we wait to replace it. The situation will only get worse. An adequate roof provides proper protection of the district’s fixed assets and provides improved space conditions for all learning spaces within the building.

How Does this Project Conform with the Construction Guidelines:

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

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

The district will require a 30 year warranty on the roof, and requires the contractor to repair any problems during the warranty period. The roof will be inspected quarterly. The district allocates \$50,000 to \$100,000 to roof repairs and preventive maintenance annually, which it uses to contract out roof repairs as needed for all its roofs. In addition, in the last year the district spent \$144,000 on major roof repairs at the Union Center and Metz Elementary, and another \$126,000 on major roof repairs at Hidden Lake High School. These repairs were funded through capital reserve funds set aside for BEST grant match of unfunded projects.

There are 20 elementary, middle, and high school buildings. Of these, nine have a roof under warranty for new construction. Two roof grants are being applied for this BEST grant cycle. That would leave nine older roofs.

The district has the following roof replacement plan in place, pending on funding:

- 2014-Tennyson Knolls
- 2015- FM Day
- 2016- Early Childhood Center
- 2017- Fairview
- 2018- Metz
- 2019- Harris Park
- 2020- Union/Hidden Lake South Annex
- 2021- Hidden Lake
- 2022- Warehouse/Auxiliary Services
- 2023- Orchard Court/Shaw Primary
- 2024- Sherrelwood
- 2025- Colorado Stem Academy

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

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

The facility was constructed new in 1963 and was adequate for the district at the time. The building is included in the district's master plan. The CDE school assessment report gives the school a condition score of 3.14 (60%).

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$50,000-\$100,000

CDE COMMENTS:

DISTRICT WILL HIRE AN INDEPENDENT ROOFING CONSULTANT THAT IS FAMILIAR WITH THE DISTRICT. THE DESIGN AND SPECIFICATIONS WILL BE NON-PROPRIETARY AND WILL BID OUT AND SELECT A QUALIFIED ROOFING CONTRACTOR. APPLICATION DOESN'T INDICATE THAT ROOF IS LEAKING.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Health, Safety

Overcrowding

Technology

Other

Importance: L **Urgency:** L **Ability:** Not Able **Planning:** Up to date **Previous BEST Grants:** 5 - \$3,449,159

Red Flags: Appropriateness of scope is a concern

If Yes, Explanation: District has not been clear as to how the project qualifies as a health and safety project. District acknowledged the roof leaks.

Current Grant Request: \$560,197.18 **Historical Significance:** Yes-Granted Exemption

Current Applicant Match: \$106,704.22 **Does this Qualify for HPCP:** Not Required

Total Project Cost: \$666,901.40 **Will this Project go for a Bond:** NA

Previous Grant Awards: \$0.00 **CDE Minimum Match Percent:** 16

Previous Matches: \$0.00 **Actual Match Provided:** 16

Affected Pupil Number: 411 **Applicant Met Match**

Affected Sq Ft: 34,445 **Is this a Statutory Waiver**

Cost Per Sq Ft: \$17.60 **Is a Master Plan Complete**

Cost Per Pupil: \$1,475.12 **Who Owns the Facility:** District

Sq Ft Per Pupil: 83.81 **Does the Facility Have Financing:**

Per Pupil Allocation to Cap Reserve: \$204.00 **Who will the Facility Revert to if the School Ceases to Exist:**

Listed Inflation Percent: 10 N/A

District FTE Count: 9,159.20 **Bonded Debt Approved:** \$98,600,000.00

State Financial Watch: No **Year Bond Approved:** 06

Fiscal Health Watch: No **Bonded Debt Failed:**

of Fiscal Health Warning Indicators: 1 **Year Bond Failed:**

Assessed Valuation: \$513,437,100.00 **Outstanding Bonded Debt:** \$95,910,000.00

PPAV: \$56,057.00 **Total Bonding Capacity:** \$102,687,420.00

Unreserved General Fund FY1011: \$15,301,718.00 **Bond Capacity Remaining:** \$6,777,420.00

Median Household Income: \$45,635.00 **Percent Bonding Capacity Used:** 93

Free Reduced Lunch %: 82.13 **Existing Bond Mill Levy:** 18.128

Match Source Detail: 2006 Bond/Capital Reserve Fund

WESTMINSTER 50 - F. M. Day ES - ES Roof Replacement - 1955

School Name: F. M. Day ES

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	34,250
Replacement Value:	\$8,223,133
Condition Budget:	\$4,718,004
Total FCI:	57.37%
Energy Budget:	\$0
Suitability Budget:	\$2,044,500
Total RSLI:	10%
Total CFI:	82.2%
Condition Score: (60%)	3.01
Energy Score: (0%)	2.40
Suitability Score: (40%)	3.69
School Score:	3.28



Assessment Findings:

Scope item: To replace the existing roof that has exceeded the warranty and is leaking with a new 30 year EPDM

Assessment findings: The assessment states that the roof is in need of replacement and that it is in fair condition but beyond expected life.

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Applicant Name: WESTMINSTER 50

Applicant Priority #: 2

County: ADAMS

Cash Grant Score: 4.4

Project Title: ES Roof Replacement

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

If Yes, please explain why: This project request qualified for the grant program, but was not awarded due to limited funds.

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

General Background Information and Reasons for Pursuing a BEST Grant:

F. M. Day Elementary is home to approximately 356 students and 40 staff members. This school is included in the district's master plan. Adams County School District 50 is experiencing budget cuts in funding for both operating budgets and Capital Reserve budgets. Operating budgets have been cut approximately fifty percent since 2004. The district is also at its bonding capacity. Our successful 2006 bond election for \$98 million was the maximum allowed. Due to these restrictions we will not have the opportunity to fund major projects such as roof replacement for many years.

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, tectum and metal. The insulation is expanded polystyrene and perlite insulation. The roofing membrane is EPDM.

Proposed Solution to Address the Deficiencies Listed Above:

Replace the roof of the main building with new white EPDM fully adhered roofing to include:

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

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

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

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- 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 each year we wait to replace it. The situation will only get worse. An adequate roof provides proper protection of the district’s fixed assets and provides improved space conditions for all learning spaces within the building.

How Does this Project Conform with the Construction Guidelines:

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

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

The district will require a 30 year warranty on the roof and require the contractor to repair any problems during the warranty period. The roof will be inspected quarterly. The district allocates \$50,000 to \$100,000 to roof repairs and preventive maintenance annually, which it uses to contract out roof repairs as needed for all its roofs. In addition, in the last year the district spent \$144,000 on major roof repairs at the Union Center and Metz Elementary, and another \$126,000 on major roof repairs at Hidden Lake High School. These repairs were funded through capital reserve funds that were set aside for BEST grant match of unfunded projects.

There are 20 elementary, middle, and high school buildings. Of these, nine have a roof under warranty for new construction. Two roof grants are being applied for this BEST grant cycle. That would leave nine older roofs.

The district has the following roof replacement plan in place, pending funding:

2014- Tennyson Knolls

2015- FM Day

2016- Early Childhood Center

2017- Fairview

2018- Metz

2019- Harris Park

2020- Union Center/Hidden Lake South Annex

2021- Hidden Lake

2022- Warehouse/Auxiliary Services

2023- Orchard Court/Shaw Primary

2024- Sherrelwood

2025- Colorado Stem Academy

Unfortunately, most of these roofs were replaced in 1980 and 1981. That made their useful life due around the same time.

Our current long-range plan will allow for better budgeting and planning to replace roofs starting around 2025 and beyond.

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

The facility was constructed new in 1957 and was adequate for the district at that time. This building is included in the district's master plan. The CDE school assessment report gives this school a condition score of 2.98 (60%).

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$50,000-\$100,000

CDE COMMENTS:

DISTRICT WILL HIRE AN INDEPENDENT ROOFING CONSULTANT THAT IS FAMILIAR WITH THE DISTRICT. THE DESIGN AND SPECIFICATIONS WILL BE NON-PROPRIETARY AND WILL BID OUT AND SELECT A QUALIFIED ROOFING CONTRACTOR. NO INDICATION IN GRANT APP OF LEAKS.

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Health, Safety

Overcrowding

Technology

Other

Importance: L **Urgency:** L **Ability:** Not Able **Planning:** Up to date **Previous BEST Grants:** 5 - \$3,449,159

Red Flags: Appropriateness of scope is a concern

If Yes, Explanation: District has not been clear as to how the project qualifies as a health and safety project. District acknowledged the roof leaks.

Current Grant Request: \$550,019.32 **Historical Significance:** Yes-Granted Exemption

Current Applicant Match: \$104,765.58 **Does this Qualify for HPCP:** Not Required

Total Project Cost: \$654,784.90 **Will this Project go for a Bond:** NA

Previous Grant Awards: \$0.00 **CDE Minimum Match Percent:** 16

Previous Matches: \$0.00 **Actual Match Provided:** 16

Affected Pupil Number: 356 **Applicant Met Match**

Affected Sq Ft: 33,890 **Is this a Statutory Waiver**

Cost Per Sq Ft: \$17.56 **Is a Master Plan Complete**

Cost Per Pupil: \$1,672.08 **Who Owns the Facility:** District

Sq Ft Per Pupil: 95.2 **Does the Facility Have Financing:** N/A

Per Pupil Allocation to Cap Reserve: \$204.00 **Who will the Facility Revert to if the School Ceases to Exist:**

Listed Inflation Percent: 0 N/A

District FTE Count: 9,159.20 **Bonded Debt Approved:** \$98,600,000.00

State Financial Watch: No **Year Bond Approved:** 06

Fiscal Health Watch: No **Bonded Debt Failed:**

of Fiscal Health Warning Indicators: 1 **Year Bond Failed:**

Assessed Valuation: \$513,437,100.00 **Outstanding Bonded Debt:** \$95,910,000.00

PPAV: \$56,057.00 **Total Bonding Capacity:** \$102,687,420.00

Unreserved General Fund FY1011: \$15,301,718.00 **Bond Capacity Remaining:** \$6,777,420.00

Median Household Income: \$45,635.00 **Percent Bonding Capacity Used:** 93

Free Reduced Lunch %: 82.13 **Existing Bond Mill Levy:** 18.128

Match Source Detail: 2006 Bond/Capital Reserve Fund

ADAMS-ARAPAHOE 28-J - Mrachek MS - Replace Existing MS - 1975

School Name: Mrachek MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	134,526
Replacement Value:	\$37,015,117
Condition Budget:	\$21,122,034
Total FCI:	57.06%
Energy Budget:	\$0
Suitability Budget:	\$13,227,900
Total RSLI:	12%
Total CFI:	92.8%
Condition Score: (60%)	3.06
Energy Score: (0%)	1.92
Suitability Score: (40%)	3.70
School Score:	3.31



Assessment Findings:

Scope item: To replace the school built in 1975. The building was designed in the round when open classrooms were the educational trend. The school houses grades 6-8 with the 6th grade located in adjacent modular's due to the inability to reconfigure the building to accommodate all grades.

Assessment findings: There is not assessment data for the conditions that arise from enclosing open planned classrooms to enclosed classrooms. The statute speaks directly to the addition of modular's. Adams –Arapahoe 28J maintains all their facilities which is shown in the assessment. Most systems are adequate but are in need of replacement.

Assessment findings: The educational suitability is identified as being deficient due to the “open concept school” and the addition of modular's to house the 6th grade.

Assessment findings: The assessment also addresses specific code/ egress concerns however the district did add a sprinkler system.

Scope item: The abatement of hazardous materials and the demolition of the building.

Assessment findings: The assessment that no suspected hazardous materials have been identified however the district has noted that there are concerns and the AHERA report

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Applicant Name: ADAMS-ARAPAHOE 28-J

Applicant Priority #: 1

County: ARAPAHOE

Cash Grant Score:

Project Title: Replace Existing MS

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Mrachek Middle School is a two-story building, built in 1975, with 134,526 square feet and an additional 10,000 square feet in modular classrooms. The building was originally designed with no exterior windows and an open floor plan with little or no separation between classrooms. Windows were added to some classrooms in 2004 and partial height interior partitions have been added over time to create some privacy between each room, but no alteration has been able to correct the fundamental flaws of the building's original design. The general shape of the building is rounded pods with a commons area in the middle. This creates strange shaped classrooms, and winding hallways that are difficult to supervise. The school serves 6th through 8th grade students, although the entire 6th grade is currently located outside in modular classrooms.

The main building issues include a poorly controlled and vulnerable main entry, plus many exterior doors that make it difficult to monitor all ways of entry. The second floor has several stairs that exit directly to the exterior and are beginning to fail. There are fire safety and egress issues in the school despite the presence of a sprinkler system. The sprinkler system is original to the building and no longer meets code. Also, due to the original site layout, there is insufficient room for on-site parent drop-off. Presently, this activity occurs on South Telluride Street, with many students crossing the traffic lanes and the bus parking.

Mrachek Middle School has plumbing and electrical systems that are original to building and are past their service life. In addition, the regulation of temperature has been compromised by interior modifications intended to solve other problems.

BEST grant funding would be specifically directed towards improved safety and better educational environments for students. Adequately-sized classrooms, sustainable facilities, and a code-compliant building are best achieved through the construction of a new facility. The new school would be LEED-Gold, meeting all CDE Facility Construction Guidelines and would save energy and operating and maintenance costs over their existing facility. Technology will be fully integrated into the school. The new facility could be built on the same site, south of the existing building. After the new school is complete, the original would be demolished and fields built on that part of the site.

Funding Limitations: Low property values have long restricted Aurora Public Schools' capital programs. Our district has a large number of low to moderate value residential properties that yield large student enrollments but relatively few high value commercial properties contribute to our tax base. The CDE report of BEST FY2012-13 Applicant Data lists Aurora's per pupil assessed valuation (PPAV) as \$44,967.87. Only twelve districts in the state have lower PPAVs and the enrollments of those twelve districts combined are less than the enrollment of the Aurora Public Schools district. Due to a drop in property values and loss of high growth status in the recent recession, our current debt now exceeds our bond capacity. The same CDE report cited above lists Aurora's bonded debt at \$336,995,000; bonding capacity at \$319,204,442; and percent bonding capacity used at 106%. It will be several years before our bonding capacity recovers sufficiently to support another bond issue.

In the past 18 years, Aurora's voters have been very supportive of district bond referenda but after bond issues in 1995, 2002, and 2008 many critical deficiencies such as Mrachek remain unaddressed. The 2008 program funded less than half of our

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identified needs. Our ability to complete deferred maintenance and planned replacement projects is impacted by the high proportion of bond proceeds required for new schools in growth areas. Much of our 2008 bond program went for new schools. Only about 45% of those funds could be directed to existing buildings.

Deficiencies Associated with this Project:

STRUCTURE

The exterior concrete stairs are beginning to fall apart and instances of concrete falling onto public areas have occurred. The stairs were built with radiant heating in the treads but those systems no longer work so the custodial staff must apply snow melt on the stairs after each snow event. Students who have lockers on this floor exit via these stairs every day. Slips and falls are a significant concern.

FIRE SAFETY

Despite being fully fire-sprinkled, the system is original to the school and does not meet code.

With an open floor plan, the danger of fire spreading uninterrupted is a high risk. The building is classified as Type III construction. The building area is larger than allowable by code for an E Occupancy. For a major renovation, the construction of a structurally independent, 2-hour rated fire wall would be necessary to provide a safe level of fire separation within the building.

Although the fire alarm system is currently working, it is non-addressable and beyond its expected service life.

It does not appear that certain rooms, such as STEM Lab, Science Labs, and larger storage rooms have adequate fire separation.

SAFETY & SECURITY

School security receives the highest priority in Aurora Public Schools. The Mrachek facility is one of our most serious security concerns primarily for the following reasons:

1. It is extremely difficult to secure the building perimeter to prevent undetected access by an intruder.
2. If an intruder does gain access to the building, it is impossible to implement normal "lock-down" procedures because classrooms both lack doors and full height walls.
3. One-third of the student body is housed outside the main building in seven modular classroom buildings. These students are constantly moving back and forth between the main building and the modulares throughout the school day.
4. The exterior exit stairs from the second floor are unsafe, particularly in winter weather.

There are 30 separate exterior sets of doors distributed around the perimeter of the school building, making the supervision and control of visitors and students coming and going somewhat difficult. Video surveillance is the main form of monitoring the main entry.

The main entry to the school opens directly into the student cafeteria-commons. The sign-in window for reception/administration is around the corner from the main entry and has no control of the visitor once he or she has entered the building.

When there is a power outage, the lack of windows does not allow for adequate light levels within classrooms. Emergency lighting inside the Mrachek building is limited to exit pathways. Essentially, the rooms go black. The faculty has to keep flashlights with working batteries on hand for such occasions.

In the School Assessment Report, comments for Task No. 76.00 describe the stairs as having proper stair treads. This is not correct for the four main staircases inside the building that take students and faculty up and down from the second floor. These stairs are circular staircases with treads starting at about 8" in depth and flaring out to more than 1'-0". Per code, tread depth must be 11" minimum and be a uniform depth. There have been cases where occupants have fallen on the stairs due to the lack of tread depth. To avoid the narrower depth, occupants tend to descend the stairs in the middle, which makes the

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staircase narrower and congests the flow.

There is congestion at the parent drop-off, parking, and bus loading areas. When parking and the drop-off areas were all together, there were several close calls of children getting hit by vehicles. To separate parent drop-off from parking and bus drop off, parents are restricted to South Telluride St., which does not have adequate pull-off areas. Many students are now exposed to street traffic. There is insufficient space to expand the parking / drop-off due to a large retaining wall on the south side of the lot.

The PA system does not always work in the modular classrooms, posing a threat if there is a lock down. Also, the modulares are located on the north side of the building where they receive no sun. During the winter, ice is almost always present, resulting in students and staff falling. This is the case on the north side exterior stairs as well. The school uses large amounts of snow melt, but cannot maintain it well enough. The snow melt is also having an effect on the concrete walks and stairs, causing them to break down and pose other hazards. Also, in the middle of winter when it is dark in the morning and dark in the late afternoon when students and faculty are present, there is not adequate exterior lighting.

The corridor between the main classroom area and the elective classrooms and gym is very narrow. Multiple times throughout the day all students have to pass through there at the same time causing a bottle neck and creating a safety issue.

The exterior entries are not protected from forced vehicle entry by bollards or other protection.

ASBESTOS & HAZARDOUS MATERIALS

The school contains the following known asbestos containing building materials: Floor tile and mastic, counter and desk tops, fire door, fiberglass sealant. The following materials are presumed to contain asbestos: roof flashing, drywall joint compound, roofing tar (has dripped throughout entire second floor), caulking on steel beams, cabinets, and ductwork, foam board glue on exterior plenum, stainless steel sink undercoating, and waterproofing foundation sealant. AHERA drawings are included in the submittal.

The school contains the following hazardous materials: mercury containing gym floor; mercury containing devices such as thermostats and boiler controls; PCB ballasts; fluorescent light bulbs; smoke detectors; and exit signs.

BUILDING CODE

In the School Assessment Report, comments for Task No. 76.00 describe the stairs as having proper stair treads. This is not correct for the four main staircases inside the building that take students and faculty up and down from the second floor. These stairs are circular staircases with treads starting at about 8" in depth and flaring out to more than 1'-0". Per code, tread depth must be 11" minimum and be a uniform depth. There have been cases where occupants have fallen on the stairs due to the lack of tread depth. To avoid the narrower depth, occupants tend to descend the stairs in the middle, which makes the staircase narrower and congests the flow.

The curving shape of the building has created multiple classroom layout issues. There are multiple locations where an occupant must go through at least one classroom, sometimes two, in order to exit their classroom. The rooms over 1,000 square feet require two exits, but most only have one.

EDUCATIONAL SUITABILITY

First floor classrooms vary in size and, while they measure at around 1,000 square feet, a substantial area of each room is dedicated to student movement (corridors without walls). The second floor classrooms have partial height walls that define an area of approximately 750 square feet, and the classrooms in the modular buildings are approximately 660 square feet. The average class size for the school is 30 students and some rooms have class sizes as high as 36 students. The district standard for middle school class size is 25 students on average and maximum of 28 students. Recent budget cuts have resulted in staff cuts and larger class sizes at all district middle schools but the hope is that class size will return to the district standard as school funding returns to a more appropriate level. The district standard for a middle school classroom is 850 SF

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which allows for greater flexibility with student capacity, something the existing classroom sizes at Mrachek cannot accommodate.

Because the interior partitions are partial height and most classrooms do not have doors, noise is easily transferred from room to room and room to corridor. Some classrooms have been given clear plastic freezer strips to deaden the sound, but this does not work. Objects have been thrown from room to room, and there is one instance where a person can see into a boys' restroom from the computer lab.

Only classrooms on the perimeter of the second floor have exterior windows. These windows were added in 2004 in an attempt to improve the learning environment but were located on the same wall as the teaching surface which creates problems with glare. Teachers have to close the blinds in many of these rooms to use technology. With no natural light entering the rooms or views to the exterior, the rooms feel very closed in and dark. The lights do not provide adequate light levels for the classrooms.

Most casework in the school is well past its service life, and is beginning to break down. This is also the case for ceilings and most walls.

The school lacks adequate storage for educational program materials.

Special Education does not have restrooms within their rooms. This requires faculty to have to escort students to the restrooms.

The library-media center is centrally located on the second floor, yet open to the circulation space (no true corridors exist on the second floor). The space does not allow for quiet reading or studying. Theft of reading materials has also been an issue as students can cut thru the media center to reach classrooms on the opposite side of the building.

The cafeteria-commons space is located directly below the media center and is undersized based on the student population. The main building circulation is an integral part of the commons, so the congestion of tables, student spilling into the circulation spaces to eat, and students passing between classes causes congestion in the area.

CROWDING

These classrooms are at capacity or over capacity for the current enrollment, as stated earlier. Their sizes do not provide much flexibility in terms of class size and fluctuations in enrollment. The variety of sizes and shapes of classrooms on the first floor results in some rooms being overcrowded and other rooms underutilized and there is no easy way to redistribute square footage. The rooms over 1,000 square feet require two exits, but most only have one.

Not only are the modulares small for the average class size, but the fact that the school needs modulares indicates the need for a better, more efficient building design.

The overcrowded computer labs are very warm because they do not have proper ventilation. There is not proper storage for these rooms, so all extra equipment, paper, etc. takes up space within the room.

The cafeteria-commons space is undersized based on the student population, and main building circulation is part of the open commons, so the congestion of tables, students spilling into the corridors to eat, and students passing between classes causes congestion in the area. Currently, there are three major lunch periods with each period broken into two sub-periods. This is the case due to the small size of the commons. In order to accommodate each grade level during a lunch period, one gender eats while the other is at recess. Then they switch for the remainder of the period. Then the next grade level comes in and the sequence repeats itself.

The school does not have a true stage. Currently, they have a raised platform that is assembled in the commons area at the time of a performance. From the platform, students are able to touch the ceiling.

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FACILITY ELECTRICAL

The school still has its original electrical service and is well beyond its service life. It still has capacity. But due to its age, a renovation would surely overload it.

There are not enough outlets in the classrooms. It was observed that power strips and extension cords are used frequently.

The lighting in the building is dated and beyond its service life. Light levels are considered very poor and do not meet lighting codes.

FACILITY PLUMBING

All plumbing services, from plumbing fixtures and domestic water to sanitary waste and storm drains, are past their service life. Short of a few restrooms having been brought up to meet ADA guidelines, all of the systems are original to the building and do not meet current codes.

POOR INDOOR AIR QUALITY

Although the boilers were replaced recently, there are instances of extreme temperature differences between rooms that are open to each other. It is common for people to have different temperature thresholds, but a noticeable change between adjacent rooms suggests a different issue. One reason for this might be from the modifications to certain rooms to create more privacy. The HVAC system was not originally designed to service individual spaces as much as it was to service larger, open areas.

The overcrowded computer labs are very warm because they do not have proper ventilation. There is not proper storage for these rooms, so all extra equipment, paper, etc. takes up space within the room.

Though there is a mechanical ventilation system, there is a perceived lack of fresh air due to the lack of operable windows.

SCHOOL SITE

There is congestion at the parent drop-off, parking, and bus loading areas. When parking and the drop-off areas were all together, there were several close calls of children getting hit by vehicles. To separate parent drop-off from parking and bus drop off, parent drop-off and pick-up has been moved to South Telluride St. Many students are now exposed to street traffic as parents will wait on both sides of the busy collector street. There is insufficient space to expand the parking / drop-off due to the large retaining wall on the south side of the lot.

There is not a separate delivery area. So delivery trucks must use either the bus drop-off or parking area.

Proposed Solution to Address the Deficiencies Listed Above:

To meet high-performance standards while renovating the existing school would be extremely challenging and costly. The duration of disruption would extend over two years as the summers would be used for major work. More temporary modular would be necessary while renovations took place. The district has decided that building a new facility is in the best interest of the community and the best use of funding.

In considering the substantial renovation of the middle school to alleviate health and life safety issues, considerations included correcting exiting problems including stacked classrooms and emergency lighting, providing a safe level of fire separation between the areas of the school, improved entry security, and replacement of the inadequate electrical and plumbing systems. Classrooms would be upgraded with new walls and ceilings. Site considerations would include reworking the drop-off loops, and replacing the site electrical distribution and lighting for safety. This solution would remove the parent drop-off lane from its current on-street position, allowing students to avoid crossing traffic to enter the school.

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Simply renovating the school to correct life safety standards would leave the school in a building with a limited future lifespan. Future additions for school expansion would be challenging and expensive because of the curving shape of the building.

With these long-term considerations in mind, the district has chosen to pursue a BEST grant to build a new middle school on the existing site just south of the existing building. This would allow the school to continue unbothered by the new construction. The district will close the existing middle school, and demolish the existing building within one year of closure.

The new facility will incorporate new building systems to alleviate the concerns involving electrical, plumbing, air quality, congestion and crowding, fire safety, security and educational suitability.

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 school will be constructed of a Type I or II, non-combustible, fully-sprinkled construction with adequate egress and fire separations throughout. Corridors will be properly sized and constructed for building safety.

New classrooms will have adequate daylight and sufficient acoustical separation. The 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, bus drop off, and parent drop off into their own paths or areas.

How Urgent is this Project:

STRUCTURE

The extent and timing of the crumbling is unknown and must be monitored. The urgency for correction is high (within 2 years.) The importance factor is high with regards to life safety.

FIRE SAFETY

The combustible nature of the building is a significant risk despite the sprinklers. The urgency for correction is medium and should be remedied within 3 years. The importance factor is high with regards to life safety.

SAFETY & SECURITY

The poor entry control and supervision is a significant risk. Icy conditions and traffic congestion is also a significant risk. The urgency is high and should be corrected within 1 year. The importance factor is high with regards to life safety.

ASBESTOS & HAZARDOUS MATERIALS

If any renovations took place, a lot of the asbestos containing items would have to be abated or removed. The urgency is medium and should be corrected within 3 years. The importance factor is high with regards to life safety.

BUILDING CODE

The stair tread issue would need to be corrected during a renovation project. The urgency is medium and should be corrected within 3 years. The importance factor is high with regards to life safety.

Existing from one room through other rooms is not allowed per code. This issue would need to be corrected during a renovation project, but would be very difficult without drastically changing the layouts of the rooms. The urgency is medium and should be corrected within 3 years. The importance factor is high with regards to life safety.

EDUCATIONAL SUITABILITY

The undersized classrooms and open learning spaces should be corrected before enrollment increases again. The urgency is low (corrected within 5 years.) The importance factor is high with regards to educational adequacy.

CROWDING

The overcrowded cafeteria is the most urgent issue as the table layout and the lack of table storage will constrict the egress for fire exiting. The urgency is high (should be corrected within a year.) The importance factor is high with regards to life safety.

FACILITY ELECTRICAL

In order to keep up with modern technology demands, the electrical system should be replaced, also to alleviate the unsafe practices and tripping hazards occurring within classrooms. The urgency is high and should be corrected within 1 year. The importance factor is high with regards to life safety.

FACILITY PLUMBING

The plumbing system would need to be corrected during a renovation project. The urgency is high and should be corrected within 1 year. The importance factor is medium with regards to life safety.

POOR INDOOR AIR QUALITY

There is evidence of existing poor air quality and thermal comfort due to various building modifications. The urgency is medium and should be corrected within 5 years. The importance factor is medium with regards to life safety.

How Does this Project Conform with the Construction Guidelines:

CDE 3.3 A continuous unobstructed path of egress from any point in the school...

The proposed new school would be fire sprinkled and within allowable area limits or provided with safe area separations. The corridor paths of egress would be clear, evident, and more easily supervised.

CDE 3.5 A building fire alarm and duress notification system

The new school will provide a fully addressable fire alarm system.

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

The new school will provide complete video monitoring and P.A. / event notification systems as well as a monitored fire alarm system.

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

The current entry is difficult to supervise and control. The new school will have a clearly-defined main entry with secured access through the admin suite during the day.

CDE 3.10 Safe and secure electrical service

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

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

CDE 3.11 A safe and efficient mechanical system that provides proper ventilation and maintains the building temperature...

An efficient and easy-to-maintain HAVC system would take the place of the existing, 37-year-old distribution piping and valves which are a constant headache for district maintenance personnel.

CDE 3.12 Healthy building indoor air quality.

The current school has indoor air quality and thermal comfort issues due to the aging HVAC components. The issues would be eliminated with a new school.

CDE 3.17 A facility that complies with the American Disabilities Act (ADA)

The existing school is not fully ADA compliant with regard to restroom accessibility, building access and circulation. The replacement facility would be built to full ADA accessibility standards.

CDE 3.18.1 Separation of traffic modes

At the middle school, bus loading, parking and parent queuing conflict. Replacing the school would provide the opportunity for on-site parking, drop-off lanes and bus staging.

CDE 3.18.3 Adequate driveway for car stacking.

The middle school lacks a parent drop-off area and this activity occurs on the street. The size of the site does not allow for on-site drop off lanes. Replacing the school would provide the opportunity for adding on-site parking, drop-off lanes, and bus staging.

CDE 3.18.9 Restricting vehicle access at school entrances.

The existing entry is only protected by a concrete curb and a few planters. There are no bollards at the entry. A new school facility would include a physically protected main entry.

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

A new design for the administrative area would provide supervision of both the main entry as well as the school parking lot. This would replace the current admin area which only supervises the entry commons.

CDE 3.19.5 Exterior buildings and walkways should be lighted.

The middle school site is poorly lit which is a safety hazard. A new building and site amenities as proposed would alleviate this danger with adequate site, field, building, and parking lights.

CDE 4.8 Buildings that functionally meet...programming..., are not overcrowded, and are located in permanent buildings.

The new school would meet District Educational Specifications, will not be overcrowded, and all grades will be housed in a permanent building.

CDE 4.11 Daylight and views shall be incorporated.

At the middle school, many of the classrooms have no outside windows. This condition can only be corrected with a replacement facility.

CDE 4.11.4 Classrooms should provide 32 square feet/student.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Currently classrooms vary greatly in terms of square feet/student. Because open space schools assumed that circulation would occur between teaching times, circulation space and teaching space overlapped. In trying to restrict circulation space and the accompanying noise, small teaching spaces with relatively large student populations have been created at Mrachek. A new school would provide more space per student in the classrooms, along with having a rectangular shape, and natural light. Properly designed corridors would connect the classrooms so that student circulation would be accommodated outside the classrooms.

CDE 4.11.5 Library media center.

A Centralized, technology-driven library Media Center for the students and community will be provided at the new school.

CDE 4.11.8 Science lab with teaching demonstration table, emergency shower / eyewash, demonstration hood, student work stations provided with water and gas receptacles...

The equipment, casework, storage, hoods and workstations at the existing middle school science labs are in very poor condition. Some casework is damaged to the point of not functioning. There is only one large science lab and that is shared by all science teachers on a rotating basis. The proposed replacement project would include new science spaces.

CDE 4.11.16 Cafeteria / Multi-Purpose

The cafeteria will be adequately sized for the new middle school. The lack of existing table storage will be corrected so that furniture does not have to be stored along corridor walls or restrict exiting width for the students.

CDE 5.1 Facilities that conserve energy through High Performance Design.

A new facility would be energy and water efficient, have low life cycle costs, healthy for its occupants, and has a low impact on the environment. Pursuing LEED Gold would be a set goal.

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

Management of the requested repairs and improvements will fall under the responsibility of the district's Director of Maintenance and Operations and will be accomplished under our normal facility management processes. Aurora Public Schools operates a full service Maintenance and Operations Department. The department carries out a regular program of routine, emergency and preventive maintenance and cyclical major repairs for all district facilities.

The Maintenance Department is comprised of 1) three interdisciplinary teams, 2) a preventive maintenance (PM) team, and 3) a resource and planning team. Their goal is to provide a level of building maintenance that promotes and complements learning environments.

The three interdisciplinary teams accomplish general building maintenance for the district. Each team has approximately 11 members, and they are responsible for maintaining 1.2 to 1.4 million square feet. Each team is responsible for a variety of building maintenance services including heating, ventilation and air conditioning, electrical, plumbing, carpentry and painting.

The PM team has 12 members. PM duties include heating, ventilation and air conditioning, building maintenance, kitchen equipment, energy management, indoor air quality, fire inspections, general fire-safety issues, boiler inspections, backflow prevention and testing, fire-sprinkler systems, recycling, and elevator and auto-lift inspections.

The resource and planning team manages district wide maintenance needs. The team consists of 15 members and is responsible for a variety of district wide building maintenance services, including the district's four swimming pools. The branch also provides training and support for the entire maintenance and operations department, including estimates of projects and capital reserve requests. Their responsibilities are in the following key areas:

- Electronic and Controls: This team consists of 4 members. They are responsible for district wide support of fire-alarm

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

systems, intrusion-alarm systems, clocks, scoreboards and intercom systems.

- Resource and Planning: This group has 11 team members who are responsible for district wide support to the interdisciplinary teams in the following areas: glazing, roofing, welding, doors and locks, signs, master plumber, master electrician and electrical installations.

The district's annual capital reserve program currently averages approximately \$7 million per year and includes a program of cyclical major facility repairs.

The district carries on a program of periodic district-wide facility condition assessments that form a basis for planning annual capital reserve project programs and bond funded capital construction programs. The most recent of these assessments was completed in 2008.

The district's Long Range Facilities Advisory Committee meets on a regular basis and advises the board of education on facility project needs.

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

Built for the school district in 1975 to District standards of that period

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$30,000

CDE COMMENTS:

THE DISTRICT WOULD LIKE TO BUILD A PROTOTYPE 6-8 MIDDLE SCHOOL. WITH THAT THEY WOULD LIKE TO USE THE A/E FIRM THAT PROVIDED THE SERVICES FOR THE ORIGINAL PROTOTYPE FACILITY. THE DELIVERY METHOD THEY WILL PURSUE WILL BE DESIGN / BID/ BUILD AND SOLICIT FOR A GENERAL CONTRACTOR. IF THIS IS ACCEPTABLE THE DISTRICT WILL PROVIDE A REVISED PROJECT BUDGET TO REDUCE THE A/E SERVICES/ COST REQUIRED.

<input checked="" type="checkbox"/> Health, Safety	<input checked="" type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L Urgency: L	Ability: Not Able	Planning: Up to date	Previous BEST Grants: 2 - \$1,730,786
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$25,828,425.23	Historical Significance:	N/A
Current Applicant Match:	\$5,669,654.32	Does this Qualify for HPCP:	Required
Total Project Cost:	\$31,498,079.55	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	18
Previous Matches:	\$0.00	Actual Match Provided:	18
Affected Pupil Number:	930	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	130,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$230.76	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$32,256.10	Who Owns the Facility:	District
Sq Ft Per Pupil:	139.78	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$159.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3		NA

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

District FTE Count:	36,045.60	Bonded Debt Approved:	\$215,000,000.00
State Financial Watch:	No	Year Bond Approved:	08
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	1	Year Bond Failed:	
Assessed Valuation:	\$1,756,294,691.00	Outstanding Bonded Debt:	\$395,340,000.00
PPAV:	\$48,724.00	Total Bonding Capacity:	\$351,258,938.00
Unreserved General Fund FY1011:	\$10,291,248.54	Bond Capacity Remaining:	(\$44,081,062.00)
Median Household Income:	\$44,007.00	Percent Bonding Capacity Used:	113
Free Reduced Lunch %:	65.51	Existing Bond Mill Levy:	15
Match Source Detail:	2008 Bond		

ADAMS-ARAPAHOE 28-J - South MS - Enclosed Walkway at MS - 1961

School Name: South MS

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	105,592
Replacement Value:	\$30,250,390
Condition Budget:	\$9,553,899
Total FCI:	31.58%
Energy Budget:	\$36,957
Suitability Budget:	\$6,646,400
Total RSLI:	25%
Total CFI:	53.7%
Condition Score: (60%)	3.20
Energy Score: (0%)	2.02
Suitability Score: (40%)	3.86
School Score:	3.47



Assessment Findings:

Scope item: To enclose the existing canopy system that runs between 6 individual buildings and limit access to the facility to the main entrance where the administration is located.

Assessment findings: The assessment states there are 4 buildings and that due to this condition the facility has the lowest score for security.

Scope item: To add a sprinkler system to the facility due to the increase in allowable area.

Assessment findings: The assessment notes there is not a sprinkler system.

Scope item: To update the existing fire alarm system to enhance the safety of the students. The system is not past its useful life however it does not meet today's code requirements. The district has included the costs to update the system pending review by the City of Aurora.

Assessment findings: The assessment states the system was installed in 2004 and has a 15 year life expectancy which means it does not need to be replaced until 2019.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: ADAMS-ARAPAHOE 28-J

Applicant Priority #: 2

County: ARAPAHOE

Cash Grant Score: 1.9

Project Title: Enclosed Walkway at MS

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

South Middle School opened in 1961. The building was designed as 6 individual buildings varying in size from 8000 SF to 35,000 SF connected by open air canopies. Additions to this building were implemented in 1965, 1968, 1975, 1991 and 2009. These additions added teaching & support space but did nothing to enclose the circulation space between the buildings. Students must leave each building to travel to another building. While openings between buildings have been fenced, the main doors out of each building are left unlocked during the school day. In the case of a lockdown, teachers closest to those doors must leave their classrooms and lock the entry doors. In poor weather, the canopies provide minimal protection and students cross thru an unprotected courtyard. The constant traffic of students entering and leaving the individual buildings also results in a significant waste of energy from air-conditioned or heated air escaping to the outdoors.

Fire Suppression System: South Middle School lacks a sprinkler system. Increasing the area of the building or connecting the buildings into one building would require either a fire suppression system or area separation walls.

Fire Alarm System: The fire alarm system was upgraded during the 2004 HVAC upgrade project; however, the fire alarm system no longer meets code as it communicates thru an external dialer instead of a direct phone line. It is connected to the burglar alarm panel and reports only three conditions; fire alarm, fire trouble, and supervisory alarms. In order to report by point the FACP will have to be changed out and all devices (smoke and heat detectors, pull stations, duct detectors and control modules) will have to be replaced.

BEST funding would be used to enclose the walkways, add a fire suppression system and upgrade the fire alarm system.

Funding: Low property values have long restricted Aurora Public Schools' capital programs. Our district has a large number of low to moderate value residential properties that yield large student enrollments but relatively few high value commercial properties contribute to our tax base. The CDE report of BEST FY2012-13 Applicant Data lists Aurora's per pupil assessed valuation (PPAV) as \$44,967.87. Only twelve districts in the state have lower PPAVs and the enrollments of those twelve districts combined are less than the enrollment of the Aurora Public Schools district. Due to a drop in property values and loss of high growth status in the recent recession, our current debt now exceeds our bond capacity. The same CDE report cited above lists Aurora's bonded debt at \$336,995,000; bonding capacity at \$319,204,442; and percent bonding capacity used at 106%. It will be several years before our bonding capacity recovers sufficiently to support another bond issue.

In the past 18 years, Aurora's voters have been very supportive of district bond referenda but after bond issues in 1995, 2002, and 2008 many critical deficiencies such as South remain unaddressed. The 2008 program funded less than half of our identified needs. Our ability to complete deferred maintenance and planned replacement projects is impacted by the high proportion of bond proceeds required for new schools in growth areas. Much of our 2008 bond program went for new schools. Only about 45% if those funds could be directed to existing buildings.

Deficiencies Associated with this Project:

In the school assessment report, South received low scores for building security. Enclosing the walkways would allow us to

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

address items 125.1 and 125.2. Item 127, key pad (card) access, was addressed thru a recent bond project; however, enclosing the walkways would limit the need for card access and security camera oversight to fewer entrances than currently exist. At most of our sites, card access is provided at the main entry, the kitchen entry, modular building entry and a designated teacher entrance. Having multiple entries requires additional card readers which are a long term maintenance concern.

Because the school is currently 6 individual buildings of small enough areas to meet Type II B construction limitations, no fire sprinklers are required. However, if the exterior walkways are enclosed either a fire suppression system for the entire building or area separation walls would be required. On other projects that the school district has submitted to the local jurisdiction for code review, we have had to test existing exterior walls to verify that they meet current standards for area separation. If not compliant, additional work was required to bring them up to specifications. Also, the fire separation walls would need to continue into the corridor system and doors provided on electronic hold opens to allow for student movement and supervision. Adding a fire sprinkler system will provide protection to the entire building, keep doors out of the corridor system, simplify additions at a later date and not require verification of existing exterior wall construction for use as fire separation.

The fire alarm system wiring and devices are past their useful life and do not meet current code requirements.

Proposed Solution to Address the Deficiencies Listed Above:

Enclose the exterior walkways to create an interior corridor system to connect the 6 individual buildings of the school while allowing access to the courtyard for outdoor activities. Add a fire suppression system to the existing building. Upgrade the fire alarm system to meet current codes.

How Urgent is this Project:

High – Multiple entries make the enclosure of the walkways an urgent need for the safety of students in a crisis situation. The fire system enhancement and update project is required to reduce risk of reporting errors and to meet current codes. Replacing area separation with full sprinkler system coverage will ensure maximum student and staff safety in the event of a fire situation.

How Does this Project Conform with the Construction Guidelines:

The existing building does not conform to the following Colorado Department of Education 1 CCR 303(1) Capital Construction Assistance Public Schools Facility Construction Guidelines:

Section One – Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws and regulations.

Specific sections addressed would include:

3.3. ...The Facility Code Analysis shall address, at a minimum, building use and occupancy classification, building type of construction, building area separation zones, number of allowed floors, number of required exits, occupant load, required areas of refuge and required fire resistive construction.

3.5. A building fire alarm and duress notification system in all school facilities designed in accordance with State and Local fire department requirements.

3.9. Secured facilities including and main entrance.... All other exterior entrances shall be locked and have controlled access.

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

Management of the requested repairs and improvements will fall under the responsibility of the district's Director of Maintenance and Operations and will be accomplished under our normal facility management processes. Aurora Public Schools operates a full service Maintenance and Operations Department. The department carries out a regular program of routine, emergency and preventive maintenance and cyclical major repairs for all district facilities.

The Maintenance Department is comprised of 1) three interdisciplinary teams, 2) a preventive maintenance (PM) team, and 3) a resource and planning team. Their goal is to provide a level of building maintenance that promotes and complements

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

learning environments.

The three interdisciplinary teams accomplish general building maintenance for the district. Each team has approximately 11 members, and they are responsible for maintaining 1.2 to 1.4 million square feet. Each team is responsible for a variety of building maintenance services including heating, ventilation and air conditioning, electrical, plumbing, carpentry and painting.

The PM team has 12 members. PM duties include heating, ventilation and air conditioning, building maintenance, kitchen equipment, energy management, indoor air quality, fire inspections, general fire-safety issues, boiler inspections, backflow prevention and testing, fire-sprinkler systems, recycling, and elevator and auto-lift inspections.

The resource and planning team manages district wide maintenance needs. The team consists of 15 members and is responsible for a variety of district wide building maintenance services, including the district's four swimming pools. The branch also provides training and support for the entire maintenance and operations department, including estimates of projects and capital reserve requests. Their responsibilities are in the following key areas:

- **Electronic and Controls:** This team consists of 4 members. They are responsible for district wide support of fire-alarm systems, intrusion-alarm systems, clocks, scoreboards and intercom systems.
- **Resource and Planning:** This group has 11 team members who are responsible for district wide support to the interdisciplinary teams in the following areas: glazing, roofing, welding, doors and locks, signs, master plumber, master electrician and electrical installations.

The district's annual capital reserve program currently averages approximately \$7 million per year and includes a program of cyclical major facility repairs.

The district carries on a program of periodic district-wide facility condition assessments that form a basis for planning annual capital reserve project programs and bond funded capital construction programs. The most recent of these assessments was completed in 2008.

The district's Long Range Facilities Advisory Committee meets on a regular basis and advises the board of education on facility project needs.

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

NA

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$2,500.00

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L Urgency: L	Ability: Not Able	Planning: Up to date	Previous BEST Grants: 2 - \$1,730,786
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$2,743,884.00	Historical Significance:	N/A
Current Applicant Match:	\$602,316.00	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$3,346,200.00	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	18
Previous Matches:	\$0.00	Actual Match Provided:	18

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Affected Pupil Number:	688	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	113,392	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$26.83	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$4,421.51	Who Owns the Facility:	District
Sq Ft Per Pupil:	164.81	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$159.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3		NA

District FTE Count:	36,045.60	Bonded Debt Approved:	\$215,000,000.00
State Financial Watch:	No	Year Bond Approved:	08
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	1	Year Bond Failed:	
Assessed Valuation:	\$1,756,294,691.00	Outstanding Bonded Debt:	\$395,340,000.00
PPAV:	\$48,724.00	Total Bonding Capacity:	\$351,258,938.00
Unreserved General Fund FY1011:	\$10,291,248.54	Bond Capacity Remaining:	(\$44,081,062.00)
Median Household Income:	\$44,007.00	Percent Bonding Capacity Used:	113
Free Reduced Lunch %:	65.51	Existing Bond Mill Levy:	15
Match Source Detail:	2008 Bond		

AXL Academy - New PK/ES/MS - 1980

School Name: AXL Academy

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	28,000
Replacement Value:	\$3,425,594
Condition Budget:	\$349,724
Total FCI:	10.21%
Energy Budget:	\$0
Suitability Budget:	\$2,920,100
Total RSLI:	66%
Total CFI:	95.5%
Condition Score: (60%)	3.42
Energy Score: (0%)	2.92
Suitability Score: (40%)	2.88
School Score:	3.21



Assessment Findings:

Scope item: Site Circulation

Assessment findings: The assessment states site circulation is good with the exception of no dedicated crosswalks.

Scope item: Site Safety/Security

Assessment findings: The assessment states there are no closed circuit video, key card access or front security barriers to the facility. There is good line of sight from the main entry and the facility is fenced.

Scope item: Plumbing

Assessment findings: The assessment states the condition of the plumbing system and fixtures is good.

Scope item: Playground

Assessment findings: The playground areas are good based on how the assessment evaluated this category.

Scope item: Notification system

Assessment findings: The assessment states there is a good notification system in the school.

Scope item: Roof

Assessment findings: The assessment did not evaluate this item since it is a leased facility.

Scope item: HVAC

Assessment findings: The assessment states the HVAC system is in good condition providing fresh air and low carbon dioxide levels.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: AXL Academy

Applicant Priority #: 1

County: ARAPAHOE

Cash Grant Score:

Project Title: New PK/ES/MS

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

AXL Academy was founded in 2007 to provide all students in Aurora the education they deserve to prepare for college and to create their own futures, regardless of culture, race, first language, family income or academic status. In a district where the chance a Latino boy will go to college is 4%, AXL is a vital public school option for Aurora families.

In its first five years, AXL has demonstrated that its Revolution in Learning ensures that students – all students – achieve at high levels:

100% of the children who participated in AXL's preK program are proficient or advanced in Reading, Writing and Math two years later (Galileo)

More than 90% of the students who have attended AXL for four consecutive years are proficient or advanced in every one of their core subjects: Reading, Writing, Math and Science (Galileo)

79% of all AXL scholars read at or above grade level (DRA)

AXL's median growth percentiles in Reading, Writing and Science were some of the highest in Aurora in 2012

AXL partners with Playworks to provide physical fitness, team-building and conflict resolution. Within our first year of partnership, AXL experienced a 75% reduction in playground injuries.

AXL partners with Revolution Foods to provide healthy breakfast, snacks and lunch for scholars. As a result, AXL students who qualify for Free Lunch are growing academically faster than any other demographic subgroup in the school.

AXL enrolls students whenever space permits regardless of students' academic status, disciplinary records or English Language fluency.

Average daily attendance remains above 96% for the fifth year in a row.

97% of AXL parents report satisfaction or strong satisfaction with AXL's instruction, with their children's growth and with their relationship with their children's teacher(s).

Like many startup charter schools, AXL opened its doors in a leased facility designed for light industrial use. It was a desirable location at the time for several reasons because of location in a racially and economically area of the city, the size and availability of lease that allowed for expansion over time, the rent per square foot (advantageous at that time), and the possibility of purchase. After five years, the facility no longer safely or adequately meets AXL's needs. School staff and enrolled families have been resourceful and flexible in recent years to make the most out of our current facility, but this facility poses several, significant challenges:

It is unsafe for the children and staff

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

It is unable to support the existing academic program

It is overcrowded for the children already enrolled and unable to grow to keep up with those students' needs over time

AXL's Board of Directors has undertaken numerous efforts to remedy the physical and financial challenges created by the school's current facility, including renegotiating its original lease (three times), appealing to the landlord to make improvements for students' safety, borrowing money to make tenant improvements, refinancing debt to make more improvements, approaching our authorizing district for assistance or available facilities, seeking private investors in the bond market to purchase the facility outright and remediate, and identifying existing buildings in the school's enrollment zone that might be repurposed to house a school effectively. However, none of these strategies have proved adequate to address all of the health, safety and programmatic deficiencies of the facility. AXL spends as much as 27% of its total revenues annually on facilities costs and yet still resides in a facility that is unsafe and unsuitable. For all of these reasons, AXL Academy requests BEST grant funds for a new school facility. A new facility will provide a safe, secure and appropriate learning environment and allow AXL to fulfill the instructional programs that is already has in place for students most at risk for failure in Aurora.

Deficiencies Associated with this Project:

EXISTING BUILDING

Lease & Location

AXL currently is in the fifth year of a ten-year lease with Preferred Properties, LLC, at 14100 E Jewell Avenue in Aurora. The lease is held by the AXL Building Corporation and subleased to AXL Academy Charter School. The lease, the sublease and the three subsequent lease addenda are can be found in the Appendix. In early 2008, before AXL opened its doors, this lease was attractive for a number of reasons:

It was situated in the most diverse section of Aurora, economically and racially

The surrounding elementary and middle schools were performing well below the state and local proficiency levels

It was largely vacant, allowing for annual expansion based on enrollment

It included a purchase option in Year 4, and the total square footage of the property would be able to house AXL at its full enrollment

The rent was below market rate at the time

The property passed all local and state inspections to earn a Certificate of Occupancy

These first two reasons were especially important at the time given AXL's mission to create a culturally diverse, college preparatory school.

The property comprises two, one-story buildings, which together contain approximately 84,000 square feet. It was built in 1980 as multi-tenant office/flex industrial space. The buildings are concrete, tilt-up construction with original storefront glass. There is an electrical transmission line easement over part of the property, in addition to gas and electrical easements in what is currently the school's playground. The property is zoned M-O (Manufacturing & Office) by the City of Aurora.

The school shares the property with numerous other tenants include several churches, a physical therapy office, a drug-testing facility, a print shop, a hip-hop dance studio, and a radio transmission assembly and repair shop. Adjacent properties – which share common driveways and egresses – include Everest College, a Social Security office, and TW Telecom.

Prior to opening in 2008, AXL borrowed approximately \$900,00 to make significant tenant improvements (22,581 sf) to outfit the space for use as a school. In 2009, AXL renovated additional space, and again in 2010, AXL refinanced and borrowed again to build its middle school wing. At this time, the City of Aurora required that AXL install a sprinkler system for the entirety of Building 1 (including through all of the vacant units and the units occupied by other tenants) because no records existed to prove that the firewalls dividing the existing tenant units were in fact 2-hour firewalls required for school use. By 2010-11, AXL occupied 28,581 square feet and still owed nearly \$900,000 for tenant improvements for which it was receiving no equity toward an eventual purchase. The original lease and the three subsequent addenda are included in the Appendix.

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Some of the life safety concerns have been addressed by CDE's Assessment Report in 2009. However, the Assessment Report does not address the gravity or the scope of the deficiencies found in AXL's current facility. There are several significant concerns that adversely affect the safety and welfare of students and employees of the school.

As is common in commercial leases, AXL is responsible for any damages or repairs within the external walls of the property. The building envelope – exterior walls, roof and site conditions – are the responsibility of the landlord. AXL's landlord, Preferred Properties, LLC, is an absentee landlord based in California and negligent in the maintenance and repairs of the facility. The property has a tax lien on it because taxes have not been paid by the landlord in three years. Evidence of the continued neglect is documented below in the photos of the school site.

Existing Life Safety Deficiencies

Sewage & Plumbing

Twice in the last two years, the school has had to be evacuated because of raw sewage backing up into classrooms and common spaces. Once the school was evacuated because of an odor strong enough to make students sick, which turned out to be fumes from deteriorating soil pipes which remain unfixed.

Water closets in the Prekindergarten and half-day Kindergarten classroom regularly backup and overflow, as does the disposal and dishwasher in the faculty lounge. AXL has hired many plumbers to fix these plumbing problems, and we've replaced carpet and tile repeatedly soiled by sewage, but these solutions are short-lived. AXL administrators and teachers unclog toilets daily.

To meet water demand requirements for the facility's use as a school, the complex needs to increase the size of its water tap from 1.5" to 3". The City estimated that the cost of this permanent solution to the plumbing and sewage issues at the school is approximately \$489,000 in tap fees alone. The school simply cannot afford to make these improvements.

Hazardous Playground

AXL's playground is what was originally built as parking for tenants. The asphalt surface is rough, uneven, and full of potholes and cracks that cause students to trip and fall. Each original unit in this facility had its own dock door, with concrete stairs from the dock level leading down to the asphalt. Nearly all of these stairwells have been long been abandoned and are hazardous. As demonstrated in the photos, they remain accessible to children playing on the school's playground. The landlord has ignored the school's many requests to remove the stairs.

Gutters from the roof drain onto the playground, so children's play space is full of standing water, puddles or ice after any inclement weather, leaving the school no choice but to cancel recess to keep students from falling or getting soaking wet.

Part of the playground is elevated and without a ramp into the play area for wheelchair access. The elevated area is filled with woodchips (underneath a playstructure), but the woodchips are not Engineered Wood Fibers (EWF) and therefore are also not compliant. The wood timbers used to contain the woodchips are warped and unstable. Parent volunteers regularly try to drill them back into place, but they are too misshapen to contain the woodchips safely. Shoveling and sweeping woodchips back into the raised bed is an hourly task completed by teachers while supervising recess.

The awkward shape of the play area is dictated by the delivery needs of the other tenants in the facility. AXL's playground is bounded by a chainlink fence (that has been repeatedly vandalized after hours) that does not permit even a modest open space for students to play kickball or half-court basketball.

Both the gas company and the power company maintain easements into AXL's playground to service the entire complex. There are exposed gas pipes that get hit regularly by playground balls, and supervising teachers rescue balls, jump ropes and toys from the electrical service area on an hourly basis. This is a disaster waiting to happen.

Arrival & Dismissal

AXL does not have bus transportation, and all 476 students must be dropped off and picked up by their parents or guardians every day. There are no markings designating the campus as a school zone to indicate to other tenants and visitors in the complex that there is a school in the vicinity.

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It takes approximately 45 minutes to dismiss students every afternoon. The City of Aurora's Traffic Services Division estimates that it receives several complaint phone calls or emails per month about the logistical and time issues stemming from AXL's dismissal.

There are no crosswalks, no flashing lights, no light at the intersection of Jewell and Blackhawk where dozens of students cross to reach their apartments across the street from the school.

AXL uses a fleet of parent volunteers every afternoon holding neon-painted signs to discourage parents, tenants, their customers and their delivery tractor trailers from parking or driving through the areas where children are walking.

The local fire department has identified a compliant fire lane on the West and North sides of the complex, but the same space also serves as the student drop off and pick up spot.

There is only one entrance to the school (through the front door), and the door hardware is not ADA accessible. ADA push buttons do not exist, and the door levers are non-compliant.

Emergency Notification System

The school currently has no way to communicate with all students and persons in the building at the same time. The only way to reach students is through the speaker function on the individual telephones installed on teachers' desks, which can only be done 12 phones at a time. There is also no way to lock all the external doors in the building from a central location in the event of an intruder.

Security & Break-Ins

The exterior of the building has some lighting after dark, but the areas where AXL employees and parents need to park are not lit or secure. There are no cameras or video surveillance for the doors or parking areas. Gander Mountain Sports, which is located across the street, has been kind enough to let AXL staff and parents park in their parking lot (which is well-lit after dark), but people still have to exit the school, cross the driveway, and then cross the street in the dark to get to their car parked in the retail area. This is approximately a 150 foot walk in the dark.

The entire front office and administration area and many of the classrooms are wrapped in the original storefront windows, so in addition to being uninsulated and full of glare, occupants and contents are visible and vulnerable after dark. The school has been broken into 6 times in the last five years, including most recently in 2012, when \$30,000 of vandalism and theft took place. Computers and other portable technology equipment have been stolen repeatedly.

Leaking Roof & Mold

The roof on the building is original and contains dozens and dozens of leaks. These have all been brought to the attention of the property manager and landlord to no avail. Our teachers regularly use the fire escape to climb onto the roof to shovel off snow before it can melt and leak into classrooms. There is barely a single classroom in AXL that does not have several ceiling tiles that are stained, crumbling or moldy from frequent leaks.

Rodents

Squirrels have taken up residence in what is now AXL's middle school wing. Despite complaints to the property manager to seal up the animals' roof access, and despite efforts by teachers to employ passive pest deterrence strategies in their classrooms, class is often disrupted by banging and scurrying noises in the interior walls and ceiling. It is not clear where the rodents nest or how immediate the rodent waste concerns issues are. The likelihood that a student or staff member could be bitten by a squirrel is most pressing.

Existing Space & Operational Deficiencies

There are numerous deficiencies that plague the school's operations and constrain its educational programming. Some deficiencies affect nearly all spaces or operations. These are outlined below.

Storage

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There are no lockers or cubbies for students to store their belongings. In most classrooms, this means that there are coats, boots, backpacks, notebooks, and lunchboxes piled up on the floor. Not only is this situation inefficient, it is often unsafe for students trying to transition in and out of the classroom.

Teachers have not storage space for books, instructional supplies, art supplies, cots, equipment, or technology. Most teachers have asked that their desks be removed to create more room for donated filing cabinets and wall shelving. The wall shelving that most teachers have installed using their own resources is designed for residential use and not safe with young children and the high volume use they are getting.

As a whole, the school does not have storage space for copy paper, custodial supplies and equipment or technology. Our electrical closet, riser room and staff bathrooms are stuff full with these items, and by necessity, many are simply stored in the hallway and multipurpose space.

Noise

The plenum in the building is 5 feet, with a drop ceiling at 9 feet. In between, there is 3" of sound batt that is grossly inadequate. Kindergartners who nap every afternoon are disturbed if any student in the building goes to the bathroom between 1:00 and 2:00pm or walks through the hall to get to afternoon recess.

Students cannot be tested in either the elementary school or the middle school during the 3-hour lunch cycle because the noise is so great from the multipurpose room.

Climate Control

AXL has little climate control. The building is wrapped in floor-to-ceiling, single pane, low-quality storefront glass that is more than 30 years old. It is completely uninsulated. Most of AXL's classrooms are orientated north-south, and the north-facing classrooms are uncomfortably cold much of the year. Teachers and students are often wearing coats during class to stay warm.

Only about half of the rooftop HVAC units have been replaced since the building was built in 1980, and there are no records to document that they have been adequately maintained with timely filter changes and cleanings.

There are thermostats for every two classrooms and only one thermostat controlling the entire administrative area, which results in some rooms being stiflingly hot and other rooms still uncomfortably cold. The building is wrapped in floor-to-ceiling, single pane, low-quality storefront glass that is more than 30 years old (CDE cited these as needing to be replaced, along with the exterior doors).

Glare

Distracting glare is created by the large banks of single pane windows. There are few inexpensive ways to control light and glare into classrooms, so many teachers tape paper or staple fabric over their windows so that students can see the whiteboard or smartboard more easily. Not only is this a fire hazard, it leaves the classroom permanently too dark for reading or writing.

Separation of Students

While the school currently has enough toilet fixtures for the number of students enrolled, there is no separation of bathrooms and common spaces used by 4 year olds and 14 year olds. This is not developmentally appropriate, and presents great concern for the safety and vulnerability of AXL's youngest students.

Overcrowding

AXL opened in 2008 with 225 students in grades K-5. In its original charter, AXL outlined its intended growth plan to add one grade each year to reach PK-8 grade (ten grades), and then it would slowly grow enrollment over the subsequent ten years by growing its own students from PK. The plan was to begin doubling the number of homeroom classes per grade once the school built its curriculum and educational program for each of the ten grades. What happened, however, is that as facility costs grew as public revenues shrank, AXL had to delay its intended enrollment growth plan beginning in its 4th year of

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operations and again in its 5th year. Despite ever-growing class sizes, the amount of square footage available to grow into remained fixed. The result is now there are 50 1st graders in the same space where there were 40 less than 5 years ago, for example. Overcrowding negatively affects every grade level, the breakfast and lunch schedules and supervision, recess safety and supervision, as well as specific instructional areas specifically described below.

Inadequate Parking

The landlord is currently in a personal conflict with the landlord of the adjacent property, and as a result, the nearby landlord has installed concrete barricades through the parking area that is designated as parking for AXL staff in our lease. No one has been able to park there since 2010.

Existing Programmatic & Instructional Constraints

Other facility deficiencies compromise specific program areas:

Instructional Space Deficiencies

There is no space for an elementary science classroom. Expeditionary Learning relies heavily on a science-based curriculum, and yet there is no room for students to compost, grow vegetables, study frog habitats or ant colonies or build solar cookers or test lego robots – all of which are written into our curriculum.

There is no space for a dedicated middle school science laboratory where students can safely study plant genetics or conduct routine chemistry experiments. Middle school science students do not have access to water, gas or technology in their classroom, and there is no compliant, locking storage unit to house the glassware, burners, chemicals, tools or other equipment typically found in a college-preparatory school. Experiments are conducted without proper ventilation or safety equipment. There is no eye wash station or shower station to assist students or teachers in the event of a chemical spill.

We do not have an Art classroom, even though we have an Art teacher and students must present their academic progress to authentic audiences through projects and performances at the end of every trimester. Our Art teacher tries to deliver robust and a meaningfully integrated visual arts curriculum on a mobile “cart” that she rolls around from room to room. All of art supplies, equipment, tools and finished student work is housed offsite in the rented storage facility.

Part of AXL’s educational program is fluency in both English and Spanish. All students must demonstrate proficiency in both languages in order to graduate. All 476 students take their second language daily, and again, all four Language teachers deliver their classes from rolling carts. Students’ language learning is artificially handicapped by their lack of access to a language lab and listening equipment.

AXL has technology standards integrated into every one of its 32 Learning Expeditions schoolwide, and yet the school does not have a technology lab in which to teach students these standards effectively. In a building that is not hard-wired adequately to support a wireless, mobile lab, AXL students are falling further and further behind their peers in gaining vital technology skills.

There are only 4 classrooms at AXL that have SmartBoards, which were provided to the school from a grant by Teach For America.

Instructional Support Space Deficiencies

Sick Room/First Aid: There is currently no private area to handle sick children. First aid is administered in the front office and sick children of all ages must lie down on kindergarten cots in the front office also, next to the front door and the reception area. There is no secure storage for student medications or first aid supplies.

Library: There is no library at AXL. What books there are reside in crates purchased at Target and live in the middle school hallway. There is no way to display them for students’ easy selection and there is no way to maintain the books in a leveled order or organized for students and teachers to find. Teachers store other books in their classrooms, often in crates and boxes also. What bookshelves that do exist were donated by a local Borders Bookstore when the chain went out of business.

Gymnasium: AXL does not have a gymnasium and does not have a proper Physical Education program. The school’s schedule

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was built around providing adequate time during each day for students to be physically active, play, and learn to live a healthy lifestyle. We currently teach fitness and sports as best we can on the playground, and we teach the more team-oriented targets and health-related content in regular classrooms.

Cafeteria/Performance Space: AXL has a multi-purpose room that can only seat 100 students at a time for lunch or breakfast. Operationally that means that time available for students to eat lunch is down to 20 minutes. It is not large enough to bring together even half of the school for weekly community meetings and student performances, which are a fundamental part of our Expeditionary Learning culture. It is not possible to host our annual family events – Pajamas Night, Talent Show, 8th Grade Graduation, Book Fairs, Family Picnic, Math Game Night, Students’ Health Fair, Enrollment Lottery – at our own school. This is particularly challenging given how much emphasis the school puts on parent participation and engaging families who have felt unwelcome or intimidated by schools previously.

Network/IT Storage: There is one closet dedicated to housing all of the schools network and IT equipment. It is inadequate and inefficient. The existing mobile laptop carts, ipads, TVs/VCRs, cords, batteries and accessories do not fit in the closet and live in the hallways and staff bathrooms. As a result, it is very difficult to maintain these machines, keep them secure, clean and charged, and it is difficult for teachers to find the equipment they need to use for class when they go looking.

Teacher Work/Break Areas: There is one lounge that is only large enough for 8 chairs for a staff of 40. There is no resource center or make-and-take room. This is the only space where teachers have to collaborate or plan when they are not teaching. This is the also the only place where teacher can heat their lunch or make a private phone call during their plan time. Copiers are spread throughout the building in hallways. The school has one donated, residential size refrigerator where all 40 staff members try to keep their food.

Student Support Services: There are no offices or work spaces for any of the student support services, including RTI tutoring, speech and language services, OT/PT, psychological counseling, testing accommodations, or even a recovery room for students needing a safe and tightly supervised place to de-escalate after a disciplinary incident. All of these very private functions take place in hallways and common spaces.

Before & After Care: Currently, AXL’s Before and After-School Care providers keep students of all ages in one room, the multipurpose room even though that is where breakfast is also served, along with Study Hall for middle schoolers needing to complete overdue work. It is a loud and chaotic place for some of AXL’s youngest and most high-risk students, who spend up to 12 hours a day in the building. There is no way to provide quiet rest time, individual tutoring or online learning opportunities for these students because of the space constraints. Students sit on the dirty cafeteria floor to do their homework or assemble puzzles and create their arts and crafts projects. Also, because this is this space is only available during hours that school is not in session, AXL is unable to provide the half-day wrap-around care that most of our families with prekindergarteners require. This results in many families dropping out of the subsidized preK program their children desperately need because there is literally nowhere for their 4-year old to go the other half of the day.

No Sports Facilities

Attrition has grown in 7th and 8th grades as students and families seek a school that offers sports and recreational opportunities. More than half of all students who have left AXL in the last two years report that it was because the school lacked after-school sports, PE and/or an appropriate play spaces for children to use during the school day. There is no gymnasium, there are no athletic fields, there is not even room for a half-court basketball game on AXL’s campus. Students should not have to choose between the educational preparation they need to compete in college and the opportunity to play recreational or competitive sports in middle school.

Administrative Space Deficiencies

During the course of typical school day, there are dozens of meetings involving 4 or 5 people that take place. The only office in the entire school able to seat 4 people is the Head of School’s office. There is no conference room or small group work areas for teachers to collaborate, meet with a student and her parents, talk with prospective families on a tour of the school, interview of teacher applicant, review student data in grade level teams, etc. What happens is that many of these confidential conversations take place in hallways, the teachers’ lounge, and in the front office where there is little privacy and lots of distraction and interruption.

The administrative offices all at one end of the building, near the Primary classrooms. This leaves the Elementary and Middle school classrooms without any administrative presence at all, which creates unsafe transitions and unsupervised lavatories. It means that teachers in these divisions need to call to the front office if they need help with a student and wait for someone to come from the other end of the building.

There is currently no facility maintenance office. Tools, equipment, fluorescent light bulbs, trash bags, and spare parts to keep the school running are all kept in the Director of Facilities' office which is visible from the front door and entire reception area. The space is inadequate.

Proposed Solution to Address the Deficiencies Listed Above:

Architectural Narrative Building Overview

A new building for AXL Academy will give the school a permanent home encompassing 53,345 assignable square feet (71,127 gross square feet) of instructional, administrative, special needs and core facility space to the AXL student population that has outgrown its current facility.

The building will be located in Aurora, Colorado, Arapahoe County, on a site central to the student and faculty demographic. The building will respond to and take advantage of the natural opportunities existing on the site, which have significant potential for exploration within the expeditionary learning curriculum. The building site is abuts Toll Gate Creek within the City's Open Space and is connected by bike path to nearby amenities which are frequently visited by the students on learning expeditions even today from the school's current location. The location of this site will expand significantly the accessibility of the community resources of Aurora's City Center.

Siting and Orientation

Immediately adjacent to the Toll gate Creek and open space this property has some unique opportunities for an urban school. The school can take advantage of the connections to a natural setting and opportunities for outdoor learning. The building design will maximize the environmental advantages of this site, in terms of access to nature, and highlighting the natural systems and processes, and through the intentional development of outdoor learning environments.

The preferred 'site' is actually several available parcels acquired separately to provide appropriate areas for building, fields, play areas, vehicular access, and parking. The building, parking and vehicular access are oriented towards the neighborhood, and playgrounds and fields towards the open space, with the intention of a strong visual connection to the natural laboratory that is the backyard of the school.

The three parcels illustrated on a separate diagram include:

1. A primary parcel on 2nd Avenue, which abuts the open space and backs up to Toll Gate Creek. This parcel is approximately 5 acres and is immediately adjacent to the second parcel, just south.
2. The second parcel is currently owned by the City of Aurora, who is open to a negotiated land-lease. This parcel currently houses several easements for water and storm water pipes running through the site. The intent of the use of this land is primarily playfields along with short-term and accessible parking close to the school.
3. The third parcel is one property removed from the main parcel, just Northwest. This 1.15 acre parcel would be used for the schools' primary parking lot.

To accommodate the anticipated traffic generated by the student population, vehicular drop-off is looped deeply into the site, following an existing sewer line easement, and allowing an extended drive for safe and efficient drop-off and pick-up of the students. The area within the drop-off loop becomes a unique opportunity to develop school vegetable and xeriscaping gardens supported by the curriculum program.

A fire lane loops around the rear of the school for fire truck access. The building will be configured within the geometries of the site constraints, to allow for optimal solar orientation, and to take advantage of views.

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spaces, and mechanical and electrical systems. With these factors in mind the design shall be responsive to these needs by enhanced lighting systems, attention to acoustical transmission from ventilations system, attention to acoustical transmission between spaces and attention to location of mechanical and electrical equipment.

Additionally this school shall be the model of sustainability with a goal of LEED Gold Certification. These narratives will identify additional systems or systems modifications that may lead to greater energy and water savings for the project, resulting in additional LEED points. Regardless of the LEED target, the goal for the project is to focus on energy savings to achieve three things: 1) greater financial savings for the building over time; 2) increased occupant thermal and acoustic comfort; and 3) reduced maintenance and impact on the environment.

HVAC Systems

The most important consideration in the design of HVAC systems is to provide well ventilated, comfortable, and acoustically attenuated program spaces. A second, equally important goal for the project is to achieve an energy savings target of 30% over the ASHRAE 90.1, 2007 baseline for building performance for 10 LEED points. The types of systems that can achieve these goals are several, and will be evaluated within the context of the larger building design.

Plumbing Systems

Plumbing systems will consist of student toilet facilities, individual toilet rooms for the lower grade levels, cafeteria kitchen, and toilet facilities for the administrative area.

To facilitate the goal of LEED Gold the plumbing fixtures shall be of the ultra low flow design. Urinals 1/8 GPF, Water Closet 1.28 GPF flush valves, lavatories 1.28 GPF, and 1.5 gpm shower heads. The generation of domestic hot water shall be routed through a mixing valve set to maintain 110F degree hot water. The cafeteria/kitchen will have a dedicated heater to provide 140F degree hot water for dishwasher utilization as well as normal kitchen usage.

Electrical Power Systems

Electrical power systems shall be sized to accommodate the lighting, mechanical, kitchen and plug loads of the school. Spare capacity shall be designed into the system to provide for flexibility for future renovations. An adequate number of electrical receptacles shall be provided in the classrooms to accommodate the electronic devices used in today's classrooms (smart boards, computers, projectors, etc.). The electrical receptacles shall be located to provide the flexibility of classroom layout and for work within the Loop commons areas.

Lighting Systems

Proper lighting needs to be provided, balanced with daylighting, to provide a system with minimal glare and as much uniformity as possible. The proper classroom lighting can be accomplished using indirect/direct, linear lighting, pendant-mounted 18"-24" below the ceiling on 12' centers. The luminaires will have a mostly indirect component that will illuminate the ceiling, creating a "soft," uniform light for the classroom. Photo sensors and dimming ballasts can be utilized, in conjunction with light shelves, so that artificial light levels can be properly balanced with natural light levels during daylight hours. Another option to utilize natural light is to use tubular daylighting devices. These devices can be used to supplement the artificial lighting in interior spaces. They also have the ability to dim to control glare.

The lighting in the administration area, cafeteria, library, test rooms and other areas with student circulation will be similar to the classroom lighting to maintain light levels and uniformity throughout the school. The gymnasium lighting shall utilize impact resistant, high-efficiency, fluorescent luminaires.

A lighting control system shall be utilized to minimize the energy consumption of the lighting system. The use of energy efficient lamps, dimming ballasts, photo sensors, occupancy sensors and time clocks shall help reduce energy consumption and lengthen lamp life.

Special Systems

Special systems, including telephone/data systems, clock systems and notification systems shall be incorporated into the design of the school. Data outlets will be distributed throughout the classrooms to provide flexibility for the use of data equipment including smart boards, computers, etc. The clock system can either be a wired clock system or a wireless clock system, depending on the preference of the school.

Fire Alarm Systems

The fire alarm system shall be designed to meet the code requirements for a school.

Sustainability Narrative

To meet the sustainability goal of LEED-S 2009, a detailed LEED Checklist is provided after this report which specifies the LEED credit and prerequisites that are likely to be pursued. Currently, there are 62 points recommended for the project team to pursue and an additional 10 points recommended for further investigation (a Certified rating requires 40 points, Silver requires 50 points, Gold requires 60 points, and Platinum requires 80 points out of 110 total points). The project is on track to meet its target goal of a LEED-S Gold rating.

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Energy Modeling will be developed to describe the energy goals for AXL. To achieve these goals, design development energy modeling will be performed to help select Energy Efficiency Measures (EEMs) based on life cycle cost. Financial incentives available through federal tax credits and deductions and through the local utility to offset first costs of renewable energy and energy efficiency strategies will be included. These financing alternatives should be applied for by AXL during the design phase. Additionally, the Daylight Modeling section discusses the process that will be utilized for daylight modeling of select spaces to help inform design decisions also during design development.

Collectively, all of these tools will be used to create a high performance, sustainable building that will maximize the productivity and enjoyment of the students and faculty while conserving financial resources.

Sustainable Design and Construction Process

The process for designing and constructing this sustainable school facility starts with conducting a sustainability discussion among champions, defining sustainable design project goals, creating a detailed LEED checklist with action items and responsibilities, incorporating these action items into the design and construction process, providing Division 1 sustainability specifications, outlining contractor requirements, reviewing drawings and specifications for LEED compliance at each stage of design, coordinating owner responsibilities, hiring a commissioning agent, and reviewing all LEED-Online submittals prior to submittal to the USGBC. Energy modeling is performed early in the process to ensure the project will meet energy and renewable energy goals and again at final design to determine final anticipated energy cost savings and associated checklist credits. Daylight modeling helps to inform design decisions to verify spaces have enough natural light and do not provide glare. The cost estimate is reviewed early on to verify sustainable elements are incorporated in the budget and to predict materials and resources credits based on building materials costs. The cost estimator or contractor should be involved early in this process to price individual LEED credits and energy efficiency measures.

During construction, the sustainability consulting process entails responding to sustainability related requests for information, reviewing submittals, conducting site visits, and verifying sustainable practices during construction. The contractor collects the required submittals during construction as defined in the sustainability specifications, develops and performs a construction waste management plan, develops and performs an indoor air quality plan, and tracks green materials by environmental properties and cost.

LEED Process

AXL Academy will be registered with the USGBC's LEED-Online system and the Project LEED Coordinator will assign templates to champions per discipline. After all disciplines have registered with LEED-Online the LEED credit templates can be completed. The templates will be designated as either Construction or Design. The design team will focus on filling-out the Design specific templates. Further instructions will be provided and a conference call or meeting will be set-up to discuss this process in more detail.

To achieve LEED certification, the design team will submit documentation to the USGBC in two phases: Design submittal and Construction submittal. During the Design Submittal review, the USGBC will review and mark eligible credits as either "Credit Anticipated" or "Credit Denied". No certification awards or building ratings are given at the Design Submittal phase. The Construction Submittal credits are reviewed after substantial completion of construction. The Construction Submittal credits are reviewed and marked as "Credit Achieved" or "Credit Denied". Those credits previously submitted during the Design Submittal are reviewed for any changes that may have occurred during the construction phase.

LEED Scorecards

The design team is attempting to meet a LEED-S Gold rating for this project, which requires a minimum of 60 total points (a Certified rating requires 40 points, Silver requires 50 points, and Gold requires 60 points, Platinum requires 80 points, out of 110 total points). The design team is recommending the pursuit of 62 points and the investigation of an additional 10 points based on the latest LEED-S scorecard for AXL Academy. The project is currently at a Gold rating.

LEED Credits

The detailed LEED-S checklist, Appendix A of this narrative, identifies Prerequisites and Likely achievable credits (yes), potentially achievable credits (strong maybe / weak maybe), and credits not feasibly achievable (no). AXL Academy representatives and each design team champion should review this checklist. The champions listed are those persons who are typically responsible for providing the LEED design and construction requirements of the credit and for signing the final LEED-Online templates for credits related to their discipline. The LEED Coordinator will complete the LEED-Online templates for AXL Academy. All the other champions will be responsible for providing the LEED design and construction requirements of their assigned credit and for submitting and signing the final LEED-Online templates.

Energy Modeling

Energy Efficiency and Renewable Energy Goals

Specific energy goals for RMDS include the following:

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Reduce energy cost by 30% as compared to a minimally compliant building using ASHRAE Standard 90.1-2007 for 10 points for LEED EAc1 Optimize Energy Performance

Annual Energy Use Index (EUI) estimated goal of 40 kBtu/sf/yr. Compare Energy Use Index to 2030 Challenge Goals.

Energy Star qualified building

Maximize incentive opportunities for energy efficiency

Methodology

Energy efficiency recommendations will be provided by a thorough review of the drawings and specifications and coordination meetings to recommend energy efficient features. During the Schematic Design phase, the energy performance of the design and energy efficiency measures will be evaluated based on cost effectiveness. The final drawings and specifications will be modeled to determine the eligibility of the up to 19 LEED points available for the Energy and Atmosphere Credit 1 Optimizing Energy Performance credit. In addition to informing the design for AXL Academy, the energy model can also be used to perform measurement and verification of the facility's performance after construction.

An hourly simulation program will be used to predict energy efficiency and renewable energy performance. The computer program accounts for hourly variation in loads and solar resource and to calculate energy delivery and efficiency as a function of temperature. The hourly simulation program will utilize the split-flux method to analyze daylighting and a thermal network method to analyze building systems.

During Schematic Design, the building will be modeled with several alternatives. During this process, the Current Design will be modeled including the actual architectural design at Schematic Design set with follow-up coordination for the architectural envelope, lighting system, and mechanical systems. Individual energy efficiency and renewable energy measures will then be added to the Current Design Case to evaluate how each measure increases the Current Design Case's efficiency. Based on the financial analysis the energy efficiency and renewable energy measures with an internal rate of return less than the nominal discount rate or with a payback period less than the payback criteria will be included in a final Recommended Design Case.

To determine how many of the 19 possible LEED points for Energy and Atmosphere, Optimizing Energy Performance, Credit 1 and how many of the 7 possible LEED points for Renewable Energy, Credit 2 are achievable, the energy cost of the Current Design Case and Recommended Design Case will be compared to a Base Case, which is defined as an energy model that is minimally compliant to the ASHRAE Standard 90.1-2007 Energy Standard for Buildings Except Low Rise Residential Buildings. At the end of design, the building will be modeled again to compare the Final Design Case to the Base Case, minimally compliant to ASHRAE Standard 90.1-2007, to determine final LEED Energy and Atmosphere credits awarded.

Daylight Analysis

Daylight modeling helps to inform design decisions by determining if spaces have too much or too little daylighting, if glare is a concern in areas, and if electric lighting can be reduced by adding daylighting controls (photosensors) to dim lighting based on daylight availability. The daylight measures will also be modeled as energy efficiency measures in the Energy Analysis to determine the effect of both daylighting and energy usage.

Daylighting Goals

The Daylighting goals for AXL include the following:

LEED EQc8.1 Daylighting: To provide daylighting to 90% of classrooms and regularly occupied spaces.

Light sensors (photocells) that reduce or turn off electrical lighting when natural daylighting meets the footcandle requirements in classrooms

Minimize overlit or glare conditions. Glare is defined as 10 times the target footcandles or 300 to 500 footcandles Provide the most cost effective solution for solar control for the west and south exposure.

Methodology

The program used to perform the daylighting simulations is AGI32 Version 1.94. AGI32 is a computational program that performs numerical point-by-point calculations of incident direct or reflected light on any real surface or imaginary plane. The program can predict or quantify the distribution of electric light or daylight in any environment.

Footcandle performance at a 30" workplane will be modeled for three days, December 20, March 20 and June 20. All of the daylighting calculations are performed using clear sky conditions. The times of day in which the daylight levels are calculated for these three days of the year are 6 am, 8 am, 10 am, noon, 2 pm, 4 pm and 6 pm.

Spaces will be identified and alternatives per space selected to model such as solar control glazing, external shading, light shelves, window to wall ratios to determine the optimal daylight performance.

Recommendations to achieve EQc8.1 Daylighting and EQc8.2 Views will be included in Design Development. At the end of design, the computations to determine final LEED credits for Daylight and Views will be completed and submitted to the USGBC.

Project Management Plan

The AXL Academy new school project will be managed by an Owner's Representative working with the Head of School. The

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Owner's Rep will manage the project on the school's behalf to ensure the project is progressing appropriately pursuant to the schedule, monitor quality and budget as the project progresses, and interact with the school representatives and architect to provide direction/alternatives to matters that may arise. The design phase will be overseen by an architect as selected by the Owner. The architect will be involved with management of the project with respect to administering questions related to design from the construction team and provide regular site visits to observe the project with the Owner's Rep for quality, conformance to the construction documents, and review of the contractor monthly progress billings.

AXL Academy will consider the delivery methods of hard-bidding to General Contractors, a design-build approach, or a Construction Manager –General Contractor (CMGC) approach. The delivery methods will be evaluated based on the scope and complexity of the project, the apparent bidding and construction cost climate, and the necessary schedule for completion.

WHY THIS SOLUTION IS APPROPRIATE

AXL's Board of Directors has invested an enormous amount of time and effort trying to address the school's facilities challenges, including:

- Multiple lease renegotiations
- Borrowing from the landlord to make tenant improvements
- Borrowing from multiple charter lenders (and subsequently refinancing those loans)
- Repeatedly delaying scheduled enrollment growth
- Exploring changing authorizers to gain access to different public funds
- Appealing to the authorizing district for help with facilities, land or capital
- Reducing program offerings to fit into less space
- Renting offsite storage facilities
- Exploring bond investment
- Building reappraisal

This proposed solution to build a new school in a nearby location is the result of a two-year research and decision-making process undertaken by the school's Board of Directors. The entire process is described in AXL's Facilities Master Plan contained in the Appendix. We believe that not only is this an appropriate solution, but we believe it is the best solution for all of our facility deficiencies for several reasons:

(1) Existing Lease Restrictions

As a result of delaying its growth in 2011-12 and 2012-13, the landlord has leased the adjacent, formerly vacant units. AXL cannot expand into more space to alleviate any of its overcrowding or programmatic challenges in its current facility, and despite the overwhelming demand for its ECE and primary programs, the school is literally "landlocked" by tenants on both sides. There is nowhere to grow to address these issues, even if the school were willing and able to borrow money to continue making tenant improvements in its rented facility.

(2) Access to Capital

The current facility needs significant remediation and improvements to resolve the immediate safety and security issues. Even if there were room to expand the square footage the school occupies to resolve the overcrowding and instructional constraints, the school would need access to capital. The school has approached key foundations in Colorado for capital improvements, and despite interest in the school's model and demographic location, none are willing or able to invest in a leased facility. None of the key charter lenders nationally who visited the school are willing or able to lend money to the school to make tenant improvements at an interest rate less than 10% given the risk and the lack of collateral real estate. None of the bond investors we've spoken to will entertain working with AXL at this stage in our development. The recent appraisal of the property yielded a market value that AXL simply cannot afford.

(3) Operational Challenges

Even if the school were able to gain access to capital to make the improvements necessary to create a safe, secure and suitable learning environment for students and staff, the water tap issue and the adjacent buildings and tenants remain problematic. Even if we were able to purchase the entire complex, we would still face the gas and electrical easements, the shared driveways and egresses, and the parking conundrum with the adjacent property. The school would still be located

under power lines that sizzle audibly.

(4) Cost & Sustainability

When developing cost estimates for purchasing and renovating the entire complex, we considered the costs of replacing the roof, the outdated HVAC units, the storefront windows, resurfacing the playground, and the doubling the watertaps. These are all significant costs. In addition to the \$5.8 million to purchase the complex, we estimated the costs to renovate to be almost comparable to building new (\$12.5 million to renovate v. \$14 million to build new). This does not even consider the cost to buy out the remaining leases of other tenants should that prove necessary. It does not make sense to invest in an aging property that will never be able to address all of our concerns when we can build a green, 21st century school that specifically meets our instructional needs for nearly the same dollars.

Each of these is explained in more detail in the Facilities Master Plan.

Market Research & Site Selection

After analyzing five years of enrollment data, staff identified an “enrollment zone” in which to look for suitable property to meet the school’s needs. AXL is very much a neighborhood school, drawing the vast majority of its students from within 3 miles of the school’s current location. AXL’s Board then conducted extensive market research. With the help of several brokers, we identified four potential sites that satisfied our search criteria. The search criteria and the pros and cons of each of the four sites is described in the Facilities Master Plan, and the decision to pursue the site at 2nd and Sable was unanimous after modest due diligence.

How Urgent is this Project:

We have clear facility deficiencies that exist and present a health and safety hazard to our students. To continue to allow these conditions to exist without proposing a solution is both irresponsible and unconscionable. The proposed replacement school will address all of these safety and security issues outlined.

The continued operation of the school in this inadequate facility is educationally negligent. AXL students should not have to choose between the college-preparatory education they are thriving in to attend a school that provides adequate space to eat, learn and play.

How Does this Project Conform with the Construction Guidelines:

Section One: Promote Safe, Healthy, and Accessible Facilities.

This project will conform to the Public Schools Construction Guidelines and strive to provide the highest level of safety and security for the students. The materials and building components are yet to be determined, but shall be selected for appropriateness of the use, cost, longevity, sustainability, security, and suitability for the educational environment. The systems selected will be evaluated for life-cycle costs, comfort, ventilation, optimal lighting conditions, acoustical attenuation, and overall impact on the school environment as well as the greater environment encompassing the planet. The site selection has been made to optimally support the schools mission and existing demographic, while providing significant opportunities to connect with the natural world and surrounding community in support of the expeditionary curriculum.

Preliminary review with the City of Aurora has been conducted through the Pre-Application process offered by Aurora Development Services. Through this process, several considerations specific to the site will be further investigated as design progresses, including the negotiation of the land-lease of the adjacent site for field and parking areas, traffic studies to analyze the impact of the school on the surrounding neighborhoods, storm-water design and management, and utility connections. The adjacent creek is currently undergoing a re-mapping of the flood plain, which is anticipated to favorably affect the site, but the report is not yet released. This process is anticipated to be complete in a time-frame that works within the overall schedule for land acquisition.

Each of these considerations has a potential impact on the safety of the school population and will be thoroughly vetted within the Local, State and Federal codes, laws, and regulations.

Section Two: School facility programming

AXL Academy went through a Master Planning effort relative to the existing building in 2011, which involved input from the

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greater AXL community. That effort will be expanded upon and renewed with the Design Advisory Group as outlined in the project management chart. The intent of the effort will be to ensure that AXL's ultimate built program supports the educational agenda and provides exceptional learning environments that meet or exceed State standards.

The program spaces within this document comply with the Public Schools Construction Guidelines. Classroom sizes were based on the recommended SF per student, and support and specials spaces meet or exceed the guidelines where in direct support of the curriculum and educational goals. An example of this is the Library/Multi-media Center. An overall area has been allocated to the library "stacks" program piece, but as design develops, this area will be allocated within the classroom loops so that each Loop Community has a readily available library resource that is age/grade appropriate. The area for the LMC is grouped with other support program components to create the Loop Commons Area, where break-out areas, group work, individual study, testing, and administrative support can be centralized for the more intimate community of the Loop. It is our intent to make best use of the program allocation to support a vibrant and connected learning community within each Loop.

Other specials spaces are allocated as recommended within the guidelines. Having dedicated science, technology, art, and language labs will be transformative to the way AXL currently operates.

Technology needs for the school have been vetted with the current technology department within AXL, and allow for the continued support of the existing technology strategy. The building construction budget has made provisions for infrastructure to support expanding technology needs in the future.

Section Three: Sustainable design goals

As outlined in the sustainability narrative, the tools and methodology provided within the LEED for Schools rating system will be employed to develop a building that creates a healthy and sustainable learning environment with reduced energy use, waste reduction, and a place within the community that encourages environmentally conscious behavior.

By teaching every child to be ecologically competent, we build a world made more sustainable with each generation. The location of this site is connected. Kids and classrooms will have access to public bus transportation, and ultimately be just two blocks from a future light-rail station. The adjacent open space and bike path connect to adjacent neighborhoods encouraging kids to walk or ride bikes to school. The bike path also provides a directly accessible route for classroom expeditions out to the greater community, which offers the Aurora Public Library, the City Center, Delaney Farm Park, and many other learning opportunities.

The building design will be developed with the intention of optimal solar orientation, which could be a challenge given the geometries of the site. Where optimal orientation is not possible, solar shading devices will be incorporated into the building massing and enclosure. Program adjacencies will be carefully considered for providing a connection to the outdoors, and the creation of a variety of learning environments, inside and out.

Provisions will be made within the building layout and design to accommodate recycling and composting on-site. The curriculum structure supports a gardening and xeriscaping program that will be developed on site in a way that engages the kids and the community with the school grounds.

Section Four: Historical Significance does not apply in the case of this application.

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

In collaboration with the architects and contractors chosen to build AXL's new school, AXL will create a library of maintenance materials and records, including the following:

1. Owner's manuals, training manuals, and instruction manuals.
2. Detailed information on manufacturer's warranties.
3. Instructions and schedules for required maintenance, inspection, certification and testing of all systems and components.

AXL's Director of Facilities will manage a Master Preventative Maintenance Calendar that will include daily, weekly, monthly, quarterly, semi-annual and annual testing, inspections and component replacement for all systems and parts of the building based on manufacturer recommendations. The Director of Facilities will schedule and manage all appropriate techs, subcontractors, service and inspection personnel to ensure that the Master Calendar action items are completed successfully.

AXL currently spends \$13.85 per square foot on total property expense in our existing facility. This number includes lease

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payment, utilities, repairs and maintenance. Upon moving into AXL's new school, \$0.35 per square foot will be allocated each year in our Operating Budget for a Preventive Maintenance and Repairs Fund.

In addition, a Capital Reserve Fund will be established with an initial allocation of \$50,000. Each year, \$50,000 will be added to the Fund. The purpose of the Fund will be to cover, without incurring additional debt, repair or replacement of building systems and components as they eventually wear, malfunction, or break down over the life cycle of the school.

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

AXL Academy's current facility was originally built in the 1970's as an industrial office park. The construction is tilt-up concrete walls with openings of non-thermally broken aluminum storefront glazing. The facility appeared to be in reasonably good condition with an overall facility size (and vacancy rate) that appeared to have potential for full build-out and expansion of the school. In addition, it was situated in a demographically ideal section of the city for the school's mission, which included: diversity (economically and racially), low-performing existing schools in the vicinity, below-market rent with an option to purchase in year 4, and it had passed all local and state inspections for the Certificate of Occupancy as a school.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$50,000

CDE COMMENTS:

THE SCHOOL HAS SIX FINANCIAL WARNING INDICATORS.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: M	Urgency: M	Ability: Not Able	Planning: Up to date
Red Flags:	Multiple	Previous BEST Grants: 0	
If Yes, Explanation:	High Cost per SF - SC - \$66 includes land purchase at \$1 million HC - \$214. Minimal Amount of Communication - Project got started with CDE in January 2013. Facility Assessment does not support this project - FCI is at 10%		
Current Grant Request:	\$19,483,162.86	Historical Significance:	N/A
Current Applicant Match:	\$1,243,606.14	Does this Qualify for HPCP:	Required
Total Project Cost:	\$20,726,769.00	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	6
Previous Matches:	\$0.00	Actual Match Provided:	6
Affected Pupil Number:	467	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	71,127	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$277.53	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$42,269.34	Who Owns the Facility:	3rd Party
Sq Ft Per Pupil:	152.31	Does the Facility Have Financing:	Leased facility
Per Pupil Allocation to Cap Reserve:	\$100.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3	Assets would first go to satisfy any lender with a security interest;	

Any other entity owed money would request distribution of any remaining assets (NOTE: in this category, pay due employees gets special priority);

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Any donated items that have specific restrictions on disposition would be returned to donors (for example, assets bought with federal charter school start up grant funds are supposed to go to other charters, not just back to the state or district); and

Anything remaining after that would be distributed to another tax exempt organization and usually goes, by contract, to the charter authorizer.

District FTE Count:	450.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	Yes	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	6	Year Bond Failed:	
Assessed Valuation:		Outstanding Bonded Debt:	
PPAV:		Total Bonding Capacity:	
Unreserved General Fund FY1011:		Bond Capacity Remaining:	
Median Household Income:		Percent Bonding Capacity Used:	
Free Reduced Lunch %:	54.9	Existing Bond Mill Levy:	
Match Source Detail:	Capital Campaign, Grants		

February 22, 2013

Ted Hughes, Director
Capital Construction Assistance
Colorado Department of Education
1525 Sherman St., Suite B-17
Denver, CO 80203

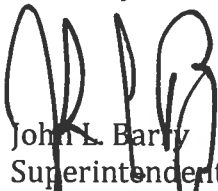
Dear Mr. Hughes,

Aurora Public Schools fully supports AXL Academy's BEST grant application to the Colorado Department of Education for the purpose of the construction of a permanent facility for the school.

This grant will enable AXL to build an appropriate and safe facility for their students, and will allow them to move out of rented space in an industrial complex. The school district has neither space nor funds available to assist AXL in this endeavor.

Aurora Public Schools is proud of the academic achievement that AXL has shown and support their mission to prepare students for college with both rigorous academic programming and character development. A BEST grant award would solve the school's facility challenges and enable them to more fully achieve their mission.

Sincerely,



John L. Barry
Superintendent
Aurora Public Schools



A X L A C A D E M Y

March 1, 2013

Mr. Ted Hughes
Director, BEST Grant Program
Colorado Department of Education
201 E. Colfax Avenue, Denver, CO 80203

RE: AXL Academy 2013 BEST Grant Application

Dear Mr. Hughes and members of the Capital Construction Assistance Board,

AXL Academy eagerly submits our 2013 BEST Grant Application for your consideration. We have worked determinedly on our application package and have truly enjoyed the process by which we created it. Collaborating and brainstorming with our BEST Committee; inviting staff, student and community input; and watching our vision for the future of AXL take shape has been an enlightening and satisfying experience.

Founded in 2007, AXL's mission is to provide all students in Aurora the high-quality, rigorous education and character development they deserve to prepare for college and to create their own futures, regardless of culture, race, first language, family income or academic status. Our Revolution in Learning includes curriculum inspired by Expeditionary Learning and has proven successful over the past five years.

Our scholars are inquisitive, exploratory, and compassionate. Across grade levels and social boundaries they support and inspire each other, and our staff. They deserve a physical learning environment that is safe, appropriate and well-suited for AXL's educational model. With a BEST Grant award, we can give them one.

We wish to thank you for the opportunity to apply for the BEST Grant, and for your time and consideration in reviewing our application.

Respectfully,

Audra M. Philippon
Head of School

Section 5 Appendices

- Letters of Support for AXL's BEST Grant Application
- Enrollment History & Projection
- Excerpts from Expeditionary Learning's Core Practices & Benchmarks
- Original Lease Between AXL Academy Building Corp and Preferred Properties, LLC
- Sublease Between AXL Academy Building Corp and AXL Academy Charter School
- Addendum 1 to Lease
- Addendum 2 to Lease
- Addendum 3 to Lease
- Loan Document with CSDC
- Amendment to Loan Document with CSDC
- APS Security & Safety Review of AXL Academy
- 2013 Appraisal of Current Facility
- Email from Deputy Superintendent
- Letter from The Russ Caldwell Company
- Draft Term Sheet from Spring Mountain Capital
- Draft Project Budget to Renovate Current Facility
- Site Map of 2nd & Sable
- Site Map of Mississippi & Chambers
- Site Map of Colfax & Airport
- Site Map of Tower & Jewell
- Real Estate Broker & Real Estate Attorney
- Draft Sales Contract
- City of Aurora Public School Development Process Contract
- City of Aurora Pre-Application Review Team

2/26/13

To whom it may concern,

I am writing this letter in support of AXL's application for the BEST grant. I am the Director of Student Support, and have been a part of the AXL community for the past 4 years. I was a teacher at AXL for 3 years before taking my current position. As such, I have some insights into the challenges that our current building presents to students, teachers, and administrators. I believe that the BEST grant would help us to solve many of the problems our current building and facility presents.

There are a variety of challenges that our current building creates for teachers. First, the size of the classrooms varies widely, but many are quite small. Some are not large enough to accommodate our current class sizes. Students are often sitting too close to one another, which means students are easily distracted by their classmates during work time. Many teachers have had to remove their desks because they take up too much space in the classroom. This means teachers lack space to store important materials. While our curriculum puts an emphasis on collaboration and group activities, there is often not enough space in the classroom to accommodate group work without moving desks, tables, and materials. Our curriculum also emphasizes hands-on activities, but in small classrooms these can be difficult to manage and there is not always adequate space to do science experiments and other hands-on activities. Classroom walls are very thin, and students can hear noise from the lunchroom and/or neighboring classrooms. This makes it difficult for the teacher to teach, and kids are often easily distracted by the noise. During standardized testing this is a significant problem, because students can hear everything that is going on in the adjoining classrooms.

In addition, teachers do not have adequate storage space in these already small classrooms. As a result, classrooms feel cramped, and materials are often put wherever they can fit. This often makes them difficult to access, and can also cause classrooms to look and feel unorganized. Curricular materials are stored on carts that are wheeled around, which makes them difficult to organize, hard to keep track of, and hard to access. Students do not have lockers or cubbies, so students' belongings are often put in disorganized piles on shelves or wherever else there is space. Teachers often spend their own money buying cubbies, bins, and other materials to help organize student and teacher materials. In addition, the temperature control for several classrooms is located in a single classroom. This means that while one classroom may be extremely warm, the other is often quite cold. As a result, students sometimes need to wear jackets or heavy sweaters because of the temperature in the classroom. Having greater storage space would help both students and teachers feel more organized, and would make important materials more easily accessible. It would also ensure that vital resources aren't lost from year to year as they are shuffled back and forth between storage rooms and the classroom.

Another huge challenge of our current facility is the lack of space for a language and technology lab. Our school prides itself on our Spanish as a Second

Language program. Having access to a language lab where students could use a wide array of online language supports would greatly benefit our students, and would help teachers better develop our Spanish as a Second Language program. The lack of space for a technology lab is also a challenge for teachers and staff alike. We currently house all of our computers on a mobile cart. The cart is unwieldy and doesn't always function properly. Often computers don't charge when they are supposed to. Many of the projects that are a core part of our curriculum require technology, and having to roll the cart from classroom to classroom is both time-consuming and inconvenient for teachers and students. The lack of access to technology is a detriment to our students, who haven't been able to fully develop their typing and research skills, and aren't able to take advantage of technology as easily as if we had a lab.

Our arrival and dismissal areas are both unprotected and unsafe. There is no crosswalk near the building, which means we have young children and families crossing the street and walking through moving traffic. This is often a stressful time for teachers and administrators, who work to ensure that despite these safety challenges, all students and parents make it to their cars safely at the end of the day. Having a safer dismissal and arrival area would help ensure our students and their families' safety, but would also alleviate the stress that accompanies the arrival and dismissal period for teachers, parents, and students.

Another challenge that we are currently facing is the lack of a classroom for Special Education students and the Response to Intervention team. The Special Education teacher often shares her office with others, including the full time substitute and children needing a quiet space to work. Without a space for Response to Intervention students to work, small group work often takes place in the hallway, which leaves our students with little privacy. For students who have a hard time focusing, the hallway is filled with distractions which makes doing intervention work both difficult and ineffective. Without a Special Education classroom, our Speech and Language teacher is also often doing work with students in the hallways. With no classrooms to spare, the gifted and talented students also do not have a space to work together, which causes difficulties in gifted programming. The building also currently lacks appropriate space for students needing to test outside the classroom. With many students needing a separate space or extended time for testing, students often test in our cafeteria, the teachers' lounge, and hallway. This is a disservice to these students, who need a quiet place to do their testing free from distractions.

Another huge issue with our current facility is the playground. There are several problems with the playground. The playground is currently in the parking lot and alley behind our school. This means that there is no grass for students to run or play in. This means that many students have fallen and injured themselves while running or playing on the blacktop. The playground is also not large enough to house the number of students that play on it during recess. It is often crowded and there isn't enough space for students to play a variety of games. There are also several unsafe structures that are a part of the playground including several staircases with dangerous railings and important electrical equipment. Our students would greatly benefit from a safe place to run and play with more freedom

and space. AXL is also lacking a gym space, which means that all fitness activities take place on the unsafe playground. It also means that during the cold parts of winter, students aren't able to run around during indoor recess, and are limited to their classroom space. Having a gym would enable AXL to develop more intentional fitness programming, and would provide another place for students to run and play safely.

In closing, I support AXL's application to the BEST grant because I believe that it will help our students gain access to a safer and more adequate building where they can thrive and grow as learners and people. Please feel free to reach out to me if you have any questions.

Sincerely,



Emily Boehme

Director of Student Support

Emily@axlacademy.org

303-577-0758 Ext. 115

February 28, 2013

To Whom It May Concern:

We are pleased to have had children attending AXL Academy since the school opened in August 2008. We would like to express our ongoing satisfaction with AXL Academy. When our oldest daughter was two years old, we began attending meetings hosted by Audra Philippon, to learn about her ideas for a new charter school in Aurora, Colorado. By the time Lauren was ready for kindergarten, we were crossing our fingers that we would win a coveted spot at the new school from the lottery.

Although we are within walking distance of our neighborhood school, we choose to drive our daughters 12 miles roundtrip daily, in order for them to be educated at AXL. We chose AXL because of the expeditionary learning model, the teaching of Spanish daily to all students, the extended school day, the uniform requirement and the gender segregated classrooms. Over the last five years we have watched our older daughter excel and grow beyond her years, reading at an 8th grade level in the third grade and scoring advanced in all areas on proficiency tests, which we largely attribute to the learning model AXL uses in the education process.

Our younger daughter has done very well at AXL and has really blossomed in the last two years. Charlotte's story is different because she tested gifted in preschool, and was recommended to Aurora Quest Academy, Aurora's K-8 school focusing solely on gifted and talented children. She started at Quest Academy in kindergarten three years ago but after one week of attending, it was glaringly obvious that Quest would not meet her needs. In spite of the admirable facility - music room, gymnasium, several playgrounds and bus service - we made the emotional decision to enroll her at AXL Academy. In fact, we begged both Dr. Philippon and the kindergarten girls' teacher to see if a spot could be made to accommodate an additional student. Charlotte immediately began bonding with her new teacher, and he began reinforcing her strengths and bolstering her weaknesses. By the end of first grade, Charlotte was famous with the AXL faculty for making unheard of improvements in reading. She went from a DRA score of 3 at the beginning of the year, to a DRA of 18 by February. She is now in second grade and reading at a 4th grade level! Even with Quest's superior facilities and greater resources we witnessed astounding growth for our daughter in the AXL learning environment. AXL's practice of having children be with the same teacher for two years made a profound impact on our sensitive, gifted child. She was able to bond with her teacher and had an adult other than her parents get to know her really well, and advocate for her. AXL's smaller community allows for faculty and staff to know all of the children as a group, and as individuals.

While we both believe the AXL team is doing an excellent job of educating our girls and helping them grow, they do so in the face of many logistical challenges and lacking much needed resources. AXL's facilities are not a traditional school building. The school day takes place in

an industrial/business space, which was turned into academic space. Our biggest concerns are the inadequacy and dangerous nature of the playground, the less than optimal arrival/dismissal area and the lack of dedicated space to fully implement art, music, science, physical education and language programs we believe are instrumental in helping the students reach their full potential. The playground is much too small and does not allow for a grassy area where the students can run and release pent up energy from sitting in class. The single play structure is not age-appropriate for all grade levels, and there have been numerous accidents. The arrival/dismissal area is very congested and while well managed by the AXL staff, it still represents a safety concern to us. Also the fact that the dismissal area is in the grass in front of the school makes for a wet, dirty and cold/hot environment in inclement weather. The lack of art, science and language classrooms hinders these subjects' teachers and forces them to travel from classroom to classroom. Having a focused, dedicated space for these subjects would optimize learning time, allow for better continuity in the lessons, and provide a permanent space for educational materials to be displayed and utilized.

AXL Academy is giving our daughters a dynamic and competitive education. We would love to see the physical environment reflect the energy and dedication the people of the AXL community bring to the table.

Sincerely,

Brett B. Stuck

Jennifer Stuck

Brett and Jennifer Stuck



February 28, 2013

Scott Newell
The Division of Public School Capital construction Assistance
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, Co. 80203

Dear Mr. Newell:

I am writing in support of AXL Academy's application for a BEST facilities grant. As Executive Director of the Denver Scholarship Foundation (DSF), which provides college access and financial aid services to Denver Public School's low income minority population, I have long been aware of the importance that the learning environment plays in determining successful educational outcomes for students. DSF, with college access service centers in sixteen high schools across the Denver district, carefully correlates student postsecondary success with high school curriculum and environment. We continually provide feedback to the Denver district and to individual high school principals about postsecondary outcomes related to their graduates. Although DSF serves Denver students exclusively, I have been acquainted with Audra Philippon and AXL Academy for two years and have made site visits to the school and its classrooms to explore opportunities for collaborative partnerships between our programs.

The innovative education model at AXL Academy is impressive and rigorous, as is the challenge of serving the high risk diverse population currently attending the school. The fact that more than 90% of the scholars who have attended AXL four or more years perform advanced or proficient in reading, writing, math and science is the most substantive data point documenting its success. Equally impressive is the fact that AXL's single gender structure has entirely eliminated the performance gap between girls and boys in every subject in every grade. These data points run counter to national and local data on high risk student outcomes in education, and demonstrate an outstanding academic track record of success for the AXL Academy model.

The single greatest challenge AXL Academy has had is providing a supportive, safe, and secure facility in which to educate its students. Without a doubt, its current facility is severely restricted by its space, site, and safety. The school's current location in a small business office building is inappropriate for an educational environment. I question whether drop off or pick up of students can be managed safely without teacher or parent escorts. The building's interior flow is not planned as a learning environment, but as office space. Its classrooms are designed as cold workspaces, rather than as educational facilities that serve teachers or students. Its current "playground" is a small, paved and fenced area with play

structures in full view of a small business parking lot, allowing no space for ball play, running, and other outdoor experiential activities. This is particularly important for the demographic of the children being served by AXL Academy, many of whom live in home environments without access to interior private spaces or safe outdoor play grounds. Furthermore, adaptable creative learning environments are critically important to attracting and retaining the best teachers and administrators to the school. It is counter intuitive to believe that the warm and intimate, rigorous and progressive educational model that is the foundation of AXL Academy is supported by the current adapted space. More positively, given AXL Academy's success to date, it is thrilling to imagine how learning can and will soar for these students in a new school designed to support its pedagogy.

I therefore, add my endorsement to the application from AXL Academy for a BEST facilities grant. The underserved students in Aurora currently enrolled in AXL Academy and those to come deserve a better and more supportive environment for learning. Furthermore, the return on this investment to the students and their families and to the broader community will be exponential.

Sincerely,



Cynthia M. Abramson
Executive Director



GATES FAMILY FOUNDATION

Scott Newell
The Division of Public School Capital Construction Assistance
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

February 27, 2013

Dear Scott,

The Gates Family Foundation has previously funded AXL Academy, as a charter school showing tremendous promise in closing the achievement gap in Aurora. I write this letter to express my support for AXL's BEST Grant submittal.

I have visited AXL several times since it opened five years ago, and remain fascinated by the school's unique educational model and demographic profile. As you know, AXL serves students from ages 4 to 14, the majority of whom qualify for free and reduced lunch and nearly a third of whom are English Language Learners. AXL is one of the most diverse charters in Colorado; in fact, the school is helping to inform the conversation about effective educational models for high-risk, urban students. AXL demonstrates clearly that it can boost performance in this urban setting, using an Expeditionary Learning model that emphasizes critical thinking, real world application and character development. AXL's most recent Galileo benchmarking data shows that 90% of the students, who have attended for four or five years consecutively, are testing proficient or advanced in all four of their core subjects: Reading, Writing, Math, and Science.

From the beginning, I was concerned about the woefully inadequate playground and instructional spaces in AXL's facility. The Gates Family Foundation has long been interested in helping AXL address its capital needs, and yet, we are unable to provide capital support for this school under the terms of its current lease agreement. Sadly, the facility remains unsustainable and inadequate, even with the tenant improvements made to date. Exacerbating the issue is the fact that AXL operates almost exclusively on public revenues. As a consequence, it does not have the fund balance to be a strong bond candidate or take advantage of other funding mechanisms to renovate their facility to meet basic safety and educational standards. The school is in an untenable facility situation.

The Gates trustees approve all capital grant awards. As a consequence, staff cannot make capital commitments in advance of board consideration. However, know that the Foundation is



eager to consider AXL's forthcoming proposal regarding its BEST matching funds requirement. As staff, we remain confident in AXL's ability to continue delivering strong academic and social results for some of Aurora's most deserving students. We encourage the BEST committee to grant AXL's award so that it may finally build a safe and suitable school facility in which to continue its great work!

Respectfully,

A handwritten signature in blue ink, reading "Lisa C. Flores". The signature is fluid and cursive.

Lisa C. Flores
Senior Program Officer
Gates Family Foundation

Tom Kaesemeyer
363 Garfield Street
Denver, CO 80206
tkaesemeyer@makjenergy.com

February 27, 2013

Scott Newell
The Division of Public School Capital Construction Assistance
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Scott,

Please accept this letter as demonstration of my support for AXL Academy's BEST grant submittal. My relationship with AXL goes back over six years, when I was the executive director of the Gates Family Foundation. Previous to that role, I was a principal for 19 years. Currently, in semi-retirement I head a family foundation that supports high performance schools in metro Denver for students from low-income families. I have followed AXL's progress since it opened, and have recruited its talented principal, Audra Phillippon, to participate in a foundation forum on educational reform.

In 2009, the Gates Family Foundation contributed a modest operating grant to AXL. The grant was one of several from a foundation collaborative that focused on recognizing and encouraging schools that educated at-risk students effectively. AXL used an innovative and unique instructional model, and its early academic results were promising. Over time, AXL has contributed to the important conversation in metro Denver about what works for high-risk, urban students. It has proven that a more integrated, active curriculum – implemented effectively – can boost academic performance and college opportunities for students from low-income families.

When I first visited AXL, while the program was obviously effective, I was dismayed to see the physical condition of the school. In particular, the playground concerned me as unsafe and not developmentally appropriate, especially given that AXL had devised a school schedule that provided multiple recesses and opportunities for outdoor learning.

Thus began my conversations with AXL about its long-term, capital plans and how it might build a playground and campus worthy of its mission. I recommended some of the best real estate experts in Denver to assist AXL in its dealings with its landlord. Their conclusions were that AXL's commercial lease is onerous and has handicapped the school from fulfilling its promise. The facility is not adequate to meet students' needs

~~or the faculty's need. In short, the school is not able to develop the kind of learning and~~
work spaces within the constraints of its lease and the current limitations of the physical
plant. They need a new or different facility.

I encourage the BEST committee to award AXL the funds it needs to build a safe and
sustainable school, and as AXL begins its capital campaign, I am as eager as ever in my
current role to support the school's efforts!

Thank you for your consideration.

Sincerely,



Tom Kaesemeyer
Executive Director
Fox Family Foundation

February 27, 2013

Mr. Scott Newell

The Division of Public School Capital Construction Assistance
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Mr. Scott Newell,

I understand the difference between great space and great instruction. As I finish my third year at AXL Academy, I honestly feel that our mission statement and philosophy have enabled us to make consistent steps towards great instruction. However, the growth of AXL Academy has been restricted from making the jump from a good, safe school to a top performing school. Changes to our building and space would provide some of the foundations for implementing best practices and emerging as a top performing school.

Best Instructional Practices in Science Education

The National Science Teacher Association Lab Safety Guidelines require these pieces of equipment for students to safely conduct scientific investigations: eye wash station, chemical shower, fume hoods with proper ventilation, fire and chemical blankets, goggle sanitizer, and proper storage for hazardous materials including both chemical and sharps containers. Currently, I make due with what is available, but simple changes to the space in which I teach would greatly improve the safety and quality of our science curriculum.

By placing a sink in the science room, students will not have to walk down the hallway to clean their hands and equipment in the bathroom. By installing a ventilation system with a fume hood, engaging hook activities would better grab the attention of students while greatly reducing the chance of interrupting the school environment by setting off the fire alarm. By installing an eyewash, chemical shower, and goggle sanitizing station, students will reduce the chance of injury and the spread of viruses and colds. By installing OSHA-standardized storage, the chance of injury or fire would be greatly reduced. These are four examples of how changes to our space would improve the safety and quality of our science curriculum.

Best Middle Level Practices

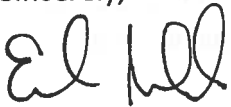
Best practices for middle level education emphasize block scheduling to reduce the amount of time students spend with each teacher, reduce the amount of homework being assigned for each class, and increase the amount of time students have to dig deeper into content. Currently, the sixth, seventh, and eighth grade recess and lunch are staggered. By increasing the size of our common space (Great Room) and recreational space, we will be able to implement a block schedule by accommodating sixth, seventh, and eighth grade during the same time at recess and lunch.

Best practices for middle level education emphasize small group instruction to differentiate for different levels, active pedagogy to support their physical development, and to provide a variety of opportunities to accommodate for all learning styles. Currently, teachers are limited in their instructional choices by the size of classrooms. By increasing the size of our middle school classrooms, teachers can implement small-group instruction and team teaching, design active instructional opportunities, and providing space for independent learners.

Best practices for middle level education emphasize the need for students to explore identity through educational opportunities. Currently, middle school students have 5 core classes (Math, Reading, Writing, Science, and Spanish), a choice in a weekly elective, a choice in book club, and a few weekly afterschool offerings. By increasing the size of our playground area or constructing a gym, students will be able to explore offerings in athletics. By improving the acoustics of our common space or constructing a music room, students will be able to explore offerings in music. By increasing size of flex spaces or constructing an art studio, students will be able to explore offerings in art.

AXL's mission and philosophy have guided us in taking steps towards great instruction. However, the transition from a good, safe school to a top performing school will take additional resources. I support this grant application, and feel that the opportunities these resources would provide students will help us to make the transition to a top performing school.

Sincerely,

A handwritten signature in black ink, appearing to read 'Erik P. Mikulak', written in a cursive style.

Erik P. Mikulak
Middle School Lead Teacher

February 26, 2013

Scott Newell
The Division of Public School Capital Construction Assistance
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Mr. Newell,

I am writing to you on behalf of AXL Academy, an Aurora Public Charter School. Several months ago, Cindy Abramson, the then-Executive Director of the Denver Scholarship Foundation introduced me to Dr. Audra Phillippon, the Head of School of AXL Academy in Aurora. At the time, I was a Senior Development Officer at the University of Colorado Foundation at the Anschutz Medical Campus. Cindy thought that there might be opportunities to partner on certain activities or grants between our two schools.

I visited the school, met Audra, watched as students listened attentively, behaved extraordinarily well and immediately called my husband. I knew we needed to pull our daughter out of her private school and move her to AXL. My husband visited the school and his initial reaction to the building was hesitation and concern about the power lines that hovered overhead. The "playground" which is essentially all concrete also caused him concern. But the kids were so impressive that he repeatedly asked me, "Is this really a public school???"

There was an opening and we transferred Clementine to AXL straight away. Since then, I have introduced several leaders at the Anschutz Medical Campus to the school and all are overwhelmed by the quality of the education, the attention to best practices in healthy living choices and availability for these largely underserved kids.

Our daughter has flourished. She is like a new kid who now speaks Spanish, adds, subtracts, does science and reads. We didn't know our kindergartener could do all of these things! AXL taught her all of these things as well as character-building curriculum and standards. I can tell you that my kid is a happier, healthier and a more academically engaged kid.

We had our reservations about sending our daughter who had always attended private schools to a charter school with a 70% free and reduced lunch population. The diversity of friends and parents has been a gift that we cherish. Her friends look like a snapshot from a model U.N. exercise.

We continue to engage through volunteerism and philanthropy. Albin and I raised \$1,500 toward a new bus for the kids' Adventure and Fieldwork programs. We gave gifts to the school to donate to a few families that could not provide gifts for the holidays to their children. We have formed a parent fundraising committee with other dedicated moms and dads who love AXL, as we do. We will raise money through a 5K this spring and will continue to approach foundation, individuals, family offices and

corporations for funds for AXL. There are two of us on our little parent fundraising committee that have development careers and we are committed to the future of AXL Academy as is the whole committee.

The facilities of AXL Academy do not benefit the academic excellence of the institution. We love AXL, but our kids deserve a safer play space, more green space and a real building where they can learn and become better citizens.

AXL is more than a school to me. It is a community that is as rich and diverse as Aurora and I am so proud to be an AXL mom.

I hope that you will consider granting critical dollars to AXL Academy so that our kids can learn and grow in a real building that represents the beauty and rigor that is behind the school's walls.

Sincere regards,



Melanie Ulle

Executive Vice President, Philanthropy Expert

Proud AXL Academy Mom



Philippon, Audra <audra@axlacademy.org>

Fwd: Yard safety issues

4 messages

Percoco, Amy <amy@axlacademy.org>
To: Audra Philippon <audra@axlacademy.org>

Tue, Feb 19, 2013 at 8:58 AM

----- Forwarded message -----

From: **Antonio Carnes** <acarnes@playworks.org>
Date: Sun, Feb 17, 2013 at 9:23 AM
Subject: Yard safety issues
To: amy@axlacademy.org
Cc: Brad Riley <briley@playworks.org>

Hello,

After talking with Colin, we thought it would be best if I sent you a list of concerns that you could then format the way that best fit in with the structure of the grant. Here are the safety concerns after structuring the games on the playground to be safe:

1. Pot holes within the playing area for soccer/tag/capture the flag and every other game we utilize this area for. To date, numerous kids have fallen because of these pot holes.
2. Water accumulating on the basketball court because the concrete is uneven and cracked. Plus, the run-off from the drain is helping to erode the concrete. When it is cold outside, this entire area becomes an ice skating rink. Once the de-icer is used, the area becomes a puddle of icy water. This limits the playing area for the students during recess.
3. The loading bays; the concrete lip is a hazard. On February 8th, 2013, a second-grader was injured while playing basketball. He hit his head and neck on this concrete/metal lip and had to be transported by EMS to the hospital.
4. There are three flights of stairs that are in the playing area. One had to have the rusty hand railing removed because it was barely attached to the rusted base. With this removal, the rusted, jagged, screwed-in base is exposed, which is a serious hazard.
5. The sand pits are a huge health risk (i.e. ringworms, vomit) The wood chips are also a health risk. Food within the wood chips have caused maggots to grow.
6. The wooden case the holds the wood chips (play structure)-kids have tripped over the top and fallen on the concrete. Several Kindergartner's have done this, just trying to get from one side of the playground to the next.

Have a Blessed Day,

Coach

Scott Newell
The Division of Public School Capital Construction Assistance
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

February 26, 2013

Dear Mr. Newell:

I am writing this letter of support for AXL Academy's application for the 2013 BEST grant application. For the past two years I have served as a board member of AXL Academy. I believe very strongly in the Expeditionary Learning model of the school and its mission as a college-preparatory program to prepare low-income, underrepresented students for high-performing high schools, 4-year colleges and beyond. Currently there are no schools in Aurora other than AXL that provide such a program for pre-K through 8th grade students. It is with this model and mission in mind and the current state of the school's facility that AXL Academy seeks to receive the support of the BEST grant.

I first became acquainted with AXL while I served as Director of the local office of the international education non-profit Facing History and Ourselves. Currently, I serve as the Senior Research and Content Associate for the organization. My work with Facing History allowed me to support and train educators around the country and most relevant to AXL, in the Expeditionary Learning (or EL) model of a school. EL prides itself as a school model that uses a case study approach to curriculum design. Students are very hands on and are required to practice and refine the skills of collaboration, displaying projects, public presentations and demonstrations of learning –all which are necessary skills for students of the 21st century. With this approach, EL schools continue to be high performing schools around the nation, but a key ingredient to this success is the facility in which the learning occurs. The building that AXL currently resides in is not only woefully inadequate to fulfill its EL goal, it ~~does~~ in fact ~~verge on~~ ~~being~~ an unsafe facility for its mission and desired learning outcomes.

Last year I had the opportunity to work on a weekly basis with the 7th and 8th grade girls in a character development unit. Despite AXL purposefully remaining a relatively small school, I experienced first-hand the overcrowding in the classrooms and the hallways, the lack of physical space to even adapt a lesson for a more collaborative approach and the lack of basic technology in classrooms for educators to prepare their students. Students shared a variety of frustrations including their inability to meaningfully engage in a science experiment because the school lacks an adequate science lab, their inability to work on group projects because of the lack of adequate classroom space and even the lack of any facility for research and study or public exhibition of their student work. The school expects each student to be proficient in both Spanish and English. However, because the school lacks a classroom with adequate language instruction technology to facilitate this learning, this outcome is struggling to be met. Students also shared

~~their frustration with the lack of welcome and safe outdoor space for socializing. For the school to fulfill its mission of healthy living by having students practice healthy habits of nutrition and exercise the playground is almost non-existent and there is no gym for any type of physical fitness program.~~

If AXL Academy is to be able to continue to build upon the success it has already achieved despite its unsafe and inadequate building, it is urgently necessary for the school to build a building in which its model and mission can be fulfilled. I hope you will take into consideration the many examples I have outlined whereby AXL is unable to meet its goal in an equitable fashion.

Please feel free to contact me if you have any questions or points to clarify.

Thank you in advance for considering our application,

Sincerely,

Fran Sterling, AXL Academy Board Member

February 28, 2013

Scott Newell
The Division of Public School Capital Construction Assistance
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Mr. Newell,

I am writing to express my support for AXL Academy's BEST grant application. Kids Adventures has been utilizing AXL's facility to provide before-and-after-school care since AXL's inception, five years ago.

Safe and appropriate spaces in which to run our programs are of utmost importance, and these spaces are lacking at AXL. Kids Adventures experiences a number of challenges to our program at AXL.

The only space in the building large enough to accommodate the number of kids that attend Kids Adventures is the lunch room, so that's where they spend the majority of their time. There is no alternative storage space for the six commercial trash bins that are used for lunchtime trash, and the nightly cleaning service does not empty the bins until later in the evening. Sometimes the stench of the lunchtime garbage is overwhelming. There is not a full kitchen, so staff and kids have no place to safely refrigerate dinners and snacks. Lack of space for storage means that our program must bring in metal and plastic storage lockers and our paperwork and payment processing equipment share space with lunch service equipment like bins of plastic utensils and condiments.

When the weather allows, our program spends much of its time outdoors. Outdoor play space at AXL is sorely lacking and decidedly unsafe. The existing playground consists of a play structure surrounded by a bed of wood chips (which often grow mold due to discarded food and moisture from the weather). The entire remaining outdoor space is a sloped, cracked and unrepaired asphalt lot. There is no grass play area, and the poor drainage on the asphalt means that in bad weather it's plagued with standing water and ice. Within the playground boundaries are exposed gas pipes and crumbling concrete-and-rebar staircases.

AXL does not have a gymnasium, so there is no alternative for indoor play space in inclement weather. The lunch room is not equipped for us to use technology without actually carrying a TV over from AXL's cramped technology storage room.

Perhaps the most concerning element of AXL's facility is the distinct lack of security when parents are dropping off or picking up kids from Kids Adventures. There is no

ability to see who is at the door or access security camera feeds, and while there is a release button in the lunchroom that unlocks the front door and is connected to an intercom, it's easily accessible to kids.

AXL and Kids Adventures share a deeply rooted desire to provide safe and program-appropriate spaces for AXL's students, along with well trained and invested staff members who truly care about the well being of the kids. We've got the people – AXL and Kids Adventures staff members work together, plan together, and are equally devoted to AXL's community. What we're missing at AXL is the physical space in which to execute our programs – and that's why a BEST grant award is so vital.

Sincerely,



Tom O'Connor
President
Kids Adventures, Inc.

Scott Newell

The Division of Public School Capital Construction Assistance
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

February 28, 2013

My name is Sean Hiatt. I am a parent and a teacher assistant at AXL academy. I have 2 boys enrolled in AXL. We have been attending AXL for 4 years now. Me and my wife are very involved in our kids' education. I went from being a parent volunteer to now being an employee of AXL. My wife ran our school's APACC committee, which is not a normal school's PTA.

Before I worked at AXL I would come pick up my kids and be very concerned about their safety as well as the safety of everyone else. I couldn't sit around and watch the chaos any longer. I went to the APACC committee and addressed the problem head on. I ended up creating the safety committee for AXL. It is a committee of staff and parent volunteers. We have created our own crosswalks across Blackhawk. The city said we don't have enough traffic to have real ones. We probably spend 15-20 minutes every morning laying out our cones & signs. In return I spend an hour every day at the end of the day dealing with dismissal. We staff our dismissal crew with staff & parent volunteers. We run with a minimum of people due to the size of our school & staff. I normally have 6-8 staff members assisting with dismissal every day. I spend 20-30 minutes outside greeting cars in the mornings.

We have true safety concerns when it comes to dismissal in bad weather. We can't let all the parents in, & of course in bad weather everyone wants their kids now! Our last inside dismissal due to bad weather took us almost an hour to dismiss our students.

We also have safety concerns out in our playground. There's no grass, wood chips everywhere, a sand box with no box, pot holes in asphalt, crumbling concrete steps, exposed steel bars, a lot of chain link fence. In bad weather our students don't leave their rooms cause we don't have a gym.

As a teacher at AXL I have some concerns of space & safety also. Some of our rooms are so small we can't even keep all of our supplies in the room. We keep them on carts then push them back and forth between

our school/rooms and our storage unit in the next a joining unit. In kindergarten we store our cots in the room for nap time taking up useful space. I also end up having to do one-on-one testing in the hallways due to space restraints. The whole time dealing with other students as well as whole classes switching rooms or going to recess. It's a huge distraction sometimes for students trying to do their best!

It would also be nice to have a true workroom for staff. We use our lounge for a lot of this, like tanning, stuffing weekly folders, sorting copies, making homework.

Thank you for considering AXL's BEST grant submittal.

Sincerely,

Sean Hiatt
Parent, Kindergarten Assistant, Safety Committee Leader
sean@axlacademy.org

Jessica Lopez
14365 E Arkansas Drive
Aurora, CO 80012

Thursday, February 28, 2013

Mr. Scott Newell
The Division of Public School Capital Construction Assistance
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

RE: Support of the BEST Grant for AXL Academy

Dear Mr. Newell:

I am a mother of four and currently have three children attending AXL Academy in Aurora. I also recently started to serve as co-chair of the AXL Parent And Community Council (APACC). I am writing you this letter to demonstrate my support that AXL would be an outstanding candidate for the BEST Grant.

I work full time, but do my best to volunteer when I can or attend school functions. I've helped to organize fundraisers and some of the social events. The staff and teachers are caring and work hard, long hours to ensure our scholars feel supported and are growing academically. However, the school building does not reflect the amazing things going on inside and in fact, may deter prospective families from enrolling their children in AXL.

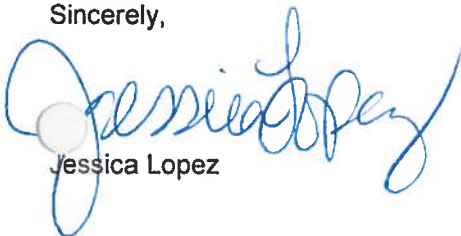
First, there is an extreme lack of space for arrival and dismissal. There are too many cars and people coming or going at the same time and only one small space to bring or retrieve your kids. Also, there are no flashing school lights asking drivers to go slowly. We have cones that are placed on the street and crossing guards, but if students arrive early they may be on their own to cross the street safely. APACC has discussed ways to make this safer - especially during the winter months when weather is bad - but there really is no good way to do it due to the lack of parking and driving space.

Secondly, AXL is in a strip mall type of building, mixed with a couple other businesses. They have done what they can to ensure safety (video cameras, locked buzzer on the front door) but this situation is not ideal for our Scholars.

Thirdly, our playground is not adequate for the amount of kids we have. It's very small (just the basics of a playground) and in the middle of what looks like a parking lot. In nice weather, this area is where all the kids line up before school starts. It gets VERY crowded and can be difficult to supervise. There's also no way to spray down or wash the playground surface or play equipment.

As AXL continues to grow, our needs are no longer being met by this building. APACC has tried to come together to improve what we could - we've painted the Great Room (used for all our major school functions since there is no gymnasium or cafeteria) and tried to spruce up the playground, but we need more help! The drainage issues and exposed gas pipes, for example, are beyond our ability to repair. Our Scholars are wonderful and deserve to have a sound, stable building for everyone to feel safe, welcome and comfortable.

Sincerely,



Jessica Lopez



TEMPLE HOYNE BUELL FOUNDATION

February 27, 2013

Scott Newell
The Division of Public School Capital Construction Assistance
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Mr. Newell,

This letter is to confirm our previous funding to AXL Academy in the amount of \$18,000 for support of the prekindergarten sliding scale. This grant was awarded based on the success AXL has had as a leader in both expeditionary learning and school reform in the state of Colorado. In keeping with our mission, the Temple Hoyne Buell Foundation supports organizations that provide quality early learning experiences for very young children to help ensure their readiness for formal education beginning in kindergarten.

AXL Academy is eligible to apply for further funding from our foundation should they choose to do so.

Sincerely,

A handwritten signature in blue ink that reads "Susan J. Steele".

Susan J. Steele
Executive Director

February 27, 2013

Ms. Audra Philippon
Executive Director
AXL Academy
Aurora, CO

RE: BEST Grant Application

Dear Audra:

Please accept and share this letter as appropriate as Charter Schools Development Corporation's ("CSDC") support for AXL Academy's application to the BEST Grant program for its facilities needs.

CSDC is a 501 (c) 3 non-profit organization solely focused on the facilities needs of charter schools throughout the country. Our mission is to provide safe, efficient and economical facilities through loan and lease guaranty programs. We have served more than 225 charter schools in our fifteen year history.

AXL and CSDC have enjoyed a good working relationship for more than five years, and we support the school's efforts to provide school choice for low income students in Aurora, Colorado. We are encouraged by the growth in academic results and continued operational improvements. Finding and funding AXL's permanent school facility will assuredly strengthen its efforts for academic excellence.

CSDC currently is AXL's lender on a tenant improvements loan at its facility on Jewell Avenue and AXL has met all the loan requirements, and its payments are current.

Please feel free to contact me (or pass my contact information on to others) if you have any questions.

Good Luck with your BEST Grant Application!

Sincerely,



Laura Fiemann
Senior Vice President, Western and CDFI Operations

BYERS 32J - Byers ES/ Jr/Sr HS - K-8 Partial Roof Replacement - 1980

School Name: Byers ES/ Jr/Sr HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	92,574
Replacement Value:	\$24,029,145
Condition Budget:	\$11,397,192
Total FCI:	47.43%
Energy Budget:	\$32,401
Suitability Budget:	\$3,286,600
Total RSLI:	15%
Total CFI:	61.2%
Condition Score: (60%)	3.45
Energy Score: (0%)	2.36
Suitability Score: (40%)	4.18
School Score:	3.74



Assessment Findings:

Scope item: To replace the balance of the roof that was awarded under cycle FY11-12. The section that was damaged by hail that was under an insurance claim.

Assessment findings: The assessment acknowledges the need to replace the entire roof. It has not been updated with the partial replacement of the roof.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: BYERS 32J

Applicant Priority #: 1

County: ARAPAHOE

Cash Grant Score: 1.5

Project Title: K-8 Partial Roof Replacement

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

If Yes, please explain why: Originally, the District applied for the FY11-12BEST Cash Grant in an effort to re-roof the entire 107,225sf of affected roofing area. The District was awarded a CDE-reduced grant, covering approximately 50% of the roofing area.

An already failed roof system was further damaged when the District received significant hail damage in June of 2011. The storm caused numerous hail strikes and fractures of the Sprayed Polyurethane Foam (SPF) roofing installed in 1996. The District contacted their insurance company (CSDSIP) and their solution was to recoat the SPF areas; they would not support funds for full roof replacement. Recoating was performed because the insurance company insisted they would not insure the school's roof if it did not take place.

Based on this insurance settlement, CDE staff excluded the portions of the SPF recoated roofs from the FY11-12BEST Grant application, using reasoning that recoating the roof adequately repaired these roofs. The reduced Grant funding was used to complete 51,650sf of re-roofing.

Upon being notified that the grant requested was being reduced, District Superintendent Tom Turrell contacted CDE Staff (Ted Hughes and Cheryl Honigsberg) asking for a site visit to evaluate the recoated SPF roof areas. After seeing the failed recoated roofs first-hand, Mr. Hughes suggested the District request supplemental funds to replace all roof areas originally outlined in the initial application. Also at that time, CDE allowed the District to complete an additional SPF roof section because the District had come in under budget when using the FY11-12 BEST funds granted.

The District was unable to pursue supplemental funds for their remaining failed roofs until now because the FY11-12 grant cycle had already closed. The roof area being requested in this grant cycle represents the remaining failed roofs from the FY11-12 application.

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Byers School District's PreK-12 facility has experienced roof problems since being built in 1974. The District was awarded a partial re-roof BEST grant in FY11-12, sufficient enough to replace only 52% of the needed roof areas.

While repairing ongoing leaks is a solution for some facilities, the District has roof systems where leaks cannot be pinpointed, located and repaired. The facility has been updated and remodeled to incorporate advanced educational learning systems inside, resulting in multiple roofing solutions being installed over the years.

The original roofing system was a Flood & Gravel Built-Up-Roof over a metal structural decking. In 1996, a Sprayed Polyurethane Foam (SPF) roofing system was applied as the "fix-all" solution, but it has failed the District. Areas of the building have little to no slope, inadequate thermal insulation and improper storm water management.

As previously noted, the already failed roof system was further damaged when the District received significant hail damage in

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

June of 2011. The storm caused numerous hail strikes and fractures of the 1996 Sprayed Polyurethane Foam (SPF) roofing. The District contacted their insurance company (CSDSIP) who agreed to recoat the foam areas, but would not fund a full roofing replacement. As part of that settlement, the SPF roofing was recoated with a urethane material. The coating is only several mils thick and was installed over the damaged conditions of the SPF roofing; a surface that had hail damage averaging 100+ hail strikes per square. This coating is not considered a roofing replacement.

Moisture that accumulated in the damaged SPF roofing is now encapsulated and trapped under this urethane coating. The trapped moisture impact is obvious. During the summer of 2012, we witnessed more than 60+ blisters over a 70-square area. These blisters are a direct result of moisture trapped in the SPF roofing.

This “sealed-in” moisture is leading to greater problems. Quarterly, the urethane coating applicator is notified to “lance” these blisters; then the lanced area is recoated. Moisture conditions are not addressed, only the surface blister. With summer heat, these blisters will continue to appear and reappear since the moisture trapped in the damaged roofing areas has not been abated.

The moisture will not evaporate or escape on its own. It will, however, migrate downward within the roofing assemblies; then accumulate onto the metal decking before the interior environment can evaporate it. This process will rust and decay the structural decking, which can cause roof collapse from snow loads, as well as lead to mold generation in other areas.

Numerous damp core-cuts, high-level moisture readings, and blister patches over many roof areas are evidence that the moisture problem remains active. The frequent blistering supports the severity and inadequacy of this failed insurance repair. Mold spores were evident on the surface of the SPF roofing before the coating. It was unclear if any of the bacteria was removed before recoating.

Based on roof inspections during 2012, the need is paramount to continue our original mission and replace all the roofing including the urethane-coated SPF areas. Replacement is the only option to remove all trapped moisture and prevent further moisture intrusion, structural decking deterioration and potential mold growth damage.

A full tear off and continuation of the roofing system installed under the FY11-12 Grant will bring the entire facility into code-compliance. The removal of the wet roofing/insulation materials will also improve energy efficiency. This continuation will provide the District with a properly designed and installed roof covering lasting decades (in excess of 30-years). The roof system will be designed specifically for the Eastern plains severe weather.

Deficiencies Associated with this Project:

The urethane-coated, SPF roof, applied over the building’s original asphalt roof, account for two roofing systems. Applying a third full roofing system is not permitted by Code. Proper installation will require full tear-off down to the structural metal deck.

The urethane coating applied in 2011 over the 1996 failed SPF roofing was the wrong solution and has continued to trap moisture within the composite roofing assembly. Over time, the trapped moisture can lead to deterioration of the structural metal decking, roof collapse from snow load, and mold growth. Neglecting to address the remaining problem roofs directly affects the health and safety of students, staff, and visitors.

Many of the remaining roof areas lack adequate slope to shed moisture (rainwater or snow melt) from its surface to a drainage network. Major ponding areas exist and will continue to grow in size, which also contribute to significant dead load weight on the building structure.

Proposed Solution to Address the Deficiencies Listed Above:

Re-roofing of the remaining areas (approximately 46,725sf) will require full tear off down to the buildings structural decking. The existing decking structure will be inspected. Any rusted and damaged decking will be replaced. New roofing assemblies will include insulation for both energy and slope compliance and will be designed and installed throughout the structure.

The proposed design will continue a flood and gravel surfaced multi-ply built-up roofing (BUR) assembly providing the best

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

UV, moisture, and hail protection. This roofing system will protect (and warrant) the structure for a minimum of 30-years and can provide performance characteristics in excess of 40-years, meeting and exceeding both the requirements of published NRCA guidelines and local code requirements.

How Urgent is this Project:

The insurance company's decision to coat the hail damaged SPF roofs in 2011 was short-sighted and did not address the long term health and safety of the District's students, faculty, and visitors. The settlement simply covered the problem with a fresh layer of urethane. The moisture trapped in the existing systems remains and is evident throughout.

These roofs have the probability of rusting the roof decking, developing mold spore growth and more, which will compromise the building's interior environment and structure. The district is extremely concerned about the health and safety issues and is prepared to act immediately should funds be awarded.

How Does this Project Conform with the Construction Guidelines:

Our grant request proposes to return the existing construction back to PSCG conformity under Sections 1.2.1, 1.2.4, 3.1, 3.2, 3.2.1, 3.2.1.1, 3.11, 3.12, 4.1, 6.1 and 6.3.

Sec. 1.2.1 The District structure has several deficiencies applicable to the health, safety and environmental codes and standards as required by state and federal law. Significant moisture intrusion, maintenance of structural integrity and ability to maintain high Indoor Air Quality are all significant areas of concern.

Sec. 1.2.4 The affected and remaining roof areas of this District structure envelop do not meet thermal/energy efficiency performance standards. Moisture intrusion has further compromised the limited thermal benefit of the roofing insulation; said insulation must be replaced.

Sec. 3.1 A significant portion of the District structure roofing areas (50%) remain inadequate and building conditions are not protected by a sound, functioning roofing envelop. Areas of the buildings metal roof decking have been subjected to significant and repetitive moisture intrusion. There is evidence of rust and potential design compromise in the structure that must be addressed.

Sec. 3.2 Many portions of District structure (under consideration here) do not have a weather tight roofing system. Aged, deteriorated and poorly designed roofing assemblies allow for significant, repetitive moisture intrusion into the building, and compromise the intended protection of its building occupants and property. Many roofing areas lack proper drainage slope and drainage support. The roofing envelop remaining is in poor condition.

Sec. 3.2.1.1 New roofing assemblies will be designed and installed for the District structure that will protect the building's occupants and property within. Existing roofing assemblies will be upgraded, including additional slope and drainage support. The roofing will protect the building with the best (longest) warranty terms available for the funds requested that would meet/exceed the requirements of published NRCA guidelines and building code requirements.

Sec. 3.11 There are several areas of the building mechanical system that would be addressed to provide proper and energy efficient ventilation.

Sec. 3.12 Replacement of the several roofing planes will warrant the renovation of several existing mechanical equipment positions. Upon completion all roof equipment will be adequately curb supported and flashed to protect the water resistive integrity of the curb flashing.

Sec. 4.1 The replacement of the remaining roof areas will establish a building upgrade, complete with high quality, durable and easily maintainable roofing materials. The current and on-going maintenance of blister replacement will be eliminated.

Sec. 6.1 These replacement improvements of the roofing assemblies will continue to extend the service life of the District structure; a vital element of this rural community's infrastructure.

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Sec. 6.3 These replacement improvements of the roofing and thermal assemblies will produce a more energy efficient building and achieve better energy code compliance. Such efforts will without a doubt, improve many of the present health and safety deficiencies present within the District structure.

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

The District will allocate \$7,500.00 (annually) in Capital Fund for future roof replacement. The performance life of the roof system already installed and further proposed is typically 40 years with a minimum water-tight warranty of 30 years issued by the manufacturer. Near the end of the roofs' warranty period this assembly can be evaluated for a membrane restoration that can extend the warranty an additional 10 years. Typically, this is at the fraction of the cost of a new roof (roughly 25% of new cost). This restoration effort typically extends the roofing performance life by 20 additional years.

The roofing solution recommended provides the highest performing wind and hail protection available. The manufacturer will provide bi-annual inspections of the completed roofing assembly and provide 48-hour leak response (if one should occur).

The District's maintenance director will periodically and systematically perform a visual observation of the roof conditions of the facility in detail, and will, as necessary, recommend repair or maintenance of these systems be performed.

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

NA

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

THIS IS A COMPLETION OF A PREVIOUS ROOF GRANT. THIS AREA HAD INSURANCE ISSUES AT THE TIME OF THE ORIGINAL REQUEST FOR A ROOF REPLACEMENT.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: M Urgency: H Ability: Not Able Planning: Older than 5Y	Previous BEST Grants: 2 - \$649,669		
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$381,986.79	Historical Significance:	N/A
Current Applicant Match:	\$623,241.61	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$1,005,228.40	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	62
Previous Matches:	\$0.00	Actual Match Provided:	62
Affected Pupil Number:	480	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	47,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$19.44	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$1,903.84	Who Owns the Facility:	District
Sq Ft Per Pupil:	97.92	Does the Facility Have Financing:	NA
Per Pupil Allocation to Cap Reserve:	\$0.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3.5	NA	

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District FTE Count:	423.50	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$38,708,232.00	Outstanding Bonded Debt:	\$1,580,000.00
PPAV:	\$91,401.00	Total Bonding Capacity:	\$7,741,646.00
Unreserved General Fund FY1011:	\$1,162,236.57	Bond Capacity Remaining:	\$6,161,646.00
Median Household Income:	\$58,750.00	Percent Bonding Capacity Used:	20
Free Reduced Lunch %:	44.2	Existing Bond Mill Levy:	0
Match Source Detail:	2011 Bond		

Littleton Academy - ES/MS HVAC Upgrade & Roof Replacement - 1989

School Name: Littleton Academy

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	28,988
Replacement Value:	\$7,230,856
Condition Budget:	\$2,039,557
Total FCI:	28.21%
Energy Budget:	\$10,146
Suitability Budget:	\$2,346,900
Total RSLI:	24%
Total CFI:	60.8%
Condition Score: (60%)	3.38
Energy Score: (0%)	2.21
Suitability Score: (40%)	3.77
School Score:	3.53



Assessment Findings:

Scope item: Roof

Assessment findings: The assessment states the condition of the roof is fair with leaks being patched in several areas. Additionally, the assessment states the main roof is beyond its useful life with the additions roof being seven years old.

Scope item: HVAC

Assessment findings: The assessment reports the system is original or twenty years old and provides poor amounts of indoor air quality with elevated levels of CO2.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: Littleton Academy

Applicant Priority #: 1

County: ARAPAHOE

Cash Grant Score: 1.3

Project Title: ES/MS HVAC Upgrade & Roof Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Littleton Academy began its 17 year history in 1996 moving into a leased office space built in 1986. At that time, the building was retrofit to provide classrooms, a library, and a multi-purpose gymnasium/lunchroom/auditorium for elementary education. In 2001, the building was officially purchased and a middle school addition was built in 2002. The combined 29,000 square foot building has been experiencing HVAC and roof problems for several years.

In the elementary portion of the school, the HVAC system is original, installed in 1986 when the building was built. The RTUs exceeded their lifespan in 2009. Parts for these aged, inefficient units are no longer available requiring creative repairs and costly maintenance and operations. Throughout the building, we are experiencing extreme temperature ranges in classrooms, excessive air flow and noise, and poor air quality that deteriorate the learning environment and health of our 460 students and 40 staff daily.

The building roof is has had leaks and warranty issues for the past 10 years. The roof on the elementary school has exceeded its warranty by 5 years and experiences intermittent leaks. The leaks have compromised the insulation exacerbating the efficiency of an already inefficient HVAC system.

Littleton Academy is pursuing the BEST grant to supplement capital funds that we have been able to set aside for HVAC and roofing repairs. As a public charter school, we own our building and are responsible for maintenance and repairs, yet we rely on the same per pupil public funds to do this while maintaining our educational excellence. This grant would support our efforts to minimize environmental distractions and provide a productive learning environment.

Deficiencies Associated with this Project:

Throughout the building, we are experiencing extreme temperature ranges in classrooms, excessive air flow and noise, and poor air quality that deteriorate the learning environment and health of our 460 students and 40 staff daily.

Our HVAC system lacks proper controls, so heating and cooling is uneven and inadequate. There are no controls or sensors in the classrooms, so the temperature in many classes is outside the comfort level requiring kids to wear jackets or even move to a temporary location to continue their lessons. In a site temperature study conducted in February 2013, classrooms saw temperature swings of 10 to 16 degrees with temperatures ranging from 61.7 to 79.3 degrees Fahrenheit.

Excessive air flow and noise is a constant complaint of our students and staff. In some areas of the building, paper weights are required to combat the air pressure when the HVAC system is operating. The loud noise of the HVAC system, that cycles on too frequently, overwhelms the classroom making it difficult for students to hear and understand what is being taught and putting a strain on teachers' voices. February 2013 measurements showed the HVAC system increased the sound in an unoccupied classroom from 46 decibels (HVAC not running) to 69 decibels (HVAC running). Both the noise and excessive air flow issues cause distraction and disruption, deteriorating the effectiveness of teachers and the educational environment.

To combat the indoor temperature extremes and the intense air pressure, our mechanical service provider pinched flow in

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

some ducts resulting in an air quality concerns. In addition, an energy audit found that several fresh air intake dampers were inoperable and the building operates under negative static pressure. During a February 2013 study, the CO2 levels measured in classrooms and the gymnasium ranged from 405 to 9,141 ppm. Per American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE), ventilation systems should be set so that the CO2 level does not exceed 1,000 ppm. According to our study, all 4 tested classrooms consistently develop CO2 levels at 1,800 to 2,000 suggesting there is a lack of ventilation in the classrooms. Normal levels were only achieved on Saturday and Sunday.

The lack of control and programmability of the system combined with the antiquated units decrease the energy efficiency increasing the operational costs. There are no occupancy sensors, controls in classrooms, or programmable units, so the current system heats and cools all zones at full occupancy at all times (even on the weekends and breaks). The units cycle constantly unnecessarily increasing our operating costs putting a strain on our already stretched operating budget to provide educational programs. We currently spend \$135,500 to operate and maintain the HVAC system. A more modern, efficient system with proper controls would decrease this cost and allow for more monies to be spent on providing educational programs for our kids.

Our building's roof structure is a low sloping built up insulation system with an EPDM cover and river rock ballast. The roof was beyond its expected life in the 2009 CDE report with leaks being patched in several areas. Our sheet membrane roof is subject to maintenance and warranty issues identified in the 2009 facility master plan. The roof on the elementary school has exceeded its warranty by 5 years. The roof experiences intermittent leaks and when water gets under the roof membrane, the insulation is compromised. Not only is the R-value substantially decreased, which affects HVAC efficiency, but wet portions are bubbled, further damaging the membrane and insulation affecting noise, comfort, and indoor air quality. Expansion and contraction of the membrane has trapped air and water resulting in strain and deformation at the edges. Corner and T-Joint details are failing.

Proposed Solution to Address the Deficiencies Listed Above:

Littleton Academy hired a mechanical engineer, Priest Engineering, to analyze the school's current system and provide drawings, text, and timelines for completion of a proposed solution. Priest prepared the attached drawings for installation of a variable air volume hot water reheat system, programmable controls, and noise attenuation via ductwork sound dampening and increased and effective roof structure and insulation.

The condition of the existing HVAC equipment in the original 1989 building was inspected and it is Priest's recommendation that the existing be replaced with new high efficiency variable air volume (VAV) rooftop units. The air terminals inside the classrooms and office spaces will be shut off VAV boxes with hot water reheat coils. A new boiler system is being proposed to provide the heating hot water source. The recommended system will allow each individual classroom, conference or office space to have its own dedicated zone box and individual thermostat controls. The proposed new units will be a Carrier model 48A3 040 (40 ton) and a 48A3 025 (25 ton) VAV rooftop units. The distribution system will be modified to eliminate two of the existing units and replace two of the units with larger cooling and heating capacities.

The new VAV rooftop unit will have a variable frequency drive on the supply fan motor which will ramp the fan speed up and down based on demand as well as unloading capability with the refrigeration compressors. The existing system bypasses air between the supply and return to maintain a constant airflow through the system which results in wasted energy. The VAV system will result in lower energy costs and a generally quieter system than the existing one.

The controls for the VAV system will be specified as a Direct Digital Control (DDC) system. Priest recommended that a DDC front end management system be used in order for the staff to monitor the different HVAC zones and be alerted of any alarm condition that may occur.

Air quality is an important factor for the school to maintain. The current HVAC system does not have any demand ventilation controls available. The new systems should have carbon dioxide demand ventilation controls to provide additional outside air during high occupancy periods in the classrooms and offices. An outside air monitoring station is also recommended to maintain a constant outside air delivery to the building spaces.

The excessive noise problem in several areas of the school is where the rooftop unit ductwork drops from the roof are

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

located. In particular, the unit above the Library is excessively noisy. Priest found that the ductwork layout is poor for good sound control. The duct elbows and duct transitions are located right near the vertical duct and causing a great deal of air noise. A new duct design will be required for this system to eliminate the noise problem. Priest recommended insulation in the duct curb underneath the units to attenuate the noise.

One of the two existing units on the 2002 addition will be eliminated so that the new VAV system can be extended into the first and second floor classrooms in that area.

Littleton Academy requested an inspection of the roof from a roofing contractor, D&D Roofing. D&D recommended that the roof on the elementary school (older building) be replaced. This would be replacement of 17,980 square feet of roof and insulation. The new elementary roof would be a 60 mil Ballasted Ethylene Propylene Diene Monomer (EPDM) roof installed over new 5 inches of isocyanurate insulation (R-30). The new roof would have a 15-year warranty.

How Urgent is this Project:

In the opinion of our engineer, Priest Engineering, the HVAC system is 5 years past a normal 20 year lifespan and is already failing. Their concern is that if the replacement system isn't installed as soon as possible, the system could have a complete failure causing extended downtime that could affect the normal operations of the school. They no longer make parts for our HVAC system which increases both the time and cost of any repair. Our HVAC operations and maintenance budget is no longer sustainable.

The roof on the elementary school is 5 years past its life and is failing in several areas. In the opinion of our roofing contractor, D&D Roofing, the elementary school roof should be replaced as soon as possible. Any repairs would be "stop gap" in nature and not provide a long-term solution.

How Does this Project Conform with the Construction Guidelines:

In reviewing the guidelines, the repairs would provide conformity to several guidelines as follows:

HVAC System Solution

3.11 A safe and efficient mechanical system: The new HVAC system would provide efficiency, proper ventilation, and maintain the building temperature and relative humidity in accordance with ASHRAE 55. It will be designed, maintained, and installed in accordance with the current State and Federal building codes.

3.12 The new HVAC system would provide healthy building indoor air quality.

4.10 The new HVAC system would incorporate acoustical materials to reduce ambient noise levels. (Elementary schools)

4.10.5 The new HVAC system would provide conditioned well ventilated air in the classrooms. (Elementary schools)

4.11 The new HVAC system would incorporate acoustical materials to reduce ambient noise levels. (Middle schools)

4.11.4 The new HVAC system would provide conditioned well ventilated air in the classrooms. (Middle schools)

5.1 New HVAC system would be more energy efficient using HPD.

5.1.1 Our engineer, Priest Engineering, has LEED certified professionals. We have included school and community stakeholders as well as facility managers in the project/design team.

5.1.8 We have included consideration of the long-term cost savings in using high performance strategies for the HVAC solution.

5.1.10 The replacement roof would be compatible with solar energy and we have considered that option to meet future energy needs.

5.1.11 The HVAC controls would include energy efficient strategies such as a variable speed fan.

5.1.14 As part of the HVAC evaluation, we reviewed utility bills to understand efficiency of systems.

5.1.18. The HVAC solution proposed includes replacement of old inefficient mechanical systems with new energy efficient systems. New system will control temperature range of facilities during low/non-use periods and after operating hours.

5.1.19 Pursuing a CO-CHPS or LEED certification is a potential after replacement of the HVAC system although certification would require more facility work beyond the HVAC and roof.

Roof Replacement

3.1 Sound building structural systems: The project will conform with the "roof systems" portion and take into account the

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

local snowfall and wind exposure.

3.2 Weather tight roof: The new roof would be installed by a qualified contractor and would include a 15 year warranty.

3.2.1 New roof would be a low-slope roofing.

3.2.1.1 New roof would be a built-up roof.

3.2.1.2 New roof would be an EPDM roof.

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

To financially meet our maintenance needs, we have a line item in our school budget specifically for utilities. For 2012, we budgeted \$135,500 specifically for HVAC operations and maintenance. We budget 75% of our capital construction revenue on building improvements. This year that was 75% of \$39,000, or \$29,250. This money is set aside and accumulates until a building project is identified and approved by our Governing Board.

Maintenance Plan for HVAC system is semi-annual routine maintenance in the spring and fall. A certified HVAC contractor will change filters, check the controls and outside air/ return air damper operation, and charge refrigerant. In addition, the heating operation, heat exchangers, and fans are cleaned and checked for cracks. Contractor will tighten linkages and electrical connections. The condenser coils are cleaned of cottonwood seedlings in the spring.

The EPDM roof will have biannual inspections and undergo annual maintenance. The biannual inspection will include drain cleaning, removal of debris, checking for bare spots in the ballast, and correction of minor items requiring caulking or minor touch ups. Annual maintenance for a EPDM roof will be conducted by a certified technician and include resealing open joints and field seams in roofing membranes, touching up coatings, resealing loose flashing, cleaning roof drains and gutters, rejuvenating caulk sealants, removing debris from the roof and drainage, repairing tears, splits and punctures, and inspecting sheet metal flashing. Technicians will check for shuffled, displaced, deflected or loose insulation, bonding failure, loose mechanical fasteners and anchors, and tenting at underlying fasteners, which indicates it has backed up or that the insulation is overly compressed due to too much roof traffic. On commercial buildings with mechanical equipment, service trades will sometimes accidentally damage the membrane, so technicians will check around roof-mounted equipment for damage or oil spills.

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

At the school's founding, available locations for use were not plentiful and the founding Board liked the business park location. We made it suit our needs through retrofitting, expansion, and purchase of the adjacent lot. In 1996, Littleton Academy leased the 10 year old building. The building was then renovated for classroom space. In 2001, the building was purchased using CECFA bond proceeds and a middle school addition was built.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: M	Urgency: H	Ability: Not Able	Planning: Up to date
Previous BEST Grants: 0		Red Flags:	
If Yes, Explanation:			
Current Grant Request:	\$522,147.25	Historical Significance:	N/A
Current Applicant Match:	\$588,804.35	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$1,110,951.60	Will this Project go for a Bond:	NA

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Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	53
Previous Matches:	\$0.00	Actual Match Provided:	53
Affected Pupil Number:	465	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	29,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$34.83	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$2,171.95	Who Owns the Facility:	Charter School
Sq Ft Per Pupil:	62.37	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$66.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	2	After 17 successful years of operation, relocation or closure are not likely. However, if circumstances change, we would sell the facility.	

District FTE Count:	465.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	1	Year Bond Failed:	
Assessed Valuation:		Outstanding Bonded Debt:	
PPAV:		Total Bonding Capacity:	
Unreserved General Fund FY1011:		Bond Capacity Remaining:	
Median Household Income:		Percent Bonding Capacity Used:	
Free Reduced Lunch %:	4.5	Existing Bond Mill Levy:	
Match Source Detail:	Capital Reserve Fund		

February 28, 2013

Colorado Department of Education
Capital Construction Assistance BEST Grant Application
1580 Logan St. Suite 310
Denver CO 80203

Dear BEST Grant Committee,

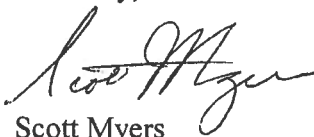
This letter provides information regarding the effort Littleton Academy Charter School has made to meet its facility needs by accessing various school district opportunities and Colorado Educational and Cultural Facilities Authority (CECFA) bond funding.

The Littleton Public School District (LPS), which is the authorizer for Littleton Academy, closed two elementary schools in FY2010 due to declining enrollment. The district did not make these facilities available to Littleton Academy because the buildings were repurposed for other district services.

The last capital construction ballot measure LPS passed was in November 2002. Littleton Academy has never attempted to seek voter approval of a ballot question for bonded indebtedness or a special mill levy authorized by section 22-30.5-405. Littleton Academy did apply for a small BEST grant under the Capital Construction Grant Program in 2007, but the grant was not funded due to the limited funds available.

Littleton Academy has taken advantage of bond funding through CECFA. In 2002, Littleton Academy entered into a bond issue to fund the acquisition and renovation of the school. The bonds were rated BBB by Standard and Poor's and had an All-in True Interest Cost of 6.17%. In 2006, Littleton Academy refunded those bonds under the state's Charter School Debt Reserve Fund Program, which included the state's moral obligation pledge to upgrade the school's credit. As a result, the bonds were rated AAA by Standard and Poor's and have an All-in True Interest Cost of 4.58%, which will save the school approximately \$967,000 in interest costs over the life of the financing.

Sincerely,



Scott Myers
CFO and Charter Schools Liaison
Littleton Public School District

Fax Numbers

Board/Superintendent 303-347-3439 • Instruction 303-347-4394 • Business Services 303-347-3460
Human Resources 303-347-3384 • Property Management 303-347-3454
School/Community Relations & Communications • 303-347-3476

Serving the cities of Littleton and Centennial, southern suburbs of Denver, Colorado

LAS ANIMAS RE-1 - Las Animas MS/HS – Jr/Sr HS Door & Window Replacement/Office Security Renovation - 1968

School Name: Las Animas MS/HS

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	142,948
Replacement Value:	\$42,532,649
Condition Budget:	\$23,149,811
Total FCI:	54.43%
Energy Budget:	\$0
Suitability Budget:	\$1,627,700
Total RSLI:	9%
Total CFI:	58.3%
Condition Score: (60%)	2.94
Energy Score: (0%)	3.32
Suitability Score: (40%)	4.50
School Score:	3.56



Assessment Findings:

Scope item: Replace exterior entry/fire doors.

Assessment findings: The assessment states that the system age is either beyond expected life or does not meet its intended performance under the Guidelines. System is recommended to be replaced.

Scope item: Replace exterior windows with aluminum thermo-break windows (low-E insulated glass)

Assessment findings: The assessment states that the system age is either beyond expected life or does not meet its intended performance under the Guidelines, and is recommended to be replaced.

Scope item: Provide an entrance vestibule that includes intrusion detection and video intercom system.

Assessment findings: The assessment states that while there is an intercom/phone system, there is no current monitoring system at any of the entry/exit doors during school hours.

Scope item: Front office re-design to correct poor visibility at front entrance

Assessment findings: The assessment states that it is difficult to see all locations due to the building configuration.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: LAS ANIMAS RE-1

Applicant Priority #: 1

County: BENT

Cash Grant Score: 1.9

Project Title: Jr/Sr HS Door & Window Replacement/Office Security Renovation

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Las Animas High School was constructed in 1968. The building consists of 66,830 square feet, serving grades nine through twelve. The middle school building, constructed in 1998, consists of 34,075 square feet and serves grades seven-eight. The vocational ag building consists of 6,000 square feet. All buildings occupy one campus with students passing between them on a daily basis.

The high school building will receive the majority of project funding.

The high school building's floor plan is divided into two halves by the major north-south corridor. Administration offices, classrooms, the media lab, and other general spaces are located on the south half of the building. The gymnasium, locker rooms, cafeteria and kitchen, are located on the east end of the building. When the cafeteria or gym is being used after normal school hours, the design of the floor plan prohibits the rest of the school being secured. The Administration offices (surrounded by glass windows) are the first thing seen on the left upon entering the building's main south-facing doors. The north hallway includes math classrooms, a vocational business classroom and lab, and the art room. There is a girls' restroom on the east end of the north hallway.

There are rooms down the center of the building. The east half contains the library/media lab and an open classroom. Further west is a bank of five classrooms with a center work room. At the far west end, there is an old home economics classroom, currently being used as a special education classroom.

The room closest to the main entrance on the east half of the high school building is the cafeteria, which also provides seating for special performances held on the raised stage on the north side of the cafeteria. A band/music room exists to the east of the stage. The cafeteria is used during athletic events for concessions and special fundraising dinners.

The gymnasium is the heart of the building, used heavily by high school athletic teams and special events by other local organizations. Locker and shower rooms are located on the east end of the gymnasium, the south side serving the girls, and the north side serving the boys. Further to the north of the gym is a wrestling practice room, a weightlifting room, an old woodshop area (currently being used for storage) and a greenhouse program work area.

Estimates for repair or replacement of building deficiencies addressed in the C.D.E. School Assessment report (revised in April of 2012) are \$11,010,489. This estimate is based on building condition deficiencies identified in the report, and assigned under the "Beyond Expected Life" category.

Along with the C.D.E. report, a facilities master plan was conducted in 2008, and building issues or deficiencies listed in this report are being addressed by the district as funding allows. The District has utilized past BEST Grant funds to upgrade the building fire alarm and intercom system campus-wide; installation of a new metal roofs on all buildings; a geothermal project installed in 2009 to the west of the high school; an air quality improvement project in the Vocational Ag building; replacement of six entry/exit doors at the high school.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Due to the age of the high school building, maintenance and upkeep pose a constant challenge; the district budgets additional funds each year to address priorities or deficiencies such as a failing plumbing system and ventilation concerns. Overall, the high school building is in fair condition, mostly due to the fact that the district has been proactive in upkeep and care of the facility.

Although the middle school and vocational ag buildings are in good condition, the C.D.E. Assessment Report flagged the junior high school and vocational ag shop as having safety and security concerns.

Deficiencies Associated with this Project:

Discussions on school safety concerns at the Las Animas School District began long before the Sandy Hook and Aurora Theatre tragedies. An emergent awareness of deficiencies in the school districts' emergency management plan took the forefront after the district experienced their own incident in February of 2012, when an expelled student brought a gun onto the elementary playground. A severe lack of protocol in emergency management during this incident resulted in the development of a school safety team whose charge would be to review the current emergency management plan and identify deficiencies in the district's response to emergency situations.

While visiting another school district in August of 2012, building principals became aware of the standardized emergency management procedure, or the Standard Response Protocol (S.R.P.). The safety committee met to review the Standard Response Protocol template, and plans began immediately to schedule a district-wide training for the S.R.P.

In September of 2012, the district had confirmed a January S.R.P. training date by the "I LOVE U GUYS" Foundation. On December 14, 2012, the Sandy Hook school shooting ended the lives of 20 young children and 6 school staff members. Weeks later - on January 11, 2013 - with this sad tragedy still engraved in everyone's mind - the school district hosted the "I LOVE U GUYS" training, as presented by John Michael-Keys (www.iloveuguys.org). The workshop was well attended by district staff and administration, as well as local EMT's, fire department, and local law enforcement personnel. Participants also included neighboring school districts and the local Child Development Services. As a result of this training, measures are being taken to adopt the Standard Response Protocol as developed by the foundation. The partnership of the school district and local emergency services will result in uniform safety procedures, addressing the severe gap in communication between school and law enforcement personnel, and the lack of protocol experienced during the elementary playground incident (identified by the safety team as a severe deficiency in our emergency management plan).

Because of the elementary playground incident, the district began investing in a number of corrective actions that would serve to address deficiencies identified by the school safety team. Discrepancies at the elementary school included unlocked entry/exit doors, and the lack of security cameras. At the team's recommendation, all entry and exit doors at the elementary building remain locked during the school day. Visitors are required to access the building through the main entrance only. In addition, the district is soliciting bids for installation of an access control system (estimate \$5,900) at the main entrance of the elementary school doors, where visitors are screened and then allowed access in to the building. In August of 2012, the district invested \$5,550 in security cameras at the elementary school.

In the remainder of the school buildings, the following items were identified by the safety team as priority areas of greatest concern, thus the districts reason for pursuing BEST Grant funding:

MIDDLE SCHOOL DEFICIENCIES:

- Numerous unlocked entry/exit doors, allowing unmonitored access to any part of building;
- Lack of security cameras.

VOCATIONAL AG BUILDING DEFICIENCIES:

- No security cameras.

HIGH SCHOOL DEFICIENCIES:

- Numerous unlocked entry/exit doors, allowing unmonitored access to any part of building;
- Lack of security cameras;

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

- Plate glass windows throughout entire building create extreme safety hazards for staff and students. (non-safety glass – emergency incident could create shattering and splitting, exposing students and staff to sharp, flying glass shards);
- Fire doors rusting out, holes create major safety concerns with design performance (adequate resistance to the passage of smoke or heat);
- Current front office design/layout exposes staff to great danger in the event of a shooting or other emergency situation;

Safety Issue #1 - FIRE DOORS/ENTRY DOORS:

The 2012 CDE School Assessment report and the building master facility plan developed in 2008 shows that the high school exterior doors are 15 years beyond their expected life cycle. Interior doors have exceeded their expected life by 5 years. The facility master plan conducted by RTA & Associates flagged the high school egress doors and exterior windows as a high priority for future project planning.

The high school building has a total of 22 entry/exit doors, many of which remain unlocked during school hours. Six of these doors were replaced with BEST grant funding in 2011 due to extremely poor condition related to extended use and age. Doors and door hardware throughout the facility are failing due to old age, and those in high traffic areas such as busy corridors and entrances are experiencing failure of latching hardware (SEE PHOTO #3), missing screws, and gaskets. In addition, many have non-compliant issues such as holes or openings in the fire door assembly (SEE PHOTO #1), with open gaps. Many of the doors are rusting out at the bottom, creating major safety concerns with the designed performance of fire doors, in the event of a fire (i.e. adequate resistance to the passage of smoke or heat).

Safety Issue #2 - EXTERIOR WINDOWS:

The 2012 revised CDE School Assessment report shows that the high school exterior windows are 15 years beyond their intended life.

There are 11 classrooms on the outer perimeters of the building, for a total of 24 original 45-year old plate-glass windows. An additional 13 windows are set for replacement throughout the high school building, including office and cafeteria windows. The presence of plate glass in combination with the busy school environment lends itself to the possibility of human impact with glass and the potential for injury. Non-safety glass injuries generally cause lacerations which can be severe and cause significant lifelong injury, especially if tendons or nerves of the hand or wrist are severed. Unlike safety glass, shattering plate glass can lead to exposure of others to shattered glass and potentially the blood from a lacerated person. In addition, all exterior windows – in the event of a severe weather incident (hailstorm, tornado, high wind, etc) or an act of crime (shooting, rock hitting window, etc), have extreme potential to throw shards of sharp glass in an emergency event, causing harm to students and staff inside the classroom.

Eight of the thirty-seven windows scheduled for replacement are located in the science labs and art room. These windows include 45-year old ventilation fans installed at the top of the windows, which pose safety concerns due to failing wiring, and risks for student harm related to open motors and exposed blade fans. (SEE PHOTO #4).

Safety Issue #3 - COMMUNICATION/MONITORING SYSTEM

The 2012 School Assessment Report addresses the poor condition of communication and security issues throughout the high school and middle school buildings. Immediate fire hazards were addressed through a BEST Grant in 2009, with the installation of a new fire alarm control panel, smoke detection, remote enunciator, remote monitoring, and manual fire alarm stations throughout both buildings. Although this project addressed fire code issues, the upgrade did not include added measures for school safety concerns for monitoring incoming or outgoing visitors to the buildings.

The large number of entry/exit doors in both buildings makes monitoring of activity virtually impossible. There is no alarm system on any of the exterior doors; at any given time, an intruder could make his/her way by entering buildings through any one of the many doors.

The lack of interior and exterior security cameras around the entire campus (high school building, middle school building, vocational ag building) pose concerns for student and staff safety, not only for purposes of a monitoring an emergency situation such as an unwelcome intruder, but also in the ability to monitor possible student activity such as suspected incidents of bullying or harassment.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Safety Issue #4 – Staff Exposure to High Risk Situations

The Administrative offices at the high school are located immediately to the left as you enter the building. The large glass windows surrounding this office are also original, 45-year old plate glass, without the safety or protection of bullet proof glazing. (SEE PHOTOS #5, #6, #7)

At least two staff members (Administrative Assistants) and a number of student office aides occupy the office daily directly behind the two large plate glass windows (SEE PHOTO #5). The front office is an extremely poor design, creating major safety concerns for staff and students occupying the space. One of the Administrative Assistants is forced to sit with her back to the entryway, and the second one sits with the entryway to her right. Both employees lack a straight visual line to the front entrance of the school (SEE PHOTOS #6, #7).

Proposed Solution to Address the Deficiencies Listed Above:

Safety Issue #1 – Replace entry/exit doors:

Efforts to address fire code deficiencies and the ability to monitor activity for visitors entering the building will begin at the front south-facing entrance to the high school. Plans are to create a vestibule entrance into the building, where all visitors will be required to check in. The entrance vestibule will include an intrusion detection and video intercom system. Visitors will enter the building through the vestibule where they will be screened by front office staff and then “buzzed in” for access to the remainder of the building. Other doors being replaced throughout the facility will be Vistawall Architectural metal thermobreak aluminum doors with flame glazed, insulated glass.

Entry/exit doors at the middle school and vocational ag buildings will not be replaced, but have motion and intrusion upgrades on each door, with security cameras located in key positions.

Safety Issue #2 – Replace exterior windows in high school building:

All windows will be replaced with Quaker aluminum thermo-break windows, with insulated glass panels. This plan will include installation of new ventilation fans in the science and art classrooms.

Safety Issue #3 – Communication and Monitoring System

The project will include installation of an integrated access control system, which includes a server and software. The system will include a 4-port analog encoder. Included in the security system will be the front door intrusion and detection system, with a video intercom system. The remaining entry/exit doors will include wireless sensors that will set off an alarm when opened, alerting staff in the front office who will monitor activity on a continual basis. (See drawing for camera placement).

Safety Issue #4 – Staff Exposure to High Risk Situations:

Along with the re-design for correcting the front entrance situation through installation of a vestibule, the front office will be re-designed and remodeled so that office staff has a straight visual line to activity in and out of the front entryway. This design will include replacing large plate glass windows with bullet glazed glass, and establishing a pass-through window from the vestibule into the office.

How Urgent is this Project:

In the 2012 CDE Building Assessment Report, timeframe for correcting these deficiencies was stated as “immediate”. The 2008 facility master plan reported the identical timeframe, as windows and doors had far exceeded their useful life.

As described in the Public Schools Construction Guideline Standard 3:9: The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or through a less preferred mechanism like a video camera system. All other exterior entrances shall be locked and have controlled access.

How Does this Project Conform with the Construction Guidelines:

SECTION ONE: Promote safe and healthy facilities that protect all building occupants against life safety and health treats, are in conformance with all applicable Local, State and Dederal codes, laws, regulations and provide accessible facilities for the handicapped and disabled as follows:

Standard 3.7: Facilities choosing to utilize closed circuit video and keycard or keypad building access;

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Standard 3.8: An Event Alerting and Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations;

Standard 3.9: Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or through a less preferred mechanism like a video camera system. All other exterior entrances shall be locked and have controlled access. Interior classroom doors shall have locking hardware for lock downs and may have door sidelights or door vision glass that allow line of sight into the corridors during emergencies;

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

Even with declining enrollment and decreased state funding, the Las Animas School District continues to maintain a capital project account for building and transportation improvements and upgrades. Each year the district allocates \$100,000 to \$165,000 to this fund, earmarking monies for improvements or unforeseen emergency repairs. This fund will be used to provide the required match for this BEST grant application.

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

NA

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

DISTRICT MASTER PLAN IS FROM 2003, WITH A DEFICIENCY COST UPDATE IN 2008. DISTRICT COMPLETED THE BEST SECURITY CAMERA SUPPLEMENTAL QUESTIONNAIRE AND PROVIDED CAMERA LAYOUT PLAN. SCOPE INCLUDES 3' X 3' BULLETPROOF GLASS PASS-THROUGH WINDOW AT FRONT ENTRY.

Health, Safety

Overcrowding

Technology

Other

Importance: L

Urgency: L

Ability: Not Able

Planning: Older than 5Y Previous BEST Grants: 3 - \$712,021

Red Flags:

If Yes, Explanation: Appropriateness of scope is a concern - window replacement, bulletproof glass

Current Grant Request: \$191,829.09

Historical Significance: N/A

Current Applicant Match: \$90,272.51

Does this Qualify for HPCP: Not Required

Total Project Cost: \$282,101.60

Will this Project go for a Bond: NA

Previous Grant Awards: \$0.00

CDE Minimum Match Percent: 32

Previous Matches: \$0.00

Actual Match Provided: 32

Affected Pupil Number: 192

Applicant Met Match

Affected Sq Ft: 106,905

Is this a Statutory Waiver

Cost Per Sq Ft: \$2.40

Is a Master Plan Complete

Cost Per Pupil: \$1,335.71

Who Owns the Facility: District

Sq Ft Per Pupil: 556.8

Does the Facility Have Financing:

Per Pupil Allocation to Cap Reserve: \$200.00

Who will the Facility Revert to if the School Ceases to Exist:

Listed Inflation Percent: 0

NA

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

District FTE Count:	469.60	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$52,915,924.00	Outstanding Bonded Debt:	\$1,690,000.00
PPAV:	\$112,683.00	Total Bonding Capacity:	\$10,583,185.00
Unreserved General Fund FY1011:	\$1,460,508.60	Bond Capacity Remaining:	\$8,893,185.00
Median Household Income:	\$34,646.00	Percent Bonding Capacity Used:	16
Free Reduced Lunch %:	81.06	Existing Bond Mill Levy:	3.519
Match Source Detail:	Capital Reserve Fund		

Twin Peaks Charter Academy - K-12 Tennant Finish (Classrooms) - 1992

School Name: Twin Peaks Charter Academy

Number of Buildings:	1
All or Portion built by WPA:	
Gross Area (SF):	71,788
Replacement Value:	\$21,247,333
Condition Budget:	\$14,338
Total FCI:	0.07%
Energy Budget:	\$0
Suitability Budget:	\$3,569,200
Total RSLI:	51%
Total CFI:	16.9%
Condition Score: (60%)	3.64
Energy Score: (0%)	1.39
Suitability Score: (40%)	4.29
School Score:	3.90



Assessment Findings:

Scope item: Tenant Finish/Final build-out

Assessment findings: The assessment does not have information on this item.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: Twin Peaks Charter Academy

Applicant Priority #: 1

County: BOULDER

Cash Grant Score:

Project Title: K-12 Tennant Finish (Classrooms)

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

If Yes, please explain why: Project urgency

- | | | | |
|---|-------------------------------------|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other Please Explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Tenant Finish of approx
25,000 sqf |

General Background Information and Reasons for Pursuing a BEST Grant:

TPCA's home until late 2009 was the Main Street School, a historically significant building that housed the original Longmont High School. The iconic site helped establish TPCA as the premier charter school in Longmont and surrounding areas. Our enrollment in this facility was 450 students. The move was driven by the school district board 2006 decision changing the status of the Main Street School from surplus.

TPCA initiated a district wide facility search and geographic information system (GIS) study of our student population in parallel to the due diligence effort on the Main Street building. The board directed the building corporation to concentrate on locations within or near the city of Longmont that would provide the current amenities of a cafeteria, gymnasium since this was the center of our student population. Two facilities were ultimately considered, the current facility and a large church at the north edge of Longmont. After 18 months of work and negotiating and our inability to meet the constraints set by CECFA, we proceeded with our current facility.

In 2009, TPCA opened its first self-run and self-funded 80,000 square foot facility. The space contains 37 classrooms, two well-equipped art, two music rooms, two science and computer labs, and 3000 square foot library and media resource center. In addition, a new gymnasium, auditorium and common area complements the academic facilities and enhances the entire educational experience. This facility met all the requirements of the board of directors and had sufficient space for increased enrollment necessary to fund the bonding program. In 2008 the school sold \$14.2 M in grade A bonds based on the state Moral Obligation program and the S&P BBB- credit rating. \$8.2 M covered the building and 12+ acre land purchases. In 2011 the school sold \$4.75 M bonds and \$1.4 M of school reserves were expended for renovation of the building.

TPCA expanded in 2010. TPCA self-funded an additional 50,000 square feet as the result of the expansion of the K-8 enrollment and added High School grades 9 and 10. The additional facilities included 17 classrooms, a science lab, a computer lab, a band room and a choir room. The two additional music rooms serve the entire school and free up a classroom and the auditorium stage in the original building for other educational uses. The school also added a 10,000 square foot gymnasium and a 2,500 square foot cafetorium with stage. The school sold \$2.52 M in grade A bonds based on the state Moral Obligation program and the S&P BBB- credit rating, \$2.26 M in BBB-. The bond money and \$1.8 M of school reserves were expended for renovation of the building and 9 acre land purchase for future athletic fields.

The school recently purchased a 2.5 acre plot located between the 12 acre school and 9 acre land for athletic fields for a cost of \$295,000. The building corporation was authorized to obtain a bank loan for the purchase.

The new facility opened in the fall of 2011 with 930 our 2012 is 1015 students and we anticipate enrollment of 1060 students in the fall of 2013.

The TPCA boards of directors and the building corporation have researched implementation of portables to fill the demand in the interim. At a cost of \$300k to implement with the loss of parking lot space the best path is to complete the space already under school control and prepared for the final tenant finish

The renovation will provide space for necessary for the schools programming to be complete. The space is within the current building. Second floor classrooms and locker room have been prepped for delivery of electrical, water and access.

The plan includes 9 classrooms, 1 technology room, 1 science lab, 1 music room; complete the locker rooms and FFE to support these facilities. This will complete the facility build out and provide the additional space needed for the school to

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

expand from the current 1015 students to the final ~1350 students.

Deficiencies Associated with this Project:

Our 80,000 square foot K-8 facility and the 50,000 square foot high school facility will be at capacity next year. Based on enrollment history in 2014 the current facility capacity will be exceeded and requires the school to expend funds which in the current fiscal environment is not desirable. It has been represented to us that our current high school does not meet the minimum St. Vrain Valley School District standards.

Our current plan for the summer of 2014 requires us to spend funds to add additional classrooms and some basic locker room improvements.

The original facilities plan for the high school was 80,000 square feet but due to limited funding was scaled back to the current 50,000 square feet to meet the minimum educational and cultural requirements for the first 2 years of enrollment.

Through-out this multi-year expansion we have met our enrollment targets and will be at full capacity next year.

To be successful the high school program that we have designed would require school facilities to support a minimum 350 students while providing full educational course electives, AP coursework, fine art programs, science, technology and athletics. These facilities are critical to meeting High School program needs and student retention goals.

Our K-8 facility was completed in 2009 and the high school facility was completed in 2011 All our building safety features meet current building code, are maintained and fully functional.

TPCA needs to continue the 25,000 square foot renovation by start of the 2014/2015 school year. This project will provide additional classrooms including, one technology, and three classrooms. FFE funds have been included in this request to complete the project. These additional classrooms will allow Twin Peaks Charter Academy to meet the organization's educational goals while meeting state and district standards.

Proposed Solution to Address the Deficiencies Listed Above:

When the 9-12 portion of the building was designed, it was designed for the full projected enrollment of Twin Peaks, 600 students. This space is currently occupied by 200 MS students and 89 High School Students. Since the enrollment only included students in the 9th, 10th and 11th grades, and due to budget restraints, one of the music rooms, the two locker rooms and the 2nd floor classrooms, including ten general classrooms and four science classrooms, were not completed. By the 2014-2015 school year 1 technology, 1 science lab, 9 classrooms, 1 orchestra room and finish of the locker rooms will be needed to accommodate students in the 9th through 12th grades and improve the overall health and community of the school. As with the existing completed portions of the school, the applicable standards of 1 CCR 303(1) Capital Construction Assistance Public Schools Facility Construction Guidelines will be met in the new construction.

How Urgent is this Project:

Urgent needs for the 2014 to 2015 school year. Student population will exceed current capacity. A viable high school with arts and athletic programs needs 350 students at full capacity. Our current space provides space for 100 students.

The school will need additional science labs, music room, technology room and classrooms to support the school population and provide the diversity of electives required to be successful and prepare students for college.

Our urgent need for space is in the 2014-2015 school year. Currently we have 89 HS students. For 2013-2014 we will be at 130 students based on our enrollment meetings. For 2014-2015 school year we anticipate having 180 students and operating all 4 high school grades. We need additional classrooms to meet the student demand and enhance program viability as student count and course offering grow.

If we are unable to continue our expansion our classroom facilities we will be implementing a portable classroom model in our parking lot at approximately \$300k installation and yearly lease costs or seek an alternate loan process to fund additional classrooms. Alternatively the boards may determine to spend further school funds at about \$450k per year and continue the building build out.

How Does this Project Conform with the Construction Guidelines:

The existing building houses grades K thru 11 and has been designed, constructed and C.O.'d in conformity with all applicable standards of 1 CCR 303(1) Capital Construction Assistance Public Schools Facility Construction Guidelines. The 17,125square feet of new construction proposed to accommodate growth for 11th and 12th grades and to be funded by the Best Grant will continue to meet these standards as follows:

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feet of new construction proposed to accommodate growth for 11th and 12th grades and to be funded by the Best Grant will continue to meet these standards as follows:

- 4.12.11 – The existing first floor science classroom that is to be converted to an art classroom will have all the features noted in the guidelines;
- 4.12.20 – New men’s and women’s locker rooms will have all the features noted in the guidelines, as well as coach’s offices and equipment storage rooms.

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

The charter school is required by the 2011 series bonds to maintain by 2013 cash reserves in excess of 75 days operating cash. Current school reserves are in excess of \$500,000.

Twin Peaks Charter Academy is proactive in facilities maintenance and has established numerous contracts with vendors for maintenance. The school budgets for capital maintenance and renewal and yearly reviews the budget amounts to ensure adequate funds. In addition the 2008 Series bonds require a Repair/Replacement fund which requires a 1 year payback for withdrawals.

Maintenance and Capital Renewal Budget details:

1. 2008 escrowed facility funds

Current Repair/Replacement Fund balance = \$130,013

Aug 2013 \$50K deposit will bring balance to approx = \$180,100

This fund will be brought to the maximum \$250,000 by August 2015

2. Current maintenance contracts:

a. Fire Protection (sprinkler/alarm)

Western States/Firetrol - \$1800

b. Elevator

Otis Elevator - \$1850

c. Grounds

CoCal Landscaping - \$13,500

d. Snow Removal

Nixcavating - \$5200

e. HVAC

Lefthand Mechanical - \$8000

f. Pest Control/Exterminator

Front Range Pest Control - \$154

g. Security System maintenance

Foothills Security - \$360

h. Trash Removal

Waste Management - \$600

i. General/Misc Maintenance issues - \$6000

3. FY 11/12 supplemental budget for facilities maintenance and repairs - \$44,255

4. Proposed FY12/13 Prelim budget for facilities maintenance and repairs - \$60,000

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2008 HVAC compressor warranties expire in 2013

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New build and meets guidelines specifically built for school use.

TPCA’s home until late 2008 was the Main Street School, a historically significant building that housed the original Longmont

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High School. The iconic site helped establish TPCA as the premier charter school in Longmont and surrounding areas. In 2009, TPCA opened its first self-run and self-funded 80,000 square foot facility. The space contains 37 classrooms, two well-equipped art, two music rooms, two science and computer labs, and 3000 square foot library and media resource center. In addition, a new gymnasium, auditorium and common area complements the academic facilities and enhances the entire educational experience. Our enrollment in this facility was 450 students.

The move was driven by the school district board 2006 decision changing the status of the Main Street School from surplus and plans to move adult education services to the facility. The school district initiated the 3 year notification clause. TPCA immediately initiated a district wide facility search and geographic information system (GIS) study of our student population in parallel to the due diligence effort on the Main Street building. The GIS study revealed that our students were predominantly distributed within the city limits of Longmont. The board directed the building corporation to concentrate on locations within or near the city of Longmont. The board desired a facility that would provide the current amenities of a cafeteria, auditorium, gymnasium and two facilities were ultimately considered, the current facility and a large church at the north edge of Longmont. After 18 months of work and negotiating we were unable to meet the constraints set by CECFA. We proceeded with our current facility.

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2008 Project:

The renovations for the Unit A cost approximately \$4,335,000 (of which amount approximately \$3,815,000 represents remodeling and renovation activities anticipated to be performed by the General Contractor, as well as certain site improvements, and \$520,000 represents general school flooring, gym wood flooring, kitchen equipment and voice/data/audio-visual and cabling expenses which are to be contracted separately by the Corporation). The remodel and renovation of Unit A, consisting of approximately 80,000 square feet and accommodates 700 students Unit A is expected includes classrooms, music rooms, art rooms, a multi-purpose commons-auditorium, a full size gymnasium, a cafeteria and a warming kitchen, special education classrooms, administrative offices, a science lab, computer labs and an instructional media center library.

Additional improvements and costs in addition to the above, for Unit F are included a hard surface fenced playground area of 19,000 square feet (0.44 acres with extensive playground apparatus and sports courts and a fenced grass playfield of approximately 51,200 square feet (1.18 acres) to accommodate a

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soccer field. Parking on the west end of the land includes 160 parking spaces as presently configured. Additional budget costs include design (architect and engineering) and project management costs of approximately \$350,000, permitting, HVAC equipment, site work/play field, moving allowance, and sport equipment costs of approximately \$805,000.

The 2011 Project:

The net Bond proceeds were used to construct new improvements to the Property. The Property is located at 340 South Sunset Street in Boulder County, Longmont, Colorado. The renovations to the Property include the addition of thirteen classrooms, a science room, two music rooms, one full size gymnasium with weight room, a cafeteria/auditorium, a 3100 sq. ft. media center/library, an art room, a computer room, one parent/teacher work room, administrative offices, a reception area, medical station, a counselors suite prepared for four counselors, two conference rooms, and a teacher's lounge.

The Improvements have added approximately 50,000 square feet of usable instructional space to the first floor. The renovations have allowed the Charter School to add grades 9-10 while accommodating 7th and 8th grades beginning with the 2011-12 school year, grade 11 beginning with the 2012-13 school year and grade 12 beginning with the 2013-14 school year. The Corporation anticipates that the planned renovations to the Property cost approximately \$5,543,725 in bond proceed and \$580,000 in school and building corporation funds.

The 2011 improvements also include renovating the infrastructure in 10,000 square feet of building space located on the second floor on the east side of the

Property, which is anticipated to be built out in Phase III of the Charter School's capital improvement plan. An additional 10,000 square feet were added to the second floor (for a total of 20,000 square feet) for additional classrooms and enhances student flow in the building.

The Property, completed as planned, will include the addition of a high school program ultimately accommodating approximately 1,300 students from

grades Kindergarten through twelve. For the 2011 school year, the Charter School has an enrollment of 944 students.

Anticipated enrollment for 2012 based

on student enrollment lottery results is 1050 students K-12 with 100 students in grades 9-11.

Property Condition from the June 23, 2008 Property Assessment Report

General Description:

The Property is a 12.822 acre irregularly-shaped tract of land, currently developed as a multi-tenant industrial facility. The Property is located on the east

side of the Sunset Street in the City of Longmont, Colorado; it is reportedly zoned MI (Mixed Industrial) and appears to be developed in accordance with this

zoning.

The building is a one & two-story structure of approx. 150,000 gross square feet (per Boulder County Assessor). Phase I (west end) was originally

constructed in 1986; Phase II (east end) was constructed in 1989. The building is currently 40%+/- occupied.

Conclusions:

In this Consultant's opinion, the Property is suitable as a commercial-grade industrial facility. The original construction exhibits very good workmanship

with very good materials; maintenance has been conducted with appropriate care. The building suffers from considerable physical obsolescence. The

general condition of this property is considered to be FAIR in comparison to properties of its age and type in the greater Denver area.

Recommendations:

The Property has physical deficiencies that should be promptly corrected; many deficiencies can be corrected as Normal Maintenance. Deficiencies that are

deemed serious (requiring immediate attention to prevent significant deterioration or to mitigate occupant safety or health liabilities, or involving

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considerable expense) are enumerated on the following page.

SERIOUS DEFICIENCIES:

SITWORK:

1. Asphalt pavement at west end (Parcel III) exhibits considerable cracking and spider-cracking. Remove and replace spider-cracked areas; seal all cracks.
2. Concrete pavement at east end (Parcel II), and particularly the north access road, exhibits cracking and spider-cracking. Remove and replace spidercracked areas; seal all cracks.

ROOF:

1. Roof membrane on the west wing appears to be near the end of its useful life. Considerable evidence of leak problems was observed: splits in the base flashing are widespread; EPDM membrane exhibits shrinkage at several HVAC curbs, visible by loss of adhesion and splitting of the base flashing. Recommend replacement of the entire west wing roof, particularly if significant HVAC remodeling is done.

INTERIOR:

1. There is no handicap access to the 2nd Floor. If a complaint is lodged or major renovations are done, it is likely that provision for handicap access (elevators) will be required.
2. There is significant cosmetic damage to walls, base, ceilings, doors & frames (except Suite M). Tenant finishes have been removed in Suites A & B, and will likely need to be renewed in other suites as leases expire. This issue is beyond the scope of this report, as it should be covered by a separate tenant finish allowance.

HVAC (Heating, Ventilating & Air Conditioning):

1. Most of the HVAC equipment (RTU's, AHU's, 2 MUA's and 3 unit heaters) is 19-22 years old, and is probably near the end of the useful life. Replacement parts will become difficult to obtain; further, production of equipment utilizing R-22 refrigerant is being phased out by 2010. Most equipment will likely require replacement within the next 5 years, or if significant remodeling is done.

PLUMBING:

1. Bathrooms (except those in remodeled Suite M) are not in compliance with ADA requirements, specifically with regard to: Wheelchair space (60"): Suites A (Womens), B (Womens), K, & O (Womens)
Sink-type and/or faucet-type: Suites A (Mens) & O
Under-sink insulation: Suites A, B, O & P.
If a complaint is lodged or major renovations are done, it is likely that upgrading of toilet facilities will be required.
All deficiencies except for the concrete at the east end of the parking lot have been addressed through the renovations.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

35,000

CDE COMMENTS:

<input type="checkbox"/> Health, Safety	<input checked="" type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: No plan
		Previous BEST Grants: 0	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$904,782.30	Historical Significance:	N/A
Current Applicant Match:	\$425,779.90	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$1,330,562.20	Will this Project go for a Bond:	NA

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Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	32
Previous Matches:	\$0.00	Actual Match Provided:	32
Affected Pupil Number:	1,015	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	17,125	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$70.63	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$1,191.73	Who Owns the Facility:	3rd Party
Sq Ft Per Pupil:	16.87	Does the Facility Have Financing:	Bond Holders
Per Pupil Allocation to Cap Reserve:	\$31.78	Who will the Facility Revert to if the School Ceases to Exist:	The building defaults to the school district
Listed Inflation Percent:	2		
District FTE Count:	937.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	Yes	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	3	Year Bond Failed:	
Assessed Valuation:		Outstanding Bonded Debt:	
PPAV:		Total Bonding Capacity:	
Unreserved General Fund FY1011:		Bond Capacity Remaining:	
Median Household Income:		Percent Bonding Capacity Used:	
Free Reduced Lunch %:	25.4	Existing Bond Mill Levy:	
Match Source Detail:	General Fund		

March 8, 2013


Mr. Scott Newell
Division Supervisor
Division of Capital Construction
Colorado Department of Education
1580 Logan St., Suite 310
Denver, CO 80203

Dear Mr. Newell:

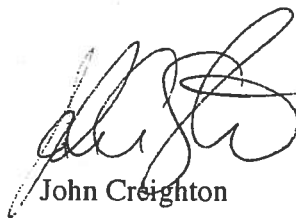
We have reviewed the Twin Peaks Charter Academy BEST Grant applications and have determined that the grant applications are needed and necessary for school growth. The ability to complete the internal development of the school is in the best interest of the student body.

The school continues to meet the educational needs of a diverse demographic student body.

Sincerely,



Don Haddad, Ed.D.
Superintendent of Schools



John Creighton
President, Board of Education

-Facilities Impacted By This Grant Application-

Twin Peaks Charter Academy - K-12 Tennant Finish (4-Classrooms & Locker Room Upgrade) - 1992

School Name: Twin Peaks Charter Academy

Number of Buildings:	1
All or Portion built by WPA:	
Gross Area (SF):	71,788
Replacement Value:	\$21,247,333
Condition Budget:	\$14,338
Total FCI:	0.07%
Energy Budget:	\$0
Suitability Budget:	\$3,569,200
Total RSLI:	51%
Total CFI:	16.9%
Condition Score: (60%)	3.64
Energy Score: (0%)	1.39
Suitability Score: (40%)	4.29
School Score:	3.90



Assessment Findings:

Scope item: Tenant Finish/Final build-out

Assessment findings: The assessment does not have information on this item.

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Applicant Name: Twin Peaks Charter Academy

Applicant Priority #: 2

County: BOULDER

Cash Grant Score: 2.9

Project Title: K-12 Tennant Finish (4-Classrooms & Locker Room Upgrade)

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

If Yes, please explain why:

- | | | | |
|---|-------------------------------------|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other Please Explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Tenant Finish of 4 classrooms and Locker Rooms |

General Background Information and Reasons for Pursuing a BEST Grant:

TPCA's home until late 2009 was the Main Street School, a historically significant building that housed the original Longmont High School. The iconic site helped establish TPCA as the premier charter school in Longmont and surrounding areas. Our enrollment in this facility was 450 students. The move was driven by the school district board 2006 decision changing the status of the Main Street School from surplus.

TPCA initiated a district wide facility search and geographic information system (GIS) study of our student population in parallel to the due diligence effort on the Main Street building. The board directed the building corporation to concentrate on locations within or near the city of Longmont that would provide the current amenities of a cafeteria, gymnasium since this was the center of our student population. Two facilities were ultimately considered, the current facility and a large church at the north edge of Longmont. After 18 months of work and negotiating and our inability to meet the constraints set by CECFA, we proceeded with our current facility.

In 2009, TPCA opened its first self-run and self-funded 80,000 square foot facility. The space contains 37 classrooms, two well-equipped art, two music rooms, two science and computer labs, and 3000 square foot library and media resource center. In addition, a new gymnasium, auditorium and common area complements the academic facilities and enhances the entire educational experience. This facility met all the requirements of the board of directors and had sufficient space for increased enrollment necessary to fund the bonding program. In 2008 the school sold \$14.2 M in grade A bonds based on the state Moral Obligation program and the S&P BBB- credit rating. \$8.2 M covered the building and 12+ acre land purchases. In 2011 the school sold \$4.75 M bonds and \$1.4 M of school reserves were expended for renovation of the building.

TPCA expanded in 2010. TPCA self-funded an additional 50,000 square feet as the result of the expansion of the K-8 enrollment and added High School grades 9 and 10. The additional facilities included 17 classrooms, a science lab, a computer lab, a band room and a choir room. The two additional music rooms serve the entire school and free up a classroom and the auditorium stage in the original building for other educational uses. The school also added a 10,000 square foot gymnasium and a 2,500 square foot cafetorium with stage. The school sold \$2.52 M in grade A bonds based on the state Moral Obligation program and the S&P BBB- credit rating, \$2.26 M in BBB-. The bond money and \$1.8 M of school reserves were expended for renovation of the building and 9 acre land purchase for future athletic fields.

The school recently purchased a 2.5 acre plot located between the 12 acre school and 9 acre land for athletic fields for a cost of \$295,000. The building corporation was authorized to obtain a bank loan for the purchase.

The new facility opened in the fall of 2011 with 930 our 2012 is 1015 students and we anticipate enrollment of 1060 students in the fall of 2013.

The TPCA boards of directors and the building corporation have researched implementation of portables to fill the demand in the interim. At a cost of \$300k to implement with the loss of parking lot space the best path is to complete the space already under school control and prepared for the final tenant finish

The renovation will provide space for necessary for the schools programming to be complete. The space is within the current building. Second floor classrooms and locker room have been prepped for delivery of electrical, water and access.

The plan includes 2 classrooms, 1 technology room, 1 science lab; complete the locker rooms and FFE to support these facilities. This will continue the facility build out and provide the additional space needed for the school to expand from the

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

current 1015 students to ~1125 students.

Deficiencies Associated with this Project:

Our 80,000 square foot K-8 facility and the 50,000 square foot high school facility will be at capacity next year. Based on enrollment history in 2014 the current facility capacity will be exceeded and requires the school to expend funds which in the current fiscal environment is not desirable. It has been represented to us that our current high school does not meet the minimum St. Vrain Valley School District standards.

Our current plan for the summer of 2013 requires us to spend funds to add three science classrooms and some basic locker room improvements.

The original facilities plan for the high school was 80,000 square feet but due to limited funding was scaled back to the current 50,000 square feet to meet the minimum educational and cultural requirements for the first 2 years of enrollment.

Through-out this multi-year expansion we have met our enrollment targets and will be at full capacity next year.

To be successful the high school program that we have designed would require school facilities to support a minimum 350 students while providing full educational course electives, AP coursework, fine art programs, science, technology and athletics. These facilities are critical to meeting High School program needs and student retention goals.

Our K-8 facility was completed in 2009 and the high school facility was completed in 2011 All our building safety features meet current building code, are maintained and fully functional.

TPCA needs to continue a portion the 30,000 square foot renovation by start of the 2014/2015 school year. This project will provide additional classrooms including, one technology, and one science, two classrooms and basic locker room facilities.

FFE funds have been included in this request to complete the project. These additional classrooms will allow Twin Peaks Charter Academy to meet the organization's educational goals while meeting state and district standards.

Proposed Solution to Address the Deficiencies Listed Above:

When the 9-12 portion of the building was designed, it was designed for the full projected enrollment of Twin Peaks, 600 students. This space is currently occupied by 200 MS students and 89 High School Students. Since the enrollment only included students in the 9th, 10th and 11th grades, and due to budget restraints, one of the music rooms, the two locker rooms and the 2nd floor classrooms, including ten general classrooms and four science classrooms, were not completed. By the 2014-2015 school year 1 technology, 1 science lab, 2 classrooms, and finish of the locker room changing and bathroom areas will be needed to accommodate students in the 9th through 12th grades and improve the overall health and community of the school. As with the existing completed portions of the school, the applicable standards of 1 CCR 303(1) Capital Construction Assistance Public Schools Facility Construction Guidelines will be met in the new construction.

How Urgent is this Project:

Urgent needs for the 2014 to 2015 school year. Student population will exceed current capacity. A viable high school with arts and athletic programs needs 350 students at full capacity. Our current space provides space for 100 students.

The school will need additional science labs, music room, technology room and classrooms to support the school population and provide the diversity of electives required to be successful and prepare students for college.

Our urgent need for space is in the 2014-2015 school year. Currently we have 89 HS students. For 2013-2014 we will be at 130 students based on our enrollment meetings. For 2014-2015 school year we anticipate having 180 students and operating all 4 high school grades. We need additional classrooms to meet the student demand and enhance program viability as student count and course offering grow.

If we are unable to continue our expansion our classroom facilities we will be implementing a portable classroom model in our parking lot at approximately \$300k installation and yearly lease costs or seek an alternate loan process to fund additional classrooms. Alternatively the boards may determine to spend further school funds at about \$450k per year and continue the building build out.

How Does this Project Conform with the Construction Guidelines:

The existing building houses grades K thru 11 and has been designed, constructed and C.O.'d in conformity with all applicable standards of 1 CCR 303(1) Capital Construction Assistance Public Schools Facility Construction Guidelines. The 8,251 square feet of new construction proposed to accommodate growth for 11th and 12th grades and to be funded by the Best Grant will continue to meet these standards as follows:

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CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

approximately 51,200 square feet (1.18 acres) to accommodate a soccer field. Parking on the west end of the land includes 160 parking spaces as presently configured. Additional budget costs include design (architect and engineering) and project management costs of approximately \$350,000, permitting, HVAC equipment, site work/play field, moving allowance, and sport equipment costs of approximately \$805,000.

The 2011 Project:

The net Bond proceeds were used to construct new improvements to the Property. The Property is located at 340 South Sunset Street in Boulder County, Longmont, Colorado. The renovations to the Property include the addition of thirteen classrooms, a science room, two music rooms, one full size gymnasium with weight room, a cafeteria/auditorium, a 3100 sq. ft. media center/library, an art room, a computer room, one parent/teacher work room, administrative offices, a reception area, medical station, a counselors suite prepared for four counselors, two conference rooms, and a teacher's lounge.

The Improvements have added approximately 50,000 square feet of usable instructional space to the first floor. The renovations have allowed the Charter School to add grades 9-10 while accommodating 7th and 8th grades beginning with the 2011-12 school year, grade 11 beginning with the 2012-13 school year and grade 12 beginning with the 2013-14 school year. The Corporation anticipates that the planned renovations to the Property cost approximately \$5,543,725 in bond proceed and \$580,000 in school and building corporation funds.

The 2011 improvements also include renovating the infrastructure in 10,000 square feet of building space located on the second floor on the east side of the Property, which is anticipated to be built out in Phase III of the Charter School's capital improvement plan. An additional 10,000 square feet were added to the second floor (for a total of 20,000 square feet) for additional classrooms and enhances student flow in the building. The Property, completed as planned, will include the addition of a high school program ultimately accommodating approximately 1,300 students from grades Kindergarten through twelve. For the 2011 school year, the Charter School has an enrollment of 944 students. Anticipated enrollment for 2012 based on student enrollment lottery results is 1050 students K-12 with 100 students in grades 9-11.

Property Condition from the June 23, 2008 Property Assessment Report

General Description:

The Property is a 12.822 acre irregularly-shaped tract of land, currently developed as a multi-tenant industrial facility. The Property is located on the east side of the Sunset Street in the City of Longmont, Colorado; it is reportedly zoned MI (Mixed Industrial) and appears to be developed in accordance with this zoning.

The building is a one & two-story structure of approx. 150,000 gross square feet (per Boulder County Assessor). Phase I (west end) was originally constructed in 1986; Phase II (east end) was constructed in 1989. The building is currently 40%+/- occupied.

Conclusions:

In this Consultant's opinion, the Property is suitable as a commercial-grade industrial facility. The original construction exhibits very good workmanship with very good materials; maintenance has been conducted with appropriate care. The building suffers from considerable physical obsolescence. The general condition of this property is considered to be FAIR in comparison to properties of its age and type in the greater Denver area.

Recommendations:

The Property has physical deficiencies that should be promptly corrected; many deficiencies can be corrected as Normal Maintenance. Deficiencies that are deemed serious (requiring immediate attention to prevent significant deterioration or to mitigate occupant safety or health

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

liabilities, or involving considerable expense) are enumerated on the following page.

SERIOUS DEFICIENCIES:

SITework:

1. Asphalt pavement at west end (Parcel III) exhibits considerable cracking and spider-cracking. Remove and replace spider-cracked areas; seal all cracks.
2. Concrete pavement at east end (Parcel II), and particularly the north access road, exhibits cracking and spider-cracking. Remove and replace spidercracked areas; seal all cracks.

ROOF:

1. Roof membrane on the west wing appears to be near the end of its useful life. Considerable evidence of leak problems was observed: splits in the base flashing are widespread; EPDM membrane exhibits shrinkage at several HVAC curbs, visible by loss of adhesion and splitting of the base flashing. Recommend replacement of the entire west wing roof, particularly if significant HVAC remodeling is done.

INTERIOR:

1. There is no handicap access to the 2nd Floor. If a complaint is lodged or major renovations are done, it is likely that provision for handicap access (elevators) will be required.
2. There is significant cosmetic damage to walls, base, ceilings, doors & frames (except Suite M). Tenant finishes have been removed in Suites A & B, and will likely need to be renewed in other suites as leases expire. This issue is beyond the scope of this report, as it should be covered by a separate tenant finish allowance.

HVAC (Heating, Ventilating & Air Conditioning):

1. Most of the HVAC equipment (RTU's, AHU's, 2 MUA's and 3 unit heaters) is 19-22 years old, and is probably near the end of the useful life. Replacement parts will become difficult to obtain; further, production of equipment utilizing R-22 refrigerant is being phased out by 2010. Most equipment will likely require replacement within the next 5 years, or if significant remodeling is done.

PLUMBING:

1. Bathrooms (except those in remodeled Suite M) are not in compliance with ADA requirements, specifically with regard to: Wheelchair space (60"): Suites A (Womens), B (Womens), K, & O (Womens)
Sink-type and/or faucet-type: Suites A (Mens) & O
Under-sink insulation: Suites A, B, O & P.
If a complaint is lodged or major renovations are done, it is likely that upgrading of toilet facilities will be required. All deficiencies except for the concrete at the east end of the parking lot have been addressed through the renovations.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$35,000

CDE COMMENTS:

Health, Safety

Overcrowding

Technology

Other

Importance: M

Urgency: L

Ability: Not Able

Planning: No plan

Previous BEST Grants: 0

Red Flags:

If Yes, Explanation:

Current Grant Request: \$512,541.57

Historical Significance: N/A

Current Applicant Match: \$241,196.03

Does this Qualify for HPCP: Not Required

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Total Project Cost:	\$753,737.60	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	32
Previous Matches:	\$0.00	Actual Match Provided:	32
Affected Pupil Number:	1,015	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	8,251	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$83.05	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$675.09	Who Owns the Facility:	3rd Party
Sq Ft Per Pupil:	8.13	Does the Facility Have Financing:	Bond Holders
Per Pupil Allocation to Cap Reserve:	\$31.78	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	2	The Twin Peaks Charter Academy facility ultimately transfers to the school district.	
<hr/>			
District FTE Count:	937.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	Yes	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	3	Year Bond Failed:	
Assessed Valuation:		Outstanding Bonded Debt:	
PPAV:		Total Bonding Capacity:	
Unreserved General Fund FY1011:		Bond Capacity Remaining:	
Median Household Income:		Percent Bonding Capacity Used:	
Free Reduced Lunch %:	25.4	Existing Bond Mill Levy:	
Match Source Detail:	General Fund		

March 8, 2013

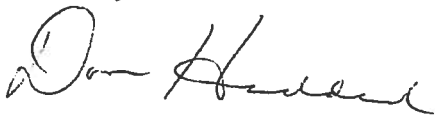
Mr. Scott Newell
Division Supervisor
Division of Capital Construction
Colorado Department of Education
1580 Logan St., Suite 310
Denver, CO 80203

Dear Mr. Newell:

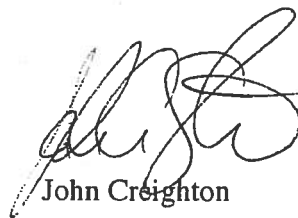
We have reviewed the Twin Peaks Charter Academy BEST Grant applications and have determined that the grant applications are needed and necessary for school growth. The ability to complete the internal development of the school is in the best interest of the student body.

The school continues to meet the educational needs of a diverse demographic student body.

Sincerely,



Don Haddad, Ed.D.
Superintendent of Schools



John Creighton
President, Board of Education

NORTH CONEJOS RE-1J - Centauri HS - HS Restroom ADA Upgrade & Renovation - 1964

School Name: Centauri HS

Number of Buildings:	5
All or Portion built by WPA:	No
Gross Area (SF):	66,900
Replacement Value:	\$19,149,581
Condition Budget:	\$10,285,775
Total FCI:	53.71%
Energy Budget:	\$23,415
Suitability Budget:	\$1,257,500
Total RSLI:	12%
Total CFI:	60.4%
Condition Score: (60%)	3.06
Energy Score: (0%)	1.98
Suitability Score: (40%)	4.38
School Score:	3.59



Assessment Findings:

Scope item: Renovate 4 existing restrooms to be ADA compliant.

Assessment findings: Assessment notes condition of system and fixtures to be in fair condition, but beyond expected life. The district provided an assessment comment stating that there are no ADA restrooms.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: NORTH CONEJOS RE-1J

Applicant Priority #: 1

County: CONEJOS

Cash Grant Score: 4.4

Project Title: HS Restroom ADA Upgrade & Renovation

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The out dated facilities have become a health and safety issue. They are not ADA compliant. Daily cleaning has become difficult and somewhat ineffective over the years. It is our desire for our restrooms to be accessible to all of our students and community. The modern and updated facilities will project to our community the concern we have for safety and sanitary conditions, along with the respect we have for persons who are in need of ADA compliant facilities. This completed project will help our students take additional pride in who they are and the overall school facility.

Deficiencies Associated with this Project:

The overall conditions of our restrooms are poor. Most fixtures and flooring materials are original installation from 1964. The wall tiles are no longer available as they are almost 50 years old, some have been removed over the years and paint is being used in these areas further complicating cleaning. The doors to the restrooms are original as well. Hinges have been welded to the door frame as screws are no longer effective in holding the door in place. Presently the doors do not close. The lighting is out dated as well. Currently there are no switches to the restrooms and the lights are on continually. We have outdated plumbing fixtures as they also original installation. There is not a floor drain in any of the restrooms so cleaning is difficult. They are not ADA compliant. The tile floor has become very difficult to clean effetely. These tiles are stained, cracking and some are missing. Without a floor drain water seeps under the tiles and they become loose. Moping the floors has become almost impossible. This along with poor ventilation creates an unsanitary condition. The restrooms currently have old style hand dryers which are in need of replacement or repair. The patricians are not original installation. However they are in need of replacement because of wear and tear. Damage to them makes them difficult to repair and generally parts are not available. Ceiling tiles are in need of replacement as well. Currently they have deteriorated to such a poor condition further adding to the negative overall appearance.

Proposed Solution to Address the Deficiencies Listed Above:

New ceramic floor and wall materials will be grouted with an epoxy material to seal the moisture from walls and floors. The use of this material will allow newer equipment to be used in the cleaning and sanitation of the rest rooms. ADA compliant doors with opening and closing operating devises will add to the privacy and accessibility of facilities needed by persons with a handicap. Improved lighting in the facilities with energy saving fixtures and motion sensory switches will improve overall building utility consumption. New ceiling tiles will improve appearance and improve lighting. Modern plumbing fixtures with automatic flush and rinse features will also improve the sanitation by ensuring the fixtures are flushed every time. One of the most needed improvements will be the addition of a floor drain allowing for drainage when accidents do occur. Ceiling fans will be added to improved ventilation which will draw moisture from the rooms and further improve sanitary conditions. The addition of modern energy efficient hand drying stations will eliminate towels and again add to the improved sanitation. New patricians will add to the privacy and overall appearance to our newly remodeled restrooms.

How Urgent is this Project:

The current facilities are in marginally operating condition. However they are not ADA compliant nor are they sanitary. Cleaning them will continue to be a concern as the floor tiles are failing. We currently are able to maintain the facility to a far less than socially acceptable standard. They are not energy efficient and present an overall negative appearance to our

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

school. Restroom stalls are in very poor condition although they are functional. Repairs of fixtures and lighting are a constant issue.

How Does this Project Conform with the Construction Guidelines:

The proposed project will follow Public School Facility Construction Guidelines from sections 1.2 with specific attention to 1.2.1,1.2.3, 1.2.4, 1.2.5, 1.2.6 and 1.2.7. All current safety feature including fire alarms will be maintained in accordance with local and state regulations. We will ensure that this project meets and or exceeds the Colorado Department of Public Health Rules and regulations. The proposed facilities will be energy efficient adding to the proposed value of the project.

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

Because the project will result in updated facilities anticipated cost to maintain the project will not be beyond present maintenance cost and in fact should be less. These costs are supported by a designated building maintenance and cleaning budget. These facilities will continue to be serviced with daily cleaning and sanitizing. Sanitizing will take place with updated equipment and cleaning products. Capital funding for future replacement will be available at the end of the projects life span. The new features of this project could outlast the building life expectancy.

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

School District New Construction 1964

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

DESIGN BUILD DELIVERY METHOD HAS BEEN SELECTED. \$10K OWNER'S REPRESENTATIVE BUDGET/COST WAS INCLUDED IN DESIGN-BUILD CONTRACTOR BID. DISTRICT INTENDS TO STAY IN THE BUILDING FOR 5-10 YEARS. NO LONG-TERM DECISIONS HAVE BEEN MADE REGARDING THE BUILDING.

<input type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input checked="" type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: Older than 5Y Previous BEST Grants: 1 - \$240,240
Red Flags:	Multiple		
If Yes, Explanation:	Minimal communication with BEST Staff, Waiver request, Procurement process not agreed on, Cost back-up is limited, Planning process unclear		
Current Grant Request:	\$175,560.00	Historical Significance:	N/A
Current Applicant Match:	\$9,240.00	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$184,800.00	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	27
Previous Matches:	\$0.00	Actual Match Provided:	5
Affected Pupil Number:	277	Applicant Met Match	<input type="checkbox"/>
Affected Sq Ft:	670	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$250.75	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$606.50	Who Owns the Facility:	District
Sq Ft Per Pupil:	2.42	Does the Facility Have Financing:	NA

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Per Pupil Allocation to Cap Reserve:	\$0.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0		NA
District FTE Count:	951.60	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	1	Year Bond Failed:	
Assessed Valuation:	\$26,889,835.00	Outstanding Bonded Debt:	
PPAV:	\$28,257.00	Total Bonding Capacity:	\$5,377,967.00
Unreserved General Fund FY1011:	\$5,611,336.20	Bond Capacity Remaining:	\$5,377,967.00
Median Household Income:	\$35,704.00	Percent Bonding Capacity Used:	0
Free Reduced Lunch %:	68.45	Existing Bond Mill Levy:	0
Match Source Detail:	Capital Reserve Fund		

NORTH CONEJOS SCHOOL DISTRICT RE 1-J



Kevin Schott

Superintendent

PO BOX 72

LA JARA, CO 81140

PHONE (719) 274-5174 www.northconejos.com FAX (719) 274-5621

To the Best Grant Selection Committee,

February 28, 2013

This letter is a request to lower the matching portion of our BEST grant. Our present matching percentage is 27%. We respectfully request that the selection committee consider the following factors to reduce our contribution. We would like to have our matching request lowered to 5%.

An example of a recent unexpected expenditure took place at La Jara Elementary. Our gym was infested with bats. In order to prevent future bat infestations new fascia and soffit were installed to close up the small openings through which they had gained access to our gym, to the point where we were unsure about opening the school for students in August. Working with local officials and the Colorado Division of Wildlife we were allowed to open, but had to make changes in the external portions of that building. Unexpected expenditure was in excess of \$20,000.

We live in Conejos County. Our assessed valuation is just over \$26,000,000. We are by no means a district living in a well to do area. Going to the residents for a bond issue would generate much of the 27%. But it also would put an increased burden on our tax payers.

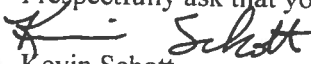
Area economics also should be a consideration as 36.6 % of our working households earn less than \$25,000, an additional 27.3% earn less than \$50,000. Our Median household income is \$34, 435.00, which is roughly \$23,000 below the state median income. Household sources of income include Social Security, 33.7%, retirement income, 15.9%, cash public assistance and food stamps, 23.4%. Our county had 3,885 persons employed in 2011. We also had 369 unemployed for an unemployment rate of 9.5% this is .08% larger than the state average. Further complicating the area economic issues are the 352 people who are considered underemployed (San Luis Valley Council of Government and San Luis Valley Development Resource Group).

Another part of the area economics is our free and reduced population. We currently have 1033 students in our district. The number of students who receive free lunch is 539, 52%. The number of students who receive reduced lunch is 196, 19%. Together the free and reduced population comprises 71% of our student population.

In the near future we will be forced to consider a bus replacement program. Many of our buses have in excess of 100,000 miles on them. We have several buses with 300,000 and 400,000 thousand miles on them.

Like many district we have had to reduce expenditures due to the state wide negative factor. This along with increases in insurance and maintenance expenses throughout the district present concerns about the 27% matching requirement.

I respectfully ask that you consider these factors when making your decision.


Kevin Schott

North Conejos Superintendent

-Facilities Impacted By This Grant Application-

SOUTH CONEJOS RE-10 - Guadalupe ES - PK-12 School Replacement - 1967

School Name: Guadalupe ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	49,692
Replacement Value:	\$9,338,007
Condition Budget:	\$5,146,125
Total FCI:	55.11%
Energy Budget:	\$0
Suitability Budget:	\$265,900
Total RSLI:	26%
Total CFI:	58.0%
Condition Score: (60%)	3.04
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.47
School Score:	3.61



Assessment Findings:

Scope item: Site Constraints

Assessment findings: The assessment states the school is located on a highway or street with daily traffic counts not exceeding 25,000 a day. Parking lots and pedestrian paving should be replaced.

Scope item: Building Safety and Site Security

Assessment findings: The school is adequately fenced. Building entries are lit with overhead building mounted lights. The parking lots have a single light near the main entry.

Scope item: Roof

Assessment findings: The ceiling assembly is in poor condition. The roof covering is experiencing leakage including mold and wood rot at the seam at the addition.

Scope item: Structure

Assessment findings: The foundation is in good condition with only hairline cracks. The slab shows slight signs of heaving and/or cracking. The school's structure is in good condition.

Scope item: Fire Safety

Assessment findings: The ES does not have a sprinkler system. The fire alarm system is in good condition, and the alarm system is monitored to the office only.

Scope item: Electrical

Assessment findings: The electrical service is single-phase, and does not have room for additional electrical capacity.

Scope item: Indoor Air Quality

Assessment findings: The HVAC was replaced in 2007. Air quality for CO2 tested poor. The HVAC system provides a fair amount of fresh air. Carbon dioxide levels are noted as fair.

-Facilities Impacted By This Grant Application-

SOUTH CONEJOS RE-10 - Antonito Jr/Sr HS - PK-12 School Replacement - 1956

School Name: Antonito Jr/Sr HS

Number of Buildings:	6
All or Portion built by WPA:	No
Gross Area (SF):	69,701
Replacement Value:	\$17,670,532
Condition Budget:	\$8,658,935
Total FCI:	49.00%
Energy Budget:	\$0
Suitability Budget:	\$4,513,300
Total RSLI:	22%
Total CFI:	74.5%
Condition Score: (60%)	2.91
Energy Score: (0%)	1.88
Suitability Score: (40%)	3.10
School Score:	2.98



Assessment Findings:

Scope item: Site Constraints

Assessment findings: The assessment states the facilities are located on a highway or street with daily traffic counts not exceeding 25,000 a day. The parent drop off/pickup area has some overlap with bus traffic. Assessment states that parking lots, roadways, landscaping, and pedestrian paving are expired and should be replaced. There is no drainage path on the site.

Scope item: Building Safety and Site Security

Assessment findings: Building mounted fixtures around the perimeter of the buildings are scarce. Entries are lit with overhead building mounted lights in good condition. There are many blind areas and no video surveillance. Lack of effective security fencing allows inappropriate public access.

Scope item: Roof

Assessment findings: The ceiling/roof assembly is in fair condition. The roof covering is found to be currently deficient.

Scope item: Structure

Assessment findings: The foundation is in good condition with only hairline cracks. The slab shows slight signs of heaving and/or cracking. There are a fair amount of cracks in the slab and walls at building intersections, exterior walls are in fair condition. The school's structure is in good condition.

Scope item: Fire Safety

Assessment findings: The campus does not have a sprinkler system. The fire alarm system is in good condition, and the alarm system is monitored to office only.

Scope item: Electrical

Assessment findings: The major electrical equipment is not at a secured location and it is not fenced. The electrical service is single phase. Lighting levels do not meet electrical lighting codes.

Scope item: Indoor Air Quality

Assessment findings: The HVAC system provides was replaced in 2008. Air quality for CO2 tested poor. The HVAC system provides very poor fresh air.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: SOUTH CONEJOS RE-10

Applicant Priority #: 1

County: CONEJOS

Cash Grant Score:

Project Title: PK-12 School Replacement

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

If Yes, please explain why: 2012- District under leadership changes. The School Board fire the superintendant during the BEST Grant submission in 2012. CDE was concerned with leadership at the time and stability of the School District

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

General Background Information and Reasons for Pursuing a BEST Grant:

The recommendation is for the replacement of SCSD facilities with a new K-12 school for the following reasons: major liability risk attributable to health, safety, and welfare concerns, poor academic performance as a result of oppressive and outdated environments, repeated disciplinary infractions as a result of the facility's configuration, accessibility issues, and excessive and continual capital expenditures due to chronic maintenance issues and high utility costs.

1. The HSW issues are a major concern for District and are well documented in the Master Plan Document:

a. The structural design and construction of the existing elementary school is deficient. The school wood frame construction of shear wall and roof diaphragm does not meet current code requirements for the resistance of sliding and uplift forces as it relate to wind, snow loads and the overall structure not meeting seismic code requirement.

b. Electrical systems at the JH/HS are original, ungrounded and have failing conductors. Students and staff frequently complain about getting shocked by the building.

c. Sanitary sewer regularly backing up at both schools. Maintenance records indicate significant events in 2011 and 2012.

d. Unsafe/non-code compliant exiting with non-rated corridors in the non-sprinklered elementary school is a serious code violation.

e. No dedicated outside air at any of the facilities. The violation was not corrected with the HVAC renovation in 2009. The welding shop ventilation is inadequate and poses significant health concerns. Recent radon tests indicate radon levels above EPA standards.

f. Lighting improvements at all facilities have been repeatedly requested to reduce the number of vandalism issues. The security camera system is rendered useless in the evening as the sites are pitch black.

g. The HS campus has numerous unsecured buildings and numerous unobservable locations with no direct visual supervision of ingress points. In 2011, the suspects of a local bank robbery fled to the HS campus. The District was not able to lock down the campus.

h. Unstable, tripping hazard surfaces of dirt and rocks around the school at access doors and on play fields

i. Cracks in asbestos containing (ACM) tiles at both Elementary & JHS/HS. Friable asbestos is a health-safety concern. Reoccurring water damage of the ACM ceiling tiles at the ES may lead to student/staff exposure.

2. Un-welcoming environment which is not conducive to learning: (1) below grade educational spaces at the HS with limited daylight and fresh air, (2) dark and oppressive hallways at the HS with steel doors reminiscent of correctional facilities, (3) severely restricted media center, music spaces and limited computer lab spaces at the HS, (4) continuous noise intrusion from the HS basketball courts to the classrooms below, (5) poorly functioning HVAC systems with lack of heat and fresh air. The condition of the facilities and their inadequacy to support a strong educational program has resulted in a steadily declining student enrollment for grades 7-12. SCSD academic program currently falls short of meeting Colorado Academic Standards. Mathematics, English Language, Reading and Writing, and Social Studies are satisfactory but Dance, Drama and Theatre Arts, Comprehensive Health, and Visual Arts are not offered. The Science program is weak due to the lack of adequate facilities. The outdoor fields of rocks for football and baseball at the ES site serve the JH and HS students as well who walk to the field from their campus losing valuable time.

3. There are repeated disciplinary infractions as a result of the facility's configuration (open campus).

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

4. ADA accessibility is limited at the entrances

5. With 133,000 GSF of building to maintain with budgets based 208 students (625 SF per student) compound the problem of keeping up with 1925, 1956 and 1967 facilities.

Deficiencies Associated with this Project:

It is important to note that the Statewide Assessment completed in April of 2011 recorded an FCI of 30.65% at the elementary school and 20.87% at the JH/HS. The design team completed a detailed assessment of both facilities which allowed CDE to update the FCI values to 49% at the elementary school and 55.3% at the JH/HS. This effort resulted in a 60% increase of the deficiencies originally recorded and a total of 243 discrepancies on the already long list of deficiencies identified in the Statewide Assessment. The CFI updated values are respectfully 58.3% and 75.9% for the elementary school and JH/HS showing that the facilities are marginally suitable to support the educational program.

It is hard to identify, beside the high levels of radon and electrical system violations at the high school, structural and HVAC code violations at the elementary school, other major facility issues. The poor condition of the facilities lies more on the compilation of several degradations from 88 and 57 year old facilities and nuisances such as acoustical disturbances with a gymnasium located above junior high and high school classrooms, a sanitary sewer line backing out periodically at the elementary school or the message given to students with solid steel prison doors marking the entrances of all of the junior high and high school classrooms. Not a healthy and safe suitable educational environment!

Other deficiencies are as follows:

1. Facilities dating from 1925 which are beyond their life expectancy.
2. Domestic water distribution, sanitary waste, and electrical systems at the high school are original (1925).
3. Sanitary sewer backing up at both the Elementary School and the High School.
4. Unsafe/non-code compliant exiting with non-rated corridors in the non-sprinklered building.
5. No dedicated outside air at any of the facilities
6. No site lighting.
7. Unstable, tripping hazard surfaces of dirt and rocks around the school at access doors and on play fields.
8. Structure at Elementary School non-compliant with current building codes, especially in the areas of lateral force resisting systems and snow drift loadings.
9. Due to the structural systems non-compliance, at the Elementary School, renovation is not economically feasible
10. High levels of Radon at High School classrooms (re: Master Plan for more information).

The structural review of the elementary school structure demonstrated non-compliance with current building codes, especially in the areas of lateral force resisting systems, snow drift loading and seismic design. Any renovation of the existing elementary school would require a significant upgrade of the structure evaluated under the solution, Option A of the Master Plan Report. Similarly, the wood framed roof structure will be expensive to modify for the support of new mechanical roof top units which in turn would also adversely impact the lateral force resisting system by adding wind catch area and mass to the building.

Proposed Solution to Address the Deficiencies Listed Above:

With alarming code violations, a poor educational environment, facilities built in 1925, 1956 and 1967 which have reached the end of their expected life without periodic renovations, we are finding South Conejos Schools not providing the type of safe school environments where students can thrive. It is reflected in the serious dropout rate in 8-12 grades from 193 students in 2009 to 89 students today (54%) while the enrolment at the elementary school is slowly steadily increasing reflecting South Conejos demographic trends. The three solutions proposed in the Master Plan Report ranged from partial renovation to major addition on either campus, to replacement. All options are proposing the undisputable solution of consolidating the K-12 program on one site under one roof:

- Options A and B consolidate all programs on the Guadalupe Elementary School site
- Option A includes the renovation of the 1967 elementary school academic wings and an addition to support the athletic and elective programs
- Option B shows a new PK-12 built next to the existing Guadalupe Elementary School
- A variation of Option A (A2) covers the implementation of phased construction to complete a new PK-12 following a 5-10 year plan
- Option C consolidates all programs on the Antonito JHS/HS Campus

Option A2 allowing for a phased replacement of Guadalupe Elementary School into a PK-12 was a viable option until we

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

evaluate the cost to upgrade the structure at the existing Guadalupe Elementary School which would be required for consolidating PK-12 grades in the 2 academic wings. The concern of investing \$4.8 million in mediation and renovation of 25,000 GSF of the existing 45-year-old wood-framed elementary school is not recommended by the design team as a wise financial option. In the last 5 years small cash grants have helped the District keeping up with major deficiencies but unfortunately had only a "Band-Aids" effect.

Option A2 Phased implementation of a full replacement – Cost Estimate:

Phase 1 for BEST funding 2013 – Addition and Renovation:

- Addition 32,000 GSF: \$6,080,000
- Renovation 25,000 GSF: \$4,800,000
- Asbestos Removal: \$350,000
- Demolition of the existing gym: \$125,000
- Site Improvement (10 Acres): \$1,600,000

Total Construction Budget Phase 1: \$12,955,000 (\$227.8/SF)

Soft Cost: \$2,508,000 ((\$44/SF)

Total Project Cost: \$15,463,000

Phase 2 for Bond Funding – Final Replacement:

- Addition 32,000 GSF: \$6,400,000
- Demolition of the existing school: \$120,000
- Site Improvement (8 Acres): \$1,400,000

Total Construction Budget Phase 2: \$7,920,000 (\$247.5/SF)

Soft Cost: \$1,408,000 (\$44/SF)

Total Project Cost: \$9,328,000

All costs above are today's \$ and do not count for any construction cost escalation.

The phased Option A2 is budgeted at today's cost at \$24,791,000.

compared to \$18,821,969 if built as one phase. \$5,969,031 more

Architectural Solution: The solution which had the school board and the Task Force unanimous vote and is the recommended solution to the above deficiencies is a new PK-12 school full replacement on the Guadalupe Elementary School site (Option B in the Master Plan). With a new 63,586 GSF facility on the 17 acres Guadalupe Elementary School site, built to meet CDE Capital Construction School Facility Construction Guidelines and LEED Gold criteria, CDE and the District are funding a facility to last for the next 50-100 years. It is reducing the existing school physical plant from 133,000 GSF to 63,576 GSF, a 52% reduction allowing the District to focus its budget on program and not maintenance and utility costs.

The size of the school is based on providing academic and elective spaces to meet the educational requirements of Colorado Academic Standards. The average class size is 20 for the elementary school and 17 for the JH/HS. It defines the classroom size in the elementary school at 700 SF and 650 SF at the JH/HS. The solution is incorporating a Preschool class which is currently off site. The enrolment at the preschool has been a steady 20 student each year. The new PK-12 grade school is designed for the current enrolment of 208 students as of October 2012 and 20 preschoolers. The planned size of the new school is 63,586 GSF (278 SF /student).

The new school is sited just north/east from the existing Guadalupe Elementary School on higher grounds to resolve drainage and allowing for school to remaining in session during construction. After completion of the new PK-12, the existing elementary school is demolished and bus drop off, parking for staff and high school students built in its place. Parent drop off is planned on the south side of the school separated from bus and staff parking significantly improving the existing configuration. The new facility is on two-story to provide an economical compact footprint. The building orientation maximizes daylighting while minimizing heat gain. It shelters areas for play on the south and east sides of the school. The existing play grounds are on the north and west side of the school exposed to dominant winds.

The District is working with the town and county on various uses for the existing JH/HS facility. The town is looking at a facility for a Recreation Center and is interested in the use of the Gymnasium and Locker Rooms. The County talked about the need of establishing a Readiness Center in Antonito and thought the south classroom wing would fit their needs. Discussions are proceeding. The town and county would enter a partnership to buy the facility and assumed the current encumbrance of \$240,000 from the Performance Contract.

The cost effectiveness of the Option B (\$18,821,969 Project Cost), full replacement, over the phased

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

addition/renovation/replacement Option A2 described above is in order of a saving of \$5,969,031 not including any construction cost escalation which will depend on when the school district would be able to proceed with another bond issue. Our professional recommendation is to avoid spending grant funding on the renovation of a substandard 46 year old existing facility to fix serious structural, exiting, electrical and HVAC violations.

The District Task Force and Board are looking at a solution which will also be supported by their constituency during the bond election. The community is very well aware of the condition of the existing facility and would not support spending more money on the existing Guadeloupe Elementary school building.

Construction Standards:

Budgets developed in this application support the construction of a facility with the following systems, largely exceeding the standards used for the construction of schools in South Conejos in 1925, 1956, 1967 and 1981:

- concrete spread footing, steel framing and masonry bearing walls, roof metal joist and deck
- low slope built-up-roofing 30 year warranty with R 30 poly-isocyanurate insulation and a small proportion of steep slope metal roof
- Compliance to 2009 IBC, electrical, fire and plumbing codes providing proper fire egress and fire alarm systems
- new water, sewer and electrical services
- no hazardous materials specified in the new facility
- security covered with closed circuit video, keycard access, Event Alerting and Notification with the phone/paging system and controlled entrance design
- new electrical distribution system, indoor and exterior lighting levels to meet codes
- an efficient mechanical system with fresh outside air including heat recovery exceeding ASHRAE requirements (35%) to meet LEED points for Energy & Atmosphere and Indoor Air Quality
- A science lab, toilet and kitchen facilities to comply with Colorado Department of Public Health
- A facility designed to meet, at a minimum, LEED Gold requirements as reflected on the attached LEED score sheet.
- The relocation of PV panels from the roof of the existing elementary school to an accessible part of the new roof helping offsetting power consumption and providing LEED points in both "Innovation" and "Energy & Atmosphere".
- Reusing the existing furnaces installed in the elementary school classrooms, the infrared faucets and flush valves and linear pendant lighting (from 2007 Performance Contract Renovation).

The budget is also taking into consideration reusing recent equipment and materials installed as part of previous grants. The District realizes that additional discussions with the State may be warranted to review District statutory obligations required by accepting the previous grants.

Functional Standards:

- The new building and site design would meet ADA requirements
- The site layout would providing separation of pedestrian from vehicular access with separate parent and bus drop-off, solid surface parking for staff, students and parents, dedicated fire and service lanes
- Leveled surface for playgrounds and playfields secured away from vehicular traffic and fenced from public ways would provide a safe environment for students
- With consolidation of the program under one roof, one site and a secured entrance, safety and security issues are addressed
- The space program supporting this solution is addressing all of the deficiencies of the current program and meeting CDE educational requirements for a PK-12 rural school identified under Section Two (item 4). It also would provide an educational environment fitting an education of the 21st century attracting back to the district the 50-60 students who chose to attend neighboring districts.
- Considerations are made in the plan to consolidate spaces to address more than one program in an effort to keep the area per pupil lower in this rural school environment: Band, Music and Performing Art/stage is one space for K-12 students, the Metal/Wood shop/Stage Craft is one vocational shop for 7-12 graders, World Language is consolidated with Family Consumer Science Lab.
- With the consolidated program/facility of 63,586 GSF, the district is reducing building areas from 133,000 GSF to 63,586 GSF and site from 32 to 17 acres, both significantly reducing maintenance requirements and energy consumption.
- The new facility planned is laid out to allow for classroom expansions in the future to support a significant increase in the enrollment.

How Urgent is this Project:

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The buildings systems and structure are substandard with risks of failing and hurting students. With 133,000 GSF of buildings to maintain and condition for a declining student population from 267 in 2008 to 208 in 2013, it is becoming harder for the District to perform effective maintenance. The student population decline is linked to the poor condition of the facilities and the opportunity for JH/HS students to enroll at schools in surrounding school districts which have been recently replaced. This trend is only compounding the problem. It is the belief of the assessment team that the health, safety, and welfare issues are the most critical issues and deficiencies that must be addressed in the near term, are the primary reason that the BEST Grant has been applied for. Following the assessment, numerous life-safety issues were identified that were previously unknown to the District. It is the recommendation of the assessment team that these life-safety issues be addressed. If the District does not immediately resolve these issues additional the District may assume additional liability risk. Additionally, accessibility issues should be addressed as soon as possible.

How Does this Project Conform with the Construction Guidelines:

The proposed solution of providing the district with a new PK-12 replacement school to consolidate both campuses are planned to meet CDE Public Schools Construction Guidelines as follows:

Section One – Safe and Healthy Facility:

- Item 3.1: concrete spread footing, steel framing and masonry bearing walls, roof metal joist and deck
- Item 3.2: low slope built-up-roofing 30 year warranty with R 30 poly-isocyanurate insulation and a small proportion of steep slope metal roof
- Items 3.3, 3.5: fire egress, fire alarm system and compliance to 2009 IBC
- Item 3.4: new water service
- Item 3.6: no hazardous materials would be specified in the new facility
- Items 3.7, 3.8 and 3.9: security covered with closed circuit video, keycard access, Event Alerting and Notification with the phone/paging system and controlled entrance design
- Item 3.10: new electrical service and distribution system, indoor and exterior lighting levels to meet codes
- Items 3.11 & 3.12: an efficient mechanical system with fresh outside air including heat recovery exceeding ASHRAE requirements to meet LEED points for Energy & Atmosphere (35%) and indoor air quality
- Item 3.13: new sanitary sewer line, science lab, toilet and kitchen facilities to comply with Colorado Department of Public Health
- Item 3.17: the new building and site design would meet ADA requirements
- Item 3.18: site layout which separate pedestrian from vehicular access with separate parent and bus drop-off, solid surface parking for staff, students and parents, dedicated fire and service lanes
- Item 3.19: leveled surface for playgrounds and playfields secured away from vehicular traffic and fenced from public ways

Section Two - Programming:

The space program supporting this solution is addressing all of the deficiencies of the current program and meeting Colorado Academic Standard requirements for a PK-12 rural school identified under Section Two (item 4). It also planned for an educational environment for students thinking/learning/collaborating in the 21st century.

Section Three – LEED for Schools:

- The facility is planned to meet, at a minimum, LEED Gold requirements as reflected on the attached LEED score sheet.
- The PV panels of the roof of the existing elementary school would be relocated to an accessible part of the new roof helping offsetting power consumption and providing LEED points in both “Innovation” and “Energy & Atmosphere”.
- The existing high efficiency boilers, the infrared faucets and flush valves and linear pendant lighting (2007 Performance Contract Renovation) are planned to be reused in the new facility.

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

CAPITAL RENEWAL/REPLACEMENT BUDGET AND MAINTENANCE PLAN

The District will budget annually for future maintenance and repairs per the BEST statute. The District guarantees that the new facility will be properly maintained. A Capital Renewal Budget will be carried within all future District comprehensive budgets. The District maintenance staff will be the primary resource for ongoing maintenance. Contractor and vendors will be utilized as appropriate.

Preventative maintenance schedules are included within the application (below) and within the Master Plan. These schedules include maintenance, repair, and replacement of facility equipment, systems, hardware, and technology. The new

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

campus will be maintained in a manner that promotes the lowest anticipated life-cycle cost. High performance building maintenance and operation training will be provided.

A proactive preventive maintenance program will be developed for the new facilities. The major components of the programs will include:

- 1) historical file with documentation on all major systems - including photos and records, etc,
- 2) annual and semi-annual inspections that are appropriate for the systems;
- 3) corrective action programs,
- 4) an energy management program,
- 5) training programs,
- 6) a self-evaluation process and annual program updates.

Major systems will include, but are not limited to: roofing, boilers, HVAC, electrical, other mechanical, safety (alarms/PA systems/intercoms), kitchens, restrooms accessories, general floors and gym floor. Records will be maintained electronically for ready access to all appropriate personnel.

The school design as LEED Gold or CO-CHPS, high performance facility is expected to provide significant energy cost reduction and resultant lower costs to operate the facilities. An analysis of the cost of maintaining the new buildings compared to the cost of maintaining the existing buildings is included below.

Annual Cost Forecast for Capital Renewal Budget Maintenance and Preventative Maintenance

The plan describes the frequency of anticipated maintenance per year, the estimated cost for maintenance to be performed and the total estimated annual maintenance cost for major systems. Annual maintenance is anticipated to be in the estimated amount of \$15,896 (or \$.25 per square foot based on 63,583 square feet).

Annual Cost Forecast for Capital Replacement Budget

For each of the major system categories the following was determined: estimated service life of the system, the estimated replacement cost, and the annual budget contribution to the Capital Reserve Fund. The total annual amount required to be set aside in Capital Reserve Fund under this Capital Replacement Plan is \$85,000.

Annual Cost Forecast for Operations

The following chart itemizes operations expense items which are anticipated to decrease with the consolidation onto one campus, the net reduction of square footage, and the increased energy efficiency of the new facility. These calculations are based on SCSD's 2010-2011 actual expenses for both campuses. We project the operational expenses to decrease by approximately \$96,076 annually.

Budget Totals

With a maintenance budget of \$15,896, and the budget for capital replacement of \$85,000, the total annual budget for the new school is \$100,896. The reduction in operating costs of \$96,076 with a new school is close to offset the maintenance and capital replacement budgets allowing for a net saving for the district of \$30,000 from the 2020-2011 figures.

*Deferred maintenance and system improvements have previously been funded by grants; future budgets will carry an annual Capital Reserve Fund line item to allow for proper funding of major systems upgrade/replacement. Savings in operations and maintenance will more than cover this additional cost, as shown below.

FUNDING ANALYSIS

Funding for the maintenance of the new facility will be maintained by two separate and distinct funds: the General Fund and the Capital Reserve Fund. The General Fund maintenance repair and supply line item will provide for the day-to-day maintenance of these facilities. In addition, a separate line item will be budgeted for operating expenses. An amount to cover these costs will be budgeted annually. General Fund repairs are for those of minor consequence and minimal expenditure. General Fund repairs are funded upon request of the school administration and/or maintenance staff, with the approval of the Superintendent.

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Capital Reserve Fund

The Capital Reserve fund is for long-term maintenance, system upgrades, and replacement of major building components. Funding for these types of expenditures has previously been provided through specific grants. With the savings provided by campus consolidation, building square footage reduction, and energy efficient/sustainable construction, the School District will be able to budget for the Capital Reserve Fund on an annual basis.

Existing Financial Encumbrance

South Conejos School District entered into an Energy Performance Contract with EMC Eaton in 2006. The District is working on a couple of scenarios to pay off the encumbrance. The District is assembling a report for Ted Hughes at CDE BEST Program demonstrating the District's financial plans.

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

The Junior/High School Campus is located one half block of Main Street. Its Classroom/Gymnasium building was built in 1956/1967. The Cafeteria, Music/Band, Art and Wood/Welding shops are still in the original school buildings built in 1925. Guadeloupe Elementary School is on a different site on the edge of town, 1.5 miles away. It was built in 1967. Even at the time of their construction, these facilities did not meet good school design or construction practices with a gymnasium sitting above the academic classrooms at the Jr. /Sr. High School and residential wood frame construction at the 1967 elementary school. In the past five decades, little renovations have kept up with the educational program changing needs. Lack of bonding capacity has not allowed the District to initiate the renovations necessary to keep up with educational changes as well as upgrading 88 and 57 year old buildings. Even with continual maintenance, the current SCSD physical plant is in poor shape. The most recent renovation involving mechanical system upgrades and an Energy Performance Contract completed in 2007 have not demonstrated their effectiveness in providing better school environments. New residential style furnaces have been installed in all of the classrooms in the existing old unit ventilators abandoned casing. Return air to each furnace is via a grille in the front of the unit, not meeting codes. The energy management system is not effective in providing comfort and energy saving for the district (for more details RE: section IV). The finishes are still original to the construction dating to 1925, 1956, and 1967. There is not just one alarming life safety issue with these facilities but a series of serious code violations combined with an aging facility creating a poor learning environment. Both facilities are twice the size needed to support its programs which therefore cause the District to be operationally inefficient and spend budget in utilities instead of on program. The condition of the facilities and their inadequacy to support a strong educational program has resulted in a steadily declining student enrollment for grades 7-12. The enrolment at the elementary school has increased slightly over the last 5 years consistent with the South Conejos demographic trends. The District is losing high school students to neighboring schools with better program and facilities. Dramatic improvement of the facilities to support educational practices is critical to the success of South Conejos School District. Concurrently with the physical plant master planning process, the District is working on a Unified Curriculum Plan with CDE to provide refocused educational plans that meet the current needs of the District and will provide an increased opportunity for educational excellence of every child in the District.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$85,000

CDE COMMENTS:

DISTRICT CURRENTLY HAS AN ENCUMBRANCE OF APPROXIMATELY \$210,323 FOR A DISTRICT-WIDE ENERGY SAVINGS PROJECT IN 2007. THE ELEMENTARY SCHOOL, PROPOSED TO BE DEMOLISHED AS A PART OF THIS PROJECT, IS A PART OF THE 2007 ENERGY SAVINGS PROJECT. DISTRICT HAS ADVISED THAT THEY WILL PAY OFF THE ENCUMBRANCE PRIOR TO THE FINANCING CLOSE DATE IN DECEMBER 2013. LETTER OF SUPPORT FROM TOWN OF ANTONITO MAYOR. DISTRICT ADVISED THAT \$120K HAS BEEN INCLUDED IN THE BUDGET FOR ASBESTOS ALLOWANCE RATHER THAN THE \$350K NOTED IN THE GRANT APPLICATION. CONSTRUCTION COST INFORMATION PROVIDED IS BASED ON SF COSTS.

Health, Safety

Overcrowding

Technology

Other

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Importance: M **Urgency:** L **Ability:** Not Able **Planning:** Up to date **Previous BEST Grants:** 1 - \$226,526

Red Flags: Multiple

If Yes, Explanation: Procurement process not agreed on, Minimal communication or interaction with BEST staff prior to grant deadline, Costs based on SF

Current Grant Request:	\$14,082,672.45	Historical Significance:	Yes-Granted Exemption
Current Applicant Match:	\$5,477,745.00	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$19,560,417.45	Will this Project go for a Bond:	2013 Bond
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	36
Previous Matches:	\$0.00	Actual Match Provided:	28.00423362
Affected Pupil Number:	208	Applicant Met Match	<input type="checkbox"/>
Affected Sq Ft:	63,583	Is this a Statutory Waiver	<input checked="" type="checkbox"/>
Cost Per Sq Ft:	\$292.99	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$89,562.35	Who Owns the Facility:	District
Sq Ft Per Pupil:	305.69	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$4,127.60	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3		N/A


District FTE Count:	211.50	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$26,918,520.00	Outstanding Bonded Debt:	
PPAV:	\$127,274.00	Total Bonding Capacity:	\$5,383,704.00
Unreserved General Fund FY1011:	\$210,077.18	Bond Capacity Remaining:	\$5,383,704.00
Median Household Income:	\$25,625.00	Percent Bonding Capacity Used:	0
Free Reduced Lunch %:	67.86	Existing Bond Mill Levy:	0
Match Source Detail:	2013 Bond		


Statutory Waiver for BEST Grant District Match

A partial/full (circle one) district match waiver is requested due to:
22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

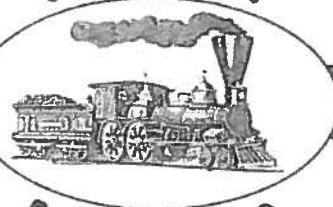
- A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line Items A * N from grant application): \$6,775,909 _____
- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2012/13 AV x 20%): \$5,477,745 _____
- C. New proposed bonded indebtedness if the grant is awarded: \$5,477,745 _____
- D. Current outstanding bonded indebtedness: \$0 _____
- E. Total bonded indebtedness if grant is awarded with a successful 2013 election (Line C+D): \$5,477,745 _____

School District: South Conejos School District
Project: NEW PK-12 School
Date: 02.26.13

Signed by Superintendent: 
Printed Name: Michael J. Moore

Signed by School Board Officer: 
Printed Name: Led Ruybalid
Title: President, School Board

TOWN OF



307 Main St. • P.O. Box 86
Antonito, Colorado 81120

(719) 376-2355
Fax: (719) 376-2012

ANTONITO

**RE: CDE BEST Grant Application for South Conejos School District (SCSD) Community
Letter of Support to build a new school**

To Best Grant Selection Committee:

Please consider this as a formal letter of support for SCSD's High School new school. I am aware that the SCSD is currently in the process of applying and satisfying all requirements for the BEST Grant to build a new school.

The Town of Antonito (TOA) has agreed to support this proposal. The TOA has a seven member board, six of which are alumni of Antonito High School, SCSD. The educational background TOA's board of trustees is unlimited and is a testimony to the educational excellence received at SCSD. The philosophies are still intact today but the current facility is rundown and does not help promote a progressive learning environment.

There have been some concerns with respect to finances and test scores at SCSD but not everything can be measured with just these assessments. I have witnessed many success stories from students that have not performed well on standardized tests and the current administration has assured the community that there are no more financial issues.

The new school would encompass all grades and this would allow teachers to work on vertical teaming and the potential for collaboration would be a hallway away, instead of half a mile. There is concern for the exposure of younger children to the high school students and that it would have a negative impact. SCSD has established a thorough plan to segregate students and keep interaction to a minimum. It is apparent that SCSD needs a new facility and they have the support of the TOA.

Please feel free to contact me, should you have any question or concerns.

Sincerely,

A handwritten signature in cursive script that reads "Mike Trujillo".

Mayor Mike Trujillo
grayghosttrujillo@gmail.com
P.O. Box 562
Antonito, CO 81120
7195804331

-Facilities Impacted By This Grant Application-

Animas High School - New HS - 1999

School Name: Animas HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	9,800
Replacement Value:	\$2,918,375
Condition Budget:	\$468,225
Total FCI:	16.04%
Energy Budget:	\$0
Suitability Budget:	\$1,534,400
Total RSLI:	36%
Total CFI:	68.6%
Condition Score: (60%)	3.37
Energy Score: (0%)	1.94
Suitability Score: (40%)	2.69
School Score:	3.10



Assessment Findings:

Scope item: Site Constraints

Assessment findings: The assessment shows the school being located along a highway with traffic counts exceeding 25,000 a day. It also shows no dedicated turn lanes or school warning signs. The assessment agrees there is no student parking on the site but does state there is adequate staff and visitor parking.

Scope item: Building Safety and Site Security

Assessment findings: The assessment notes there is no line of sight, no alert system, no fence, no bollards, but the school does have restricted access to doors.

Scope item: Roof

Assessment findings: The assessment states the roof was installed 10 years prior to the assessment and was noted as being in good condition at that time.

Scope item: Structure

Assessment findings: With the exception of foundation cracking the structure was reported to be in fair/good condition.

Scope item: Fire Safety

Assessment findings: The school has a fire hydrant near the facility and has a new, code compliant, fire alarm system. The corridors are not fire rated.

Scope item: Educational Suitability and Overcrowding

Assessment findings: Noted as a 68.6% CFI, the school has more non appropriate spaces for learning than appropriate. Since this assessment was done prior to the school being at capacity it does not address the overcrowding issue.

Scope item: Indoor Air Quality

Assessment findings: The assessment notes the HVAC system as being one year old at the time of assessment and providing a good level of fresh air in the school.

Staff Notes: The RTU's were installed for use in their original facility prior to the expansion noted in the application.

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Applicant Name: Animas High School

Applicant Priority #: 1

County: CSI

Cash Grant Score: 1.9

Project Title: New HS

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Animas High School, a public charter school located in Durango, is seeking funds from the BEST program to build a new facility that will alleviate urgent safety concerns such as its non-securable building, hazardous traffic conditions, an inadequate HVAC system, and overcrowding. Prior to opening the school in 2009, Animas High exhausted its search for a suitable school location and chose to temporarily locate in a partially-vacant strip mall. Since that time the school continued to diligently pursue any empty school district building space to no avail and has been pursuing multiple financing alternatives. Since Animas is a Charter School Institute school, a district bond has not been an option. In addition, Animas High is too small to pursue a tax payer approved bond or mill levy on its own. Without the BEST funds, the school will not be able to provide a permanent, safe and secure learning environment for its students. The inability to find a suitable location for Animas High was one of the biggest factors that delayed the school's opening for one year. The current site was chosen because of its proximity to public transportation and the bike-friendly Animas River Trail, and it had a cooperative landlord willing to allow substantial remodeling. Four years later, the school now occupies the entire strip mall and has undertaken additional remodels while continuously searching for an appropriate, permanent site.

The current retail building is not suitable for a high school: the overall size is too small; there are numerous traffic hazards; the building cannot be secured; there is no outdoor space; not all the rooms are heated; there is inadequate parking; and there is not a seamless passage between classrooms. Educational programming is compromised in the current facility by odd sizing and location of classrooms prohibiting faculty collaboration, crowding in classrooms and hallways, poor sound quality due to concrete walls and floors, lack of quiet study space, poor lighting and poor indoor air quality. The building has access at grade on its street side and a lower level walk-out parking garage which has been renovated as finished space and is now used for classrooms, offices and restrooms. The main floor spaces have been opened up to one another in order to fully connect the school, although with little efficiency. The lower level spaces are not fully interconnected due to exiting and fire-hazard concerns, so they must be accessed from the outside of the building or by going upstairs and back down. Students requiring ADA access have to go outside the building, down a steep driveway and along the alley to get to the classrooms on the lower floor.

The Colorado Department of Transportation has required bi-annual reapplication for an access permit due to concerns about the school's location. The school entrance and parking lot are accessed directly from State Highway 550 and within 100 feet of a major city intersection. The school has accommodated these hazards as much as possible by restricting one-way egress from the parking lot and by directing traffic behind the school through the alley. Both solutions are problematic and really don't satisfy CDOT's extreme safety concerns.

The CDE Statewide Assessment assigned an FCI score of 16.15% to Animas and a CFI score of 71.4%. The major school concerns are a vulnerable main entry that would leave administration exposed in case of a lockdown, numerous exterior doors that cannot be monitored during the school day, a very small site with concentrated traffic, and the general inappropriateness of a school located in a multi-tenant retail building. Building a new school with BEST grant funding is the school's only option to permanently improve health and safety conditions and better educational environments for Animas High's students. The new building will be educationally suitable, energy-efficient, code-compliant, LEED certified and it will meet CDE Facility Construction Guidelines.

Deficiencies Associated with this Project:

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

SCHOOL SITE CONSTRAINTS

Animas High School is located a few hundred feet from a major traffic intersection in Durango, at the corner of North Main Avenue (U.S. Route 550) and East 32nd Street.

The major disadvantages about the school's site area and location are the unsafe conditions it creates for students, staff, pedestrians and drivers near the school. The school's only parking lot and front entrances are accessed directly from State Highway 550 / Main Avenue, a five-lane road. The school's small drop-off loop is within 100 feet of the major intersection of 32nd and Main, and traffic often backs up onto Main Avenue before and after school. The traffic back-up can cause accidents and conflicts with student pedestrians arriving at the school. The Colorado Department of Transportation has expressed extreme concern with the school's location as it relates to high-traffic areas in Durango and recommends the school moving (see Letter of Support from CDOT). The City of Durango and CDOT have granted the school a yearly temporary variance to operate on the site. The dangers and traffic issues continue to escalate yearly. Both CDOT and the City of Durango have made it clear that they would like the school to relocate.

The site does not have enough parking to accommodate all of the students who drive to school. Most students now park at a remote lot and walk about a half mile to the school along Main Avenue, a five-lane state highway. These students are presented with the same traffic intensity on the walk as discussed above. Transit stops are clustered around the major intersection, so students using the bus must cross these streets.

The site's front and back entrances are accessed by drive-thru parking lots and alleys, which are not designed for heavy vehicular traffic or pedestrian access. Entering the main entry loop from Main Avenue, vehicles can either turn into the school's main parking lot or proceed to the alley behind the building. The front drop-off is flanked by 28 parking spaces, most of which are directly adjacent to the school's west entry. The drive connecting the main entry to the alley behind the school is a steep grade with a tight corner and no visibility to who might be in the alley. The alley is at the basement's grade level below the school's main level and is also the entrance and parking access for a small apartment complex. There has been at least one incident of a vehicle striking the building due to the tight turn. Lower level classrooms also exit directly into the same alley which poses a safety risk for students arriving at school, leaving school or changing classrooms because some of those lower level classrooms are only accessible through the alley. Because of these conditions, most traffic tends to stay in the school's upper drive, causing congestion. Since the cafeteria, kitchen and main offices are on the upper level, truck and kitchen deliveries also occur in the main parking area, adjacent to student vehicular and foot traffic, causing safety concerns. Finally, there is no space on the site for student outdoor activity. A small area of the front entry sidewalk has been demarcated for outdoor seating and dining, adjacent to the Commons space. This area is directly adjacent to the parking lot and unprotected by bollards or other means of defense.

SAFETY & SECURITY

There are numerous deficiencies with regard to the building and site security. Due to the building's pieced-together layout, it is very difficult to monitor the classrooms and their doors located on the lower level facing the alley. There are seven separate exterior entry doors and a garage door opening onto the alley with no supervision other than individual teachers in their classrooms. There are eight glass doors on the front of the building opening into offices, hallways, classrooms and the Commons area, making the supervision and control of visitors and students coming and going very difficult. All exterior doors are alarmed fire exits and are locked from the outside at all times, but constant student usage makes it difficult to ensure that the doors are closed properly. The main entrance has a security door that is "buzzed" open from the front office for visitors and deliveries.

The entire front of the building is glass. There are no bollards or other means to protect the school's entry, or the entire west storefront façade for that matter, from vehicle traffic, other than the building support columns themselves.

Exposed electrical panels are in full view at interior corridors as well as in the alley behind the student shop. They are not secured by fencing or enclosures. The building's utility meters (a large assembly due to the original multi-tenant nature of the facility) are fully exposed on a wall in the alley, directly outside of the student shop area. They are not enclosed or secured.

There is no video surveillance system in the building. The school installed two security cameras at the front door and the main office so the Head of School can monitor the front door. When the Head of School is away from his desk, these cameras are not being monitored. There is no public address system within the building, making it impossible to alert the entire school of an emergency at one time. Given the building's layout and construction, it would be impossible to do a lockdown without leaving the administrative staff exposed.

The building has an alarm system covering all doors at night when the system is activated. The alarm but does not monitor the doors during the day when the school is open.

The school shares a party wall with a commercial car wash on the north. The car wash appears to operate 24 hours a day, potentially posing a security concern for the school, plus increased traffic. The alley behind the school is shared with the

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

parking lot and access for an approximately-20-unit apartment building.

Lastly, the school is located in a more rugged part of Durango and there is frequent police activity in the apartment building behind the school during the day.

BUILDING ENVELOPE

There are numerous leaks in the roof on a seasonal basis. The roof is a black membrane EPDM material which has some vulnerability at the seams and joints. A roof leak at one time destroyed the soffit above the front entrance walkway, which had to be repaired. During the winter of 2011-2012, a pair of leaks above classrooms caused the deterioration and collapse of the acoustical lay-in ceilings while students were in class. This is an ongoing issue which raises concerns for students' physical safety as well as effects on indoor air quality from potential mold.

STRUCTURE

There is some cracking evident in the basement foundation wall of the facility. The cracking indicates settlement of the building. The crack requires monitoring and could lead to further damage of the building interiors and improvements in the long term.

FIRE SAFETY

The building is currently classified as a Type V-B structure under Occupancy Group E. The building is fully sprinkled. The building is constructed of with a combination of combustible and non-combustible materials. The original building was likely a non-combustible Type II-B construction. Subsequent renovations have incorporated wood framing and combustible exterior cladding at the infill portions.

Some of the corridors in the school are less than 6 feet wide. One basement corridor is only 3'-6" wide. In order to limit the quantity of occupants exiting through these corridors, the basement spaces are not fully interconnected. The basement is separated into two separate sides. The second exits for each half of the basement is through one of four stairways to the grade level above. This makes circulation within the school and exiting from the school confusing. One must travel upstairs and back down again in order to reach the opposite side of the basement. This results in heavy traffic and congested hallways between classes.

EDUCATIONAL SUITABILITY

The school's current building limits curriculum delivery in several areas: there is not a big enough space for the entire student body to assemble; the layout and ADA challenges make it difficult to effectively serve the special education students; science labs need to be taught off site because there are no labs; there is no quiet study space; and the layout inhibits communication between same-grade level teachers.

The school's culture of collaboration and support between students no matter the grade level is compromised when the entire student body cannot be together for assemblies, announcements, and special events. A student assembly is an opportunity to publicly acknowledge student successes and make timely announcements. Currently if there is an important message, it has to be relayed 17 different times in 17 different classrooms since the students cannot all assemble together. Seniors mentor incoming freshmen students which is limited when they can't each lunch at the same time due to space constraints.

Currently the classrooms are inconsistently sized, some have smart boards, some have student desks, and some have tables. Teachers prepare lessons ahead of time without knowing what classroom they will be in. This has been problematic when a power point presentation cannot be used or students have desks instead of tables to work in small groups. Teachers and classes are moved daily and weekly to match the number of students with the day's lesson with the classroom size. Not having a consistent classroom has a negative impact on instructional delivery.

The current building wasn't designed to accommodate the ADA which makes it challenging for disabled students. Additionally, the Exceptional Student Services staff offices need to be contiguous with teaching classrooms so students can get the one-on-one or small group help they need during instructional time. The current building prohibits that seamless delivery of services. In the current building, there are no science labs. Several classrooms have small hand sinks or mop sinks. There is no exhaust system or extra utility access provided in any room. Students must travel off campus in private cars for science labs which poses a safety risk, is an added cost to the school for lab rental, and takes time out of the instructional day for travel.

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 inconsistency of classroom sizes and configurations in the current facility, classes are taught in classrooms based on size rather than proximity and the collaboration is difficult at best.

CROWDING

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

The classrooms are extremely varied in size with many awkward configurations and odd hallways. It is not an efficient configuration, so direct comparisons to recommended allocations are misleading. The current building's overall area provides approximately 83 square feet per student, which is very tight for a high school facility. The current building, with the latest renovations, now accommodates 17 teaching stations. At the recommended allocation of 32 square feet per high school student (based on CDE Facility Construction Guidelines), the school classrooms have the capacity to house 277 students in grades 9-12. However, many rooms are configured in the basement in a long, narrow manner which inhibits safe circulation, views of the teaching wall, and teacher supervision. Increased enrollment is anticipated in the fall of 2013 which will bring the building beyond its full capacity. The only assembly space is a room known as the Commons, which doubles as the cafeteria. The Commons cannot currently accommodate the entire school population. The maximum occupancy of the Commons, standing configuration, is 211. When Animas High needs to gather all of its students, it must rent a nearby space and have the entire school walk the ½ mile to assemble together. This is a big expense of time and money.

The City of Durango specifies a 1:1 parking ratio for staff and a 1:3 ratio for students. Under these requirements, the school would need approximately 110 parking spaces. The current site provides 28 on-site parking spaces. The school has been required to apply for a parking variance annually through the City of Durango Planning Office. For the last two years, the school has been required to secure off-site parking for students and restrict student driving to upper classmen only. The offsite parking requires students to walk along State Highway 550 / Main Avenue for considerable distances.

ACCESSIBILITY

The building is not fully accessible. The route from the public way on Main Avenue to the building entry is a significant slope although less than 5%. There is no ADA operator at the entry doors. Despite being housed on two separate levels, there is no elevator in the building. Classrooms on the lower level meet accessibility requirements by having a separate, exterior access from the rear alley of the building. The slope of the access to the alley is greater than 5% and is not accessible. Students requiring ADA access must be escorted outdoors, down the sloping side access and through the alley, in all weather conditions.

POOR INDOOR AIR QUALITY

There is evidence of existing poor air quality and thermal discomfort due to various components of the HVAC system. The original rooftop HVAC units were set up to provide heat and cooling to eight separate commercial units, but the extensive renovation and reallocation of spaces by the school has made it impossible to balance the airflow. Ducts and shafts have been added in an attempt to provide inflow and exhaust to each space, but it cannot be confirmed that adequate ventilation is being provided to either level.

Also, upon inspection of the rooftop units, it was found that the ductwork is lined internally with fiberglass batt insulation. The insulation was dirty at the time of assessment, and such material is very difficult to clean, likely reducing the quality of the outside air entering the building.

As mentioned above, the frequent roof leaks leave the school vulnerable to the development of mold above the ceilings and within the walls.

There are few operable windows in the facility; only 12 of 19 classrooms have operable windows.

Proposed Solution to Address the Deficiencies Listed Above:

The current facility presents many health and safety concerns. The planning team has determined that renovations to bring the existing building within range of state educational standards would not be feasible simply due to the nature and location of the current commercial-retail structure. To meet high-performance standards while renovating the existing building would be extremely challenging and costly due to the original multi-tenant layout and construction. There is also no room for expansion on the site. The current building provides only 83 square feet per high school student. Any investment in the current building would still leave the school in a location that is unsafe and only conditionally and temporarily approved by a CDOT and City of Durango variance, revocable at any point. The charter school leadership has conducted extensive due diligence, and based on this research has decided that building a new, permanent facility in an appropriate location is in the best interest of the students and the community. The proposed permanent facility would provide a more reasonable 165 square feet per high school student, more comparable to a typical school facility, yet not as generous as many.

Due to the urgent safety, security and suitability conditions of the strip mall location, Animas High is at this moment making plans to relocate to yet another temporary site in modular classrooms. The temporary modular site will be near the proposed permanent site in the Twin Buttes development. The school is being forced into this situation by a lack of viable, safe alternatives, in order to deal with the urgency of the retail building problems. Animas High School is relying on a BEST grant to occupy the modulars during construction, pay its share to develop the permanent school site, and to build a new

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

school facility that can serve its needs for years to come.

The Twin Buttes master planned development in Durango has agreed to allocate a parcel of land to Animas High School. The master planning team has studied options for planning an educational campus at the site which would start with Animas High School. The long-range plan for the site would be to include the potential new high school as well as ultimately a middle school and even an elementary school to anchor the Twin Buttes development. The site would eventually be in the center of a sustainable residential and commercial mixed-use community in Durango.

The new charter high school facility will comply with the CDE School Facility Construction Guidelines. It will incorporate new building systems to alleviate the concerns involving roofing, structural problems, air quality, congestion and crowding, fire safety, security and educational suitability. The school will serve approximately 350 students to accommodate the growing enrollment, and total about 39,000 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 local school buildings.

The new school will be constructed of a Type II, non-combustible, fully-sprinkled construction with adequate egress and fire separations throughout. Corridors will be properly sized and constructed for building safety.

New classrooms will have adequate daylight, 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 secured during the day.

New site circulation will be designed to separate visitor traffic, student traffic, drop off and deliveries into their own paths or areas.

How Urgent is this Project:

SITE CONSTRAINTS

Due to safety concerns related to traffic and mobility, local and state authorities have indicated that the site is not viable long term for the school. The likelihood of the school being granted future variances simply to occupy its current building diminishes each year. It is very urgent that the school find a new location to alleviate the safety and traffic concerns and dangers associated with its current location. This site does not support ADA and students must enter downstairs classrooms through an alley shared with vehicles.

SAFETY & SECURITY

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 due to the amount and frequency of students walking along high-traffic areas.

STRUCTURE

The extent and timing of the structural cracking is minor but should be monitored. The urgency for correction is low. The importance factor is high with regards to life safety.

FIRE SAFETY

The urgency for correction is low and should be remedied within 5 years. The importance factor is high with regards to life safety.

EDUCATIONAL SUITABILITY

The small classrooms and inflexible learning spaces are not adequate for the curriculum and should be corrected. The urgency is medium (corrected within 3 years.) The importance factor is high with regards to educational adequacy. The current site limits the ability to provide a first class education and also presents safety concerns with regard to transporting students off campus for necessary educational opportunities such as labs.

POOR INDOOR AIR QUALITY

There is evidence of existing poor air quality and thermal comfort due to various components of the HVAC system. The urgency is medium and should be corrected within 3 years. The importance factor is high with regards to respiratory safety.

How Does this Project Conform with the Construction Guidelines:

Existing Project Non-Compliance and Proposed Compliant Solution:

CDE 3.3 A continuous unobstructed path of egress from any point in the school...

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The proposed new school would be fire sprinkled and within allowable area limits or provided with safe fire area separations.

The corridors paths of egress would be clear, evident and more easily supervised.

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

The new school will provide complete video monitoring and P.A. / event notification systems as well as a monitored fire alarm system.

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

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

CDE 3.10 Safe and secure electrical service

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

CDE 3.11 A safe and efficient mechanical system that provides proper ventilation and maintains the building temperature...

An efficient and easy-to-maintain HVAC system would take the place of the existing aging RTU system.

CDE 3.12 Healthy building indoor air quality.

IAQ and comfort issues would be eliminated with a new school and HVAC system.

CDE 3.17 A facility that complies with the American Disabilities Act (ADA)

The replacement facility would be built to full ADA accessibility standards.

CDE 3.18.9 Restricting vehicle access at school entrances.

The new school facility will include a main entry physically protected from vehicle access.

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

A new design for the administrative area would provide supervision of the main entry and the school parking lot.

CDE 4.10.11 / CDE 4.10.12 Cafeteria ...

The cafeteria (Commons) will adequately sized for the number of students.

CDE 4.12 Daylight and views shall be incorporated...

Classrooms at the new school will allow daylight into each space and views to the exterior for the classrooms. There will also be an opportunity for operable windows in the classrooms.

CDE 5.1.15 Replacement of old inefficient lighting with new energy efficient fixtures and lamps...

A new facility would incorporate daylighting into the classrooms, with daylight harvesting fixtures and controls, allowing the lamps to dim or turn off based on the amount of sunlight in the space. This system will provide more flexibility, energy savings, and integration with classroom technology such as projectors and smart boards.

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

Animas High School adheres to a rigorous budgeting and financial reporting process, reviewed quarterly by the BOD and our executive team, which ensures any emergent facility needs and expenditures are immediately identified and allocated. For the past 5 years, Animas High School has been a fiscally sound entity and the school has consistently maintained positive net assets and generated a positive fund balance carry forward. AHS has successfully bore the costs of 4 major facility remodels all while continuing to meet programmatic and growth needs for our organization. Animas High School has expended an annual average of \$90,000 per year on leasehold improvements and has funded approx. \$360,000 in total renovations and improvements to our current campus. Additionally, Animas High School receives capital construction funding from the state's Department of Education as a "qualified charter school." The 2012-13 allocation for Animas High School is \$25,200.

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

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

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

n/a

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$15000

CDE COMMENTS:

THIS PROJECT HAS DOCUMENTED A COLLABORATIVE EFFORT WITH CDOT AND THE CITY OF DURANGO WITH THIS SCHOOL AT THEIR EXISTING SITE AND THE NEW SITE. BOTH CDOT AND THE CITY OF DURANGO ARE ANXIOUS FOR ANIMAS HS TO VACATE THEIR CURRENT LOCATION DUE TO SAFETY AND CODE CONCERNS. THERE IS LAND PURCHASE FOR A NEW SITE ASSOCIATED WITH THIS PROJECT.

<input checked="" type="checkbox"/> Health, Safety	<input checked="" type="checkbox"/> Overcrowding	<input checked="" type="checkbox"/> Technology	<input checked="" type="checkbox"/> Other
Importance: M	Urgency: M	Ability: Not Able	Planning: Up to date
		Previous BEST Grants: 0	
Red Flags:	High cost per SF/budget not appropriate		
If Yes, Explanation:	High Soft Costs due to site acquisition and development. A/E at 8%. H/C are somewhat inflated due to construction costs in Durango but applicant provided a very detailed breakdown of costs, by Division, which is supportable.		
Current Grant Request:	\$10,496,031.39	Historical Significance:	N/A
Current Applicant Match:	\$2,149,789.56	Does this Qualify for HPCP:	Required
Total Project Cost:	\$12,645,820.95	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	17
Previous Matches:	\$0.00	Actual Match Provided:	17
Affected Pupil Number:	237	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	39,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$308.81	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$50,817.04	Who Owns the Facility:	3rd Party
Sq Ft Per Pupil:	164.56	Does the Facility Have Financing:	The School is currently leasing
Per Pupil Allocation to Cap Reserve:	\$65.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	1	The facility will be rented to another party. Animas High School will have no obligations to the current landlord once the lease expires.	
District FTE Count:	237.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	1	Year Bond Failed:	
Assessed Valuation:		Outstanding Bonded Debt:	
PPAV:		Total Bonding Capacity:	
Unreserved General Fund FY1011:		Bond Capacity Remaining:	

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Median Household Income:

Percent Bonding Capacity Used:

Free Reduced Lunch %:

0

Existing Bond Mill Levy:

Match Source Detail:

Private Donations / Fundraising



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www.csi.state.co.us

CHARTER SCHOOL INSTITUTE

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

Subject: Letter of Support for Animas High School's Application for BEST Funds

Dear Scott:

On behalf of the Charter School Institute, I am writing to urge your approval of the BEST grant application from Animas High School.

As one of CSI's highest performing schools, Animas has an urgent need for a permanent, safe location to house the quality education provided to the youth of Durango. In fact, Animas High's curriculum has influenced all of Durango's secondary education options, and Animas has an excellent relationship with the local district.

CSI believes that when you examine the application from Animas High School, you will agree that the school has done its due diligence in planning for the most affordable and appropriate location for its permanent school. Through local support, Animas High has undertaken a master planning process, site selection process, and funding assessment. Funding from the BEST program will Animas to extend its quality education in a safe and suitable building.

In addition, Animas has even received a letter of support from its local school district, further underscoring the excellent relationship and academic achievement Animas High School has fostered in the community.

I urge your support of Animas High's proposal.

Thank you for your consideration.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Ethan Hemming', with a stylized flourish at the end.

Ethan Hemming
Executive Director



**COLORADO LEAGUE of
CHARTER SCHOOLS**
focus on achievement

725 South Broadway, Suite 7
Denver, Colorado 80209

tel 303-989-5356 fax 303-984-9345
ColoradoLeague.org



February 27, 2013

To the CDE, BEST Board and State Board of Education,

The Colorado League of Charter Schools is pleased to provide this letter in support of Animas High School's BEST grant application.

Animas High School has quickly become one of the top performing public high schools in Durango, and is in high demand. The enormous success of Animas High School, while operating out of a partially remodeled strip mall is nothing short of amazing. Imagine what this school could achieve with a permanent, safe facility for its educational programming.

Animas High has done its diligence in planning and taking action 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.

As you know, Animas High School is authorized by the Colorado Charter School Institute, which puts the school at a further disadvantage when it comes to facilities funding. CSI schools are generally not able to access local funding resources such as bond or mill levies, and unlike a traditional school district, CSI does not own any buildings or land that it could offer for charter school use.

BEST grant funding is critical to the sustainability and future growth of Animas High School. We urge you to approve this grant application as we believe this situation is an example of the exact reasons that BEST legislation was passed in the first place.

Sincerely,

Jim Griffin, President
Colorado League of Charter Schools



Dan Snowberger
Superintendent of Schools

February 25, 2013

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

Subject: Letter of Support for Animas High School's Application for BEST Funds

Dear Mr. Newell and Board of Directors:

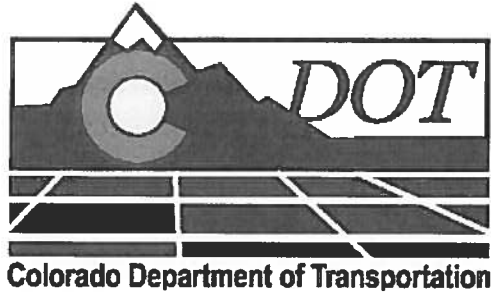
I am writing in strong support of Animas High School and its need for a permanent, safe location for the quality education it provides to our region's youth. Their enormous success, while operating out of a partially remodeled strip mall, is nothing short of amazing. The model offered at Animas High School provides one more choice for students in Durango and fits well with our Small Learning Communities model offered in District high school programming. We are fortunate to have them as partners in Durango.

Animas High has done its diligence in planning and taking action 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.

I urge your support of Animas High's proposal. Thank you for your consideration.

Sincerely yours,

Dan Snowberger
Superintendent



To: Scott Newell
Principal Consultant
Division of Capital Construction Assistance
Colorado Department of Education

Hello Scott,

I am writing this email to support your efforts to relocate Animas High School at 3206 N. Main Avenue to the proposed Twin Buttes Site.

CDOT issued Permits 509063 (Ingress only) and 509064 (Egress only) to the School to occupy the existing commercial buildings. These permits became effective on August 14, 2009. At the time, it was understood that the school would be working to find a more suitable site for the school, particularly as more grades would be attending the school. We are pleased that the School has finally located a proposed new site, and CDOT is working with the Twin Buttes Developer to facilitate access to the new site.

This new site is much safer than the existing site. The traffic volumes at the current location, which is near a very busy intersection, are already very high. Adding a high volume land use such as a high school so close to this intersection was a concern for CDOT. To complicate matters, some of the student parking is off site, which increases pedestrian activity at the intersection. School Staff have done a wonderful job implementing a student drop-off/pick-up circulation plan, and student pedestrian routes, but the fact is that students are likely to be more in harms way at this location, than at other sites including the proposed Twin Buttes site.

CDOT will continue to work with Twin Buttes and their efforts to Permit and establish the new school location by August 2013. Please contact me if you have any questions.

James B. Horn. P.E.
Traffic Resident Engineer/Access Manager

3803 N. Main Ave., Suite 100, Durango, CO 81301

970/385-3624 (W), 970/385-8361 (C)

NEW EMAIL ADDRESS: james.b.horn@state.co.us



Community Development Department

February 8, 2013

Scott Newell, Principal Consultant
Division of Capital Construction Assistance
Colorado Department of Education

RE: Animas High School at 3206 Main Avenue

Dear Mr. Newell,

The City of Durango has had a concern from the beginning with Animas High School locating at 3206 Main Avenue for a myriad of reasons, including the location, the land use zone, the student drop off logistics, and parking.

1. 3206 Main Avenue is located along State Highway 550, one of the busiest stretches of roadway in the entire La Plata County. Locating a school along a highway is not ideal in the eyes of the City.
2. 3206 Main Avenue is located on a Light Commercial (LC) zoned property within the City of Durango. Per the City's Land Use and Development Code (LUDC) Section 4-2-7, schools are not allowed in LC zones. This particular property was approved as 5-unit commercial condominium project in 1996 and locating Animas High School at this property was not consistent with the legal plat that was approved for the property. The City is also not in favor of locating non-compatible uses within our commercial zones which takes a commercial property out of the City's revenue stream.
3. A large concern with Animas High School being located at this property was the morning peak student drop-off with all students being dropped off at approximately the same time. The City was concerned that the existing public roadway and the private parking lot of 3206 Main Avenue could not accommodate the congestion of 100+ cars in a peak hour. Therefore, the City allowed its alley system to be reconfigured to one-ways and it was allowed to be used for drop-off and pick-up behind the building. This is not the ideal use/situation for City alleyways, but the City felt the alley should be made as safe as possible for the school children.
4. In order for Animas High School to be able to fit into the 3206 Main Avenue building, the parking garages on the rear of the building had to be converted to interior space. Staff's concern with the removal of the parking garages is that it placed the building in a

Planning & Community Development Department
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Scott Newell Letter
Re: Animas High School at 3206 Main Avenue
February 8, 2013

non-conforming status in violation of the parking requirements of the City Code as well as the conditions of approval at the time the condominium project/plat was approved. Even with the parking garages, this commercially zoned property could not accommodate the parking that the City requires for a high school. Per the City's LUDC Section 10-2-1, high schools require 1 parking space per 3 persons (based on designated capacity). If Animas High School has 265 students and 21 full time staff members, it needs a total of 95 parking spaces. They have 33 parking spaces on site (not including the removed garages), 20 parking spaces located across State Highway 550 (which in it self is not an ideal situation for high school student parking), and 15 spaces located at the La Plata County Fairgrounds approximately 2,700 feet away from the property. Therefore, they are well below what the City requires for on-site parking.

As you can see, there are many reasons the City is supportive of Animas High School relocating to a better, safer, more conducive property for a high school. Should you have any questions or comments, please call me at 375-4860.

Thanks,



Nicol Killian | AICP | Planning Manager
Community Development Department

cc: file #12-112
correspondence file

Caprock Academy - PK-12 Site Improvements - 1920

School Name: Caprock Academy

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	24,500
Replacement Value:	\$6,160,142
Condition Budget:	\$1,422,550
Total FCI:	23.09%
Energy Budget:	\$0
Suitability Budget:	\$834,200
Total RSLI:	42%
Total CFI:	36.6%
Condition Score: (60%)	2.30
Energy Score: (0%)	2.08
Suitability Score: (40%)	3.16
School Score:	2.64



Assessment Findings

Scope item: Site Improvements

Assessment findings: The assessment did its evaluation on a Caprock’s previous facility therefore no information is available.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: Caprock Academy

Applicant Priority #: 1

County: CSI

Cash Grant Score: 4.4

Project Title: PK-12 Site Improvements

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

If Yes, please explain why: The current proposal, the Caprock Academy Site Improvement Plan, was a small portion of the 2012-2013 BEST Lease-Purchase Grant application. Feedback from CDE stated the school should strengthen the relationship between our needs and proposed solutions.

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Caprock Academy is pursuing site work that supports and enhances the current school facilities. This improvement will be a critical step in a plan to develop a campus that is reflective of the Academy's mission, vision, goals and core values. A campus that is indicative of the excellent education for the community who attends.

The Academy is unique in its responsibility to deliver education through the classical method. The overall goal is to provide a classical liberal arts education founded upon principles, content and pedagogy, with an equal importance on character education. The mission of The Academy is to help all students achieve their highest academic and character potential using proven, accelerated academic programs while providing a safe environment. It imperative the physical structure and surrounding areas provide the type of environment that supports the school in developing strong academic fundamentals that can be applied through organizational skills and technology.

The Academy has a number of significant site related safety and environmental issues that must be addressed immediately. These problems must be resolved to assure the security of not only the students who attend the school but parents, visitors, travelers on the school road. In addition, due to the unstable state of the current site, there are several environmental concerns including non compliance with the City of Grand Junction Storm Water Pollution Prevention Ordinance of 2006 as mandated under the Federal Clean Water Act.

We believe that new, permanent, sustainable site work is the next step in the holistic development of a congruent campus. It is the next step in the long range, thoughtful development over the next several years. A safe and solid site is the foundation on which a comprehensive campus can be designed and realized.

Deficiencies Associated with this Project:

The students, teachers, administrators and parent community who make up the Caprock Academy family are proud of the current state of their school, its surroundings and how it has developed forward over the past years. While appreciative of how far they have come, together they are looking toward the future and where they want to be as a school many years down the road. A stable, functional site is a key piece of this vision for a state of the art 21st Century facility that is sustainable in every sense of the word.

What began as a fiscally responsible solution has become a safety and environmental liability. There are many issues that place the students and the local community in a situation of real, present and imminent danger. Safety and environmental concerns abound. The assessments in the Master Plan are based on visual observations that have taken place on the school campus. The assessment observations include areas of the site, buildings and educational adequacy. While the main building was recently completed due to budget constraints, several components of the site improvements remain incomplete and contribute to the health, safety and environmental deficiencies found at this location.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Immediate Safety and Environmental Concerns of the Site:

1. Temporary concrete curbs around the pick up lanes have failed after a year of use. Creates safety hazards for waiting visitors.
2. The ADA parking is 350' from the main entry. This is three times the maximum recommended distance. Visitors must cross eight lanes of cars to reach the main walkway.
3. The visitor/parent parking area is at the far west side of the pick up area. There is no dedicated sidewalk in this area and the students must walk through the active drive lane to access waiting vehicles. This is a significant safety hazard as students dodge exiting vehicles.
4. Students must wait in gravel areas for pick up. Multiple waiting areas for the students require additional staff for supervision. This adds cost to the operating budget and increases liability for the school.
5. Only the walk from the ADA parking area has been installed. Additional cross walks were not installed forcing parents, students and visitors to cross at random locations in the active drive lanes.
6. Many walkways were originally established using temporary asphalt. Additional student waiting areas have been created that are primarily landscape weed fabric. This creates a hazard during inclement weather as the surfaces become muddy and slippery.
7. Due to unpaved points of access, crosswalks do not exist at critical locations on the site. This is a safety concern for students walking to school from adjacent neighborhoods.
8. The unstable sand and gravel have given way to several pothole and cavities in the school parking lot and driveway, which are dangerous to motorists and pedestrians.
9. Tracking mud and gravel via vehicles from the school campus to the public road 24 ½ is not only endangering motorists and pedestrians of the school but also and those traveling on 24 ½ Road. The Storm Water Inspector for the City of Grand Junction has made several visits to the school to inform the Administration that the school is in violation of the City Storm Water Pollution Prevention Ordinance of 2006 as mandated under the Federal Clean Water Act. Compliance with this Federal Act – repeatedly removing mud and debris from the state road-has proven costly and only a “band-aid” solution.
10. During long periods of dry weather in the high desert, we experience large amounts of dust during our student drop-off and pick-up times. This dust pollutes the air, and is a health concern for students, parents and staff as well as neighbors adjacent to the school.
11. During windy times the dirt and gravel lots generate large amounts of wind blown dust that affect our physical plant operations (HVAC systems, damage to exterior building finishes), the air quality at the school – both inside classrooms and outside. This air pollution generates higher janitorial costs due to increased accumulation of dust, and negatively impact our neighbors in similar ways.
12. Wear and tear to flooring in the building has been exacerbated due to mud and gravel tracked inside on student, staff and visitor shoes compromising the life of the flooring and necessitating that it be replaced more frequently.

Proposed Solution to Address the Deficiencies Listed Above:

In order to provide a long term solution to the rapidly deteriorating site, the Caprock Academy is pursuing a CDE BEST Grant to remedy the multiple safety, health and environmental deficiencies. The result will be a safe, sustainable site that protects students, staff, families and visitors from current health and safety crises. The site will be developed in accordance with all applicable local, state and federal laws and regulations.

After careful study of several concepts and design solutions, The Design Advisory Group reached a consensus on a final design concept. The studies leading to this final solution are included in this proposal. The final recommended concept incorporated the following goals identified by the group:

1. Improved site circulation and separation of both vehicular and pedestrian traffic
2. Phasing consistent with budgetary constraints.
3. A Master Plan solution that includes opportunities for logistics to address student, staff, visitor safety.
4. Compliance with Federal and State Regulations.

The following refer to the Overview drawings that depict the site work proposed for this request:

(Overview drawings are color coded)

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Orange = Removals of existing asphalt and structures required to prepare the site for paving and curb/gutter/sidewalks

Blue = Paving – for the parking and drive areas to provide hard surface to replace the gravel surfaces

Green = Mono Curb, Gutter and Walk - - all primary walkways and curbing around drive areas and the school

Purple=Raised covered Median islands – to control traffic flow and to separate lanes of traffic from each other

Red = Curb and Gutter – to provide traffic flow control, safety, secure fire lanes, and direct drainage

Green=Sidewalk – linkages from primary walkways to building entrances

The new site work for the Caprock Academy will be designed and constructed in full compliance with the Colorado Department of Education Division of Public School Capital Construction Assistance (1CCR 303 91) Capital Construction Assistance Public Schools Facility Construction Guidelines. The following is a list of the site specific standards to be applied to the project:

1. Standards under the Occupational Safety and Health Act of 1970 (P.L.91-576), or State and local codes, if they are not more stringent, will be observed in the design and completion of the project.
2. Americans with Disabilities Act current standards for accessible design
3. The City of Grand Junction Storm Water Pollution Prevention Ordinance of 2006 as mandated under the Federal Clean Water Act.

How Urgent is this Project:

Without these site improvements, students currently enrolled in the school curriculum will be faced with unnecessary hazards and deficiencies in their academic opportunities, which are not consistent with delivering the mission, goals, vision and core values of the Academy.

The unimproved status of the site presents serious safety and environmental concerns that must be addressed this year. It has proven costly to the school to constantly repair and maintain the sand and gravel surfaces. The Storm Water Inspector for the City of Grand Junction has made several visits to the school to inform the Administration that the school is in violation of the City Storm Water Pollution Prevention Ordinance of 2006 as mandated under the Federal Clean Water Act. Compliance with this Federal Act is mandatory. Time will not only make the situation worse; it only increases the odds that a tragic accident will occur.

How Does this Project Conform with the Construction Guidelines:

The new site improvements shall be designed and constructed to conform to the Public Schools Facility Construction Guidelines. Specific examples include:

3.18 A site that safely separates pedestrian and vehicular traffic and is laid out with the following criteria:

- 3.18.1. 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. This effort should include planning dedicated turn lanes;
- 3.18.2. When possible, provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking. Curbs at bus and vehicle drop-off and pick-up locations shall be raised a minimum of six inches above the pavement level and be painted yellow. Provide 'Busses Only' and 'No entry Signs' at the ends of the bus loop;
- 3.18.3. 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. Do not load or unload students where they have to cross a vehicle path before entering the building. It is recommended all loading areas have "No Parking" signs posted;
- 3.18.4. Solid surfaced staff, student, and visitor parking spaces should be identified at locations near the building entrance and past the student loading area;

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

3.18.5. Provide well-maintained sidewalks and a designated safe path leading to the school entrance. Create paved student queuing areas at major crossings and paint sidewalk “stand-back lines” to show where to stand while waiting. Except at pick-up locations, sidewalks shall be kept a minimum of five feet away from roadways. There should be well-maintained sidewalks that are a minimum of eight feet wide leading to the school and circulating around the school;

Adopted 11/12/2012 5 of 20

3.18.6. 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;

3.18.7. Facilities should provide for bicycle access and storage;

3.18.8. Fire lanes shall have red markings and “no parking” signs posted;

3.18.9. Consider restricting vehicle access at school entrances with bollards or other means to restrict vehicles from driving through the entry into the school.

3.19. A safe and secure site with outdoor facilities for students, staff, parents, and the community, based on the following criteria;

3.19.1. New school sites should be selected that are not adjacent or close to hazardous waste disposal sites, industrial manufacturing plants, gas wells, railroad tracks, major highways, liquor stores or other adult establishments, landfills, waste water treatment plants, chemical plants, electrical power stations and power easements, or other uses that would cause safety or health issues to the inhabitants of the school. Consider fencing around the perimeter of the school sites with gates to control access. Gates shall have the capability to be locked to restrict access if desired;

3.19.2. When possible, arrange site, landscaping, playgrounds, sports fields and parking to create clear lines of site from a single vantage point. Keep shrubbery trimmed so that it will not conceal people;

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

The Caprock Academy’s maintenance plan for the proposed new site improvements is setup to be proactive vs. reactive; it is not a program where the school acts only in response to fault or breakdown. When operating in reactive mode the school often performs the least expensive repair available to get the component back to use. This practice may ultimately sacrifice quality and be more costly due to substandard repairs completed under duress that results in the accumulation of damage of equipment or systems. Best practice for a school maintenance plan is one referred to as “predictive maintenance”.

The initial predictive maintenance plan will be based on manufacturers’ manuals in terms of guidelines for the frequency of preventative maintenance. Commissioning completed by professionals at the time of construction will verify that the site systems function in accordance with the system design and the manufacturers specifications. After completion of construction, a record is retained of the services needed to be performed on the various parts of the site, the date they occur and the cost.

At the close of the construction, the contractor shall provide maintenance and operations manuals containing procedures governing the daily, monthly and yearly operations of the site. The manuals and product information will contain a list of the subcontractors that originally improved the site, installed the components, repair standards and work order procedures. The contractor shall schedule a time to walk the grounds and perform a hands on review with the Academy’s maintenance personnel. Additional procedures based on the Planning Guide for Maintaining School Facilities by the Schools Facility Maintenance Task Force, National Forum of Educational Statistics and the Association of School Business Officials International (February, 2003) may be instituted.

Maintenance consists primarily of periodic restriping and sealing joints or cracks. These maintenance efforts are expected to occur every 4- 6 years with minimal cost to the school and can be paid from Maintenance plan set asides and / or current year operating budgets. It is estimated that approximately \$500-1,000 a year should be set aside for a maintenance account.

Capital Replacement Plan

The Academy feels that with the concrete paving option proposed, the expected life will be about 35-40 years. Repaving will not include as many costs as the initial installation (removals/demo, subgrade prep, etc.). Maintenance over the life of the system may further reduce the replacement effort or allow for less costly rehabilitation. The Academy believes that an annual set-aside of approximately \$5000-7500 annually will provide an adequate replacement fund for the proposed project. If required, the Academy can allocate funds as proposed to a separate capital reserve account.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Financial Responsibility for Maintenance and Capital Replacement Plan

The total annual estimated amount required to pay for costs under the Maintenance Plan and for reserves to be set aside under Capital Replacement Plan described above is \$8500.00/ year maximum. There are no other expected additional operating costs anticipated from this project. The estimated maintenance and capital replacement costs are a minimal addition (.2%) to the schools overall budget of approximately \$4,000,000. The Academy's current year enrollment of 710 students is expected to grow to nearly 800 over the next 2 to 4 years. The maintenance and capital reserve funds amount to less than 1.5 new FTE to fund. The Academy anticipates being able to fund these requirements from existing and future revenues based on current and future enrollment projections.

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

The existing school campus was constructed new and deemed to be adequate for the Academy at the time of the construction. Budget limitations drove the decision to develop the site in a minimal fashion. The site developed during the construction phase was a temporary solution utilizing graded sand, gravel and concrete barriers and was suitable for the first years.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$2600.00

CDE COMMENTS:

<input type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input checked="" type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: Up to date
Previous BEST Grants: 0			
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$524,247.70	Historical Significance:	N/A
Current Applicant Match:	\$165,551.90	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$689,799.60	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	24
Previous Matches:	\$0.00	Actual Match Provided:	24
Affected Pupil Number:	715	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	108,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$6.08	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$918.81	Who Owns the Facility:	Charter School
Sq Ft Per Pupil:	151.05	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$10.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	1	The building and the land would revert to our Bondholders who the primary security interest in the facilities.	
District FTE Count:	715.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	Yes	Bonded Debt Failed:	

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

of Fiscal Health Warning Indicators: 2

Assessed Valuation:

PPAV:

Unreserved General Fund FY1011:

Median Household Income:

Free Reduced Lunch %: 25.82

Match Source Detail: General Fund, Capital Reserve Fund, Capital Campaign

Year Bond Failed:

Outstanding Bonded Debt:

Total Bonding Capacity:

Bond Capacity Remaining:

Percent Bonding Capacity Used:

Existing Bond Mill Levy:



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CHARTER SCHOOL INSTITUTE

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

Subject: Letter of Support for Caprock Academy's Application for BEST Funds

Dear Scott:

On behalf of the Charter School Institute, I write today to pledge full support from the Charter School Institute (CSI) for the 2012 – 2013 CDE BEST Grant application submitted by Caprock Academy. Caprock Academy has been a CSI school since its inception in 2007 and has been a strong example of a successful charter school model in Western Colorado. Caprock Academy's board and administration have demonstrated a dedication to academic excellence with sound fiscal management. This allowed them to move rapidly from their initial site onto a new, larger site and begin development of their Master Plan in 2011-12. However, due to erosion of state funding experienced the last 3 years, and the fact that Caprock Academy currently receives one of the lowest PPR amounts of any brick and mortar school in the state, Caprock was forced to reduce the scope of their Phase I Master Plan development. One of the casualties of those cuts was installation of adequate paving and concrete sidewalks.

Caprock Academy's application for site paving and sidewalks is intended to improve student, staff, and community health and safety by addressing numerous issues created by their current dirt and gravel driveways, parking areas and walkways. CSI recognizes the importance of both student health and a sense of safety when coming to and from school in the overall success of students and as such fully endorses Caprock Academy's request for BEST funds to allow them to complete this important part of their overall campus environment.

I urge your support of Caprock Academy's grant proposal. Thank you for your consideration.

Respectfully,

A handwritten signature in black ink, appearing to read "Ethan Hemming", with a long horizontal flourish extending to the right.

Ethan Hemming
Executive Director
Charter School Institute

Colorado Springs Charter Academy - ES Boiler Replacement - 1966**School Name:** Colorado Springs Charter Academy

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	73,300
Replacement Value:	\$21,028,690
Condition Budget:	\$14,587,425
Total FCI:	69.37%
Energy Budget:	\$0
Suitability Budget:	\$3,357,700
Total RSLI:	4%
Total CFI:	85.3%
Condition Score: (60%)	2.86
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.16
School Score:	3.38

**Assessment Findings:****Scope item:** HVAC

Assessment findings: The assessment states most components of the HVAC system are original with no system wide refurbishments or replacements. The gym furnace was replaced in 2008. The HVAC system provides a good level of fresh air and CO2 results were fair.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: Colorado Springs Charter Academy

Applicant Priority #: 1

County: CSI

Cash Grant Score: 1.3

Project Title: ES Boiler Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Existing Heating System:

Colorado Springs Charter Academy is currently heated by two (2) Cleaver Brooks fire-tube boilers. Each boiler has a heating input of 4.185 million Btu/hr. The combustion efficiency is 80%. When new, total efficiency is very close to 80%. Each boiler was individually designed to heat the building. In case one boiler fails, the other boiler could then handle the heat load for the building. The existing boilers were manufactured on 3/23/1966. The boilers will be 47 years old this year.

Life Expectancy of Existing Boilers:

The American Society of Heating Refrigeration and Air Conditioning Engineers (ASHREA) states the median equipment service life of fire-tube boilers to be 25 years. Fire tube boilers have been known to last up to 40 years, however as they age, their reliability decreases substantially and there is also a loss in total efficiency due to build up on the fire tubes.

Risk & Cost of Burner Failure:

If a burner has a catastrophic failure, the entire burner head and burner would have to be replaced. The burner head consists of a new head, fire box, throat, liner and fuel train. This is often referred to as a burner retrofit. A burner retrofit for both boilers is estimated to cost approximately \$70,000.

If a burner component fails, the component, if available, can be replaced. The component may be very difficult to locate and is often very expensive and has long lead times. The components can sometimes be found on e-bay, but again are very expensive and have long lead times. In many cases the component may not be available at all. If this is the case, you may be able to custom fabricate the component. Again, this is very costly and has long lead times. In other cases the component may not be replaceable; in which case a burner retrofit or boiler replacement is the only option.

As you can see, most burner failures will result in significant downtime of the boiler. During this downtime the only remaining heat source for Colorado Springs Charter Academy is the redundant boiler that is also 47 years old. Any failure in the redundant boiler, during a repair of the primary boiler, will result in the school being without heat. This could easily require the need for very aggressive action.

Result of a Boiler Failure:

The lack of heat would require the school to be shut down until a repair to one of the boilers is made, or a temporary heating solution can be mobilized into place. Without a source of heat, the existing water lines in the building would be put at risk due to the freezing temperatures they would experience. This could lead to pipes bursting and extensive repairs and further downtime (both hot water pipes and plumbing / domestic water pipes).

It is our opinion that investing \$70,000 to retrofit the burners could extend the life of the boilers. However the annual maintenance costs and repair costs will still continue to be a burden year after year. Even though retrofitting the burners aids to minimize the risk of lengthy downtime, this risk of lengthy downtime is still present due to other aged components in the boiler.

Deficiencies Associated with this Project:

Continually increasing occurrences of boiler failures combined with the extended lead times for replacement parts or non-availability of replacement parts puts the school at risk for shutdown, and maintenance and repair costs.

Continually increasing occurrences of boiler failures combined with limited availability or non-availability of replacement parts

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

is resulting in high annual maintenance & repair costs.

Proposed Solution to Address the Deficiencies Listed Above:

Replace boilers during the cooling season to provide a highly reliable heating system that is under warranty and has readily available and less expensive replacement parts.

Replace boilers during the cooling season to provide a highly reliable heating system that is under warranty and has readily available and less expensive replacement parts. This will greatly reduce our annual maintenance & repair costs.

How Urgent is this Project:

Immediate. Every year that we proceed with the existing boilers puts the school at higher and higher risk. In addition money spent on repairs during each year, could be avoided by performing the replacement immediately vs. postponing to another year. This project would start immediately after award of the BEST grant.

Many of the repair costs that we are currently subjected too, will be eliminated completely in year 1 due to the warranty. In subsequent years the warranty will cover some of the part costs in the event of a failure. The newer equipment is also much less likely to require repairs, therefore, reducing annual repair costs.

How Does this Project Conform with the Construction Guidelines:

This CSCA specific project is in conformity with the Public School Construction Guidelines as outlined in 3.0 Section One. This stipulates that, "Promotes safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws, and regulations and provide accessible facilities for handicapped and disabled..."

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

Maintenance program: We will contract with a mechanical contractor at a cost of \$2,000 per year to perform preventative and predictive maintenance to the equipment per manufacturers operation and maintenance instructions. This will maintain full warranty on the equipment and help ensure the new equipment meets or exceeds its 20 year life expectancy.

Capital budget to fund replacement: The new boiler system is calculated to provide an annual fuel savings of \$13,000 per year vs. the existing boilers. Over the median life of the equipment (20 years), this will provide a total savings of \$260,000 in fuel costs alone.

It is the intention of Colorado Springs Charter Academy to allocate \$2,000 per year in a maintenance contract in order to properly maintain the new equipment. It is also our intention to allocate \$11,000 per year into a capital renewal reserve fund for the specific purpose of replacing the heating system at the end of its life cycle. It is projected that \$220,000 will be placed into this fund over the 20 year life cycle. At a simple 4% annual return on this investment over 20 years, the resulting total reserve fund will have a balance of \$327,558.

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

The Elementary School building was originally built in 1966 and was started as the Benet Hill Academy, a girls' Catholic school. The building is a vintage mid-century building, and is a well noted example in Colorado Springs of a mid-century piece of architecture in its purest of form. This building is virtually original in its design and construction, and is in fair condition. The exterior is brick with cathedral ceilings in areas and lots of glass and aluminum as is characteristic of the mid-century style. The boilers that are used to heat this facility are also the original boilers.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

See above.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: No plan
		Previous BEST Grants: 0	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$265,165.36	Historical Significance:	N/A
Current Applicant Match:	\$5,411.54	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$270,576.90	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	20
Previous Matches:	\$0.00	Actual Match Provided:	2
Affected Pupil Number:	469	Applicant Met Match	<input type="checkbox"/>
Affected Sq Ft:	42,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$5.86	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$524.48	Who Owns the Facility:	3rd Party
Sq Ft Per Pupil:	89.55	Does the Facility Have Financing:	Colorado Springs Charter Acad
Per Pupil Allocation to Cap Reserve:	\$24.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	2.6	Property is returned to the bank.	
District FTE Count:	469.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	Yes	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	2	Year Bond Failed:	
Assessed Valuation:		Outstanding Bonded Debt:	
PPAV:		Total Bonding Capacity:	
Unreserved General Fund FY1011:		Bond Capacity Remaining:	
Median Household Income:		Percent Bonding Capacity Used:	
Free Reduced Lunch %:	30.46	Existing Bond Mill Levy:	
Match Source Detail:	General Fund		



Colorado Springs Charter Academy
with kindle enthusiasm to craft bold and effective citizen-scholars

Jacob Murphy, Head of School
Debbie Dorsch, Academic Dean

February 25, 2013

Mr. Ted Hughes
Colorado Department of Education
1525 Sherman St.
Suite B-17
Denver, CO 80203

Dear Mr. Hughes:

Colorado Springs Charter Academy (CSCA) respectfully requests a reduction of matching moneys for its 2012-2013 Capital Construction Assistance Application to the CDE. Specifically, CSCA can guarantee a contribution of up to \$5,000.00 toward this project.

CSCA has been very successful at meeting its enrollment goals, but has over the past two years experienced significant facility changes, numerous unexpected maintenance costs, and insurance and compliance expenses required by the Colorado Springs Fire Department, as well as Colorado Springs Utilities.

CSCA purchased its school property in early 2010. This purchase was finalized through a bond structure that obligates CSCA to a \$43,000 / month bond payment. CSCA also spent \$250,000.00 to renovate one of its purchased buildings, creating a separate junior high school for its students. The renovation has been costly, but it was completed within budget.

Subsequent to the facility purchase, CSCA began the costly process of bringing the main elementary school building up to code. This involved unexpected updates, to include:

- New Ansul fire suppression system for the kitchen grill per fire department: \$ 5,800.00
- New chain-link fencing behind the middle school per insurance company: \$ 1,500.00
- New electrical outlets per fire department: \$ 600.00
- New water backflow devices for 3 buildings per CS Utilities: \$20,000.00

CSCA also completed several unplanned maintenance projects, to include:

- Air handler heat coil failure repairs: \$ 500.00
- Kitchen walk-in cooler / freezer failure repairs: \$ 2,700.00
- Air compressor for HVAC pneumatic controls failure replacement: \$ 1,500.00
- Miscellaneous boiler repairs: \$ 3,500.00
- Kitchen dishwasher repairs: \$ 800.00



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Finally, and possibly most concerning, is the continued reduction in PPR funding from the state for each student. This decreased funding will continue to reduce CSCA's revenue to operate our school. This uncertainty alone makes it impossible for CSCA to guarantee its ability to match the funding for our BEST Grant application request.

Thank you for your consideration of this reduction in matching moneys waiver for Colorado Springs Charter Academy.

Respectfully,

Kobi Chumash
Board President
Colorado Springs Charter Academy



1580 LOGAN STREET, SUITE 210
DENVER, COLORADO 80203
Tel: 303-866-3299 Fax: 303-866-2530
www.csi.state.co.us

CHARTER SCHOOL INSTITUTE

February 25, 2013

Ted Hughes
Colorado Department of Education
Public School Finance, Capital Construction
1580 Logan St. Suite 310
Denver, CO 80203

Dear Ted:

I write today to pledge full support from the Charter School Institute (CSI) for the 2012 – 2013 CDE BEST Grant application submitted by Colorado Springs Charter Academy (CSCA). As CSI's flagship school, CSCA has been a charter school leader since its inception. CSCA's board and administration have demonstrated consistent academic excellence with sound fiscal management, which allowed them to purchase a beautiful and collegiate school property, large enough to fulfill its strategic growth plans.

CSCA has three primary buildings on their campus, one of which is the Elementary School. Built in 1966, this facility has the original boilers that are used to heat the school. These boilers are approximately 47 years old at this point, with an average lifecycle of 25 years. CSCA has done a great job taking care of the boilers, but many components of the boilers are worn out and need replacing. This is becoming a great concern for CSCA. The manufacturer no longer supports or manufactures many components due to the age of the boilers and very outdated technology. CSCA in a very precarious position when trying to either source used parts, or have components fabricated to get the boiler operational. This fabrication of components cannot only be cost prohibitive at times, but leaves the boiler inoperable for six to eight weeks while parts are made. Leaving one boiler to operate on during this repair leaves the school in a possible shutdown situation if a failure was to occur.

CSI has reviewed this situation with CSCA and their engineering firms' recommendation for new boilers that have digital controls, and energy efficient technologies. CSI fully supports CSCA as they pursue this project and funding request to the Colorado Department of Education. CSI will continue to work with CSCA to achieve the highest quality and most cost-effective project results.

Thank you for your consideration of this grant request. CSCA is a worthy applicant who will utilize any awarded funds through a responsible and well-conceived approach, achieving a superior and high-quality end result.

Respectfully,

Ethan Hemming
Executive Director
Charter School Institute



Colorado Springs Charter Academy
we kindle enthusiasm to craft bold and effective citizen-scholars

Jacob Murphy, Head of School
Debbie Dorsch, Academic Dean

February 25, 2013

The Colorado Department of Education
Mr. Ted Hughes
1525 Sherman St. Suite B-17
Denver, CO 80203

Dear Mr. Hughes:

As an Institute charter school, Colorado Springs Charter Academy (CSCA) has no access to traditional district-sponsored forms of local funding, such as special mill levies or inclusion in ballot questions for bonding. Likewise the local district (we are physically located within the boundaries of Colorado Springs District 11) makes no vacant facilities available on our behalf. Knowing this in advance, CSCA seven years ago chose as its location a facility in good repair, which had a long history as a school and seminary, and which already included structures that otherwise might call for extensive capital campaigns to build.

For the first several years of its existence CSCA was unable to pursue bonding through CECFA, as a result of outstanding litigation regarding CSI's state standing as an authorizer. As a result, when we purchased the main facility in November 2007 for \$4.75m, we were obliged to obtain financing through Tatonka Capital, a private financier, at an interest rate of approximately 10%. Within weeks after the lawsuit's resolution in CSI's favor, in late 2009, CSCA applied for a CECFA bond of approximately \$7.4m. That amount allowed CSCA to refinance the existing Tatonka bridge loan for its main facility and to acquire and renovate an adjacent facility for use as a middle school.

The CECFA bond was approved, and closed Feb 25, 2010 for a weighted rate of approximately 5.5% on a 30-year schedule. Because of our investment-grade rating by Standard&Poor's, CSCA was able to use the state's Moral Obligation Program. Annual bond payments and fees are approximately \$530,000.

I hope this brief funding history demonstrates our commitment to finding creative and alternative funding sources to assist in meeting our facilities needs. Please call me should you have any questions that I may be able to clarify.

Respectfully,

Kobi Chumash
Board President
Colorado Springs Charter Academy

-Facilities Impacted By This Grant Application-

Ross Montessori Charter School - K-8 School Replacement - 2005**School Name: Ross Montessori School**

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	16,440
Replacement Value:	\$3,750,272
Condition Budget:	\$1,385,363
Total FCI:	36.94%
Energy Budget:	\$0
Suitability Budget:	\$1,662,800
Total RSLI:	28%
Total CFI:	81.3%
Condition Score: (60%)	2.82
Energy Score: (0%)	0.83
Suitability Score: (40%)	2.62
School Score:	2.74

**Assessment Findings:****Scope item:** Site

Assessment findings: The assessment agrees the site's location is not in a location recommended in the guidelines. The assessment also indicates the site lighting, circulation and parking are also inadequate or not present.

Scope item: Structure

Assessment findings: The assessment has an N/A for many items in this area due to the facility being comprised of modulares. The structural items that could be assessed were noted as being in good condition.

Scope item: Electrical

Assessment findings: The assessment notes poor electrical components, an inadequate amount of outlets, and no room for additional electrical capacity.

Scope item: HVAC

Assessment findings: The assessment notes poor indoor air quality, with inadequate fresh air and higher reported amounts of carbon dioxide.

Scope item: Security

Assessment findings: The assessment notes deficiencies in all building security categories.

Scope item: Roof

Assessment findings: The assessment notes the roof is in fair condition with reported leaks.

Scope item: Playfields

Assessment findings: The assessment indicates the playfields are adequate other than being not acceptable for persons with disabilities.

Scope item: Sewer lines

Assessment findings: The assessment indicated there were strong odors coming from the sewer lines and no sanitary waste system in any of the outlining modulares.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: Ross Montessori Charter School

Applicant Priority #: 1

County: CSI

Cash Grant Score:

Project Title: K-8 School Replacement

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

If Yes, please explain why: Ross applied for a grant in the 2010-2011 cycle and was not awarded the grant. The reason stated was that the match percentage request in the waiver was not enough. Ross was awarded the grant the 2011 and 2012. Because the waiver request was denied two years ago, Ross was unable to raise the required match of \$5.4M and forfeited the grant. Last year, Ross was granted a waiver and did raise the match, but the grant was ultimately not awarded due to outstanding issues with the land and some questions about finances.

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

General Background Information and Reasons for Pursuing a BEST Grant:

Educational Programming:

The mission of Ross Montessori School (RMS) is to provide an authentic Montessori education from Kindergarten through 8th grade to children in the Roaring Fork Valley. Each students' intellectual, emotional, social, and physical needs are addressed. The ultimate goal is to develop competent, responsible, and independent global citizens who are innovative problem-solvers and lifelong learners. Core values of respect for self, others and the environment are evident at Ross.

RMS uses the "whole child" approach developed by Dr. Maria Montessori. The school has multi-age classrooms where each child works at his own pace and has independence within a structured environment. Students frequently work in small groups or independently. Student instruction is individualized for all students.

Despite inadequate facilities, RMS students have consistently demonstrated excellent academic performance each year with 100% of third graders scoring proficient or advanced in 2011 TCAP reading results. The highly qualified staff provides an outstanding academic and extracurricular program. Families who enroll their children at RMS are very involved and frequently volunteer at the school in a variety of ways.

Since inception, RMS has worked diligently to attract a diverse student body that is representative of the community. Outreach efforts have been made specifically within the Latino community. RMS has several bilingual staff members who assist with integrating the Spanish speaking community. Additionally, RMS has had bus and hot lunch service since opening in order to attract students from lower socioeconomic groups.

In addition to academics, Ross offers enrichment classes including outdoor education, music, drama, art and Spanish. Ross students are also involved in a variety of community activities and internships for enhanced learning.

Facilities and Maintenance:

In eight years of operation, RMS has grown steadily and now serves approximately 250 students from Rifle to Snowmass. Additional modular buildings and additional land have been leased to accommodate this growth. RMS has reached maximum capacity. There is no additional land to lease and no room on the current site for additional buildings.

The school budget is consumed largely by staff salaries and benefits as well as land and facility payments. Because of a limited budget, the school cannot currently afford a full time maintenance worker. Because of the lack of a maintenance staff, volunteers and staff assist with maintenance duties to keep the school safe and functional. The modular buildings exhibit the wear and tear of housing students and faculty and more costly repairs will be needed as time progresses.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Reasons for Pursuing a BEST grant:

While the school has progressed tremendously, the current facilities prevent RMS from progressing further and in fact, are a detriment to the school. Many potential families who understand and value the Montessori philosophy do not ultimately enroll their children at RMS because they cannot get past the fact that the school is in an unsafe location and the facilities are less than ideal. RMS has lost students to other schools solely because of the quality of the facilities.

RMS is pursuing a BEST grant for the construction of a new school because our current location and facilities are unsafe, inadequate and do not support a quality educational experience. Despite the best efforts of the staff, students and families, the facilities have significant problems that detract from education. The RMS community has grown stronger and more successful each year, but attracting and retaining faculty and students will be very difficult without a new facility and site.

Deficiencies Associated with this Project:

The existing school location itself poses many problems. Eight years ago, there were plans in place for developing the current site into a 17 acre mixed use commercial/residential development and the founders had thought that a school would be a great asset to this project. While the plans are still in place, they have been put on hold indefinitely. There are Federal Express delivery, construction, and waste disposal trucks on one side. In the cold winter months, these trucks idle for prolonged periods every day just as students are coming to school, exposing them to harmful diesel fumes. In another adjacent business, hazardous wastes are kept in open barrels less than 10 yards from the playground. The founders had incorrectly assumed that law and code enforcement officers would ensure that this would not happen. Trucks drive near the campus frequently and even though 15 mph speed limit signs are clearly posted, many do not follow the law. In fact, RMS is located on a Carbondale designated "Heavy Truck Route". It is dangerous for students to cross the street to go to town or to the open space across the street, although students do often go to both of these areas for outdoor education or educational field trips. There are homeless people living on the property surrounding the school campus. This is a safety concern. Additionally, RMS is within 4 blocks of two medical marijuana dispensaries and one liquor store. As the school has grown, the parking lot has not been able to accommodate the increased traffic and also poses major safety concerns. There are no clearly marked walkways and students need to walk through the drop off lane from the parking lot to get to the school entrance. The gravel surfacing makes it very challenging to mark off safety zones. Lighting is insufficient in the parking lot and front of the building making it very dark and hazardous at night, as well as inviting to some criminal activity. There has already been one break-in at the school and security cameras had to be purchased as a result. It is obvious that the current location is not safe.

The school facility itself also has many significant deficiencies. As the Parson's assessment correctly pointed out, all of our modular structures sit directly on the soil and have no solid foundation under them. According to the report, this makes the life expectancy of the modular structures 15 years at most due to the extensive settling that occurs. This certainly seems to be the case at RMS. The largest modular on our campus is only 7.5 years old and is showing serious signs of degradation despite our best attempts to maintain it properly. The other modular structures are at least 20 years old and clearly approaching the end of their usable lifespan. The assessment was done in 2009 and correctly points out many deficiencies that should be fixed or replaced within 5 years. It is now four years later, and many of these deficient systems remain as it does not make good fiscal sense to spend hundreds of thousands of dollars to fix a leased building that was never intended to be a permanent home. RMS does take exception to the comment that our building replacement value is \$3.2M. The modular buildings that comprise our campus could be purchased new for approximately \$1M in today's dollars according to the current leasing companies. The unsafe state of the facility and its infrastructure are detailed below.

- All RMS modular buildings are made with wood framing. There are no sprinkler systems, no fire doors, and no telephone system/intercom that allow communication from one building to another. In the event of a fire, communication would have to happen through cell phones or by physically going from modular building to modular building. This is time consuming and unsafe. The buildings would burn quickly if a fire were to occur and likely result in total destruction of the school.
- There are no solid foundations under any of the modular buildings. They all sit on raised concrete blocks. Consequently, the buildings settle and cause doors to not close or lock properly, and also cause cracks in the flooring. In fact, an interior wall in the art room actually broke loose due to building settling. Because of a poor foundation and the fact that the modular building skirts cannot be adequately sealed, there are many rodents residing underneath the buildings posing a health issue. Several mice and rats are caught weekly throughout the year in all of the classrooms. There have also been several sightings of skunks and marmots on the property. Animals nesting and living underneath much of the facilities cause plumbing,

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irrigation and drainage issues.

- The electrical system is unsafe and defective. The electrical box itself is housed outside the building and is poorly secured. Ice accumulates on the electrical box and poses a safety risk (see attached picture). The library and upper elementary modular buildings are wired for 208-volt, not the 220-volt, that the HVAC system requires. There are inadequate outlets in all of the classrooms and common areas and several computers have shorted out and people have received shocks.
- The HVAC system is ineffective and highly inefficient. For one room to be comfortably heated, the adjacent room becomes unbearably hot and the windows must be opened to cool it down. The opposite happens when the air conditioning system is operating. The air quality in the main building was rated poor by the Parson's assessment with high levels of carbon dioxide. The bathrooms have limited ventilation and smell bad. There is clearly not an effective air exchange.
- The siding is bowed in numerous places in all of the modular buildings indicating water infiltration. During January 2009, water seeped through the walls in two of the Kindergarten rooms. It damaged materials in the classrooms and created huge puddles of water. This poses a mold concern and makes insulation very ineffective. Siding is falling off several modulares, causing energy efficiency to be non-existent. As a result, heating and cooling bills are very expensive. The heating units have degraded over the last 8 years to the point where some classrooms have not been able to have real heat for weeks on end and portable heaters had to be used instead. Some of the heaters are electric only and that further increases cost and inefficiency. Additionally, the flat roof leaks in several places. Numerous leaks have been fixed only to have new ones appear. The roof has had multiple large leaks in the common area that have come very close to damaging the school's only \$5,000 smart board. Several ceiling tiles are damaged (one fell down due the weight of the water) and a large trashcan was in place to catch the drainage from the roof in the common area until it could be fixed. These problems seem to be never ending.
- Rain gutters ice up in the winter and ice damming is evident. Dangerous icicles form on the gutters above student walkways. There is also extensive ice buildup at the entrance to the school and between modular buildings on the west side. When the modulares were placed on site, there was no thought about taking advantage of passive solar effects; they were placed to maximize playground space and accommodate an adequate parking lot. The north facing entrance is a serious hazard and many staff, students and family members have fallen and been injured. Although these areas are shoveled and salted regularly, ice accumulation is an ongoing problem.
- Three modular buildings that house some student classrooms, the art room, the music room and the library have no water supply or sanitation facilities. This situation requires students to walk unsupervised to and from the main building when they go to the restroom, need to wash or get a drink of water.
- Two of the modular buildings listed above are not compliant with handicapped accessible. The main building has two ramps, but they do not meet code requirements.
- The existing sewer system is very inefficient. Toilets back up frequently and sewer lines have had to be cleared several times. One sewer problem was so severe that school was almost cancelled for a day because of lack of sanitation.
- There is no shade on the playground, which is fully exposed to southern sun. The students are outside for recess and outdoor education year round as there is no indoor facility for physical education. Several artificial shades have been tried over the years, but high winds either rip them or blow them away. The effects of exposure to harmful UV rays are well documented and high temperatures in the early fall and late spring pose overheating risks.
- Front and back decks of main building, though repaired and resurfaced continually deteriorate due to weather, heavy traffic and the salt used to melt snow is caustic to the wood.
- The school building is located directly over a main sewer line. The sewer line is located four feet below the ground. Three classrooms, the kitchen area and an office are in the path of the sewer line. The town of Carbondale's water main is located ten feet from the corner of the main school building. The town approved the construction of a temporary school building with a five-year window because of this issue. After five years, the site was to be vacated or pay to have the sewer line moved to a different location. The end of the 2009-2010 year surpassed the five-year window. Because of our location above a sewer easement and a large marmot population, our sprinkler system is continually in need of repairs due to tubing being eaten.
- In the aftermath of multiple violent episodes in schools nationwide, it is important to note that there is a complete lack of security at Ross. Having separate modular buildings, structures that are made from wood, hollow core doors and multiple entrances make a security system a challenge. There are policies and procedures in place and lock down drills are regularly practiced; however, if a gunman chose to enter the building, there are no physical structures to assist with student or staff safety.

In conclusion, there are countless structural and safety issues with the existing building and site. Several of the above noted deficiencies were not included in the Parson' assessment, but should be included when all of the corrections to this assessment are finished. It is not possible to mitigate enough of these factors in a cost effective manner to provide a safe educational experience for our students.

Proposed Solution to Address the Deficiencies Listed Above:

Deficiencies:

The existing school location itself poses many problems. Eight years ago, there were plans in place for developing the current site into a 17 acre mixed use commercial/residential development and the founders had thought that a school would be a great asset to this project. While the plans are still in place, they have been put on hold indefinitely. There are Federal Express delivery, construction, and waste disposal trucks on one side. In the cold winter months, these trucks idle for prolonged periods every day just as students are coming to school, exposing them to harmful diesel fumes. In another adjacent business, hazardous wastes are kept in open barrels less than 10 yards from the playground. The founders had incorrectly assumed that law and code enforcement officers would ensure that this would not happen. Trucks drive near the campus frequently and even though 15 mph speed limit signs are clearly posted, many do not follow the law. In fact, RMS is located on a Carbondale designated "Heavy Truck Route". It is dangerous for students to cross the street to go to town or to the open space across the street, although students do often go to both of these areas for outdoor education or educational field trips. There are homeless people living on the property surrounding the school campus. This is a safety concern.

Additionally, RMS is within 4 blocks of two medical marijuana dispensaries and one liquor store. As the school has grown, the parking lot has not been able to accommodate the increased traffic and also poses major safety concerns. There are no clearly marked walkways and students need to walk through the drop off lane from the parking lot to get to the school entrance. The gravel surfacing makes it very challenging to mark off safety zones. Lighting is insufficient in the parking lot and front of the building making it very dark and hazardous at night, as well as inviting to some criminal activity. There has already been one break-in at the school and security cameras had to be purchased as a result. It is obvious that the current location is not safe.

The school facility itself also has many significant deficiencies. As the Parson's assessment correctly pointed out, all of our modular structures sit directly on the soil and have no solid foundation under them. According to the report, this makes the life expectancy of the modular structures 15 years at most due to the extensive settling that occurs. This certainly seems to be the case at RMS. The largest modular on our campus is only 7.5 years old and is showing serious signs of degradation despite our best attempts to maintain it properly. The other modular structures are at least 20 years old and clearly approaching the end of their usable lifespan. The assessment was done in 2009 and correctly points out many deficiencies that should be fixed or replaced within 5 years. It is now four years later, and many of these deficient systems remain as it does not make good fiscal sense to spend hundreds of thousands of dollars to fix a leased building that was never intended to be a permanent home. RMS does take exception to the comment that our building replacement value is \$3.2M. The modular buildings that comprise our campus could be purchased new for approximately \$1M in today's dollars according to the current leasing companies. The unsafe state of the facility and its infrastructure are detailed below.

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- There are no solid foundations under any of the modular buildings. They all sit on raised concrete blocks. Consequently, the buildings settle and cause doors to not close or lock properly, and also cause cracks in the flooring. In fact, an interior wall in the art room actually broke loose due to building settling. Because of a poor foundation and the fact that the modular building skirts cannot be adequately sealed, there are many rodents residing underneath the buildings posing a health issue. Several mice and rats are caught weekly throughout the year in all of the classrooms. There have also been several sightings of skunks and marmots on the property. Animals nesting and living underneath much of the facilities cause plumbing, irrigation and drainage issues.
- The electrical system is unsafe and defective. The electrical box itself is housed outside the building and is poorly secured. Ice accumulates on the electrical box and poses a safety risk (see attached picture). The library and upper elementary modular buildings are wired for 208-volt, not the 220-volt, that the HVAC system requires. There are inadequate outlets in all of the classrooms and common areas and several computers have shorted out and people have received shocks.
- The HVAC system is ineffective and highly inefficient. For one room to be comfortably heated, the adjacent room becomes unbearably hot and the windows must be opened to cool it down. The opposite happens when the air conditioning system is operating. The air quality in the main building was rated poor by the Parson's assessment with high levels of carbon dioxide. The bathrooms have limited ventilation and smell bad. There is clearly not an effective air exchange.
- The siding is bowed in numerous places in all of the modular buildings indicating water infiltration. During January 2009, water seeped through the walls in two of the Kindergarten rooms. It damaged materials in the classrooms and created huge

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puddles of water. This poses a mold concern and makes insulation very ineffective. Siding is falling off several modulares, causing energy efficiency to be non-existent. As a result, heating and cooling bills are very expensive. The heating units have degraded over the last 8 years to the point where some classrooms have not been able to have real heat for weeks on end and portable heaters had to be used instead. Some of the heaters are electric only and that further increases cost and inefficiency. Additionally, the flat roof leaks in several places. Numerous leaks have been fixed only to have new ones appear. The roof has had multiple large leaks in the common area that have come very close to damaging the school's only \$5,000 smart board. Several ceiling tiles are damaged (one fell down due the weight of the water) and a large trashcan was in place to catch the drainage from the roof in the common area until it could be fixed. These problems seem to be never ending.

- Rain gutters ice up in the winter and ice damming is evident. Dangerous icicles form on the gutters above student walkways. There is also extensive ice buildup at the entrance to the school and between modular buildings on the west side. When the modulares were placed on site, there was no thought about taking advantage of passive solar effects; they were placed to maximize playground space and accommodate an adequate parking lot. The north facing entrance is a serious hazard and many staff, students and family members have fallen and been injured. Although these areas are shoveled and salted regularly, ice accumulation is an ongoing problem.
- Three modular buildings that house some student classrooms, the art room, the music room and the library have no water supply or sanitation facilities. This situation requires students to walk unsupervised to and from the main building when they go to the restroom, need to wash or get a drink of water.
- Two of the modular buildings listed above are not compliant with handicapped accessible. The main building has two ramps, but they do not meet code requirements.
- The existing sewer system is very inefficient. Toilets back up frequently and sewer lines have had to be cleared several times. One sewer problem was so severe that school was almost cancelled for a day because of lack of sanitation.
- There is no shade on the playground, which is fully exposed to southern sun. The students are outside for recess and outdoor education year round as there is no indoor facility for physical education. Several artificial shades have been tried over the years, but high winds either rip them or blow them away. The effects of exposure to harmful UV rays are well documented and high temperatures in the early fall and late spring pose overheating risks.
- Front and back decks of main building, though repaired and resurfaced continually deteriorate due to weather, heavy traffic and the salt used to melt snow is caustic to the wood.
- The school building is located directly over a main sewer line. The sewer line is located four feet below the ground. Three classrooms, the kitchen area and an office are in the path of the sewer line. The town of Carbondale's water main is located ten feet from the corner of the main school building. The town approved the construction of a temporary school building with a five-year window because of this issue. After five years, the site was to be vacated or pay to have the sewer line moved to a different location. The end of the 2009-2010 year surpassed the five-year window. Because of our location above a sewer easement and a large marmot population, our sprinkler system is continually in need of repairs due to tubing being eaten.
- In the aftermath of multiple violent episodes in schools nationwide, it is important to note that there is a complete lack of security at Ross. Having separate modular buildings, structures that are made from wood, hollow core doors and multiple entrances make a security system a challenge. There are policies and procedures in place and lock down drills are regularly practiced; however, if a gunman chose to enter the building, there are no physical structures to assist with student or staff safety.

In conclusion, there are countless structural and safety issues with the existing building and site. Several of the above noted deficiencies were not included in the Parson' assessment, but should be included when all of the corrections to this assessment are finished. It is not possible to mitigate enough of these factors in a cost effective manner to provide a safe educational experience for our students.

Solution:

Land:

Because the location itself is poor for a school, moving the school is the only option.

RMS has understood the need to move to a safe location from its inception. To this end, a land committee was formed seven years ago to search for an appropriate parcel of land. The goal for the land committee was to find a suitable building site for as little money as possible. The land committee is made up of 3 local realtors, a general contractor, a land use planner, a board member and the head of school. The land search has been extensive and creative. The goals for the land committee were to find a suitable building site in or near Carbondale for as little money as possible. This committee has met regularly and property from Glenwood Springs to Basalt have been researched and discussed. In fact, over 100 potential properties

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have been identified and at least 30 of them have been actively researched. However, the majority of these properties didn't work for a wide variety of reasons.

Land in Carbondale and the Roaring Fork Valley remains expensive despite the recent recession. Initially, the land committee approached several ranchers who own large pieces of property about donating land. The Nieslanik, Giannetti, Rodgers, Bailey, Cerise, Turnbull and Perry families were approached. All of these ranchers are very savvy and know the value of their land and were not willing to donate. Some of them were willing to sell land at market price, which is beyond the school budget. Additionally, most would only sell RMS more land than was needed for our school.

The next action taken was to determine if any existing facilities could be renovated into a school understanding that at least 30,000 square feet of space was needed to accommodate 325 students and 35 staff. As stated previously, RE-1 owns several buildings in town. RE-1 would not consider leasing or selling the former school (Carbondale Elementary School) to RMS. That property was transferred to the town of Carbondale with a deed restriction placed by RE-1 that banned RMS, or any other K-12 school from using the property. RE-1 does not have any other vacant facilities or land in or near Carbondale. RMS's school district, CSI, does not own any land or facilities in this area. There is a vacant mining facility located just over a mile out of town, but due diligence efforts showed that this site was unsafe. The Sopris Shopping Center was considered, but the owner of the property would not sell for a price that the school could afford and is no longer on the market. The last existing facility in town that could be converted into a school was City Market. The current City Market was supposed to move to a new commercial development called the Village at Crystal River in the next few years. On January 31, 2012, a local vote resulted in that new development being postponed indefinitely. Consequently, the current City Market facility is no longer an option for renovation.

Moving the school to a more remote site that offered enough acreage for an affordable price was considered as well but in the end this idea was rejected as it would disrupt the stability of the school. Moving the school more than a few miles from its current site would likely result in a significant change in student population and RMS would like to keep its current stable population and not begin again with many new students unfamiliar with Montessori education. More importantly, RMS has worked diligently to attract Latino students and is proud of its accomplishments to date. The current ethnic diversity of the school accurately represents to demographics of Garfield County. RMS conducted an all school parent survey asking families their preference on land location and if they would continue to enroll their children at RMS if the school was moved more than 5-10 miles from where it currently sits. From that survey (88 total responses), 17% of families would leave RMS if the school moves more than 5 miles from town. Of the 17% who would leave, 43% of them are Latino. If RMS moves more than 10 miles from town, RMS would lose a full 45% of its student population with 64% of those who leave being Latino.

Additionally, the school would not be environmentally friendly in a remote site as it would require the school community to commute for longer distances and drive on roads that are not well maintained during the winter months. Because of the small size of Carbondale, a large number of students routinely walk or ride their bikes to and from school.

Other options were also discussed including partnering with the town. There is an 11 acre US Forest Service parcel of land located 1 mile from the town center that the Forest Service would like to sell. Carbondale needs more soccer fields and RMS needs a permanent home. In 2009, the town and the school signed a joint letter of interest to buy the Forest Service property to satisfy both of these needs. While this would have been a great solution, an endangered plant species was found on this land. Because of this, a biology study needs to be conducted to determine what needs to be done for mitigation. While the USFS does want to sell this property, it is not currently a top priority. Consequently, sale of this property is not likely to happen any time soon. However, RMS continues to be in contact with the Forest Service should this option suddenly become viable.

RMS also approached the private high school, Colorado Rocky Mountain School (CRMS), about shared land as CRMS owns several acres of unused property. Again, the board of CRMS is savvy and understands the value of land and they were not willing to donate any land to us, but they were willing to sell 6 acres for \$4M to RMS. This was deemed too expensive for RMS.

Four years ago, RMS did have a contract on a suitable 6 acre piece of land 4 miles out of town for \$1.8M, but after much due diligence, it was determined that this piece of property would not work for the school because of water, septic, subdivision covenants and other issues. Two years ago, RMS had a contract on a 5-acre piece of rural land 1 mile out of town for \$1.2M. RMS again invested significant resources on due diligence procedures for this property. There would have been extensive land improvement costs for this site to work (septic system, road improvements) as well, but this deemed to be a workable solution after much due diligence. The contract on that land was terminated after not receiving the BEST grant two years ago, but it is still an option.

Land costs are very high in the Roaring Fork Valley. While the economic downturn has been felt locally, the market is beginning to improve again and costs are not likely to decrease further. The following is a list of comparable properties that

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have sold in the past 12 months:

Address	Property Type	Acres	Sold Price	Sold Date	Price per Acre
1107 Hendrick Dr	Commercial	.61	\$540,000	03/28/12	\$750,600
100 North Third Street	Commercial	.08	\$625,000	06/12/12	\$7,812,500
525 Buggy Circle	Commercial	.11	\$440,000	11/07/12	\$4,000,000
46 Weant	Commercial	.10	\$294,000	12/04/12	\$2,940,000
98 Garfield Ave	Commercial	2.6	\$1,425,000	06/11/12	\$548,077
348 Main Street	Commercial	.11	\$900,000	01/30/12	\$8,379,000

The sold properties listed above have an average price of \$4,071,596 per acre.

The following is a list of current comparable properties for sale:

Address	Property Type	Acres	Asking Price	Price per Acre
36 N 4th Street	Commercial	.09	\$1,505,000	\$1,064,814
9929 Highway 82	Commercial	.84	\$850,000	\$1,011,905
0290 Hwy 82	Rural	41	\$5,250,000	\$128,048
818 Industry Place	Commercial	2.26	\$2,600,000	\$1,150,443
TBD Hwy 133	Commercial	1.44	\$1,200,000	\$833,333

The average cost per acre is \$837,709.

RMS understands that it does not need to purchase commercial property and also understands that asking price and selling price are two different numbers. However, even if the listed properties above sold at 50% of the asking price, the price per acre would be \$418,854.

Ross is currently under contract on a 15 acre parcel located four miles from the town of Carbondale for a purchase price of \$1,850,000 (\$123,333 per acre). The property is set to close in December 2013 concurrent with BEST grant deadlines. This site is centrally located for the families who send their children to RMS. The site is currently an equestrian center and is the same site RMS was investigating after receiving the BEST grant last year. After much discussion, the board concluded that this site is the best choice for a new facility. There has been significant due diligence conducted on this land. It has been through an ALTA and ESA survey and the contaminated soils that were found have been removed and the soil is now certified to meet standards for a school site. A full civil engineering study was conducted and it was concluded that RMS can tap into existing sewer systems located in the adjacent homeowner community. The site itself has multiple wells and provides adequate water for the needs of the new school. There have been several gatherings between local homeowners and RMS to fully disclose what RMS intends to do with the property and to date, the homeowners have been very supportive of the project. RMS has asked for full exemption from any and all Homeowner covenants. A final Homeowners vote is scheduled to be held on March 7, 2013. Ross will continue to work collaboratively with local homeowners to minimize any disruption that our project may cause. Traffic studies have been done and CDOT confirms that there is no need for any changes to nearby State Highway 82. Acceleration/deceleration lanes from County Road 100 into the property will be required by the county for safety and these costs are accounted for in the budget. RMS has also worked with Garfield County to have the property zoned for a school as well as for other purposes listed under the Rural zoning conditions. Preliminary meetings have been very positive and final approval of rural zoning is expected in May 2013.

Facilities:

If we moved the modular buildings to another site, the school would continue to be unsafe for all of the reasons already stated. Therefore, the only solution is to build a new facility on a safe, new site.

In 2009, a design committee made up of teachers, administration, students, parents, Studio B Architects, Hutton Architecture Studio and Fenton Construction came up with a sustainable, inspiring and cost effective facility to house the new RMS. There has been extensive attention given to maximizing usage of each square foot of the facility, so many spaces serve multiple purposes. The building that was designed from this process is an efficient, sustainable, easy to maintain and most importantly, provides the students with a safe and greatly enhanced learning environment.

The architectural team consists of Studio B Architects, who brings a focus on design and a depth of project experience in the Roaring Fork Valley; Hutton Architecture Studio, with over 22 years of educational design success in Colorado; and Jim Dyck, a Certified Montessori teacher and architect with special expertise in helping Montessori schools achieve their goals through design. The entire design team has members are active in a wide variety of professional associations, which allows them to stay current on educational and sustainable design standards and innovation. These include:

- ☒ American Institute of Architects (AIA)
- ☒ AIA Committee for Architecture in Education (AIA CAE)
- ☒ Council of Educational Facility Planners International (CEFPI)
- ☒ United States Green Building Council (USGBC)
- ☒ Leadership in Energy and Environmental Design (LEED) Accredited
- ☒ Colorado League of Charter Schools
- ☒ Colorado Renewable Energy Society
- ☒ American Solar Energy Society

Architectural and Functional Standards

21st Century Learning Principles

Through this involvement, as well as ongoing research, the team is especially well-versed in the directions of education and design today. Interestingly, Montessori education was ahead of its time in many ways, embracing themes that are now considered by many to be new, such as collaborative learning, connection to nature, multiple intelligences, nurturing creativity, and multi-age grouping. In addition, there are 21st Century learning principles that RMS will be able to better pursue with a permanent facility that can support them, such as:

- ☒ Increased Safety
- ☒ Integration of Information Technology
- ☒ Support of Blended Learning
- ☒ Furnishings to support the idea of “Bodies in Motion, Brains in Motion”
- ☒ Support of a Global Curriculum

High Performance School Design

The design for RMS reflects recent research showing that concentration on five key attributes of the interior environment can positively impact the ability of students to learn and teachers to teach. These five are the cornerstones for High Performance Design for the new RMS:

- ☒ Daylighting
- ☒ Views to the Exterior
- ☒ Acoustics
- ☒ Indoor Air Quality
- ☒ Thermal Comfort

Every decision regarding design, materials, and systems will take into account these five components. It is recognized that at times one of these principles may be in conflict with one of the others (for example, increased air supply may result in more noise), so the team seeks to balance them all within an integrated solution. Through experience and active research, the team understands the direct correlation between High Performance school buildings and student performance, thus the importance of implementing them throughout the design and construction of Ross Montessori School.

Additionally, RMS has received a \$18,500 grant from CORE to pursue the use of passive haus construction to increase the efficiency of the building using superior insulation materials. RMS understands that if passive haus elements are used, it will have to pay for the additional cost outside of any BEST grant funding.

Sustainability

Building on the High Performance School Design Principles, the design for RMS also considers the guidelines that must be followed to achieve LEED or CO-CHPS Certification. The design team is well-versed in designing for sustainability, having designed or consulted on over 60 projects seeking certification in Colorado and the West. The design for Ross Montessori has and will carefully consider how best to incorporate the following categories into a school facility that is ultimately cost-effective to build and to operate.

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- ☑Sustainable Sites
- ☑Water Efficiency
- ☑Energy and Atmosphere
- ☑Materials and Resources
- ☑Daylighting and Views
- ☑Indoor Environmental Quality
- ☑Innovation and Design Process
- ☑Regional Priority

Design and Construction Codes and Regulations

The construction drawings and specifications for Ross Montessori school will be produced in accordance with the recommendations of the Construction Specifications Institute (CSI) and other industry standards. Further, the design and construction will follow the applicable International Building Codes, standards such as ANSI , the Americans with Disabilities Act (ADA), as well as state and local requirements.

For this grant cycle, RMS has revisited the initial plans and has aggressively looked at ways to pare down the project cost. Each classroom and specials room has been discussed. The new facility will have two additional classrooms compared to what is currently available. The addition of these classrooms is supported by the overcrowding at RMS, increasing population in the county and high demand for Montessori education. RMS has an active waiting list and projects it will be able to fill those classrooms within 3 years of operation. The foreign language, art, music, cafeteria and media rooms are all necessary to accommodate existing programs at the school. The addition of a science room will provide the necessary space to safely conduct experiments utilizing the FOSS system available at RMS. Currently, there are FOSS science kits spaced throughout different classrooms due to lack of a large central space to store all of them. Because of this, many teachers do not use these hands on learning tools to their potential. There is a gym designed for the new facility and this would provide a great respite from students needing to be outside for all physical education classes. There is often extreme (snow, ice, wind) weather in Carbondale and having the ability to provide an indoor place for physical activity would improve the variety and safety of activities available.

RMS has made some additional changes to the initial facility first presented in our BEST application three years ago. The administration, board, staff and several parents have reviewed the programming needs for the facility. There has been an addition of one middle school room to accommodate the matriculation of students currently enrolled. There has also been the addition of some much needed rooms for special education, health, therapy and easily accessible storage of Montessori materials. The size of the cafeteria has been decreased and will be able to accommodate the student population by having three lunch shifts. The size of the gym has also been reduced. Square footage has been further reduced by eliminating single toilet restrooms and putting in restrooms with multiple stalls, eliminating the welcome/reception area and decreasing the number of break out rooms in the facility. In the end, the building size has remained the same and the budget is much more concrete this year than last year because civil engineering costs to create the necessary infrastructure are known. The new facility program is shown below. As stated before, much attention has been given to maximizing the usage of each space. Maximum efficiency with minimal facility footprint to minimize building costs was considered during each step of the design phase. As a result, the building will be two stories and be configured in an efficient rectangular shape. Great attention has been given to maximizing the use of passive solar as well as minimizing the aesthetic impact both on the surrounding neighbors and on the landscape. Finally, adjacencies were very important in deciding which programs went where as it is important to keep the youngest children on the first floor but still have them able to access all of the special classes such as art and music.

Classrooms ☐ ☐☐☐Number☐Square Ft☐Total Square Feet

Kindergarten (ages 5-6)☐☐☐3☐☐990☐☐☐2970

Lower Elementary (ages 6-9)☐☐5☐☐900☐☐☐4500

Upper Elementary (ages 9-12)☐☐3☐☐900☐☐☐2700

Middle School (ages 12-14)☐☐3☐☐990☐☐☐2970

Special Education☐☐☐1☐☐245☐☐☐245

Specialized Areas☐☐☐Number☐Square Ft☐Total Square Feet

Multipurpose/Cafeteria☐☐☐1☐☐1414☐☐☐1414

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Gym/Assembly 11773808 11773808
 Gym Office/Storage 1177 260 1177 260
 Foreign Language 1177 600 1177 600
 Art (includes storage) 11771200 11771200
 Music/Stage 1177 873 1177 873
 Music Room Storage 1177 226 1177 226
 Science Lab 1177 990 1177 990
 Break Out Rooms (including SPED) 1177 230 1177 460
 Library/Media 1177 1126 1177 1126

Support Areas Number Square Ft Total Square Feet
 Directors Office 1177 122 1177 122

Academic Dean 1177 106 1177 106
 Health Room/OT/SLP 1177 224 1177 224
 Business Manager 1177 106 1177 106
 Administrative Storage Room 1177 108 1177 108
 Conference Room 1177 190 1177 190
 Staff Workroom 1177 270 1177 270
 Reception/Welcome Area 1177 76 1177 76
 Staff Restrooms 1177 4 1177 58 1177 232
 Restroom (1st Floor) 1177 590 1177 590
 Restroom (2nd Floor) 1177 320 1177 320
 Storage (2nd Floor) 1177 216 1177 216
 Communication (1st Floor) 1177 35 1177 35
 Communication (2nd Floor) 1177 135 1177 135
 Electrical/Mechanical Room 1177 384 1177 384
 Kitchen 1177 590 1177 590
 Custodial Closet 1177 46 1177 92

Total Net Area of Facility 28,108

Total Gross Area (x1.37) 38,508

The total programming of the new facility approximately doubles the space currently available and provides the school with many more opportunities to provide a well-rounded education with dedicated spaces for physical education, science, special education, music, foreign language and art . The addition of a kitchen will allow RMS to provide an increased variety of healthy meals daily instead of ordering more expensive meals for area restaurants three times weekly. Additionally, there are two more classrooms in the new facility. One lower elementary and one middle school classroom have been added. The addition of these classrooms is justified by the waitlists that RMS has every year and the natural matriculation of students as they progress through the Montessori program. Further, the population of Carbondale and Garfield County is expected to continue to increase at a rate of approximately 3% annually. There are more classrooms for younger students than for older ones to account for attrition due to people moving away and transferring to other schools. Montessori education is most beneficial when a student is exposed from a young age and it is difficult to transition into a Montessori program from a more traditional school after 3rd grade. Therefore, RMS does not actively recruit students past age 8, although older students do occasionally enroll.

Technology Plan of New Facility

We intend to create an interactive school that has a building that is itself set up to be a science laboratory for sustainable study, design, and education. The building will be equipped with multiple water usage meters, temperature readings around the building and outside, adjustable shades, opening windows, light readings, sun readings, electric meter readings, and other energy data. This data will be collected and recorded in a central location. The students can monitor this data and decisions can be made about what kind of lunches to serve (based on energy and water consumption), adjusting thermostats, adjusting shades, etc. and examine the feedback on these decisions. This data will be placed on the school website. Students will have

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feedback from their energy behavior (turning off appliances and lights, turning down thermostats in the winter, up in the summer, etc.). This feedback to students will educate students and therefore, help them in their decisions about energy usage.

We will have a security system with cameras and motion detectors (indoor and outdoor). The cameras will be accessible off-site through the Internet and remote access through iPhone/smartphones. Backup will be a DVR system. The cameras also provide an additional level of security. An intercom (digital - duplex) system will be installed throughout the campus for security and general communication. Access control will be limited to the front doors. The rest of the campus will have limited access due to fencing. Front doors will have card/combination access. Cameras can be used to monitor human and vehicle traffic in and around the school.

In the geographic area that our identified property, there are limited options as far as internet connectivity. The options are to have direct T1 access or wireless Internet from Skybeam. We will install a wireless system with multiple access points throughout the building. Direct cabling from the router to the office, science room and library would give redundancy and reduce the wireless network traffic by the highest bandwidth users. Currently, we use Powerschool for school data.

Powerschool is Internet accessed and the school district servers are located in Denver (as well as backups). The bulk of the central technology equipment (routers, security, fire alarms, telephone, etc.) will be located in a communications room with a connected UPS backup system.

The telephone system will also be a redundant intercom system.

How Urgent is this Project:

This is an extremely urgent matter. The current location is not safe. The water main for the town of Carbondale is located within 10 feet of the school building and the town authorized the current location as a temporary solution. The school signed an agreement with the town that it would not be on its current site past September 2010. It is also important to note that the school board and administration have been searching for land that is large enough and within a reasonable price range for the past six years. It has also been a priority to keep the school in or near the town of Carbondale in order to best serve the existing school community. Finding land to meet these requirements has been a major challenge, but the properties under consideration all pose workable solutions and are available as soon as funding is available.

The current facilities are not safe or sustainable. Repair and maintenance costs increase every year while the quality of the facility deteriorates despite best efforts to maintain it. If a disaster were to occur, RMS is not set up to handle it in an efficient manner and the possibility of a total loss of facility is high. The founders never intended for the modular buildings to be the final facility plan for RMS, but that was the only viable option at the time to get the school operational.

Since the inception of the school, there have been board discussions about the long term strategy for survival of RMS and having a safe and permanent facility have always been part of the plan. Before the BEST grant was an option, the board had discussed the possibilities of building a new building by financing with bank loans or working with specialized firms dealing with charter school construction and lending. While these options are still a possibility, they would require us to be in the existing unsafe facility for at least 5-10 more years and may result in the ultimate demise of the school as parents grow weary of seeing their children in a poor environment and staff become less enthusiastic when working in less than ideal conditions and often have to spend time doing maintenance duties rather than focusing on the educational needs of the students. The BEST grant gives RMS the opportunity to provide students and staff the facility they deserve in a timely manner. The entire construction phase is expected to be 12-18 months depending on the land infrastructure needs. RMS anticipates construction would begin in January 2014 and the new school would be ready for operation at the beginning of the 2015-2016 school year.

How Does this Project Conform with the Construction Guidelines:

The new Ross Montessori School (RMS) facility will conform to the Colorado Department of Education Public Schools Construction Guidelines as described by the line item references below, beginning with "3. SECTION ONE." (For the greatest possible clarity of terminology and intent, language is adapted and used directly from the Public Schools Construction Guidelines as adopted 10-07-09.)

RMS understands that these Guidelines are not mandatory standards, but rather guidelines to address health and safety issues, technology, site requirements, building performance standards, functionality for core educational programs; capacity for expansion of services and programs; accessibility; and historic significance of existing facilities.

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- 3.1. The new RMS building will be designed and constructed with a sound structural foundation, floor, wall and roof systems. Local snow, wind exposure, seismic, along with pertaining importance factors will be considered.
- 3.2. The new RMS building will be designed and constructed with a weather-tight roof that drains water positively off the roof and discharges the water off and away from the building. The concept design and Project Cost Summary includes installation of a warranted low-slope EPDM or TPO membrane roof system installed by a qualified contractor approved by the roofing manufacturer.
- 3.3. The new RMS building will be designed and constructed with a continuous and unobstructed path of egress from any point in the school that provides an accessible route to an area of refuge, a horizontal exit, or public way as required by the applicable building code. Doors, hardware, walls and egress components will be designed in accordance with the applicable building code and per a Facility Code Analysis (as described in the Public Schools Construction Guidelines).
- 3.4. The new RMS building will be provided with a potable water source and supply system complying with quality water as required by the Colorado Department of Public Health and Environment. Water quality shall be maintained and treated (reference, Colorado Primary Drinking Water Act and EPA Safe Water Drinking Act). The water supply system shall deliver water at a minimum normal operating pressure of 20 psi and a maximum of 100 psi to all plumbing fixtures. The RMS wells will be protected from unauthorized access.
- 3.5. RMS will be equipped with a building fire alarm and duress notification system designed in accordance with State and Local fire department requirements. Exceptions will include sheds and temporary facilities where code required systems are not mandatory and the occupancy does not warrant a system.
- 3.6. The new RMS building shall not include hazardous materials. RMS shall maintain an asbestos management plan.
- 3.7. The new RMS facility may be equipped with closed circuit video and keycard or keypad building access.
- 3.8. The new RMS building will include an Event Alerting and Notification system (EAN) utilizing an intercom/phone system located throughout the school for inter-school communications and communicate with agencies during emergency situations.
- 3.9. The RMS site and building will have signage clearly denoting the main entrance. The main entrance walking traffic will flow past and/or through the main office area and be visually monitored from the office. All other exterior entrances will be locked and have controlled access. Interior classroom door hardware will allow for lock downs and doors will include vision glass to allow line of sight into the corridors during emergencies.
- 3.10. The RMS site and building will be served by new electrical service and distribution systems designed and installed to meet all applicable State and Federal codes. Daylighting will be supplemented by artificial lighting to meet or exceed the Illumination Engineering Society of North America (IESNA) for educational facilities RP-3-00. Emergency lighting shall be available as required by electrical code.
- 3.11. The new RMS building will be provided with a safe and efficient mechanical system in accordance with the most current version of ASHRAE 55 and in consideration of current State and Federal building codes.
- 3.12. The new RMS building will be provided with healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems and/or operable windows and by reducing outside air and water infiltration with a tight building envelope.
- 3.13. RMS shall comply with Colorado Department of Public Health and Environment, Consumer protection Division, 6 CCR 1010-6 "Rules and Regulations Governing Schools."
- 3.14. RMS will be equipped and maintained to provide sanitary facilities for the preparation, distribution, and storage of food as required by Colorado Retail Food Establishment Rules and Regulations 6 CCR 1010-2.
- 3.15. Where paints or chemicals are stored at RMS, the storage method, location, facilities, and ventilation shall comply with

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CDPHE 6CCR 1010-6 "Rules Governing Schools."

- 3.16. RMS will have a separate emergency care area with at least one cot, a locking cabinet and a dedicated bathroom.
- 3.17. The new RMS facility will be designed and constructed in accordance with ANSI A117.1 as required by the applicable building code, whose requirements are very similar to the American Disabilities Act (ADA), providing accessibility to physically disabled persons.
- 3.18. The RMS site will be designed and constructed in the best possible manner to safely separate pedestrian and vehicular traffic given site constraints. Considerations will include:
 - 3.18.1. Separation of different traffic modes, which could include dedicated turn lanes;
 - 3.18.2. Dedicated bus staging and unloading area with signage; Curbs at drop-off and pick-up locations raised six inches above the pavement level and painted yellow;
 - 3.18.3. Adequate drive zone with signage for one-way parent drop-off/pick-up;
 - 3.18.4. Solid surfaced staff and visitor parking spaces should be identified;
 - 3.18.5. Well-maintained sidewalks and a designated safe path leading to the school;
 - 3.18.6. Service loading areas independent from other traffic;
 - 3.18.7. Bicycle access and storage;
 - 3.18.8. Fire lanes with red markings and "no parking" signs posted;
 - 3.18.9. Restriction of vehicle access to restrict them from driving into the school.
- 3.19. The new RMS site will be safe and secure with outdoor facilities for students, staff, parents, and the community, based on the following criteria:
 - 3.19.1. The new school site that has been should be selected is not adjacent or close to uses that would cause safety or health issues to the inhabitants of the school. Perimeter fencing with gates to control access shall be considered;
 - 3.19.2. Clear lines of sight to enable ease of supervision;
 - 3.19.3. Site utilities fenced and located away from the main school entrance and student playgrounds and sports fields whenever possible;
 - 3.19.4. Access to the building roof shall be secured and restricted;
 - 3.19.5. Exterior lighting to protect and guide occupants during evening use of the facility;
 - 3.19.6. Playgrounds protected by adequate fencing; equipment and surfacing installed per manufactures specifications and current industry safety and State of Colorado Insurance pool requirements, compliance with accessibility requirements; equipment purchased from an IPEMA-certified manufacturer.
- 4.1. RMS will be designed and constructed with high quality, durable, easily maintainable building materials and finishes.
- 4.2. The new RMS facility shall accommodate the Colorado Achievement Plan for Kids (Cap4K), No Child Left Behind Act (NCLB) and the State Board's model content standards.
- 4.3. The new RMS facility shall accommodate individual student learning and classroom instruction and have embedded technology to enable adequate voice, data, and video communications in accordance with the Building Industry Consulting Services International's (BICSI) Telecommunications Distribution Methods Manual (TDMM).
- 4.4. RMS shall be provided with the technological hardware and software to enable control of web-based activity access throughout the facility; e-mail for staff; a school-wide telephone system with voicemail, a district hosted web site with secure parent online access linked to attendance and grade books.
- 4.5. The RMS administrative software should enable: Individual Educational Programs (IEP), Individual Learning Programs (ILP), Personal Learning Plans (PLP), sports eligibility records, immunization and health service management records, discipline and behavior records, transcripts, food services information, library resource management information, and

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

assessment analysis management records, as applicable.

4.6. The RMS facility may be protected to maintain business continuity with emergency power backup, redundant A/C for data centers and data backup systems. Off site hosting of critical data to protect against loss of data could be explored;

4.7. The criteria provided in 3.18 and 3.19 have been considered for the new RMS site.

4.8. The new RMS facility accommodates full-day kindergarten and preschool and could possibly accommodate future expansion of services.

4.9. As recognized by the Assistance Board, RMS may not include all items following in this section due to its educational programming and facility needs.

4.10. In accordance with guidelines for elementary schools (grades PK-5), RMS shall provide exciting learning environments for children along with associated teaching and administrative support areas. Daylight and views will be incorporated in all learning areas, supplemented by well-designed task oriented artificial lighting. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors, and other learning areas will be utilized to create a learning environment that focuses the student's attention. The following may be incorporated in the new RMS facility:

4.10.1. Playfields, age appropriate equipment, gardens, trees, non-traditional play features and shade structures for school and community use;

4.10.2. Preschool and kindergarten classrooms (1000-1200 s.f.) with dedicated bathrooms;

4.10.3. Special education classroom;

4.10.4. Special program room;

4.10.5. Classrooms to accommodate a maximum of up to 25 students and provide 35 s.f./student with a minimum classroom size of 600 s.f. Classrooms with natural light and a view, conditioned, well-ventilated air, and with the necessary equipment, technology infrastructure, and storage to support the intended educational program;

4.10.6. Band/vocal music room with high ceilings and acoustical wall coverings, separated from other classrooms if possible;

4.10.7. Art room with ample storage cabinets and counter sinks. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent;

4.10.8. Computer room with work stations/carts and wireless connections where possible;

4.10.9. Library/multimedia center (LMC) as the heart of the school, with a flexible space for student, staff, and parent use. The space is planned with high ceilings with abundant natural light, as well as well-designed artificial task lighting. Window treatments may be incorporated to accommodate the use of audio visual equipment requiring darker environments;

4.10.10. Commercial kitchen, with cooking and refrigeration equipment, dry storage, and ware washing area;

4.10.11. Cafeteria/multipurpose room with higher ceiling heights and daylight. At RMS, a tiered stage for school productions may be included between the music room and gymnasium with basic theatrical lighting and sound systems;

4.10.12. Small gym with basketball court, volleyball sleeves and standards, safety wall wainscoting and adjustable basketball backstops;

4.10.13. Administrative offices, nursing area, bathrooms, conference, reception, and building support areas to accommodate the educational program.

4.11. In accordance with guidelines for Middle schools (grades 6-8), RMS shall provide a vibrant, cheerful, learning environment for students and scaled for teenage occupancy. Daylight and views will be incorporated in all learning areas, supplemented by well-designed task oriented artificial lighting. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors, and other learning areas will be utilized to create a learning environment that focuses the student's attention. The following may be incorporated in the new RMS facility:

4.11.1. Soccer field and paved play area for school and community use;

4.11.2. Special education classroom;

4.11.3. Special program rooms;

4.11.4. Classrooms as described in 4.10.5.

4.11.5. LMC as described in 4.10.9.

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- 4.11.6. Computer facility per 4.10.8.
- 4.11.7. Accommodations for distance learning;
- 4.11.8. Science classroom with teaching demonstration table, emergency shower/eyewash, wet student work stations, and equipped with adequate instrumentation;
- 4.11.9. (RMS does not currently include a dedicated "Family Consumer Science Lab", but instead incorporates life skills throughout its Montessori education program;)
- 4.11.10. In lieu of a dedicated Band room, the RMS music room is described in 4.10.6.
- 4.11.11. In lieu of a dedicated Vocal room, the RMS music room is described in 4.10.6.
- 4.11.12. Art classroom per 4.10.7.
- 4.11.13. (RMS does not currently include "Beginning shop, vocational, and agricultural Career and Technical Education (CTA) classrooms", but incorporates life skills and gardening throughout its Montessori education program;)
- 4.11.14. (At RMS, its performing arts area is planned as a tiered stage for school productions between the music room and gymnasium with basic theatrical lighting and sound systems;)
- 4.11.15. Commercial Kitchen as described in 4.10.10
- 4.11.16. Cafeteria/multipurpose as described in 4.10.11.
- 4.11.17. Gymnasium with a basketball court and dividing curtain to create two smaller basketball courts. The following equipment may accompany or be accommodated for in the gym: adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, and scorer table;
- 4.11.18. (The current RMS program does not include a dedicated weight training area;)
- 4.11.19. (The current RMS program does not include men and women's locker rooms with independent bathrooms, showers and locking metal lockers;)
- 4.11.20. Administrative areas as described in 4.10.13.

4.12. N/A (RMS is a PK-8 school.)

4.13. N/A (RMS is a PK-8 school.)

5.1. The new RMS facility will conserve energy through High Performance Design (HPD). The RMS design and construction team understands the importance of establishing energy performance goals the entire building in terms of KBTU/SF/YR total building load, and the following considerations are important:

5.1.1. RMS has assembled an integrated design team of school and community stakeholders, architects, engineers, and facility managers. Hutton Architecture Studio, with experienced LEED and/or CO-CHPS accredited professionals, leads the HPD for the new facility;

5.1.2. Site locations that encourage transportation alternatives such as walking, bicycling, mass transit, and other options to minimize automobile use, such as the new RMS site, which is located along a bike path;

5.1.3. Facility design to reduce demand on municipal infrastructure by encouraging denser development, reducing water consumption, and to provide responsible storm water management and treatment;

5.1.4. Reduced building footprint, such as the two-story concept design of RMS;

5.1.5. Minimizing parking to reduce heat island effect and discouraging use of individual automobiles, including: Preferred parking spaces for carpools, vanpools, or low emission vehicles; Providing three spaces per classroom if possible; overflow parking in unimproved lot areas near the RMS site;

5.1.6. Facilities that utilize existing sites, buildings and municipal infrastructure;

5.1.7. Joint-use facilities, such as the RMS soccer field;

5.1.8. Evaluating energy costs holistically by determining the cost of high performance strategies versus long term cost savings;

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- 5.1.9. Utilizing passive solar techniques such as the positive building solar orientation and building massing of RMS; sun-shading; natural ventilation where possible; green roofs if proven viable given the cost of installation and maintenance.
- 5.1.10. Utilize energy efficient and or renewable energy strategies, such as geo-exchange for heating and cooling or preparation for the installation of photovoltaic panels at RMS;
- 5.1.11. Metering of all utilities with the ability to sub meter selected systems to manage utility usage;
- 5.1.12. Evaluate necessary building materials and systems and consider holistic design solutions that serve multiple purposes;
- 5.1.13. Evaluation of utility bills to determine efficiency of facilities;
- 5.1.14. Investigating performance contracting potentials;
- 5.1.15. Incorporation of effective daylighting and task oriented lighting concepts. Use of occupancy sensors and photocells to keep lights off when not needed, including emergency lighting when the building is unoccupied;
- 5.1.16. Design of building and site lighting to have minimal impact offsite, minimal impact to the night sky, and minimal trespass from the interior of the building to the exterior.
- 5.1.17. Controls that monitor the efficiency of the mechanical system and control temperature range during low/non-use periods and after operating hours.
- 5.1.18. Commissioning of mechanical systems at completion of construction and retro-commission every five years. Pursue third party certification through CO-CHPS or LEED for schools;
- 5.1.19. Design and installation of high performance glazing, tuned per solar orientation;
- 5.1.20. The RMS landscape shall be designed and implemented in order to optimize the use and location of climate-appropriate plantings.
- 5.1.21. The RMS HPB team will carefully evaluate the possible use of a cool or green roof with consideration of its impact to the energy use of the building;
- 5.1.22. The RMS concept design and pricing includes use of heat recovery in the systems wherever possible.
- 5.1.23. The RMS concept design and pricing includes a tight and well-insulated building envelope with a wall thermal value exceeding R-23 and roof thermal value of a minimum R-30.
- 5.1.24. Main building entrances at RMS will include vestibules at to minimize loss of conditioned air;
- 5.1.25. The RMS design and construction team will utilize, when possible, sustainable (green) building materials that are durable, easily maintained, resource efficient, energy efficient and emit low levels of harmful gases. Whenever possible EPA Energy Star labeled systems and equipment will be installed. The design will include use of Colorado-based and local and regional material manufactures whenever possible to reduce the impact of transportation costs and support regional and state economies.
- 5.1.26. The RMS community is eager to utilize its new facility as a high performance learning tool.
- 5.2. Analysis of existing school facilities or desired new school facility size against the required school facility size taking into account maintenance and operational costs of the existing or desired new larger facility compared against the costs savings associated with a reduced facility size. Achieve reduced school facility size by minimizing single use spaces, building circulation, and consolidating remote facilities, coupled with maximization of consolidated shared flexible facilities that are well scheduled, and utilize extended hours of operation.
- 5.3. RMS will likely seek implementation of a school-wide energy management plan.

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5.4. As feasible due to geographic and its budget constraints, RMS could seek adoption of a goal of “zero waste” from construction of the new building.

5.5. RMS is likely to pursue training or staff to establish school wide preventative maintenance tasks for all building systems to determine that systems are functioning as designed and clearly outline follow-up maintenance procedures to keep equipment and materials functioning as intended, extend life of equipment, and reduce operational costs.

6.1. RMS is an Institute Charter School currently located in temporary buildings, but is seeking funding for permanent facilities to last fifty years or more.

6.2. RMS is currently located in temporary buildings on a leased site, so there is no historical significance.

6.3. Building code, health, and safety deficiencies associated with the RMS temporary buildings and site are described in detail in the Deficiency portion of the Grant Application.

6.4. Educational programming and green building deficiencies associated with the RMS temporary buildings and site are described in the Deficiency portion and accommodated for the new facility in the Project Cost Summary portions of the Grant Application;

6.5. Information detailing the need for a replacement facility is provided in detail in the Deficiency portion of the Grant Application;

6.6. Due to the temporary nature of the existing RMS buildings and site, rehabilitation is not possible.

6.7. As a result of the above, as well as the information provided in the Grant Application, RMS seeks funding for a replacement facility on a new safer and educationally appropriate site.

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

Detailed Maintenance Plan

As a condition for the completion of the new school project, RMS shall obtain from the architect or engineer a certification that the contractor for the school facilities project has provided a maintenance package containing all of the following:

1. Manufacturer's warranties.
2. Owner's and training manuals.
3. Required maintenance and testing instructions.

Periodic inspection, testing and certification of building systems or components required to maintain system warranty or guaranty provisions performed in accordance with manufacturer instructions and owner manuals will be provided.

Maintenance Plan

- 1.☐Boiler inspection/service, 1x per year.
- 2.☐Inspect all toilets/facets, 1x per week during cleanings.
- 3.☐Chillers/air handling units inspection/service, 1x per year.
- 4.☐Well pump inspections, 1x per year.
- 5.☐Wet well inspection, 1x per year.
- 6.☐Domestic water holding tank inspection, 1x per year.
- 7.☐Roof inspections, should have thorough walk over every spring and fall to inspect all welded seams and flashing connections/terminations/roof drain intersections. Internal roof drains will need to be cleaned out prior to each winter season.
- 8.☐Irrigation system inspection of all sprinkler heads, each spring at fire up and fall at blow out time.

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9. ☐ Carpet deep cleaning, 4x a school year, regular vacuum 1x per day.
10. ☐ Buff concrete floor, 1x a week. Reseal and polish once every five years/
11. ☐ Wash exterior glass, 2x a year.
12. ☐ Clean interior glass, 1x a week.
13. ☐ Repaint exterior Hardi panel siding, once every 5 years.
14. ☐ Repaint interior sheetrock, once every 10 years.
15. ☐ Pull weeds around site, 2x per month in growing seasons.
16. ☐ Fertilize grass areas, trees and plants every spring and fall.
17. ☐ Reseal asphalt parking lot, 1x every 5 years.
18. ☐ Inspect/change light fixtures, as needed, keep surplus of extra bulbs on site of each fixture.
19. ☐ Inspect fire sprinkler system, 1x per year
20. ☐ Inspect fire alarm system, 2x per year, all school fire alarm 1x per quarter
21. ☐ Inspect/recharge fire extinguishers, 1x per year
22. ☐ Inspect all metal exterior siding, thorough inspection 1x per year
23. ☐ Inspect elevator, 1x per year
24. ☐ Inspect all windows for air leakage/cracks/chips, thorough inspection 2x per year
25. ☐ Inspect/service sliding glass pocketing door in cafeteria, 1x per year
26. ☐ Inspect/service overhead rollup door at cafeteria service window, 1x per year
27. ☐ Regrout bathroom tile, 1x every 5 years
28. ☐ Buff rubberized gym floor, 2x per month, refinish floor every 10-15 years depending on wear
29. ☐ Inspect lockers, 1x per year.
30. ☐ Service/inspect kitchen appliances, as needed, inspect every day prior to use, cleaning every day after use.
31. ☐ Inspect all door swings/hardware, weekly.
32. ☐ Service all school computers, 2x per year.
33. ☐ Repairs or localized replacements of system components resulting from breakage or misuse.
34. ☐ Semi-annual tests to monitor indoor air quality.
35. ☐ Mowing grass, 1x per week during growing season.
36. ☐ Plowing parking lots and walkways, as needed through snow season.

A maintenance budget equal to 3% of the PPOR revenues will be started upon moving in to the new facility. This year, 3% amounts to approximately \$48,936. RMS is still in a growth phase as we anticipate adding 10-15 new students annually for the next 5 years. After that time, RMS will be at a maximum operating capacity of 325 students. In five years, 3% of the operating revenue with 2013-2014 PPOR (\$6658) figures is \$64,916. This maintenance budget will be more than adequate to pay for a full time maintenance worker, custodial care, equipment and supplies. This increase in cost is detailed in the attached projected 5 year budget worksheet.

A capital reserve fund will be maintained with an initial allocation of \$40,000 per year for building projects. This amount will be set aside each of the first five years to allow for RMS to repay the CSI loan at \$20,000 annually. After 5 years, the capital reserve account will be maintained at the 4% of the annual operating revenue (2020-2021) in the new facility. In 2020, the annual amount set aside will be \$86,554 at a minimum which will be able to cover replacing systems as they wear out without incurring any additional debt.

The following table shows the major systems within the facility and their estimated replacement cost as well as the annual amount that needs to be saved to cover these expenses.

Item	Life Expectancy	Estimated Replacement Cost	Annual Cost for Replacement
Roof	20 years	\$250,000	\$12,500
HVAC System	20 years	\$87,000	\$4,350
Plumbing System	20 years	\$38,500	\$1,925
Electrical System	30 years	\$31,500	\$1,050
Telephone System	30 years	\$7,500	\$250
Public Address System	30 years	\$15,000	\$500

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Fire Suppression System	25 years	7,000	280
Fire Alarm System	25 years	4,500	180
Carpet	10 years	36,000	3,600
Windows	35 years	250,000	7,145
Gym Floor	30 years	40,000	1,333
Tile	15 years	15,000	1,000
Bathroom Countertops	10 years	5,000	500
Interior/Exterior Doors	20 years	85,000	4,250
Cabinetry/Shelving	15 years	55,000	3,667
Door/Bath/Cabinet Hardware	10 years	19,500	1,950
Sheet Rock	30 years	225,000	7,500
Painting	10 years	75,000	7,500
Lockers	35 years	30,000	857
Window Treatments	20 years	37,500	1,875
Concrete Flat Work	25 years	25,000	1,000
Asphalt	10 years	40,000	4,000
Playground Equipment	15 years	85,000	5,667
Landscaping	30 years	65,000	2,167
Irrigation System	20 years	75,000	3,750
Totals		2,084,000	79,096

A capital campaign with the goal of raising sufficient capital to replace the building over the life of the building will also be instituted in the future. RMS anticipates that the life of this facility is 75 years. A capital campaign to raise 20% of the cost of replacing the building will be initiated. Assuming 3% inflation costs annually, the cost to replace this building will be approximately \$20,000,000 in 75 years. A 10 year campaign to raise \$5,000,000 beginning in 2080 will be undertaken by the school board. This is a highly achievable goal, even by today's standards. Additionally, RMS will set aside 3% of PPR revenues beginning in 25 years to contribute toward replacing the building in 75 years. Assuming enrollment remains steady at 325 students and that PPOR remains at its current level (a worst case scenario), RMS will set aside \$64,916 annually. Over 50 years this will amount to \$3,245,775. Together with the capital campaign, RMS will have raised 41% of the cost of the building and will be able to take out a conventional loan to finance the remainder.

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

When the current school site was initially leased, there were many good reasons for choosing that location. The school is conveniently located in town and is within easy walking and biking distance for many of our families. Additionally, it is two blocks from the town recreation center, across the street from an open green space and four blocks from the town library and a park. Because we knew that our initial facility would not have many amenities, it was important to capitalize upon proximity to other places that could provide these. The location was also flat and had already had an office complex made from modular construction on it so it was ready for use and did not require any infrastructure development other than some grading. Further, seven years ago, there were plans in place for developing the current site into a 17 acre mixed use commercial/residential development and the founders had thought that a school would be a great asset to this project. While the plans are still in place, they have been put on hold indefinitely. Many of the features that make the current location less than ideal were simply not known at the time the lease was signed and could not have been known until the school was there for several months.

RMS received charter approval in March of 2005 and needed to be open by August of 2005 due to the 130 students who quickly enrolled because parents valued the unique educational choice offered. Had the school not opened in August of that year, those parents would have had to find another educational model for their children and RMS would have had to start the

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

following year from scratch. A Montessori school works best when children are educated in that method from an early age. If the school had to start anew in 2006 with just Kindergarten, it would not have been financially viable. The founders looked at all existing vacant buildings that were available at the time to see if they could be renovated, but none were large enough to accommodate the school. There was clearly not enough time or money to build a new facility. Consequently, the founders began researching modular buildings as a temporary solution. Several options were considered and in the end, a new 12,500 square foot modular with 8 classrooms, a multi-purpose room, bathrooms and 2 administrative offices was chosen. This modular provided a cohesive school environment so that students would not have to walk between buildings in the cold, icy months of winter and could be closely supervised at all times. This was the best option available at the time even though the founders knew that this would not be a permanent home. The school population grew quickly soon the school was too small to accommodate everyone. In 2007, a preschool was started which increased the school programming by two classrooms. In 2007, two 17 year old two- room modulares were leased to accommodate this growth and provide a classroom dedicated to art. These modulares were in moderate condition and did not have plumbing when they were leased. In addition to these modular buildings, the school had to lease an additional 1/3 acre of land adjacent to the current property to be able to provide an adequate playground space for the students. Finally in 2008, the school population was aging and needed to add a room for middle school and a third two-room modular without plumbing was leased to accommodate these students. The current modulares were never intended to be the permanent home of RMS. The initial idea for a permanent school was to put aside capital reserve funds annually and then apply for a conventional bank loan and build a permanent school. Unfortunately, the founders did not plan on the educational funding cuts that have happened since the school opened. It has not been possible to save for capital needs as the majority of the budget is necessary to pay staff salary and benefits and maintain the land and facilities. The school has a supporting foundation that raises approximately \$100,000 annually, but much of this money goes to support current programs and has not resulted in a large capital reserve. RMS is in the frustrating situation of not being able to save money because of the high land/modular lease payments.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$40,000 initially. This amount will increase to 4% of PPOR annually which will be \$86,554 annually in 5 years.

CDE COMMENTS:

THE SCHOOL HAS FIVE FINANCIAL WARNING INDICATORS. THE SCHOOL HAS SUBMITTED A FIVE YEAR BUDGET AND A BUSINESS PLAN DEMONSTRATING THEY WILL BE FINANCIALLY VIABLE IN A NEW FACILITY. PROJECT AWARDED LAST 2-YEARS AND HAD ISSUES WITH MATCHING MONEYS AND SITE PROCUREMENT.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: H	Urgency: H	Ability: Not Able	Planning: No plan
Red Flags:	Previous BEST Grants: 0		
If Yes, Explanation:	Multiple		
Current Grant Request:	High cost/SF - SC - \$107 inflated due to site acquisition and development HC - \$214 Waiver Request - Waiver appears appropriate and was granted in the prior grant cycle		
Current Applicant Match:	\$11,959,039.43	Historical Significance:	N/A
Total Project Cost:	\$1,039,916.47	Does this Qualify for HPCP:	Required
Previous Grant Awards:	\$12,998,955.90	Will this Project go for a Bond:	NA
Previous Matches:	\$0.00	CDE Minimum Match Percent:	22
Affected Pupil Number:	\$0.00	Actual Match Provided:	8
Affected Sq Ft:	237	Applicant Met Match	<input type="checkbox"/>
Cost Per Sq Ft:	38,508	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Pupil:	\$321.49	Is a Master Plan Complete	<input type="checkbox"/>
	\$52,236.11	Who Owns the Facility:	3rd Party

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Cost Per Pupil:	\$52,236.11	Who Owns the Facility:	3rd Party
Sq Ft Per Pupil:	162.48	Does the Facility Have Financing:	Ross is currently in leased mod
Per Pupil Allocation to Cap Reserve:	\$40,000.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	5.48		The modular buildings will be returned to the leasing companies and the land lease will be terminated.
District FTE Count:	237.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	Yes	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	5	Year Bond Failed:	
Assessed Valuation:		Outstanding Bonded Debt:	
PPAV:		Total Bonding Capacity:	
Unreserved General Fund FY1011:		Bond Capacity Remaining:	
Median Household Income:		Percent Bonding Capacity Used:	
Free Reduced Lunch %:	17.97	Existing Bond Mill Levy:	
Match Source Detail:	Capital Campaign, Loan from CSI, Grants		

February 25, 2013

Colorado Department of Education
Capital Construction Assistance Board

Re: Waiver Request for Reduction of Required Match

Ross Montessori School (RMS) is applying for funding from Building Excellent Schools Today (BEST) to help with the purchase of land and building a permanent school facility. RMS respectfully submits this waiver letter requesting our matching percentage be decreased from 22%, (\$2,723,591) to 8% (\$990,397) of the total project cost \$12,379,958. RMS believes it is our responsibility to help ourselves to the extent possible with regard to matching funds. RMS has explored many options for matching funds. Unfortunately the reality is that RMS, as a CSI school, does not have access to local tax dollars. Local tax revenue is the general method for BEST applicants to meet their match requirement. RMS is not in a position to borrow matching funds, and fundraising and grant requests will not supply the necessary match financing. The reasons that the match waiver is necessary are more fully explained below:

Authorizer Contribution

RMS is chartered through the Charter School Institute (CSI), not through the local RE-1 district. The CSI, which charters 23 schools throughout the state, currently has a total of \$500,000 for both special education needs and capital construction funds for all of its schools. As a CSI school, RMS does not have the ability to raise matching funds through local tax dollars. RMS is also not entitled to any monies raised through local RE-1 bond elections or mill levies. As you can see from its support letter, CSI wholeheartedly supports RMS getting a new and safe facility. Unfortunately CSI is limited in its ability to financially support RMS. CSI does not have the ability to raise local tax dollars for capital construction projects for its charter schools. The CSI does have a capital construction loan program, not a grant program, for their member schools. If a BEST grant is awarded, RMS will apply for a \$100,000 five year no-interest loan from this program to assist with our match. RMS applied for and received this loan last year after being awarded the BEST grant. We have very positive preliminary indications that this loan would be approved again.

Lending

RMS has a proven track record of paying up to \$250,000 annually in land and building leases. Accordingly, RMS is willing to finance a portion of the match through a bank loan. It is our understanding that financing all or part of the matching percentage cannot come in the form of borrowed funds without the following stipulations in place: the proposed site and facility cannot be used for collateral, no signing before grant money is awarded, and reasonable payments in terms of possible declining PPR. RMS approached several banks regarding a loan for our match. While the banks were impressed with our school's financial record, academic success, and parent commitment, due to the

collateralization rule, we were unable to secure any commitments for a loan. (this statement seems confusing since the Foundation was approved for a loan.) Ross has also spoken in detail with the USDA about their rural loan program. The USDA will not agree to be in second lien position, so this is not an option for raising matching funds.

Grants and Fundraising

RMS has again heavily explored the possibility of grant monies or other non-traditional sources for matching funds. Some foundations that had given encouraging responses during last year’s application process are no longer able to assist. The Temple Hoyne Buell Foundation is no longer an option as RMS no longer operates a preschool program. RMS did receive optimistic responses from the Garfield County Federal Mineral Lease District (GCFMLD). Last year, RMS applied for and was granted \$150,000 from the GCFMLD. Because the BEST grant was rescinded, this grant will have to be applied for again. If a BEST grant is awarded, RMS will seek \$200,000 from GCFMLD. This grant request, will not be pursued until after the BEST grant is awarded, because the grant will be written to help us raise our match. If the BEST grant is not awarded, there is no reason to apply at this time. It should be noted that because of the funding guidelines for the GCFMLD, if RMS is awarded a \$200,000 grant, only \$100,000 will count toward the match because the 2nd half of the grant is awarded after project completion. The timing of writing a grant application after the CCAB hearings at the end of June and the deadline of having cash in our account by November is certainly a challenge; however, RMS feels confident in its ability to gain funding, and will pursue a grant from GCFMLD in order to reach our match. RMS requests that the BEST board take into consideration the positive responses in the past and the timing constraints when reviewing RMS’ attempts at securing grant pledges. The GCFMLD grant is due in August and awards will be announced at the end of October, 2013.

RMS was given a list of potential funding sources from the Colorado Department of Education. The table below describes the responses from those sources as well as additional sources.

Foundation/Source	Is RMS Eligible	Reason Given
Great Outdoors Colorado	No	To be eligible RMS must apply in conjunction with Garfield County. RMS currently does not have land under contract with the County. The county and the school cannot put a plan in place until after the BEST grant process, and this is not practical as the timing is too short.
Aspen Community Foundation	No	They are no longer funding capital grants, but are more

		interested in program enhancements.
DOLA grants/Community Development Block Grant	No	Grants cannot be used as part of a match (see attached letter).
Gates Foundation	No	The Gates Foundation does not accept unsolicited proposals (see attached letter).
Eli and Edyth Broad Foundation	No	This Foundation only supports schools in urban areas and does not accept unsolicited proposals.
Community Reinvestment Fund	No	This fund provides capital to low income areas and Garfield County and Carbondale do not meet their low-income guidelines.
Housing Partnership Network	No	This group provides funding to dual purpose projects that incorporate housing and our project does not fit.
KIPP Foundation	No	RMS is not a KIPP charter school.
Gates Family Foundation	No	Eligible schools must have at least 40% (preferably 60-90%) of students in the free/reduced lunch program.
Boettcher Foundation	No	This Foundation has donated to the Charter School Development Corporation instead of individual schools to assist with capital projects.
Daniels Fund	No	This Foundation is interesting in funding operational improvements and not in direct capital construction (see attached letter).
State Historical Fund	No	RMS's project does not involve renovation of an historic building.
Charter School Growth	No	This organization only

Fund		provides funding to schools that intend to grow into a network of schools and RMS does not have that intention (see attached letter).
USDA	No	Eligible schools must have at least 40% of students in the free/reduced lunch program.

Fundraising

Since the last application, RMS has hired the Colorado League of Charter Schools (CLCS) to assist with a long term strategic plan for the entire school. This plan includes fundraising and facilities goals. To assist with fundraising, a capital campaign consultant was hired and a capital campaign was fully launched after receiving the BEST grant in June of 2012. The capital campaign was led by our current Board and Foundation presidents with support of many additional individuals. The overall capital campaign goal was to raise \$1,028,985 by November 6, 2012. The capital campaign committee raised a total of \$1,265,000. This was a herculean effort given that Ross Montessori School does not have the ability to raise funds through local tax dollars. The co-chairs of the capital campaign brought extensive experience in fundraising, sales and marketing strategy. These unpaid volunteers worked with a large group individuals connected with RMS and outlined a clear and thorough fundraising strategy. The group met regularly and carefully identified every family within the school they believed might have any capacity to give \$5,000 or more as well as a complete list of community philanthropists and foundations. In addition, all families at the school, regardless of capacity, were asked to contribute at any level and many small events and fundraisers were held by various parents and students. Any potential donor with even a remote connection to someone at the school was approached and asked to consider a gift. This list has been carefully worked and combed through and the committee is confident that their fundraising potential has been reached.

The below indicates how the match was achieved and current status of each area:

Type	Amount	Current Status	Can re-coup for 2013	Total possible for 2013 grant match
Individual gifts and pledges	\$1,115,000	1,107,000	\$474,000	
	675,000 cash received	626,000 cash received \$ 426,000 cash	(\$259,000 in pledges due in 2013 to collect plus additional	

		in the bank after due diligence expenses	fund raising of \$150,000)	\$850,000
Garfield County Grant	\$150,000	Awarded but rescinded after BEST grant did not move forward	Reapplying for \$200,000 with no guarantee	\$100,000 when awarded BEST and (\$100,000 at project completion)
CSI Loan	\$100,000	Loan returned	Reapplying and seems likely	\$100,000
Alpine Bank Loan secured by 5 individuals, not the school	\$275,000	Loan returned	0	RMS has been advised that a loan is not advisable by CDE staff
Total likely for 2013 match				1,050,000

In addition to the effort it will take to reapply for the above grant and loan, capital campaign committee members will need to meet again with individual donors to update them on progress and collect their pledge. The committee is committed to continued fund raising, and will raise an additional \$200,000 over what has already been raised to cover the cost of due diligence and maximize the capacity of RMS to contribute to this project .

It is important to note that some gifts and pledges are no longer available as a result of being denied the BEST grant this past November. Although the overall support remains strong, the inability to make it across the finish line the last time has caused a few interested donors to turn their attention elsewhere.

Without the waiver and without the ability to raise matching funds through local tax dollars by bond elections or mill levies, the Ross Montessori School has reached its full capacity to fundraise for this purpose.

Existing Facilities

The town of Carbondale is small and has limited options with regard to existing commercial facilities that would be suitable for a school. RMS has nonetheless actively investigated the possibility of renovating available spaces in order to lower the cost of the project. Additionally, RMS has investigated the possibility of utilizing an existing public school facility. Unfortunately, there are no current vacant school facilities in the

RE-1 district. When RE-1 gave vacant properties to the town of Carbondale, RE-1 did so with a restrictive covenant that prohibits other organizations from using the facility as a K-8 schools. Further, the CSI does not own any property in the State.

Facilities Operating Costs

The current facilities operating costs include a monthly land lease payment of \$2,500, and monthly modular lease payments totaling \$12,500 for a total of \$190,000 annually. This amount was reduced from \$250,000 annually at the close of the 2010 school year when RMS aggressively renegotiated contracts with its vendors. Further, monthly utility (water, gas, electric) bills average \$1500 for a total of \$18,000. Added to these monthly costs are anticipated and unanticipated costs involved in cleaning, maintaining and repairing the facilities. These costs come to approximately \$25,000 annually.

If awarded a BEST grant, the new facility would greatly reduce RMS' operating costs by eliminating \$188,460 annually in lease payments. This would allow RMS to pay for a full time maintenance worker as well as set aside ample reserves for repairs and upgrades to the facility in the future.

Community Support

The Carbondale community and the Roaring Fork Valley in general are very supportive of this project and RMS. RMS is supported by parents, elected officials and businesses from around the state as evidenced by the letters of support that we have.

As outlined herein, the inability of RMS to meet its match is unique. Due to RMS' status as a CSI school it is unable to access local tax dollars. RMS has done extensive due diligence, and has applied to, or inquired with, numerous foundations for matching funds. RMS is also willing to borrow matching funds but is unable to as described above. RMS will continue its capital campaign, but the reality is that a new and substantial donation is highly unlikely. RMS anticipates \$300,000 of funding from the CSI, and the GCFMLD. RMS understands and appreciates the need for the RMS community to be invested personally in this project. While RMS would love to be able to offer more, it is not feasible in our small rural community, especially when the options of bond or bank financing are not possible and grant funding is severely limited.

Thank you very much for considering this waiver request.

Respectfully Submitted,



Sonya Hemmen
Head of School



1580 LOGAN STREET, SUITE 210
DENVER, COLORADO 80203
Tel: 303-866-3299 Fax: 303-866-2530
www.csi.state.co.us

CHARTER SCHOOL INSTITUTE

January 30, 2013

To the BEST Board of Directors:

Pursuant to CRS 22-43.7-109(3), the Charter School Institute (CSI) submits this letter in support of the BEST grant application from Ross Montessori School (RMS).

RMS is one of the top performing schools within the CSI portfolio of charter schools, and is in the top 20% of all public schools in the state. Enrollment at RMS is consistently growing, and the high quality staff provide a unique educational opportunity not available elsewhere in the Roaring Fork Valley. RMS has all of the aspects of a successful school, except for the quality of its facilities. The facilities at RMS are seriously deficient and present significant health and safety concerns for students, staff and all community members who visit the school. The BEST grant program will provide RMS with an opportunity to educate its students in a safe and healthy environment.

Since the last BEST application, RMS has continued to work diligently to improve their financial picture and have put a long term strategic plan in place, including an increasing fiscal reserve for the future. The new Board of Directors understands their fiduciary responsibility to keep RMS operating within a strict budget. All of the financial indicators at RMS have been trending significantly upward over the past two years and I have confidence that this will continue. They have also spent a great deal of time and resources on the land they have under contract to ensure that it will meet with all of the legal requirements necessary for BEST lease-purchase funding.

RMS currently spends 11% of per pupil operating revenue (\$188,460 of an annual budget of \$1.7M) on facilities management. The current RMS facility is not sustainable and is detracting from education. A new facility will allow RMS to reduce the amount of per pupil revenue it currently spends on facilities management, and reallocate the funds to increasing the educational opportunities and level of services offered to its students. A BEST grant will also allow RMS to put funds aside for future capital needs. A facility that was paid for by BEST funding would virtually guarantee the financial sustainability of RMS.

As you are aware, CSI is the only statewide charter school authorizer in Colorado, currently in its eighth year of operation. CSI is unlike traditional school districts authorizers in many important ways that are relevant to RMS' BEST grant application and waiver request. Some of these very important differences include:

- CSI does not own any buildings or land that may be used by its charter schools.
- CSI does not have the capability to raise bond money through local tax elections or mill levies to fund capital construction or any other projects for its charter schools.
- CSI does not receive any license plate fee or developer impact fees money.
- The CSI does not have a large capital construction fund set aside.

Unlike traditional districts that can assist their BEST grant applicants with access to existing school facilities or land, or put forth a mill levy or bond election to raise funds for the matching requirements, CSI does not have those options to assist its BEST grant applicants. CSI understands and appreciates the need for all applicant schools to financially commit as much as possible to the match in order for the BEST program to fund a maximum number of schools.

While RMS does not have the opportunities to raise matching funds in the same manner as traditional district schools or charter schools authorized by districts, RMS has done a tremendous job fund raising as evidenced by raising over \$1M in funds in four short months last summer.

Without a BEST grant, RMS will not have the opportunity to provide a safe and healthy learning environment for its students. CSI urges the BEST board to grant RMS a BEST grant. In light of RMS' unique financial circumstances and diligent fundraising and grant writing efforts, CSI also supports RMS' waiver request, and respectfully requests that the BEST board grant the waiver.

I urge you to support RMS' well-deserved application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ethan Hemming', with a long horizontal flourish extending to the right.

Ethan Hemming
Executive Director



COLORADO STATE BOARD OF EDUCATION

201 East Colfax Avenue • Denver, Colorado 80203-1704
303.866.6817 • Fax: 303.830.0793 • www.cde.state.co.us

To Whom It May concern:

Feb. 4, 2013

Let this letter serve as my recommendation that the application of the Montessorri School in Carbondale, Colorado be seriously considered for a BEST grant.

I have had occasion to visit the school and was so impressed with their program and staff. Dedication to student learning is the number one priority as well as the individuality of the student and student needs.

That this could be accomplished in the environment of the present location speaks to their accomplishment. It could only serve to improve the quality of the education should they have the kind of up to date learning environment that a BEST school would provide.

Please don't hesitate to contact me if you have any further questions.

Sincerely,

Marcia Neal – Vice Chair

Colorado State Board of Education

Paul Lundeen

Chairman

5th Congressional District

Marcia Neal

Vice-Chairman

3rd Congressional District

Elaine Gantz Berman

1st Congressional District

Jane Goff

7th Congressional District

Pam Mazanec

4th Congressional District

Debora Scheffel

6th Congressional District

Angelika Schroeder

2nd Congressional District



COLORADO DEPARTMENT of EDUCATION

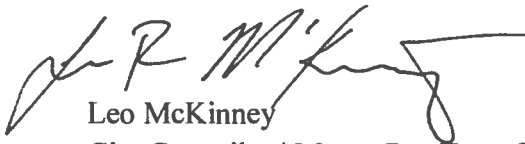
February 18, 2013

To Whom it May Concern,

I write to you today to express my support for Sonya Julienne's efforts in securing grant monies to help with the construction of a sustainable educational facility for the Ross Montessori Charter School. As an elected official in the neighboring city of Glenwood Springs and as a representative on a county wide collaborative clean energy board (known as the Garfield Clean Energy Authority), I have seen the desire among our community's populations to move towards a cleaner, more sustainable energy consumption future. Our communities have committed to a process of transforming public and private buildings to be more energy efficient. These efforts have had a great effect in terms of saving resources and spurring economic development.

A sustainable future is one of the nobler causes our educators ought to embrace. To authentically inspire a cultural shift in the way we think about and consume our resources, will require a fundamental shift in the way we educate our children. Innovative educators such as Sonya Julienne realize that the best way to inspire our children is to lead by example. The Ross Montessori Charter School in Carbondale represents a great opportunity for a grant program looking to help fund an institution that will be sustainable for generations to come, because sustainability is one of the core values in their educational philosophy.

Sincerely,



Leo McKinney

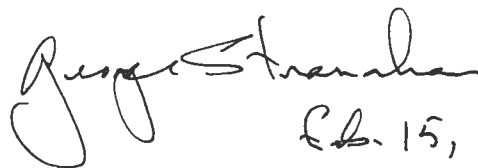
City Councilor | Mayor Pro-Tem, City of Glenwood Springs, CO
Chairman | Garfield Clean Energy Authority

This letter is in support of the BEST grant proposal for the Ross Montessori School. I know the school leadership, Board and Principal, several teachers and many parents. I also have led two charter schools in this valley, the Aspen Community School and the Carbondale Community School, as well as two preschools. I want to emphasize several points:

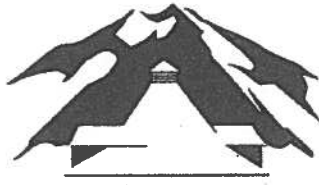
The need is clear, as acknowledged by your previous approvals. The BEST grant is both timely and of the amount to guarantee a transition to an excellent facility and a long duration of continued excellent education

The community support, as represented by their donations, is clear; they raised their share of the building fund in very short order.

I have close enough relationships with current board members and the new principal to be able to say with confidence that the leadership of the school is united and entirely capable of sustainably managing a school that the community and the state can be proud of.


Feb. 15, '13

George Stranahan



Colorado Rocky Mountain School

February 2013

To whom it may concern:

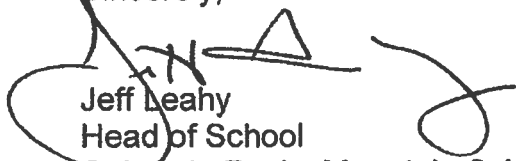
As an educator at a local independent high school and a current Ross Montessori School parent, I would like to express my support for Ross Montessori School receiving a BEST grant. Ross Montessori School has already demonstrated that it is capable of delivering a high quality learning experience for its students, despite not having a facility to match the caliber of its current programming. The Montessori school philosophy relies heavily on the students exploring and learning within a very deliberately crafted learning environment. The faculty and administration's dedication to the school community and to the growth of each individual student is has managed to overcome much of the limitations that exist within the current facility. As a parent, my daughter (13) and son (9) have experienced a tremendous amount of growth through their relationship with their teachers and the collateral learning that takes place through their peers. They feel safe, challenged academically, and are excited to go to school every day.

As a school leader I understand the importance of a learning environment and the role of the teacher who arrives each day as an "environmental specialist." A new building will not only provide for this school a deliberately designed learning environment, it will also ensure that there is a sustainable future for the school. While our valley is blessed with a variety of educational options, the Ross Montessori program that is, in my opinion, doing the best work addressing the individual learning styles of the students, is in the worst comparable facility.

All learning is about relationships: the student's relationship with the teacher, their peers, their subjects, and the environment in which the learning is taking place. Ross Montessori has done a wonderful job with the first three, but they will need the BEST grant to provide for the fourth.

We have all been impressed with how quickly the school was able to raise the money to match last year's BEST grant. It demonstrates a dedication and commitment by all members of the community.

Sincerely,



Jeff Leahy
Head of School
Colorado Rocky Mountain School
9-12 co-educational international boarding school

February 17, 2013

To BEST Staff and Board,

I am writing – as both a member of the community as well as an employer – in support of the Ross Montessori School in Carbondale receiving the BEST grant award.

As the valley's largest employer, our company realizes that our ability to recruit and retain top talent for our organization has a direct relationship with the quality and choice of education in our area. The demand for a Montessori option seems clear based on my understanding that the school has an ongoing wait list each fall. It's also my observation that the families who choose Ross Montessori School are satisfied with the education their children receive and demonstrate a strong commitment to helping the school succeed and sustain itself.

Currently the Ross Montessori program is severely limited in the breadth of programming it can offer due to an inadequate and temporary facility and site. Although I do not have intimate knowledge of the school's financial condition, I do know that it is in the unusual situation of not being part of its local district and therefore unable to raise funds through a mill levy. The parents and staff have shown their commitment to sustaining the school through well-organized and earnest fundraising efforts, and the school's board is highly effective in telling the Ross story and why it is such a compelling asset to our valley.

For these reasons, I encourage the BEST team to support the Ross Montessori school and grant them the funds necessary to build a facility that our children deserve.

Sincerely,



Matt Jones
Vice President, Chief Financial Officer
Aspen Skiing Company

CHAFFIN LIGHT MANAGEMENT
Box 620
Basalt, Colorado, 81621

February 24, 2013

Dear BEST Team,

I am writing this letter to convey my strong support for the Ross Montessori School in Carbondale as an excellent candidate to receive the BEST grant.

As a parent of two grown sons who attended a Montessori elementary school, I can speak to the effectiveness of this method in developing the whole child. The Montessori method teaches our future children to become critical independent thinkers and to take responsibility for their environment. It is way of learning that is masterful at meeting each child at his or her developmental level and effectively progressing their skills at a pace in which the child is able to fully engage in the learning process. It also addresses the child's social-emotional needs while actively promoting respect for all people, kindness, tolerance and effective conflict resolution.

As a business person and community developer in the Roaring Fork Valley for the past 34 years, I am impressed with the Ross leadership team and their resolve to raise over a million dollar match in less than four months. It's my observation that this team fully embraced this entrepreneurial opportunity, very effectively organized them, and shared the uniqueness of such an opportunity in a broad and compelling way.

In addition, this group of individuals has done the difficult work in the past two years of heroically correcting a negative fund balance, putting a highly qualified and experience Head of School in place, and deliberately and thoughtfully growing the depth of skill on their Board of Directors and now Advisory Board.

The Ross community members, currently made up of 245 students plus staff and long-time volunteers, have shown they warrant an adequate and safe facility and school grounds. Much of their programming is currently limited due only to inadequate and even potentially dangerous facilities including: the children and staff do not have bathrooms available to them in the majority of the construction trailer classrooms, there is no access to water in the art room, no room for musical instruments such as pianos and drums in the music room, no place for teachers and staff to meet in private, no indoor gym or exercise facility of any kind and the list continues.

The need is clear and the desire to have a Montessori educational option in our valley is clear as evidenced by Ross's on-going wait list into Kindergarten each fall and the communities unparalleled support in raising over a million dollar plus match last summer.

I strongly encourage the BEST team to support Ross' long term viability as an educational choice in our area and grant them the funds to build a new, environmentally friendly and adequate facility that is located on an appealing and safe site.

Sincerely,

Jim Light
Chairman



Dear BEST Staff and Board,

February 17, 2013

As a local business owner, property owner and parent of two children who attend the Ross Montessori School, I am writing this letter to convey my strong support of the school and to encourage the BEST team to grant the school the necessary funds to build a safe and excellent facility.

As a parent, I have had the first hand opportunity to see how effective this method of learning has proven to be for both my son and daughter. Although my daughter would likely excel in a variety of learning environments, it's my strong belief that my son would not be blossoming in the way that he is if forced into a more traditional setting. He is a quirky learner who seems to need to feel a fair amount of control over his own day and activities. This view into having two very different children who learn and approach learning quite differently has made it evident to my wife and I that educational choice is warranted and important.

As business owners who employ up to 40 people each year, we also understand the importance of educational choice in our ability to recruit and retain excellent employees to our area. Educational choice is healthy for the economics of our community. Not only does it improve property values but it also helps to attract families who are mindful and care deeply about how we educate our next generations.

I have found it frustrating as a local property owner that the Ross Montessori School is not able to collect any local tax dollars or place a mill levy on the ballot as a result of not being part of the local school district. This provides an unfair funding challenge and requires an extremely committed group of parents and educators to overcome this type of fiscal obstacle. Despite starting each year with fewer dollars per student than any other local public school, Ross continues to offer a high quality Montessori program that is in demand by our community's citizens. This speaks to the dedication of the educational team, parents and general community of the school.

I have spoken to countless parents who showed up, discussed and actively participated in the school being able to raise the necessary match for the BEST grant in 2012. We are clear that this is a once in a life time opportunity for our community whose benefits will extend far beyond our own children. We fully want to take advantage of this opportunity and feel we demonstrated this through the school's ability to organize volunteers and raise significant cash, despite all the disadvantages of not being able to access local tax dollars.

The administration experience of the Head of School and current board of directors is impressive and it's my belief that this group is dedicated and quite capable of carefully managing the school's finances and viability far into the future. The only missing piece to that success is a decent cost efficient facility located in a safe and appealing area for children.

I ask that you strongly consider the Ross request for BEST funds and make it possible for our community to build a school that represents the value we place on education and that our children deserve and need.

Sincerely, Stu Urfrig
Owner, Alchemy Audio Visual and Concert Systems

phone: 970.927.0515 • fax: 970.927.0593 • web: www.alchemyavcs.com

Post Office Box 874 Basalt, Colorado 81621



2/15/2013

To Whom It May Concern:

As a local business owner and parent, I strongly advocate choice within our educational system here in the Roaring Fork Valley. Our community is richer when its children can be taught as individuals and not all children fit into the same mold when it comes to teaching philosophies.

For many years I have volunteered as an advocate for quality education in Carbondale. Planning events, speakers, meetings and movie screenings, I have used our business venue to help educate our community about the current challenges in our educational system, nationally and locally.

A Montessori option offers families a time-tested alternative to a more traditional public school setting when appropriate for their children. A Montessori charter makes it an affordable choice for all.

My husband and I have contributed to the Mark Ross Foundation for many years and applaud the Foundation for reaching its fundraising goals last year to match the BEST grant for construction of the new facility. We believe a permanent, environmentally friendly (LEED-certified) K-8 Montessori campus here in the Carbondale area would serve the entire community well, now and in the future.

Thank you,

Julie Oldham
Owner, Dos Gringos Burritos, Inc.

Feb 13, 2013

Mesa Directiva Grant

La escuela tiene un papel primordial en la educación de nuestros niños, y la educación escolar ha de basarse en las condiciones internas de una escuela; por tales se consideran no sólo las actividades de enseñanza y aprendizaje, sino también los recursos con los que la escuela cuenta. Entre ellos podemos mencionar, las instalaciones escolares.

Nuestra escuela -RMS- aún cuando es una escuela de alto nivel educativo, no cuenta con instalaciones adecuadas; carecemos de salones especializados como un laboratorio de ciencias o de cómputo, de un gimnasio, e incluso de una cafetería, asimismo, nuestras áreas de recreo son limitadas. Por si fuera poco, las instalaciones son rentadas. El dinero que se destina para el pago de la renta podría ser invertido en herramientas de apoyo a la mejora de la calidad de la educación de nuestros niños.

Los niños que estudian en establecimientos educativos con mejores condiciones de infraestructura se sienten más motivados por asistir a clases y la motivación es uno de los aspectos más relevantes para que se

dé el aprendizaje.

Es por eso que por éste medio, la familia Rojo pide su valioso apoyo para que otorguen éste año la beca a nuestra querida escuela, Ross Montessori.

Para que el futuro escolar de nuestros niños se construya en base de excelentes actividades de enseñanza y de instalaciones de alta calidad.

Gracias,
Familia Rojo

DELTA 50(J) - Paonia HS - Jr/Sr HS Roof Replacement - 1981

School Name: Paonia HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	83,922
Replacement Value:	\$24,013,030
Condition Budget:	\$13,010,691
Total FCI:	54.18%
Energy Budget:	\$0
Suitability Budget:	\$2,894,100
Total RSLI:	21%
Total CFI:	66.2%
Condition Score: (60%)	3.09
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.03
School Score:	3.47



Assessment Findings:

Scope item: To complete the installation of a new roof that has been underway since 2010.

Assessment findings: The assessment was updated to acknowledge the replacement of the roof by the district to date.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: DELTA 50(J)

Applicant Priority #: 1

County: DELTA

Cash Grant Score: 1.5

Project Title: Jr/Sr HS Roof Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

DCSD 50 is applying for a re-roof grant for the Paonia 7/12. This 1981 facility is a 55,326 sf designed for grades 9-12. In 1991 a shop was converted to a tech computer center and in 2004 the Jr High was moved into a 26,996 sf addition for a total of 83,922 sf. The 2010 state wide assessment report of the faculty indicated a deficiency of over \$12M with a value over \$24M. DCSD has taken an active role in upgrading the deficiencies by replacing; 80% of the roof in 2012, the boiler, upgrading lights in gym/shop and wrestling room to high efficiency fixtures, commons area carpet and the expired synthetic gym floor with a wood floor with 75% of the funding from local supporters. This 7-12 facility has been a tremendous sense of pride to the community. The School District is also extremely proud of the 5 separate communities in the county, which covers over 1149 sq. miles plus 651 sq. miles in adjoining 3 counties that are joint with our school district.

Paonia 7-12's 239 FTE on Oct.1, 2012 is a 7.8% decrease from 2011. Decrease in numbers was alarming but was expected due to decline in 2011 mining. The population of the community remains somewhat flat. The certified teachers for the Paonia 7/12 are 13.75 which makes a student to teacher ratio of 16.17. Classes offered at this campus include; mathematics, music, geology, science, ecology, English, literature, journalism, history, art, foreign languages, p.e., civics, speech, multiple levels of each occur at semester. Paonia 7/12's overall rating accredited and currently shows a growth. Paonia has the highest ACT scores in the district.

DCSD is extremely innovated in our facilities and maintenance departments. District wide we have over 1 M sf of facilities where 9 full time staff members care for our buildings. Over the past years this staff has provided general maintenance and repairs; electrical, water line, sewer, mechanical units (Trane, carrier), DDC systems, certified boiler tech, master electrician, drywall, roofing, framing, stucco, lock smith, etc. This department is well trained in all aspects of construction acting as the general contractor on small projects, and Owners Rep on larger projects from the design phase to construction. The staff has performed major renovation of multiuse projects, demolition, installations of boilers, HVAC, DDC systems, as well as communication, phone, and security systems, framing, drywall, painting, carpet/VCT. In 2004 this group performed over \$1M of the bond work on site improvements ranging from sports field layout and preparations, sprinkler systems, field lighting, fencing and bleachers. DCSD is also committed to staff training i.e.; manufacture training for; PK boilers, Tritium Control programming, and light controls. Our commitment to energy savings through LEED training, techniques, continued education and innovative ideas.

Delta County's priority project listed on our master plan is the renovation and replacement of the Delta 6th Grade building but due to the match requirements, this project is not an option for the next 5 years. Community meetings have determined that a bond issue is not possible for two years. Security issues are the top of District list. Due to recent school tragedies this has been an intense topic throughout the district. We are currently installing camera systems, creating locked spaces with buzz in doors and improving school security. Other projects include a vertical wall replacement for liability issues, ANSIL system replacement that expired in 6 schools, panic door hardware, VFD installation, and replacement of non-repairable parking lot lights with LED. A large portion of our Capital Reserve fund is used for payment of the COP's (building replacements that were extremely dangerous and a tremendous liability to the district.) The cost of construction has increased dramatically in the past 7 years making these commitments a definite asset to the district.

Deficiencies Associated with this Project:

PHS roof is a ballasted EPDM product installed in 1981. This material has exceeded its life expectancy. Over the past 3 years

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Delta County School District has replaced 85% of the roof at this facility. The roof systems consist of two distinct deck materials; one is a fluted steel deck and the other is a Densdeck. The slope of the roof is constructed in the roof systems with no tapered insulations sloping to the internal roof drain system. Additional crickets are to be added in the four corners of the roof and on the south side of the kitchen exhaust system vent. After the removal of the ballast material a close inspection will verify additional crickets that may be installed. The conditions of this roof have caused the membrane to crack and pull away from the parapet wall. The material is brittle and deteriorates making it a constant battle to find the leaks and patch. Over the past 10 years Delta County Joint School District has had an aggressive approach for all facility maintenance, including but not limited to roof replacement. The past 3 years we have performed total roof w/insulation replacement on two of our four high schools and are 85% complete on the remaining two. See the attached recap of facility roof upgrades over the past 5 years. This aggressive approach on roofs has been made possible by our innovative approach to facility improvements. A large portion of our accelerated funding has come from the energy saving approach we have implemented. Delta County Schools District has also implemented an aggressive approach in boiler replacement, completing 13 boiler replacements in our facilities- The energy savings of these boilers has been used for facility improvements over the past two years. This current calendar year, the allocation of funding for the roof was postponed due to the deteriorating exterior lighting at our facilities- parking lot & building lights. Due to the increased pressure on school security, Delta County Schools is changing all exterior lights at the four high school with innovative LED lighting reducing the wattage load by 33% and increasing the light output; security systems such as vestibule entrance, created lockout spaces, magnetic lock system Auto locking strikes and cameras are being added to several of our school. This push is a sensitive issue. Delta County Schools is committed to our employees and children safety, therefore selected items have been moved to the top of our facilities improvement list and we are asking for assistance on the two roof projects previously scheduled. If these projects are not funded, these roofs will not be completed. The security issues will remain on the top of the list, and our maintenance staff will continue to repair failed roof as required.

Proposed Solution to Address the Deficiencies Listed Above:

In the solution selection, describe in detail the solution being proposed to address architectural, functional or construction standards to determine the proposed solution

The entire roof system will be removed. The ballast will be removed and used for landscape. The EPDM material will be removed and disposed. The Celetex board directly under the EPDM will be removed and disposed. The original insulation will be inspected and replaced where damaged.

Over this portion of the building we have two distinct roof systems: the first is a metal deck with insulation; the second is a Densdeck with insulation. Delta County Joint School District Facilities have adapted the standards from Firestone Building Products where both roof systems are specified to the design guide.

Two layers of ISO board will be installed, 2 inch and 3 inch. These layers will be mechanically attached per the design criteria specified in the Firestone design guide for a 20 year warranty product. A total of 5 additional inches of insulation will be added to the roof system creating a total system of continuous insulation, which will be R42. These layers are mechanically fastened per the specifications. The 60 mill EPDM material will be totally adhered to the roof system. The material will be wrapped up and over the top of parapet walls where metal caps will be installed. Walk pads will be installed to all mechanical equipment from the roof hatch in that area of the building. Although the Firestone standards are used for our design criteria, several other materials and systems can be preapproved. Over the past 10 years both Mule-hide and Firestone product systems have been installed on our buildings. The Colorado Division of Fire Safety Public School Construction Re-roofing application will be followed with a minimum permit application fee of \$1065.

How Urgent is this Project:

The EPDM membrane has expired and exceeds the expected life. Through the last few years several failures have occurred where patching was required. In 2011 Delta County School District repaired all mechanical penetrations where EPDM came in contact with the units. This membrane will continue to fail and our staff will continue to repair as required. These repairs are essential to the overall condition of the facility but Delta County School must redirect funding at this time to assist in school security. Therefore, we are asking for your assistance in the 15% of roof remaining at this facility. This particular facility has a mechanical roof unit that the coils have failed. Enclosed are pictures where these units have been welded to get through the winter months. This unit needs replaced as soon as possible.

How Does this Project Conform with the Construction Guidelines:

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Provided in the mission statement of the school facilities construction guidelines, Section 1 3.2 weather-tight roof that drains water positively off the roof and away from the building. The roof has expired and is deteriorated and, therefore, this section is nonconforming. The proposed roof to be installed is 3.2.1.2 and is a conforming repair. Section 3.11 references a safe and efficient mechanical system. The state wide assessment called this unit out for replacement in 2005. The state assessment shows the roof as a deficiency in 2011. Please refer to the facilities recap section where we demonstrate Delta County School District's commitment to the Colorado Department of Education's plans and how it coincides with the Delta County Joint School District Facilities Plan submitted in 2007. Demonstrated in the recap over 19.5% of the deficiencies presented in that plan for Paonia High School have been corrected with district funding. Our commitment to maintaining our Tier 1 facilities has been exceptional. We are proud of our accomplishments over the past 10 years and appreciated the assistance by the BEST program.

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

Currently Delta County Joint School District Facilities Director inspects each facility roof annually, and assigns a qualified maintenance staff to inspect quarterly and look for the following items:

Roof trash and debris are removed and bagged twice a year.

Visual inspections:

Cuts or Punctures

Compressed or crushed roof insulation (low areas, water ponding)

Inspection around mechanical equipment such as compressor oils, grease from fans

Membrane swelling

Loose metal flashing

Broken seals

Heavy traffic area

Foot pad damage

Roof drains

Roof Repairs are made immediately to control damage. Procedures are followed by Firestone Building Products Roof Inspection, Maintenance & Repair Guide

Delta County Joint School District also maintains a tier 1 Roof track- a quick reference sheet that notes the age and anticipated replacement date of each roof. Our board has a commitment to repair roofs per schedule. With exception to roof replacement in 1990 where the school district installed foam roofs, we are committed to long lasting sustainable roof systems. The foam systems do not follow our overall maintenance plan but due to budget constraints Delta County Schools will maintain the foam roofs with coating. Due to budget constraints these roofs have continued as foam roofs with maintenance coats applied as recommended by the foam roof standards. It is our goal to eventually remove all foam roof systems, install parapets, increase insulation and EPDM or TPO roof systems. These repairs of facilities will take major funding outside of general capital project funding. Review the Delta County School District Maintenance Roof Replacement sheets included in the package. Column 66 represents the annual funding required to maintain the roof systems of our current facilities, a savings of \$343,975 is required annually to cover the funding of roofs alone. This amount of funding is not available to set aside for roof replacement annually per our commitment for roof replacements. We understand the commitment we will face in 2024 with over 1.5 million dollars for roof repairs.

We also understand the required maintenance cost for mechanical systems, lighting, floor coverings, equipment and the infrastructure of our network communication system far exceeds our standard operation budget.

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

Constructed in 1981 as a public school

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

128283.00

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

CDE COMMENTS:

THIS PROJECT IS THE COMPLETION OF A ROOF REPLACEMENT STARTED BY THE DISTRICT. THE DISTRICT DECIDED TO MOVE FUNDS TO COMPLETE THE PROJECT TO IMMEDIATE SAFETY CONCERNS AT THE DISTRICT FACILITIES DUE TO THE RECENT INCIDENT.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: M Urgency: H Ability: Able	Planning: Up to date	Previous BEST Grants: 1 - \$8,768,044	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$85,066.38	Historical Significance:	N/A
Current Applicant Match:	\$59,113.92	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$144,180.30	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	41
Previous Matches:	\$0.00	Actual Match Provided:	41
Affected Pupil Number:	228	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	12,148	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$10.79	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$574.88	Who Owns the Facility:	District
Sq Ft Per Pupil:	53.28	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$300.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3	NA	
District FTE Count:	4,838.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	\$49,900,000.00
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	08
Assessed Valuation:	\$424,753,037.00	Outstanding Bonded Debt:	\$19,635,000.00
PPAV:	\$87,795.00	Total Bonding Capacity:	\$84,950,607.00
Unreserved General Fund FY1011:	\$5,164,523.98	Bond Capacity Remaining:	\$65,315,607.00
Median Household Income:	\$40,328.00	Percent Bonding Capacity Used:	23
Free Reduced Lunch %:	46.3	Existing Bond Mill Levy:	4.75
Match Source Detail:	Capital Reserve Fund		

DELTA 50(J) - Cedaredge HS - HS Partial Roof Replacement - 1981

School Name: Cedaredge HS

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	62,318
Replacement Value:	\$15,932,182
Condition Budget:	\$10,345,572
Total FCI:	64.94%
Energy Budget:	\$0
Suitability Budget:	\$394,300
Total RSLI:	11%
Total CFI:	67.4%
Condition Score: (60%)	2.96
Energy Score: (0%)	2.60
Suitability Score: (40%)	4.44
School Score:	3.55



Assessment Findings:

Scope item: The completion of the replacement of the existing roof started in 2012 and to replace the RTU located in the roof replacement area. The warranty will be 20 years.

Assessment findings: The assessment was updated by the district to note that a partial replacement of the roof has been completed.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: DELTA 50(J)

Applicant Priority #: 2

County: DELTA

Cash Grant Score: 1.5

Project Title: HS Partial Roof Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

DCSD 50 is applying for a re-roof grant for the Cedaredge 9/12. This 1981 facility is a 55,326 sf designed for grades 9-12. In 1991 a tech computer center was added on the facility 62,318 sf. The 2010 state wide assessment report of the faculty indicated a deficiency of over \$11M with a value over \$16M. DCSD has taken an active role in upgrading the deficiencies by replacing; 80% of the roof in 2012, the boiler, upgrading lights in gym/shop and wrestling room to high efficiency fixtures, commons area carpet and the expired synthetic gym floor with a wood floor with 65% of the funding from local supporters This 9-12 facility has been a tremendous sense of pride to the community. The School District is also extremely proud of the 5 separate communities in the county, which covers over 1149 sq. miles plus 651 sq. miles in adjoining 3 counties that are joint with our school district.

CHS 9-12's 252 FTE on Oct.1, 2012 is a % decrease from 2011. Decrease in numbers was alarming but was expected due to decline in 2011 mining. The population of the community remains somewhat flat. The certified teachers for the Cedaredge 9/12 are 15.5 which makes a student to teacher ratio of 16.17. Classes offered at this campus include; mathematics, music, geology, science, ecology, English, literature, journalism, history, art, foreign languages, p.e., civics, speech, multiple levels of each occur at semester. Cedaredge 9/12's is on a performance plan for the state. They have earned a total of 81.9% on the performance three-year framework. They met every rating with a "exceed" rating in content area of reading.

DCSD is extremely innovated in our facilities and maintenance departments. District wide we have over 1 M sf of facilities where 9 full time staff members care for our buildings. Over the past years this staff has provided general maintenance and repairs; electrical, water line, sewer, mechanical units (Trane, carrier), DDC systems, certified boiler tech, master electrician, drywall, roofing, framing, stucco, lock smith, etc. This department is well trained in all aspects of construction acting as the general contractor on small projects, and Owners Rep on larger projects from the design phase to construction. The staff has performed major renovation of multiuse projects, demolition, installations of boilers, HVAC, DDC systems, as well as communication, phone, and security systems, framing, drywall, painting, carpet/VCT. In 2004 this group performed over \$1M of the bond work on site improvements ranging from sports field layout and preparations, sprinkler systems, field lighting, fencing and bleachers. DCSD is also committed to staff training i.e.; manufacture training for; PK boilers, Tritium Control programming, and light controls. Our commitment to energy savings through LEED training, techniques, continued education and innovative ideas.

Delta County's priority project listed on our master plan is the renovation and replacement of the Delta 6th Grade building but due to the match requirements, this project is not an option for the next 5 years. Community meetings have determined that a bond issue is not possible for two years. Security issues are the top of District list. Due to recent school tragedies this has been an intense topic throughout the district. We are currently installing camera systems, creating locked spaces with buzz in doors and improving school security. Other projects include a vertical wall replacement for liability issues, ANSIL system replacement that expired in 6 schools, panic door hardware, VFD installation, and replacement of non-repairable parking lot lights with LED. A large portion of our Capital Reserve fund is used for payment of the COP's (building replacements that were extremely dangerous and a tremendous liability to the district.) The cost of construction has increased dramatically in the past 7 years making these commitments a definite asset to the district.

Deficiencies Associated with this Project:

Cedaredge High School's roof is a ballasted EPDM product installed in 1981. This material has exceeded its life expectancy.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Over the past 3 years Delta County School District has replaced 85% of the roof at this facility. The roof systems consist of two distinct deck materials; one is a fluted steel deck and the other is a Densdeck. The slope of the roof is constructed in the roof systems with no tapered insulations sloping to the internal roof drain system. Additional crickets are to be added in the four corners of the roof and on the south side of the kitchen exhaust system vent. After the removal of the ballast material a close inspection will verify additional crickets that may to be installed. The conditions of this roof have caused the membrane to crack and pull away from the parapet wall. The material is brittle and deteriorates making it a constant battle to find the leaks and patch. Over the past 10 years Delta County Joint School District has had an aggressive approach for all facility maintenance, including but not limited to roof replacement. The past 3 years we have performed total roof w/insulation replacement on two of our four high schools and are 85% complete on the remaining two. See the attached recap of facility roof upgrades over the past 5 years. This aggressive approach on roofs has been made possible by our innovative approach to facility improvements. A large portion of our accelerated funding has come from the energy saving approach we have implemented. Delta County Schools District has also implemented an aggressive approach in boiler replacement, completing 13 boiler replacements in our facilities- The energy savings of these boilers has been used for facility improvements over the past two years. This current calendar year the allocation of funding for the roof was postponed due to the deteriorating exterior lighting at our facilities- parking lot & building lights. Due to the increased pressure on school security, Delta County School is changing all exterior lights at the four high schools with innovative LED lighting reducing the wattage load by 33% and increasing the light output; security systems such as vestibule entrances, created lockout spaces, magnetic lock system Auto locking strikes and cameras are being added to several of our school. This push is a sensitive issue. Delta County Schools is committed to our employees and children safety, therefore, selected items have been moved to the top of our facilities improvement list and we are asking for assistance on the two roof projects previously scheduled. If these projects are not funded, these roofs will not be completed. The security issues will remain on the top of the list, and our maintenance staff will continue to repair failed roofs as required.

Proposed Solution to Address the Deficiencies Listed Above:

In the solution selection, describe in detail the solution being proposed to address architectural, functional or construction standards to determine the proposed solution

The entire roof system will be removed. The ballast will be removed and used for landscape. The EPDM material will be removed and disposed. The Celetex board directly under the EPDM will be removed and disposed. The original insulation will be inspected and replaced where damaged.

Over this portion of the building we have two distinct roof systems: the first is a metal deck with insulation; the second is a Densdeck with insulation. Delta County Joint School District Faculties have adapted the standards from Firestone Building Products where both roof systems are specified to the design guide.

Two layers of ISO board will be installed, 2 inch and 3 inch. These layers will be mechanically attached per the design criteria specified in the Firestone design guide for a 20 year warranty product. A total of 5 additional inches of insulation will be added to the roof system creating a total system of continuous insulation, which will be R42. These layers are mechanically fasted per the specifications. The 60 mill EPDM material will be totally adhered to the roof system. The material will be wrapped up and over the top of parapet walls where metal caps will be installed. Walk pads will be installed to all mechanical equipment from the roof hatch in that area of the building. Although the Firestone standards are used for our design criteria, several other materials and systems can be preapproved. Over the past 10 years both Mule-hide and Firestone product systems have been installed on our buildings. The Colorado Division of Fire Safety Public School Construction Re-roofing application will be followed with a minimum permit application fee of \$1595. Replacement of the Mechanical unit will be equal to the unit submitted in the package with a Evaporcool Unit installed with it making this unit over 19% more efficient that a standard Package unit. The replacement of the roof and the mechanical unit on one project will save money in costly alterations required in curb replacement and make a better roof seal on new material.

How Urgent is this Project:

The EPDM membrane has expired and exceeds the expected life. Through the last few years several failures have occurred where patching was required. In 2011 Delta County School District repaired all mechanical penetrations where EPDM came in contact with mechanical units and piping. The failure now accures at the edges of these units This membrane will continue to fail and our staff will continue to repair as required. These repairs are essential to the overall condition of the facility but Delta County School must redirect funding at this time to assist in school security. Therefore, we are asking for your assistance in the 15% of roof remaining at this facility. This particular facility has a mechanical roof unit that the coils have

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

failed, Enclosed are pictures where these units have been welded to get through the winter months. This unit needs replaced as soon as possible

How Does this Project Conform with the Construction Guidelines:

Provided in the mission statement of the school facilities construction guidelines, Section 1 3.2 weather-tight roof that drains water positively off the roof and away from the building. The roof has expired and is deteriorated and, therefore, this section is nonconforming. The proposed roof to be installed is 3.2.1.2 and is a conforming repair. Section 3.11 references a safe and efficient mechanical system. The state wide assessment called this unit out for replacement in 2005. The state assessment shows the roof as a deficiency in 2011. Please refer to the facilities recap section where we demonstrate Delta County School District's commitment to the Colorado Department of Education's plans and how it coincides with the Delta County Joint School District Facilities Plan submitted in 2007. Demonstrated in the recap over 22% of the deficiencies presented in that plan for Cedaredge High School have been corrected with district funding. Our commitment to maintaining our Tier 1 facilities has been exceptional. We are proud of our accomplishments over the past 10 years and appreciated the assistance by the BEST program for the Cedaredge Elementary School Project.

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

Currently Delta County Joint School District Facilities Director inspects each facility roof annually, and assigns a qualified maintenance staff to inspect quarterly and look for the following items:

Roof trash and debris are removed and bagged twice a year.

Visual inspections:

Cuts or Punctures

Compressed or crushed roof insulation (low areas, water ponding)

Inspection around mechanical equipment such as compressor oils, grease from fans

Membrane swelling

Loose metal flashing

Broke seals

Heavy traffic area

Foot pad damage

Roof drains

Roof Repairs are made immediately to control damage. Procedures are followed by Firestone Building products roof inspection, Maintenance & Repair Guide

Delta County Joint School District also maintains a tier 1 Roof track- a quick reference sheet that notes the age and anticipated replacement date of each roof. Our board has a commitment to repair of these roofs per schedule. With exception to roof replacement in 1990 were the school district installed foam roofs we are committed to long lasting sustainable roof systems. The foam systems do not follow our overall maintenance plan but due to budget constraints Delta County Schools will maintain the foam roofs with coating. Due to budget constraints these roofs have continued as foam roofs with maintenance coats applied as recommended by the foam roof standards. It is our goal to eventually remove all foam roof systems, install parapets, increase insulation and EPDM or TPO roof systems. These repairs of facilities will take major funding outside of general capital project funding. Review the Delta County School District Maintenance Roof Replacement sheets included in the package. Column 66 represents the annual funding requires to maintain the roof systems of our current facilities a savings of \$343,975 is required annually to cover the funding roofs alone. This amount of funding is not available to set aside for roof replacement annually. Our commitment is to continue to fund roof replacement. We understand the commitment we will be face in with over 1.5 million dollars in 2024 for roof repairs.

We also understand the required maintenance cost for mechanical systems, lighting, floor coverings, equipment and the infrastructure of our network communication system far exceeds our standard operation budget.

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

The facility was constructed in 1981 as a public school

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

THIS PROJECT IS THE COMPLETION OF A ROOF REPLACEMENT STARTED BY THE DISTRICT. THE DISTRICT DECIDED TO MOVE FUNDS TO COMPLETE THE PROJECT TO IMMEDIATE SAFETY CONCERNS AT THE DISTRICT FACILITIES DUE TO THE RECENT INCIDENT.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: M	Urgency: H	Ability: Able	Planning: Up to date
		Previous BEST Grants: 1 - \$8,768,044	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$99,553.35	Historical Significance:	N/A
Current Applicant Match:	\$69,181.15	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$168,734.50	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	41
Previous Matches:	\$0.00	Actual Match Provided:	41
Affected Pupil Number:	249	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	9,412	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$16.30	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$616.04	Who Owns the Facility:	District
Sq Ft Per Pupil:	37.8	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$300.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3	NA	
District FTE Count:	4,838.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	\$49,900,000.00
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	08
Assessed Valuation:	\$424,753,037.00	Outstanding Bonded Debt:	\$19,635,000.00
PPAV:	\$87,795.00	Total Bonding Capacity:	\$84,950,607.00
Unreserved General Fund FY1011:	\$5,164,523.98	Bond Capacity Remaining:	\$65,315,607.00
Median Household Income:	\$40,328.00	Percent Bonding Capacity Used:	23
Free Reduced Lunch %:	46.3	Existing Bond Mill Levy:	4.75
Match Source Detail:	Capital Reserve Fund		

ACADEMY 20 - Liberty HS - HS Boiler Replacement - 1987**School Name: Liberty HS**

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	186,000
Replacement Value:	\$58,497,486
Condition Budget:	\$17,717,540
Total FCI:	30.29%
Energy Budget:	\$65,100
Suitability Budget:	\$2,206,400
Total RSLI:	11%
Total CFI:	34.2%
Condition Score: (60%)	3.28
Energy Score: (0%)	1.54
Suitability Score: (40%)	4.69
School Score:	3.85

**Assessment Findings:**

Scope item: To replace 2 existing boilers with new boilers with the existing distribution system remaining.

Assessment findings: The district updated the state assessment to address the condition of the existing original boilers. The maintenance of and the ability to replace parts is no longer effective. Currently a boiler will go down and the school will operate on one boiler. If both were to go down together the district would have to send students home.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: ACADEMY 20

Applicant Priority #: 1

County: EL PASO

Cash Grant Score: 1.3

Project Title: HS Boiler Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Liberty High School was built in 1987 and existing boilers are from the original construction. At 26 years old they are at the end of their service life. These boilers are Bryan water-tube boilers with Webster burners. The Webster Burner Co. went out of business years ago and parts are no longer available. The last time we had a burner failure we had to run on a single boiler until we found a machine shop to make a copy of the broken part. Repair or replacement of a major burner component may be impossible requiring full replacement of a burner should such a part fail. On a temperate day a single boiler will hold the school at set-point, however, once the outside air temp drops below 25°F both boilers are required to keep the classroom temperatures from dropping.

During the last two calendar years we've had 20 work orders issued against these boilers. Five times both boilers were off-line and the school was without heat. Each time we were able to repair and reset at least one of the boilers to provide heat enough for the school to stay in operation. However, as these boilers age the breakdowns become more frequent and the repairs more expensive, difficult, time consuming and potentially impossible to repair. It is just a matter of time before we have a boiler failure that will result in shutting down the school.

The district owns 32 school facilities and just like most school districts it runs on a back-log of facility repairs and capital renewal. With a very small budget to attend all of the pressing facility issues, we are hereby asking for assistance from the BEST program to address what we consider is the most pressing health and safety problem of the district at this time. We are ready to commit our required matching contribution of 55% of the cost of this project from our facilities budget.

Assistance from the BEST program today would alleviate the risk of Liberty High School, educating over 1,500 students, being shut down because of boiler failure.

Deficiencies Associated with this Project:

The 26-year old boilers at Liberty High School are overdue for replacement. Multiple emergency repairs have occurred over the last couple of years putting at risk school operations. An average of 160 days per year fall below freezing and with old discontinued boilers, it's only a matter of time before the district would be confronted with shutting down one of the high schools due to heating plant failure.

The specific health and safety deficiency, according to the Capital Construction Assistance Public School Facility Construction Guidelines is as follows:

3.11 – Heating plant reliability to maintain the building temperature is compromised. There have been times in the last couple of years where the ASHRAE Standard 55 cannot be achieved due to boiler failure and increasing difficulty repairing discontinued boilers.

In addition to the reliability problems, the existing boilers were at best 84% efficient when installed and are certainly less efficient now. Current high efficiency boilers have an efficiency rating of 94% or higher. Having multiple small boilers instead

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

of two large boilers as it is desired, allows for more efficient operations as the boilers are able to turndown further and run at low load instead of cycling on and off as the load is satisfied.

The district does not have the financial capacity at this time to address this problem. With 32 school facilities, the number of deferred maintenance and capital renewal projects far exceeds the allocated capital funds to deal with all pressing facility issues. An average of 1.5 million is spent each year on deferred maintenance and capital renewal projects.

Proposed Solution to Address the Deficiencies Listed Above:

The school district employs a professional mechanical engineer who oversees the school facilities, and according to recent experience and his professional opinion, the proposed solution is as follows:

1. Replace the existing main heating boilers at Liberty High School with new, high efficiency boilers. There are two existing boilers at 4,800 MBH each for a total capacity of 9,600 MBH. These boilers serve both the heating load of the building and the domestic hot water generator.
2. Separate the domestic water load from the hydronic heating. Install a new domestic water storage tank.
3. Revise near boiler piping to eliminate the 3-way valve currently used for hydronic reset and replace it with primary/secondary piping and reset at the boilers themselves.
4. Tie new boilers into the existing Building Automation System. The BAS will enable the boilers, monitor status and temperature and provide alarms.

The school district will hire an engineering firm to assist with the design of this boiler replacement project and intends to follow a design-bid-build delivery process.

How Urgent is this Project:

At this point the school district is not politically ready for a bond but pressing facility issues will continue.

The school district has remaining bonding capacity but it doesn't currently have the ability to pay back any debt that would be created by additional bonding due to their mill levy cap. Maybe in some years the district will be in better financial condition and may entertain a bond to address facility issues and overcrowding, something that is becoming an important issue as the district continues to grow.

The boiler deficiency at Liberty High School has to be addressed immediately but the district has very limited financial reserves to afford the complete boiler replacement project on their own. The boilers have already started to fail and continue to be a huge liability for the educational mission of the district.

How Does this Project Conform with the Construction Guidelines:

This project will be in conformance with the Public School Construction Guidelines since it will directly address the following:

3.11 – A safe and efficient mechanical system that provides proper ventilation and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes.

This project will only address the temperature unreliability problems at Liberty High School. Existing ventilation systems will remain as they are properly functioning and provide the ventilation required by current codes.

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

Academy School District #20 will continue to maintain the new boilers with the same preventive maintenance plan it currently follows for all of the boilers in the district, including all required inspections. The school district has consistently proven that preventive maintenance would actively lengthen a system's expected life and will continue to apply a proactive approach to their maintenance practices.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

The district will also continue to plan for capital replacement funding. Even after very painful budget cuts and ever shrinking funding for K-12 education, the district understands the importance of long-range planning for facilities' renewal purposes.

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

NA

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: M Urgency: M Ability: Able	Planning: Up to date	Previous BEST Grants: 0	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$346,764.33	Historical Significance:	N/A
Current Applicant Match:	\$423,823.07	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$770,587.40	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	55
Previous Matches:	\$0.00	Actual Match Provided:	55
Affected Pupil Number:	1,552	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	186,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$3.77	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$451.38	Who Owns the Facility:	District
Sq Ft Per Pupil:	119.85	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$87.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	2		NA
District FTE Count:	22,821.20	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$1,320,296,275.00	Outstanding Bonded Debt:	\$161,745,226.00
PPAV:	\$57,854.00	Total Bonding Capacity:	\$264,059,255.00
Unreserved General Fund FY1011:	\$22,859,522.00	Bond Capacity Remaining:	\$102,314,029.00
Median Household Income:	\$85,450.00	Percent Bonding Capacity Used:	61
Free Reduced Lunch %:	12	Existing Bond Mill Levy:	15.79
Match Source Detail:	General Fund		

CIVA Charter Academy - HS RTU Replacements - 1976

School Name: CIVA Charter School

Number of Buildings:	1
All or Portion built by WPA:	
Gross Area (SF):	39,120
Replacement Value:	\$11,988,805
Condition Budget:	\$2,387,754
Total FCI:	19.92%
Energy Budget:	\$0
Suitability Budget:	\$1,638,400
Total RSLI:	42%
Total CFI:	33.6%
Condition Score: (60%)	3.66
Energy Score: (0%)	1.39
Suitability Score: (40%)	4.27
School Score:	3.90



Assessment Findings:

Scope item: HVAC

Assessment findings: The assessment states the HVAC system is original but provides a good level of fresh air.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: CIVA Charter Academy

Applicant Priority #: 1

County: EL PASO

Cash Grant Score: 1.3

Project Title: HS RTU Replacements

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

CIVA Charter High School is pursuing a BEST grant because its current HVAC system is deficient and is causing health and safety concerns for students and staff. The constant heating and cooling problems at CIVA is negatively impacting the learning environment, as the fluctuations in heating and cooling create uncomfortable classrooms that are either too hot, or too cold, which in turn creates illnesses and distractions for both teachers and students. 1. The defective HVAC system results in inconsistent temperatures throughout the CIVA facility on a daily basis. This is detrimental to student and staff welfare in many ways. For example, there have been many complaints of illness (i.e. common colds) related to the varying temperatures. In addition, the poor air quality causes headaches and dizziness for staff and students.

2. The inconsistent temperature also impacts the learning environment for students. Students are constantly complaining because it is either too hot or too cold in classrooms, and teachers report that this causes distractions that take away from instructional time. Parents and staff have voiced concern about the lack of consistent temperatures in different classrooms. Students often need to wear jackets in one classroom, while floor fans are needed to cool other classrooms.

3) The HVAC problems have severely affected CIVA's operational budget. Because CIVA does not have the funds to replace all of the RTUs, it pays higher utilities costs, and higher RTU maintenance and repair costs. A recent energy audit performed at CIVA, confirmed that CIVA's utilities usage is much higher every month due to the inefficiency of the HVAC/RTU units. CIVA has been proactive, and has replaced 4 RTUs to date. But due to the high cost of each unit, CIVA has not been able to replace the remaining 8 RTUs. Colorado Springs School District 11 graciously provides use of the facility to CIVA, but does not provide any financial assistance towards maintaining the facility. CIVA's annual budget includes \$65,000, or 6.5%, of its total budget for building maintenance and upkeep. This is a huge commitment on the part of CIVA in its efforts to maintain the facility. CIVA understands this is the school's responsibility. However, replacing 8 RTU units on top of the current building maintenance would nearly deplete all of CIVA's reserves, leaving no funding for other potential emergencies, budget cuts, or whatever else may come down the pike in the future.

Deficiencies Associated with this Project:

The HVAC RTU units at CIVA Charter High School began to fail in 2008. Since that time, CIVA has replaced 4 of the 12 RTUs. Colorado Springs School District 11 owns the facility and does not contribute to building maintenance or upkeep costs. The defective RTUs are causing health and safety concerns for students and staff at CIVA, specifically, poor oxygen quality resulting in complaints of illness including headaches, dizziness, and common colds. The RTUs are also causing temperatures throughout the building to fluctuate, resulting in extreme cold or hot temperatures in classrooms, requiring students to wear jackets in some classrooms, and the need for floor fans in others. These fluctuations are creating classroom distractions which are taking away from instructional time. Utility costs at CIVA are also higher as a result of the deficient RTUs. CIVA has spent \$80,000, to date, replacing 4 of the 12 RTU units. The remaining defective RTUs need to be replaced in order to address the health and safety concerns and to provide a comfortable educational environment for staff and students. However, replacing the remaining 8 Units would nearly deplete CIVA's reserves leaving minimal funding for future emergencies. The 8 RTUs referred to in this grant application are already far beyond their life expectancy. If the RTUs are not replaced soon, they will begin to fail, forcing CIVA to replace them by depleting reserves, or cutting programs or staffing in order to pay for the RTUs. The BEST grant would enable CIVA to replace the RTUs and fix the problems mentioned above, without depleting reserves or being in violation of TABOR, state statute or its charter contract, by not having a sufficient reserve fund balance.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Proposed Solution to Address the Deficiencies Listed Above:

The solution to the deficiencies listed above is to immediately replace the remaining 8 RTU units at CIVA Charter High School. These RTU units are far beyond their expected life expectancy. Each unit will be installed with the following options and considerations:

- Downflow units
- Economizers
- New Curb Adapters
- Powered Exhaust (10 and 15 Ton units)
- Hail Guards
- Return/Supply Air Smoke Detectors (tied into existing fire alarm annunciator panel)
- Individual Programmable Thermostats
- Gas/Electric Reconnections

The following items are included in the bids CIVA has received to replace the RTUs.

- Provide and install eight (8) new Trane RTU's as specified within this grant application.
- Any mechanical demolition related to the removal of the existing units, and disposing of said units off site.
- Roof penetrations; utilization of existing penetrations
- Provide and install new roof curb adapters
- Project Management, subcontractors, and mechanic and electrical labor
- Start-up and commissioning on rooftop unit(s)
- Hoisting and rigging
- Install new programmable thermostats to each room with utilization of existing thermostat wiring
- Install new smoke detectors for each unit; utilize existing fire alarm wiring from alarm annunciator to the existing smoke detectors
- Pikes Peak Building Department permit fees
- Disconnect electrical from existing unit and reconnect to the new rooftop units
- Disconnect and reconnect to the existing gas-pipe to the new units
- Any applicable Tax, Freight, and Warranty
- 1-year labor warranty on installation and equipment

The following items are excluded from this proposal;

- Provision or installation of any new components not specified
- Roofing repair work will be contracted and completed directly between CIVA and contractor of choice should any be required; none is anticipated with new curb adapters
- Any additional design or engineering of system (submittals are included as specified)
- Any demolition of existing equipment not specified
- Housing, coils, dampers, motors, fans, drives, filter section(s), mixing box, duct work, vibration isolators are not included unless noted
- Permits/fees are not included as this is assumed to be a maintenance project and will not be required; Pikes Peak Building Department fees are included
- Any potential damage to parking lot asphalt due to crane hoisting and rigging operations are not included nor foreseen

The following items are clarifications of this proposal;

- Work will be completed during normal business hours
- Work is intended to be completed during summer months as to not interfere with normal school operations; as the replacement of the units will require minimal downtime during the change out
- Existing electrical power will be reused/disconnect, power feed wire, existing duct detector wiring, and existing thermostat wiring.
- Assumption that the existing duct detectors are currently tied into the fire alarm annunciator
- Assumption that the electrical service locations of the new units will be in similar locations as the existing conditions.
- Engineer/Owner will be notified to participate in final verification
- Any applicable training will be provided by onsite contractors as needed under the service agreement contract, should one be executed
- Crane hoisting and rigging has been provided
- Any necessary coordination/investigation with CIVA's utility provider to help receive any applicable

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

rebates for this installation project is included at the owner's direction; contingent on time of implementation and current rebate programs available.

How Urgent is this Project:

Eight (8) HVAC RTU units at CIVA Charter High School are well past their life expectancy and can no longer be repaired. An assessment conducted by an independent third party concluded that "the remaining eight (8) RTU units have far passed their life expectancy. These remaining eight (8) units are functioning on borrowed time, and it is only a matter of time until these units fail, which could lead to severe repercussions for the school." As such there is an immediate urgency to replace the RTU units before they fail, which could cause CIVA unnecessary expenses, and could potentially cause CIVA to close the facility while repairs are made, leading to the need to hold classes elsewhere, or to make up lost educational days at a later date.

How Does this Project Conform with the Construction Guidelines:

Replacing the remaining 8 RTU units at CIVA Charter High School will conform to the following guidelines of the BEST construction guidelines.

3.11. CIVA is unable to maintain a safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature.

3.12. CIVA is unable to maintain a Healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems due to the advanced age of 8 remaining original RTU units.

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

CIVA will secure a maintenance plan from the company it selects to install the new RTU units. The maintenance plan will include, at minimum: monitoring of maintenance performance; inventory control of parts and materials; ongoing evaluation and assessments of all equipment (like excessive vibration, motor winding resistance, refrigerant charge, fan RPM, refrigerant oil; flue gas analysis, safety controls combustion and draft; crankcase heaters and control systems; cleaning, adjustment, lubrication and calibration of all equipment; and efficiency testing. The maintenance plan will be initiated, scheduled, administered, monitored, and updated by the selected contractor.

The life expectancy of the new RTU units will be approximately 25-30 years. CIVA currently allocates 6.5% of its annual budget to maintain and upgrade the current RTU units. CIVA will continue to budget appropriately for the maintenance and upkeep of the new units as needed.

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

In the fall of 2004 and 2005, the citizens of Colorado Springs passed bond issue 3B which allocated \$3.5 million to CIVA Charter High School for a permanent building (the building would be purchased by, and owned by, Colorado Springs School District 11). The CIVA site committee worked with Glen Gustafson and Mike Maloney of Colorado Springs School District 11 to conduct a comprehensive search for a facility. The District determined that the facility located at 4635 Northpark Drive, Colorado Springs, CO 80918, was acceptable for a school facility with certain renovations, which were made. CIVA took occupancy of the building in August 2007. At time of the facility purchase, it was determined that the HVAC RTU's were already past their usable life, but it was determined by Colorado Springs School District 11 that because the RTU's were still operational at that time, that they would suffice. Unfortunately, the many deficiencies of the RTUs were not known or apparent when CIVA first took occupancy. Over the years, the RTU's have become worse and HVAC (heating and cooling) has become a larger problem for the school as the RTUs continue to age.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

THE CHARTER SCHOOL HAS THE BENEFIT OF A FACILITY PROVIDED BY THEIR AUTHORIZING SCHOOL DISTRICT.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Health, Safety

Overcrowding

Technology

Other

Importance: H Urgency: H Ability: Not Able Planning: Older than 5Y Previous BEST Grants: 0

Red Flags:

If Yes, Explanation:

Current Grant Request:	\$85,262.32	Historical Significance:	N/A
Current Applicant Match:	\$61,741.68	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$147,004.00	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	42
Previous Matches:	\$0.00	Actual Match Provided:	42
Affected Pupil Number:	160	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	38,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$3.52	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$835.25	Who Owns the Facility:	District
Sq Ft Per Pupil:	237.5	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$65,000.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0	CIVA Charter High School's facility is owned by Colorado Springs School District 11. Should CIVA relocate or cease to exist the District will retain ownership of the building.	

District FTE Count:	155.00
State Financial Watch:	No
Fiscal Health Watch:	Yes
# of Fiscal Health Warning Indicators:	2
Assessed Valuation:	
PPAV:	
Unreserved General Fund FY1011:	
Median Household Income:	
Free Reduced Lunch %:	41.9
Match Source Detail:	Capital Reserve Fund

Bonded Debt Approved:
Year Bond Approved:
Bonded Debt Failed:
Year Bond Failed:
Outstanding Bonded Debt:
Total Bonding Capacity:
Bond Capacity Remaining:
Percent Bonding Capacity Used:
Existing Bond Mill Levy:



Nicholas M. Gledich, Ed.D. Superintendent

Glenn E. Gustafson, CPA
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FAX: (719) 633-9347
E-mail: glenn.gustafson@d11.org

MEMORANDUM

TO: Scott Newell
FROM: Glenn Gustafson
DATE: March 14, 2013
SUBJECT: B.E.S.T. Grant Funds-CIVA Charter School

Pursuant to State statute 22-43.7-103 (7) a charter school must notify its authorizer of its intent to apply for BEST (Building Excellent Schools Today) grant funds.

This letter verifies that CIVA Charter School notified Colorado Springs School District 11 of its intention to apply for BEST funds on February 11, 2013.

CIVA has indicated that the school will use the funds to replace 10 roof top heating and air conditioning units.

The District feels that this use of funds is aligned to goal five of the District's business plan, to provide a safe learning and working environment.

Respectfully Submitted,

Jan Tanner
President-Colorado Springs School District 11 Board of Education

Glenn E. Gustafson, CPA
Deputy Superintendent, Chief Financial Officer

Every student prepared for a world yet to be imagined

Our mission is to provide excellent, distinctive, educational experiences that equip students for success today and in the future.

-Facilities Impacted By This Grant Application-

COLORADO SPRINGS 11 - Sabin MS - Replace Fire Alarm at 2 MS - 1975

School Name: Sabin MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	106,419
Replacement Value:	\$28,024,427
Condition Budget:	\$19,446,093
Total FCI:	69.39%
Energy Budget:	\$37,247
Suitability Budget:	\$2,044,700
Total RSLI:	8%
Total CFI:	76.8%
Condition Score: (60%)	3.18
Energy Score: (0%)	1.54
Suitability Score: (40%)	4.41
School Score:	3.67



COLORADO SPRINGS 11 - Holmes MS - Replace Fire Alarm at 2 MS - 1968

School Name: Holmes MS

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	77,863
Replacement Value:	\$21,259,542
Condition Budget:	\$8,114,070
Total FCI:	38.17%
Energy Budget:	\$0
Suitability Budget:	\$1,704,100
Total RSLI:	28%
Total CFI:	46.2%
Condition Score: (60%)	3.10
Energy Score: (0%)	2.31
Suitability Score: (40%)	4.34
School Score:	3.59



Assessment Findings (same for both schools):

Scope item: To replace the existing fire alarm system at both schools to include all required devices and an updated and code compliant system.

Assessment findings: The assessment supports the need to replace the system based on updates from the district. The system is deficient and is outdated so parts and maintenance of the system is more difficult. District noted that the occupants of both schools have noted they cannot hear the system when it is being operated.

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Applicant Name: COLORADO SPRINGS 11

Applicant Priority #: 1

County: EL PASO

Cash Grant Score: 1.6

Project Title: Replace Fire Alarm at 2 MS

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

If Yes, please explain why:

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other Please Explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | 2 different facilities |

General Background Information and Reasons for Pursuing a BEST Grant:

Replace outdated fire alarm systems in 2 different facilities, BEST Grant is being pursued due to lack of district funding

Deficiencies Associated with this Project:

These school buildings need to be brought up to current fire code requirements. They lack a sufficient number of horns, strobes, smoke detectors and pull stations to meet current code requirements, The current systems are difficult to maintain and finding replacement parts is increasingly difficult, We have received complaints from both of these sites that they can't hear the fire alarm when it goes off.

Proposed Solution to Address the Deficiencies Listed Above:

These 2 buildings will be upgraded with new fire alarm systems that will comply with the latest version of the International Fire Code. These upgrades will provide a safe environment for all students including those with visual and auditory impairments. D 11 currently serves numerous deaf, hard of hearing or visually impaired, so during any given year students with disabilities might be assigned to attend one of these 2 schools. The proposed upgrades will provide additional horns, strobes, smoke detectors and pull stations in each classroom providing a safer environment for all students and staff.

How Urgent is this Project:

The existing fire alarm systems are dated and have far outlived their useful life expectancy. Parts are getting harder and harder to get, This is a critical life safety issue for the students and staff of the district. We are hoping to have these systems replaced in the summer of 2014

How Does this Project Conform with the Construction Guidelines:

Public Schools are required to meet all safety standards including the State adopted version of the International Fire Code, The upgrades proposed in this application will allow D-11 to meet the International Fire Code standards and provide a safe environment for all staff and students.

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

D-11 currently has a preventive maintenance program that checks our fire alarm systems periodically throughout the year. We currently have 2 fire alarm technicians on staff who address repairs as needed. Since 1996 the district has used bond funds to replace outdated fire alarm systems. This grant funded project will allow D-11 to update 2 school buildings.

In the future, our plan is to use our Capital Reserve account to continue updating the safety of our school buildings. Our overall annual capital renewal commitment for all needs is \$2,000,000. We plan to commit 1/15 (fifteen year life) of the value of the fire alarm system each year for future necessary upgrades.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

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

Holmes was purchased new when built in 1968. It was added on to in 1972 and 1986. Sabin was purchased new when built in 1975. It was added on to / remodeled in 1988, 1997 and 2006.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$2000.00

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Able	Planning: Up to date
		Previous BEST Grants: 4 - \$967,736	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$285,707.27	Historical Significance:	N/A
Current Applicant Match:	\$167,796.33	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$453,503.60	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	37
Previous Matches:	\$0.00	Actual Match Provided:	37
Affected Pupil Number:	1,515	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	199,617	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$2.07	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$272.13	Who Owns the Facility:	District
Sq Ft Per Pupil:	131.76	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$67.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	2	n/a	

District FTE Count:	26,983.40	Bonded Debt Approved:	\$131,700,000.00
State Financial Watch:	No	Year Bond Approved:	04
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$2,310,428,443.00	Outstanding Bonded Debt:	\$183,948,084.00
PPAV:	\$85,624.00	Total Bonding Capacity:	\$462,085,689.00
Unreserved General Fund FY1011:	\$6,482,940.64	Bond Capacity Remaining:	\$278,137,605.00
Median Household Income:	\$46,346.00	Percent Bonding Capacity Used:	40
Free Reduced Lunch %:	53.39	Existing Bond Mill Levy:	7.08
Match Source Detail:	Capital Reserve Fund		

COLORADO SPRINGS 11 - Palmer HS - HS Boiler Replacement - 1940**School Name: Palmer HS**

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	276,689
Replacement Value:	\$88,074,912
Condition Budget:	\$49,826,524
Total FCI:	56.57%
Energy Budget:	\$96,841
Suitability Budget:	\$8,830,100
Total RSLI:	20%
Total CFI:	66.7%
Condition Score: (60%)	3.05
Energy Score: (0%)	1.54
Suitability Score: (40%)	4.53
School Score:	3.64

**Assessment Findings:**

Scope item: To replace the steam heating system (boilers, boiler feed system, steam-hot-water heat exchangers and piping) with hot water boilers, pumps and piping.

Assessment findings: The district updated the assessment data reflecting the condition of the existing remaining steam heating system that is no longer an acceptable/ code compliant system with leaking pipes and no longer has the ability to provide temperature comfort to the building occupants (too hot).

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: COLORADO SPRINGS 11

Applicant Priority #: 2

County: EL PASO

Cash Grant Score: 1.3

Project Title: HS Boiler Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Palmer high school is the Districts oldest high school. The some of the existing steam heating system was installed in 1940 when the original school building was demolished and replaced with a new 108,014 square foot building. Over the years four (4) additions and a handful of remodels have been added to the 1940 school building bringing the main building up to 197,052 square feet. The steam heating system had been modified (scabbed onto) the original system over the years with these additions and remodels. In 1969, a 22,703 square foot auxiliary girls gym building was constructed across the street from the main building and a new steam heating boiler plant installed to replace the steam heating boiler system in the main building. New steam piping was installed from the gym building via an accessible tunnel under the street to the main building and extended to the main 1940 steam system as well as the different steam systems that had been added as part of the four (4) different additions. The existing steam piping and equipment in the existing buildings were not replaced at those times. In 1998, the 1969 steam boilers were replaced with new steam boilers. Due to funding at the time, the main steam piping installed in 1969 from the auxiliary gym through the tunnel to the main building and routed to different locations were not replaced. However, the majority of the steam piping systems in the buildings were replaced with hot water piping as well as all of the mechanical heating equipment was replaced throughout the main building and auxiliary girls gym building with hot water equipment. Four (4) steam-to-water heat exchangers were installed strategically throughout the buildings (one in the gym building and three in the main building) where steam is converted to hot water with pumps to feed the new hot water mechanical heating equipment. Some of the remaining steam piping is as old as 1940. Thr remaining steam piping is leaking, causing damage and is a potential safety hazard and is using a significant amount of energy.

If part of the heating system has to be shut down for repair, this impacts the education of our students due to the teaching environments being cold.

Steam systems have become outdated for the purpose of heating buildings and have proven to use much more energy than its hot water counterpart. Finding knowledgeable operators to maintain these systems are almost nonexistent. Because of safety issues with steam systems, many states have made it a requirement to have certified/licensed operators manning these facilities. Unfortunately Colorado is not one of those states. Those with the qualifications not only are knowledgeable but can operate and maintain equipment & systems and typically have an understanding of regulations, safety and environmental requirements related to steam systems.

Deficiencies Associated with this Project:

The existing steam heating system is beyond its service life. The steam boilers were replaced in 1998 but some of the steam piping and condensate return piping is as old as the original building (1940)and we have continual problems with leaks in the piping as well as some boiler tube failures. Much of the steam piping is located behind plaster walls and in tunnels. If not detected for some time due to the location could potentially cause mold. This plus the potential for burns from the steam are saftey concerns we have. We have had to shut the steam systems down at times to do repairs which impacts the student teaching

Proposed Solution to Address the Deficiencies Listed Above:

Due to the issues with using steam as a heating medium which are safety, energy and comfort, it is proposed that the steam heating system (boilers, boiler feed system, steam-to-hot water heat exchangers and piping) be replaced with hot water

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

boilers, pumps and piping.

How Urgent is this Project:

Due to the listed deficiencies above, we feel this replacement needs to happen as soon as possible, however if this grant is awarded in August of 2013, the soonest the work can be performed is summer of 2014 when students are not in the building. We will continue to patch and repair the steam system to limp it along until that time.

How Does this Project Conform with the Construction Guidelines:

There are three (3) main reasons for the replacement of the existing steam heating system that conform to Section One of the Public Schools Construction Guidelines which states "Promote safe and healthy facilities that protect all building occupants against life safety and health threats, ...". Subsection 3.11 states "A safe and efficient mechanical system..." and subsection 3.12 states "Healthy building indoor air quality..." and they are:

1. Steam heating systems can be dangerous due to the failures in the piping systems we have been experiencing. This can be from steam emitting from a leaking pipe and causing burns to the moisture emitted from the leaking pipes could cause mold.
2. Steam systems are energy hogs and the money saved in this wasted energy could go back into the teaching process where it belongs.
3. The failure of the steam system impacts the education of our students due to the teaching environments being cold.

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

District 11 currently has a preventative maintenance program that requires annual inspection and maintenance of all building components and systems. We perform routine maintenance utilizing appropriated maintenance funds and further log our annual condition assessments and document them in our capital plan which is reviewed extensively and published every 5 years. In addition to provision of annual maintenance budgets, District 11 maintains an annual capital reserve fund to cover prioritized major improvements as well as contingency funds to cover unforeseen facility-related maintenance and/or replacement needs.

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

Not Applicable

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

DISTRICT 11 RECEIVED A BEST GRANT FOR PALMER HS FY2010-11 FOR FIRE SEPARATION AND FIRE SPRINKLER.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: M Urgency: M Ability: Able	Planning: Up to date	Previous BEST Grants: 4 - \$967,736	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$1,331,437.33	Historical Significance:	N/A
Current Applicant Match:	\$781,955.26	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$2,113,392.59	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	37
Previous Matches:	\$0.00	Actual Match Provided:	37
Affected Pupil Number:	1,947	Applicant Met Match	<input checked="" type="checkbox"/>

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Affected Sq Ft:	197,052	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$9.75	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$986.78	Who Owns the Facility:	District
Sq Ft Per Pupil:	101.21	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$0.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	6		Not Applicable

District FTE Count:	26,983.40	Bonded Debt Approved:	\$131,700,000.00
State Financial Watch:	No	Year Bond Approved:	04
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$2,310,428,443.00	Outstanding Bonded Debt:	\$183,948,084.00
PPAV:	\$85,624.00	Total Bonding Capacity:	\$462,085,689.00
Unreserved General Fund FY1011:	\$6,482,940.64	Bond Capacity Remaining:	\$278,137,605.00
Median Household Income:	\$46,346.00	Percent Bonding Capacity Used:	40
Free Reduced Lunch %:	53.39	Existing Bond Mill Levy:	7.08
Match Source Detail:	Capital Reserve Fund		

COLORADO SPRINGS 11 - Twain ES - ES Traffic & Pedestrian Safety Improvements - 1962

School Name: Twain ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	56,594
Replacement Value:	\$13,766,644
Condition Budget:	\$9,358,384
Total FCI:	67.98%
Energy Budget:	\$19,808
Suitability Budget:	\$1,167,000
Total RSLI:	10%
Total CFI:	76.6%
Condition Score: (60%)	3.07
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.39
School Score:	3.60



Assessment Findings:

Scope item: To provide safe access to the main entrance of the building for pedestrians and vehicular drop-off by creating a single drive lane separate from on-site parking and identified pathways for pedestrian access.

Assessment findings: The assessment was updated by the school district to identify the conflicts between pedestrian and vehicular access to the building. There is no separation between vehicular drop-off and pick-up/ parking and pedestrian pathways.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: COLORADO SPRINGS 11

Applicant Priority #: 3

County: EL PASO

Cash Grant Score: 1.9

Project Title: ES Traffic & Pedestrian Safety Improvements

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Twain Elementary School is one of our Districts largest elementary schools with a current enrollment of 493 students. The front entrance, parking areas, and student drop off areas at Twain were originally constructed in 1960 when relatively few parents drove their children to school. Daily vehicle traffic at Twain has been increasing annually and remains at an all-time high with expectations that traffic may continue to increase - especially at student drop off and pick up times. Although we can truly say that there is a maintenance deficiency for the traffic area in that the existing asphalt has many cracks and is approaching its life expectancy, our bigger need is to address a huge public safety concern as kids, parents, and District faculty must walk through literal chaos to access the main building entry by crossing through diagonal parking areas and across the designated student drop off lane.

Deficiencies Associated with this Project:

Current parking and drive lane conditions at Twain Elementary School pose a huge safety problem for vehicles and especially pedestrians (mostly kids). There are multiple issues - 1st, there are 24ea diagonal parking spaces on the South side of the drop off lane and egress from those parking spaces requires backing directly into oncoming traffic in the active student pick up and drop off lane which is also the designated fire lane for the facility. 2nd, the existing lane is wide enough that cars will sometimes stack up double wide in the area which adds to the safety concerns for both pedestrians and other drivers. 3rd, many parents avoid the intended drop off lane due to congestion and chaos essentially double parking behind diagonal parking spaces on the street to drop off and pick up their children. In this case, kids are crossing through two rows of diagonal parking areas and through oncoming traffic in the loading/unloading lane. 4th, there is no designated crosswalk area so kids, staff, and visitors may cross through the traffic and parking areas at any location. Lastly, although we typically monitor our loading/unloading zones during active hours, Twain Staff has had to go an extra mile in policing the area, issuing traffic warnings, trying to keep kids from crossing the traffic lanes while vehicles are moving and genuinely being stressed and concerned about each kids safety in the area.

The existing site plan attached to our application indicates the present inadequate parking, traffic, and pedestrian configuration. Photographs and videos referenced in our application and submitted as a separate attachment hereto further indicate the unsafe condition.

Proposed Solution to Address the Deficiencies Listed Above:

The new site plan attached hereto indicates our proposed solution which eliminates the entire row of diagonal parking that currently backs into the active drop off/pick up lane. The proposed solution also utilizes fencing and painted crosswalk areas to direct and funnel students and other pedestrians through a single controlled point of access/egress to and from the main entrance to the school. Furthermore, the proposed solution involves directional signage and elimination of the diagonal parking spaces on the street. The District Facilities Office has received conceptual approval from the City of Colorado Springs Traffic Engineering Department as well as support from our District Safety Manager and Twain Elementary Staff as the most feasible solution for improving public safety at Twain. A letter from the City of Colorado Springs Traffic Engineering Department is attached hereto which validates our safety concerns and indicates preliminary review and support of our

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

proposed improvement plan.

How Urgent is this Project:

Very High - Life Safety Risk Reduction

Although we have not had a reported physical injury that we are aware of, Twain Staff has witnessed several traffic accidents and has a daily concern for student safety. Additionally, our District Safety Manager (Kent Poe) has stated that the current traffic/pedestrian situation at Twain is our Districts' highest safety concern.

How Does this Project Conform with the Construction Guidelines:

The existing diagonal parking area and student drop off area as originally designed and constructed does not meet CCA BEST Construction Guidelines as stated in sections 3.18.1 and 3.18.3. Specifically, section 3.18.1 states that "vehicle and pedestrian routes should be separated as much as possible from each other" and section 3.18.3 specifically states that "drop off area design should not require backward movement by vehicles into the drop off area" and further states that "students should not be loaded or unloaded where they have to cross a vehicle path before entering the building". Current conditions do not conform to these guidelines as egress from 24ea existing "on-site" diagonal parking spaces requires backing into oncoming traffic in the student drop off lane. Additionally, parents regularly ignore posted traffic signs and double park behind the existing "street facing" diagonal parking to wait for and/or actively pick up or drop off their kids in a location where they must walk through the diagonal parking areas and across the active drop off lane.

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

District 11 currently has a preventive maintenance program that requires annual inspection and maintenance of all building components and systems. We perform routine maintenance utilizing appropriated maintenance funds and further log our annual condition assessments and document them in our capital plan which is reviewed extensively and published every 5 years. In addition to provision of annual maintenance budgets, District 11 maintains an annual capital reserve fund to cover prioritized major improvements as well as contingency funds to cover unforeseen facility-related maintenance and/or replacement needs.

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

Not Applicable

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: M Urgency: M	Ability: Able	Planning: Up to date	Previous BEST Grants: 4 - \$967,736
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$66,853.71	Historical Significance:	N/A
Current Applicant Match:	\$39,263.29	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$106,117.00	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	37
Previous Matches:	\$0.00	Actual Match Provided:	37
Affected Pupil Number:	519	Applicant Met Match	<input checked="" type="checkbox"/>

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Affected Sq Ft:	13,240	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$7.29	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$185.88	Who Owns the Facility:	District
Sq Ft Per Pupil:	25.51	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$0.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	5		Not Applicable

District FTE Count:	26,983.40	Bonded Debt Approved:	\$131,700,000.00
State Financial Watch:	No	Year Bond Approved:	04
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$2,310,428,443.00	Outstanding Bonded Debt:	\$183,948,084.00
PPAV:	\$85,624.00	Total Bonding Capacity:	\$462,085,689.00
Unreserved General Fund FY1011:	\$6,482,940.64	Bond Capacity Remaining:	\$278,137,605.00
Median Household Income:	\$46,346.00	Percent Bonding Capacity Used:	40
Free Reduced Lunch %:	53.39	Existing Bond Mill Levy:	7.08
Match Source Detail:	Capital Reserve Fund		

-Facilities Impacted By This Grant Application-

EDISON 54 JT - Edison Jr/Sr HS - Jr/Sr HS Renovation and Addition - 1922

School Name: Edison Jr/Sr HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	21,558
Replacement Value:	\$6,608,998
Condition Budget:	\$2,476,521
Total FCI:	37.47%
Energy Budget:	\$7,545
Suitability Budget:	\$971,000
Total RSLI:	25%
Total CFI:	52.3%
Condition Score: (60%)	2.77
Energy Score: (0%)	2.19
Suitability Score: (40%)	1.34
School Score:	2.20



Assessment Findings:

Scope item: To provide paved building access to include bus pick up/ drop off, separation of parent drop off and student access, staff parking, ADA parking stalls and an identified fire lane.

Assessment findings: Site Circulation is non-existent. The circulation area is mostly dirt except where the newly built elementary school is located. There are no identified pick up/ drop off areas, bus loading and unloading, designated parking, or ADA spaces within 25 feet of the building.

Scope item: Replace the existing well and leach field and upgrade all utilities to accommodate the renovation and addition.

Assessment findings: The assessment agrees with the condition of the well.

Staff comment: As a result of communication with local fire and the state building officials the new addition will be required to be sprinkler. The existing historic building will not be sprinklered.

Scope item: To relocate all Jr/ Sr High programs from the modulars and teacherages to the new addition.

Assessment findings: No assessment criteria available however this addresses the safety and weather concerns due to the students needing to move outside to attend classes between modulars, teacherages and the elementary school.

Scope item: To relocate the existing admin area and main entry to the building in the new addition to create a monitored secured entrance. This will include an elevator to provide accessibility to the second floor of the existing historic building. Code compliant restrooms will also be added.

Assessment findings: The assessment agrees with the lack of entrance identity, visual ability to monitor people accessing the building. No assessment criteria for non compliant toilet rooms other than plumbing and accessibility to the second floor.

Scope item: To remove the existing gymnasium and replace as part of the addition. This will include new locker rooms and a weight room that is currently located in a teacherage.

Assessment findings: The assessment identifies wall cracking in the gymnasium addition, the gymnasium mechanical system relies on opening windows, the electrical system is non-compliant, the bleachers are original and do not allow for accessible seating, and the floor is at the end of its useful life.

Scope item: To remove the existing shop in a separate metal building and relocate as part of the addition to be code compliant.

Assessment findings: The assessment does not specifically address the health and safety concerns in the exiting wood/ automotive shop.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: EDISON 54 JT

Applicant Priority #: 1

County: EL PASO

Cash Grant Score:

Project Title: Jr/Sr HS Renovation and Addition

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Edison 54JT Jr/Sr High School is located 18 miles south of Yoder, in southeastern Colorado. The district serves a wide ranging population both in and out of district. Reasons often cited for students to attend classes at Edison 54JT include a low teacher to student ratio and a successful special education/autism program. For the last three years Edison has received the Governors Distinguished Award and the John Irwin Award for Academic Excellence, putting the school in the top 8% of schools in the state. The Edison school campus has many buildings. The Jr/Sr High School building was built in 1922 on two levels, with classrooms and administration on the upper level and an Auditorium on the lower level. In 1968, a building addition created offices, restrooms, a gymnasium, a cafeteria and kitchen on the lower level and two classrooms on the upper level. A second metal building addition housing a shop and storage area was added in 1999. One modular building houses the English and math classrooms, and another modular building houses preschool and autism programs. The main school building received some improvements to HVAC, electrical service and the exterior envelope. An elementary school building was constructed in 2007. Main school building water distribution and plumbing infrastructures are original.

Edison 54JT has applied for and received BEST grants and generated a master plan in 2007. The district has and will be a good steward of the previous work that has been done. In 2013 the district has embarked on a new master plan process that will accommodate needs that have not been met.

This grant application addresses the deficiencies of existing Jr/Sr High School facilities and includes life safety concerns across the campus. The main facility concerns include lack of entry hierarchy and difficulty supervising the main entry. There are life safety and egress issues in the school, which lacks a sprinkler system, elevator and has multiple floor levels because of past additions. There are an inadequate number of spaces in the building to accommodate instruction, so classes were moved to the elementary building which has created overcrowding in that space. Students and faculty must walk to modular buildings for classes as well as to the adjacent elementary building for lunch. The Metal and Wood shop is full of equipment and materials and is not safe for more than five students to use at one time.

The Junior/Senior High School facilities have been well-maintained by a small facilities staff with limited resources. The antiquated building systems are becoming less and less feasible to maintain and require replacement. Domestic water is provided by a well that is 1.5 miles from the school property and is running dry. The domestic water distribution system is original. The existing plumbing infrastructure is original to the building and plumbing fixtures have reached the end of their useful life. The exterior stucco finish surface is eroding and needs repair and paint in order to remain weather tight. The gymnasium building exterior shows extensive cracking at the single wythe CMU walls and requires re-pointing the joints. The built-up roof on this structure is original and is leaking into the walls. The paving and parking lot outside of the building has deteriorated to the point that students and faculty have no continuous paved path to the right of way and unmarked spaces and traffic lanes in the parking lot.

B.E.S.T. grant funding would be specifically directed towards improved safety and better educational environments for students. An appropriate number of adequately-sized classrooms, a central secure entrance, a safe shop facility and a code-compliant building can be achieved through the renovation of the existing facility and an addition. The new addition to the

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

school would meet the qualifications for LEED-Gold and all CDE Facility Construction Guidelines.

Deficiencies Associated with this Project:

ROOF

The roof at the existing gymnasium is a low-slope built-up roof with perimeter gutters and downspouts that discharge to grade. The link between the gym and 1922 building is EPDM roofing that was replaced within the last 10 years as is the roof on the 1922 building. While there are leaks at the new roof areas which need to be addressed, the gym roof condition requires replacement. There are numerous areas of the roof that are deteriorated and not draining properly. There is water damage evident in the gym walls as well as the locker room walls. Mold was identified in the locker rooms which threatens indoor air quality. The gym floor is wood, and leaks could damage the floor rendering it un-useable.

FIRE SAFETY

The building is classified as type V-B. The original 1922 structure is wood framing, both walls and roof. The gym and link addition are load-bearing masonry with precast concrete-t decks. The metal building has steel walls and roof. The total existing main building square footage is 22,481 square feet. There is no fire sprinkler system in the building. The allowable area of this construction type is 9,500 SF. Currently there are rated corridors, but no fire separation walls. Any addition or renovation to the main building would require the construction of at least one fire wall separation. A fire wall provides both fire-resistance and isolation of the structural members and foundations between two areas of the school. It can be difficult and expensive to achieve in a renovation project.

Although the corridor walls were originally sufficiently fire-rated, the doors and frames are over 25 years old. There are transoms above the doors. The existing corridor walls do not adequately prevent the spread of fire and smoke as they would be required to under the International Building Code. There are an adequate number of exits and appropriate exit width from the classroom level.

There are also numerous small areas with inadequate fire separation, including the school vocational shop which does not appear to have a rated separation wall between the main school building and shop, as well as separation between shop areas.

SAFETY & SECURITY

There are 3 separate exterior "main" entry doors on the front of the school building, making the supervision and control of visitors and students coming and going somewhat difficult. Visitors to the site have a difficult time determining where to enter the building. Video surveillance at the "main" door is the primary form of monitoring the campus. This main entry door has been retrofitted with a buzzer and camera system. However, the camera at this entrance is positioned such that the visitor is only visible when standing in front of the door. The location of the administration area on the second floor does not allow for good supervision of the parking area or the main doors.

The main entry to the building opens directly into the former student cafeteria. Visitors have to turn a corner and go upstairs to get to reception/administration. This condition poses a security threat to the school. A locking vestibule with access through the admin suite would be a more secure arrangement.

Because the main building does not have an adequate number of classroom spaces, four programs are located in two modular buildings to the north and south of the main school building. The north building is approximately 100 feet from the school building, while the south building is 50 feet. These buildings are accessed throughout the school day as they contain core programs. Within the elementary school, the art classroom, cafeteria and computer lab are also used daily by the Junior/Senior High School students. Students moving between the elementary building, modular units and the main building are vulnerable to weather, as well as any outside threat to their well-being.

Due to lack of a paved parking lot, there is no fire lane clearly indicated in front of the school. Clearly marked handicapped parking and regular parking spaces do not exist. There is a sidewalk from the building to building but none connect with the paved road. Busses and cars use the same area for pick-up and drop off with students crossing the lot to get to cars at the same time traffic is moving through the site.

BUILDING CODE

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Access to the shop instructional area is through the auditorium which is an intervening space. As the auditorium is not an accessory space to the shop, this access is not code compliant. There is also a break room partitioned off in the Auditorium which has the same access issue and is not to code.

The school building is a two story structure. There is no elevator to provide accessibility to the classrooms on the second floor. Furthermore, the addition in 1968 was built using a pre-cast concrete T floor and roof structure. The floor heights of the 1968 addition do not match the historic building. The second floor science classrooms have a finish floor about 18" higher than the historic building, necessitating a steep ramp. There is no straightforward manner to achieve access to these spaces without utilizing an adjacent classroom in the historic building for a ramp.

The pre-cast concrete floors cannot be easily reconfigured to accommodate a ramp in the corridor, where it should be located.

BUILDING ENVELOPE

There are numerous leaks in the roof on a seasonal basis. The roof on the 1922 building is a white TPO membrane material which has some vulnerability at the seams and joints. There is an original built-up roof on the gym and locker rooms which is past its useful life. A roof leaks at the gym and locker room areas are showing up in the walls of this building which has mold, peeling paint and visible damage. There is extensive cracking in the masonry joints of this building as well as water damage to the ends of the precast concrete T panels. A licensed structural engineer has confirmed that if it is not repaired it will start to fail. This is an ongoing issue which raises concerns about indoor air quality from potential mold, as well as student safety.

Stucco and wood trim on the 1922 building is also deteriorating due to excessive weathering. The north side of the building has the most damage to the surface. The wood window trim has been replaced and covered with aluminum sheet metal.

There are still some windows that have not received repairs.

EDUCATIONAL SUITABILITY

With the need for specialized education programs such as distance learning, college level courses, as well as tutoring and Title I many of the smaller classrooms serve multiple and often conflicting uses. Classrooms vary from 650 SF in the modular down to 335 SF in the main building. The computer lab in the building is under 600SF and is too small for research projects and class instruction, causing students to pair up to share computers which is not ideal. Math classrooms also double as distance learning spaces with no acoustic separation between groups. Two spaces which were originally used as classrooms have been repurposed into administrative spaces because there is no other space for administration. This resulted in the need for modular space.

The science classroom is too small to hold the number of students for some periods of the day, so a group of students has to use the science lab next door and still receive instruction from the same teacher. The lab is too small, with only half of the classroom serving as a true lab, and the other half being instructional space. Ventilation in the lab is accomplished through open windows and a unit ventilator, there is no exhaust system. There is no emergency shower or eye wash unit, and chemicals are stored in a cabinet in the lab.

Because there is no available space, all of the art instruction from Kindergarten through High School occurs in the elementary school building. The library media center and the cafeteria for entire school also reside in the elementary school due to lack of space within the main building. Jr/Sr High School students must walk between the buildings daily.

CROWDING

Edison has a well-attended pre-school program and a specialized autism program for the severely autistic. Creation of these two programs has necessitated placing them in a modular unit. There are two classroom spaces in the modular, one for each program. The modular is undersized for use of each program. Autism children self-stimulate, so they require a swing in the classroom and large areas for movement so that they can progress with their education. Preschool needs area for the large number of materials kept in the classroom space, as well as space for gathering and eating. Toilet facilities for both of these groups need to be accessible which is lacking in the modular space. The students using the modular also circulate to the elementary school cafeteria and jr/sr high school gym. This contributes to security concerns for student safety.

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The gym is used for physical education as well as therapy space for the autistic program which causes scheduling issues. There is a lack of space for a weight room, so the weight area is in one corner of the gym space on pads over the wood floor. There is no divider curtain to separate the gym in distinct areas which would help to alleviate the need for separate instructional areas. Fixed, built in wood bleachers take up a third of the useable space within the gym.

ELECTRICAL AND WATER SERVICE

The high school is approaching maximum capacity on electrical service. Further additions to the building would almost surely require an upgrade to the school's electrical service. The limit on adding electrical also means there is a limit to additional technology available to the students.

Throughout the classrooms, there is a lack of electrical outlets and data devices. It is common to see extension cords routed through-out the rooms with power strips in an effort to increase the quantity of plugs. The IT/Server space is in a corner of a classroom with plywood partitions open to the space to achieve adequate cooling for the system.

Ropes of plenum rated cable are zip-tied together and line the corridor walls rather than being located above the plenum. The school is equipped with wireless, but the computers provided to the students are a mix of laptops and desktops.

Water service to the building is accomplished with an off-site well and on-site cisterns. The well is located about 1.5 miles from the school site. The well is at the end of its useful life and is running dry. The chlorinator that is tied to the water system should be brought up to current regulations as it is non-compliant.

POOR INDOOR AIR QUALITY

The original mechanical system in the gym as well as the science classrooms is still in use today. The classrooms have unit ventilators located at the exterior wall under the windows. There are transfer grilles above the doors to the corridor acting as return air to the system. To adequately distribute air throughout each classroom, the ventilator fans must run at high speed which is noisy.

The Gym is served by original propane fueled radiant panels in the ceiling space. This supplies heat to the space. There are operable windows on three sides of the gym which appear to supply all ventilation and cooling to the space. The windows have been partially blocked with plywood on the interior, and have storm windows on the exterior so the space cannot receive adequate ventilation.

Locker rooms are heated with a small gas forced air heating unit. There are operable windows in the shower area but no exhaust fans. Due to the roof leaking into the exterior walls, there is a moisture issue in the shower area of the locker rooms as well as visible mold problems. Locker rooms are environments susceptible to the development of staph and staph related bacteria and adequate ventilation is critical to good health and safety.

The gang toilet rooms do not have exhaust fans. The toilet rooms have a unit ventilator with a return air louver in each of the doors and a wall mounted cabinet unit heater.

SCHOOL SITE

The site amenities at Edison 54JT are minimal. There is a dirt track at the back of the school property as well as a backstop and football uprights. The school has an autistic program that uses the track during the school day in order to treat the severely autistic children. It serves as an educational tool in addition to the gym and the swing in the classroom. In both good and bad weather the surface of the track is problematic. It can be dusty or muddy depending on the season and can be challenging for the students to use safely.

Proposed Solution to Address the Deficiencies Listed Above:

The planning team has determined that removing the science classrooms, high school gym, and locker/storage room addition to the historic building and replacing it with a new addition that addresses deficiencies, and is the best use of funding.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

The latest CDE Statewide Facility Assessment indicates that the costs for simply correcting the building's physical deficiencies would be over \$1.8 million, with over \$1.0 million identified just for mechanical, electrical, plumbing and life safety upgrades. The CDE Assessment identifies building replacement value at \$6.1 million. There are a number of deficiencies which were not noted in the Facility assessment, therefore it is proposed to renovate the existing 1922 building, providing vital upgrades to the systems, while removing the steel building and the 1968 building and replacing it with a new addition. The addition would house five new classrooms, a new shop space, administration and a new gym with support space. The planning team has determined that this is the most effective way to improve the existing junior/senior high school with long-term considerations in mind and meet the enrollment and programmatic changes for the students.

The existing structure of the historic school is in good condition, and requires system upgrades for outdated or missing electrical/IT and life safety systems as well as some exterior envelope repairs and window flashing corrections. A new IT room will be located in the addition and new power and data outlets installed on classrooms. Stucco on the exterior of the building will be repaired and a new finish coat applied. The second floor of this building will be returned to classroom space, with general classrooms and distance learning accommodated. Classrooms would receive new paint, floor finishes and floor refinishing.

The new addition will meet the requirements of the High Performance Certification Program, providing a new, easy to maintain, low-cost facility with a life expectancy of 50 years or more. The new addition will be constructed of a Type I or II, non-combustible, fully-sprinkled construction with adequate egress and fire separations throughout. Corridors will be properly sized and constructed for building safety. New classrooms will have adequate daylight and sufficient acoustical separation. The main entry will be secured by a vestibule leading through the administrative suite, and the remaining entries will be able to be secured during the day.

The existing modular classrooms will be removed, improving safety for students circulating between the elementary and junior/senior high school building. The students currently occupying the modular buildings will be relocated within the junior/senior high school historic building or the new addition. A new connecting corridor will be constructed between the elementary and junior/senior high school to provide safe access between the buildings.

A wet fire sprinkler system will be installed throughout the existing building and the new addition to improve life safety within this building. Water storage for this system will be included.

New wells with compliant chlorinators will be drilled on the school site, provided that water is available. There will be a new commercial well for the school and a new residential well that will serve the remaining houses on the northwest of the site.

The entire facility will be fully ADA accessible.

New site circulation will be designed to separate visitor traffic, student traffic, bus drop off and parent drop off into their own paths or areas as well as indicating a fire lane. The existing dirt track will receive a new weather resistant surface.

How Urgent is this Project:

ROOF

The gym roof is leaking and is draining into the walls of the gym and locker rooms. The urgency of this deficiency is high and should be corrected. Due to the potential for leaks damaging finishes and contributing to mold structure, there is an immediate need for correction.

FIRE SAFETY

The combustible nature of the building and partial corridor ratings is a significant risk. The proximity of the shop building to the historic building and the unrated exterior walls is also hazardous. The urgency for correction is medium and should be remedied within 3 years. The importance factor is high with regards to life safety.

SAFETY & SECURITY

The poor entry control and supervision has not been an issue up to this point. Student access between the main building, the

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

elementary school and modular units has also not been an issue. In spite of this, the urgency is high and should be corrected within one year. The importance factor is high with regards to life safety.

Site paving and safe separation of vehicles and pedestrians as well as a designated fire lane impacts safety daily. The urgency is high and should be corrected within one year. The importance factor is high with regards to life safety.

BUILDING CODE

Accessing the shop through the Auditorium is in violation of code. Accessibility is critical to providing education to all students. The urgency is medium and should be corrected within 3 years. The importance factor is high with regards to life safety.

BUILDING ENVELOPE

The extent and timing of the structural cracking at the gym should be monitored and the roof should be replaced. Repairs to the stucco and trim on the 1922 building should occur. The urgency for correction is high. The importance factor is high with regards to life safety.

EDUCATIONAL SUITABILITY

The undersized classrooms and lack of programmed learning spaces should be corrected to address the current enrollment. The urgency is high and should be corrected within one year. The importance factor is medium with regards to educational adequacy.

CROWDING

The lack of classroom space within the school within the school and need for modular classrooms to accommodate students is a critical issue. Not only is there inadequate classroom space, student safety is compromised by icy site conditions and high winds present during winter months. The urgency is high and should be corrected within one year. The importance factor is high with regards to life safety.

ELECTRICAL AND WATER SERVICE

In order to keep up with modern technology demands, the electrical and data systems should be replaced within the next three years, also to alleviate the unsafe practices and tripping hazards occurring within classrooms. The urgency is medium and should be corrected within 3 years. The importance factor is high with regards to life safety.

The well and chlorination system supplying the site is at the end of its useful life. The urgency is high and should be corrected within one year. The importance factor is high with regards to life safety.

POOR INDOOR AIR QUALITY

There is evidence of existing poor air quality and thermal comfort in the 1968 addition, specifically the science classrooms, the toilets, and the Gym and gym support spaces. The urgency is high and should be corrected within one year. The importance factor is high with regards to life safety.

SCHOOL SITE

The track used by the Autism program for therapy and education is a dirt surface and should be replaced with a more permanent and weather resistant surface. The urgency is medium and should be corrected within three years. The importance factor is low with regards to life safety.

How Does this Project Conform with the Construction Guidelines:

Existing Project Non-Compliance and Proposed Compliant Solution:

CDE 3.2 A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building. At the gym and associated support spaces the roof is beyond its expected life and leaks into the walls of the building. The new addition would replace this structure and employ a new, energy-efficient and easily maintained roof membrane.

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CDE 3.3 A continuous unobstructed path of egress from any point in the school that provides an accessible route to an area of refuge, a horizontal exit or a public way. Doors shall open in the direction of the path of egress, have panic hardware when required, and be constructed with fire rated corridors and area separation walls as determined by a Facility Code Analysis. The Facility Code Analysis shall address, at a minimum, building use and occupancy classification, building type construction, building area separation zones, number of allowed floors, number of required exits, occupant load, required areas of refuge and required fire resistive construction.

The existing corridor is not fully rated and the building may be too large without a sprinkler system. These conditions do not providing a safe means of egress for the students. The proposed renovation and addition would be fire sprinkled and within allowable area limits or provided with fire area separations.

Additionally, the second floor is not accessible since it lacks an elevator. The new addition would contain an elevator that will serve the second floor classrooms and provide an accessible route.

CDE 3.4 A potable water source and supply system complying with 5CCR 1003-1 "Colorado Primary Drinking Water Regulations" providing quality water as required by the Colorado Department of Public Health and Environment. Water quality shall be maintained and treated to reduce water for calcium, alkalinity, Ph, nitrates, bacteria and temperature (reference, Colorado Primary Drinking Water Act and EPA Safe Water Drinking Act). The water supply system shall deliver water at a minimum normal operating pressure of 20 psi and a maximum of 100 psi to all plumbing fixtures. Independent systems and wells shall be protected from unauthorized access.

The existing well is verging on being non-operational and the existing chlorinator is not regulatory compliant. A new commercial well as well as a residential well for the existing houses, should be dug on the school property and new compliant chlorinator installed.

CDE 3.9 Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or through a less preferred mechanism like a video camera system. All other exterior entrances shall be locked and have controlled access.

The current entry is difficult to supervise and control, with the entrance on the first floor and the administration office on the second floor. The new addition will have a clearly-defined main entry with secured access through the administration suite during the day.

CDE 3.10 Safe and secure electrical service and distribution systems designed and installed to meet all applicable State and Federal codes.

The addition and renovation will allow for new, energy efficient lighting in the addition, and adequate technology, and safe amounts and locations of power and data outlets to eliminate extension cords and other hazards within the existing building.

CDE 3.11 A safe and efficient mechanical system that provides proper ventilation and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes.

An efficient and easy-to-maintain HVAC system would take the place of the existing, unit ventilators, propane fired radiant heaters and a forced air furnace in the 1968 addition which would be removed and replaced with an addition.

CDE 3.15 Safe laboratories, shops and other areas storing paints or chemicals that complying with CDPHS 6CCR 1010-6 "Rules Governing Schools."

The science lab has been cited for non-compliance and the storage of chemicals is being addressed. The lab lacks an emergency shower and eye wash. The new science lab will have a separate storage and prep area for these chemicals.

CDE 3.17 A facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons. The existing school is not fully ADA compliant with regard to restroom accessibility, building access and circulation. The renovation and addition would be built to full ADA accessibility standards.

CDE 3.18.4 A site that safely separates pedestrian and vehicular traffic and is laid out with the following criteria: Solid

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

surfaced staff, student and visitor parking spaces should be identified at locations near the building entrance and past the student loading area.

The parking and staffing area is unpaved and unmarked. There are no accessible spaces clearly marked and signed. The bus and passenger vehicles use the same lot without markings. The fire lane needs clear indication.

CDE 3.19.3 Locate site utilities away from the main school entrance and student playgrounds and sports fields whenever possible. Electrical service equipment, gas meters and private water wells shall have fences cages to restrict access to unauthorized persons. Propane (LPG) tanks shall be installed in accordance with building and fire codes.

The school has unfenced propane tanks as well as a diesel tanks. The installation of the tanks may not be code compliant. They may need to be removed and replaced.

CDE 3.19.5 Exterior buildings and walkways should be lighted.

The existing building is poorly lit which is a safety hazard. The renovation and addition would alleviate this danger with adequate site, building, and parking lights.

CDE 4.3 Educational facilities for individual student learning and classroom instruction, with technology embedded into the school facilities.

The addition will include technology with the proper building infrastructure to safely support it and the renovation of the existing building.

CDE 4.13.2 Classrooms should accommodate a maximum of up to 25 students and provide 32-35 SF/student with a minimum classroom size of 600 SF.

Classrooms in the existing building are smaller than 600 SF. Each classroom serves a minimum of 7 to a maximum of 18 students per period. The addition to the building will accommodate a standard sized classroom.

CDE 4.13.6 Science lab should be located centrally in the school, and provided with teaching demonstration table, emergency shower and eyewash, demonstration hood and student work stations with water and gas receptacles. The lab should be equipped with adequate instrumentation.

The science lab is undersized and students must overflow into a second classroom. There is no emergency eye wash or demonstration table or hood. Water and gas receptacles are limited. The addition would contain a new larger lab space.

CDE 4.13.9.1 Art classroom with ample storage cabinets and counter sinks. A kiln/ceramic storage area shall be provided. Finish materials in the art classrooms shall be smooth, cleanable and non-absorbent.

The existing building lacks an art classroom of any kind. The addition to the building would add this space along with storage, sinks and easily cleanable surfaces.

CDE 4.13.11 Career and Technical education classroom that supports desired educational program.

The current shop space is undersized and hazardous for more than 5 students. The space is crammed with equipment and some shop activities such as auto shop cannot be accommodated in the space. With the removal of this steel building a new larger shop can be constructed in the addition, with an auto, bus shop, and metals and wood shops. There are support storage spaces, a restroom and an office.

CDE 4.13.15 Gymnasium with two regulation basketball courts and dividing curtain. The following equipment should accompany the gym: glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, telescoping bleachers and scorer table.

The existing gym has extensive cracking between the joints as well as water damage to the walls from a leaking roof. The bleachers are fixed and backstops are original to the building. A divider curtain is also lacking. The original wood floor is at the end of its service life with one sanding remaining. The new addition will include a new gym with these features included.

CDE 4.13.16 Weight training area with free weights, mirror walls, exercise machines, rubber flooring and protective wainscoting.

The existing facility lacks a weight room. The addition project will add this important space.

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CDE 4.13.17 Men and women's locker rooms with independent bathrooms, showers and locking metal lockers. The existing locker rooms are too small for the teams and PE use. There is water damage in the walls of the space from roof leaks. The bathroom and shower spaces are original and are failing and need replacement. The addition will provide these spaces.

CDE 4.13.18 Visiting team locker room with independent bathrooms, showers and locking metal lockers. A visiting team locker room does not exist in the existing building. This space will be added in the new addition.

CDE 4.13.19 Administrative, offices, nursing area, bathrooms, conference, reception area and building support areas to accommodate the educational program.

A new centralized administration area on the first floor next to the main entrance is being created in the new addition. Currently these spaces are spread out on the second floor of the existing building. Building support spaces have also been added such as chair storage, which is currently outside the existing gym in a shipping container. Building storage is accommodated on a wood mezzanine built into the steel shop building.

CDE 5.1.18 Replacement of old inefficient mechanical systems with new energy efficient systems. With the use of radiant panels, forced air, and unit ventilators in the 1968 building, a replacement building will address the inefficient mechanical systems and replace them with systems that minimize energy consumption and reduce utility costs for the district.

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

Edison School District 54JT

Capital Renewal and Maintenance Budget/Plan

Current Budget Amounts

Description Amount

Telephone 4,500

Disposal Service 4,500

Electric 37,000

Propane 30,000

Custodial Supplies 9,000

Maintenance Supplies 3,500

Repairs 30,000

\$118,500

Anticipated Budget Amounts

Description Amount

Telephone 5,625

Disposal Services 4,950

Electric 46,250

Propane 37,500

Custodial Supplies 10,350

Maintenance Supplies 4,025

Repairs 33,000

\$141,700

Increase With Renovation/New Construction \$ 23,200

Edison School District 54JT plans to set aside \$25,000 annually in a Capital Reserve Account for future upkeep/maint/repairs of new facility.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

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

Facility was new at the time of construction

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$7,500.00

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input checked="" type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input checked="" type="checkbox"/> Other
Importance: M Urgency: L	Ability: Not Able	Planning: Up to date	Previous BEST Grants: 3 - \$399,683
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$10,596,769.16	Historical Significance:	Yes-Granted Exemption
Current Applicant Match:	\$200,382.94	Does this Qualify for HPCP:	Required
Total Project Cost:	\$10,797,152.10	Will this Project go for a Bond:	2013 Bond
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	44
Previous Matches:	\$0.00	Actual Match Provided:	1.855887
Affected Pupil Number:	63	Applicant Met Match	<input type="checkbox"/>
Affected Sq Ft:	38,200	Is this a Statutory Waiver	<input checked="" type="checkbox"/>
Cost Per Sq Ft:	\$269.19	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$163,222.25	Who Owns the Facility:	District
Sq Ft Per Pupil:	606.35	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$333.33	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	4	NA	
District FTE Count:	160.20	Bonded Debt Approved:	\$450,000.00
State Financial Watch:	No	Year Bond Approved:	07
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$3,306,904.00	Outstanding Bonded Debt:	\$415,000.00
PPAV:	\$20,642.00	Total Bonding Capacity:	\$661,381.00
Unreserved General Fund FY1011:	\$144,353.82	Bond Capacity Remaining:	\$246,381.00
Median Household Income:	\$56,250.00	Percent Bonding Capacity Used:	63
Free Reduced Lunch %:	30.94	Existing Bond Mill Levy:	9.104
Match Source Detail:	2013 Bond		

Statutory Waiver for BEST Grant District Match

A partial/full (circle one) district match waiver is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

- A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line items A * N from grant application): \$ 44% \$10,797,152.00
- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2012/13 AV x 20%): \$ 595,383.00
- C. New proposed bonded indebtedness if the grant is awarded: \$ 200,383.00
- D. Current outstanding bonded indebtedness: \$ 395,000.00
- E. Total bonded indebtedness if grant is awarded with a successful 2013 election (Line C+D): \$ 595,383.00

School District: Edison 54JT

Project: BEST Grant

Date: 03/15/2013

Signed by Superintendent:

Printed Name: Pat Bershinsky

Signed by School Board Officer:

Printed Name: James Doak
Title: School Board President

-Facilities Impacted By This Grant Application-

James Irwin Charter School - ES/MS/HS Security Improvements - 1992**School Name: James Irwin Charter ES/MS/HS**

Number of Buildings:	1
All or Portion built by WPA:	
Gross Area (SF):	188,000
Replacement Value:	\$59,564,546
Condition Budget:	\$21,408,571
Total FCI:	35.94%
Energy Budget:	\$0
Suitability Budget:	\$1,282,500
Total RSLI:	29%
Total CFI:	38.1%
Condition Score: (60%)	3.00
Energy Score: (0%)	2.69
Suitability Score: (40%)	4.84
School Score:	3.74

**Assessment Findings:**

Scope item: Renovations of access points at each of their schools (ES, MS, HS; all in one building).

Assessment findings: The assessment states there are only one entry vestibule at the main entrance and no entry vestibules at the secondary entrances.

Scope item: New signage for 2 of the 3 entry points.

Assessment findings: The assessment shows that the site has new large signage to direct the public to major spaces.

Staff comment: The only signage that directs the public adequately is for the HS/admin entrance.

Scope item: New surveillance cameras and system.

Assessment findings: The assessment agrees that the facility is designed and equipped with video cameras or close circuit video and key card or keypad building access.

Scope item: Misc. site security improvements

Assessment findings: The assessment shows the school has an event alerting and notification system and that there is restricted access at secondary entrances and controlled access at the building main entrance.

Scope item: ADA automatic door openers for handicap access

Assessment findings: The assessment states the school meets some of the requirements for the physically challenged.

Staff comment: The assessment does not note automatic door openers.

Scope item: Replacing exterior glass around doors and all windows with impact resistant glass

Assessment findings: No assessment criteria available.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: James Irwin Charter School

Applicant Priority #: 1

County: EL PASO

Cash Grant Score: 1.9

Project Title: ES/MS/HS Security Improvements

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Since its inception in 2000, James Irwin Charter Schools has been highly ranked by national and state standards as quality K-12 schools providing character development and academic excellence. Its success is attributable to the faithful implementation of Direct Instruction of Core Knowledge curriculum. Its mission is to help guide students in their character development and academic potential using rigorous and content-rich educational programming. Our High School and Elementary School have won the John Irwin School of Excellence in Colorado multiple times and consistently provide some of the top scores in state assessment profiles for their students. 85% of its high school graduates go on to college. Within all three schools on the campus (James Irwin Charter Elementary School, James Irwin Charter Middle School and James Irwin Charter High School), 52 percent of our student population is comprised of minority students, and 43 percent qualify for free and reduced lunch. Our Elementary School is ranked as the second best elementary school in El Paso County, according to SchoolDigger.com.

Located in southeastern Colorado Springs, the facility is an area subject to a much higher crime rate than the rest of the city. 314 burglaries, 149 aggravated assaults, 73 robberies, 50 sexual assaults, and 22 cases of intimidation took place in our immediate neighborhood in 2011. According to the Colorado Springs Police Department and its latest published crime report, the 2nd quarter 2011 Annual Statistical Report, the main campus of James Irwin Charter School is directly across the street from the second most crime-ridden neighborhood in Colorado Springs. While the neighborhood associated with our schools is not considered a significantly high crime area, boundaries for crime do not always hold fast. The fact that JICS is literally on the border, directly across the street, with one of the highest crime rate neighborhoods is something about which we are very mindful for security purposes. In 2012, we had four occasions to require school lock downs due to outside threats, e.g., armed robberies, in the area.

Several months before the massacre at Sandy Hook Elementary School in Newtown, CT, our school officials and facilities manager audited our security systems and found them extremely outdated and nonfunctional in many cases. While our students and faculty regularly rehearse "shelter in place" exercises (keeping students and staff safe in the event of a violent intruder), it is very easy to breach our security systems and allow access of a violent intruder into our schools.

☒ We have implemented some procedures to improve safety. However, we severely lack upgraded and workable security cameras to give us real time and accurate data about intruders on our property. We are making minor adjustments to have line of site view of visitors entering two of three of our schools. There is no signage or architecture that indicates the correct doors for entrance. We have no protection at any of our schools from an intruder who enters and jumps over the reception counter and gains access to our schools in that manner. The windows that we have are easy to break through and gain access to our entire campus. Impact resistant glass would at least slow the progress of a person trying to gain entry through a window. Nothing will prevent an intruder truly intent on entering our facilities, but we simply must make it less easy. And yet, we also need to make it easier for all our students to exit if necessary. Our doors do not have any automatic close or opening function for those in wheelchairs. Our current system of informing our whole campus of a violent intruder requires one person to go onto four different channels of handheld two-way radios carried by our principals and inform others of such intruders. A facilities goal this year is to upgrade the elements of safety within the building and outside, to reduce the likelihood of a school invasion tragedy.

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Deficiencies Associated with this Project:

As mentioned before, we have recently evaluated our security and deemed it to be sub-standard. Our security cameras fail to give us real time and accurate data about intruders to our property. We do not have signage or architecture that indicates the correct doors for entrance for visitors entering two of three of our schools. We have no protection at any of our schools from intruders who enter and jump over the counters in the reception areas and gain access to our schools in that manner. Our windows are no more than 36 inches off the ground and easy to access the entire campus through any one of them. Our outside doors do not have an automatic lockdown function, and must be manually locked during drills and actual external threats.

We currently have security cameras throughout our facilities, in each of the three schools and surrounding the building outside. However, of the 100 cameras we have, only 90 are operational. All of the cameras were installed around the year 2002 and are extremely outdated. The highest resolution camera that we have is 704 pixels wide (pw) by 480 pixels high (ph), which produces very fuzzy pictures without much detail. The vast majority of our cameras are 352pw by 240ph.

We have documented several instances where our security cameras have failed to help us determine details of specific instances of vandalism and of student complaints about unusual activity on our school grounds. At our Elementary School, one very upset parent who made threats to our staff was indistinguishable on camera, and thus the staff was not able to prove to police which parent was threatening. Another belligerent parent completely surprised our staff by gaining entrance to our school through an egress that was not covered by an operating camera. A female high school student alleged harassment by some peers that could not be proven or disproven by cameras that had filmed the event. It has become more than apparent that should a serious threat occur, our cameras would not serve us well in warning us of the potential danger, nor help us identify threats in the school, nor serve as any deterrent for threats.

At two of three of the schools, the main entrance has no signage or architecture that indicates they are the correct doors for entrance. We have some minor adjustments to be made in these two schools to ensure line of site is made of all visitors once they enter; this will involve moving furniture as well as data and communication cables. Also troubling is the ease of which any person could jump over any school's (including the Elementary School) reception counter and gain access to the entire school, and thus the entire campus as well.

We are fortunate to not have many windows in our entire building, but those that we have are easy to be used through which to access our building. While we have distinct and separated space for each school, each school is accessible to the other schools internally through hallways and passageways. We need to find a way to make windows impact resistant so intruders cannot enter the building this way.

We have never been satisfied with our plan of action to inform our school if we have an intruder to the building. Currently one of six people who carry a two-way radio needs to inform the rest of those with radios of any intruder, and must repeat that information across four separate channels. Those with radios must then go to the intercom systems in each of the school buildings and announce a "shelter in place," which all teachers will hear and then go into shelter mode from intruders. We worry that an intruder can get passed any people with phones and do serious damage before the schools are informed of the danger. We would like to have a system in place that notifies teachers without the need of two-way radios to make the initial call to others.

Finally, we do not have automatic door openers for those needing wheelchair access either in or out of our building. We know that in the event of an emergency, anyone in a wheelchair would be severely compromised in getting out of the building safely. While entering the building is not part of our security upgrade, it simply makes sense to allow easy access into the building to be made at this time as well, while upgrading exit access for those in wheelchairs.

With school safety paramount on every teacher and administrators' mind, this condition is deemed serious. Other funding opportunities will fund parts of our security upgrade, but only the BEST grant can help us obtain the correct cameras and to afford the remodeling we need to complete this task. We are asking for a total of \$178,140. This amount will help us purchase and install cameras that will replace our outdated cameras and resume operation of cameras in places where there have been no cameras lately, and allow us to remodel our buildings to allow for line of site entryways and remote locking of outside

doors.

Proposed Solution to Address the Deficiencies Listed Above:

We are aware that we must strike a balance between keeping our campus safe while not creating an environment that likens it to a prison. We will not help a learning atmosphere if the building is confined and restricted, but rather could generate a fearful, self-protective atmosphere. We also know that any person truly intent on entering our campus will do so, in spite of the most complex and stalwart devices and procedures. The very most we can do is make it much more difficult, or not as attractive, for a person with malicious intent to force his or her way into our school, or to significantly slow that entry, giving our staff time to summon emergency help, get out of harm's way, and begin getting the children to safety. The measures we wish to take will still make our campus look inviting yet very apparent that we are ready and able to handle violent intruders if they attempt entry.

We intend to replace every camera that we have on the grounds within our property. The number of cameras needed is not yet fully known, as we know that one new camera may do the work of two, maybe three, of our current cameras. We have written what we believe will be a reasonable and well-thought-out plan of action. The maps attached show where cameras are currently, and where we intend to place new cameras.

Resolution of camera images will be greatly increased by different cameras that will offer various levels of resolution depending on needs. Outside the building, we intend to put the highest resolution cameras, which can capture images 2048pw by 1536ph, nearly three times sharper than the best images than our current system can capture. Since these high resolution cameras will cover more space needing monitoring, we believe we can replace every three outside cameras with two cameras.

Inside, the largest spaces, such as the cafeterias, lounges, and gymnasium areas, will also have high resolution cameras. The mid-population areas will have mid-range resolution cameras of 1920pw by 1080ph. Again, we believe these resolutions will offer quality images to the point that we will be able to reduce the number of cameras capturing the information needed, perhaps three new cameras to every five current cameras (wherein now we place a camera every 15 feet, we will place one for every 25 feet). Finally, in our smaller classrooms and offices – those spaces that are about 225 square feet or less – cameras with resolutions of 1280pw by 800ph will be used. We anticipate better resolution images in these areas, but will not reduce the number of cameras used in these areas as the spaces they will be placed are small, and one camera regardless of image quality will be used.

We expect to require a total of 96 cameras total, which will cover our interior halls and large rooms, all of our outdoor entrances (all 28 entries, between the three schools), the three parking lots, and all outside spaces between the schools.

Also to be considered is the transfer of images to the secured server and review area. Our IT specialists will be the staff who will monitor the imaging and are mandated to care for the information gathered and stored on the servers, and for its retrieval as well. Ethernet cabling (so each camera does not depend on a power source and a separate data cable) needs to be funded, as well as the brackets for each camera and weather-proof housing needed for outside cameras. Our request will encompass these needs.

The remodeling we will do will help "guide" visitors to each school's official entrance. This will prevent many people attempting to enter our buildings at other doors. Of course, all other entrances will be locked from the outside, while having the ability to exit from the inside. However, it is much more difficult to monitor multiple entrances (although locked, a person standing nearby does draw attention) than it is one main entrance and the occasional other entrance. If we can reduce the number of persons inadvertently attempting to enter at wrong doors, it will make monitoring much more effective and efficient.

The "guiding" architecture will include an awning over the main entrance doors, which will allow installation of security cameras, extra lighting, and an intercom system. The awning will be of steel beam and corrugated steel roofing material, to match the building and effectively serve as protection for the technology built within. Visually, it will draw the eye to that door and makes it very apparent that it is a main entrance. Signage over the door will also add to that confirmation.

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We will remodel the entrances to all three schools. We will install automatic door openers to each main entrance, so those with physical disabilities may enter, but more importantly, may be able to exit in the event of an emergency. The remodeling will involve moving electronic equipment, data and telephone jacks and furniture so that office personnel will have line of site view to the entrances. Each school has a main entrance door for visitors from the outside directly placing each visitor in front of the reception desk. The receptionist currently checks in visitors and provides badges identifying visitors to the rest of the staff. The receptionist, if she feels it is safe, will then remotely unlock the interior doors that go directly into the school hallways. Because the receptionist is most vulnerable to a violent intruder, each school will have impact-resistant glass added to the reception counters, with intercoms or pass-through holes for staff to interact with visitors. This will prevent an intruder from easily harming the receptionist, or jumping over the reception counter and gaining access to the school and the rest of the building. We will also "harden" the interior doors that lead directly into the hallways of each school (most likely make them either solid wood or metal). Any windows that are used to provide vision from the foyer/airlock area into the school hallways will be impact-resistant as well.

While the middle and high school each have two "panic buttons" in the administrative offices which notify police and other emergency personnel of an immediate emergency at the schools, the elementary school only has one, located at the reception counter. These panic buttons not only notify police, but also remotely lock all of our outside doors and alert our security company of problems. However, in the elementary school there is only one panic button, located next to the reception counter. Staff are unwilling to approach the counter to press the panic button in the event a potentially violent intruder is present there. We will place an additional "panic button" in the elementary school, deeper within the administrative offices, next to the principals and vice principals offices, for staff to push with greater safety. As part of this upgrade of doors, we will also provide electronic door opening device for those who are in wheelchairs. It is important that they also have a way to exit the building safely, and will include automatic doors for the exterior as well

We also will install a visual system to alert the entire campus of a violent intruder. We will have a series of LED lights in each room in each building which can be activated and flash when a panic button is pushed. It will have to be a separate system than the panic button that alerts police, but it will next to the other panic buttons so that they both are easy to access in time of emergency. This light system will alert each teacher in each room to go into "shelter in place" mode immediately, rather than depend on our administrators to use radios and make announcements via intercom to make immediate plans to get out of harm's way.

Finally, because our windows are only 42 inches above the ground, and are easy to break through, we will install impact-resistant windows, replacing each of the 76 exterior windows and an additional 22 panes of glass, which mostly surround some of our doorways. Glass doors - eleven of fourteen double doors and six single doors - will have their glass replaced with impact-resistant glass as well. Again, while it is not fool-proof in preventing an intruder from coming in, it will make it much more difficult, provide time for emergency help to be summoned, and get people and students out of harm's way.

How Urgent is this Project:

Although public school security has been in the spotlight recently and there is new-found community awareness on a national level, our schools have been aware of their security shortcomings since their security audits late last school year. We knew then that we were extremely vulnerable to outside violence coming in and doing us harm. At that time, we began designing an updated security plan and had known since September 2012 to apply for BEST grant funds to help us manage an update.

In the meantime, we have slowly worked to purchase one security camera at a time, but have come to recognize that this attempt to increase security with new cameras was not optimal, as the new cameras can only be "seen" on the server one at a time. The overhaul of our camera security system must happen all at once for it to be effective and to serve the purpose of increasing our safety.

We also have had enough incidences of angry parents and others who have made our staff very uncomfortable, knowing that it would be easy for someone to cause them harm, or to harm the students within the school. As more and more children come from complex and intense family situations, we are constantly on alert for any potential breakouts of violence. Knowing that our security is substandard does not lend a level of comfort of being able to resolve critical issues, and does not lend to a healthy learning environment.

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While we know that the national media attention given to the Newtown, CT tragedy has created a sense of urgency that is newly found among community members today, the fact is we had already known the urgency of our need. "Total failure" of our security system is not an option - that would mean we suffer loss from a violent intruder - and our current system has us poised for such a tragedy. The events at Sandy Hook Elementary have simply brought the urgency of our situation to the forefront of other peoples' attention. We believe our security situation is more than critical and is a simple step away from a crisis. While we have certain measures in place, there is much evidence that shows we would not fair well if we had a violent intruder in our schools. The time to correct our security deficits is now, to drastically reduce our chances of total failure.

How Does this Project Conform with the Construction Guidelines:

As required by statute, the Guidelines address:

1.2.1. Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law;

2.

3. SECTION ONE - Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws and regulations and provide accessible facilities for the handicapped and disabled as follows:

3.7. Facilities choosing to utilize closed circuit video and keycard or keypad building access.

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or through a less preferred mechanism like a video camera system. All other exterior entrances shall be locked and have controlled access.

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

Security Cameras: Each of the cameras are digital and require one ethernet cable for carrying power and digital images to the servers. The units are self-contained with very little maintenance required. The following are some potential maintenance that may need to be done upon installation of the cameras:

1. Annual cleansing of lens, annual adjustment of camera angles \$25 ea. \$2000 total

2. Annual visual check of outdoor housing units. \$50 ea. \$150 total

3. Annual server upgrade \$150 ea. \$300 total

4. Monthly set aside for replacement cost \$300 \$3600 total

Security cameras will come under the IT department budget, and repairs and maintenance of all technology is that department's responsibility. We will set aside funds each month to ensure the replacement of the cameras after a typical ten year span. Funds for maintenance are already part of the IT department budget and therefore, no additional funds will be added to that budget with the provision of new cameras.

Renovations of our entry ways to each school to allow line of site and to install laminated security glass with speakers systems for conversation will be maintained along with the regularly scheduled maintenance of our buildings. Maintenance costs of our facilities are already part of our facilities budget and the nominal amount to maintain the renovation will be included there. We anticipate the following expenses:

1. Potential replacement of one glass per year, due to accidental damage \$4500
2. Repaint of walls created to allow for line of site vision 200
3. Lock adjustment/replacement 600
4. Panic button adjustments 300
5. Replacement of directional signage due to accidental damage 750
6. Annual security monitoring company subscription 3500

Other possible expenses for safety maintenance are as follows:

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1. Repair/replace automatic door opener due to damage, wear and tear \$2,000
2. LED light system maintenance - part of contracted monitoring -0-

Of the total expected cost for maintenance, we expect the security cameras to be the one thing that will require consistent update and replacement, as technology advances render systems obsolete.

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

This application is for renovation of security throughout the one building that comprises the single campus of James Irwin Charter Schools. This will include updating and replacing camera systems and significant renovations of the entryways of each of the schools at our main facility. The building was purchased in 2002 from a software manufacturing company for pennies on the dollar. It was an extreme bargain to purchase. Even though it was not built as a public school, the facility was sound and in very good shape. It has required, however, significant remodeling to bring it into a condition most conducive to learning. With three different schools under one roof, there are now multiple entrances for which intruders can gain access. Security cameras, while in place since the opening of the school, are mostly beyond their useful life and need replacement to monitor some of the more critical areas for security purposes.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$16,000

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L Urgency: L	Ability: Not Able	Planning: Up to date	Previous BEST Grants: 3 - \$1,390,241
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$205,460.34	Historical Significance:	N/A
Current Applicant Match:	\$15,464.76	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$220,925.10	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	7
Previous Matches:	\$0.00	Actual Match Provided:	7
Affected Pupil Number:	1,427	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	138,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$1.46	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$140.74	Who Owns the Facility:	3rd Party
Sq Ft Per Pupil:	96.71	Does the Facility Have Financing:	James Irwin Educational Found
Per Pupil Allocation to Cap Reserve:	\$1.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0	Pursuant to state law, all assets of James Irwin Educational Foundation must be distributed to another 501(c)3 entity should it dissolve.	
District FTE Count:	536.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	

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Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	1	Year Bond Failed:	
Assessed Valuation:		Outstanding Bonded Debt:	
PPAV:		Total Bonding Capacity:	
Unreserved General Fund FY1011:		Bond Capacity Remaining:	
Median Household Income:		Percent Bonding Capacity Used:	
Free Reduced Lunch %:	39.5	Existing Bond Mill Levy:	
Match Source Detail:	Capital Reserve Fund		



SCHOOL DISTRICT TWO
HARRISON

*Character Through Diversity,
Challenge & Accomplishment*

Andre D. Spencer
Superintendent of Schools

March 25, 2013

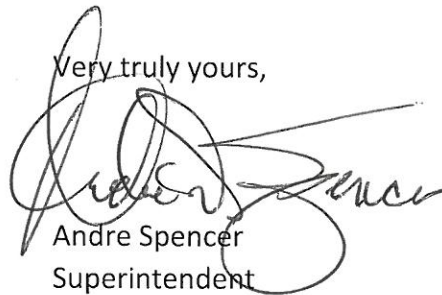
Mr. Kevin Huber, Consultant
Division of Capital Construction
Colorado Dept. of Education
150 Logan St., Suite 310
Denver, CO 80203

Dear Mr. Huber:

Harrison School District 2 authorizes James Irwin Charter Schools to submit an application to the CDE for a 2013-2014 BEST grant to update their security needs at the schools. We support James Irwin Charter Schools' decision to seek funding for these important safety items.

Should you have any questions, please do not hesitate to contact me.

Very truly yours,



Andre Spencer
Superintendent

LEWIS-PALMER 38 - Lewis-Palmer HS - HS Roof Replacement - 1979**School Name: Lewis-Palmer HS**

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	218,916
Replacement Value:	\$58,779,178
Condition Budget:	\$12,846,384
Total FCI:	21.86%
Energy Budget:	\$76,621
Suitability Budget:	\$1,275,700
Total RSLI:	17%
Total CFI:	24.2%
Condition Score: (60%)	3.26
Energy Score: (0%)	1.83
Suitability Score: (40%)	4.62
School Score:	3.81

**Assessment Findings:**

Scope item: The scope is for partial replacement of the high school roof which is no longer under warranty and is leaking. Patching is no longer sufficient to correct.

Assessment findings: The state assessment indicates the entire roof and roof openings are in need of replacement.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: LEWIS-PALMER 38

Applicant Priority #: 1

County: EL PASO

Cash Grant Score: 1.5

Project Title: HS Roof Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Lewis-Palmer School District (LPSD) 38 is requesting BEST Capital Construction Assistance to complete a roof replacement on Lewis-Palmer High School (LPHS). The roof has multiple sections, which need to be replaced to protect the safety of the building and the health of the students, staff and community members who use the building. The roof is leaking over several large areas of the building equaling approximately 50% of the entire facility. Interior damage occurs and worsens with each storm. The maintenance department has documented leaks with work orders and reports of problems. At this juncture, repairs and patching are not sufficient. Damage to the building is occurring at a faster rate than repairs can be made.

The health and safety of those in the building may be impacted by a wet environment causing multiple health and safety concerns. The potential for injury and illness increase as the problem worsens. Additionally, repetitive maintenance and repairs are becoming more costly and labor intensive.

LPHS is one of two high schools in LPSD38. It also houses the Central Kitchen and District Food Service Department as well as the Options 38 Alternative High School Program. LPHS is a Red Cross shelter and is an anchor site for community events. Additionally, LPHS supports the Tri-Lakes Senior Citizen Center.

The current population at LPHS is approximately 975. Enrollment is stable and shows potential increase with housing developments in the boundary area, which are progressing. LPHS is one of the two largest facilities in the district. No other building can accommodate the current student population should extensive damage to the building occur. The facility will remain viable in the long term and is part of the long-term master plan for LPSD38. LPSD38 will provide the 54% match for the roof replacement project. The total cost of the roof replacement would prohibit the ability to fund other vital health and safety projects in LPSD38.

LPSD38 has asked for local funding 3 times in the past 8 years. All ballot questions have failed. LPSD38 unassigned reserves are at \$5.8 million dollars. Of this, \$3.25 million is reserved for catastrophic contingency, required by the BOE. Of the remaining spend able reserves; the BOE has determined to hold funds as per the DU study, which indicates continued state budget cuts, and to offset off-balance sheet liabilities. The school district has \$1.5 million due based on an actuarial estimate of liability for post-employment health care benefits as well as our audited liability for expected early retirement incentive payments.

Deficiencies Associated with this Project:

Roof replacement for Lewis-Palmer High School is requested due to chronic leaking which is causing multiple health and safety risks for those who use the building. The leaking is causing interior damage throughout areas impacted by leaks. Due to the chronic leaks, LPSD38 consulted an independent roof contractor. They concur the roof is failing and is in need of immediate replacement. Core samples were taken from each section of the roof. They have provided a letter documenting their evaluation. Health and safety concerns as a result of water coming into the building have become paramount. The interior of the building has been greatly compromised by chronic leaks, putting the health and safety of students and staff at risk. The potential for mold, mildew and bacteria resulting in upper respiratory and other health problems is of concern at this

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

time. Moist air along with wet walls, carpets and floors create a compromised environment.

□

The roof has three sections with different types of roofing systems on each section. The three sections in question total approximately 50% of the facility. Each section is compromised and leaking.

Health and safety concerns include stagnant water between roof membranes, water dripping down the walls onto carpeting. Carpets are at times wet following storms leading to possible mildew and mold. Drywall and ceiling tiles become wet as well. Tiles fall from the ceiling in several classrooms, as do particles and flakes. At times, paint bubbles and peels leaving loose paint. Wet insulation is a concern. Core samples show that insulation is breaking down due to age and type. Dripping water is present throughout sections A, B and C following severe storms and periods of melting snow. Floors become slippery throughout. Tripping hazards exist as a result of buckets catching dripping water.

Of specific concern is water dripping in the food service and preparation areas. This poses a significant health and safety hazard. Water from the roof could potentially migrate into food, utensils or appliances causing illness. Bacteria mildew and possible mold are concerns. Water dripping near or passing over electrical outlets and power sources also pose safety risks. This occurs in several areas of the building and not just in the food service area.

Section A

This section is a Modified Bitumen roof, which was installed in 1987. The membrane is installed over ½ inch wood fiber insulation and over 3 inches of rigid urethane insulation. The roof is 26 years old and is beyond valuable life. This roof is leaking in multiple locations. There are leaks reported in the auxiliary gym. Water leaks on gymnasium center court adjacent to bleachers as well as bleacher area. Leaks are present in entryway area of the gym as well. Damage to the gymnasium floor and bleacher area result in expensive repairs. Water in these areas is dangerous as the entry is a pass through and where students are running and walking regularly.

The aluminum coating on the Bitumen roof is decomposing which results in exposure of the membrane and UV deterioration of the membrane. The membrane is bubbled, peeling and cracking. Repairing the Modified Bitumen roof is not financially prudent. The insulation cannot be reused due to age and type. This roof had a 10-year warranty. The warranty is expired.

As a result of chronic leaking and roof failure, an independent roofing consultant has been consulted. They have recommended roof replacement and state that the roof is in fact failing with repairs no longer being sufficient. LPSD38 maintenance is also of the belief that replacement is the most viable solution and the only way to eliminate the safety concerns associated with the roof.

Section B:

Section B is a Duralast Roof System installed over a Built Up Roof system. The Built up roof system was installed in 1979 (34 years old) and consisted of one layer of fiber board and then 3 to 4 layers of asphalt mopped felt. Insulation is 3 inches of rigid urethane. The Duralast membrane roofing system was installed over the original Built Up Roof in 1994. The average life of the Duralast system is 15 to 20 years and has reached life cycle. The Duralast roof is now in chronic failure mode, resulting in regular damage as well as health safety risks.

Leaks are present throughout the entire area of Section B. Water comes into the building following every rain or snow. Leaks are extensive numbering approximately 66 in one academic hallway alone. Leaks occur in the cafeteria area (4 separate leaks), large gymnasium (8 separate leaks), science hallway, science classrooms, English hallway, English classrooms, business hallway, yearbook area, and foreign language areas. Additional leaks are present in the physical education equipment room/wrestling training room as well as in the alternative high school program. Leaks vary in severity.

Approximately 10 to 20 ceiling tiles need replacement after each storm in varying locations. One of the perimeter classrooms experiences tiles blowing out of the ceiling on windy days. This has happened during school hours. Water, from the leaks, passes through the roof area of the building picking up rust, dirt and particles. Ceiling tiles become wet, bowed and either break apart or drip leaving debris on the floor and in the air. The water runs onto wall, floors and carpets. As a result, students

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and staff are exposed to dripping water regularly.

Buckets are used throughout the building to catch water; however carpets continue to become wet at times. The concern is that wet materials may breed bacteria along with mildew and potentially mold. Musty odors are common in several classrooms and hallways. Extraction is performed regularly, but the health and safety risks remain.

Drywall damage occurs in some spots and is repaired regularly. Paint bubbles occur at times following leaks. Water occasionally seeps out onto walls. Paint is repaired as per our maintenance schedule. Tiles and walls have all been damaged in multiple areas and are breaking down.

Exposed pipes show rust and rusted pipe supports. Pipe coverings and insulation become wet and show signs of decomposition. The interior area of this entire section is greatly affected by the poor condition of the roof.

The Duralast membrane is flaking and cracking. It is pulled and gaping with areas of slack and extreme tension. There are holes and slits throughout the area. Seams are opening causing large gaps. There is hail damage throughout. There are slices in the membrane and punctures due to fasteners pushing through from below the lining. Water and snow pool on the roof, which allow significant water into the building. The leaks are now too frequent and severe to keep up with. Patching is no longer sufficient. Staff must shovel and sweep the roof following storms, which is a concern as the membrane is very slippery to work on. It is difficult to use pavers to assist with stability during sweeping and shoveling as they would need to be moved around depending on the snow accumulation and detected leaks. Moving pavers may further damage the roof.

Microbial growth in the membrane is a concern. Water pooling under the membrane is a breeding ground for bacteria. Duralast roofs are adhered in increments and not over the entire area leaving some sections unattached. Water gets trapped under the membrane and can breed bacteria.

There is potential for bacteria, insulation, rust, dirt and other particles to enter the building through leaks in the membrane exacerbating health and safety issues. Core samples have proven failure of the membrane, and insulation. The warranty for this roof was 10 years. The warranty has expired.

Section C:

Section C of the roof is a Foam and Coating system. The roof was installed in 2005 over the original 1987 Modified Bitumen roof over wood fiber insulation and rigid urethane insulation over ½" particle board. The foam roof is a 3-inch foam base coated with Silica. Roof is breaking down with cracks, punctures and holes throughout. Additionally, there is hail damage, which has caused holes and large pits in the surface. Birds are attracted to the foam and peck at the coating causing additional holes and cracks.

The areas of the facility affected in this section include the foreign language academic wing and the alternative high school program academic area. Leaks vary and are throughout this section. The District Food Service Department and a portion of the cafeteria are affected as well. Four separate leaks in the cafeteria area have been located and patched.

There are additional leaks in the food service area. The District Food Service department prepares food for four separate elementary schools and LPHS high school. All of the food is prepared on site and then transported to schools. The possibility of bacteria from dripping water puts this area especially at risk for health problems. The water can migrate to food, utensils and appliances, which may cause illness. Buckets and relocating of equipment occurs to avoid dripping water.

The leaking in the academic wings and alternative high school program is a health and safety issue as well. Wet walls, flooring and decomposition of paint, ceiling tiles and drywall are cause for concern. Supplies and equipment are moved around when leaks arise. Buckets are used to catch water. As previously mentioned, there is no simple patching for type of roof; therefore leaks remain until the next repair/sealant cycle.

The cost to repair is exorbitant. Resealing must be completed by out of district vendors. The cost of resealing the roof is approximately 1/3 of the total cost of a new Foam and Coating roof and must be completed every few years. This is a

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temporary fix as it only last a few years. The roof is near the end of its life cycle thus, the cost of repairs outweigh the benefit.

This roof system continues to be ineffective as well as a chronic financial drain and a health and safety concern. Roof evaluation indicates that the Foam and Coating is failing and that the insulation is not reusable due to the age and type. This roof had a 2 year warranty and has expired.

Proposed Solution to Address the Deficiencies Listed Above:

The recommended and desired solution is a roof replacement for Sections A, B and C of Lewis- Palmer High School. These roof sections will be replaced with Built Up Roof system which will have 3-inch rigid insulation of R20 Polyiso topped with a ½ inch wood fiber. The Built Up will be a 4-ply plus which has a thicker base and three additional fiberglass layers. The 4 layer Built Up Roof has longevity and a higher snow load grade.

□

The ballasting is a flood coating with tar and gravel. Upon installation, additional tapering will be addressed if needed. All specs and drawings will be generated upon contract award via competitive bidding process. A roofing consultant will be hired by competitive bidding process and will adhere to all roof specs recommended. The warranty is 20-years.

100% of the insulation including the ½ inch fiberboard and membrane will be removed as core samples indicate that insulation is failing due to age and type. Approximately 5% of the structural decking will be spot repaired as needed.

At this point, there is no reason to assume there is structural damage. The majority of the structural decking is metal while the decking over the gymnasium is Tectum. There are no current indicators that show evidence of structural compromise according to the roof consultant/Engineer who evaluated the roof. The evaluation is documented in an attached letter.

All mechanicals have been evaluated and are in good working order. Mechanicals will be unbolted and lifted during roof installation. Flashing and sealing will be installed. Aluminum coating will be installed on all flashing and seals. The mechanicals will be then reattached.

The Built Up Roofing System would eliminate chronic leaking. Roof replacement would reduce the health and safety issues caused by the leaking roof as well as the interior damage to the building. Redundant and ineffective spending on repairs and maintenance would be reduced. The new insulation/decking installed will increase health and safety as well as energy efficiency.

The Built Up Roof is a high performance roof with a 20-year warranty however; the life expectancy is often beyond the 20-year mark. The type of roof is ideal in harsh climates. The thick composition is durable and provides excellent insulation. LPSD38 Facilities and Maintenance as well as an independent roofing consult agree that a new roof is the most desirable and financially responsible solution.

A roofing consultant/general contractor, to be determined, will oversee the roofing project. The roof replacement project will adhere to specifications and requirements of the roof design. The contractor/consultant will be chosen through a competitive bidding process as will a roofing company.

How Urgent is this Project:

This roof replacement project is listed as high priority within LPSD38. Roof failure is causing damage to ceiling tiles, drywall, insulation, piping and carpeting and other surfaces. Leaks get worse with each storm and causing further damage and health and safety concerns.

□

The staff and students are in the presence of dripping water and wet materials, which may cause multiple health issues including, asthma, coughing, allergies, nasal irritation and other respiratory problems. Musty odors are present in many areas of the building. Falling and decomposing tiles are unsafe and release particles from the tiles. Those particles get on clothes and skin and can be breathed in. Paint and dry wall particles can travel as well on clothing surfaces and in the air. Wet conditions cause uncomfortable and unhealthy environment. Contaminated water can get on hands and migrate to surfaces and have the potential to cause health issues.

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The risk of falls due to slippery conditions is high. Staff and students encounter areas where water drips regularly. Buckets, mopping and extraction are all performed as soon as leaks begin however; it is no longer sufficient in keeping students, staff and community members safe. We are at a point where the daily health and comfort of our students and staff are compromised. The learning environment is compromised as well.

The manpower involved in keeping up with leaks is highly labor intensive and ineffective. Shoveling and sweeping of the roof, water extraction, carpet shampooing as well as ceiling tile replacement are performed after each storm.

Larger storms could cause catastrophic failure. This would result in building closure for the entire building or multiple sections of the building. There is no other facility in LPSD38 or the immediate community that could accommodate a high school population.

Sections A, B and C of the roof have all been determined to be deficient and replacement is recommended for each area. Should the roof not be replaced, damage to the interior of the facility will continue and will increase with each storm. Unhealthy conditions and presence of chronic moisture will continue to increase potential health risks in students, staff and community members.

Repairs will continue in frequency and cost. The facility will remain at risk. LPSD38 is located directly on the Palmer Divide. We experience high winds and greater than average snowfall each year. The climate and high winds make catastrophic failure and structural integrity a possible risk should roof replacement not occur.

Significant LPSD38 funds were allocated toward unforeseen expenses in the past two years. Security and safety was bumped up to priority one due to fire evacuation including; relocation of all records, textbooks, technology equipment, servers and hardware from the Administration Building. Personnel, supplies and equipment from both an elementary school and the special needs transition program also required relocation to a site outside of the evacuation area. LPSD38 received partial reimbursement from Insurance however; time and man-hours were not recouped. Unexpected expenses resulted in a shift of funds being allocated away from other projects to cover evacuation costs.

Funds have also been diverted to correct imperative security needs following recent local and national events. Several of our buildings do not have mantraps, sufficient cameras, gates, solid doors or sufficient locks. Locks were damaged with no hardware and lacked the ability to lock down from inside classrooms within our middle school. Funding for this project moved ahead as it was a high priority and locks have been replaced.

Currently, LPSD38 is unable to budget for a roof replacement. Without grant funding the project will go unfunded and the expensive repair cycle will continue. Continued roof failure will worsen exacerbating the health and safety problems within the building. Until roof replacement is completed, the daily health of those in the building will continue to be compromised.

How Does this Project Conform with the Construction Guidelines:

The current state of approximately half of the Lewis-Palmer High School's roof demonstrates non-conformance to Section One of the Capital Construction Assistance Public School Facility Guidelines. The particular guidelines that demonstrate non-conformance consist of: Section 1.3.1 Sound Building Structure and Section 1.3.2 A 'Weather Tight Roof' as there is active leaking and increased damage & affected areas with each storm. The roof is a low sloping BUR in sections 1.3.2.1.1 and 1.3.2.1.8 Sprayed Foam.

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

LPSD38 will maintain the new roof at LPHS. The roof will be visually inspected every 6 months and as needed following major storms or high winds. Labor and maintenance costs will be entered into the LPSD38 maintenance software system and work order cycle to ensure sufficient funds, staff and warranty compliance.

The LPSD38 software program automatically generates work orders for scheduled maintenance, warranty requirements and any repairs on the roof. LPSD38 is responsible for all scheduled maintenance. Approved vendors or technicians will perform repairs and maintenance outside of the scope of LPSD38 facilities. Warranties which dictate changes or additions to our

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maintenance and repair schedule will be incorporated into our system and will be performed as necessary.

All costs are entered into the system to ensure appropriate funding to maintain the roof. The life of the new built up roof system is approximately 20 years. The roof will be maintained throughout the life cycle or until the roof needs to be replaced. Funds for a new roof system will be built into the budget and funds will be allocated as needed by LPSD38.

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

LPHS Roof is in poor condition as the facility has numerous health and safety issues as a result of the failing roof. We are experiencing major maintenance issues on a frequent and recurring basis to repair the roof as well as interior repair. Risk of catastrophic failure is of concern.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

N/A

CDE COMMENTS:

THE GRANT IS A REQUEST FOR PARTIAL REPLACEMENT OF A ROOF THAT IS CURRENTLY LEAKING. ASSESSMENT SAYS THE ENTIRE ROOF SHOULD BE REPLACED. DISTRICT DID ENGAGE THE SERVICES OF A ROOFING CONSULTANT TO HELP DEFINE THE PROJECT.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: M Urgency: H Ability: Able	Planning: Up to date	Previous BEST Grants: 2 - \$459,739	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$474,754.50	Historical Significance:	N/A
Current Applicant Match:	\$557,320.50	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$1,032,075.00	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	54
Previous Matches:	\$0.00	Actual Match Provided:	54
Affected Pupil Number:	959	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	70,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$13.40	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$978.36	Who Owns the Facility:	District
Sq Ft Per Pupil:	72.99	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$254.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3	N/A	
District FTE Count:	5,741.00	Bonded Debt Approved:	\$57,000,000.00
State Financial Watch:	No	Year Bond Approved:	06
Fiscal Health Watch:	No	Bonded Debt Failed:	\$63,295,000.00
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	04,04
Assessed Valuation:	\$484,577,854.00	Outstanding Bonded Debt:	\$77,920,351.00

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PPAV:	\$84,407.00	Total Bonding Capacity:	\$96,915,571.00
Unreserved General Fund FY1011:	\$8,528,334.05	Bond Capacity Remaining:	\$18,995,220.00
Median Household Income:	\$107,031.00	Percent Bonding Capacity Used:	80
Free Reduced Lunch %:	11.66	Existing Bond Mill Levy:	19.579
Match Source Detail:	Capital Reserve Fund		

PEYTON 23 JT - Peyton ES - ES HVAC & Security Upgrade - 1994**School Name: Peyton ES**

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	37,790
Replacement Value:	\$9,449,848
Condition Budget:	\$4,091,695
Total FCI:	43.30%
Energy Budget:	\$13,227
Suitability Budget:	\$796,900
Total RSLI:	21%
Total CFI:	51.9%
Condition Score: (60%)	2.88
Energy Score: (0%)	1.56
Suitability Score: (40%)	4.59
School Score:	3.56

**Assessment Findings:**

Scope item: The partial replacement of the existing mechanical equipment with reuse of the existing distribution system. The section of the building that relies on opening doors and windows to provide cooling is the location where the new equipment will be installed.

Assessment findings: The assessment was updated by the district to clarify the condition of the entire mechanical system in the facility. There is partial cooling in the building.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: PEYTON 23 JT

Applicant Priority #: 1

County: EL PASO

Cash Grant Score: 1.3

Project Title: ES HVAC & Security Upgrade

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

During the fall of 2010, school employees and community members worked closely with the architectural firm, RTA. INC to develop a master plan for the Peyton School District. The master plan identified the fact that student enrollment is declining at a slow rate. Although the existing elementary is in fairly good condition and is adequate for the projected enrollment, the need for student capacity will be reduced in the future. The overall physical condition of the facility is generally good. It has been determined that the building can meet the needs of the students in the foreseeable future. Recent investments in the building reinforce the commitment of the school district to the building and it's continued use.

The master plan process included Design Advisory Group meetings. During this process, building assessments were completed and both a condition matrix and priority matrix were created to rank the building deficiencies. This process clearly identified safety and security problems that the district should address and organized the remaining findings into a short/long term implementation plan.

The Peyton School District 23It is pursuing a Matching BEST Grant to resolve the following issue that have been identified as safety and security concerns at the elementary building.

The Advisory Group has determined that since school begins early-mid August, with the safety implementations of new security systems, the building will become even hotter than other years. Since doors will need to be closed and locked and windows will need to remain closed, there is little to NO chance of air circulation. A chiller has been proposed to cool down the building. Currently, only the newer addition has any air conditioning. The original, 1994 portion of the building does not have ANY type of air cooling system. This chiller can be combined with the current HVAC system that was added in 1997 to cover the newest addition of the school, but will only cover the older portion of the elementary.

Classrooms have been recorded at temperatures over 90 degrees in August and neither fans or windows being opened have helped. The high temperatures are not conducive to effective learning. With closed doors, closed windows and the insurance company saying fans are safety hazards, therefore, it is very difficult encouraging our students to be better students and lifelong learners.

The District has been diligent in maintaining the building and improving those items that the State Building Assessment had noted as deficiencies. The District has added 16 security cameras, has added reflective tinting on outside window, protective coating on the outside walls to prevent moisture, fixed small roof issues, and added a buzzard/camera system on the front door and entry ways to classrooms.

Deficiencies Associated with this Project:

The elementary was built in 1994. The windows were built to add outside air and circulation to help cool down the classrooms and building. At the time, the school district was maxed out on it's bonding capacity and could not afford to add a HVAC system. When the 6 classrooms and atrium were built in 1997, an HVAC system was added to that part of the building.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

With the newest security issues and precautionary measures to keep the building safe, the windows and door are locked and not able to be propped open. This will completely stymie the old circulation system and will only increase the indoor temperature. Currently, the classrooms, especially the ones without windows has gotten to 90 degrees or hotter in August.

The elementary has no way of cooling down the rooms to keep air temperatures at a tolerable level. This is greatly affecting the health and well being of the students and staff members. This building was not made to have the doors and windows closed.

While some of the building has an HVAC system, the older portion of the building does not. The State Assessment has the cost of putting AC over \$1,000,000. Since we are unable to pass a bond, we went with a system that is more affordable and still presents the school with adequate cooling of the building.

Proposed Solution to Address the Deficiencies Listed Above:

The two-pipe hot water heating system is to be expanded to a two-pipe hot water/chilled water system, utilizing the existing hot water heating boiler plant, two-pipe pumping system and air handling unit. All areas will be air conditioned, except the gymnasium and the adjacent commons. The total existing areas to be air conditioned is approximately 26,461 gross square feet.

Proposed chilled water for air conditioning

- Add new air-cooled high efficiency, dual circulated scroll chiller, installed adjacent to existing boiler room, on a 6" concrete pad. Nominal capacity 60 tons, 25% propylene glycol, hail/fan guards. Add new chain link fence and gate around chiller. New insulated piping into existing boiler room.
- Pipe new chilled water supply and return into existing hot water supply and return, with separate distribution loops out of boiler rooms.
- Add new chilled water pump, control valve configured for two-pipe change over sequence. Replace motor; add VFO on existing hot water pump.
- Add / replace pipe insulation (with vapor barrier) at HV units.
- Add secondary drain pans at HV units, pipe condensate out through adjacent exterior wall.
- Add new DDC system for zone level temperature control and heating/cooling plant. System incorporates air economizer / relief.
- Cabinet unit heater and unit heater control to be off when chilled water system is enabled.
- HV units to incorporate economizer sequence, including relief dampers. Relief dampers to be controlled by building static pressure.
- Test and replace glycol
- Balance entire hydronic system.

How Urgent is this Project:

The deficiencies listed above are critical to the health, safety and learning of the students and staff at Peyton Elementary. The lack of controlled air in the elementary will dramatically affect the occupants of the elementary building.
07/31/2013

How Does this Project Conform with the Construction Guidelines:

The proposed project conforms to the Guidelines that apply to the renovation project in this Grant Application. Although not all inclusive, below is a summary of how the proposed project improves conditions within the existing facility and conforms to the Capital Construction Assistance Public School Facility Construction Guidelines.

(3.11) A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity. The proposed project includes adding a chiller system that will allow cooler air quality during the hot summer and summer months.

(3.12) Healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems or operable windows and by reducing outside air and water infiltration with a tight building envelope. This project will allow window and doors to remain shut and therefore, reducing outside air and a more sealed air quality environment.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

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

The District currently allocates \$170,000 to \$190,000 per year to our Building Fund (used to be called Capital Reserve Fund) to replace building systems, vehicles and projects that become necessary that the General Fund cannot cover.

The District is willing to put \$7,500 per year into the building fund to be specific to this project and any maintenance or replacement issues that may occur in the future.

The District's fiscal office in conjunction with the maintenance department is responsible for implementing and maintaining a comprehensive planned maintenance and renewal program. The program is to provide systematic allocation of funds for the maintenance of district-owned facilities, the renewal of infrastructure and facilities based upon predictable lifecycles, and the long-term elimination of deferred maintenance.

Within the Peyton School District, maintenance work shall be defined as the work necessary to keep all district-owned facilities in good repair and operating condition. This work includes maintaining, operating, and repairing utility systems.

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

Facility is 20 years old, but in good condition. See State Facility Assessment

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$7,500

CDE COMMENTS:

DISTRICT UNDERSTANDS THAT A COMPETITIVE PROCESS WILL BE FOLLOWED IN THE SELECTION OF A MECHANICAL ENGINEER, MECHANICAL CONTRACTOR AND VENDORS. TRANE PROVIDED ASSISTANCE FOR THE GRANT APPLICATION. THE DISTRICT ENGAGED AN ADDITIONAL CONSULTANT TO REVIEW AND CONFIRM THE BUDGET WILL SUPPORT THE PROJECT.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: Up to date
Red Flags:		Previous BEST Grants: 0	
If Yes, Explanation:			
Current Grant Request:	\$174,225.15	Historical Significance:	N/A
Current Applicant Match:	\$174,225.15	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$348,450.30	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	50
Previous Matches:	\$0.00	Actual Match Provided:	50
Affected Pupil Number:	319	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	26,461	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$11.97	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$993.02	Who Owns the Facility:	District
Sq Ft Per Pupil:	82.95	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$7,500.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0		N/A
District FTE Count:	613.10	Bonded Debt Approved:	\$4,100,000.00

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State Financial Watch:	No	Year Bond Approved:	03
Fiscal Health Watch:	No	Bonded Debt Failed:	\$6,744,920.00
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	10,10,11,11
Assessed Valuation:	\$36,691,496.00	Outstanding Bonded Debt:	\$3,395,000.00
PPAV:	\$59,846.00	Total Bonding Capacity:	\$7,338,299.00
Unreserved General Fund FY1011:	\$1,757,762.52	Bond Capacity Remaining:	\$3,943,299.00
Median Household Income:	\$72,143.00	Percent Bonding Capacity Used:	46
Free Reduced Lunch %:	26.31	Existing Bond Mill Levy:	12.541
Match Source Detail:	Building Fund		

The Classical Academy Central Campus - ES Misc repairs - 1965

School Name: The Classical Academy Central Campus

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	35,753
Replacement Value:	\$8,287,553
Condition Budget:	\$5,901,703
Total FCI:	71.21%
Energy Budget:	\$12,514
Suitability Budget:	\$2,575,200
Total RSLI:	10%
Total CFI:	102%
Condition Score: (60%)	3.05
Energy Score: (0%)	1.15
Suitability Score: (40%)	4.09
School Score:	3.47



Assessment Findings:

Scope item: Site/Exterior

Assessment findings: The assessment states there are no visible cracks or heaving to the foundation and other items associated with the structure are in fair to good condition.

Scope item: Roof

Assessment findings: The assessment states the roof is in good condition and acknowledges 2/3rds of the roof was replaced a few years back.

Scope item: Interior

Assessment findings: The assessment indicates the kitchen floor is in poor condition. No other assessment data available for other listed scope items.

Scope item: Mechanical

Assessment findings: The assessment states that most components of the HVAC system are original with the exception of a boiler replaced in 2003. The assessment states the HVAC system provides a good amount of fresh air and minimal amounts of carbon dioxide recorded.

Scope item: Plumbing

Assessment findings: The assessment states the systems and fixtures are in fair condition. No other assessment data available for these listed scope items.

Scope item: Electrical

Assessment findings: The assessment states the electrical system is beyond its useful life, has no spare capacity but meets code. The assessment states the lighting levels are fair.

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Applicant Name: The Classical Academy

Applicant Priority #: 1

County: EL PASO

Cash Grant Score: 1.9

Project Title: ES Misc Repairs

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Classical Academy (TCA) purchased "Mountain View Elementary School" (Currently TCA Central Elementary School) in 2004 from Academy District 20. Before we purchased the school, we commissioned a Due Diligence report in 2003 by Hand L Architecture to address the needs of the building. The report outlined a series of repairs that were critical in ensuring a safe school environment for children over a ten year period. TCA has resolved many of the maintenance issues associated with the school in the last ten years including requesting BEST funds to repair major projects associated with restoring sections of the school's roof in 2006 and transferring our septic system to the city sewer system in 2007.

Still, there are areas of repair to the school that stemmed from the 2003 Due Diligence report that need to be addressed today. On January 24, 2013 we enlisted the help of GE Johnson Construction Company to evaluate the items remaining in the 2003 Due Diligence report and to ascertain if any other areas of concern had developed. The GE Johnson report broke down the remaining repairs to the school into 6 major areas:

- 1) Site/Exterior
- 2) Roof
- 3) Interior
- 4) Mechanical
- 5) Plumbing
- 6) Electrical

The total costs to address the needs of the school amounted to \$3.5 million. The majority of the costs, \$2.9 million, addressed the need of a new HVAC system and another \$160,000 addressed a deteriorating parking lot. Neither of these major renovation items will be addressed in this proposal.

TCA is requesting a grant of \$386,920 to address the remaining issues brought out by the GE Johnson Report in 2013 and addressed in the Due Diligence report of 2003 broken down in the six categories listed above:

- 1) Site/Exterior \$14,561

Addresses repairing various foundation discrepancies of the school, weather proofing improvements, grouting, sidewalk deterioration, etc.

- 2) Roof \$54,200

Addresses repairing sealants to the roof, replacing the roof connecting the breezeway between two portions of the school, replacing the aluminum roof coating of a portion of the school, and replacing old T-Lock roof tiles (no longer made) with a current product, etc. These items were not included in the roof repairs associated with the BEST grant in 2006.

- 3) Interior \$33,804

Addresses repairs to deteriorating floors, ceiling tiles (due to water leaks), etc.

- 4) Mechanical \$74,862

Addresses replacing a rusting boiler, repairing exhaust fans, repairing rips in flex ducts, etc.

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5) Plumbing \$15,574

Addresses replacing a water heater, repairing insulation and leaks, etc.

6) Electrical \$193,919

Addresses increasing the electrical distribution system (when the school was built in 1965, other buildings were subsequently added causing the current distribution system to operate at 95% of full capacity), replacing inefficient lighting and outdated lighting (inside and outside) with efficient lighting, replacing 30 year old electrical circuit breaker boxes, increasing capacity of electrical outlets, etc.

We believe that these improvements to the building will extend the life of the current building and provide a safer and more enjoyable learning environment for our children.

Deficiencies Associated with this Project:

Using the Due Diligence report created in 2003 by H and L architecture and the updated review by GE Johnson in 2013, we identified 6 major areas of deficiencies. The following areas and associated deficiencies are outlined:

1) Site/Exterior

- a. Door frames rusting
- b. Foundation deterioration at various locations around building
- c. Weather proof areas in need of repair
- d. Lighting fixtures are outdated or broken
- e. Grout around building is deteriorating between bricks
- f. Concrete pads to entry/exits of school deteriorating

2) Roof

- a. Counterflashing, roofing felts, drains, pipe fittings, and sealant deteriorating in various locations on the roof
- b. Roof system over "breezeway" has reached the end of serviceability
- c. Condition of T-Lock shingles at mansard location are in need of repair
- d. Sheet metal flashing need to be repaired
- e. Aluminum roof coating has deteriorated

3) Interior

- a. Various items in need of repair including bathroom stalls, heat vent covers,
- b. Kitchen floor is deteriorating
- c. Water damaged ceiling tiles in various locations in school
- d. Laminated counter tops are peeling and damaged

4) Mechanical

- a. Boiler room #1 needs minor repairs to air compressor, circulation pump motor, insulation, hot water circulation pumps, etc.
- b. Boiler room #2 needs minor repairs to the RBI Water Boiler, hot water circulation pump, exhaust fan, water heater needs to be replaced
- c. Boiler room #3 needs to replace boiler circulation pump fan, and replace rusting/water damaged boiler, water heater needs to be placed.
- d. Various mechanical equipment (hot water circulation pumps, flex duct, etc. need repair)
- e. Rooftop air handler broken
- f. Rooftop split system damaged due to hail
- g. There are various types of pneumatic thermostats requiring repairs

5) Plumbing

- a. Pipes, sinks, water heaters, drinking fountains, insulation need repair.

6) Electrical

- a. Lights are outdated and inefficient throughout the school. Lights put out low levels of light.
- b. Electrical outlets need higher capacity.
- c. Lighting fixtures and switches in various locations in school are old and outdated.
- d. Circuit breaker panels are old and outdated; many are over 30 years old.
- e. Electrical panels do not have panel schedules.
- f. Electrical distribution system is at 95% capacity.

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Proposed Solution to Address the Deficiencies Listed Above:

Based upon the recommendations from the GE Johnson Construction Company, the following solutions are recommended:

1) Site/Exterior

- a. Patch, repaint, caulk doors
- b. Patch foundation cracks in concrete and provide water protection
- c. Install missing covers/repair splash guards to move water away from building
- d. Replace old and outdated lighting fixtures around building
- e. Replace grout around building
- f. Replace concrete pads

2) Roof

- a. Remove and replace deteriorating, counterflashing, roofing felts, drains, pipe fittings, and sealants
- b. Remove and replace "breezeway" roof
- c. T-lock shingles are a discontinued product and no longer available. Remove T-lock shingles and install new shingles.
- d. Replace sheet metal flashings
- e. Pressure wash roof and install new aluminum coating as required

3) Interior

- a. Repair or replace bathroom stall hardware, vent covers
- b. Replace kitchen floor with sheet vinyl
- c. Replace old and leak damaged ceiling tiles throughout building
- d. Replace laminated countertops

4) Mechanical

- a. Repair conditions to Boiler room #1
- b. Repair conditions to Boiler room #2 and replace water heater
- c. Replace boiler and water heater in Boiler room #3 and repair other conditions
- d. Repair various mechanical problems
- e. Replace rooftop handler
- f. Replace rooftop split system
- g. Replace old outdated thermostats with new pneumatic thermostats

5) Plumbing

- a. Repair pipes, sinks, water heaters, drinking fountains, insulation, etc.

6) Electrical

- a. Replace outdated lighting with more energy efficient lights.
- b. Replace 15A 120V receptacles with 20A 120V GFCI receptacles throughout school.
- c. Replace and repair lighting fixtures and switches.
- d. Replace circuit breaker panels with new Square D panels.
- e. Perform circuit tracing throughout school to identify all circuits.
- f. Replace current distribution system with a new 400A 120/208V 3-phase 4-wire service for future expansion.

How Urgent is this Project:

We believe the deficiencies outlined in the Due Diligence report should be completed as soon as possible. The original Due Diligence Report outlined a 10 year process to remedy the repairs to the building TCA bought for its Central Elementary school to preclude any significant structural damages to the school. We are currently in the 10th year since purchasing our Central Elementary School. The report presented by the GE Johnson Construction Company proposed an additional 5 years to remedy some of the problems (the major issue being the HVAC system which could be addressed 5 years from now). A majority of the issues should be completed in the next 2-3 years. Since we would not begin our projects until the summer of 2014 we would be nearing the 2 year limit. We would prefer to act proactively and address the issues before systems fail rather than wait for them to fail which could have the potential of closing the school or adversely affect the health and safety of our students and staff.

How Does this Project Conform with the Construction Guidelines:

Our project that outlines 6 major areas of concern (Site/Exterior, Roof, Interior, Mechanical, Plumbing, and Electrical) ensures we have a building that protects all building occupants and conforms with the Public Schools Construction Guidelines

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in a number of ways by addressing the following line items:

SECTION ONE - Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws and regulations and provide accessible facilities for the handicapped and disabled as follows:

3.1. Sound building structural systems. Each building should be constructed and maintained with a sound structural foundation, floor, wall and roof systems. Local snow, wind exposure, seismic, along with pertaining importance factors shall be considered.

3.2. 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 approved by the roofing manufacturer to install the specified roof system and shall receive the specified warranty upon completion of the roof.

3.10. Safe and secure electrical service and distribution systems designed and installed to meet all applicable State and Federal codes. The electrical system shall provide artificial lighting in compliance with The Illumination Engineering Society of North America (IESNA) for educational facilities RP-3-00. Emergency lighting shall be available when normal lighting systems fail and in locations necessary for orderly egress from the building in an emergency situation as required by electrical code.

3.11. A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes.

SECTION THREE - Promote school design and facility management that implements the current version of "Leadership in Energy and Environmental Design" (LEED for schools) or "Colorado Collaborative for High Performance Schools" (CO-CHPS), green building and energy efficiency performance standards, or other programs that comply with the Office of the State Architects "High Performance Certification Program" (HPCP), reduces operations and maintenance efforts, relieves operational cost, and extends the service life of the districts capital assets by providing the following:

Replacement of old inefficient lighting with new energy efficient fixtures and lamps.

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

Background: TCA owns all of its land and school buildings. We have an operational budget of \$24,000,000. We are the largest charter school in Colorado with 3,500 students and over 400 staff. We have over 5,000 students on our waiting list. To raise additional revenue, we rent out our facilities to local community organizations. In addition, we have a development program that raises contributions to supplement funds lost due to cuts in PPR funding.

Capital Reserve Fund: TCA contributes \$50,000 per year to a capital reserve fund to cover contingencies affecting our 3 campuses; including maintenance and repairs. We have 3,568 students which amounts to \$14.01 per student that we allocate out of our PPR to cover unforeseen contingencies. This fund currently contains:

Maintenance and Inspection: Each year we allocate roughly \$500,000 to cover required state and local maintenance requirements and contracting services for our school that will extend the life of our buildings. We have a maintenance plan that includes preventive and on the spot corrections of building deficiencies. On staff, we have highly skilled custodians who maintain our buildings on a daily basis. We also maintain a cadre of contractors to help provide periodic inspection and maintenance on equipment that requires specialized attention.

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

The building is fundamentally sound from a structural standpoint. The building has many deficiencies and needed repairs due to the age and obsolescence of various building systems.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$50,000

CDE COMMENTS:

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Health, Safety

Overcrowding

Technology

Other

Importance: L Urgency: L Ability: Not Able Planning: Up to date Previous BEST Grants: 1 - \$1,292,416

Red Flags:

If Yes, Explanation:

Current Grant Request: \$246,854.96

Historical Significance: N/A

Current Applicant Match: \$178,757.04

Does this Qualify for HPCP: Not Required

Total Project Cost: \$425,612.00

Will this Project go for a Bond: NA

Previous Grant Awards: \$0.00

CDE Minimum Match Percent: 42

Previous Matches: \$0.00

Actual Match Provided: 42

Affected Pupil Number: 582

Applicant Met Match

Affected Sq Ft: 35,753

Is this a Statutory Waiver

Cost Per Sq Ft: \$10.82

Is a Master Plan Complete

Cost Per Pupil: \$664.81

Who Owns the Facility: Charter School

Sq Ft Per Pupil: 61.43

Does the Facility Have Financing:

Per Pupil Allocation to Cap Reserve: \$14.01

Who will the Facility Revert to if the School Ceases to Exist:

Listed Inflation Percent: 0

The facility will be offered to the District to purchase or will be sold to another organization.

District FTE Count: 2,051.00

Bonded Debt Approved:

State Financial Watch: No

Year Bond Approved:

Fiscal Health Watch: Yes

Bonded Debt Failed:

of Fiscal Health Warning Indicators: 3

Year Bond Failed:

Assessed Valuation:

Outstanding Bonded Debt:

PPAV:

Total Bonding Capacity:

Unreserved General Fund FY1011:

Bond Capacity Remaining:

Median Household Income:

Percent Bonding Capacity Used:

Free Reduced Lunch %: 5.7

Existing Bond Mill Levy:

Match Source Detail: General Fund

Academy District Twenty

Dr. Mark Hatchell, *Superintendent of Schools*

Education and Administration Center
1110 Chapel Hills Drive, Colorado Springs, CO 80920-3923
Website: www.asd20.org

Phone: 719-234-1200
Fax: 719-234-1299

February 27, 2012

Dear Building Excellent Schools Today (BEST) Board,


In accordance with the Capital Construction Assistance Online Grant Application, Academy School District 20 (ASD20) supports The Classical Academy's (TCA) refurbishment of the TCA Central Elementary School. The Central Elementary school project will address many of the issues associated with a slowly deteriorating building that is almost half a century old. Repairing these items is crucial to maintaining a safe and secure learning environment for students.

The project will address all of the remaining items, except for the HVAC system and energy efficient doors and windows, contained in the Due Diligence report written in 2003 when TCA purchased the Central Elementary school in 2003. At that time, the report, written by H and L Architecture on July 10, 2003, stated "40 years is a reasonable life span for most building. The life of this building can be extended. One factor that makes a building a good candidate for a long and serviceable life is a stable superstructure. It is rare to find a building of this age with hardly any structural settlement or geological movement." In addition, it stated that the repairs should be completed within 5-10 years. This school was built in 1963. The items listed in the report to be addressed, at this time, to extend the life expectancy of this building include the following:

- 1) Site/Exterior Improvements/Repairs (Notably foundation repairs)
- 2) Roof Improvements/Repairs (Notably replacing a portion of the roof and restoring other portions of the roof)
- 3) Interior School Improvements/Repairs (Notably damage to ceiling tiles due to water leaks)
- 4) Mechanical Improvements/Repairs (Notably replacing a rusting boiler, air handling unit and repairing exhaust fans)
- 5) Plumbing (Notably replacing old water heaters, repairing insulation, and fixing leaks)
- 6) Electrical (Notably increasing electrical capacity of building due to add on to the building over 50 years, replacing old circuit breaker panels, replacing outdated inefficient lighting system with energy efficient lights)

From the beginning, TCA has owned all of its facilities and land. In the last ten years, TCA has partnered with ASD20 to pass a bond in 2001 and a mill levy override in 2008. The district agreed that TCA would share in the revenues generated by that bond election and mill levy override. In 2003, TCA bought one of ASD20's vacant elementary schools (Mountain View Elementary School) to house one of its three elementary schools (TCA's Central Elementary School). In 2000, 2003, and 2008, TCA successfully obtained funding through the Colorado Educational and Cultural Facilities Authority (CECFA). TCA has budgeted 18% of its per pupil operating revenue on its non-maintenance and operation facility costs. TCA qualifies for the charter school intercept and or moral obligation program. The last time TCA issued bonds, it received a Standard and Poor's BBB/Stable rating. Funding for this project will come from cash general funds.

Academy School District 20 has the confidence in TCA to complete this project. TCA has completed each of the building projects it has started since 1997. The estimated project cost is estimated at \$386,920 dollars. TCA will match 42% of the costs and will be requesting 58%, roughly \$224,413 through the BEST grant to help fund the project. TCA will begin to improve the facility conditions at the Central Campus beginning in the summer of 2014.



Mark Hatchell, Ed.D.
Superintendent of Schools

"The mission of Academy School District 20 is to educate every student in a safe and nurturing environment and to provide comprehensive, challenging curricular and extracurricular opportunities that meet the unique needs of every individual by expanding interests, enhancing abilities, and equipping every student with the knowledge, skills, and character essential to being a responsible citizen of our community, our nation, and the world."

WIDFIELD 3 - Martin L. King ES - ES Renovation and Addition - 1973

School Name: Martin L. King ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	41,500
Replacement Value:	\$9,202,112
Condition Budget:	\$7,380,813
Total FCI:	80.21%
Energy Budget:	\$0
Suitability Budget:	\$1,574,300
Total RSLI:	4%
Total CFI:	97.3%
Condition Score: (60%)	2.82
Energy Score: (0%)	2.12
Suitability Score: (40%)	2.99
School Score:	2.89



Assessment Findings:

Scope item: To plan the building to provide a code compliant means of egress from the facility. This will include an unobstructed path of egress.

Assessment findings: The assessment states that there is a non-compliant means of egress and in some cases to exit a classroom must pass thru another room.

Scope item: To adequately and by code provide protection to the building occupants and the building structure. Note the existing roof assembly is wood construction built in 1973. The project will include replacement of the fire alarm system and the addition of a fire sprinkler system. The grant includes a fire sprinkler system however the requirement has not been confirmed with the local fire department/ building department.

Assessment findings: The assessment confirms that the fire alarm system does not comply with current codes nor is there a sprinkler system.

Scope item: Replacement of the mechanical system and upgrade of electric systems including lighting.

Assessment findings: The assessment states that the system is compliant of CDE Construction guidelines. However the walls added by the district to enclose spaces do not go to ceilings or structure to allow the mechanical system to work. The electrical system is noted as adequate however the system is deficient and the lighting is deficient.

Scope item: To plan the building to allow for a secured and monitored entrance to the facility and limit access from auxiliary doors.

Assessment findings: The assessment aligns with the lack of a secured monitored entrance to the building including the utilization of auxiliary exterior doors.

Scope item: To develop a program/ plan that will deliver 21st century education including daylighting, sustainable design, acoustically appropriate, code compliant within the constraints of the existing facility and a 10,000 SF addition.

Assessment findings: The assessment criteria related to Educational Programs and the Suitability scores align with the need to renovate the facility.

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Applicant Name: WIDEFIELD 3

Applicant Priority #: 1

County: EL PASO

Cash Grant Score:

Project Title: ES Renovation and Addition

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

If Yes, please explain why: The Cycle 6 funds were very limited and the committee focused on addressing health/safety issues.

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

General Background Information and Reasons for Pursuing a BEST Grant:

Widefield School District 3 / Martin Luther King Elementary School Renovations

ML King Elementary (MLK) was constructed in 1972 as a very inexpensive, open plan school in a (then) fast growing neighborhood directly east of Ft. Carson. The facility has never been upgraded other than to close-in individual classrooms through installing temporary partitions and doors throughout the building. A 1996 master plan (never executed) identified the following deficiencies with respect to emergency, life safety and health systems, energy efficiency and sustainability, student capacity, and educational specifications.

A. There are no fire rated corridors in this 40,000 square foot Type VB (combustible) building, and no fire sprinkler system. The main entrance and toilet rooms are not handicap accessible.

B. Emergency Notification Systems date back to the original construction, so they can no longer adapt to newer requirements and repair parts are scarce.

C. Minimal wall and roof insulation and inadequate fresh air ventilation relative to current codes are major factors in the substandard learning/teaching environment.

D. The facility is unable to meet the needs of the current enrollment. Two temporary classrooms are currently on site. The building will be substantially over capacity as the additional troops assigned to Ft. Carson arrive. Physical education, performance and cafeteria functions have one multi-purpose space. There is not enough time in the day for these three programs to adequately meet their mandates in one space. The kitchen is undersized to handle the current student enrollment; its equipment is beyond service life and will be incapable of handling the projected increase in students.

E. The facility is unable to support a comprehensive educational program to meet governing standards. The open plan concept does not support the District's educational program as defined in its Educational Program Goals requirements, and contributes to deterioration of the overall facility.

Granting the requested funds will allow students and teachers of MLK to thrive in a safer facility designed to enhance teaching and learning which will provide the sorely needed environment critical to successful accomplishment of WSD's educational goals.

Historically, WSD3 has been fiscally conservative in seeking passage of bond elections for new construction. The district remains a residential community with almost no industry and limited retail, in part, due to its location near Ft. Carson. This has created low assessed valuation and limited ability to incur bonded indebtedness. The successful bond was in 1989. As with most school districts that rely on such funding for facility expansion and improvement, a severe problem must exist before voters can be convinced to raise taxes. Such circumstances both limit and hamper its ability to upgrade existing schools like MLK to acceptable standards. Bond election failures have made obvious the risk of relying on them to provide funding to fulfill critical promises for the improvement of life safety measures in older schools and have jeopardized commitments made by WSD3 not only to the students, teachers and patrons of MLK, but also to authorities with jurisdiction. Award of this Grant is the only way these deficiencies can be corrected before the next bond election, which is not likely to occur until overcrowding throughout the District is acute.

Deficiencies Associated with this Project:

A. There are no fire rated corridors in this 40,000 square foot Type VB (combustible) building, and no fire sprinkler system.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

The main entrance and toilet rooms are not handicap accessible.

B. Emergency Notification Systems date back to the original construction, so they can no longer adapt to newer requirements and repair parts are scarce.

C. Minimal wall and roof insulation and inadequate fresh air ventilation relative to current codes are major factors in the substandard learning/teaching environment.

D. The facility is unable to meet the needs of the current enrollment. Two temporary classrooms are currently on site. The building will be substantially over capacity as the additional troops assigned to Ft. Carson arrive. Physical education, performance and cafeteria functions have one multi-purpose space. There is not enough time in the day for these three programs to adequately meet their mandates in one space. The kitchen is undersized to handle the current student enrollment; its equipment is beyond service life and will be incapable of handling the projected increase in students.

E. The facility is unable to support a comprehensive educational program to meet governing standards. The open plan concept does not support the District's educational program as defined in its Educational Program Goals requirements, and contributes to deterioration of the overall facility.

Proposed Solution to Address the Deficiencies Listed Above:

The proposed project will vastly improve student and teacher safety, program quality, extend the facility's useful life for at least another 37 years and, with the energy conservation measures proposed, substantially reduce operation costs. Any changes to the building will trigger a requirement to conform to current codes. The modernization is consistent with desires of authorities with jurisdiction as indicated in their certification letters and would follow CHPS guidelines and LEED principles. The project response to the modernization includes:

A. Construct an addition with, gym, expanded kitchen, boiler room and accessible restrooms. Create daylighting for interior spaces and clear exiting.

B. Permanently enclose open plan classrooms with walls for noise reduction and visual privacy; install additional roof and wall insulation and replace the HVAC system.

C. Compliance with current codes can be achieved most effectively with the addition of a fire sprinkler system throughout the building and addition. Such a system will also bring the existing site fire water mains into code conformance. Corridors, ceilings and wall construction would all be code conforming and fire rated as required.

D. Replace obsolete and non-compliant Emergency Notification Systems including:

a. Upgrade fire alarm system with a code compliant and monitored system.

b. Replace obsolete telephone system with new secure and state-of-the-art system.

c. Replace obsolete and non-compliant intercom system.

d. Install Closed Circuit Television system for security with code compliant cabling.

e. Update egress and emergency lighting for total code compliance.

How Urgent is this Project:

Historically, WSD3 has been fiscally conservative in seeking passage of bond elections for new construction. The district remains a residential community with almost no industry and limited retail, in part, due to its location near Ft. Carson. This has created low assessed valuation and limited ability to incur bonded indebtedness. The successful bond was in 1989. As with most school districts that rely on such funding for facility expansion and improvement, a severe problem must exist before voters can be convinced to raise taxes. Such circumstances both limit and hamper its ability to upgrade existing schools like MLK to acceptable standards. Bond election failures have made obvious the risk of relying on them to provide funding to fulfill critical promises for the improvement of life safety measures in older schools and have jeopardized commitments made by WSD3 not only to the students, teachers and patrons of MLK, but also to authorities with jurisdiction. Award of this Grant is the only way these deficiencies can be corrected before the next bond election, which is not likely to occur until overcrowding throughout the District is acute.

How Does this Project Conform with the Construction Guidelines:

If this project is awarded the funds needed to complete the project, Widefield School District #3 will strive to meet common sense improvements to Martin Luther King Elementary. Our goal is to design a school renovation project that will meet the items described in Section One #3 for improved egress in the building as well as exiting the building. We will also develop a plan for Item #5 in Section One. The current fire alarm and duress system is in need of major updating as well as Item #8 and #9. We will also address our problems with our current food service area to meet the growing population.

In Section Two, our project will develop a floor plan that not only address the quality of construction, but also the size

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recommendations in all areas that square footage allows us to achieve these sizes. Our goal would be to develop a project that addresses the current and future technology needs of our students, staff and parents in our plan.

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

Upon completion of our project our plan would be to devote the necessary dollars that would be available in our District budget to maintain a safe, healthy educational environment as we do at all of our facilities. With 18 different facilities to maintain we implement a preventative maintenance program that keeps all systems as up to date as possible. With no consistent funding source from the state our district dedicated an amount of funds that are available for the current year. Our Capital Funds are utilized to make major corrections, as needed and our current plan runs out about three years. As emergency situations arise we make the necessary adjustments in our budget to correct each situation. Our district has not retired any of our facilities to date and have no plans to. Our goal is always to repurpose facilities to meet the needs of the district. We have turned Elementary Schools into Preschools to meet the needs of our community. Our goal would be to continue this philosophy across our district with any of our facilities.

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

ML King Elementary (MLK) was constructed in 1972 as a very inexpensive, open plan school in a (then) fast growing neighborhood directly east of Ft. Carson. The facility has never been upgraded other than to close-in individual classrooms through installing temporary partitions and doors throughout the building. A 1996 master plan (never executed) identified the following deficiencies with respect to emergency, life safety and health systems, energy efficiency and sustainability, student capacity, and educational specifications. Justification for the modernization project includes:

A. There are no fire rated corridors in this 40,000 square foot Type VB (combustible) building, and no fire sprinkler system. The main entrance and toilet rooms are not handicap accessible.

B. Emergency Notification Systems date back to the original construction, so they can no longer adapt to newer requirements and repair parts are scarce.

C. Minimal wall and roof insulation and inadequate fresh air ventilation relative to current codes are major factors in the substandard learning/teaching environment.

D. The facility is unable to meet the needs of the current enrollment. Two temporary classrooms are currently on site. The building will be substantially over capacity as the additional troops assigned to Ft. Carson arrive. Physical education, performance and cafeteria functions have one multi-purpose space. There is not enough time in the day for these three programs to adequately meet their mandates in one space. The kitchen is undersized to handle the current student enrollment; its equipment is beyond service life and will be incapable of handling the projected increase in students.

E. The facility is unable to support a comprehensive educational program to meet governing standards. The open plan concept does not support the District's educational program as defined in its Educational Program Goals requirements, and contributes to deterioration of the overall facility.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$5,000.00

CDE COMMENTS:

THE PROJECT IS THE RENOVATION OF EXISTING AND A SMALL ADDITION. THE SCOPE WILL NOT PROVIDE THE OPPORTUNITY FOR THE PROJECT TO ACHIEVE LEED GOLD. THE DISTRICT HAS AGREED THAT THE PROJECT WILL IMPLEMENT SUSTAINABLE DESIGN INTO THE PROJECT AND AS THE PROJECT IS DESIGNED DETERMINE IF THERE IS A CERTIFICATION THE PROJECT MIGHT ACHIEVE.

Health, Safety

Overcrowding

Technology

Other

Importance: L

Urgency: L

Ability: Able

Planning: Up to date

Previous BEST Grants: 0

Red Flags:

If Yes, Explanation:

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Current Grant Request:	\$5,009,646.81	Historical Significance:	N/A
Current Applicant Match:	\$4,098,801.94	Does this Qualify for HPCP:	Required
Total Project Cost:	\$9,108,448.75	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	45
Previous Matches:	\$0.00	Actual Match Provided:	45
Affected Pupil Number:	511	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	40,061	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$206.69	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$16,204.32	Who Owns the Facility:	District
Sq Ft Per Pupil:	78.4	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$120.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3		NA

District FTE Count:	8,551.60	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$298,881,090.00	Outstanding Bonded Debt:	\$15,245,000.00
PPAV:	\$34,950.00	Total Bonding Capacity:	\$59,776,218.00
Unreserved General Fund FY1011:	\$12,371,924.06	Bond Capacity Remaining:	\$44,531,218.00
Median Household Income:	\$58,715.00	Percent Bonding Capacity Used:	26
Free Reduced Lunch %:	44.44	Existing Bond Mill Levy:	6.26
Match Source Detail:	Capital Reserve Fund/COP		

ELIZABETH C-1 - Elizabeth HS - HS Roof Replacement - 2000

School Name: Elizabeth HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	139,000
Replacement Value:	\$40,457,697
Condition Budget:	\$9,728,527
Total FCI:	24.05%
Energy Budget:	\$48,650
Suitability Budget:	\$911,400
Total RSLI:	29%
Total CFI:	26.4%
Condition Score: (60%)	3.86
Energy Score: (0%)	1.92
Suitability Score: (40%)	4.94
School Score:	4.29



Assessment Findings:

Scope item: The removal and replacement of the existing roof with a new BUR with a 30 year warranty.

Assessment findings: The assessment identifies the deficiencies of the existing roof due to leaking.

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Applicant Name: ELIZABETH C-1

Applicant Priority #: 1

County: ELBERT

Cash Grant Score: 1.5

Project Title: HS Roof Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Elizabeth High School has served the local community since 2000. The school has experienced significant roof moisture problems for several years; buckets regularly line the corridors and classrooms. Our staff reviews monthly, the conditions of the roof to remove any obvious debris. While repairing common leaks is a solution, the ballasted condition of the original roof makes it difficult to determine, pinpoint and repair the source.

The ballasted EPDM membrane is loosely laid over polyisocyanurate and in most areas is adequately sloped to roof drains and scuppers. Some of the mechanical curbs and wall flashings are not tall enough to protect the sometimes heavy, drifting snow accumulation we experience. Those areas would also be addressed with this grant application.

These roof assemblies are holding/transferring moisture within their construction and it occurs from both snow melt and rainwater. The school regularly experiences many independent roof leaks scattered throughout the building; the interruption of moisture is a problem to both our students and staff. Its continuation can bring a major concern of structural decking decay and rust generation. At this time, we have not witness any mold spore generation. Long term problems with continued deck degradation combined with a large drift snow load (regularly present) can increase the risk of roofing failure.

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

Our GPS location is no stranger to significant weather; including both high-winds and baseball size hail storms. Our intended design solution will address these storm conditions so the roofs will be covered and protected under a manufacturer's warranty.

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

The new roofing assembly will consist of multi-layer modified bitumen asphalt felts increasing our membrane protection from 45-mils to nearly 300-mils; increase from one layer of protection to 4-layers. In addition, all of our flashing materials will be replaced; drains and scuppers re-established. Our intended roofing warranty terms will offer the District 30-years of moisture protection; the longest lasting roofing system available.

Deficiencies Associated with this Project:

Our review of the current conditions of the building roofing assemblies identifies the following:

Many of the roof decks are currently compromised by both aged material and a material surface that prevents visual

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

inspection of the buried membrane. It can no longer adequately protect the building occupants and equipment as necessary.

Moisture intrusion of the roofing assembly has led to damage of both wall and ceiling construction within the building environment.

Continued moisture exposure of the roof assembly will continue to cause damage and decay to the roof decking and structure. Long term decay can lead to greater degree of replacement and/or the potential for mold spore development in the building's interior construction.

Proposed Solution to Address the Deficiencies Listed Above:

The original ballast covered EPDM will be removed and the substrate conditions inspected. Any damaged or deteriorated insulation, protective gypsum board sheathing and structural decking will be addressed at this time. The new roof surfacing will be Flood & Gravel to protect the structure from hail damage up to 2.50-inches. With the Flood and Gravel surface, walking pavers around the roofing and equipment will not be necessary.

This system provides 330 mils of thickness with redundant layers of waterproofing vs. a single layer of 45-mils.

The new roofing assemblies proposed will be designed and installed throughout the structure; will protect/warrant the building envelop for a minimum of 30-years and can provide performance characteristics of 40 years or more. This will meet and exceed both the requirements of published NRCA guidelines and align with CDE's philosophy of committing to long lasting building systems.

How Urgent is this Project:

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

This intrusion can lead to further damage to the insulation, protective gypsum board and structural decking failure. Moisture intrusion may also lead to mold spore generation within the building construction. Both of these would be catastrophic to the occupants and equipment being protected by these roofing assemblies.

How Does this Project Conform with the Construction Guidelines:

Our grant request proposes to return the existing construction back to PSCG conformity under Sections 1.2.1, 1.2.4, 3.1, 3.2, 3.2.1, 3.2.1.1, 4.1 and 6.1.

Sec. 1.2.1 The District structure has several deficiencies applicable to the health, safety and environmental codes and standards as required by state and federal law. Significant moisture intrusion, maintenance of structural integrity and ability to maintain high Indoor Air Quality are all significant areas of concern.

Sec. 1.2.4 The damaged and remaining roof areas of this District structure envelop do not meet thermal/energy efficiency performance standards. Moisture intrusion has compromised the limited thermal benefit of the roofing insulation; said insulation must be replaced.

Sec. 3.1 A significant portion of the EHS structure roofing areas remain inadequate and building conditions are not protected by a sound, functioning roofing envelop. Areas of the buildings metal roof decking have been subjected to significant and repetitive moisture intrusion.

Sec. 3.2 Many portions of District structure (under consideration here) do not have a weather tight roofing system. Aged, deteriorated and poorly designed roofing assemblies allow for significant, repetitive moisture intrusion into the building, and compromise the intended protection of its building occupants and property. Many roofing areas lack proper drainage slope and drainage support. The roofing envelop remaining is in poor condition.

Sec. 3.2.1.1 New roofing assemblies will be designed and installed for this District structure that will protect the building's occupants and property within. Existing roofing assemblies will be upgraded, including additional slope and drainage

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

support. The roofing will protect the building with the best (longest) warranty terms available for the funds requested that would meet/exceed the requirements of published NRCA guidelines and building code requirements.

Sec. 4.1 The replacement of the roof areas will establish a building upgrade, complete with high quality, durable and easily maintainable roofing materials. The current and on-going maintenance of blister replacement will be eliminated.

Sec. 6.1 These replacement improvements of the roofing assemblies will continue to extend the service life of this District structure; a vital element of this rural community's infrastructure. Such efforts will without a doubt, improve many of the present health and safety deficiencies present within the District structure.

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

The District has historically performed an impressive job of maintaining its existing facilities (and the specific systems) under consideration here within this grant request. However, the roofing system has exceeded its warranty terms and useful service life. It must be addressed globally throughout the building, vs. a fix here and a fix there. The current level of maintenance necessary to preserve these aged systems is beyond normal and customary; warranting this request for replacement.

It is the intent of the District to provide adequate resources necessary to sustain these new improvements. Through cooperation with the primary product manufacturer and system warranties as well as those independent warranties from the misc. installers, the District staff will be an active part of the required general maintenance.

The District will commit to following the preventative maintenance measures recommended by the roofing systems manufacturer. At the conclusion of construction, a full Owner's Manual and training will be requested by the District for record purposes. The systems manufacturer, installer, designer and District staff will be required walk and inspect the completed project annually for the first 2-years. In addition, we will expect as part of the long term warranties, bi-annual inspections from trained staff of the manufacturer as well as our District staff.

The District currently budgets \$60,000 from their capital reserve funds for annual facility upgrades. The District intends to maintain a similar level of financial commitment to ensure funds remain available when these system's "service life" terms expire.

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

Elizabeth School District's High School was constructed in 2000. We are experiencing leaks in all roofs (a ballasted EPDM roofing assembly) throughout the multi-story building.

District personal perform regular observation and maintenance efforts on this building however, the level of maintenance necessary for these leaking roof assemblies far exceeds traditional staff and funds available. The roofing ballast covering the roof membrane makes leak detection impractical for our staff. The roof areas in question no longer provide adequate moisture protection to the building envelop, its occupants and equipment within. The roofing areas have exceeded both their original warranty period and have degraded beyond a level of preventative maintenance and repair.

Moisture regularly enters the building throughout, disrupting education activities, damaging property and potentially compromises the building structure and general construction.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

THE DISTRICT HAS INSTALLED GARLAND PRODUCTS IN OTHER ROOF PROJECTS WITHIN THE DISTRICT. THE DISTRICT IS PROPOSING TO SPECIFY GARLAND PRODUCTS FOR THIS PROJECT. ALONG WITH THAT THE PROJECT WILL BE BID TO ROOFING CONTRACTORS THAT HAVE BEEN APPROVED BY GARLAND TO INSTALL THEIR PRODUCTS. A COMPETITIVE SELECTION PROCESS

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

WILL BE FOLLOWED FOR THE OWNER'S REP/ ROOF CONSULTANT.

Health, Safety

Overcrowding

Technology

Other

Importance: M **Urgency:** H **Ability:** Able **Planning:** No plan **Previous BEST Grants:** 1 - \$285,560

Red Flags:

If Yes, Explanation:

Current Grant Request:	\$608,759.80	Historical Significance:	N/A
Current Applicant Match:	\$913,139.70	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$1,521,899.50	Will this Project go for a Bond:	2013 Bond
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	60
Previous Matches:	\$0.00	Actual Match Provided:	60
Affected Pupil Number:	778	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	101,890	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$13.58	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$1,778.34	Who Owns the Facility:	District
Sq Ft Per Pupil:	130.96	Does the Facility Have Financing:	NA
Per Pupil Allocation to Cap Reserve:	\$0.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3		NA

District FTE Count:	2,383.90	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$151,816,400.00	Outstanding Bonded Debt:	\$12,725,000.00
PPAV:	\$63,684.00	Total Bonding Capacity:	\$30,363,280.00
Unreserved General Fund FY1011:	\$796,384.12	Bond Capacity Remaining:	\$17,638,280.00
Median Household Income:	\$83,865.00	Percent Bonding Capacity Used:	42
Free Reduced Lunch %:	17.28	Existing Bond Mill Levy:	10.588
Match Source Detail:	2013 Bond/General Funds		

ELIZABETH C-1 - Singing Hills ES/Preschool - ES Roof Replacement - 1995**School Name: Singing Hills ES/Preschool**

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	53,000
Replacement Value:	\$13,266,479
Condition Budget:	\$4,285,228
Total FCI:	32.30%
Energy Budget:	\$18,550
Suitability Budget:	\$893,900
Total RSLI:	25%
Total CFI:	39.2%
Condition Score: (60%)	3.46
Energy Score: (0%)	2.19
Suitability Score: (40%)	4.69
School Score:	3.95

**Assessment Findings:**

Scope item: The removal and replacement of the existing roof with a new BUR with a 30 year warranty.

Assessment findings: The assessment identifies the deficiencies of the existing roof due to leaking. The assessment identifies a 20 year warranty to expire in 2015. District provided a copy of the warranty which was a 10 year warranty expiring in 2005.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: ELIZABETH C-1

Applicant Priority #: 2

County: ELBERT

Cash Grant Score: 1.5

Project Title: ES Roof Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Singing Hills Elementary School has served the local community since 1996. The school has experienced significant roof moisture problems for several years; buckets regularly line the corridors and classrooms. Our staff reviews monthly, the conditions of the roof to remove any obvious debris. While repairing common leaks is a solution, the ballasted condition of the original roof makes it difficult to determine, pinpoint and repair the source.

?

The ballasted EPDM membrane is loosely laid over polyisocyanurate and in most areas is adequately sloped to roof drains and scuppers. Some of the roof areas are less than ¼-percent slope; allowing water to pond within the voids of the ballast. Some of the mechanical curbs and wall flashings are not tall enough to protect the sometimes heavy, drifting snow accumulation we experience. Those areas would also be addressed with this grant application.

These roof assemblies are holding/transferring moisture within their construction and it occurs from both snow melt and rainwater. The school regularly experiences many independent roof leaks scattered throughout the building; the interruption of moisture is a problem to both our students and staff. Its continuation can bring a major concern of structural decking decay and rust generation. At this time, we have not witnessed any mold spore generation. Long term problems with continued deck degradation combined with a large drift snow load (regularly present) can increase the risk of roofing failure.

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

Our GPS location is no stranger to significant weather; including both high-winds and baseball size hail storms. Our intended design solution will address these storm conditions so the roofs will be covered and protected under a manufacturer's warranty.

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

The new roofing assembly will consist of multi-layer modified bitumen asphalt felts increasing our membrane protection from 45-mils to nearly 300-mils; increase from one layer of protection to 4-layers. In addition, all of our flashing materials will be replaced; drains and scuppers re-established. Our intended roofing warranty terms will offer the District 30-years of moisture protection; the longest lasting roofing system available.

Deficiencies Associated with this Project:

Our review of the current conditions of the building roofing assemblies identifies the following:

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Many of the roof decks are currently compromised by both aged material and a material surface that prevents visual inspection of the buried membrane. It can no longer adequately protect the building occupants and equipment as necessary.

Moisture intrusion of the roofing assembly has led to damage of both wall and ceiling construction within the building environment.

Continued moisture exposure of the roof assembly will continue to cause damage and decay to the roof decking and structure. Long term decay can lead to greater degree of replacement and/or the potential for mold spore development in the building's interior construction.

Proposed Solution to Address the Deficiencies Listed Above:

The original ballast covered EPDM will be removed and the substrate conditions inspected. Any damaged or deteriorated insulation or structural decking will be addressed at this time. The roof surfacing will be Flood & Gravel to protect the structure from hail damage up to 2.50-inches. With the Flood and Gravel surface, walking pavers around the roofing ad equipment will not be necessary.

This system provides 330 mils of thickness with redundant layers of waterproofing vs. a single layer of 45-mils.

The new roofing assemblies proposed will be designed and installed throughout the structure; will protect/warrant the building envelop for a minimum of 30-years and can provide performance characteristics of 40 years of more. This will meet and exceed both the requirements of published NRCA guidelines and align with CDE's philosophy of committing to long lasting building systems.

How Urgent is this Project:

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

This intrusion can lead to further damage to the insulation and structural decking failure. Moisture intrusion may also lead to mold spore generation within the building construction. Both of these would be catastrophic to the occupants and equipment being protected by these roofing assemblies.

How Does this Project Conform with the Construction Guidelines:

Our grant request proposes to return the existing construction back to PSCG conformity under Sections 1.2.1, 1.2.4, 3.1, 3.2, 3.2.1, 3.2.1.1, 4.1 and 6.1.

Sec. 1.2.1 The District structure has several deficiencies applicable to the health, safety and environmental codes and standards as required by state and federal law. Significant moisture intrusion, maintenance of structural integrity and ability to maintain high Indoor Air Quality are all significant areas of concern.

Sec. 1.2.4 The damaged and remaining roof areas of this District structure envelop do not meet thermal/energy efficiency performance standards. Moisture intrusion has compromised the limited thermal benefit of the roofing insulation; said insulation must be replaced.

Sec. 3.1 A significant portion of the SHES structure roofing areas remain inadequate and building conditions are not protected by a sound, functioning roofing envelop. Areas of the buildings metal roof decking have been subjected to significant and repetitive moisture intrusion.

Sec. 3.2 Many portions of District structure (under consideration here) do not have a weather tight roofing system. Aged, deteriorated and poorly designed roofing assemblies allow for significant, repetitive moisture intrusion into the building, and compromise the intended protection of its building occupants and property. Many roofing areas lack proper drainage slope and drainage support. The roofing envelop remaining is in poor condition.

Sec. 3.2.1.1 New roofing assemblies will be designed and installed for the District structure that will protect the building's

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

occupants and property within. Existing roofing assemblies will be upgraded, including additional slope and drainage support. The roofing will protect the building with the best (longest) warranty terms available for the funds requested that would meet/exceed the requirements of published NRCA guidelines and building code requirements.

Sec. 4.1 The replacement of the remaining roof areas will establish a building upgrade, complete with high quality, durable and easily maintainable roofing materials. The current and on-going maintenance of blister replacement will be eliminated.

Sec. 6.1 These replacement improvements of the roofing assemblies will continue to extend the service life of the District structure; a vital element of this rural community's infrastructure. Such efforts will without a doubt, improve many of the present health and safety deficiencies present within the District structure.

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

The District has historically performed an impressive job of maintaining its existing facilities (and the specific systems) under consideration here within this grant request. However, the roofing system has exceeded its warranty terms and useful service life. It must be addressed globally throughout the building, vs. a fix here and a fix there. The current level of maintenance necessary to preserve these aged systems is beyond normal and customary; warranting this request for replacement.

It is the intent of the District to provide adequate resources necessary to sustain these new improvements. Through cooperation with the primary product manufacturer and system warranties as well as those independent warranties from the misc. installers, the District staff will be an active part of the required general maintenance.

The District will commit to following the preventative maintenance measures recommended by the roofing systems manufacturer. At the conclusion of construction, a full Owner's Manual and training will be requested by the District for record purposes. The systems manufacturer, installer, designer and District staff will be required walk and inspect the completed project annually for the first 2-years. In addition, we will expect as part of the long term warranties, bi-annual inspections from trained staff of the manufacturer as well as our District staff.

The District currently budgets \$60,000 from their capital reserve funds for annual facility upgrades. The District intends to maintain a similar level of financial commitment to ensure funds remain available when these system's "service life" terms expire.

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

Elizabeth School District's Singing Hills Elementary School was constructed in 1995. We are experiencing leaks in all roofs (a ballasted EPDM roofing assembly) throughout the single story building.

District personnel perform regular observation and maintenance efforts on this building however, the level of maintenance necessary for these leaking roof assemblies far exceeds traditional staff and funds available. The roofing ballast covering the roof membrane makes leak detection impractical for our staff. The roof areas in question no longer provide adequate moisture protection to the building envelop, its occupants and equipment within. The roofing areas have exceeded both their original warranty period and have degraded beyond a level of preventative maintenance and repair.

Moisture regularly enters the building throughout, disrupting education activities, damaging property and potentially compromises the building structure and general construction.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

CDE COMMENTS:

THE DISTRICT HAS INSTALLED GARLAND PRODUCTS IN OTHER ROOF PROJECTS WITHIN THE DISTRICT. THE DISTRICT HAS PROPOSED TO SPECIFY GARLAND PRODUCTS FOR THIS PROJECT. ALONG WITH THAT THE PROJECT WILL BE BID TO ROOFING CONTRACTORS THAT HAVE BEEN APPROVED BY GARLAND TO INSTALL THEIR PRODUCTS. A COMPETITIVE SELECTION PROCESS WILL BE FOLLOWED FOR THE OWNER'S REP /ROOF CONSULTANT.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: M	Urgency: H	Ability: Able	Planning: No plan
		Previous BEST Grants: 1 - \$285,560	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$306,644.36	Historical Significance:	N/A
Current Applicant Match:	\$459,966.54	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$766,610.90	Will this Project go for a Bond:	2013 Bond
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	60
Previous Matches:	\$0.00	Actual Match Provided:	60
Affected Pupil Number:	424	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	51,510	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$13.53	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$1,643.68	Who Owns the Facility:	District
Sq Ft Per Pupil:	121.49	Does the Facility Have Financing:	NA
Per Pupil Allocation to Cap Reserve:	\$0.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3	NA	
District FTE Count:	2,383.90	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$151,816,400.00	Outstanding Bonded Debt:	\$12,725,000.00
PPAV:	\$63,684.00	Total Bonding Capacity:	\$30,363,280.00
Unreserved General Fund FY1011:	\$796,384.12	Bond Capacity Remaining:	\$17,638,280.00
Median Household Income:	\$83,865.00	Percent Bonding Capacity Used:	42
Free Reduced Lunch %:	17.28	Existing Bond Mill Levy:	10.588
Match Source Detail:	2013 Bond/General Funds		

CANON CITY RE-1 - Canon City MS - MS Fire Alarm Replacement - 1925**School Name: Canon City MS**

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	89,000
Replacement Value:	\$25,171,352
Condition Budget:	\$12,579,071
Total FCI:	49.97%
Energy Budget:	\$31,150
Suitability Budget:	\$3,822,100
Total RSLI:	12%
Total CFI:	65.3%
Condition Score: (60%)	2.55
Energy Score: (0%)	3.27
Suitability Score: (40%)	3.90
School Score:	3.09

**Assessment Findings:**

Scope item: To replace the balance of the roof that was awarded under cycle FY11-12. The section that was damaged by hail that was under an insurance claim.

Assessment findings: The assessment acknowledges the need to replace the entire roof. It has not been updated with the partial replacement of the roof.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: CANON CITY RE-1

Applicant Priority #: 1

County: FREMONT

Cash Grant Score: 1.6

Project Title: MS Fire Alarm Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Replace/upgrade fire alarm system at Cañon City Middle School (CCMS). BEST grant funding is being applied for due to lack of other funds to complete the project in a timely manner. Although the existing fire alarm system is working, it does not meet current fire code and is becoming extremely difficult to maintain and to find replacement parts for in order to keep the system in an operational condition. The existing system was installed in the 1960's and has a limited number of pull stations, horns and smoke detectors and does not have strobes or duct detectors. Additionally, the existing fire alarm system is not addressable, does not have call-out capability and is not monitored. Replacement/upgrade of the fire alarm system will improve the school environment and student/staff/visitor safety.

The District completed a number of capital projects from 2003 through 2011. Capital construction bond projects were funded by the 2003/2004 Capital Construction Bond issue. Heating/Ventilation/Air Conditioning (HVAC) projects were funded using a combination of Qualified Zone Academy Bond (QZAB) and Lease/Purchase financing. Recent capital projects, including the demolition of a portion of the old Harrison Elementary School, installation of a new running track at Cañon City High School and completion of a facilities study were funded using funds previously accrued and reserved in the District's Capital Reserve Fund. In fiscal year 2012-13 the District is using Capital Reserve Fund fund balance to cover its fixed obligations, including QZAB and Lease/Purchase payments. This will significantly reduce the amount of emergency Capital Reserve funds available. The District is applying for BEST Grant funds in an effort to 'leverage' the limited amount of available funds for 'matching' in order to complete fire alarm system upgrades/replacements for out of compliance schools in a two to three year time frame. Without BEST Grant assistance it is projected that the upgrade/replacement of fire alarms will occur over a five to ten year timeframe.

The District contracted with Christiansen, Reece & Partners, P.C. to complete a district-wide facilities study. The study was completed in May 2012. A copy of the facilities study report was previously submitted – file included on enclosed CD. The study shows that the District has excess capacity at several schools. None of the buildings that BEST Grant funds are being applied for have been considered for closure. The District did move the Exploratory School Program from the Madison School location to the Skyline Elementary School. The Madison site is now listed for sale and Skyline was renamed to Cañon Exploratory School. Additionally, the Garden Park High School (GPHS) alternative high school program was relocated to available space at Cañon City High School. The GPHS site is also listed for sale as the District works towards reducing the amount of space it owns and maintains.

Additional information is included in the following exhibits:

- Exhibit -A-: Complete write ups for items 2) and 3) of application
- Exhibit -B-: Cañon City Fire Protection District letter
- Exhibit -C-: Project budget
- Exhibit -D-: Project timeline
- Exhibit -E-: Project Management Plan
- Exhibit -F-: District School/Site location map

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Exhibit -G-: Floor plans – Cañon City Middle School

Exhibit -H-: SimplexGrinnell fire alarm reports

Exhibit -I-: District-wide Facilities Study previously submitted

Exhibit -J-: Enclosure: CD with project photos, District map, school floor plans and facilities study

Deficiencies Associated with this Project:

The existing fire alarm system is outdated and does not comply with the current version of the State adopted International Fire Code. The existing system is a high-voltage system that is challenging to maintain and it is difficult to find replacement parts. The existing system has a limited number of pull stations, horns and smoke detectors and does not have strobes or duct detectors. Additionally the system does not have call-out capability, is not addressable and is not monitored. A small area of the school – the 2005 locker room addition - is served by a new fire alarm system that ties into the old 1960's system.

Proposed Solution to Address the Deficiencies Listed Above:

The fire alarm system at Cañon City Middle School will be replaced/upgraded with a new system that will meet current State and Local fire code requirements. The proposed system upgrade will provide additional pull stations, horns and smoke detectors, add strobes and duct detectors and call-out and addressable capability. Replacement/upgrade of the fire alarm system will bring the school up to compliance with current fire alarm requirements.

How Urgent is this Project:

Cañon City Middle School was constructed in 1925 with additions in the early 1960's, late 1970's, early 1980's and a small locker room addition in 2005. The existing fire alarm system is over fifty years old and does not meet current fire code requirements. The district does not have current budget resources to replace the fire alarm system in a timely manner. Lack of BEST grant or other assistance will extend the likely replacement/upgrade of the CCMS fire alarm system. CCMS serves 400 students in grades sixth through eighth grade, including a number of special needs students. Replacement of the fire alarm system will improve the school environment and student/staff/visitor safety.

How Does this Project Conform with the Construction Guidelines:

Public schools are required to provide a safe environment for students, staff and visitors. School districts are required to meet safety standards, including the State adopted version of the International Fire Code.

'Section One' of the Capital Construction Assistance Public Schools Facility Construction Guidelines requires schools to 'Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformity with all applicable Local, State and Federal, codes, laws and regulations and provide accessible facilities for the handicapped and disabled'. Section 3.5 states that 'A building fire alarm and duress notification system in all school facilities designed in accordance with State and Local fire department requirements . . .

Although the current fire alarm system is working, it does not meet current State and Local fire alarm requirements and it does not call-out, which requires a staff member to make manual phone calls to alert fire and police that an alarm has occurred.

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

Cañon City Schools has a proactive preventative maintenance program, including the ongoing monitoring of fire alarm system performance. Also, third party inspections on all fire alarm systems are performed annually or more often if there are any concerns with system operation. Fire drills are conducted at all schools at least monthly and any system issues are addressed immediately to ensure student/staff/visitor safety. The district tracks all maintenance items, including fire alarms, through use of the School Dude maintenance program.

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

Cañon City Middle School is over 85 years old and a number of items should be updated in the next few years

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

DISTRICT WILL SPECIFY SIMPLEX GRINNELL PRODUCTS AS THE SYSTEM IS INSTALLED THROUGHOUT THE DISTRICT. DISTRICT WILL CONTINUE WITH THE CURRENT DESIGN TEAM WHICH HAS ASSISTED WITH THE PREVIOUS BEST GRANT FIRE ALARM PROJECTS AS THEY ARE FAMILIAR WITH THE DISTRICTS CURRENT SYSTEMS. THE INSTALLATION WILL BE BID COMPETITIVELY.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Able	Planning: Up to date
		Previous BEST Grants: 1 - \$209,654	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$235,164.17	Historical Significance:	Yes-Granted Exemption
Current Applicant Match:	\$86,978.53	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$322,142.70	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	27
Previous Matches:	\$0.00	Actual Match Provided:	27
Affected Pupil Number:	396	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	99,583	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$2.94	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$739.54	Who Owns the Facility:	District
Sq Ft Per Pupil:	251.36	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$165.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0	NA	
District FTE Count:	3,588.90	Bonded Debt Approved:	\$26,000,000.00
State Financial Watch:	No	Year Bond Approved:	03
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$225,608,846.00	Outstanding Bonded Debt:	\$20,330,000.00
PPAV:	\$62,863.00	Total Bonding Capacity:	\$45,121,769.00
Unreserved General Fund FY1011:	\$1,061,978.12	Bond Capacity Remaining:	\$24,791,769.00
Median Household Income:	\$39,493.00	Percent Bonding Capacity Used:	45
Free Reduced Lunch %:	52.19	Existing Bond Mill Levy:	8.743
Match Source Detail:	Capital Reserve Fund		



Exhibit- B
**CAÑON CITY AREA
FIRE PROTECTION DISTRICT**

1475 North 15th Street
Cañon City, Colorado 81212
(719) 275-8666

February 25, 2013

Cañon City School District RE-1
101 N. 14th
Cañon City, CO. 81212
ATTN: Buddy Lambrecht

RE: Fire Alarm System at CCMS

Dear Mr. Lambrecht,

In regards to the existing fire alarm system at Cañon City Middle School, the following is my opinion as it relates to the general safety and functionality of that system.

As this existing fire alarm system has been through many building re-models over the years, many issues exist which include but may not be limited to:

- The Music/Vocational building is a stand-alone building and also has a separate, antiquated stand-alone system that does not report to the main school.
- Notification existing only in the form of audible horns in some areas. Notification devices not properly spaced and synched.
- Some audible devices do not have the proper decibel level and/or are weak simply due to age. In some areas, when doors to classrooms are closed, these occupants may have trouble hearing that system has activated.
- Inadequate visual notification.
- Some parts are being coming extremely difficult, and in some cases impossible to find, when repairs are needed.
- Systems are in constant need of repair and maintenance due to age and being "worn out".
- Early warning for occupants is compromised, as there is inadequate automatic detection in some areas throughout, thus leading to a good chance of a fire going unnoticed in a closet or other un-occupied area where detection may not exist.
(NOTE: This school was built before the code requirement to have an automatic fire sprinkler system installed, and the minor building re-models have not been substantial enough to trigger this requirement. Due to this fact along with the inadequate fire alarm system, this school in my opinion does not achieve a reasonable degree of life safety.)
- This existing system is not monitored by an approved outside monitoring agency, to automatically notify the fire department to respond to an alarm.

This existing fire alarm system has been allowed to remain and be maintained as an “existing, previously approved system” as allowed by the Canon City Fire Protection District’s adopted International Fire Code. However it is my opinion that due to the numerous issues noted above, that the system at the above mentioned school is at minimum compromised and inadequate. I have and am still recommending that a properly designed, approved and accepted automatic fire alarm system be installed to entirely replace the somewhat antiquated, inadequate system.

I look forward to assisting you with any questions or concerns that you may have and I wish you the best as you pursue this grant opportunity to further enhance the life safety of the students and staff at the Cañon City Middle School.

Please let me know if I can be of any further assistance to you in this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Tim Slaughenhaupt', written over a horizontal line.

Tim Slaughenhaupt
Fire Inspector II / Colorado State Certified Public School Inspector II (# 08-170077)
Canon City Fire Protection District

NORTH PARK R-1 - North Park ES/MS/HS - Entry Security Vestibule & Re-Key Doors - 1963

School Name: North Park ES/MS/HS

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	97,200
Replacement Value:	\$29,554,283
Condition Budget:	\$10,932,758
Total FCI:	36.99%
Energy Budget:	\$0
Suitability Budget:	\$5,646,800
Total RSLI:	24%
Total CFI:	56.1%
Condition Score: (60%)	2.99
Energy Score: (0%)	2.31
Suitability Score: (40%)	3.71
School Score:	3.28



Scope item: Security vestibule renovation at main entry and building lock upgrade.

Assessment findings: The assessment shows that there is no controlled access at the main entrance as recommended in the CDE Construction Guideline. There is no line of site from the admin area or video monitoring of the main entrance. The assessment also notes that facility is not accessed by key card or key pad.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: NORTH PARK R-1

Applicant Priority #: 1

County: JACKSON

Cash Grant Score: 1.9

Project Title: Entry Security Vestibule & Re-Key Doors

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Sandy Hook tragedy brought student safety to the forefront of everyone's minds. We have one main building which services all PK-12 students. The main entry way allows immediate access to all children. Naturally, we put up a sign that instructs visitors to check in to the office, but I don't believe a dangerous person would stop to do so. Detailed below is what we believe to be a simple fix that will route all visitors through the office.

We are operating in buildings that range in construction from 1949 to 2009 and within those buildings there have been several remodels over time. Our Head of Maintenance carries over 30 keys to have access to all areas. In the event of an emergency we need emergency personnel to have immediate access to all areas without having to fumble through 30+ keys they are unfamiliar with.

Deficiencies Associated with this Project:

The main entry way to the PK-12 building allows immediate access without being routed through the office.

We conducted a lock down/evacuation drill with various agencies. The Sheriff's Office simulated securing an area and then releasing the students to an evacuation rendezvous point. It became immediately apparent that emergency personnel cannot afford to fumble through more than 30 keys to find the right one to release children to a safe area.

The old gym was built in 1949, the main building in 1963, the Ag Shop in 1977, and the old cafeteria in 1978. The main gym was added in 1971, the library in 1998, the elementary wing remodeled in 2006, and a cafeteria addition in 2009. Various contractors over time have led to the 30+ keys needed to have access to all areas where children may be.

None of the keys have ever been copy protected. There are keys floating about the public that give them access to the main doors and beyond. And once one person passes on a copy to a friend, and that friend to another friend and so on, we have no idea how much public access there is to the school district but we do know that there is a lot out there.

Proposed Solution to Address the Deficiencies Listed Above:

There is currently a window into the main office just outside the main entry. We would like to remodel the window into an entry door so that we could leave all the other exterior doors locked and force visitors through the office. The remodel would include a security glass wall to protect the office staff and an entry door to the building with a remote lock release.

This may sound simple but it seems as though few things are. One of the bigger challenges is the rerouting of the heating system. This will require some rerouting through a crawl space which involves some asbestos abatement thus contributing to the cost. The bullet proof glass is quite costly as well.

There are over 150 doors in the North Park School District. Networking the doors would be ideal, as often done in new construction, but retrofitting networked doors is cost prohibitive. A feasible solution would be to have all the cores of the doors replaced from one manufacturer. This way each key would be programmed to allow each employee access to where he/she needs to for his/her job description. And, most importantly, a master key would truly be a master key and emergency

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

personnel would need just one key to move about the buildings to deem areas secure, release students to safety, and have access to areas where children may be injured.

How Urgent is this Project:

The directions say to, "provide a timeframe for when the deficiency must be fixed before failure." Regarding both the secure vestibule and the lock system there is no timeframe before failure. As described above, the potential for failure could happen at any time. Tomorrow a disgruntled parent, student, mentally ill stranger, etc. could walk through the front door and have access to all PK-12 children. And when emergency personnel arrive they would not have quick access to all areas of the district. A deranged person doesn't even have to walk through the front door. None of the keys have been copy protected and we know there are keys floating around the public. A person could get in the building at night and simply hide out until the building is occupied and then do terrible things.

How Does this Project Conform with the Construction Guidelines:

We plan to design and construct the project adhering to the Public Schools Construction Guidelines. This project specifically applies to 3.9:

Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or through a less preferred mechanism like a video camera system. All other exterior entrances shall be locked and have controlled access.

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

Although the district has not invested in a formal Facility Master Plan, we do maintain a Capital Reserve Project Plan internally and we have been able to maintain our schedule even in these financially difficult times of late. We have made it a priority to maintain what we have.

The keys will have to be replaced approximately every five years depending on use. 40 keys at \$65 each equals \$2600 or approximately \$520/year.

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

All of the buildings were originally constructed for use as a school facility. With the exception of the old gym (1949) I would say the facilities are in fair to good condition, especially considering the main building was constructed in 1964. Over the years the district has done a good job of maintaining and not allowing facilities to become dilapidated.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: No plan
Red Flags:	Project scope & budget provided by an ESCO		
If Yes, Explanation:	ESCO provided qualifications statement to help alleviate concerns		
Current Grant Request:	\$80,220.20	Historical Significance:	N/A
Current Applicant Match:	\$77,074.30	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$157,294.50	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	49
Previous Matches:	\$0.00	Actual Match Provided:	49

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Affected Pupil Number:	206	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	97,200	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$1.47	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$694.15	Who Owns the Facility:	District
Sq Ft Per Pupil:	471.84	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$200.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0		NA
<hr/>			
District FTE Count:	174.70	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	Yes	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	2	Year Bond Failed:	
Assessed Valuation:	\$40,179,633.00	Outstanding Bonded Debt:	
PPAV:	\$229,992.00	Total Bonding Capacity:	\$8,035,927.00
Unreserved General Fund FY1011:	\$939,093.11	Bond Capacity Remaining:	\$8,035,927.00
Median Household Income:	\$37,222.00	Percent Bonding Capacity Used:	0
Free Reduced Lunch %:	55.88	Existing Bond Mill Levy:	0
Match Source Detail:	Capital Reserve Fund		

-Facilities Impacted By This Grant Application-

NORTH PARK R-1 - North Park ES/MS/HS - Enclosed Corridor to Connect 2 Buildings - 1963**School Name: North Park ES/MS/HS**

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	97,200
Replacement Value:	\$29,554,283
Condition Budget:	\$10,932,758
Total FCI:	36.99%
Energy Budget:	\$0
Suitability Budget:	\$5,646,800
Total RSLI:	24%
Total CFI:	56.1%
Condition Score: (60%)	2.99
Energy Score: (0%)	2.31
Suitability Score: (40%)	3.71
School Score:	3.28

**Assessment Findings:**

Scope item: Secure corridor addition between Main building and Shop/VoAg building.

Assessment findings: The assessment shows that there is no restricted access at the secondary entrances as recommended in the CDE Construction Guideline. The assessment also notes that facility is not accessed by key card or key pad.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: NORTH PARK R-1

Applicant Priority #: 2

County: JACKSON

Cash Grant Score: 1.9

Project Title: Enclosed Corridor to Connect 2 Buildings

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Sandy Hook tragedy brought student safety to the forefront of everyone's minds. We have one main building which services all PK-12 students regarding core subjects. The agricultural education building is separated by 100 feet of open space to the north or back of the main building. In the past we have left the doors unlocked which provides unmonitored access points. We currently have the teacher walk the students between the buildings during passing periods. This still leaves students and staff exposed during passing periods and cuts into instructional contact time.

Deficiencies Associated with this Project:

Our agricultural education building is separated from the main building by 100 feet. Prior to the Sandy Hook tragedy we left the doors open for students to flow during passing periods. Now these doors remain locked. This requires the teacher to walk the students from building to building each hour. This is certainly better than leaving the doors unlocked, but the purpose is for student safety and this solution still leaves the students and teacher exposed during every passing period. This practice also creates back door access points should someone be waiting during a passing period. Lastly, the teacher is losing valuable transition time from subject to subject while transitioning students which cumulatively cuts into instruction/contact time. Additionally, the winters are severe in North Park, as you can imagine. A corridor would also help alleviate the constant hazard of slipping and falling from snow, ice, and runoff between the two buildings.

Proposed Solution to Address the Deficiencies Listed Above:

The solution we propose is to construct a secure corridor connecting the two buildings. The corridor would not require heating. This would allow students/staff to safely flow between the two buildings and allow teachers to maximize student contact/instructional time.

The shelter will be structurally engineered to include to withstand both wind and snow load. The structure will be prefabricated with steel framing, side panels, and roofing all on a concrete slab. The interiors will be painted steel. It will have exhaust fans for air exchange. The consultant reviewed the proposed plan and ran the IBC code to be sure egress requirements were met.

How Urgent is this Project:

The directions say to, "provide a timeframe for when the deficiency must be fixed before failure." There is no timeframe before failure. As described above, the potential for failure could happen at any time. Tomorrow a disgruntled parent, student, mentally ill stranger, etc. could wait for the passing period and do terrible things. A bad person could wait for the passing period and then gain access to the whole student body through an unmonitored door.

How Does this Project Conform with the Construction Guidelines:

We plan to design and construct the project adhering to the Public Schools Construction Guidelines. This project specifically applies to 3.9:

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

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

walking traffic should flow past the main office area and be visibly monitored from the office either directly or through a less preferred mechanism like a video camera system. All other exterior entrances shall be locked and have controlled access.

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

Although the district has not invested in a formal Facility Master Plan, we do maintain a Capital Reserve Project Plan internally and we have been able to maintain our schedule even in these financially difficult times of late. We have made it a priority to maintain what we have. This is a very simple outdoor corridor which should not require much, if any, maintenance.

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

All of the buildings were originally constructed for use as a school facility. With the exception of the old gym (1949) I would say the facilities are in fair to good condition, especially considering the main building was constructed in 1964. Over the years the district has done a good job of maintaining and not allowing facilities to become dilapidated.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: No plan
Previous BEST Grants: 0			
Red Flags:	Project scope & budget provided by an ESCO		
If Yes, Explanation:	ESCO provided qualifications statement to help alleviate concerns		
Current Grant Request:	\$84,956.00	Historical Significance:	N/A
Current Applicant Match:	\$81,624.40	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$166,580.40	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	49
Previous Matches:	\$0.00	Actual Match Provided:	49
Affected Pupil Number:	206	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	950	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$167.00	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$770.14	Who Owns the Facility:	District
Sq Ft Per Pupil:	4.61	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$200.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0	NA	
District FTE Count:	174.70	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	Yes	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators: 2		Year Bond Failed:	
Assessed Valuation:	\$40,179,633.00	Outstanding Bonded Debt:	
PPAV:	\$229,992.00	Total Bonding Capacity:	\$8,035,927.00

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Unreserved General Fund FY1011:	\$939,093.11	Bond Capacity Remaining:	\$8,035,927.00
Median Household Income:	\$37,222.00	Percent Bonding Capacity Used:	0
Free Reduced Lunch %:	55.88	Existing Bond Mill Levy:	0
Match Source Detail:	Capital Reserve Fund		

Free Horizon Montessori Charter School – PK-8 Roof/RTU/Sitework Project - 1988

School Name: Free Horizon Montessori Charter School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	29,700
Replacement Value:	\$6,314,141
Condition Budget:	\$2,577,543
Total FCI:	40.82%
Energy Budget:	\$0
Suitability Budget:	\$3,531,800
Total RSLI:	25%
Total CFI:	96.8%
Condition Score: (60%)	3.19
Energy Score: (0%)	2.50
Suitability Score: (40%)	2.87
School Score:	3.06



Assessment Findings:

Scope item: HVAC

Assessment findings: The assessment notes the HVAC is beyond its useful life and the carbon dioxide air quality is fair.

Scope item: Roof

Assessment findings: The assessment states the roof is in poor condition with reports of leaks. It is also noted it is beyond its useful life.

Scope item: Site Fence and Parking

Assessment findings: The assessment states there is adequate site circulation, parent drop-off and parking. The assessment notes major fencing inadequacies.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: Free Horizon Montessori

Applicant Priority #: 1

County: JEFFERSON

Cash Grant Score: 1.3

Project Title: PK-8 Roof/RTU/Site work Project

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

If Yes, please explain why: The reason stated was that prior application's scope, which included new construction, was mainly about growth/over-crowding, which is CDE's second priority. CDE's second priority did not get funding during that round.

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

General Background Information and Reasons for Pursuing a BEST Grant:

Free Horizon Montessori is a Jeffco Public Charter School serving children in preschool through 8th grade.

FHM is pursuing a BEST grant because of several serious health and safety issues. There is standing water/drainage that impacts the primary playground and the student loading zone area - the standing water is in the middle of the playground for 3-5 year olds. Standing water generates disease (Dengue Fever, etc) and the mud is too slippery for this age's safety. 3 inches of water has been seen on major rain days, which is a drowning hazard for ages 3-4yrs. The standing water also affects the walkways for the student loading zone (causing ice build-up in winter and thick, slippery algae-buildup in warm seasons, and safety issues). The defective HVAC produces poor oxygen supply and there are regular complaints of dizziness and headaches as a result. Lack of a perimeter fence so close to a major roadway with our young student base is an area of major concern. Further, the roof is leaking into the interior of the school and pooling on the external surface all over the school. Also, the roof has no insulation which causes internal temperature fluctuation and is a waste of energy. Also, the student loading zone has serious deficiencies that continue to cause safety concerns. The parking lot surface is cracking, gapping and crumbling, and the sidewalk is too narrow. This allows children to pop into the asphalt area to fit thru the pick-up crowd. For example, if on an icy day, an SUV slid into the asphalt area that is coned off to widen the student loading zone, but yet the sliding SUV could easily hit a child who was walking in the asphalt area of the parking lot because the sidewalk is only 3 feet wide.

FHM looked to several sources in assessing its facility health & safety needs, including Colcon's guidance via the Facility Master Planning process, which is currently underway, the CDE School Assessment Report, the Xcel Energy Assessment report, a roofing review from Garland Roofing, a site visit from CounterTrade's security specialists, and The Report and CCAP Schools Facility Construction Guidelines.

From the CDE School Assessment report, we see the following evidence for our need for capital improvements:

- At 2.19, FHM had the 2nd lowest Facility Suitability Score in the entire Jeffco Public Schools district.
- At 3.19, FHM's Condition Score was in the bottom 15% of Jeffco's 165 schools.
- At 100.7% CFI, FHM had the 8th worst score. Of the bottom 10, 4 are charter schools and 2 are district alternative schools serving at-risk students, indicating that non-traditional schools have greater need than typical schools within Jeffco for addressing facilities needs.

FHM takes its obligation to maintenance the facility very seriously, and over the years has worked with the District and others to prolong the usefulness of the facility. The maintenance program has served us well in extending the life of many systems in our original building. In order to provide a safe and healthy environment for students and staff, however, FHM needs to address the serious health and safety issues present in the facility. FHM hopes to partner with the BEST program to address these critical and urgent health & safety-related facilities needs.

Deficiencies Associated with this Project:

Roof Deficiency

The roof has passed its expected life span and warranty. Installed in 1988, the roof was predicted to have a 20-year service

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

life. "The system age is either beyond the expected life or does not meet the intended performance" under the Guidelines. It is recommended to be replaced. "...the potential failure of its components or in order to meet the performance guidelines for this system...The system should be replaced" (2010 CDE School Assessment Report).

The current roof assembly is comprised of a white vinyl cap sheet installed in 2005 on top of the original 1988 built-up roofing system. The original built-up roof system is a 7-ply system over ½" fiberboard over steel deck on steel joists. The roof system lacks both insulation and appropriate, consistent slope. No insulation was installed in the original roof. The existing roof slope = ¼-12. Several existing roof drains are set higher than the field of the roof, so past ponding is evident (see photos for current ponding). Roof warranties have expired.

Brown, stained acoustic ceiling tiles within the school indicate that the roof above has leaked in the past or is currently leaking. Whenever there are leaks, it takes a significant amount of time to find the leaks and have them repaired.

HVAC Deficiency

Complaints about the HVAC system (energy wasting, elevated CO2 levels, rooms too hot or cold) all stem from either the age of the system or the existing configuration of its supply ducts. The lack of adequate fresh air intake is a significant health risk. FHM's clinic receives complaints each year from students, teachers and staff regarding headaches and dizziness, which may be associated to some degree with the air quality.

The HVAC system, with a predicted 15-year service life, was installed in 1988. Now, at nearly 25 years old, "The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be replaced due to increased condition budget needs and the potential failure of components. The 2010 CDE School Assessment Report found the HVAC system "deficient."

The ASHRAE standard for CO2 levels is currently 770 ppm. The school's CO2 levels, measured in 2009 for the CDE School Assessment, were between 917 and 1,020 ppm. These elevated CO2 levels indicate that the HVAC system is not delivering enough fresh air into the building. CO2 is not dangerous, but it is easy to measure and elevated CO2 levels indicate "lack of fresh air". "Lack of fresh air" can increase the likelihood that other gases, dangerous-but-difficult-to-measure, may also be present in higher concentrations.

The current ductwork supply configuration is largely the supply configuration installed for the original 1988 tenant, a call center. Years ago, in the renovation from call center to school, floor-to-ceiling walls were constructed with minimal modifications to the HVAC supply ductwork. This resulted in new, but in many cases, inappropriate HVAC zones. Some classrooms are too hot while others are too cold, because the temperature sensor is not in the classroom. Other classrooms may be served by two sensors from two different HVAC units, which can create competing heating and cooling cycles and wastes energy.

Student Loading Zone & Preschool Drainage Deficiency

The school lacks a safe area for student drop-off and pick-up. The traffic lane for student drop-off and pick-up runs the length of the parking lot along the school. The sidewalk parallel to the road is so narrow that the students cannot wait on the sidewalk, so a portion of the road itself is turned into an impromptu area for pick-up and drop-off each day. Twice a day, for pick-up and drop-off, the low gutter area of the road adjacent the curb is "fenced off" with orange traffic cones into a student waiting area. School employees carefully direct vehicles so that parents can pull up adjacent the traffic cones. Vigilant traffic direction and careful drivers have kept accidents from happening, but even so, the current pickup/drop-off situation negatively impacts students ages 3 years old to 14 years old.

The drainage issue impacts the Preschoolers (3-5 years old) and the Lower Elementary (ages 6-9) during pick-up and drop-off because the areas both inside the fence and the grass and sidewalk area external to the fence hold standing water frequently due to rain, sprinklers, and a natural spring which drains down Green Mountain and across the region, including our plot of land. Standing water also collects in the parking lot at that end of the property, further confirming an overall water handling issue.

This loading zone deficiency has a high risk of injury and accident (especially vehicle accidents in our preschool pick up zone and accidental drowning among 3 & 4 year olds) among children, students and adults, and to reduce the risk of water-borne disease in our population.

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The surface condition of the current parking lot is also poor and in need of repair and repainting. As noted in the CDE School Assessment Report from March 2010, the recommendation for the parking lot was to have it replaced. The parking lot has had significant deferred maintenance there are large areas of the parking lot that have cracks and missing sections of asphalt. Large majorities of all of the striping and markings have deteriorated and are not visible. There is a major drainage problem at the west end of the parking lot which causes the water to pond in that area. The water does not flow to the drainage outlets and contributes to the safety issue noted in the Student Loading Zone section. There is usually an abundance of ice-buildup in the winter and algae-buildup in the spring/summer.

Perimeter Fence

The top priority security item was the lack of a secure boundary (aka, fence) between our sports / outdoor green space and the I-70 freeway. There is about 100 yards between our soccer field edge and the freeway, and no fencing exists to prevent a student from getting to the freeway or a freeway driver from accessing our property.

The security specialists identified this deficiency as a higher priority than our lack of video surveillance. Possible scenarios that FHM wants to avoid are runaway children or students who can easily reach the freeway or a "mal-intent" (criminal) using the freeway as a "base" from which to steal a student and make a quick get away.

Proposed Solution to Address the Deficiencies Listed Above:

Roof Solution

Leave the current roof assembly in place. Over the top of the current roof assembly, add tapered polyisocyanurate insulation (6" minimum thickness) and unballasted mechanically-attached EPDM membrane. The roofing system will benefit from insulation, which will save energy. A black membrane roof with a high Solar Reflective Index (SRI) would further enhance energy performance of the entire roof system. The newly installed roof membrane will be purchased with a 20 year roof warranty. All of the manufacture required warranty requirements will be put in place and training will be given to the current Free Horizon Montessori facility staff as well as documented for future facility staff. Our operations budget will be adjusted to reflect the cost of warranty maintenance and repair requirements.

Replacing the roof, at the same time as the roof top units, would be especially beneficial because any new insulation, roof top unit curbs / adapter curbs, and flashing will all be coordinated and the work will be at done at one time.

HVAC Solution

Replace the roof top units, where necessary, adjust supply ducts to facilitate efficient and effective heating and cooling.

Provide a new Building Automation System (BAS) and controls to manage the new HVAC system, provide appropriate HVAC zones and gain efficiencies from the new system.

The Jefferson County School District is going to provide eleven new Roof Top Units to replace our existing RTUs. These RTUs are being funded with 3B bond money which voters passed in November 2012. The school district will supply the RTUs, curbs as required, deliver of the units to the roof, attachment to the curbs, reconnection to the utilities, connection to the supply and return duct work.

It is our responsibility to pay for the work to modify the existing duct work, BAS and controls. We will also have to pay for any HVAC system commissioning and Testing and Balancing (T&B) services which are required.

Jeffco's planning team provided a document showing 9 RTUs worth \$205,000. FHM and Jeffco have a signed agreement for 11 RTUs. Since there is an ambiguous situation here on the scope of work, FHM reviewed the issue with Jeffco, and the BEST consultant. The result was that a conservative assumption was made to straight-line increase the value to match the 11 RTUs quantity. This assumes the specs are the same among the units. The result is \$250,555 after adding 2/9ths of \$205k to the original amount. Our project budget reflects the \$250,555 figure to reflect the value of the Jeffco 3b RTUs.

Student Loading Zone & Preschool Drainage Solution

The solution has three parts: preschool yard drainage adjustments, sidewalk enlargement, and parking lot renovation. In all three parts, the drainage issue will be repaired.

The drainage solution is as follows: With the input of a civil engineer, we will install a collector at the sidewalk area noted in the photos, pipe the water to the drain which is currently in the lower elementary school playground. We currently have

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anticipated that with the corrective work in the parking lot that there will be some slope modifications to get the water into the drain instead of pooling in the roadway. The piping of the water to the existing drain and piping, will remove the standing water out of the play area, allowing for the children to have full access to the play area.

The sidewalk solution in more detail is as follows: Construct a safe, off-road waiting area for student pick-up and drop-off which is in compliance with the Colorado Department of Education – Public School Facility Construction Guidelines section 3.18. We propose to widen the existing sidewalk to a minimum of ten feet wide. This will allow the students to stand on the sidewalk instead of in the roadway for pick-up and drop-off.

The parking lot solution in more details is the following: remove and replace certain sections of the parking lot which are damaged beyond repair. Adjust the west end of the parking lot so that water will drain to the appropriate drainage outlet and into the storm sewer. Once the areas that need to be patched are repaired are done, we plan on applying crack seal and seal coat on the rest of the parking lot and then restriping the entire parking area with new parking stalls, ADA symbols and directional symbols to help provide guidance for vehicular traffic as well as pedestrians. Repairing, sealing, and re-painting the parking lot will clearly designate direction of traffic flow, delineate parking spaces, mark designated handicapped spaces, and provide appropriate crosswalk markings. See the Free Horizon Montessori School – Area Map for the appropriate location.

Perimeter Fence

Construct a 6-foot tall chainlink fence along the perimeter of Free Horizon Montessori's property, enclosing the currently usable sports area. This fence will have at least one large vehicle gate and one standard pedestrian gate. It will encircle the full outdoor/sports area and connect at the existing fence's corners. See the Free Horizon Montessori School – Area Map for the appropriate location.

How Urgent is this Project:

Roof Urgency

This item is critical to the health and safety of our students. The expected life of the roof system expired nearly 5 years ago. Water has leaked into the spaces below. Replacing the roof will increase energy efficiency and decrease operating costs as well as prevent water leaking in the building. We would like to do this work the summer of 2014 in conjunction with the replacement of the HVAC equipment.

HVAC Urgency

This item is urgent due to the apparent negative impact to people's health and safety. There is some indication that poor air quality exists based on the CDE's objective assessment. The lack of adequate fresh air intake is a significant health risk. FHM's clinic receives complaints each year from students, teachers and staff regarding headaches and dizziness, which may be associated to some degree with the air quality. The expected life of our HVAC system expired nearly 10 years ago and the system is showing sign of deterioration. Jefferson County's timeline for their 3B Bond project is summer 2014, so FHM has an important opportunity to attempt to meet its most critical roof-centric facility needs at the same time.

Student Loading Zone & Preschool Drainage Urgency

This loading zone deficiency is urgent to prevent injury and accident (especially vehicle accidents in our preschool pick up zone and accidental drowning among 3 & 4 year olds) among children, students and adults, and to reduce the risk of water-borne disease in our population.

Perimeter Fence

The security specialists identified this deficiency as a higher priority than our lack of video surveillance. Possible scenarios that FHM wants to avoid are runaway children or students who can easily reach the freeway or a "mal-intent" (criminal) using the freeway as a "base" from which to steal a student and make a quick get away.

How Does this Project Conform with the Construction Guidelines:

Roof Guidelines 3.2 - 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 approved by the roofing manufacturer to install the specified roof system and shall receive the specified warranty upon completion of the roof.

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Roof Guidelines 3.2.1.2. Ethylene Propylene Diene Monomer (EPDM). It is a low-sloping roof.

HVAC Guideline 3.11 A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes.

HVAC Guidelines 3.12 Healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems or operable windows and by reducing outside air and water infiltration with a tight building envelope.

Student Loading Zone & Preschool Drainage Guidelines Section 3.18 A site that safely separates pedestrian and vehicular traffic and is laid out with the following criteria:

Student Loading Zone 3.18.1. 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. This effort should include planning dedicated turn lanes;

Student Loading Zone 3.18.2. When possible, provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking. Curbs at bus and vehicle drop-off and pick-up locations shall be raised a minimum of six inches above the pavement level and be painted yellow.

Student Loading Zone 3.18.3. 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. Do not load or unload students where they have to cross a vehicle path before entering the building. It is recommended all loading areas have "No Parking" signs posted;

Student Loading Zone 3.18.4. Solid surfaced staff, student, and visitor parking spaces should be identified at locations near the building entrance and past the student loading area;

Student Loading Zone 3.18.5. Provide well-maintained sidewalks and a designated safe path leading to the school entrance. Create paved student queuing areas at major crossings and paint sidewalk "stand-back lines" to show where to stand while waiting. Except at pick-up locations, sidewalks shall be kept a minimum of five feet away from roadways. There should be well-maintained sidewalks that are a minimum of eight feet wide leading to the school and circulating around the school;

Perimeter Fence Guidelines 3.19.1

A safe and secure site with outdoor facilities for students, staff, parents, and the community, based on the following criteria; 3.19.1. New school sites should be selected that are not adjacent or close to [...major highways, liquor stores or other adult establishments, landfills, waste water treatment plants, chemical plants, electrical power stations and power easements, or other uses that would cause safety or health issues to the inhabitants of the school. Consider fencing around the perimeter of the school sites with gates to control access. Gates shall have the capability to be locked to restrict access if desired;

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

Free Horizon Montessori maintains a Repair and Replacement Fund for building maintenance by contributing \$25,000 each year until the fund reaches \$150,000. As of December 2012, the fund held \$64,590 and FHM is making its regular contributions. By July 31, 2013, this fund should contain \$75,000. Alongside the Repair and Replacement capital fund, the annual operational budgeting process includes the collaboration with our Facility and IT department leads to identify any repair or replacement needs. Annual PPR-based revenues are allocated toward the near-term maintenance projects one year in advance.

Free Horizon Montessori anticipates that its mechanical system can last 20 years as long as the regular service is provided to its HVAC units. Regular service includes yearly cleaning and inspections with monthly change out of filters or per manufacture

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

specified guidelines. Currently, this service is estimated at \$5,000 annually. The roof is expected to need less maintenance with a service life of 20 years or less, with yearly inspections and patching as needed to extend usable life. No regular maintenance is expected on the primary drainage fix. The parking lot requires annual assessment which results in periodic surface and crack repair. Free Horizon Montessori plans to set aside about \$1,500 annually for those periodic repairs. Also, the Facility Master Plan should provide more specificity to the annual budgeting process by highlighting a timeline that assets should be evaluated for repair or replacement.

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

FHM conducted a thorough search at the time the 581 Conference Place facility was selected. The search considered the geographic location, academic needs and suitability of a facility. The 581 Conference Place facility was selected because it best fit the needs of FHM, and required the least renovations to make it suitable for a school facility. At the time no other suitable facilities fit the needs of the school. The original configuration of the facility was intended for its historical use: call center.

It had few rooms and lots of large open spaces.

The first round of renovations included classrooms and additional restrooms. Later, during "phase 2" renovations, 5,000 square feet of classroom, restroom, office, and storage space were added. Other enhancements addressing some needs outlined in FHM's School Assessment Report that have been completed include:

- Incorporating natural light by installing windows in 2 exterior classrooms and solar tubes in 2 interior classrooms, our library, and cafeteria,
- Mounting signage on our building near our front entrance,
- Adding bicycle storage rack,
- Enlarging our administrative office area to include a dedicated clinic with running water, special education classroom, and larger special education office.

Although the facility has required some renovations to make it a suitable school facility, this is common with charter schools, and as noted above, the comprehensive search conducted demonstrated that the 581 Conference Place facility was the best match for a school.

Many of the current issues were not present or known at the time the original facility was purchased by FHM. At the time the facility was chosen, we could not have known that the HVAC system would become defective or that it would result in poor oxygen for the school causing sickness in staff and students. The roof also did not leak at the time the facility was purchased and now causes health and safety issues. The inadequate drainage was also not known or apparent during the selection phase, and the student drop off area has deteriorated over time with use. These issues, and their effects on student and staff, were not known or apparent at the time the facility was chosen, but have resulted in serious health and safety issues that need to be addressed. Our maintenance and upkeep programs will allow us to manage and maintain any new renovations.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

not applicable.

CDE COMMENTS:

Health, Safety
 Overcrowding
 Technology
 Other
Importance: M **Urgency:** H **Ability:** Not Able **Planning:** Up to date **Previous BEST Grants:** 0

Red Flags:

If Yes, Explanation:

Current Grant Request:	\$641,539.92	Historical Significance:	N/A
Current Applicant Match:	\$345,444.57	Does this Qualify for HPCP:	Not Required

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Total Project Cost:	\$986,984.49	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	35
Previous Matches:	\$0.00	Actual Match Provided:	35
Affected Pupil Number:	375	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	35,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$25.64	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$2,392.69	Who Owns the Facility:	3rd Party
Sq Ft Per Pupil:	93.33	Does the Facility Have Financing:	CECFA bond held
Per Pupil Allocation to Cap Reserve:	\$69.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	1.5		Free Horizon Montessori has confirmed that re-locating is not feasible in Jefferson County. To answer this question in the rare chance that the charter school aimed to re-locate, then, it would sell the property & facility. In the case that the charter school ceases to exist, the CECFA bondholders gain the facility.

District FTE Count:	425.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	1	Year Bond Failed:	
Assessed Valuation:		Outstanding Bonded Debt:	
PPAV:		Total Bonding Capacity:	
Unreserved General Fund FY1011:		Bond Capacity Remaining:	
Median Household Income:		Percent Bonding Capacity Used:	
Free Reduced Lunch %:	14.59	Existing Bond Mill Levy:	
Match Source Detail:	Capital Reserve Fund and In-Kind District Bond Funds (District supplying 11 RTU's for project)		



Building Bright Futures

1829 Denver West Drive, Building #27

P.O. Box 4001

Golden, Colorado 80401-0001

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web site: www.jeffco.k12.co.us

February 1, 2013

Ted Hughes, Director
Capital Construction Assistance
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Mr. Hughes,

Jeffco Schools fully supports Free Horizon Montessori's BEST application to the Colorado Department of Education to replace an aging, inefficient HVAC system and leaky roof in their facility, mitigate drainage issues in a preschool playground, and repair their parking lot. Our district's Call to Action ensures a safe learning and working environment for all school and department personnel. These funds, combined with matching funds raised from fundraising, private grants, private bonds and a private loan, will support this initiative.

We not only support this project, but are also proud to support Free Horizon in their mission to inspire children to learn and grow as global citizens.

Sincerely,

A handwritten signature in black ink that reads "Cynthia Stevenson". The signature is written in a cursive style.

Cynthia Stevenson
Superintendent

THOMPSON R-2J - Mary Blair ES - ES Roof Replacement - 1973

School Name: Mary Blair ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	61,300
Replacement Value:	\$15,088,105
Condition Budget:	\$6,865,861
Total FCI:	45.51%
Energy Budget:	\$0
Suitability Budget:	\$2,244,900
Total RSLI:	15%
Total CFI:	60.4%
Condition Score: (60%)	3.14
Energy Score: (0%)	2.98
Suitability Score: (40%)	4.18
School Score:	3.56



Assessment Findings:

Scope Item: Partial Roof Replacement

Assessment findings: Assessment shows roof is in very poor condition and leaking, though there is positive drainage.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: THOMPSON R-2J

Applicant Priority #: 1

County: LARIMER

Cash Grant Score: 1.5

Project Title: ES Roof Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

School staff concerns with poor indoor air quality due to wet materials, roofing specialist concerns with integrity of decking, and a bond issue being at least two years away underscore the urgency for a partial roof replacement at Mary Blair Elementary School (MBES) in the Thompson School District (TSD).

TSD is seeking a BEST grant to replace the portions of the MBES roof, where the membrane has failed. The most severe and urgent areas cover 29,700 sf of the 49,144 sf roof. MBES is one of Thompson School District's 20 elementary schools with a student population of 471.5 FTE. The school, which sits on 7.4 acres, opened in 1973 with addition of a half gym and classrooms in 1991 through a bond issue. The 2009-2010 BEST assessment rated the facility's CFI at 57.7 percent. Mary Blair has a very active student community and the gymnasium houses not only school activities but before-and-after school care as well as other after-school events and activities. On average, the school hosts about 350 events per year, according to the district's Facilities Use records with 371 as of June 2012.

According to the CDE School Assessment report from January 2010, the roof was listed as a Priority 3 with necessary replacement in 2-5 years. It was noted at that time that the roof was already past its life cycle and failing.

The current roof was installed in 1991 and its warranty has expired. At the time, a 45 mill roof was considered acceptable, with an estimated life span of 20 years. The Mary Blair replacement was not included in the 2005 bond issue because of this. Issues surfaced shortly thereafter. Work orders regarding the Mary Blair roof continue to plague the Facilities Services staff. One year after the warranty expired, there were four work orders and the numbers have become progressively worse with five in 2008, six in 2009, and 12 in both 2011 and 2012.

Current acceptability is for a minimum of a 60 mill roof, preferably a 90 mill. The Mary Blair roof is considered in the worst condition of all of the district's 30 schools and buildings and is at the top of the project list (see appendix A roof replacement schedule). The district has had several school roof systems fail and was able to handle one through a previous BEST Grant for Loveland High School. Three other roofs on the urgency schedule were replaced through savings in 2005 bond projects.

Deficiencies Associated with this Project:

The roof is failing and poses a safety risk to students and staff as leaks and threats to the roof structure persist. Major issues are with the integrity of decking, should it rust, as well as potentially poor indoor air quality from wet materials because of the weeping from the deteriorating membrane. When it rains, leaks are reported in nearly every classroom on the north side of the building in the valleys. Leaks have also begun to spring on the south side with increased ceiling stains appearing in the classrooms.

The academic wing on the west side, which captures the most direct sun, received an acrylic coating over the EPDM as an energy initiative. This helped to prolong the roofing system. Where there is not coating is where the system is failing first. The gym roof membrane is wearing out on the entire system. Health and safety issues abound, particularly in the large gym, where the roof leaks on a regular basis. Patching can be seen throughout the roof area and ceiling leaks can be seen through numerous paint jobs.

Proposed Solution to Address the Deficiencies Listed Above:

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

TSD is seeking a BEST grant to replace the portions of the MBES roof where the membrane has failed. The most severe and urgent areas cover 29,700 sf of the 49,144 sf roof.

While a total roofing project would be desired, the district does not have the matching funds. The most severe areas have been identified in three sections. One is 5,700 sf; one is 6,200 sf and one is 17,800 sf; for a total of 29,700 sf of the total 49,144. The current roof was installed in two parts with the first section being installed in 1991 and the second in 1992. For this project, the district is focusing on the 1991 project, a system that was a 45 mill Carlisle EPDM mechanically attached roofing system.

How Urgent is this Project:

Quarterly inspection reports reveal continued degradation of the roof. The district is facing potential catastrophic failure if the roof is not repaired this year. The district went for a mill levy override in 2011 and it failed miserably. Because of the community climate, it is anticipated to be at least two years before the district will go for a bond issue. As with other districts throughout the state, budget shortages have provided very little wiggle room. For the 2013-14 school year, the district has a total of \$450,000 to spend on all capital improvement projects. The cost of this roof repair alone without assistance would absorb 82 percent of that amount.

How Does this Project Conform with the Construction Guidelines:

The sections are 3.2, 3.2.1, 3.2.1.2 - the detailed description is:

Construction will conform to the Colorado Public School Facility Construction Guidelines. Design specifications will ensure a weather-tight roof that drains positively off of the roof and discharges water away from the building. Design features will include a low-slope roof with slopes of less than or equal to 3:12 (14 degrees) and be of a water impermeable or weatherproof material - most likely 90 mil EPDM single ply. SRD&K consultants will provide design specifications and technical assistance as well as consult with Thompson School District in the selection of a qualified installation contractor. The installation contractor will be approved by the roofing manufacturer and the membrane will have a warranty of at least 20-25 years. Roof hatch access will be located interior to the building and access ladders will be located in locked and restricted access rooms. Roof hatches will be secured shut via locks and chains. Energy efficiency measures will include polyisocyanurate insulation at a height of 3-6 inches and a roof thermal value of R-30. A watertight warranty will include a 2-inch diameter hail resistance and 100 MPH wind-speed coverage. The district will attempt to recycle some of the membrane rubber, though much of it will be damaged. We will also reuse any insulation that is not wet or damaged.

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

Preventative Maintenance tasks will conform to the CDE publication "A Guide to Maximizing the Life of your Roof through Preventive Roof Maintenance." The district employs a full-time building specialist - roofing, who has over 20 years' experience in roofing installation and maintenance. Warranty work will be coordinated through the roofing material manufacturer. Non-warranty work will be completed by the in-house roofing specialist. Funding comes through the capital renewal budget and the annual operational budget. The annual operational budget for non-warranty work is \$13,500 and the annual capital renewal roofing budget is between \$300K and \$500K. Quarterly roofing inspections and cost tracking are completed using the School Dude maintenance work order system. A written inspection report provides additional information on warranty items, vandalism, or other maintenance needs and is stored on the maintenance shared drive as well as kept in the roofing files in hard copy. Inspection items include but are not limited to: debris on roof, roof drains, structural deformities, cracks, alligatoring, blisters, fishmouths, ponding, fasteners, base flashing, counter flashing, coping, roof penetrations, expansion joints, pitch pockets, mansards and shingles.

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

N/A The district built this school and this is a partial roof replacement.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

N/A

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: M	Urgency: H	Ability: Able	Planning: Up to date
		Previous BEST Grants: 1 - \$496,650	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$203,808.00	Historical Significance:	N/A
Current Applicant Match:	\$220,792.00	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$424,600.00	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	52
Previous Matches:	\$0.00	Actual Match Provided:	52
Affected Pupil Number:	405	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	29,700	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$13.00	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$818.58	Who Owns the Facility:	District
Sq Ft Per Pupil:	62.98	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$181.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3	N/A	
District FTE Count:	14,489.20	Bonded Debt Approved:	\$89,215,000.00
State Financial Watch:	No	Year Bond Approved:	05
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$1,269,256,949.00	Outstanding Bonded Debt:	\$113,593,544.00
PPAV:	\$87,600.00	Total Bonding Capacity:	\$253,851,390.00
Unreserved General Fund FY1011:	\$25,413,926.97	Bond Capacity Remaining:	\$140,257,846.00
Median Household Income:	\$61,212.00	Percent Bonding Capacity Used:	45
Free Reduced Lunch %:	35.86	Existing Bond Mill Levy:	9.655
Match Source Detail:	Capital Reserve Fund		

THOMPSON R-2J - Berthoud HS - HS Athletic Field Bleacher Replacement - 1981

School Name: Berthoud HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	141,400
Replacement Value:	\$44,735,487
Condition Budget:	\$14,548,878
Total FCI:	32.52%
Energy Budget:	\$0
Suitability Budget:	\$5,520,700
Total RSLI:	34%
Total CFI:	44.9%
Condition Score: (60%)	3.23
Energy Score: (0%)	3.08
Suitability Score: (40%)	4.51
School Score:	3.74



Assessment Findings:

Scope Item: Bleacher replacement

Assessment findings: No assessment criteria available for bleachers.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: THOMPSON R-2J

Applicant Priority #: 2

County: LARIMER

Cash Grant Score: 1.9

Project Title: HS Athletic Field Bleacher Replacement

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

If Yes, please explain why:

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other Please Explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Bleacher replacement at Max Marr Field, BHS |

General Background Information and Reasons for Pursuing a BEST Grant:

The original 30-year-old bleacher system at Max Marr Field at Berthoud High School(BHS)provides seating for nearly 800 for the school's football soccer and track competitions, graduation and several community athletic events.

BHS is the only high school serving the tight-knit Berthoud community with a population of 5,100 in a rural setting nestled between Loveland and Longmont, CO within the Thompson School District.

BHS serves about 646 students. The school offers a comprehensive curriculum as well as a breadth of co-curricular and extra-curricular activities. Max Marr Field is the only outdoor venue in the town that can hold a graduation or a football field and track. It is part of the community's profile.

The high school opened in 1981 and Max Marr Field came shortly after in the 1982-83 school year. These original metal bleachers are posing immediate safety concerns.

Deficiencies Associated with this Project:

These original metal bleachers are posing immediate safety concerns. The most recent inspection labeled the bleachers as "unsafe", citing several code compliance problems. Included was structural integrity compromised due to fire damage; gaps between the top row and the press box; no handrails, insufficient exits; loose guard rails and no ADA designated seating. The inspection cited many code violations through CPSC ICC, ANSI, ADA and NFPA and UBC) and creating an atmosphere of fear for the safety of students. Included was a thorough examination of the under structure, safety devices, row locks, unit alignment, anchoring system, guard rails, seats, risers, foot boards, skirt boards, and overall condition as compared with manufactures original specifications as well as current related building and safety code standards and guidelines. The current bleacher system is not compliant with ADA.

Proposed Solution to Address the Deficiencies Listed Above:

The Thompson School District intends to totally replace the bleachers, installing a concrete foundation and under-bleacher slab. The system will fit around the press stand to avoid issues that currently exit where there is enough space between the bleachers and press box for a person to fall through. New bleachers will support the school athletic and community events by providing a gathering place for neighborhood families to watch sporting events, band competitions and strengthening community-school partnerships.

How Urgent is this Project:

While the overall structure is metal and sound, the issues are numerous and underscore the continuing safety threat to audiences using the facility. The issue must be fixed in the next school year, starting as early as possible without disrupting the football season. Failure could come at any time and extreme caution must be extended during these times.

How Does this Project Conform with the Construction Guidelines:

PSC: 1.21, 1.2.4, 1.2.7, 1.2.8, 3.1, 3.17 and 3.3. The inspection performed in February 2013 cited several different monitoring agencies. Portions of PSC Guidelines that primarily affect this project include: 3.1 regarding sound building and structural systems; 3.3 egress; and 3.17 ADA compliance. The International Building Code is used to identify issues regarding safety,

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

egress and ADA requirements. This code is integrated into the District Construction Standards. This project also conforms to the Public School Facility Construction Guidelines by addressing life safety and health issues. The existing bleachers are unsafe and do not meet the current codes regarding egress and ADA compliance.

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

The plan to maintain the new bleachers is through annual inspections by a structural engineer registered with the State of Colorado. These inspections and minor maintenance is budgeted at \$1200.00 per year. The life cycle of a galvanized steel frame and aluminum planks for outdoor bleachers is 40 to 50 years.

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

N/A The district built the school and fields This is a bleacher replacement

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

N/A

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Able	Planning: Up to date
		Previous BEST Grants: 1 - \$496,650	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$91,808.64	Historical Significance:	N/A
Current Applicant Match:	\$99,459.36	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$191,268.00	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	52
Previous Matches:	\$0.00	Actual Match Provided:	52
Affected Pupil Number:	646	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	5,074	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$35.90	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$281.98	Who Owns the Facility:	District
Sq Ft Per Pupil:	7.85	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$181.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0	N/A	
District FTE Count:	14,489.20	Bonded Debt Approved:	\$89,215,000.00
State Financial Watch:	No	Year Bond Approved:	05
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$1,269,256,949.00	Outstanding Bonded Debt:	\$113,593,544.00
PPAV:	\$87,600.00	Total Bonding Capacity:	\$253,851,390.00

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Unreserved General Fund FY1011:	\$25,413,926.97	Bond Capacity Remaining:	\$140,257,846.00
Median Household Income:	\$61,212.00	Percent Bonding Capacity Used:	45
Free Reduced Lunch %:	35.86	Existing Bond Mill Levy:	9.655
Match Source Detail:	Capital Reserve Fund		

-Facilities Impacted By This Grant Application-

KIM 88 - Kim ES - Renovation and Addition to PK-12 School - 1939

School Name: Kim ES

Number of Buildings:	3
All or Portion built by WPA:	Yes
Gross Area (SF):	14,393
Replacement Value:	\$4,618,599
Condition Budget:	\$3,409,404
Total FCI:	73.82%
Energy Budget:	\$0
Suitability Budget:	\$428,700
Total RSLI:	23%
Total CFI:	83.1%
Condition Score: (60%)	3.15
Energy Score: (0%)	2.31
Suitability Score: (40%)	3.68
School Score:	3.36



Assessment Findings:

Scope item: Site Constraints

Assessment findings: The assessment shows the school being located along a two-way road with traffic counts not exceeding 25,000 a day. It states that students must pass through the area utilized by parents for student drop off. There is a sign warning of the school.

Scope item: Building Safety and Site Security

Assessment findings: The assessment notes that the parking lot, building entrances, and building perimeters appear to be properly lit. Signage is limited. There are no fences. There is no event alert notification system. There is no restricted access at secondary entrances. There are no security cameras.

Scope item: Roof

Assessment findings: The ceiling roof assembly is in fair condition and showing signs of age. The roof cover is noted to be in new condition.

Scope item: Structure

Assessment findings: The structural system is in fair condition.

Scope item: Fire Safety

Assessment findings: The fire alarm system is stated as obsolete. There are no area fire separation walls.

Scope item: Educational Suitability and Overcrowding

Assessment findings: Noted as 83.1% CFI, the school has more non appropriate spaces for learning than appropriate.

Scope item: Electrical

Assessment findings: The major electrical equipment is not at a secured location and it is not fenced. The current lighting levels do not meet electrical lighting codes. Several classrooms were noted to have extension cords.

Scope item: Indoor Air Quality

Assessment findings: The heating system was installed in 2008.

-Facilities Impacted By This Grant Application-

KIM 88 - Kim Jr/Sr HS - Renovation and Addition to PK-12 School - 1939

School Name: Kim Jr/Sr HS

Number of Buildings:	4
All or Portion built by WPA:	Yes
Gross Area (SF):	30,419
Replacement Value:	\$8,894,025
Condition Budget:	\$6,184,492
Total FCI:	69.54%
Energy Budget:	\$0
Suitability Budget:	\$1,867,400
Total RSLI:	18%
Total CFI:	90.5%
Condition Score: (60%)	3.02
Energy Score: (0%)	2.40
Suitability Score: (40%)	3.21
School Score:	3.09



Assessment Findings:

Scope item: Site Constraints

Assessment findings: The assessment shows the school being located along a two-way road with traffic counts not exceeding 25,000 a day. It states that students must pass through the area utilized by parents for student drop off. There is a sign warning of the school.

Scope item: Building Safety and Site Security

Assessment findings: The assessment notes that the parking lot, building entrances, and building perimeters appear to be properly lit. Signage is limited. There are no fences. There is no event alert notification system. There is no restricted access at secondary entrances. There are no security cameras.

Scope item: Roof

Assessment findings: The ceiling roof assembly is in fair condition and showing signs of age. The roof covering is noted to be in new condition.

Scope item: Structure

Assessment findings: The foundation wall in poor condition with evidence of cracks, missing mortar, and evidence of water infiltration. The exterior walls are showing signs of age.

Scope item: Fire Safety

Assessment findings: The fire alarm system is stated as obsolete. There is no fire alarm at the VoAg building. There are no area fire separation walls.

Scope item: Educational Suitability and Overcrowding

Assessment findings: Noted as a 90.5 CFI, indicating that the school has more non appropriate spaces for learning than appropriate.

Scope item: Electrical

Assessment findings: The major electrical equipment is not at a secured location and it is not fenced. The current lighting levels do not meet electrical lighting codes.

Scope item: Indoor Air Quality

Assessment findings: The heating system was installed in 2008. The 1971 gym/cafeteria/1966 VoAg heating systems are original.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: KIM 88

Applicant Priority #: 1

County: LAS ANIMAS

Cash Grant Score:

Project Title: Renovation and Addition to PK-12 School

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

If Yes, please explain why: Although our District applied for a grant last year it was denied funding. This application will include a new design, that we believe is more in-line with the expectations of the CCAB and CDE staff, and the needs of the district. This design focuses on efficiency, campus security, and life safety.

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

General Background Information and Reasons for Pursuing a BEST Grant:

Kim is a ranching community with a population of around 300 people located in the southeast corner of Colorado. For ninety years they have provided a school facility for their families, starting with a half dugout school house to the current five building campus. It is the 13th largest district by land area yet one of the smallest by student population. Existing school facilities total approximately 46,443 gross SF and include 3 historic buildings (Elementary School, Activity Center, and an undivided High School) and 2 non-historic educational buildings (Gymnasium/Cafeteria and Vo-Ag Building). Over the years the structures and systems have developed several problems that result in significant threats to the health and safety of the students and staff.

Our community created a campus sustainability committee including over 40 individuals to examine the needs of the district. This process has taken us over five years, and multiple committee and community meetings. The following deficiencies and the commitment to provide a safe and healthy environment for our students are our incentives for applying for a BEST grant.

Facility assessments along with an extensive master plan identified major health and safety problems including asbestos, poor entry and site security, site flooding and energy inefficient structures and systems. An 80 year old 2-story stone building called the Activity Center is located between the elementary school and high school. In 2010 this building was deemed unsafe by two structural investigations and is no longer in use. A potential full collapse without warning would be catastrophic, as this building is situated above the Pre-K playground. Due to the proximity of the buildings there will be damage to the Elem. and H.S. structures and occupants.

The Elementary School floor is structurally unsound. In addition, there are leaking roofs, flooded basements, no fire detection or fire suppression systems, or Fire Department within 60 minutes and there is no fresh air system. The lack of a single controlled entry, combined with an antiquated fire alarm and communication systems, results in significant security risks throughout the campus. The deteriorating utility systems including sewage backups in the kitchen and water fountains all result in a campus that is neither safe nor healthy.

Adjacencies to enable instructional efficiencies are not in place. There are limited or no facilities to support I.T., distance learning, science prep, music, adequate athletic storage, adequate weight training, and there are no dedicated adult restrooms. Vo-Ag is taught in a pre-engineered non-insulated steel building with inadequate ventilation and exhaust.

Without substantial funding assistance from the BEST Grant process, the District cannot remedy unsafe, deteriorating structures and systems which ultimately impair the students' ability to learn. Based on a contractor's estimate, the funds needed to correct the deficiencies are approximately \$10.0 million. The current bonding capacity of the Kim School District is 2.7 million.

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The members of this conservative community understand the importance of spending wisely and the proposed recommendation accomplishes a balanced solution that provides lasting value while being the most responsible investment of construction funds.

Deficiencies Associated with this Project:

Buildings:

There are numerous health and life safety issues of critical concern at the Kim School District. The School District is housed in five structures ranging in age from 40 years to 75 years old with systems that are past their life expectancy and no longer functioning. All five buildings are missing essential health and life safety improvements including the absence of fire suppression, fire detection, fire alarm, emergency communication systems, unsecured/unmonitored entries, a mechanically controlled fresh air system (resulting in poor indoor air quality), water infiltration in some areas causing a concern for bacterial and mold growth, and serious structural deficiencies. Compounding the problem, Kim is over an hour travel distance from fire, police and medical emergency services. The Kim community does have a volunteer fire department equipped with a spreader truck to fight grass fires only – all other services are 50 to 70 miles away.

In the event of a fire, none of the buildings are sprinklered or equipped with a rated corridor system to enable safe egress. Given the extended response time for first responders, loss of life is a real threat and irrevocable loss of property is predictable. “At grade” exit ways are limited and in some buildings non-existent, which is both a life safety egress and an ADA accessibility concern. The Town’s water supply distribution system is inadequate at the school site for fighting fires per the Fire Department and would require improvements to the supply system or on-site water storage tanks for use in fighting fires.

Per a structural engineer’s assessment in 2010, the historic Activity Center (former Gym and original school building), which sits in the middle of the campus, is at risk of structural failure. The Activity Center’s roof trusses have buckled up to 6 inches. Per the recommendation of two independent structural engineers, the building should not be occupied until the condition has been remedied. The building, if not repaired, is a hazard to the surrounding school grounds (including a pre-K playground immediately to the north) and the adjacent elementary and high schools both located within fifty five feet of the structure. Structural repairs are also required at the elementary and high school. The floor bridging at the elementary school has become dislodged and both the high school and elementary school have crawl space foundation walls that have been compromised with excessive plumbing and mechanical openings.

The buildings do not have fresh air/outside makeup air included in their mechanical systems resulting in poor indoor air quality. According to the Kim School District Superintendent, the poor indoor air quality contributed to having to close the school in 2010 due to a flu epidemic. There are three historic structures on the site and none are handicapped accessible. Windows are single pane clear glass with no thermal break. The exterior walls of the high school and elementary school have limited insulation with only 1 inch of rigid insulation applied to the interior face of the stone bearing walls and limited insulation at the roof. The exterior walls of the Gymnasium/Cafeteria building are not insulated. The windows at the Gym/Cafeteria are clear single pane and the frames do not have a thermal break. The buildings finishes and telecommunication systems are all past their expected life and need to be replaced.

Site:

Access to the three historic structures is above grade via stairs and is not handicapped assessable. There is limited storm runoff capability on the site and after even a brief rain shower, water ponds around the Elementary School, Activity Center and the High School perimeters compromising the foundations. The lack of runoff has resulted in deterioration of the buildings stone facades, surrounding sidewalks and frequent basement/crawl space flooding. The sanitary system and waterlines are all past their useful life and need to be replaced. The main electrical service consists of above ground power poles, with pole mounted transformers and an unsecured shutoff switch within reach, running down the middle of the playgrounds and athletic fields.

In Summary:

1. Structural hazards: The roof over the historic Activity Center is in danger of collapse. A recommendation in 2010 to close the building to occupancy (until repair – estimated at about \$350,000) is supported by two independent structural engineers’ assessment. According to structural engineer Dan Cooke of JVA, who did the initial evaluation, “if the building were to fail, it would do so without warning” posing a significant risk to anyone in the area and to the adjacent elementary and high school buildings. The floor bridging at the elementary school has become dislodged and bearing walls compromised with large openings for piping and mechanical penetrations.
2. Over the past four months the district has experienced significant plumbing problems in the gym/cafeteria. Twice during

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basketball games every sewer line in the building backed up, resulting in sewage entering the kitchen, bathrooms, coming up into the drinking fountains. The District contracted with certified plumbers to examine the problem, they have snaked and run a camera down the lines. Sewage pumps in the building have been replaced, they pumped out the septic tank and had the line going to one of the tanks dug up and re-graded. Some of the floor drains continue to show evidence of backup occurring. The CDE assessment states that it is beyond its expected life and should be replaced.

3. There is no smoke detection system in place and no automatic alert system to notify occupants in the event of smoke or fire. Code required fire sprinklers or rated egress pathways are not installed at any of the school facilities and especially needed given the remoteness of the school from emergency fire services. With the exception of a manually activated toggle switch in the hallway of the high school and elementary school, which is tied to wall mounted horn, there is no integrated fire alarm system.

4. In the event of an emergency, such as an intruder, there is no efficient way to notify staff and students. Students in the gym and vocational tech buildings are particularly at risk as there is no phone system or intercom system that reaches those buildings.

5. Exterior door monitoring: The main entry for the school is at the high school adjacent to the single administration office. Given the current campus layout, full visual surveillance from the main office to the various school entry doors and parking areas is not possible. There is no centralized or building specific (such as a cardreader), means of locking and unlocking doors. Due to the dispersed nature of the campus and lack of electronic door controls, at least one door of each building remains unlocked (without immediate administrative oversight) for student access throughout the day leaving the campus unsecured.

6. The gymnasium/cafeteria building does not have functioning ventilation system or exhaust system posing a health risk. In addition, the kitchen does not have a functioning grease exhaust hood which is particularly unsafe in a kitchen area and can result in a fire.

7. In numerous locations, the wood floor in the gymnasium has become dislodged from the concrete slab below, possibly due to substrate water issues, and could result in tripping hazards. Temporary repairs include screws which are loosening and presenting a new tripping hazard. The wood substrate is failing under the wood floor due to water damage and is possibly encouraging the growth of mold.

8. The VoAg contains welding stations and automotive repair but does not have any exhaust system which results in toxic fumes in an occupied space.

9. Chemical storage at the science room is not within a secured science preparation room. This not only presents a fire hazard, but students can easily access chemicals which could be dangerous if handled improperly.

10. Exterior lighting at egress doors is not code compliant and does not have the required emergency power/battery backup. There have been several tripping incidents and injuries due to this.

11. Interior egress lighting does not meet the minimum recommended code level of 1 footcandle, and thus students and staff cannot exit safely in the event of a fire.

12. Without signage and traffic markings, the parking area to the south of the gym/cafeteria building creates a safety issue for pedestrians during athletic events with up to one hundred cars and several buses operating without clear traffic controls. According to anecdotal information, there have been numerous close calls of cars and buses almost hitting pedestrians. The area should be paved, and or, clearly marked to better direct vehicles and pedestrians.

13. Freestanding propane tanks are scattered throughout the site and are not secured with fencing. Per the CDE assessment they are past their life expectancy and further observation questions the absence of emergency shutoff controls which should be implemented. The largest tank has a leak and should be replaced.

14. Air conditioning - other than the administration office, the school is not air conditioned and has created difficult teaching conditions in the transition seasons at the beginning and end of the school year. This has been compounded by the fact that Kim is subject to frequent high winds and without proper landscaping there is significant air borne dirt making it impossible to open windows on many days.

15. The buildings do not have fresh air/outside makeup air included in their mechanical systems resulting in poor indoor air quality. According to the Kim School District Superintendent, the poor indoor air quality contributed to having to close the school in 2010 due to a flu epidemic.

16. The High School and Elementary School do not have health clinics that comply with State regulations. The Elementary School currently has a cot in an unsupervised storage room. The High School does not have a designated area for sick students.

17. The site and buildings are not designed or equipped to be ADA accessibility. Individuals in wheelchairs cannot access either the High School or Elementary.

18. The gymnasium/cafeteria building does not have functioning ventilation system or exhaust system. In numerous

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locations, the wood floor in the gymnasium has become dislodged from the concrete slab below, possibly due to substrate water issues, the boards are becoming uneven causing a tripping hazard. Screws which have been used to re-secure some of the board are backing out, causing an additional tripping hazard. The wood substrate is failing under the wood floor due to water damage, this could allow for the harvest of mold.

19. ☐ Windows are single pane and prone to letting in dirt from the frequent high winds. The antiquated and inexpensive aluminum windows from the 1970's are poor energy performers and due to significant infiltration, contribute to the already poor indoor air quality. The original window openings were filled in with smaller windows in the 1970's and have reduced the effectiveness of daylight harvesting and have increased the demand for electric lighting.

20. ☐ Hazardous materials – according to the last AHERA report from the early 1990's, there is non-friable asbestos in the 1970's gym/cafeteria building and High School, and extensive non-friable asbestos flooring at the elementary school. Given the age of the buildings, they should be tested for lead based or lead containing paint. Water quality should also be tested.

21. ☐ With the exception of the 1970's gym/cafeteria building, all the buildings are lacking in air tight entry vestibules and wind driven snow and dirt frequently makes it into the interior hallways.

22. ☐ The lack of positive drainage has resulted in deterioration of the buildings stone facades, surrounding sidewalks and frequent basement/crawl space flooding. The decaying sidewalks have caused several injuries including twisted ankles and falls.

23. ☐ The existing classroom lighting is surface mounted prismatic fixtures without dimming, motion sensors or other controls to minimize electric lighting demand when there is sufficient daylight or when the room is not occupied.

24. ☐ The lighting in the gymnasium is of a very poor quality and does not provide adequate lighting for athletic events. The lighting at the bleacher area no longer functions. Lighting control in some areas is per the circuit breaker and does not meet code. The fixtures are partially supported with bailing wire and the protective screens surrounding the fixtures are also secured with wire.

25. ☐ Building thermal envelope performance: the high school and elementary school have only 1 inch of rigid wall insulation with limited roof insulation. The VoAg building and 1970's Gym/Cafeteria buildings are not insulated. An energy model should be developed to determine solutions for improving the buildings thermal performance. Based on common practice, improving the building envelope with increased insulation and high performance windows combined with a high efficiency mechanical/electrical system will greatly reduce the school District's operating and maintenance costs.

26. ☐ Plumbing fixtures and room configurations/clearances are not ADA compliant, in some cases do not meet Code required flow rates and are not water saving devices. Galvanized water supply piping is corroding at various locations. The galvanized water supply at the high school is located within five feet of the sanitary services exit, which is not permitted by code.

Proposed Solution to Address the Deficiencies Listed Above:

First and foremost, the solution concentrates on addressing all of the critical health and life safety concerns outlined above and consolidating services and functions to gain efficiency. The Activity Center will be demolished and if salvaging stone for re-use in the new construction and site work is feasible then that possibility will be explored. An addition will be constructed adjacent to the south elevation of the Elementary School, and the elementary classrooms (PK-6) will be relocated to the new structure with egress doors at grade from each classroom. The addition will also contain a new gymnasium, a cafetorium, and new locker room and toilet facilities as well as other support spaces. The location of the gym and cafetorium is central to both the Elementary and High School zones and provides an important adjacency of gymnasium and cafeteria to support the numerous athletic after hours events.

The campus currently has 37,629 net square feet (46,443 gross sq.ft.) of educational space. The scheme we are submitting meets the educational program requirements with 24,299 net sf. (31,987 gross sq.ft.). This is accomplished with efficiencies of layout and shared functions and adds areas for teacher support spaces (work rooms, supply rooms, conference room), clinic, science preparation and storage, and toilet facilities. Increased program efficiencies will be achieved by integrating the auditorium and cafeteria functions into a single space; combining the undivided high school and elementary school libraries into a shared single library; providing a single administration area with teacher support and clinic (readily available to all P-12 staff and students); and providing a centralized mechanical system.

Buildings

A complete fire alarm and smoke detection system will be incorporated throughout as well as rated egress corridors in the existing elementary building. The viability of adding a fire suppression system is being evaluated. Currently the water pressure and flow is not adequate to support a sprinkler system, but there may be some upgrades to the water supply system in the

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future. Pressure may still be an issue and require the installation of a booster pump assembly and a cistern. Finishes and doors will be replaced with rated assemblies where required by Code and with low VOC materials for improved indoor air quality. Energy efficient mechanical and electrical systems as well as low water use plumbing systems will be included. Walls will be reconfigured in the high school (former elementary school) to comply with the program requirements and to accommodate new toilet cores and Administrative areas.

Site

The site utilities will be replaced and the site re-graded to alleviate ponding and ongoing building degradation. Ramps will be used to accomplish handicapped accessibility at the High School building (former Elementary). The Fire department requires on-site water storage if the Town's water supply distribution is inadequate, which is currently the case. The mayor has applied for a separate Grant to make water distribution improvements to increase the pipe sizes and hydrants at the school site and throughout Kim. The solution currently includes an Allowance for a 100,000 gallon storage tank. If the grant to the City is awarded then this allowance will be removed from the scope.

The preferred master plan includes construction dollars to:

Address the Structural hazards and accessibility our scheme will:

1. ☐ Make needed structural repairs to the Elementary School
2. ☐ Demolish the Activity Center
3. ☐ Demolish the Gym/Cafeteria building (phased demo to occur after new gym/cafeterium is built)
4. ☐ Mothball the existing High School building
5. ☐ Upgrade electrical systems and provide electrical power from renewable sources
6. ☐ Correct site drainage issues throughout the site and repair water migration issues at the existing Elementary school building.
7. ☐ Re-grade the area surrounding the primary campus buildings to remedy the serious storm drainage issues.
8. ☐ Improve accessibility by providing an accessible entry/exit at the main entry of the existing building near the Administration area, provide ADA compliant restrooms and locker room facilities, and create accessible routes throughout classroom and general facility components. Newly constructed areas will be designed per current Code with full accessibility.
9. ☐ Provide new interior doors to accommodate accessibility and ratings as required by Code.

Plumbing:

1. ☐ Remove and replace sanitary and water lines at the site.
2. ☐ Install new domestic water piping distribution system and low flow plumbing devices.

Fire safety:

1. ☐ Improve building life safety by adding a fire sprinkler system (required by the Fire Department to fight the fire for the first hour due to response time, even though the proposed building is designed per Code with adequate area separations and rated corridors) and smoke detection and alarm components all linked to a central master fire control panel.
2. ☐ An allowance of \$150,000 for on-site 100,000 gallon water storage tank for fire response teams.
3. ☐ Provide a rated corridor in the existing Elementary building to meet Code. Corridors in the addition do not require rating due to direct egress at grade from each classroom and assembly areas.
4. ☐ Provide emergency battery systems to provide emergency egress lighting.
5. ☐ Refinish select existing wood flooring/provide new flooring material and ceiling finishes with flame spread ratings per Code.

Campus security:

1. ☐ Improve campus security (centralized administration functions along with technology upgrades) with new systems to establish and monitor entry control.
2. ☐ Provide new telecommunications systems throughout the campus

Electrical Hazards:

1. ☐ Remove overhead power lines above playground and athletic fields and re-route service to the site perimeter. Current locations are within reach of playground equipment and runs through the middle of the football field.

Ventilation:

1. ☐ Provide outside air and cooling with the mechanical system to improve indoor air quality and occupant comfort.

Playground safety:

1. ☐ Provide a new Pre-K playground as the former playground is located 4 feet away from the Activity Center which is at risk of failure. Moving the existing equipment is not affordable.
2. ☐ Enhanced safety features and equipment at the existing elementary school playground.

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Chemical storage:

1. Provide a science preparation area for safe storage of chemicals.

Lighting hazards:

1. Provide Code compliant, energy efficient exterior lighting
2. Provide Code compliant, energy efficient interior lighting

Traffic control:

1. Improve way finding and parking designations at parking areas to increase pedestrian safety.

Propane:

1. Centralized above ground fuel and mechanical systems and locate in a secured area.
2. Replace propane tank that is leaking.

Operating costs:

1. Reduce ongoing operating costs by upgrading building envelopes to be more energy efficient (windows and building envelope improvements) and by installing energy efficient MEP systems- mechanical, electrical and plumbing. Including VAV air handling systems with indirect/direct evaporative cooling, and high efficiency condensing boilers with a perimeter radiant ceiling panel system for heating.
2. Create vestibules with walk-off mats and provide new entry doors.
3. Facilitate daylight harvesting, creating an enhanced learning environment along with providing the needed electric lighting controls to reduce energy consumption.
4. New thermally broken windows with high performance glazing to eliminate the current dirt/dust migration that occurs in the classrooms while improving the building energy performance and indoor air quality and daylight harvesting.
5. Insulate existing foundation walls and repair floor framing in the Elementary School Building.

Programming:

1. Currently there is no clinic and the students report to the office. This solution provides a centralized code compliant clinic with adequate supervision.
2. Provide new program components such as teacher support areas (that will enhance the teachers' ability to work more efficiently), science preparation area for improved student safety, and a combined distance learning/computer lab/business classroom.

How Urgent is this Project:

There exists within the Kim School District a serious concern about the life safety deficiencies that have been identified with our current buildings.

Although we cannot predict a timeline for failure, we do know that the sewage system is failing in the gym/cafeteria building and the elementary school and activity center have structural issues that need immediate attention. There is no ventilation system at all within the buildings and it is often too environmentally unsafe to open windows due to high winds in this area and airborne debris. The State Fire Marshall has identified that the lack of a fire alarm and smoke detection system is a significant threat to students' safety and has required that the District develop an expedient plan to rectify these deficiencies. Without an acceptable plan it is likely that the buildings will be red tagged. This would result in a district wide closure.

The Activity Center poses a threat to surrounding structures and occupants with the potential to collapse at any moment according to two independent structural reviews. The Elementary school requires structural repairs to the floor system. Site safety issues need to be corrected with adequate site lighting, building exit lighting and pedestrian/traffic circulation improvements. Fire suppression systems and rated egress corridors, smoke detection and fire alarm improvements are not only required by Code and the Fire Department, but a basic necessity to protect life and property. Security of entry doors is not adequate and the entire facility needs to be updated with new security systems to monitor and establish better entry control. The sewage system is backing up in the Gymnasium and Cafeteria kitchen and restroom areas and poses a health issue. These systems should be corrected as soon as possible.

Introduction of fresh air via the mechanical system is needed as soon as possible. The only existing natural ventilation system within the school buildings is provided by operable windows, but due to frequent wind driven sand conditions and cold temperatures, windows are frequently left closed. It is recommended by building code to have fresh air changes within the

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classroom to promote indoor air quality.

The buildings are not ADA compliant, we have substitute teachers, students, and family members who have difficulty accessing or egressing the buildings when they are in wheel chairs or on crutches.

The health, safety and welfare of the students and faculty are of highest priority and we support investing in making corrections necessary to remedy unsafe conditions and to correct the deficiencies identified in the CDE assessment as well as other assessments.

How Does this Project Conform with the Construction Guidelines:

3.1 Sound building structural systems: Elem. School - Multiple cracks, general water damage, poor site drainage, unsealed pipe penetrations; floor joist repairs needed. Solution - Repair and repoint masonry, apply waterproofing where absent, re-grade to provide positive drainage away from building perimeters; repairs to floor framing system. Insulation will be added to the foundation as they are currently above grade in areas and un-insulated.

Activity Center - The roof structure is damaged and deemed unsafe for occupancy by two independent structural engineering firms. Solution - AC demolition and replaced by new construction.

3.2 Weather-tight roof: Addition - The AC and (E) Gym/Cafeteria roofs have experienced roof leaks. Solution complies- The AC and Gym buildings are to be demolished. The new addition will have a new fully warrantied roof system.

3.3 Continuous egress path / accessible route to public way: Campus - None of the existing buildings have rated corridors. The (E) Gym/Cafeteria have egress at grade but the other structures do not. Door hardware is not ADA compliant. Solution complies- Rated corridors are required (or a new code compliant sprinkler system) in the Elementary School. Ramps will be added to the central-facing main door of the Elem. building for accessible egress to grade. All doors in the Addition areas are located at grade and accessible, including the ramp connecting the Addition to the Elem. bldg. All door hardware will be Code/ADA compliant.

3.4 Potable water source and supply system: Campus - The main supply system has low water pressure and aging pipes. Solution complies - The District and design team are communicating with the service provider to monitor timing of upgrades planned for the water supply system to evaluate positive impacts to the campus.

3.5 Building fire alarm / duress notif. system per Code: Campus - None of the existing buildings have a fire suppression system or duress system. Solution complies - New code compliant fire and smoke detection / notification systems will be installed in the renovated Elementary School building and throughout the Addition spaces.

3.6 Safely managed hazardous materials such as asbestos and lead: Campus - The 1990 AHERA report shows asbestos containing materials in four of the buildings. Solution complies - Asbestos containing materials will be abated as a part of renovation and demolition work. Additional tests are required to determine Lead based and Lead containing materials to develop a containment strategy.

3.7 Facilities equipped with closed circuit video and keycard or keypad building access: Campus - The Elementary and HS buildings have newly installed video cameras at the main entries. The AC, VoAg and (E) Gym/Café do not. None of the buildings have keycard or keypad access devices. Solution complies - The solution includes consolidating the Admin area at a main entry for improved monitoring and direct visual surveillance of the main entry. Video surveillance will be added at the addition spaces including the Gym, Cafetorium, Elementary wing and Vo-Ag. Keypad or keycard access will be installed throughout.

3.8 Event Alerting and Notification system (EAN): Campus -There is no campus-wide EAN. Solution complies - A Campus-wide EAN will be installed with devices in each classroom for communication during emergencies.

3.9 Secured facilities including a main entrance and signage; visibly monitored from the office or via a video camera system.: Campus - The campus currently consists of 5 freestanding structures and the main office is in the HS building. The main office cannot currently directly view/monitor activity at the main entries of the detached buildings. Video cameras have been installed at the HS and Elem. building main entrances. Wayfinding signage is minimal. Solution complies - The solution includes locating administrative functions in the existing Elem. structure and creating a new accessible main entry, thus creating a central core and improved visual monitoring from the Admin. office area. Wayfinding signage will direct to the monitored main entrance doors.

3.10 Safe and secure electrical service and distribution systems and emergency lighting per code: Campus - Emergency egress lighting is not compliant with minimum egress lighting Code requirements. Solution complies - Electrical systems at the renovation of the existing Elementary School building and the new addition will comply with Code, including minimal egress

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lighting.

3.11 Safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity per ASHRAE 55 and current Code: Campus - Mechanical systems do not meet current Code. Other than some operable windows there is no ventilation provided through the mechanical system. The district is located in a high wind area with high amounts of airborne particulates; the windows do not offer a healthy or appropriate solution. Solution complies - The mechanical systems at the existing Elementary building and the new addition will comply with current Code. The new systems will be designed to meet the required criteria for LEED Gold.

3.12 Healthy building indoor air quality (IAQ) through mechanical HVAC systems or operable windows : Campus - Due to the lack of filtered outside air, IAQ is reportedly poor. Windows and doors are past their life expectancy with failing/missing gasketing which promotes unfiltered air and water infiltration. Solution complies - Mechanical systems will include filtered outside air to meet current Code and will improve IAQ. Windows and doors will be replaced with high performance systems to improve the tightness of the building envelope and energy performance.

3.13 Sanitary school facilities that comply with Colorado Dept. of Public Health and Environment: Campus - Sanitary systems have been identified as past their life expectancy in the assessments and need upgrades/replacement. Solution complies - The new addition and renovated building will comply with the regulations of the Colorado Dept. of Public Health and Environment.

3.14 Food preparation facilities equipped / maintained to provide sanitary facilities for the preparation, distribution, and storage of food (Colorado Retail Food Establishment Rules and Regulations 6 CCR 1010-2): Addition (Cafetorium) – The existing kitchen and associated areas have been maintained per regulations, although some equipment is in need or repair/replacement. Solution complies - The Addition will include a new Cafetorium, Kitchen area, and associated storage areas that will comply with the Colorado Retail Food Establishment Rules and Regulations 6 CCR 1010-2.

3.15.1 Safe laboratories, shops, and art rooms: Campus - An Art room does not exist on campus. The VoAg needs life safety upgrades. The Science room does not have a separate storage and prep room. Solution partially complies- The renovated building and addition will include a safe science laboratory and Vo-Ag shop. There is no art room.

3.15.2 Facility maintenance supplies stored in approved containers and stored in ventilated, locked, fire-resistive rooms / cabinets: Campus - The janitorial and building storage areas are secured but not ventilated. Solution complies - The solution for the renovated buildings and addition includes designed areas for maintenance supplies (cleaning supplies, paints, fertilizers, pesticides/chemicals) required to maintain the school such that they are stored in approved containers and stored in ventilated, locked, fire-resistive rooms or cabinets.

3.16 A separate emergency care room or care area shall be provided, with dedicated bathroom, 1 cot per 400 students and a locking cabinet for prescriptions and first aid supplies: Elem. Renovation (HS) - Other than a cot in the elementary building there is no area assigned for the care of ill or injured students. Solution complies - The renovation will include a new Administration area with a "Clinic" in compliance with his criteria.

3.17 A facility that complies with ADA providing accessibility to physically disabled persons.: Campus - The existing buildings are not ADA compliant. Entrances are not at grade with the exception of the VoAg and (E) Gym/Café buildings. Doors and door hardware and restroom facilities are not ADA compliant throughout. Solution complies - The addition will be designed and constructed as fully ADA compliant. The renovated building will include an accessible main entrance, updated ADA compliant doors and hardware. New electrical and mechanical devices will be installed at ADA compliant heights. New and renovated areas will contain ADA compliant restrooms.

3.18.1 A site that safely separates pedestrian and vehicular traffic: Campus/Site - Students are bussed to school in suburbs and have designated areas for parking. Solution complies - The preferred solution will provide additional site signage for wayfinding and to improve safety. Vehicular and pedestrian traffic will be separated with safe pedestrian pathways to buildings. Day-to-day traffic conflicts are not an issue due to low volumes, except for an increased volume at evening events. A new unpaved parking area will be established to the south of the new Gym designated for event parking with signage to help separate traffic from pedestrian ways. Buss parking will also be separated, signed and zoned to avoid conflicts.

3.18.4 Solid surfaced staff, student, and visitor parking spaces should be identified at locations near the building entrance and past the student loading area: Campus/Site - Minimum paved parking areas and on street parking exist currently. Solution complies - Although the budget did not allow for additional paved parking, existing paved areas will include signage designating appropriate designations for parking.

3.18.5 Provide well-maintained sidewalks and a designated safe paths to the school: Campus/Site - Sidewalks are eroded, and settled in some areas due to poor drainage and ponding. Solution complies - The solution includes new concrete sidewalks and improved drainage in areas that need improvement.

3.19.3 Locate site utilities away from the main school entrance, student playgrounds and sports fields whenever possible.

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- Secure/fence in elect. service equipment, gas meters and install propane tanks per Code: Campus - Propane tanks are not fenced and utilities are in close proximity to the elementary school playground. Solution complies - Locate overhead utilities to the site perimeter versus through the middle of the campus. Relocate propane tanks and secure areas.
- 3.19.5 Exterior buildings / walkways shall be lighted to protect / guide occupants during evening use: Campus - Site lighting is inadequate for the frequent evening and early morning use of the facility. Solution complies - Provide new parking lot lighting and general site safety lighting for emergency egress and security.
- 3.19.6 Provide ADA compliant play equipment with an IPEMA certification. Provide a firm, stable, slip-resistant and resilient soft surface under and around play equipment.: Campus - Playground equipment is outdated and is not ADA compliant. Surfacing is natural grade. Solution complies - Resurface playground area and replace outdated equipment with new IPEMA certified equipment that meets ADA requirements.
- 4.6 The facility should be protected with emergency back-up power: Campus - Emergency back-up power is not provided. Solution does not comply - Emergency battery back-up lighting shall be provided to maintain lighting along all egress paths. A generator system is not included.
- 4.10.2 Pre-K and Kindergarten classrooms with dedicated restrooms: Addition - There are no dedicated restrooms in Pre-K and K classrooms. Solution complies - Provide dedicated restrooms in Pre-K and Kindergarten classrooms.
- 4.10.3 Special education classroom: Campus - There are no dedicated areas for special education. Solution does not comply - There is not a dedicated area for special education.
- 4.11.16 Cafeteria / multi-purpose room to support school and community. Provide a stage / incorporate daylighting: Addition - There is a dedicated auditorium in the HS building but that building will be mothballed. The cafeteria is located in the detached Gym building that will be demolished. Solution complies - The Addition will include a cafetorium centrally located to be used by K-12 and for community and athletic events. There is a stage and Daylighting is incorporated.
- 4.11.17 Gymnasium with a regulation basketball court and divided curtain to create two smaller basketball courts: Addition (Gym) - There is no dividing curtain, one main court. Solution complies - Provide a dividing curtain and goals for two crosscourts at the new gymnasium.
- 4.11.18 Weight training area with free weights, wall mirrors, exercise machines, rubber flooring, and protective wainscoting: Addition - The current weight training room is undersized and located beneath the bleachers and has limited headroom in some portions. There are no mirrors and floor and wall finishes do not comply. Solution complies - Provide a new weight training room in the Addition near the locker rooms and Gymnasium with rubber flooring, mirrors and protective wainscoting. Equipment is to be re-used or replaced if in poor condition.
- 4.11.20 Administrative offices, nursing area, bathrooms, conference, reception and educational support areas: Elem. Renovation (HS) - Admin. functions are only in the HS building. The Admin. area does not have a clinic, conference room, teachers' workroom or Admin. restroom. Solution complies - The solution centralizes the administrative functions at the new main entry to serve the Elementary and HS including a clinic, conference room, teachers' workroom and Clinic/Admin. restroom.
- 4.12.1 HS- The following uses should be incorporated in HS educational facilities: sports fields and associated equipment and structures, consider track, soccer, football, baseball and softball as well as tennis and basketball: Campus/Site - Sports field, track and structures are not compliant. Solution does not comply - To be addressed by other funding sources.
- 4.12.5 HS- Distance learning lab should be centrally located inside the school, with no windows, and isolated from loud noises: Elem. Renovation (HS) - Distance Learning currently moves room to room and lacks proper equipment, acoustical treatment and appropriate lighting. Solution complies - The solution includes a designated shared space that is centrally located and contains acoustical treatment, equipment and appropriate lighting.
- 4.12.7 HS- Science lab with teaching demonstration table, emergency shower/eyewash, demonstration hood, student work stations, gas and water receptacles: High School (Elem. Renovation) - Science Lab lacks a science prep and secured storage; exhaust does not work and equipment is outdated/passed its useful life. Solution complies - Elementary bldg. renovation will provide a new science room for HS with new equipment and a separate science prep area.
- 4.12.9 HS- Band classroom with podium and storage, acoustical isolation of noise: Addition (Cafetorium) - The school lacks a designated space for Band instruction. Solution complies -The Cafetorium space could accommodate Band. Acoustical treatment to comply.
- 4.12.10 HS- Vocal classroom with podium and acoustic wall panels, acoustical isolation of noise: Addition (Cafetorium) - The school lacks a designated space for Vocal instruction. Solution complies - The Cafetorium space could accommodate Vocal.
- 4.12.11 HS- Art classroom with ample storage cabinets, counter sinks, and kiln/ceramic storage: Campus - The school lacks a designated space for Art instruction. Solution does not comply - There is not a designated area for Art.
- 4.12.22 HS- Admin. Offices, nursing area, bathrooms, conference, reception and educational support spaces: HS (Elem.

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Renovation) - Admin. functions are only in the HS building. The Admin. area does not have a clinic, conference room, teachers' workroom or Admin. restroom. Solution complies - The solution centralizes the administrative functions to serve the Elementary and HS including a clinic, conference room, teachers' workroom and Admin. restroom.

4.13.1 PK-12 educational facilities: sports fields, playfields, age appropriate equipment, gardens, trees, non-traditional play features, shade structures and a gateway to the community: Campus - Shaded outdoor areas for outdoor learning and landscaped areas for gathering do not exist. Without adequate seating, shade and landscaping the areas surrounding the school buildings are hot, dry and dirty with winds making the situation worse. Sports field, track and structures are not compliant. Solution does not comply - Limited landscaping is included. Additional funds will be sought from other funding sources to address the CDE requirements.

4.13.5 PK-12- Distance learning lab should be centrally located inside the school, with no windows, and isolated from loud noises: HS (Elem. Renovation) - Distance Learning currently moves room to room and lacks proper equipment, acoustical treatment and appropriate lighting. Solution complies - The solution includes a designated shared space that is centrally located and contains acoustical treatment, equipment and appropriate lighting.

4.13.6 PK-12- Science lab should be located centrally inside the school with teaching demonstration table, emergency shower/eyewash, demonstration hood, student work stations, gas and water receptacles: HS (Elem. Renovation) - Science Lab lacks a science prep and secured storage; exhaust does not work and equipment is outdated/passed its useful life. Solution complies - Elementary bldg. renovation will provide a new science room for HS with new equipment and a separate science prep area

4.13.7 PK-12- Family consumer science lab: Campus - The facility does not have a dedicated area for family consumer sciences. Solution does not comply- No space is allocated for this function.

4.13.8 PK-12- Band classroom with podium and storage, acoustical isolation of noise: Addition (Cafetorium) - Facility for Band does not exist. Solution complies - The Cafetorium space could accommodate Band. Acoustical treatment to comply.

4.13.9 PK-12-Vocal classroom with podium and acoustic wall panels, acoustical isolation of noise: Addition (Cafetorium) - Facility for Vocal does not exist. Solution complies - The Cafetorium space could accommodate Vocal.

4.13.9.1 PK-12- Art classroom with ample storage cabinets, counter sinks, and kiln/ceramic storage: Campus – A dedicate facility for Art does not exist. Solution complies - There is not a designated area for Art.

4.13.10 PK-12- Performing Arts support area to accommodate set design and construction, dressing rooms with lockers, sinks and mirrors and a prop storage area: Addition (Cafetorium) - The Auditorium in the HS is not adequate for conducting certain plays and is not large enough to accommodate set design and construction. Solution partially complies - The preferred solution includes a stage area in a Cafetorium arrangement. Support areas and set design areas are not designated, but there is a shared storage area adjacent to the Cafetorium that could be utilized.

4.13.12 PK-12- Library/Multimedia Center should be the heart of the school. It should contain flexible space, high ceilings, abundant natural light and artificial light, and window treatment for light control: HS (Elem. Renovation) - The current HS and Elem. Buildings each have a small dedicated space for a library function. Solution complies - The solution provides a centralized dedicated Library in the High School that incorporates daylight harvesting and high performance glazing.

4.13.14 PK-12-Cafeteria/multipurpose/stage room to support the school and community. High ceilings, raised stage, theatrical lighting, window treatment to control light: Addition (Cafetorium) - The current solution has a small Auditorium and a separate Cafeteria, located in the Gym building. Solution complies - The solution efficiently combines the auditorium and cafeteria functions in to one Cafetorium, centrally located between the Elem. And HS zones, with high ceilings, abundant natural light, a stage, theatrical lighting and lighting controls.

4.13.15 PK-12- Gymnasium with two regulation basketball courts and dividing curtain. Equipment includes glass adj. Backstops, volleyball sleeves/standards, safety wainscoting, chin-up bar, wrestling mat hoist, telescoping bleachers and scoring table: Addition (Gym) - The current Gym does not have a dividing curtain. Solution complies - Provide a dividing curtain and goals for two crosscourts at the new gymnasium. Equipment will be located in the gym or adjacent rooms such as the weight training room and ball storage areas.

4.13.16 PK-12- Weight training area with free weights, wall mirrors, exercise machines, rubber flooring, and protective wainscoting: Addition - The current weight training room is undersized and is located beneath the bleachers, with limited headroom in some areas. There are no mirrors and floor and wall finishes do not comply. Solution complies - Provide a new weight training room in the Addition near the locker rooms and Gymnasium with rubber flooring, mirrors and protective wainscoting. Equipment is to be re-used or replaced if in poor condition.

4.13.17 PK-12- Men and Women's locker rooms with independent bathrooms, showers, and locking metal lockers: Addition - The existing bathroom facilities and fixtures do not work properly and do not comply with ADA / ANSI guidelines. Solution complies - The new Gym Locker Rooms will have new water saving plumbing fixtures. The locker/restroom/shower facilities

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will be designed and constructed to meet ADA/ANSI requirements.

4.13.18 PK-12- Visiting team locker room with independent bathrooms, showers, and locking metal lockers: Addition - Although the existing Gym has separate visiting team locker rooms, their location, configuration and fixtures do not meet ADA. Solution complies - The new Gym Locker Rooms will have new water saving plumbing fixtures. The locker/restroom/shower facilities will be designed and constructed to meet ADA/ANSI requirements.

4.13.19 PK-12- Admin. Offices, nursing area, bathrooms, conference, reception and educational support spaces: HS (Elem. Renovation) - The current administration area, located in the HS building only, is undersized and does not include a clinic/nursing area, teacher work area, adult restroom or conference room. Solution complies - The solution centralizes the administrative functions to serve the Elementary and HS including a clinic, conference room, teachers' workroom and Admin. restroom.

5.1 Facilities that conserve energy through HPD. Energy and water efficient, low life-cycle costs, healthy for occupants, low impact on environment: Campus - The existing buildings do not comply with HPD. Solution complies - The renovation and addition of the buildings on this campus will utilize HPD as noted in 5.1. The design and construction seeks LEED Gold certification and will establish an integrated design, construction, and commissioning team very early in the process to maximize and incorporate HPD and reduce associated costs.

5.1.3 Facilities that reduce demand on municipal infrastructure by encouraging denser development, reducing water consumption, and by providing responsible storm water management and treatment design: Campus - The existing campus consists of 5 main structures. Plumbing fixtures do not reduce water consumption. Site drainage is essentially surface runoff without detention areas of landscape buffers. Solution complies - The renovation and addition of the buildings on this campus will utilize HPD as noted in 5.1. The design and construction seeks LEED Gold certification, reduce water consumption through effective landscaping and low flow plumbing fixtures, and provide responsible storm water management and treatment in the design.

5.1.4 Reduced building footprint (refer to 5.2 for additional information): Campus - The existing campus consists of 5 main structures. Through the master plan process and budgeting process the solution that was most cost effective utilized one existing structure and combined "common" functions in a more central location Addition. Solution complies - The master plan team looked at many options from a new facility to renovating all existing buildings, comparing pros and cons for each and also comparing the guidelines to the design solutions. The selected scheme creates a central core for the campus with shared functions such as a cafetorium, gym, library, computer lab and new Admin. with Clinic. The footprint maximizes efficiencies of use and space with PK-12 under one roof in a more secure setting.

5.1.6 Facilities that utilize existing sites, buildings and municipal infrastructure: The existing campus consists of 5 main structures. The existing Gym/Cafe is located in the far northwest corner of the campus. Parking for events occurs in the center of the campus. Each building has utility services and maintenance needs. Solution partially complies - The renovation and addition will occur on the current site occupied by the Kim School District. The Addition is located at the south end of the renovated Elem. bldg. (HS) and includes main shared functions for the Elem. wing and HS zone for maximum efficiency. It is anticipated that the improvements and consolidation will reduce O&M efforts and extend the service life of the facility. The historic HS building will be mothballed. Existing municipal infrastructure is retained where services are adequate and upgraded where not.

5.1.7 Joint-use facilities: Campus - Currently the existing Elem. and HS each use the Gym/Cafeteria building located in NW corner of the site. Admin. is located in the HS and not in the Elem. The Community interacts at sports functions mainly in the Gym/Café and formerly in the Activity Center, located between the HS and Elem. buildings. Solution complies - The renovation and addition of the buildings on this campus will utilize HPD as noted in 5.1. by establishing a core building that consists entirely of shared facilities that support both the Elem. and HS functions as well as provide a secure location for community activities and educational event support. Historically the student population and budget have not allowed for all programmed functions and the flexibility of the Cafetorium permits options for music, band, performances and other programs efficiently without adding additional footprint.

5.1.10 Design buildings to be solar ready. A solar ready building is designed and built to enable installation of solar photovoltaic and heating systems some time after the building is constructed: Campus - The existing buildings / site do not have PV. Solution complies - The solution incorporates site-mounted, Photo Voltaics and inverter systems into the electrical system design and is a part of the LEED measures for energy efficiency and renewable energy.

5.1.11 Utilize energy efficient and or renewable energy strategies: Campus - The existing campus currently uses propane (in multiple tanks for each building) as the main source of heat and the electric utility company is Southeastern Electric, who supplies electricity via power lines and poles that run overhead through the middle of the campus. Solution complies - Reduction in annual propane use/expense is one goal of the proposed solution. A high efficiency, propane fired, boiler and

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heating water system will reduce overall electric and propane loads, along with efficient lighting fixtures and Energy Star appliances. See item 5.1.10 above for additional renewable strategies being employed within the building.

5.1.13 Evaluate necessary building materials and systems and consider holistic design solutions that serve multiple purposes: Campus - Solution complies - Roof materials to be reflective to reduce heat gain; plantings of shade trees in sun areas will help to reduce heat gain on site and in the building spaces as well as provide pleasant outdoor learning spaces; roof top mech. Equipment will be located to help reduce impacts from airborne particulates and areas surrounding the school to be landscaped to help reduce potential for airborne debris as indoor air quality is a big concern in this District.

5.1.16 Replacement of old inefficient lighting with new energy efficient fixtures; incorporate daylighting; task lighting; occupancy sensors and natural light sensors; emergency lighting: Campus - Existing light fixtures utilize magnetic ballasts, T12, and incandescent lamps which are not energy efficient. Currently lighting control devices and occupancy sensors are not use. Solution complies - The solution includes the replacement of old inefficient lighting with new energy efficient fixtures; incorporates daylighting, incorporates task lighting, incorporates occupancy sensors and natural light sensors, and provides emergency lighting per current Code requirements.

5.1.17 Design site lighting to have minimal impact off-site and minimal contribution to sky glow. Design interior lighting to have minimum trespass light to the outside from the interior: Campus - Night sky standards have not been applied at the campus yet. Currently, site lighting is provided by single, acorn-style high pressure sodium lighting. Site security / egress lighting does not exist on site. Solution complies - The design solution includes design to reduce light pollution per LEED SS credit 8. Lighting will accommodate levels only needed for safety and comfort and will not exceed ASHRAE 90.1.

5.1.18 Replacement of old inefficient mechanical systems with new energy efficient systems including controls to monitor during high use and low use: Campus - The existing mechanical systems lack ventilation, generally do not provide cooling, and contain no controls to turn off boiler systems when temperatures are adequate. Solution complies - The proposed solution incorporates high efficiency mechanical systems with high efficiency boilers, energy recovery wheels, direct / indirect evaporative cooling, and variable air volume systems. Controls will be provided to optimize HVAC systems depending on weather, occupancy, and use.

5.1.19 Commission mechanical systems at completion of construction and retro-commission every 5 years. Pursue third party certification through LEED for schools: Campus - An on-going 5-year commissioning schedule is not established. Solution complies - The commissioning agent and key district personnel will establish and O&M schedule to incorporate retro-commissioning every 5 years. Enhanced Commissioning is being pursued as a part of the LEED Gold certification process.

5.1.20 Replacement of single pane inefficient windows with new double/triple pane hard coat Low E glazing window units. Install to eliminate outdoor air and water infiltration: Campus - The existing single pane windows were installed in the 1970's. They are not thermally broken or seal to eliminate infiltration. Solution complies - The design is based on high performance glazing in thermally broken frames, sealed, and optimized for daylighting.

5.1.22 Employ cool or green roofs to reduce heat island effects: Addition - No current building have green or cool roofs. Solution - The addition will have a cool roof.

5.1.25 Providing vestibules at main building entrances to minimize loss of conditioned air: Campus - The current buildings to remain do not have vestibules and dirt and snow blow in to the HS and Elem. buildings due to poor door conditions and high winds. Solution complies - The solution includes vestibules at the main building entrances/exits to improve air quality and to conserve energy by limiting loss of conditioned air. They are intended to also help with security monitoring.

5.2 Analysis of existing school facilities or desired new school facility size against the required school facility size: Campus - The existing SF of the Kim Campus , which includes 5 educational structures in its inventory, totals 38,646 SF (based on a standard 10" wall). The structure in the center of the campus has roof damage and has been unoccupied within the past two years due to safety concerns. The programmed gross SF, referencing the CDE Guidelines, is 44,862. Solution complies - The solution includes a reduction in single use spaces and the creation of multi-purpose spaces such as the Cafetorium, Library, and Distance Learning/Computer Lab. Admin. functions for the HS and Elementary are shared in the HS wing near the main entrance, also reducing duplicity and square footage.

5.5 Training to establish district wide preventative maintenance tasks for all building systems to determine that the systems are functioning as designed: Campus - Solution complies - The solution includes enhanced commissioning per LEED and as a part of this an O&M procedure will be established to include training of key personnel for all building systems, and to monitor the systems to confirm that they are functioning as designed and clearly outline follow-up maintenance to extend the life of the systems.

5.6. Establish a Measurement and Verification (M&V) process to ensure all systems are performing as specified: Campus - Solution complies - The solution includes M&V per LEED . M&V process includes monitoring the systems to confirm that they are functioning as designed and clearly outline follow-up maintenance to extend the life of the systems.

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6.2 The facility's relative importance in history based on: notable Colorado architects, historical building materials, styles and forms, and thus determine associated costs to preserve, rehabilitate, restore, or reconstruct the facility to its original condition: Campus - Solution partially complies - There are 5 existing main educational structures in the Kim School District. Three of the buildings are predominantly stone structures in the classic depression modern style with overtones of art deco, built in 1930's and 1940's as a part of the WPA program. The three buildings are designated historic structures. As is typical with masonry structures, the mortar requires some repointing and maintenance to maintain its structural integrity. The oldest building (Activity Center, currently deemed structurally unsafe) will be demolished and stone will be salvaged for reuse in the Addition if feasible. The solution utilizes one historic school building (Elementary School building) and mothballs the third (High School building).

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

The Kim School District RE-88 plans to establish a capital renewal reserve fund for the specific purpose of replacing major facility systems with projected life cycles (i.e. roofs, interior finishes, electrical systems, heating, ventilation, and air conditioning systems). The goal for this fund is to accumulate approximately \$110,000 dollars, which is 1% of the BEST Grant funding sought with this application for the work.

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

The Kim School District campus was initially built around one building in 1936. Two additional buildings were finished by 1945 the three buildings served the student body for several decades. By 1972 the last of the five buildings that are currently on the campus were finished.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$10,000.00

CDE COMMENTS:

HISTORY COLORADO HAS NOT PROVIDED A DETERMINATION OF EFFECT FOR THE ES RENOVATION/ADDITION, AND HAS REQUESTED PLANS AND SPECIFICATIONS WHICH ARE NOT AVAILABLE. HISTORY COLORADO HAS STATED IT DOES NOT HAVE SUFFICIENT DESIGN INFORMATION TO MAKE A DECISION REGARDING THE ES. HISTORY COLORADO HAS STATED THAT THERE WILL BE AN ADVERSE EFFECT TO THE ACTIVITY CENTER, AND THAT IT WILL BE REMOVED FROM THE REGISTER IF IT IS DEMOLISHED. HISTORY COLORADO REQUESTED ADDITIONAL INFORMATION REGARDING THE MOTHBALLING OF THE HS, AND NOTED THAT INAPPROPRIATE MOTHBALLING MAY RESULT IN AN ADVERSE EFFECT TO THE BUILDING AND TO THE HISTORIC DISTRICT.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input checked="" type="checkbox"/> Technology	<input checked="" type="checkbox"/> Other
Importance: M	Urgency: L	Ability: Not Able	Planning: Up to date
Red Flags:	Multiple	Previous BEST Grants: 0	
If Yes, Explanation: High cost/SF, High SF/pupil, High cost/pupil			
Current Grant Request:	\$7,923,335.56	Historical Significance:	Yes-Deemed Significant
Current Applicant Match:	\$2,717,118.74	Does this Qualify for HPCP:	Required
Total Project Cost:	\$10,640,454.30	Will this Project go for a Bond:	2013 Bond
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	49
Previous Matches:	\$0.00	Actual Match Provided:	25.53574
Affected Pupil Number:	51	Applicant Met Match	<input type="checkbox"/>
Affected Sq Ft:	31,987	Is this a Statutory Waiver	<input checked="" type="checkbox"/>
Cost Per Sq Ft:	\$316.81	Is a Master Plan Complete	<input checked="" type="checkbox"/>

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Cost Per Pupil:	\$198,701.29	Who Owns the Facility:	District
Sq Ft Per Pupil:	627.2	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$1,852.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	4		NA
District FTE Count:	52.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$17,993,552.00	Outstanding Bonded Debt:	
PPAV:	\$346,030.00	Total Bonding Capacity:	\$3,598,710.00
Unreserved General Fund FY1011:	\$939,537.01	Bond Capacity Remaining:	\$3,598,710.00
Median Household Income:	\$35,179.00	Percent Bonding Capacity Used:	0
Free Reduced Lunch %:	61.54	Existing Bond Mill Levy:	0
Match Source Detail:	2013 Bond		

Statutory Waiver for BEST Grant District Match

A partial full (circle one) district match waiver is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

- A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line items A * N from grant application): \$ 5,213,822.00
- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2012/13 AV x 20%): \$ 2,717,118.00
- C. New proposed bonded indebtedness if the grant is awarded: \$ 2,717,118.00
- D. Current outstanding bonded indebtedness: \$ -0-
- E. Total bonded indebtedness if grant is awarded with a successful 2013 election (Line C+D): \$ 2,717,118.00

School District: Kim RE-88

Project: Kim School District

Date: February 25, 2013

Signed by Superintendent: Monica K. Johnson

Printed Name: Monica K. Johnson

Signed by School Board Officer: Ricke Feemster

Printed Name: Ricke Feemster

Title: Board of Education President

-Facilities Impacted By This Grant Application-

LIMON RE-4J - Limon K-12 - New PK-12 School and Gym Renovation - 1923

School Name: Limon K-12

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	136,614
Replacement Value:	\$41,986,968
Condition Budget:	\$20,336,200
Total FCI:	48.43%
Energy Budget:	\$0
Suitability Budget:	\$2,034,700
Total RSLI:	21%
Total CFI:	53.3%
Condition Score: (60%)	2.82
Energy Score: (0%)	2.60
Suitability Score: (40%)	3.67
School Score:	3.16



Assessment Findings:

Scope Item: Site

Assessment Findings: Assessment shows site is 17.0 acres, with deteriorated paving, parking lots, and landscaping; poor site lighting, poor site drainage, and poor site accessibility. Site circulation is shown as good, with the exception of bus loading from the street, and parking limitations.

Scope Item: Structural

Assessment Findings: Assessment shows structure in fair condition, with some cracking in slab and walls. 1950 and 1953 building walls show more extensive cracking from foundation movement, roofs shown in fair condition.

Scope Item: Building Systems

Assessment Findings: Assessment shows lack of fresh air and high CO2 levels, poor lighting levels, plumbing fixtures and sewer system in poor condition, water treatment in poor condition, and electrical not meeting CDE guidelines.

Scope Item: Fire Protection, Egress

Assessment Findings: Assessment shows lack of fire rated corridors in all areas except 2000 remodeled area, unprotected openings in Jr/Sr HS and ES. School is partially sprinklered in the 2000 remodel area only, adequate egress throughout, and an adequate fire alarm meeting current codes. Minimal ADA access provided.

Scope Item: Building Security

Assessment Findings: Assessment shows lack of restricted access at secondary entrances and controlled access at main entrance, poor line of sight, and lack of closed circuit video or keypad access.

Scope Item: Educational Suitability

Assessment Findings: Assessment shows most instructional spaces meet guidelines, however general classrooms, kindergarten, special education, Career Tech, Cafeteria, Administration, and Performing Arts only partially meet CDE guidelines, and Distance Learning does not meet guidelines. Assessment shows poor acoustical performance and limited natural light.

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Applicant Name: LIMON RE-4J

Applicant Priority #: 1

County: LINCOLN

Cash Grant Score: NA

Project Title: New PK-12 School and Gym Renovation

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

If Yes, please explain why:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input checked="" type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other Please Explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | new K-12 school, renovation of Gymnasium facility |

General Background Information and Reasons for Pursuing a BEST Grant:

Limon School District prepared and submitted a master plan and BEST grant application in the 2012/2013 grant cycle. This BEST grant application was shortlisted but not funded upon priority ranking. The District utilized the past year to reevaluate their master plan and the proposed solution for Limon's K-12 school. Bi-monthly work sessions with the school board, faculty, staff, students, the community, and the Colorado Department of Education have resulted in an improved proposal for a K-12 facility.

The 2013/2014 proposal differs significantly from the previous proposal in providing the following benefits: aging existing facilities (the 1950 Middle School and the 1923/53 Elementary School) will be demolished; the reconfigured K-12 facility will provide a long-term sustainable LEED Gold facility with significantly lower operational and maintenance costs; the gross area of the proposed K-12 facility is 20,756 sq. ft. less than the existing school facility as all educational spaces will be right sized and efficiently located; corridors will be clearly organized optimizing supervision and security; core classrooms will be located in a two story classroom wing with clear separation of ES, MS and HS students; day lighting is optimized; shared spaces will be centrally located to all grade levels and accessed from the Commons; site circulation is optimized as the school is now set back from the street, all student arrival and departure is visible at the front of the school, including bus/parent drop-off and HS parking.

This improved solution is based on the concerns and ideas voiced by stakeholders within the community as well as the facility assessment and education suitability. This solution has the solid support of the school board, faculty and community, eliminates all health and life safety issues and corrects problematic site drainage issues.

As proposed in 2012, the high school area will be demolished. Limon High School is literally a maze and confusing to navigate or egress in case of emergency. The corridors are so confusing that the Denver and Colorado Springs police SWAT teams and the State Patrol hold training sessions in this school because of the numerous nooks in the winding halls where people can hide. All existing locks are manually operated which makes it impossible to know that the 71 exterior doors are secure during an emergency situation. Limon HS has a disproportionate amount of the deficiencies as identified by the State Facilities Assessment (SFA). If repaired, 57% of the correction cost would be spent on 28% of the required program area.

The Middle School building is a renovated former gym located in the center of the constrained Limon site. It is an obstacle to the optimal organization of the K-12 school as it limits lines of sight, complicates circulation, and has steeply sloped roofs which compromise the utilization of the second story spaces. As a metal building it has a reduced life expectancy and limited opportunities to meet sustainable design criteria without significant cost and anticipated future repairs.

The Elementary School is plagued by water intrusion at the basement and crawl space levels, mold, deteriorating exterior wall materials and a rigid floor plan of bearing walls that result in undersized and poorly organized classrooms. The classrooms require significant upgrades to meet 21st Century educational standards.

Our concern for students' health and safety will continue as long as they are in our current school and the district's assessed value limits funding of the needed corrective actions. We believe this proposal to be the most responsible expenditure of

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construction funds to support the educational goals and effective long term operation of the District. BEST funding is the only viable means for Limon School District to provide a high quality education for its students in a safe, healthy, and secure environment.

Deficiencies Associated with this Project:

The Limon public school is a poorly organized sprawling K-12 facility composed of 13 additions constructed over 89 years. The high school area has a disproportionate amount of the deficiencies, identified by the State Facilities Assessment. If repaired, 57% of the correction cost would be spent on 28% of the required program area. The repairs would fail to address the root causes of the problems in the high school.

The Elementary School is plagued by drainage issues which have created erosion of exterior wall foundations, repeated flooding to the basement area and standing water resulting in mold and fungus in the crawl space. Vermin access the school through openings in the roof, classrooms are significantly undersized, and entries are not secure.

The Middle School building is a renovated former gym located in the center of the constrained Limon site. It is an obstacle to the optimal organization of the K-12 school as it limits lines of sight, complicates circulation, and has steeply sloped roofs which compromise the utilization of the second story spaces. As a metal building it has a reduced life expectancy and limited opportunities to meet sustainable design criteria without significant cost and anticipated future repairs.

Deficiencies found at the ES, MS and HS include poor sight lines, lack of fire separations or fire suppression, poor indoor air quality, lack of ventilation and thermal comfort.

Indoor Air Quality/HVAC Deficiencies:

CO2 levels are significantly elevated in the high school and middle school portions of the building, with recorded levels reaching three times higher than acceptable levels. CO2 levels in this range are documented to create lethargy and aching muscles which is clearly counteractive to learning. Severe winter temperatures compromise thermal comfort as a result of a poorly insulated exterior envelope and insufficient mechanical systems.

Repair of the existing HVAC deficiencies in the High School is restricted by low ceilings of 8'-0" which have no plenum space for ductwork; ceiling finishes are attached directly to the structural roof deck. The compromised air quality of the High School cannot be mediated without duct work located above the roof or increasing the number of small roof top mechanical units for this area which creates additional deficiencies of energy loss, frequent and difficult maintenance, hail and wind damage, and higher install and operational cost.

Fungus and mold have been documented in the ES crawlspace as well as ceiling tiles in the HS. Exposure to fungus and mold spores lead to compromised respiratory health. The High School and Elementary School have ongoing roof leaks which damage building materials.

Safety and code compliance concerns in the wood and metal shop include poor air exhaust and dust filtration systems, clogged/corroded eye wash station, no HVAC in the wood shop classroom, no make-up air unit in the metal shop, and no carbon monoxide detector for the cars that are pulled in the shop.

Building Security and School Grounds Supervision: Limon High School is literally a maze and confusing to navigate for daily use and emergency egress. The inflexible honeycomb floor plan and multiple additions compound many of the major safety concerns for this portion of the building. The corridors are so confusing that the Denver and Colorado Springs police SWAT teams and the State Patrol hold training sessions in this school because of the numerous nooks where people can hide in the winding halls. All existing locks are manually operated which make it impossible to know that the 71 exterior doors are secure during an emergency situation.

No visual security of the front entrance or corridors exists. The front office is not visible from the main entry, visitors need to travel more than 50 feet to reach the office with unfettered access to the rest of the school.

The wood and metal shops are separated from the school which challenges supervision and puts students at risk due to unlocked access doors and travel a distance of 175 feet through a parking lot. The elementary school classes are situated in a

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U shape that impedes supervision and security. All age groups travel outside to access the gym though unlocked exterior doors. Regularly used sidewalks ice in the winter because of deep shadows and poor drainage.

Site Issues: Lack of adequate drainage is a major safety and maintenance problem for the site. Ponding occurs adjacent to the building resulting in exterior wall and walk decay, basement flooding and standing water in the ES crawl space. Fungus and mold have been documented in the ES crawlspace as well as ceiling tiles in the HS. The basement of the Elementary school is vulnerable to flooding and a sump-pump operates continuously. The north exterior wall of the Elementary school lists dramatically, several inches out of plane, due to improper drainage at the courtyard. There are several examples of failing concrete where storm water has collected and freeze-thaw cycles have ruined the surface.

70% of students live in town and can walk to school; students are not served by clear and separate pedestrian routes on site. Congested vehicular and pedestrian routes converge at the main entry poorly functioning as parent drop off and visitor parking; putting students on foot at risk.

ADA Accessibility: The school district is currently involved in a legal proceeding for not complying with ADA guidelines and ANSI requirements. There has been an effort on the school's part to update the facility to meet the needs of any physically challenged students it might have, but several ADA compliant improvements are still needed for door access, compliant door hardware, toilet facilities (only two facilities have ADA access to stalls). Ramps and stairs are missing hand/guardrails. The current Severe Needs toilet is simply separated from the classroom by a movable curtain. The playground is not wheelchair accessible.

Fire Safety: The high school and elementary school lack fire separation walls, sprinklers, and protected corridor openings. Exterior emergency egress lighting is entirely lacking and the wood and metal shops are not equipped with any fire alarm. Emergency egress is a significant life safety hazard in the high school portion of the facility because there is no clear egress route. Internal large classrooms that previously exited directly to the exterior are no longer code compliant due to additions to the high school which now force students to exit through existing nonrated corridors.

Plumbing Deficiencies: The plumbing fixtures are outdated and in poor condition, especially those in the high school, they have excessive corrosion and mineral build up due to an inoperable water treatment system. The distribution and sanitary sewer lines are corroded and nearly blocked. Two years ago, portions of the sanitary sewer required replacement. Many drinking fountains are non-functioning.

Educational Inadequacies: The educational suitability of the trapezoidal high school classrooms is inadequate and they consume much more square footage per student than would be necessary in a more rectangular space. All surfaces of the classrooms are hard, nonabsorbent surfaces, creating reverberation calculated to be 40% above recommended levels. Continuous glazing in demising walls fail to isolate noise between every classroom and from the corridors. The wall between the music room and the band room does not provide the needed acoustic separation causing disruption when band and vocal are scheduled at the same time. When the band room is in use, the last three periods of every day, music is heard in all the HS classrooms.

The majority of the ES classrooms are undersized, half of them are below 690 sq.ft., the smallest at 580sq.ft. The floor plan is ridged and difficult to modify due to corridor masonry bearing walls. The classrooms require significant upgrades to meet 21st Century educational standards.

Instruction spaces in ES, MS and HS have limited day lighting and views; in 21st century schools daylight and views are highly valued as they have been shown to improve students' test scores on standardized tests. Lighting controls at the classrooms are either off or on, paired with open or shut blinds. There is no opportunity to vary the light levels of the lighting fixtures for different teaching needs.

There is no clinic, nurse's office, or clinic restroom to house sick students until their parents can retrieve them. There is no waiting area for visitors other than standing in the main hallway

Technology Issues: The Main Electrical Distribution panel is well beyond its anticipated life expectancy and lacks sufficient

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capacity to support 21st century educational power requirements. Additional outlets are difficult to add because they overload circuits. Data Cabling is exposed below the ceiling throughout the High School building and could be easily vandalized. Technology in the classrooms is severely lacking; wireless access is limited and the signal is blocked by numerous bearing walls. Many teachers don't have interactive white boards or any other network-connected means of presentation.

Proposed Solution to Address the Deficiencies Listed Above:

The Limon School District has re-evaluated its master plan from 2012. With the guidance and input of all stakeholders, including the board, faculty, staff, students, community and CDE, the District has identified a long term facility design that resolves all health and life safety issues and provides a right sized, highly efficient K-12 facility to support 21st Century learning.

The K-12 facility will utilize the existing gym, locker, weight room facilities (42,610 sq. ft.), athletic fields/track and site infrastructure. Maintaining the interior athletic spaces is a wise fiscal choice since the spaces are well-cared for and serve current and anticipated needs. The area of these interior athletic facilities exceed recommended areas by 5,437 sq. ft., due primarily to a large lobby and oversized weight room. Both of these spaces are utilized by the community on a regular basis. Large community events, funerals, professional club meetings are held in the Gymnasium spaces and utilize the lobby for overflow. The weight room is utilized by the public on a daily basis. The weight room is on the mezzanine level of the gym, making it difficult to re-purpose. The gym lobby is ideal for after hour access and is also used for intramural band assembly and cheerleading. When applied to the 2012 October enrollment count, this additional area adds 12 sq. ft. per student.

The current aging maze of disparate structures – the 1960 High School, 1950 Middle School and 1923/53 Elementary Schools will be demolished. The present buildings fail to support a cost effective and improved, long term solution. The new facility design reduces the overall building area by 20,756 sq. ft. and can achieve LEED Gold certification, significantly reducing operational and matanance costs.

The new K-12 facility is clearly organized into a two story classroom wing with separate areas for ES, MS and HS students. All instructional spaces receives optimal north and south daylight. A central Commons area is the “knuckle” that links all shared spaces - Administration, Media Center, Distance Learning, Industrial Arts/VoAG, Gymnasiums, and Music. Interior school supervision and security is supported by clear and direct circulation paths, a centrally located Administration, and satellite HS administration on the second level located between the HS and MS classrooms. All educational spaces are now accessed from two primary interior corridors; students no longer have to travel outside to access the shops and gymnasium.

The site circulation is designed to bring all students to the front and central area for bus and parent drop-off/pick-up and High School parking. All vehicular paths are separated from pedestrian paths and deliveries/staff drivers are separated from parent and student drivers. Playgrounds and play fields are clustered to the north of the school, away from the street curb. The proposed solution allows significant improvements to site grading and storm water drainage which will eliminate the current issue of water intrusion, mold, and decay of the exterior wall.

Detailed descriptions of the proposed solution are listed below.

Indoor Air Quality/HVAC Improvements: New energy-efficient, commercial grade mechanical systems will be installed in the new school spaces; the boiler in the 1978 gym will be replaced with a high performance boiler. This will provide distribution of fresh air ventilation and conditioned air to meet current standards. CO2 levels will be within acceptable ranges and all parts of the classrooms and shared spaces will be thermally comfortable.

Moisture intrusion to new and existing construction will be eliminated. The mold and fungus growth issues at the Elementary School will be eliminated; site drainage issues will be corrected.

New wood and metal shops will have new high performance HVAC system and life safety components such as dust filtration, caustic fume exhaust, eye wash and safety shower.

The AHERA report for asbestos has been reviewed and the cost to remove asbestos from all affected areas, including

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demolished materials from the existing buildings, has been included in this proposal. Block filler in the High School was tested for asbestos and found to be clean. An allowance for the possibility of asbestos containing block filter for other areas to be demolished has been included.

Building Security and School Grounds Supervision: The inflexible honeycomb floor plan at the high school will be demolished. The confusing corridors and numerous nooks will be eliminated. The proposed school is clearly organized with separation of age groups (ES/MS/HS) for instruction and centralized shared resources. The administrative offices will be consolidated to one primary location adjacent to the main entrance, with a satellite HS Admin/work center on the second level. Visitors who arrive during the school day will not be able to gain access to the school without checking in at the main office. Additionally, administrative services can be streamlined. The number of exterior doors will be reduced from 71 in the existing building to 18 in the proposed solution – all of which can be locked during the school day since students will no longer need to exit the building to access industrial arts or gym classes.

Site Issues:

Improved grading at parking lots and sidewalks will eliminate ponding that is causing building elements to decay and horizontal paved surfaces to fail.

Vehicular and pedestrian circulation paths have been separated. A dedicated bus loop will travel a path separate from parents, staff and deliveries. Parent drop off has been located adjacent to the new centrally located main entry and has grown in size to reduce congestion. Students enter/exit vehicles stacked in a single file eliminating the need to walk between moving vehicles. All HS parking is clearly visible in front of the school, adjacent to Administration and the primary school entry.

ADA Accessibility Improvements: All new and renovated areas of the school will meet ADA/ANSI requirements – restrooms will be wheelchair accessible, grade changes will have handrails where required, door knobs will be lever-type. The playground fall protection material will support wheelchair travel to equipment. Limon Schools will not be vulnerable to future ADA related complaints.

Fire Safety Improvements: Emergency egress will be greatly improved in the clear organization of the proposed K-12 facility. All parts of the building will now meet current code and life safety requirements: full fire suppression, smoke detection, emergency egress lighting and fire alarm.

Plumbing Improvements: Plumbing fixtures will be replaced with new water conserving fixtures and a water softening system will be provided. The domestic water and sanitary lines will be replaced.

Educational Suitability Improvements: New classrooms will be acoustically separated from the adjacent corridor and classrooms. They will be rectangular in shape and the aspect ratio will be between 1:1 and 1.33:1. The shape and aspect ratio will allow for a more efficient building layout resulting in an overall reduction of approximately 20,756 sq. ft. compared to the existing school facility. The new rectangular high school classrooms can be smaller than the existing trapezoidal rooms and house the same number of students.

Moreover, new construction will provide improved exterior insulation, mechanical system and distribution, technology infrastructure and lighting controls. Day lighting will decrease distraction due to lack of thermal comfort and glare therefore increasing educational efficacy. The band and vocal rooms will move near the gymnasiums and will be acoustically separated from each other. This will remove acoustical distraction during class times, create more opportunities for student performances and facilitate access to fields.

A nurse's office with a wheelchair accessible restroom will be provided in the main office for sick students until their parents can take them home. A waiting area for visitors will be provided in the administrative area.

Technology Improvements: New main electrical distribution and infrastructure will be provided. Rooms will have adequate outlets and data jacks to provide power to 21st century technology. Additionally, an adequate number of Wi-Fi antennas will be installed to allow wireless connectivity anywhere in the school. Cabling will be concealed in the walls and plenum spaces

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to prevent vandalism. Interactive white boards will improve how teachers are able to present material and expand curriculum.

Construction Phasing: The District and Master Plan team have created a construction phasing plan which requires a single temporary modular to support Administration during construction. Phasing has been designed to allow the use of the High School and Elementary School during the first phase of construction when the new facility is constructed. The MS students will be located within the current HS for the 2014 academic year. The HS and ES are demolished during the summer of 2015 when the gym renovation is performed and the site improvements are installed. The new K-12 will be completed in August 2015.

How Urgent is this Project:

The urgency for Limon School District is based on the immediate need to correct deficiencies that were identified in field observations during the Master Plan Process and mostly not noted in the CDE's School Assessment Report.

Urgent issues to be addressed in less than 1 year

Elevated CO2 levels in MS and HS classrooms tested at up to three times higher than acceptable levels. CO2 levels in this range are documented to create lethargy and aching muscles which is clearly counteractive to learning. The mechanical system cannot be repaired at the high school because of low ceilings and lack of plenum space.

Fungus and mold have been confirmed due to standing water in ES crawlspace. Exposure to mold and fungus spores contribute to respiratory health issues.

ADA non-compliance is typically not an urgent issue; however in the case of Limon School District, it is urgent as they are currently involved in a legal proceeding for ADA/ANSI non-compliance.

There is no fire alarm in the wood and metal shop building. These spaces are most susceptible to fire and occupied daily by students.

Urgent issues to be addressed in less than 2 years

The front office has no ability to supervise the main entry. There are 71 exterior doors that are manually locked and impossible to monitor in a lock down event. Many doors are left unlocked to provide required access for all students to the gym, wood and metal shops as well as visitor access to the ES and MS.

The structural integrity of the north exterior wall of the 1978 Elementary School addition lists dramatically, several inches out of plane, due to improper drainage at the courtyard.

Continuous water intrusion into the basement of the 1953 ES addition, due to poor site drainage, is the cause of rusting structural members, and decaying building materials.

Urgent issues to be addressed in less than 5 years

Daylight is visible through the ES roof, birds, vermin and water enter the building causing damage to building materials and health concerns. Ongoing roof leaks are observed in HS ceiling tiles.

Clinic facilities to serve the K-12 do not exist.

Congested vehicular and pedestrian routes converge at the main entry which functions poorly as parent drop off and visitor parking and exposes students on foot to risk.

Summary

The proposed solution economically corrects the all issues in the K-12, creating a valuable, long-term solution that is cost effective and is 20,756 square feet smaller than the existing facility. The building will be easier to supervise and maintain, while improving the educational suitability, and reducing operational costs. The costs cannot be met by the school district's maximum bonding capacity. It is not wise to pass a bond to only correct the symptoms and not the root cause of these problems. The BEST program was established to "provide financial assistance to school districts, boards of cooperative services, and charter schools throughout the state that have difficulty financing new capital construction projects and renovating and maintaining existing facilities." BEST funding is the only viable means for Limon School District to provide a high quality education for its students in a safe, healthy, and secure environment.

How Does this Project Conform with the Construction Guidelines:

The proposed K-12 building shall conform to all CCAB Public Schools Construction Guidelines with the single exception of the Industrial Arts/VoAg spaces.

The Industrial Arts (woodshop) and VoAg (metal shop) educational programs are robust at Limon School district. The guidelines recommend 150sf/student. Class size in the wood shop is about 18 students at any one time, 7 of 8 periods of the day, which results in 2,700sf. The proposed woodshop area has been increased to accommodate the large projects build, assembled and finished in this currently constrained area. A detailed space plan was created that located each piece of equipment, work station, material storage, assembly and finish areas. We are confident the woodshop requires 3,440 sq. ft. to accommodate the Industrial Arts program at Limon.

The metal shop is very close to program (2,700sf) at 2,970sf. The additional 270 sq. ft. is required in the overall space area to accommodate the large welding projects associated with agricultural equipment and projects typical of the VoAg instruction at Limon.

Specific existing deficiencies that will be addressed include:

- 3.3. A continuous and unobstructed path of egress from any point in the school that provides an accessible route to an area of refuge, a horizontal exit, or public way. Doors shall open in the direction of the path of egress, have panic hardware when required, and be constructed with fire rated corridors and area separation walls as determined by a Facility Code Analysis.
- 3.5. A building fire alarm and duress notification system in all school facilities designed in accordance with State and Local fire department requirements.
- 3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access. Interior classroom doors shall have locking hardware for lock downs and may have door sidelights or door vision glass that allow line of sight into the corridors during emergencies.
- 3.10. Safe and secure electrical service and distribution systems designed and installed to meet all applicable State and Federal codes. The electrical system shall provide artificial lighting in compliance with The Illumination Engineering Society of North America (IESNA) for educational facilities RP-3-00. Emergency lighting shall be available when normal lighting systems fail and in locations necessary for orderly egress from the building in an emergency situation as required by electrical code.
- 3.11. A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes.
- 3.12. Healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems or operable windows and by reducing outside air and water infiltration with a tight building envelope.
- 3.16. A separate emergency care room or emergency care area shall be provided. This room shall have a dedicated bathroom, and shall be used in providing care for persons who are ill, infested with parasites, or suspected of having communicable diseases. Every emergency care room or area shall be provided with at least one cot for each 400 students, or part thereof, and be equipped with a locking cabinet for prescriptions and first aid supplies.
- 3.17. A facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons.

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3.18. A site that safely separates pedestrian and vehicular traffic and is laid out with the following criteria:

3.18.1. Physical routes for basic modes (busses, cars, pedestrians, and bicycles) of traffic should be separated as much as possible from each other.

3.18.2. When possible, provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking. Curbs at bus and vehicle drop-off and pick-up locations shall be raised a minimum of six inches above the pavement level and be painted yellow. Provide 'Busses Only' and 'No entry Signs' at the ends of the bus loop.

3.18.3. 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. Do not load or unload students where they have to cross a vehicle path before entering the building. It is recommended all loading areas have "No Parking" signs posted.

4.13.2. Classrooms should accommodate a maximum of up to 25 students and provide 32-35 five square feet/student with a minimum classroom size of 600 square feet. Ceiling heights in classrooms should not be lower than nine feet. The ideal classroom is rectangular in shape with the long axis 1.33 times longer than the short axis. Classrooms should have a source of natural light with a view, have conditioned well ventilated air, and provide all the necessary equipment, technology infrastructure, and storage to support the intended educational program.

4.13.3. Computer lab with technology embedded in classroom to support interactive whiteboards, utilizing wireless internet access whenever possible. Computer labs should be located centrally in the school.

4.13.6. Science lab should be located centrally in the school, and provided with teaching demonstration table, emergency shower/eyewash, demonstration hood and student work stations with water and gas receptacles. The lab should be equipped with adequate instrumentation.

4.13.8. Band classroom with conducting podium, instrument storage room and acoustic practice room. Band classrooms shall be physically separated from other classrooms to prevent sound transmission between areas.

4.13.9. Vocal classroom with conducting podium and acoustic wall panels. Vocal classrooms shall be physically separated from other classrooms to prevent sound transmission between areas.

4.13.11. Career and technical education (CTA) classroom that supports desired educational programs.

4.13.12. Library/multimedia center (LMC) should be the heart of the school, providing a flexible space for students, staff, and parents to read, write and draw. The space should be designed with high ceilings, exposed structure and building materials. The space should have abundant natural light as well as well-designed artificial task lighting. Window shades should be incorporated to accommodate the use of audio visual equipment requiring darker environments;

The proposed K-12 will be designed for compliance with the High Performance Certification Program and to achieve LEED-Certification with an ultimate target of LEED-Gold. The design will focus on Optimizing Energy Performance, Water Efficiency and Indoor Environmental Quality credits which provide the greatest long-term benefits for the school, while minimizing the up front cost impact to CDE and the district.

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

Limon School District is committed to every aspect of education, including its facilities. Our current facilities are clean. However, the "meat and potatoes" of the facilities are in need of major renovation.

FY10 Maintenance Expenditures:

-Salaries\$177,725

-Benefits\$57,984

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-Purch Service 67,103
-Supplies 166,739
-Capital 1,796
Total 471,347

FY11 Maintenance Expenditures:

-Salaries 166,608
-Benefits 58,932
-Purch Service 66,635
-Supplies 126,235
-Capital 0
Total 418,480

FY12 Maintenance Expenditures:

-Salaries 120,790
-Benefits 41,843
-Purch Service 65,722
-Supplies 168,856
-Capital 0
Total 397,211

Capital Reserve Expenditures:

2008 218,159
2009 87,840
2010 167,490
2011 533,777
2012 61,740

We used to allocate approximately \$120,000 a year to the Capital Reserve Fund. Our board still feels it is appropriate to contribute to this fund. However, with the new legislation in response to the poor economy, recent contributions have only come from an insurance settlement following a hail storm.

It is our goal to continue contributing to the Capital Reserve Fund and increase the contribution with the savings from utilities and the decrease of higher immediate maintenance due to older buildings. Our goal will be to build up a reserve to be able to pay for major maintenance expenditures and for new buildings over the long term.

Limon School District will provide for maintenance and upkeep of all the projects proposed within this application as per BEST regulations. Due to the current economy and changes in legislation, the Capital Reserve Fund currently does not allocate funds for ongoing building maintenance. When the economy turns around we anticipate budgeting approximately \$50,000 annually for the Capital Reserve Fund. An additional \$25,000 will be added annually to a line item called Post Warranty Set-Aside Reserve in the Capital Reserve Budget to build a savings of a minimum of \$300,000. This reserve will insure that we have the resources to do maintenance and replacement of BEST-funded facilities and equipment. Once the building systems are installed and operational, an appropriate scheduled maintenance plan will be developed and followed in order to ensure proper operation and increased longevity of all systems. This fund will continue to build in order to replace our existing building in the distant future.

We currently have a bond obligation of approximately \$1,580,000 for major renovations that were completed in 2000.

With a successful BEST grant application and bond election the school district will renovate and build new areas for a K-12 school with less square footage than the current building. This new building will utilize space much more efficiently than our current high schools and other daisy chained additions. Our new school will allow the district to channel its resources away from the immediate health and safety needs that we lack the resources to fully fund. The annual utilities savings due primarily to energy efficient systems will allow for our maintenance budget to decrease with new HVAC systems, new

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plumbing and updated electrical systems, etcetera. These savings will allow for the additional \$15,000 to be placed in the new line item mentioned above.

We currently have 2 full-time custodians and 3 part-time custodians. We feel confident that these five people will be able to handle the maintenance and custodial needs in a new school. We will be able to better utilize the staff because all personnel will be working in one building. Staggering custodial and maintenance staff in one building has potential to increase savings by reducing overtime or the need to hire additional staff.

Our 2 full-time custodians have worked for the district for a numerous years and have many years left to serve our community. They bring a wealth of knowledge and experience as well as commitment to our district and its facilities.

The district will maintain its philosophy of holding in reserve funds to replace equipment and make necessary repairs. The current annual maintenance budget in addition to potential savings through efficiencies will meet the annual costs while providing a reserve for eventual repairs, replacements, and improvements. The board supports the necessity for the continual building of a maintenance reserve as a top priority.

Limon School District is committed to the community, students, staff, and BEST guidelines, and we pledge to maintain these capital construction projects.

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

The facility was originally built for the school and has been occupied by the school district since construction completion.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$50,000

CDE COMMENTS:

DISTRICT APPLIED FOR THIS PROJECT LAST YEARS AND WAS SHORTLISTED, BUT DIDN'T MAKE FINAL PRIORITIZED LIST. THIS SOLUTION IS SIGNIFICANTLY DIFFERENT THAN LAST YEAR AND EMCOMPASSES MORE OF THE EXISTING FACILITY.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input checked="" type="checkbox"/> Technology	<input checked="" type="checkbox"/> Other	
Importance: M	Urgency: L	Ability: Not Able	Planning: Up to date	Previous BEST Grants: 2 - \$134,792
Red Flags:				
If Yes, Explanation:				
Current Grant Request:	\$18,046,346.15	Historical Significance:	Yes-Deemed Significant	
Current Applicant Match:	\$6,973,015.00	Does this Qualify for HPCP:	Required	
Total Project Cost:	\$25,019,361.15	Will this Project go for a Bond:	2013 Bond	
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	44	
Previous Matches:	\$0.00	Actual Match Provided:	27.870476	
Affected Pupil Number:	447	Applicant Met Match	<input type="checkbox"/>	
Affected Sq Ft:	113,450	Is this a Statutory Waiver	<input checked="" type="checkbox"/>	
Cost Per Sq Ft:	\$201.93	Is a Master Plan Complete	<input checked="" type="checkbox"/>	
Cost Per Pupil:	\$53,306.40	Who Owns the Facility:	District	
Sq Ft Per Pupil:	263.98	Does the Facility Have Financing:		
Per Pupil Allocation to Cap Reserve:	\$195.00	Who will the Facility Revert to if the School Ceases to Exist:		

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Listed Inflation Percent:	2	NA	
District FTE Count:	410.30	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$39,688,473.00	Outstanding Bonded Debt:	\$1,935,000.00
PPAV:	\$96,730.00	Total Bonding Capacity:	\$7,937,695.00
Unreserved General Fund FY1011:	\$1,148,969.64	Bond Capacity Remaining:	\$6,002,695.00
Median Household Income:	\$43,707.00	Percent Bonding Capacity Used:	24
Free Reduced Lunch %:	47.67	Existing Bond Mill Levy:	5.508
Match Source Detail:	2013 Bond		

Statutory Waiver for BEST Grant District Match

A partial/full (circle one) district match waiver is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

- A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line items A * N from grant application): \$ 10,484,302
- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2011/12 AV x 20%): \$ 8,553,014
- C. New proposed bonded indebtedness if the grant is awarded: \$ 6,973,015
- D. Current outstanding bonded indebtedness: \$ 1,580,000
- E. Total bonded indebtedness if grant is awarded with a successful 2012 election (Line C+D): \$ 8,553,015

School District:

Project: Limon School District

Date: 03-01-12

Signed by Superintendent:



Printed Name: David Marx

Signed by School Board Officer:



Printed Name: Jason Bandy

Title: Board President



Limon Police Department

Chief Lynn E. Howell

P. O. Box 9 100 Civic Center Drive
Limon, Colorado 80828
719-775-9211

February 7, 2012

Lost found

Chris Selle, Superintendent
Limon Public Schools
P.O. Box 249
Limon, Colorado 80828

Dear Mr. Selle,

I was glad to hear that the Limon Public Schools were attempting to secure a BEST grant to build a new school. Since becoming the Police Chief in Limon, the Limon School buildings have been a major concern of mine, particularly the safety and welfare of the students and staff of the school system.

I would like to mention some of the fears and safety concerns that I have. They are as follows:

1. There is no visual observation of who comes and goes from the front entryway into the school.
2. A back door is always left open so students can access the wood and metal shops.
3. There are 70+ exterior doors in the school building.
4. The hallways are confusing and there are blind corners everywhere.
5. There are no intruder alarms or surveillance video capabilities inside the school.

I have had two separate active shooter trainings at the Limon School. During these training sessions, the instructors came from much larger agencies and have both outlined the same concerns as I mentioned above. Their concerns were that an active shooter could hide almost anywhere and could sneak in or out of the school unnoticed in one of those 70+ exterior doors.

I do hope the Limon Public School District is successful in obtaining a BEST grant to improve the safety of the students and staff at our school. If I can be of further assistance please don't hesitate to contact me.

Sincerely,

Lynn E. Howell
Chief of Police

-Facilities Impacted By This Grant Application-

VALLEY RE-1 - Caliche Pre-K-12 - PK-12 Potable Water Storage and Treatment - 1974

School Name: Caliche Pre-K-12

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	87,725
Replacement Value:	\$24,753,779
Condition Budget:	\$8,425,525
Total FCI:	34.04%
Energy Budget:	\$30,704
Suitability Budget:	\$2,345,200
Total RSLI:	22%
Total CFI:	43.6%
Condition Score: (60%)	3.17
Energy Score: (0%)	2.29
Suitability Score: (40%)	4.39
School Score:	3.66



Assessment Findings:

Scope Item: Potable water replacement

Assessment Findings: Assessment shows water supply system original and expired.

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Applicant Name: VALLEY RE-1

Applicant Priority #: 1

County: LOGAN

Cash Grant Score: 1.3

Project Title: PK-12 Potable Water Storage and Treatment

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The operation of a potable water system at Caliche Schools is a necessity since there is not a municipal water system in the geographical area. It is a student health concern since the water system is in need of updating to meet current state standards for a potable water system. At this time we are not in compliance with a finding from the Northeast Colorado Health Department which indicated significant deficiencies and/or alleged violations.

Our potable water problems and violations can fit into general categories of water quality, system design and water storage. On the water quality side, additional treatment and filtering will be the best way to meet regulations. The physical water system is also in violation because there are interconnections with our outdoor irrigation wells to accommodate additional fire sprinkler capacity which inject untreated water into the water storage tanks in case of fire. Such connections are not allowed to mix with Potable water. A different supply line leading from storage tanks to the school building originally designed for redundancy does not meet current code. Our water storage consists of 10,000 gallons which at the end of a school day leaves the tank fairly low. In the case of a well failure or fire, supplies of water are insufficient.

School District RE-1 Valley is requesting help from the BEST program because RE-1 does not have adequate capital reserve funds to meet our immediate needs. RE-1 must address the potable water supplies for Caliche as well as wastewater at Caliche. In addition we have needs for roof replacements and HVAC unit replacements on other district buildings which we are addressing with school district funds. The district has been aggressive in the last two years correcting safety issues in our buildings and school sites.

Deficiencies Associated with this Project:

In a letter from the Northeast Colorado Health Department in July of 2012, the department found the drinking water system in violation. As of this time there is still one unresolved item as follows: "System has not received plans & specifications approval by the Division prior to construction of renovations to the water system, including the addition of new sources, modifications of treatment or addition of storage tanks. This is a violation of the CPDWR, Section 1.11.2(b)." The water system has a new well, drilled in 2012. The remainder of the system is its original 1974 design. The 1974 design has interconnects between two potable wells to the storage tanks although only one well, the new one, is useable. Pipes from the storage tanks to the building have been questioned, in particular the fire interconnect that was modified in 1977. Water quality is a current concern in meeting regulations with "The Water Quality Control Division". In October 2012 School District RE-1 Valley received a letter from the division showing that our total trihalomethanes (TTHM) of 0.134 mg/L exceeded the maximum contamination level (MCL) of 0.080 mg/L. In November 2012 a letter from The Water Quality Control Division "has received information that has caused changes to monitoring requirements for Caliche School ...On November 13, 2012 Total Xylenes were detected again at entry point 001(School) at a concentration of 2.9 ug/L." Any detection of Xylene is a violation. Exposure to Xylene over a short period of time can cause disturbances of cognitive abilities, balance and coordination. Exposure over a lifetime can damage the central nervous system, liver and kidneys. One possible source of the Xylene is a reaction to epoxy coatings in the storage tank. Tests at the well resulted in a "Non Detect" for Xylene, implying that Xylene is entering the system downstream from the well.

The amount of water storage is a concern for several reasons. Since the district has one permitted drinking water well that

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yields about 8 gallons per minute, adequate storage is necessary. The current 10,000 gallon capacity does not provide an emergency reserve if the pump shuts down or the district has a fire emergency. It is expected that 20,000 to 50,000 gallons would be needed considering building use and after Fire Department and ISO requirements are considered. Caliche Jr. – Sr. High School has some areas of the building fire sprinkler equipped. Caliche is served by the Crook Volunteer Fire Department located in Crook, CO a distance of 11 miles.

There are supply line items that need changed to provide for special check valves that sense and hold pressure to keep fire suppression lines from back-feeding into the water supply. There are also undocumented water lines for redundancy, but we cannot confirm that there are no interconnects with the non-potable water system.

Proposed Solution to Address the Deficiencies Listed Above:

With multiple problems of meeting minimum water quality standards, adequate storage supplies of water and water interconnects with non-potable water, School District RE-1 Valley recommends the replacement of its potable water system. The project would include building a new large water storage tank at a location at a elevation closer to school level (current tanks are downhill below school elevations). New water lines would be needed. The changes would require installation of variable frequency drives, booster pumps, valves, electrical, controls and flow metering. A water (activated carbon) filter system would help in meeting standards of THM's HAA5 and Xylene. The filter can also help with the taste quality of the water. Since the location of the water storage tank change and additional space would be needed for filtering equipment, a new building to house the controls, filtering, pumps and electrical would be needed. The large water storage tank is needed to compensate for the small volume of 8-10 gallons per minute that our well can produce. It is desired to have several days of water stored to reduce the need to cancel school in case of a well problem or have a need for quantity in case of fire.

How Urgent is this Project:

The School District needs to show that we are taking definite steps to correct the violations and be in compliance with the Colorado Primary Drinking Water Regulations (CPDWR). The Northeast Colorado Health Department letter called for correction of all significant deficiencies by November 22, 2012. Since this date has passed we would like to take action as soon as possible without disrupting the student attendance calendar.

How Does this Project Conform with the Construction Guidelines:

The project will bring School District RE-1 Valley's potable water system into compliance with regulations and drinking water standards.

3.4. A potable water source and supply system complying with 5CCR 1003-1 "Colorado Primary Drinking Water Regulations" providing quality water as required by the Colorado Department of Public Health and Environment. Water quality shall be maintained and treated to reduce water for calcium, alkalinity, Ph, nitrates, bacteria, and temperature (reference, Colorado Primary Drinking Water Act and EPA Safe Water Drinking Act). The water supply system shall deliver water at a minimum normal operating pressure of 20 psi and a maximum of 100 psi to all plumbing fixtures. Independent systems and wells shall be protected from unauthorized access.

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

The potable water system will require daily attention to monitor water well operation, water storage levels, chlorination, water filtering and water pressure to the school buildings. Repairs and maintenance, including the water activated carbon filters will be funded through the maintenance department budget. A certified contracted water operator will oversee the operations on a periodic basis to advise and direct the district maintenance director of needed work. Water tanks will be drained and inspected on a schedule meeting the manufactures recommendations.

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

The potable water was built new in 1974 to meet the needs of Caliche Jr. – Sr. High School. Currently we are not meeting potable water quality tests. Today we do not meet current health department regulations with our system design and construction. The addition of Caliche Elementary School in 1983 placed additional demands on the facility sites water storage. The system is showing signs of its age with some visible exterior tank rust.

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What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: H	Urgency: H	Ability: Not Able	Planning: Older than 5Y
Previous BEST Grants: 0			
Red Flags:	Fire protection requirements not fully investigated with DFS		
If Yes, Explanation:	Project involves fire storage, district worked with engineer and confident solution will satisfy DFS requirements, but not specifically reviewed by DFS. Local fire approves.		
Current Grant Request:	\$304,590.00	Historical Significance:	N/A
Current Applicant Match:	\$124,410.00	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$429,000.00	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	29
Previous Matches:	\$0.00	Actual Match Provided:	29
Affected Pupil Number:	292	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	87,725	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$4.45	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$1,407.94	Who Owns the Facility:	District
Sq Ft Per Pupil:	316.69	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$0.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	2	NA	
District FTE Count:	2,091.10	Bonded Debt Approved:	\$23,700,000.00
State Financial Watch:	No	Year Bond Approved:	05
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$170,130,031.00	Outstanding Bonded Debt:	\$21,134,990.00
PPAV:	\$81,359.00	Total Bonding Capacity:	\$34,026,006.00
Unreserved General Fund FY1011:	\$4,072,224.81	Bond Capacity Remaining:	\$12,891,017.00
Median Household Income:	\$40,205.00	Percent Bonding Capacity Used:	62
Free Reduced Lunch %:	49.04	Existing Bond Mill Levy:	10.827
Match Source Detail:	Capital Reserve Fund, General Fund, Mill Levy Override Funds		

STATE OF COLORADO

John W. Hickenlooper, Governor
Christopher E. Urbina, MD, MPH
Executive Director and Chief Medical Officer



Colorado Department
of Public Health
and Environment

Dedicated to protecting and improving the health and environment of the people of Colorado

4300 Cherry Creek Dr. S. Laboratory Services Division
Denver, Colorado 80246-1530 8100 Lowry Blvd.
Phone (303) 692-2000 Denver, Colorado 80230-6928
Located in Glendale, Colorado (303) 692-3090

<http://www.cdphe.state.co.us>

October 11, 2012

MIKE MANUELLO
CALICHE SCHOOL
PWSID # CO0238002
301 HAGEN ST
STERLING, CO 80751

**RE: Compliance Advisory - Increased Monitoring Requirement
Total Trihalomethanes and Haloacetic Acids**

Dear Mr. MANUELLO:

The Water Quality Control Division (the "Division") has reviewed the 2012 disinfection byproduct sampling results for total trihalomethanes (TTHM) and haloacetic acids (HAA5) for CALICHE SCHOOL (the "System") collected on August 1, 2012. The sample result for TTHM is 0.134 mg/L which exceeds the TTHM maximum contamination level (MCL) of 0.080 mg/L.

As a result of the exceedance, the System is required to begin quarterly monitoring for both TTHM and HAA5, beginning fourth quarter 2012, as stated in Article 7.6.3(b)(1)(i) of the *Colorado Primary Drinking Water Regulations*. If the System completes a full year of quarterly sampling and meets the requirements of section 7.6.3(b)(1)(v), you may request to return to routine monitoring.

You may download your 2012 Annual Monitoring Schedule online at: <http://wqcdcompliance.com/schedules>. You will need your PWSID#. If you have any problems accessing your Monitoring Schedule or if you don't have computer access, please call 303-692-3541 and request a copy.

If you have any questions about the increased monitoring, you may contact me by telephone at (303) 692-3318 or by Email at bryan.pilson@state.co.us.

Sincerely,

Bryan Pilson
Drinking Compliance Specialist
Water Quality Control Division



District Headquarters - 700 Columbine St., Sterling, CO 80751
(970) 522-3741 - 877-795-0646 - www.nchd.org

July 25, 2012

Mike Manuello
 Caliche School
 301 Hagen St.
 Sterling, CO 80751

Subject: Sanitary Survey of Caliche School
 Public Water System Identification (PWSID) No. CO0238002
 Logan County

Dear Mr. Manuello:

This letter serves to report the findings of the sanitary survey conducted by the Northeast Colorado Health Department on behalf of the Engineering Section of the Colorado Department of Public Health Department's Water Quality Control Division ("the Division") at Caliche School ("the System") on June 28 2012. The assistance that was provided was very helpful and is greatly appreciated. Table 1 identifies the parties present during the sanitary survey.

Table 1: Parties Present

Name	Organization
Tim Peake	Certified Operator for Caliche School
Cury Burtard	Caliche School
Teena Pierce	Northeast Colorado Health Department
Laura Waide	Northeast Colorado Health Department

The findings below have been identified as significant deficiencies and/or alleged violations of the Colorado Primary Drinking Water Regulations (CPDWR). In some cases, the inspector refers to the Colorado Design Criteria for Public Water Systems (CDPWS).

Significant Deficiencies

Deficiency Number	Deficiency Code	Category	Description of Deficiency
--------------------------	------------------------	-----------------	----------------------------------

1 S031 Source

System has located a well (or spring) in a location that causes it to be impacted by contamination. Colorado Design Criteria for Potable Water Systems (DCPWS), Sections 2.1.2, 2.1.4 and 2.1.9

At the time of the sanitary survey, the inspector observed that the System's well head was located near a parking lot without any type of protective barrier. To adequately protect the well head, the System is expected to install bollards or some other permanent measure to protect the wellhead against the possibility of accidental damage. **See Attachment 1.**

Violations of the CPDWR

Violation Number	Violation Code	Category	Description of Violation
1	R540	Monitoring, Reporting, and Data Verification	System had not received plans & specifications approval by the Division prior to construction of renovations to the water system, including the addition of new sources, modifications of treatment or addition of storage tanks. This is a violation of the CPDWR, Section 1.11.2(b).

At the time of the sanitary survey, the System indicated that they drilled a new well to replace their former well in October 2011. According to the System's records, Caliche School did not obtain approval for the replacement well. The Department records reflect that plans and specifications for the new well were received on October 31, 2011. In response to the System's submittal, the Department deemed the plans and specifications incomplete and sent Caliche School a Request for Information letter on December 19, 2011. The System is expected to complete the design review process so that the Department's approval is obtained. The System may contact Paul Kim, Senior Design Review Engineer, at 303.692.3279 or via email to paul.kim@state.co.us for additional information on the design review and approval process. **See Attachment 2.**

2 D210 Distribution

System had customer service connections that serve untreated drinking water. This is a violation of the CPDWR, Section 13.2 (Ground Water).

At the time of the sanitary survey, the Division inspector observed a yard hydrant that was located next to the well head. According to the system, the yard hydrant is supplied with water from the system's drinking water well that is not connected to the treatment system. Thus, the yard hydrant is a service connection that provides untreated drinking water, which is an alleged violation of the CPDWR. Although this hydrant is not intended to be a customer service

connection for drinking water, it could potentially be used as such. Typically raw water connections are not permissible and would need to be corrected. However, the Division allows untreated water connections to this type of yard hydrant provided that a lock is installed or a sign is posted at the hydrant stating that it is NON-POTABLE WATER, DO NOT DRINK. Alternatively, the system may physically disconnect the yard hydrant. **See Attachment 2.**

This letter is the System's notification that the significant deficiencies and/or violations of the CPDWR listed above were identified during the sanitary survey. The System must contact the inspector either by phone or email to discuss the findings and the appropriate corrective actions and schedule for implementing those actions by August 24, 2012. In addition, the System must provide a written response addressing these findings by September 10, 2012. This response must outline the course of actions that has or will be taken and the date by which the System proposes to correct the significant deficiencies and/or violations. **The System must correct all significant deficiencies and/or violations by November 22, 2012.**

A significant deficiency or violation of the CPDWR represents an unacceptable risk or a potential risk to health or the safe delivery of drinking water. Failure to provide a written response to significant deficiencies or violations within 45 days is a violation of the CPDWR Article 11.4 (c).

Other Observations//Comments

The following observations, compliance assistance, and comments will enable your system to better conform to the requirements of applicable design criteria or other industry standards:

Design Criteria: Physical condition of the source does not meet State of Colorado design criteria specified for potable water systems DCPWS – Part 2

At the time of the survey, the condition of the well does not meet the DCPWS. The well head does not have a vent. Section 2.1.7 of the CDPWS requires the vent to be covered with a twenty-four squares per inch mesh, corrosion resistant screen. The Division recommends that the system make the above referenced well improvement to bring the well into compliance. **See Attachment #2**

Reminders

- Article 1.11.2 (Prior Approval Required) requires the Department's approval prior to commencement of construction of any improvements, treatment process modifications, or the addition of new water sources.
- Most regulations, guidance documents, and forms are available via Internet on the Department's website. Please link to www.cdphe.state.co.us/wq for further information. You can link directly to the Engineering Section's webpages at <http://www.cdphe.state.co.us/wq/engineering/techhom.html> and to the Drinking Water Program webpages at <http://www.cdphe.state.co.us/wq/drinkingwater/index.html>

Attached is a form that the System may use to document the required written response to this letter. While using this form is optional, it will fulfill the requirement to provide a written response if completed and submitted to me by the written response due date of September 10, 2012. The Division highly recommends that the System use this form for providing the written response. Please be sure to include in the form how the System proposes to correct each significant deficiency and/or violation and a date by which it will be corrected. For any significant deficiency and/or violation that has been corrected within the 45-day timeframe and documented in

[PWS CONTACT NAME]
[PWSNAME]

[DATE OF LETTER]
Page 4 of 4

the response form, please include photographs, documents or other material that that will function as proof of the correction.

If you have any questions, please contact me by phone at 970-522-3741 ext. 1262 or via e-mail at teenap@nchd.org.. Thank you for your time and cooperation.

Sincerely,

Teena Pierce
Environmental Health Representative
Northeast Colorado Health Department

cc: Drinking Water File, PWSID# CO-CO0238002

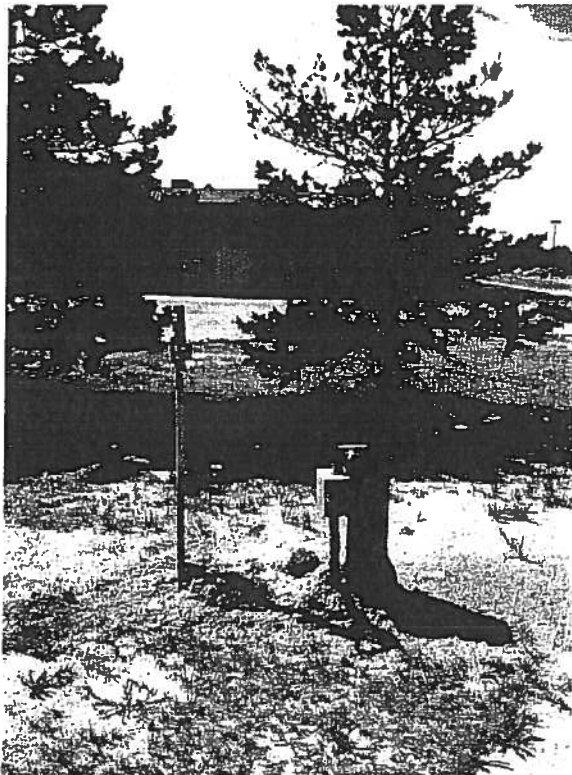
ec: Cathy Heald, CDPHE-WQCD NCGW System Inspection Coordinator, catherine.heald@state.co.us
Bret Icenogle, Senior Design Review Engineer, CDPHE-WQCD-Engineering Section,
bret.icenogle@state.co.us
Tim Peake, Certified Operator, peake@sterlingcolo.com
Cury Burtard, Caliche School, burtardc@re1valleyschools.org

Attachments

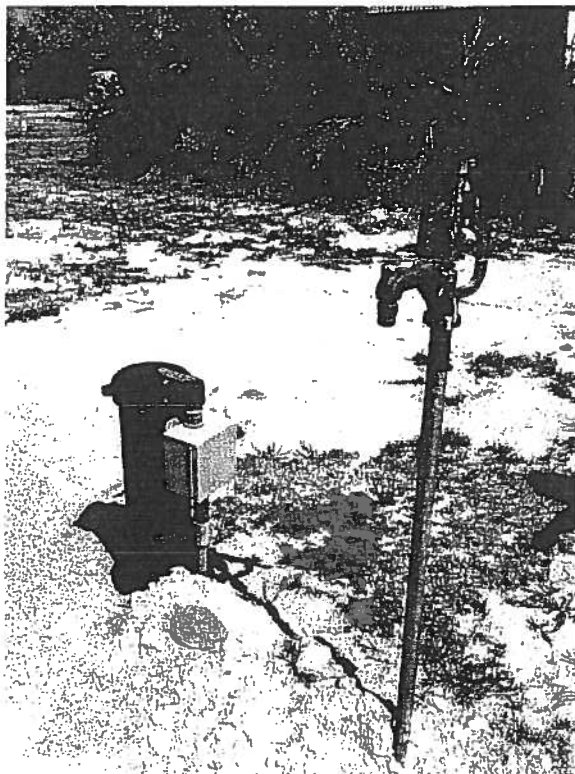
(for any **photographs – mandatory for significant deficiencies/violations** when it is possible to take a photograph, i.e., all physical structures versus written plans/records)

Attachments

Attachment 1:



Attachment 2:



VALLEY RE-1 - Caliche Pre-K-12 - PK-12 Wastewater Treatment Plant Upgrade - 1974

School Name: Caliche Pre-K-12

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	87,725
Replacement Value:	\$24,753,779
Condition Budget:	\$8,425,525
Total FCI:	34.04%
Energy Budget:	\$30,704
Suitability Budget:	\$2,345,200
Total RSLI:	22%
Total CFI:	43.6%
Condition Score: (60%)	3.17
Energy Score: (0%)	2.29
Suitability Score: (40%)	4.39
School Score:	3.66



Assessment Findings:

Scope Item: Wastewater treatment replacement

Assessment Findings: Assessment shows wastewater system original and expired, currently noncompliant.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: VALLEY RE-1

Applicant Priority #: 2

County: LOGAN

Cash Grant Score: 1.3

Project Title: PK-12 Wastewater Treatment Plant Upgrade

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The operation of a wastewater system at Caliche Schools is a necessity since there is not a municipal wastewater system in the geographical area. It is a student health and environmental safety concern since the wastewater system's unlined lagoon seeps away to groundwater. This is the groundwater water table that also serves to supply potable water for the Caliche Schools. There is no evidence that we have harmed the groundwater table, but left uncorrected for many years, the chances for harm to groundwater wells increase. The Caliche Wastewater System at Caliche serves Caliche Elementary (preschool – 6) and Caliche Jr.-Sr. High School (7 – 12). The plant was put into service in 1975 to support Caliche Jr.-Sr. High School. It was not enlarged when Caliche Elementary was added in 1985. Currently the wastewater plant is not efficiently or effectively processing all the waste. There is some water being released to the wastewater lagoon that is grey and not fully processed. We desire to operate a waste water treatment plant that meets health department regulations and standards.

The district does not have adequate capital reserve funds to complete this project on our own. Therefore, we are requesting your help with a CDE BEST grant along with district funds to make a safe and healthy school environment for students attending at the Caliche site.

Deficiencies Associated with this Project:

At this time the wastewater being released into the water retention lagoon is not completely clear as it should be. The performance of the current Case/Cotter package plant aeration unit is not working to the needed standard that requires removal of all bacterial products. The 1974 plant was not designed to meet today's more stringent treatment standards and regulations. Our current aeration system is not efficient in processing wastewater during peak periods of use. The plant does not have a mechanism to waste or recycle sludge properly.

Sludge refers to the residual, semi-solid material left from the sewage treatment process. Fresh sludge is passed to an aeration chamber where it is decomposed by aerobic bacteria, resulting in liquefaction and reduced volume of the sludge. After digesting for an extended period, the result is called "digested" sludge. Part of the settled material, the sludge, is returned to the head of the aeration system to re-seed the new wastewater entering the tank with microorganisms that start the digestion process again. Because our plant cannot keep up with the digestion at peak periods, an excess of sludge fills up the clarifier tank and requires pumping off of excess (not fully digested) sludge for disposal by a company such as Waste Management, Incorporated. When the excess sludge is pumped out, along with the sludge go the microorganisms needed to process the new waste entering the system. The Caliche Wastewater plant is left with two bad choices. The first choice is to pump out too much sludge which leaves the wastewater treatment ineffective because the microorganisms go with the sludge. The second bad choice is not to pump out sludge which makes decomposition process ineffective because too much sludge builds up to be fully digested and is discharged into the lagoon. The result is that we are not fully processing our wastewater. In the Caliche wastewater plant the hopper bottom clarifier fills up with sludge and suspended solids that eventually flow into the lagoon. The plant uses a hopper bottom clarifier that does not meet Colorado Public Health and Environment (CDPHE) design criteria and are no longer allowed in new systems in Colorado. The system discharges an unknown water quality to an un-lined lagoon. Seepage from the lagoon could affect the groundwater table upon which Caliche Schools rely for their potable water supply. There is no evidence that we have harmed the groundwater table, but left uncorrected for years, the chances for harm to shallow groundwater wells greatly increase. The current system was not designed to meet current standards for total nitrogen treatment standards of 10mg/L. There is a contact channel but no

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

means of chlorination or de-chlorination as required by CDPHE. Because pumping the sludge makes the process ineffective, and allowing the undigested sludge to accumulate and run into the lagoon, additional oversight and regular maintenance to the system cannot solve the problem.

Proposed Solution to Address the Deficiencies Listed Above:

It has been recommended that School District RE-1 Valley replace its current installation with sequencing batch reactor (SBR) units. The process also includes cleaning and hauling accumulated sludge out of our wastewater lagoon so that it cannot continue the path to reach and pollute ground water wells.

Sequencing batch reactors are processing tanks for the treatment of wastewater. SBR reactors treat waste water in batches. Oxygen is bubbled through the waste water to reduce biochemical oxygen demand (BOD) to make suitable for discharge into a retention lagoon. The installation consists of two identically equipped tanks with a common inlet, which can be switched between them. The tanks have a "flow through" system, with raw wastewater coming in at one end and treated water flowing out the other. While one tank is in settle/decant mode the other is aerating and filling.

The new waste water treatment plant would be similar in layout and operation to the existing facility but, most importantly, would have the ability to waste and recycle sludge. The recommendation is to use a sequencing batch reactor for the following reasons. A SBR is easier to operate and has automatic controls to adjust to varying flow rates and includes controllable aeration. The SBR is space efficient because it operates in a time sequence, rather than using a large area footprint. All conventional secondary treatment occurs in a single basin through fill/react, interact/react, settle and decant phases of sewage processing.

The fill react process introduces oxygen in the wastewater to start multiplication of aerobic bacteria and they consume the nutrients. This process encourages the conversion of nitrogen from its reduced ammonia form to oxidized nitrate and nitrate forms, a process known as nitrification.

During the settling stage the sludge formed by the bacteria is allowed to settle to the bottom of the tank. The aerobic bacteria continue to multiply until the dissolved oxygen is all but used up. Conditions in the tank, especially near the bottom are now more suitable for the anaerobic bacteria to flourish. Many of these, and some of the bacteria which would prefer an oxygen environment, now start to use oxidized nitrogen instead of oxygen gas and convert the nitrogen to a gaseous state, as dinitrogen gas. This is known as denitrification. The denitrification is a necessary step to meet standards for the effluent exiting the plant to the lagoon.

The SBR technology meets current wastewater rules and allows us to continue to use an unlined wastewater lagoon. The SBR unit is the most cost effective choice for this installation. The lagoon can remain a retention pond that soaks away clear wastewater. The SBR is the best suited to our small school environment to meet discharge requirements. The plant can meet the needs of the school during the operating hours when the loads on the system is higher and adapt to the non-school hours, weekends, and summer when there is very small loads on the system. The system can be operated by school staff under the direction of a licensed plant operator

How Urgent is this Project:

School District RE-1 Valley's wastewater treatment plant does not always meet water treatment standards as evidenced that we have occasions of grey water being released into the lagoon. It was not designed to meet today's standards. This creates a safety condition that needs corrected as soon as possible. The installed waste water treatment facility is still operating and can continue with its current capability to treat waste as well as it can with proper maintenance and care. However, it cannot always keep up with the sewage flow and on occasion releases grey water into the lagoon. Inaction on the part of School District RE-1 Valley would most likely force the State of Colorado to issue an enforcement order. School District RE-1 Valley desires to meet the current health department and water safety standards and would like to replace the system as soon as funding allows us to take on this project. With help from the BEST grant we would hope to complete the replacement in the summer of 2014 with no disruption to the student attendance calendar.

How Does this Project Conform with the Construction Guidelines:

The project will bring School District RE-1 Valley's wastewater system into conformity with current regulations and standards.

3.13. Sanitary school facilities that comply with Colorado Department of Public Health and Environment (CDPHE), Consumer protection Division, 6 CCR 1010-6 "Rules and Regulations Governing Schools."

3-201 Facilities, approved by the Department, shall be provided and maintained for the treatment and sanitary disposal of sewage.

3-206 In all new schools and schools modifying existing sewage disposal systems or expanding their usage beyond the design

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

capacity of the sewage disposal system, plans shall be submitted to the Department for review and approval in accordance with provisions of Sections 25-8-702 and/or 25-10-105 C.R.S. prior to construction.

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

The wastewater plant will require daily attention to monitor and record daily wastewater flows as well as attend to operations of the plant. On a regular schedule screens will be cleared and sludge removal/disposal will be a regularly scheduled duty (maximum every 30 days) at the wastewater plant. Aerators, pumps and electrical controls will be serviced by the School District RE-1 Valley maintenance department or service contractors under their direction. Upkeep will be funded through the district maintenance department budgets. Recording daily wastewater flows will be a new duty; however, other plant operation costs are budgeted and occur with the current wastewater plant operations. A certified wastewater operator advises and directs district staff to perform needed maintenance and facility care.

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

The wastewater facility was built new and met standards in 1974. Today the wastewater facility does not adequately process waste water safely nor does it meet current regulations.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: Older than 5Y Previous BEST Grants: 0
Red Flags:	Wastewater treatment not fully investigated with CDPHE		
If Yes, Explanation:	District has not had project reviewed by CDPHE to avoid triggering corrective actions without funding, but developed scope with consultant familiar and experienced with CDPHE requirements.		
Current Grant Request:	\$554,510.00	Historical Significance:	N/A
Current Applicant Match:	\$226,490.00	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$781,000.00	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	29
Previous Matches:	\$0.00	Actual Match Provided:	29
Affected Pupil Number:	292	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	87,725	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$8.09	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$2,563.18	Who Owns the Facility:	District
Sq Ft Per Pupil:	316.98	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$0.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0	NA	
District FTE Count:	2,091.10	Bonded Debt Approved:	\$23,700,000.00
State Financial Watch:	No	Year Bond Approved:	05
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Assessed Valuation:	\$170,130,031.00	Outstanding Bonded Debt:	\$21,134,990.00
PPAV:	\$81,359.00	Total Bonding Capacity:	\$34,026,006.00
Unreserved General Fund FY1011:	\$4,072,224.81	Bond Capacity Remaining:	\$12,891,017.00
Median Household Income:	\$40,205.00	Percent Bonding Capacity Used:	62
Free Reduced Lunch %:	49.04	Existing Bond Mill Levy:	10.827
Match Source Detail:	Capital Reserve Fund, General Fund, Mill Levy Override Funds		

-Facilities Impacted By This Grant Application-

Independence Academy - Lincoln Park ES (Independence Academy) - K-8 School Replacement - 1925

School Name: Lincoln Park ES/Independence Academy

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	23,396
Replacement Value:	\$5,481,671
Condition Budget:	\$2,373,128
Total FCI:	43.29%
Energy Budget:	\$8,189
Suitability Budget:	\$1,593,500
Total RSLI:	13%
Total CFI:	72.5%
Condition Score: (60%)	2.90
Energy Score: (0%)	2.12
Suitability Score: (40%)	3.65
School Score:	3.20



Assessment Findings:

Scope item: Facility as a whole

Assessment findings: The assessment shows an overall adequate facility requiring some code upgrades and some other minor renovations.

Staff Comments: It is important to note that regardless of the facility assessment findings the school is no longer able to occupy the facility after the end of the 2013 calendar year.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: Independence Academy

Applicant Priority #: 1

County: MESA

Cash Grant Score:

Project Title: K-8 School Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Lincoln Park Elementary is the oldest (1925) and smallest (23,378 sq. ft.) elementary school in SD51. The facility condition of Lincoln Park Elementary was not ideal to efficiently and effectively carry out best practices in delivering the educational program to students, but the IACS board and new director thought it was a much better facility for students and staff than the church. IACS moved to Lincoln Park over the summer of 2008 for an August 2008 start. IACS grew from a 157 student K-12 school in 2008, to a 294 student K-8 school by August 2012. IACS changed to the K-8 model after one year in Lincoln Park, mostly due to our inability to deliver quality 9th-12th grade programs in Lincoln Park. Even with the loss of high school, the demand for the IACS programs continued to grow. The addition of All-Day Kindergarten classes was very popular with the community.

The growth created a number of remodeling projects, including partitioning the library for an elementary computer lab, art space, and book room. We repainted the entire school interior over the course of two summers, and installed new carpet in every classroom and corridor. In summer 2011 we added a two-classroom modular for secondary computer lab and academic programming. In December 2011 we started negotiations with the district to purchase the Kinder-Cottage, which was originally part of Lincoln Park Elementary. The District was not interested in selling. We initiated conversation about the lease renewal and master Charter Contract renewal, and began plans for other remodeling projects at Lincoln Park. We were planning on adding another modular if necessary.

Negotiations to buy Lincoln Park failed. In May 2012 we began negotiating a new lease for the building. We were interested in buying Lincoln Park, as well as a small Kinder Cottage located two blocks away from the main campus. They were originally very interested in selling Lincoln Park without selling the cottages, and we split the cost of a full appraisal and valuation (see Master Plan for full copy) to establish a sale price. The appraisal came back at \$224,000 for Lincoln Park, \$80,000 for Kinder Cottage, and \$26,000 for the modular.

The District let us know in late August they did not wish to sell. They informed us in October that they would reoccupy Lincoln Park and we were to look at other options for a school site. We immediately began looking for possible buildings that might work. We began work with numerous commercial real estate brokers to locate buildings and/or properties. We started the process for the BEST grant on October 28th, giving notice to the district and CDE. We again offered to buy the school for \$750,000 in January, but the district was still not interested in selling-- even at 3 times the appraised value. They indicated they would be willing to negotiate a short term lease while we figure out our relocation. Given the many deficiencies with the facility and necessary renovations and additions necessary, we were willing to make Lincoln Park into our permanent home—with significant updates, additions, system replacement. We have set enough money aside to make most of the changes necessary to improve Lincoln Park to an acceptable level within two years.

Our school has moved four times in ten years, had four Directors, switched from a K-12 to a K-8, and has overcome many obstacles. They have had five years under the current Director now, and have doubled in size, even after dropping high school. The families and staff believe in this school and the children. Thus, the IACS board, staff, parents, and students are pursuing the BEST grant to help fund a new K-8 school for our permanent home.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Deficiencies Associated with this Project:

Lincoln Park Elementary has many deficiencies involving educational adequacy, safety/security, overcrowding, and mechanical problems. However, we were grateful to have Lincoln Park, and have spent all of our Charter School Capital Construction Grant dollars over the last four years improving the facility. Having Lincoln Park as a school, even with its deficiencies, has been very beneficial to students and staff in overall ability to teach and learn when compared to the Jubilee Church location. The school is in much better condition now as compared to July 2008, when we first moved in.

We will include data from the State Assessment (which we have recently updated with comments) as well as a full commercial real estate appraisal and valuation which was prepared for the District and IACS when purchasing the school was an option. Lincoln Park Elementary is 93 years old, and was designed to be an elementary school in 1925. That being said, IACS has put together the best K-8 programs possible, given some of the limitations of the facility listed below:

1. Energy efficiency is very poor—poor insulation efficiency, drafty windows, some poor non-working windows and doors.
2. Very dated and faulty air compressed thermostat lines, valves and steam heat—we have high electricity and gas usage. (see pictures)
3. Kitchen will not pass Health Department inspection and no food can be served from kitchen. We use for custodial and laundry primarily. (see picture)
4. No Science lab. We use a regular class room for science as the building does not have a room with gas, sink, or water to facilitate science labs and other necessary activities to support the Science content standards. (see pictures)
5. Music room is a 594 sq. ft. regular classroom. The room has no storage for the musical instruments, and is too small to have risers in it. (see picture)
6. Art room is only 651 sq. ft., and was partitioned off of the library --- there are no sinks available in the art room. (see pictures)
7. Very small gymnasium (2917 sq. ft.) with linoleum floor, also serves as our lunchroom (works for elementary, but is small for grades 5-8). We have two 8 foot basketball hoops, but our ceiling is 9'4" on the sides, ranging up to only 11' 5" at the center peak. We have to practice and play basketball and volleyball at Holy Family School for 5th- 8th grade students. (see pictures)
8. No Parking Lot—all parking is on City streets around the school. There is no parent pull-through for drop off and pickup. This creates major safety issues and angry parents on a regular basis. It is very hard to regulate, as the City owns the streets, and anyone can park along the streets. (see pictures)
9. Electrical outlets are limited and technology in classrooms is hindered considerably as a result. Circuit breakers protect from overload, but often shut down computers, causing many technology problems and loss of power and data.
10. The size of some classrooms is small, seven of which are 640 sq. ft. or smaller. We have two modulares with two classrooms in each. We were at capacity last year, and had to add the second modular this year to manage the growth. (see pictures)
11. Due to classroom scheduling limitations, Middle School has to use one classroom as both an English classroom and computer lab, limiting access to the computer lab for other classes 3 hours per day. (see picture)
12. Asbestos “popcorn ceiling texture” in 4 elementary classrooms, in joint compound throughout building, and in basement plumbing runs. Asbestos management plan is on file. (see picture of popcorn ceiling texture)
13. Storage is very limited for music and academic classrooms.

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14. Playground is small and outdated. The grass area is small and was reduced with the addition of the second modular (see pictures).
15. There is no fire suppression sprinkler system.
16. There is no security alarm, theft alarm, security cameras or front entrance door security systems. All of the building exit doors remain locked, except the front entrance. There are not any security systems other than door locks.
17. Facility does not have a space for performance (Music, Drama, Dance) with any seating, stage area, or risers. We have to rent other building space for concerts, plays, etc.
18. No lockers for student storage of backpacks, coats, lunches, books etc. (We purchased some used and were in the process of installing them for grades 5 through 8).
19. Basement often floods when it rains or snows, which is pumped out with sump pumps.
20. Kitchen and Faculty bathroom toilet drain blockage in sewer line due to roots growing into sewer line under concrete sidewalk. (We have roots cut out every 4-5 months.)
21. No bathroom in Middle School modular—students and staff must go into main building to use restrooms.

A few changes to the 2009 State Assessment are necessary to consider. Please see statement by Cal Clark—Director of Maintenance and Operations MCVSD 51 on pg. 46-47 of the B & B appraisal. The following improvements were made subsequent to the 2009 Assessment:

1. The district updated the lighting fixtures with a retrofit to energy saving ballasts and bulbs in the Spring of 2010 (projected yearly savings of \$2100/year).
2. The district added insulation with blown in cellulose applied to the attic of the original (1925 pitched roof structure) with a projected yearly savings of \$2000/year.
3. In August 2010 the district had roof repairs and new shingles and membrane installed with a 20 year warranty in place.

A few items that may not have been addressed completely in the Assessment would include:

1. The kitchen was not addressed in the BEST 2009 assessment much. When the District moved out in June 2008, the Health Department said they would not allow the kitchen to be operational without it being remodeled to meet current codes. The District estimated approximately \$75,000 for the kitchen to be brought up to code in 2008 dollars. The IACS board decided against this unless they were to own the building.
2. The District considered the recommended window and door replacement, but decided against the replacement due to the cost and the payback period being beyond seven years. (If IACS were to buy the building, windows and doors would be a high priority within three years on windows, and immediately on seven exterior doors).
3. Asbestos removal estimates were provided to B & B Appraisal by Cal Clark from the District. The estimate used for the appraisal was \$165,000 on the main building. IACS does not know when, or how old that estimate is. The asbestos removal from the ceilings of the four elementary classrooms would be a top priority if IACS were to buy this building.

Please see SQ. FT. overcrowding calculations in Master Plan.

Proposed Solution to Address the Deficiencies Listed Above:

IACS has been aggressively seeking solutions to the facility issues for the past two years. We have remodeled 3 classrooms, one modular, and added a second modular to improve our programs for students and adjust to our continuous growth. Our

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

attempts to buy Lincoln Park from the District have failed, including our last attempt to offer \$750,000 for the building—approximately three times the appraised value. The district has stated they will reoccupy the building. They are willing to negotiate a short term lease while we relocate to a new home. We have asked for twenty four months minimum from July 1, 2013.

Since the District's announcement in October, IACS has been diligently seeking solutions. We have worked with numerous commercial real estate brokers to help us find potential facilities and/or land. We have looked at over seven different buildings, and over a hundred pieces of vacant land. We have consulted with many agencies, including the City of Grand Junction, Mesa County, and other potential non-profit partners. Looking at many options, the IACS board found the best solution is to build a new K-8 school, both from a financial standpoint, as well as from an academic programming viewpoint.

IACS plans to build a 33,909 sq. ft. K-8 School on a 4 acre parcel it will purchase from MCVSD 51. The New IACS K-8 will be a two-story school, surrounded by City Park, and will be located in a central part of Grand Junction that will well serve the community. Please see the Master Plan for Blythe Group report on Site Evaluation and ariel photo placement of 4 acre site.

How Urgent is this Project:

Our unique situation is Urgent. After a year of negotiating on the purchase of the building with the intent of upgrading into permanent home for IACS, the district has notified us of their intent to reoccupy the building. They have agreed to renegotiate a 2 year lease with us while we build a new school. We started this process of applying for the Best Grant in late October. The entire school family is willing to pitch in on our efforts to build a home that we can learn and grow in.

How Does this Project Conform with the Construction Guidelines:

All of the construction on the new IACS K-8 will be done in compliance with all Public School Facility Construction Guidelines, and all design development will be done by licensed architects with appropriate support from licensed engineers. All construction will be supervised by an Owner's Representative who is experienced in school construction work in the State of Colorado. All building permits will be secured by the school district, and certificates of occupancy will be used by the appropriate agencies.

Standards that will be met:

The architectural, functional, and construction standards that will to be applied to this Project include the 2006 International Building Code, applicable accessibility requirements under ANSI 2003 A 117.1 with the 2006 International Code, International Mechanical Code, International Plumbing Code, International Fuel Gas Code, International Fire Code, and National Electrical Code.

Asbestos Certification Requirements Section 22-43.7-1 09 (4)(d)(1)CRS Section 25-7-504- / CRS and Section 25-7-507 CRS/Asbestos Hazard Emergency Response

Act of 1986 and Asbestos School Hazard Abatement Reauthorization Act of 1990.

Standards under the Occupational Safety and Health Act of 1970 (P.L. 91-576) or State and local codes.

High Performance Standards: Project will be designed and constructed to Leadership in Energy and Environmental Design – LEED For Schools 2009 standards (or version applicable at the time of project registration) as required for LEED certification and a "Gold" rating.

Conformity with CDE Construction Guidelines:

The grant application is for a new elementary school building. The facility shall be designed and constructed in compliance with the 1 CCR 303(1) Public School Facility Construction Guidelines of the Colorado Department of Education Division of Public School Capital Construction Assistance, as adopted 10-07-09.

Parking requirements will be balanced with grass field space, playground space and potential shared spaces with City Parks is planned. Further partnership development on surrounding city owned park property and open space may mutually benefit local conditions, facility use, and a consideration of LEED criteria. Parking will be minimized, and potentially shared with the City of Grand Junction and Parks and Recreation.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

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

IACS will continue to 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 systems replacements and contingencies. The capital reserve budget will increase each year leading up to life expectancy levels. Please see the 2006 Building Component Useful Life Cycles document attached to the Master Plan.

As part of the maintenance of the new school, IACS 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 District 51 schedules and routines. 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. Measurement and Verification systems will be used in conjunction with the overall plan.
 3. Develop a painting program to repaint and touch-up the interior and exterior of the building on a ongoing, revolving basis.
 4. Continue to contract with necessary Maintenance and Repair work order system "School Dude" to report and Track all Data, Inspections, and work orders.
 5. 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. Data will be entered in School Dude to ensure that the work is completed when and how specified.
 6. Any major, non-emergency repairs of mechanical systems or other maintenance affecting school operation would be scheduled over summer breaks.
 7. Inspections will be established by a predetermined District schedule and will be performed with the goal of establishing 5 year plans for maintenance and repairs. This will help establish budgets.
- Please see attachments to the Master Plan including "Sample New Building Maintenance Schedule and Building Useful-Life Standards.

We will be proud of our school, and as you can see in the attached audits, we are good stewards of money, and we are used to operating within our means.

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

Please see attached full appraisal by B & B Appraisal, completed July,2012. IACS moved to Lincoln Park in the summer of 2008. We have grown from a 157 student K-12 school in 2008, to a 294 student K-8 school in four years, turning many students away due to space availability in specific grades. We changed to the K-8 model mostly due to our inability to deliver quality 9th-12th grade programs in this facility. IACS has put together the best K-8 programs possible, given some of the limitations of the facility relating to educational adequacy, security, safety, overcrowding, shrinking playground due to modulars and storage sheds, and efficiency of mechanical systems. Many of the systems listed in the State Assessment showed needing replacement. Lincoln Park Elementary is the oldest (1925) and smallest (23,378 sq. ft.) elementary school in SD51. The following sq. ft. data was taken from the MCVSD #51 SQUARE FOOTAGE BY SCHOOL, and 2012 October Counts for SD51 by building. --see attached Master Plan. Mesa SD51 average gross sq. ft. per student in Elementary is 113.90 sq. ft. /student. Mesa SD51 average gross sq. ft. per student in Middle School is 159.85 sq. ft. /student. Lincoln Park/Ind. Academy gross sq.ft. per student K-8 is 79.52 sq. ft./student.

Summary Page from 2009 Statewide School Assessment Report

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Mesa Valley SD51 School Name: Lincoln Park ES/Independence Academy

Number of Buildings: 2 Buildings

All or Portion built by WPA: N

Gross Area (SF): 23,396

Replacement Value: \$5,459,853

Condition Budget: \$2,368,412

Total FCI: 43.38%

Energy Budget: \$8,189

Suitability Budget: \$1,593,500

Total RSLI: 14%

Total CFI: 72.7%

Condition Score: (60%) 2.90

Energy Score: (0%) 2.12

Suitability Score: (40%) 3.65

School Score: 3.20

Summary:

Lincoln Park Elementary School - Independence Academy consists of two buildings located at 600 North 14th Street in Grand Junction, Colorado. The original campus was constructed in 1925. This school is leased to a charter school from the district, not the state. It is owned by the district and maintained by the district. This report contains condition and adequacy data collected during the fiscal year 2009 "Statewide Financial Assistance Priority Assessment." The detailed condition and deficiency statements are contained in this report for each building.

Condition Budget Summary

Building condition is evaluated based on the functional elements of a building and organized according to the UNIFORMATII Elemental Classification. The grouping of these elements is known as a building cost model. Models are developed for similar building types and function. Systems are evaluated based on their costs, design life, installation date and next renewal. Systems that are within their design life are further evaluated to identify current deficient conditions which may have a significant impact on the System's remaining service life. The system value is based on RS Means Commercial Cost Data. Following are the Systems detail for this facility.

Uniformat Classification RSLI SCI Condition Budget

A10 Foundations 20% 0.00% \$0

A20 Basement Construction 0% 0.00% \$0

B10 Superstructure 0% 2.80% \$19,566

B20 Exterior Enclosure 11% 46.38% \$308,909

B30 Roofing 0% 110.00% \$449,149

C10 Interior Construction 0% 49.61% \$152,283

C20 Stairs 0% 0.00% \$0

C30 Interior Finishes 28% 51.47% \$317,581

D20 Plumbing 0% 110.00% \$267,735

D30 HVAC 33% 6.91% \$71,466

D40 Fire Protection 4% 106.99% \$123,801

D50 Electrical 7% 48.12% \$217,048

E10 Equipment 34% 103.14% \$23,286

Revised FOR OFFICIAL USE ONLY Revised

Due to the unique circumstances Independence Academy has surrounding this project, and the fact that the Lincoln Park building will not be an option for IACS, please refer to the next section for more detail on this project solution.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$300.00 per FTE per year to increase to \$500 by the end of 5 years.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input checked="" type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: H	Urgency: H	Ability: Not Able	Planning: Up to date
Red Flags:	Previous BEST Grants: 0		
If Yes, Explanation:	Multiple		
	Waiver Letter: The Scope and budget of proposed project is based on a boiler plate template of another school project within the district. The SC are slightly inflated due to land acquisition costs		
Current Grant Request:	\$8,229,910.92	Historical Significance:	N/A
Current Applicant Match:	\$2,057,477.73	Does this Qualify for HPCP:	Required
Total Project Cost:	\$10,287,388.65	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	58
Previous Matches:	\$0.00	Actual Match Provided:	20
Affected Pupil Number:	294	Applicant Met Match	<input type="checkbox"/>
Affected Sq Ft:	33,909	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$288.94	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$33,324.87	Who Owns the Facility:	District
Sq Ft Per Pupil:	115.34	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$300.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	2	Lincoln Park Elementary is the facility we currently lease, and it is owned by our authorizer, Mesa School District 51. The district was interested in selling the building to us in May 2012, and we split the cost of an appraisal in June. We received the appraisal in late July. The District told us in October they were not interested in selling the building and that they wished to reoccupy the building in the near future due to rents they were paying on other facilities. Our 5 year lease with the district ends June 30, 2013. The district has said they would negotiate a lease with IACS as we look for a new home. IACS is attempting to secure that lease in writing prior to March 1, 2013. We notified the district and CDE of our intent to apply for this grant on Oct. 28, 2012. The building would assumably be reoccupied by the district upon our relocation, and ownership would remain with the district. This project will be for new construction.	
District FTE Count:	257.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	1	Year Bond Failed:	
Assessed Valuation:		Outstanding Bonded Debt:	
PPAV:		Total Bonding Capacity:	
Unreserved General Fund FY1011:		Bond Capacity Remaining:	
Median Household Income:		Percent Bonding Capacity Used:	

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Free Reduced Lunch %:

19.8

Existing Bond Mill Levy:

Match Source Detail:

General Fund, Fundraising, Grants & Donations



Independence Academy

600 N. 14th St.

Grand Junction, CO 81501

Phone: (970) 254-6850

Fax: (970) 241-2064

March 4, 2013

Colorado Department of Education
Capital Construction Assistance Board

Re: Waiver Request for Reduction of Required Match

Independence Academy Charter School ("IACS") respectfully requests a waiver of the matching funds required when applying for funding from BEST Grant. The current required matching funds from IACS is 58% (\$5,559,000) of the overall \$9,584,513 project. We are asking for approximately \$3,642,000 to be waived with our match of \$1,917,000 (20 %) before reserves. Though the Charter School Match Calculation Worksheet brings us to that level, we will outline circumstances that will demonstrate our ongoing commitment to saving and reserving funds to be able to own a building to house our school. We have also been working diligently to secure other sources of financial support for our school including the hiring of a grant writer, development of a local fundraising committee, as well as a building level committee. We have also developed a very strong partnership with the City of Grand Junction, and the John McConnell Math and Science Center; we are committed to working together with them to cooperatively run after school programs, take advantage of City Park space adjacent to our site, and share proposed parking needs to both the parks and school. We feel strongly that we will be able to raise additional monies, but the uncertainty of some grants and economic conditions warrant the need to request the waiver. All additional monies raised will be placed in our new capital construction fund account and applied to the project. The timing of our request will also be addressed to show the urgency of our need.

Background

Independence Academy did not foresee the need to build a new school until October of 2011. In fact in May 2011, we were in the process of trying to renegotiate another 5 year lease on our current district-owned building, Lincoln Park Elementary, when the district asked us if we would be interested in purchasing Lincoln Park, pending the outcome of an appraisal. Though overcrowded, we believed we could purchase the building, build some new additional classrooms, and remodel the existing building to make it our permanent home. We agreed to pay half of the appraisal. The appraisal (see complete document in application) came back low at \$250,000 dollars, which took into account the asbestos abatement estimates. The District decided they did not want to sell the building, despite our willingness to pay \$750,000 dollars, 3 times the appraised value. Instead, they told us on October 26th that they wished to reoccupy the building, and that are lease was up in June 2013, with only 8 months remaining. Though we have saved enough money to purchase and remodel Lincoln Park, this is no longer an option, and the District stated we needed to exercise "due diligence" in finding other options. We are negotiating a short-term lease that will include an \$11,500 per month rent charge.

Adjustment Factors and Considerations

Free and Reduced Lunch Percentage:

Independence Academy officially shows a 19% FRED. However, that number is incorrect. We do not have a lunch program. All of our 294 students bring their own lunch. Our Kitchen did not pass the Mesa County Health Department inspection as a serving kitchen, and significant costs (\$89,000 estimate) would be incurred to bring it up to preparatory code. Thus, we get very little participation from families on the FRED lunch forms. We reissued the 2012 Family Economic Data Survey Form in November to try to get a more accurate count.

With 79% participation we are at 41.4% FRED, and we believe our actual figure to be between 48 to 51% FRED. We receive many forms from families that simply write "DNQ" for Do Not Qualify, yet we know some are unemployed and receiving food stamps and other program supports. They do not fill out the form because we don't serve lunch.

District Owned Facility:

The first five years of our history we rented and occupied 3 different facilities. We moved to Lincoln Park in 2008, which was offered to IACS in lieu of not participating in the 2008 bond election. Though we have been in Lincoln Park (District owned) for four and a half years, we have spent a considerable amount improving the Lincoln Park Facility. We have spent all (approximately \$38,500) of the Charter School Capital Construction Grant funds and over \$50,000 in general funds over the last four years, repairing, remodeling and creating 3 classrooms and an art room, buying and placing a new modular, buying lockers for the middle school, and carpeting the entire school. With the intent of buying the building, we treated the school as if it was our home. We created a yearly budget to carry over in excess of \$1,000 per student per year in order to be able to buy the building and make necessary improvements in the future. We never thought the district would ever want to reoccupy this building. We will be paying \$11,500 per month rent for this facility starting July 1, 2013, and the district wants us out as soon as possible, agreeing to allow us to rent for another year, and then only month by month.

Bond Elections and Mill Levy Overrides:

IACS has not received, nor been included in any Bond Election questions or Mill Levy overrides in its history. IACS was not included, nor did we receive any funding from the 2004 \$109,000 bond or the \$4,000,000 annual override for operating expenses, both of which passed. The construction of the district Chipeta Elementary School in 2007 was paid for out of the 2004 proceeds, which left the Lincoln Park school vacant. IACS did not participate in the 2008 bond election and override questions, as they were offered Lincoln Park in lieu of adding to the amount the district was asking the public for. The 2011 mill levy override question did not include IACS, nor did it pass. We have formally requested to be included in any future bond elections and mill levy overrides, and have asked to be included in conversations, plans, and discussions so our school can be represented.

A special mill levy or bond election would not be a realistic option for IACS due to the high cost and expenses the school would be charged by the county for the ballot question. As our school is open to all county residents, the ballot expenses would be extreme to be shouldered by our school.

Enrollment:

The enrollment at Independence Academy has grown tremendously over the past 5 years, nearly doubling. We have had the demand to more than triple in size based on applications and waiting lists of

students that we could not accommodate due to our facility and controlled growth restrictions. The following table shows the growth as compared to a falling District enrollment.

Enrollment History IACS (formerly DRCS) as compared to District 51:

School/location	K-5	6-8	9-12	Total	% incr.	DisTotal	Dist. Incr.
<i>DRCS 2003/04 (Main St.)</i>	22	28	100	150	<i>dec</i>	19,200	<i>dec</i>
<i>DRCS 2004/05 (Patterson)</i>	23	40	39	98	<i>dec</i>	19,198	<i>dec</i>
<i>DRCS 2005/06 (Patterson)</i>	16	34	27	77	<i>dec</i>	19,196	<i>dec</i>
<i>IACS 2006/07 (Church)</i>	43	49	51	139	45%	19,655	2.3%
<i>IACS 2007/08 (Church)</i>	57	51	57	157	13%	20,206	2.8%
<i>IACS 2008/09 (Lincoln Park)</i>	102	52	57	211	26%	20,241	.001%
<i>IACS 2009/10 (Lincoln Park)</i>	158	46	1	204	(K-8)	21,041	0%
<i>IACS 2010/11 (Lincoln Park)</i>	191	41	0	232	14%	20,996	-.002%
<i>IACS 2011/12 (Lincoln Park)</i>	214	43	0	257	11%	21,025	.001%
<i>IACS 2012/13 (Lincoln Park)</i>	238	56	0	294	7%	20,868	-.007%

The demand on Independence Academy continues, with a projected increase of an additional 25 students next fall.

Percentage of Per Pupil Revenue for Capital:

Independence Academy has been carefully saving money to eventually be able to own its own facility. This can be demonstrated by our year over year carry over or net change each year in general fund balance. This information is available directly from our last five year audits. We have saved enough to buy the building we are in at fair market value (we offered 3 times that) and make necessary additions to address the overcrowding, security, and safety issues addressed in our application.

Year	Total Revenue PPOR	General Fund Carry over Savings
2008	\$1,108,214.00	\$226,614.00
2009	\$1,335,292.00	\$215,924.00
2010	\$1,343,452.00	\$223,211.00
2011	\$1,521,881.00	\$375,378.00
2012	\$1,601,858.00	\$352,210.00
Total	\$6,910,697.00	\$1,393,337.00

The \$1,393,337 of year over year savings represents over **20% of our overall PPOR** we have received during the last five years. We buy used text books, buy at discount, and are very good stewards of the money we have received. We have additional funds in savings accounts that will bring us to our near \$2,000,000 that we can match with, as well as any additional capital raised through our grant writing efforts and fundraising campaign that is underway.

We are working diligently to secure other sources of financial support for our school. We are applying for funding through the Daniels Fund, Grand Junction area Chamber of Commerce, City of Grand Junction, and numerous other grants being identified through our recently hired grant writer. We also have numerous other fundraising efforts underway including an Art Auction, Silent Auction, and Benefit Dinners, all of which will benefit our Building Fund. Our Fundraising Committee is working closely with many local corporations, businesses, service organizations, and marketing specialists to help us secure funding. We are confident in our ability to raise extra funds in the short time frame we have been given.

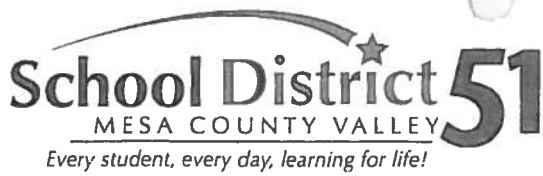
Conclusion:

Lincoln Park Elementary has been a great place for Independence Academy for the past 5 years. We are grateful, thankful, and appreciate having a place to grow and learn. With our growth is the need to make sure we have a safe, secure, adequate facility that is responsive to the student's needs. Overcrowding is a serious concern for us. We average only **79 square feet per student**, have very **limited security** features, and have **significant asbestos abatement needed**. Having said that, we have explored the options and saved significant funds in the hopes of buying and renovating the school, as well as building additional space. As stated throughout our application, this is not a viable option because the District wants the building for its uses. We have to build a new school.

Our school has moved four times in ten years, had four Directors, switched from a K-12 to a K-8, and has overcome many obstacles. Yet, given the many obstacles, we have had five consistent years under the same director, and have **nearly doubled in size--even after dropping high school**. The families and staff believe in our school and children. Thus, the board and the entire school "Family" is invested in our future, and is hoping and praying for an award. We have been good stewards of State money, as can be seen by five years of excellent audits. Our **savings, (over 20% of PPOR)** is not enough for our project. We respectfully request this waiver with the guaranty that we will, again, be good stewards of these funds. We believe we can become a model Charter School, one which will eventually be duplicated by others. Thank you for your consideration.

Sincerely,

Damon Lockhart
Director- IACS



March 5, 2013

Best Grant
Board Members
Colorado Department of Education
Denver, CO 80203

Dear Board Members:

This letter is to confirm Mesa County Valley School District 51's support of Independence Academy's pursuit of capital funds to construct a new school building. Independence Academy has been leasing a facility from District 51 for the past five years. However, over that time, the District's circumstances have changed and we now need to re-occupy that facility.

If you have further questions, please contact me directly.

Regards,

A handwritten signature in cursive script that reads "Melissa Callahan deVita".

Melissa Callahan deVita
Chief Operations Officer
(970)254-5103

*Melissa Callahan deVita, Executive Director of Support Services • mcallaha@mesa.k12.co.us • 970.254.5103
Vi Crawford, Director of Budget • violac@mesa.k12.co.us • 970.254.5103*

Administrative Service Center • 2115 Grand Avenue • Grand Junction, Colorado 81501 • Fax: 970.254.5106 • www.d51schools.org

-Facilities Impacted By This Grant Application-

CREEDE 1 - Creede Jr/Sr HS - K-12 School Replacement - 1949

School Name: Creede Jr/Sr HS

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	28,581
Replacement Value:	\$7,787,590
Condition Budget:	\$5,726,363
Total FCI:	73.53%
Energy Budget:	\$0
Suitability Budget:	\$4,748,400
Total RSLI:	3%
Total CFI:	135%
Condition Score: (60%)	3.01
Energy Score: (0%)	2.19
Suitability Score: (40%)	2.89
School Score:	2.96



Assessment Findings:

Scope item: Site Constraints

Assessment findings: The assessment shows the school being located along a highway with traffic counts not exceeding 25,000 a day. It states that students must pass through the area utilized by parents for student drop off. Well established pedestrian crossings are not present, and there is no signage warning of the school.

Scope item: Building Safety and Site Security

Assessment findings: The assessment notes that there are no lights in the parking area. There is a single city light in front of the school along the roadway. There are no lights on the building perimeter. An event alerting & notification system is provided. Good visibility is noted to be provided inside and outside the building. The facility is not equipped with a closed-circuit video monitoring system or key card access. Doors should be upgraded to swing toward path of exit and recess from corridor path of egress. Secondary entrances are unmonitored.

Staff notes: Assessment photos show that while there is visibility of the front entrance, the front entrance is not monitored.

Scope item: Roof

Assessment findings: The roof assembly is noted to be in good condition. The roof is noted to be in fair condition.

Scope item: Structure

Assessment findings: The slab is noted to be in good condition. The foundation walls show hairline cracks. There are some cracks noted in various logs throughout the school.

Scope item: Fire Safety

Assessment findings: The fire alarm system is a non-addressable, non-monitored alarm system installed in 1995. Fire separations are not provided.

Scope item: Educational Suitability and Overcrowding

Assessment findings: Noted as a 135% CFI, the school has more non appropriate spaces for learning than appropriate.

Scope item: Indoor Air Quality

Assessment findings: The assessment notes carbon dioxide levels tested were poor, and the HVAC system provides a poor amount of fresh air in the school. Fresh air can only be circulated via operable windows, weather-permitting. The bulk of the HVAC system was installed in 1994, with some units being installed as recently as 2009.

-Facilities Impacted By This Grant Application-

CREEDE 1 - Lamb ES - K-12 School Replacement - 1963**School Name: Lamb ES**

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	8,307
Replacement Value:	\$1,904,755
Condition Budget:	\$1,331,940
Total FCI:	69.93%
Energy Budget:	\$0
Suitability Budget:	\$959,300
Total RSLI:	8%
Total CFI:	120%
Condition Score: (60%)	2.83
Energy Score: (0%)	2.29
Suitability Score: (40%)	3.09
School Score:	2.93

**Assessment Findings:****Scope item:** Site Constraints

Assessment findings: The assessment shows the school being located along a highway with traffic counts not exceeding 25,000 a day. It states that students must pass through the area utilized by parents for student drop off. Well established pedestrian crossings are not present, and there is no signage warning of the school.

Scope item: Building Safety and Site Security

Assessment findings: The assessment notes that there are no lights in the parking area. There is a single city light in front of the school along the roadway. There are no lights on the building perimeter. An event alerting & notification system is provided. The facility is not equipped with a closed-circuit video monitoring system or key card access. Doors should be upgraded to swing toward path of exit and recess from corridor path of egress. Secondary entrances are unmonitored.

Scope item: Roof

Assessment findings: The roof assembly is noted to be in good condition. The roof is noted to be in fair condition.

Scope item: Structure

Assessment findings: The slab is noted to be in good condition. The foundation walls show hairline cracks. There are some cracks noted in various logs throughout the school.

Scope item: Fire Safety

Assessment findings: The fire alarm system is a non-addressable, non-monitored alarm system installed in 1995. Fire separations are not provided.

Scope item: Educational Suitability and Overcrowding

Assessment findings: Noted as a 120% CFI for the ES, the school has more non appropriate spaces for learning than appropriate.

Scope item: Indoor Air Quality

Assessment findings: The assessment notes carbon dioxide levels tested were poor, and the HVAC system provides a poor amount of fresh air in the school. Fresh air can only be circulated via operable windows, weather-permitting. The bulk of the HVAC system was installed in 1994, with some units being installed as recently as 2009.

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Applicant Name: CREEDE 1

Applicant Priority #: 1

County: MINERAL

Cash Grant Score:

Project Title: K-12 School Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Creede is a rural mountain town located at 8,780 feet high in Colorado's San Juan Mountains. Creede School District is the only district in sparsely-populated Mineral County, serves 87 children in grades K-12, and the next closest districts are 50 miles to the east and west over treacherous mountain passes that make consolidation infeasible. The District's current buildings were constructed by community volunteers over 60 years ago. They are costly to maintain, present urgent safety issues, and are not suitable for a 21st Century Learning Environment. The District recognized the need to replace the current facility in the late 1990's and started making plans to do so. However, the rural county did not have the resources to fund the new school project. So, the District has since been spending valuable operating funds to make costly repairs and maintain outdated mechanical systems. Creede School District is in urgent need of a professionally built, safe school and BEST funding would finally make that a possibility.

District staff, design professionals, and state assessments have found that the current facilities and school site pose risk factors for the Life Safety, Health, and Security of students. The District is seeking BEST funding to address these safety concerns, the most urgent of which are: radon levels at 34 pCi/L in the ES building, unsafe egress paths from classrooms with doors impeding hallway travel, fire safety issues, unsecure and unmonitored entry doors, and risk of collision and student injury at the school drop off/pick up point. The District explored renovation options but found replacing the building to be a more cost effective solution. Also, the composite CFI for the District's buildings is 131%, demonstrating that it would take more funds to remodel than to rebuild. Creede is one of the last remaining districts in CO with a rating this high.

This application is for a replacement school project of 37,277 sf, slightly less than the District's current facilities, on an alternate site. Creede School, though it has a small student population, needs to provide the basic amenities that all schools provide, including a gym, a library, admin offices, a kitchen, and restrooms. These spaces would be required in a small or large district. Because of this, the sf per student appears higher than a standard school. That being said, it is the District's goal to build an efficient building that keeps maintenance costs low.

The cost for this project is \$13,871,061, and the District's bonding capacity is \$7,460,000. Due to the small student population, the cost per pupil is higher than schools with larger student counts. However, the cost per pupil is reasonable when compared to other BEST-funded projects of our size (see graph included in photos). The remoteness of Creede also increases costs due to the need to house workers, the added expense of shipping materials, and the importance of making construction choices that will withstand the severe changes in weather at 9,000 feet.

The Creede School District strives to provide students with the most comprehensive education in spite of the run-down buildings. However, parents, community members and staff feel that, even though in a rural area, Creede students need a safe and inspiring environment in which to learn and grow. The current buildings are unsafe, antiquated, and the poor air quality and acoustics present serious obstacles for student concentration. It is time for the Creede School District to build a new school. Help from BEST would make that possible.

Deficiencies Associated with this Project:

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The main issues at the Creede Schools are life safety, health and security issues. Additionally the schools have numerous educational suitability issues, ongoing maintenance and utility cost issues, and non-compliance with the ADA. The overall deficiency is made clear by the 2009 CDE School Assessment Report. The Colorado Facility Index (CFI) score for the elementary school is 121%. The high school CFI is 133%. These scores are among the highest in the State. The school has additionally hired design and construction professionals who have not only validated the CDE School Assessment Report, but also found additional deficiencies.

MAJOR SAFETY ISSUES THAT REQUIRE IMMEDIATE ACTION:

Life safety:

- ☒The site is unsafe for pedestrian and vehicular traffic on La Garita Street at the front of the school. This issue is one of the community's top concerns for safety at the school and was scored with a 1 priority in the state assessment. La Garita Street is one of the main streets entering the town. The drop off area in front of the school is diagonal parking, so parents and visitors have to back out of the spaces onto the street while students are walking through the same area. The school has no bus service so most students are dropped off by parents, putting more students at risk of injury.
- ☒Emergency egress from 2nd floor of elementary exits through other rooms with locking doors and non-compliant stairs. This is a concern when there is an emergency incident.
- ☒Emergency exit paths are unsafe in both the high school and elementary school. At both schools, doors without automatic closers swing into the narrow hallways and block the exit path. At the elementary, doors don't have windows; even at the high school, students are injured by doors swinging out of the classrooms.
- ☒At the elementary, steps out of the work room and a steep ramp to the exterior door also interrupt the exit path. At the high school there is a step up at the north emergency exit door. Ramps at other exits are too steep. Should there be an emergency, these obstacles increase the risk of injury.
- ☒Deteriorating logs of the log construction are a structural concern. The 64 year old structural logs are rotting in various locations.
- ☒Student safety in the event of a fire is a concern. The high school building is too large by code for wood construction. The building requires either fire separation walls or sprinkler system. None of the facilities have sprinklers. Combined with the deficiencies identified above, there is a heightened risk in emergency situations.

Health:

- ☒Radon levels are at 34 pCi/L at the elementary school. This is extremely high. Levels should be mitigated when over 4 pCi/L. According to the EPA, with radon levels over 10 pCi/L the risk of developing cancer is 200 times greater than dying in a home fire.
- ☒No fresh air ventilation is provided in the high school or elementary school. The heating system is a radiant heat only system and the school relies on windows to provide fresh air. Most times of the year it is too cold for this to be an option.
- ☒Mold is present in the locker rooms due to inadequate ventilation.

Security:

- ☒Anyone can enter the school unnoticed. The main entry has no line of site of who is entering building. The front doors of the high school remain unlocked during school hours, but the administration cannot see the doors or out the front of the school.
- ☒Other entry doors are completely unmonitored. The north and south entries of the high school need to stay open for students, but not monitored by staff. The elementary and gym buildings don't have any administration at the entries. In light of an increase in nationwide school incidents, security is a major concern for district staff, parents, and community.
- ☒Intercom/phone system does not function. This makes communication challenging for emergency situations at all facilities. Anytime there is rain or snow the intercom does not work.

Other important life safety, health and security issues:

- ☒Not all buildings have emergency egress lighting.
- ☒Ice builds up at the north entry of the high school, and north and south entry of the gym. Elementary students are required to travel daily through icy area to use Gym, Music, and art facilities in the high school building. This is due to shading and inadequate drainage of the site. The hillside on the east side of the site causes drainage issues. The ice forms at walking areas between the buildings. Each year there are incidents of students and staff falling on the ice.
- ☒There is also a security concern for elementary students having to walk outside the building each day to attend classes.

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-☒There is inadequate ventilation and dust protection at wood shop. This poses respiratory risk for the students. This year the school had to purchase a special respirator mask for a student with asthma. Portions of the wood shop are closed off from use because of unsafe stairs.

-☒There is no restroom provided near nurse's station.

-☒The LP gas storage tanks are in dangerous proximity to an emergency exit of the building and vehicular traffic. The regional Homeland Security representative identified the gas storage tanks as a possible security threat.

-☒One side of the music room (stage) is a curtain where students can fall off the stage.

In addition to health and safety issues, the school has issues with both the suitability of the buildings for their current education requirements and the ongoing cost issues of repair and maintenance on the aging facilities.

EDUCATIONAL SUITABILITY ISSUES:

Teaching space condition:

-☒All school buildings are deteriorating with age. Classroom conditions are not conducive for effective learning. The rooms have little natural light, poor acoustics, poor temperature control and virtually no fresh air system. The classrooms also have deteriorating carpet, doors, cabinetry, and ceilings. 3 classrooms do not have windows. Classrooms get hot enough at times that students get sleepy and unfocused. In the elementary school, clear speech of the neighboring teachers can be heard through the walls.

-☒The school is utilizing modulars as classroom space. The students have to go outside to enter their classroom and doors must be kept locked at all times for security.

-☒The stage curtain does not provide adequate sound insulation between music (which is on the stage) and gym. And does not have any fall protection if a child unknowingly gets too close to the edge of the stage during class time.

-☒The high school special education room is too small to be useful. Only 3 people can fit in the room at once.

-☒Elementary students must walk outside daily to get to the music room and gymnasium on the other side of campus. This is an issue not only for school security, but also the high school north entry is prone to ice build-up.

Technology:

-☒Classrooms do not have adequate internet access. Teachers cannot stream video or audio over the internet. The school cannot take advantage of the resources that are available on the web. These resources have a higher importance in a rural community where opportunities are limited.

Maintenance and cost issues:

Age and repair costs:

-☒The operable windows are dangerous casements that slam shut if not propped up.

-☒Exterior stucco is falling off at art room. Currently it is allowing further water damage.

-☒Air gaps in doors and windows need to be sealed.

-☒There are holes in roof and attic letting cold air into building.

-☒The log construction is rotting in locations.

-☒The concrete foundations are cracking and spalling concrete on the elementary building.

-☒Science classroom countertops are not chemical resistant, are deteriorating, and need replacing.

-☒Hot water heat systems will require replacement in the next 2-5 years at all facilities.

-☒Ceiling drywall is falling on top of suspended ceilings.

Maintenance costs:

-☒Annual cost to reseal log construction.

-☒Repair floor and ceiling cracks throughout school. Science room and art room floor cracks. Hallway and kitchen ceiling cracks.

-☒Carpet, doors, cabinetry, and ceiling systems have reached the end of their life and need replacement.

-☒Hillside directly behind the high school sluffs off and requires annual maintenance and building drainage repair.

Utility/energy costs

-☒Minimal insulation in gym makes it expensive to heat the space.

-☒Insufficient insulation in the attic and exterior walls of elementary and high school cause high utility bills.

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-☒The heating system at high school is inefficient. The ETS heating units are electric thermal mass radiator units. They use electricity to heat up a stone mass in the radiator to heat the space. This uses a lot of electricity, doesn't heat the space very well, doesn't react quickly to heating demands, and the school cannot find parts to repair the units.

ADA accessibility issues:

-☒There is no ADA access to main entry of high school.

-☒There is a step up in emergency exit at north side of building

-☒The locker rooms not compliant.

-☒The guard rail and handrail on the stairs and ramp at the south entry of high school are non compliant.

-☒The door hardware throughout is not ADA compliant

-☒Elementary restrooms are not ADA compliant

-☒There is a step up to get to the teachers work room

-☒The ramp at the stage is not ADA compliant

Proposed Solution to Address the Deficiencies Listed Above:

To adequately address the current safety, educational, maintenance, and accessibility issues, the most financially responsible solution is to replace the existing, aging school buildings with a new K-12 building. The proposed plan is for a new 37,277 square foot LEED Gold K-12 building located on a new 11 acre site. The size of the building is based on the program of spaces to meet the education needs of the district, and the organization is based on the alignment of priorities between the school and community. Once the safety issues are addressed, the highest priority of the school is to create effective learning environments for 21st century education. Also high on the priority list is to provide ample natural light, a safe and secure school, and a school that exemplifies the identity of Creede.

ADDRESS CURRENT SAFETY DEFICIENCIES:

The main issues at the current Creede Schools are Life Safety and Security issues. At the current location, the street and the pedestrian/vehicular conflicts in front of the buildings are the major safety items identified by the community and the state assessment. These can be improved, but never fully resolved due to the site location. Also, the students are required to walk outdoors between classes to access the 3 separate buildings, which include specialty functions like art, music, library, and gym. This safety and security issue cannot be changed with renovation. The proposed project on a new site will resolve the site safety issues. The new site will provide areas for vehicle and pedestrian traffic off of any major street, and the traffic will be only school traffic. The new building will be one contiguous building so students do not have to walk outside.

The new project will meet current safety and egress standards and exceed standards by providing fire sprinklers and materials that resist forest fire. The project will provide both passive and active security that meets today's school security requirements. Passive security features include a clear view by administration to visitors entering the building; a reduction of the number of entrances; and simple, supervisable circulation. Active security features include electronic locks at the entry vestibule, requiring visitors to check into the office; and an intercom system that allows for ample communication in emergency situations.

The new project will have a high performing mechanical system that will provide adequate fresh air to every space.

ADDRESS CURRENT EDUCATIONAL SUITABILITY DEFICIENCIES:

Based on the District goals, education requirements, community needs, efficient classroom sizes, and multi-use spaces, the program totals 37,277 square feet. This provides 428 square feet per student based on current enrollment of 87 students, and 311 square feet per student based on projected 10 year growth. The square foot per student appears higher than other Colorado schools, but is actually reasonable when compared to schools with similar low student population. The number of class rooms is based on the graduation requirements, the size of class rooms is based on the smallest reasonable size, and the other school spaces such as gym and library are required regardless of the size of the school population. This size of school allows for growth and is reasonable when compared to other BEST approved schools. Silverton was approved with 525 sf/student, Platte Valley with 472 sf/student, Idalia with 422 sf/student, Hi-Planes with 397 sf/student. Colorado does not have standards for a size of school based on population, but we can compare to the standards of our neighbor. Using Wyoming's standard square foot per student calculator, a school of 87 students should be 41,133 square feet (473 sf/student). A chart has been provided in the project images to show this comparison.

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The district is committed to building an efficiently sized school to keep maintenance and utility costs low. The proposed project uses many strategies to keep building size as low as possible and maximize the usable area of the building. The school buildings will be consolidated into one K-12 building, which allows for more shared space among the district. The H.S. general classrooms are planned for 450 sq. ft. instead of the recommended 600. A shared larger lecture classroom has been provided for unique classes or an individual class with a large student attendance. The number of rooms and the class schedule have been designed together so that none of the classrooms are sitting empty for more than one period per day; in fact, most of the H.S. teachers teach independent study electives during their planning periods.

School spaces like the gym, library, administration and kitchen are needed regardless of school population. Additionally, the library is a community library and requires space not normally included in a K-12 school. The school does have the ability to increase student population, but the school and classrooms aren't sized specifically for growth. Classrooms are sized as small as they reasonably should be to be functional and flexible for the current population.

There comes a point where a school building is too small to function; the proposed building successfully strikes the balance of current requirements and future flexibility. The square footage per student is reasonable when compared to other schools in Colorado of similar population, and when compared to Wyoming standards for school size. In general this program is slightly smaller, yet more efficient than the current buildings that Creede School District occupies.

MAINTENANCE AND COST ISSUES:

The proposed project has been designed to exceed LEED Gold certification requirements. The main source of LEED credits will be a highly efficient mechanical system. Upon funding, options will continue to be explored, including ground source heat exchange, in-floor radiant heat, and capturing exhaust heat for re-use. Daylight strategies, automated lighting systems, and a well insulated building envelope have also been included to increase the energy efficiency. These strategies will reduce utility costs for the district.

COST AND SCHEDULE OF PROJECT:

The cost of the proposed project, including all district items, is \$13,871,061. When compared to other schools, the cost per square foot and cost per student seem high, however the cost is quite reasonable when location, size, and a comparison to schools of similar student population are taken into account.

The remote project location creates multiple challenges for large-scale construction. The town of Creede is a small mountain community located deep in the upper San Juan Mountains. Building in this location requires long distance transportation of materials as well as temporary relocation of workers. These factors contribute to inflated construction costs. In order to develop accurate cost budgets for the proposed project, trade contractors were solicited to review scope and develop cost estimates for the project. Major scopes of work were reviewed by Colorado-based subcontractors that are capable of performing the work within the required schedule durations. Across the board, unit costs were inflated due to the remote location's cost factors. Average inflation was a 19.5% increase in cost.

The size of the building effects the cost per square foot. The team made an effort to make the K-12 building as space-efficient as possible for the District. The result is a smaller footprint that includes the same components as a larger school. Restrooms, science rooms, kitchen, and mechanical systems are major costs of a school building. In the proposed solution, the cost of these items are spread over a less square feet, and makes the cost per square foot seem high.

Yet with the cost of the project, the cost per student is reasonable when considering the low number of students the school serves. There aren't many public schools in Colorado that have been constructed recently with which to compare. Silverton, though, has 60 students and was funded recently at \$205,544 per student. Platte Valley was funded at \$113,014 per student with 121 students, and Hi-Planes was funded at \$125,671 per student with 129 students. If Creede had 120 students (and it will some day) the project cost would be \$109,813 per student.

The project can be constructed in 9 months. If approved, the district would pass a bond in November of 2013, start construction in May of 2014, and complete construction by February of 2015.

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DECISION TO BUILD NEW:

During the master plan process, the team evaluated the possibility of renovating the existing buildings to extend the life of the facilities. Building professionals assessed the building conditions and reviewed the state assessment. They created a "Condition Analysis Matrix" to identify and prioritize items that need to be repaired, replaced, or areas that need to be renovated. Some items could be repaired, though other items either could not be resolved with renovation, or would cost the same amount or more to renovate as they would to build new. Due to the fact that some critical safety items could not be resolved, the number of items that required renovation was so great, and there was no guarantee of how long renovations could extend the life of the facilities, it was determined that replacement would be a more cost effective solution. This is reinforced by the CDE School Assessment Report's Colorado Facility Index (CFI) scores. The elementary school cost to repair is 121% of the cost to replace. The high school cost to repair is 133% of the cost to replace.

The safety items that could not be resolved with renovation are based on the site constraints and the existing configuration of the buildings. The issue with being on a major street, and requirement for students to walk outside between classes were described previously. Additionally, the doors on the elementary school, high school and gymnasium need to remain open during the day. Only the main high school entry has administration nearby so the other doors would remain unlocked and unmonitored. The elementary school has classrooms that exit through other rooms to get out of the building, the only way to resolve this is to shut down the use of the second story and provide another modular on the school campus.

The safety items that cost as much or more for renovation as for building new include a fresh air mechanical system, fire sprinkler, and site circulation. To address the fresh air issue in the schools, a new mechanical system will need to be installed. The current system is a radiant heat only system. There is no ductwork or fresh air supply. A system would need to include new equipment and ductwork to each classroom (the same as if installed in new construction). To address the fire safety issue of the building being much larger than allowed for wood construction, the school would need to add a fire sprinkler system. Installing a new system in existing construction would cost more per square foot than it would in a new facility. To address the site safety issue with vehicles and pedestrians, the school would need to reconfigure parking on the street in front of the road, and replace the parking with an on-site lot. This would be the same amount of work needed for the parking requirements of a new facility.

In addition to the safety issues, there are numerous maintenance issues on the buildings. The list of repair items is so long that the cost of renovations to the existing buildings more than justifies the need for a new facility. This is reinforced by the CDE School Assessment Report's Colorado Facility Index (CFI) scores. A renovated building would not address the critical safety and security items detailed above.

How Urgent is this Project:

The school district has no possible way of funding the construction on new facilities on its own. The maximum bonding capacity of the district is \$7.46 million. With the cost of construction in the remote mountain town of Creede, the community would only be able to build half of what they need. If the project is not funded, the school would be forced to continue to maintain their existing unsafe, inefficient, and costly facilities. Community bond money would have to be used to repair existing buildings that are at the end of their life. Though the district and community spend money on them, there would be no guarantee the buildings would last more than another 5 or 10 years. The buildings may not last as long as the payment on the bond. Using the existing 7.46 million debt capacity, this is typically 20 years.

URGENCY OF HEALTH, LIFE SAFETY AND SECURITY ISSUES:

It is unknown how long the 64 year old log construction can maintain its structural integrity. There is visual indication that logs in various locations are rotting. When evaluating the facilities, cost and repair issues added up to such an extent that the planning team didn't bring in a structural engineer for a detailed evaluation of the structure because the buildings weren't worth keeping. If the project is not funded the district will need to keep the buildings. They will need to hire a structural engineer to do a thorough analysis of the structures and use the limited community bond money to shore up the structure.

To address the fresh air issue in the schools, a new mechanical system will need to be installed. The current system is a radiant heat only system. There is no ductwork or fresh air supply. The new system would include new equipment and

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ductwork to each classroom. Because there is no existing fresh air system in place to add on to, the cost of the new system would be just as much as new construction. The district would again need to use community bond money to shore up an existing building that may only last 5 or 10 more years. If the bond money is spent, and the building still fails, then there is no capacity for replacing any facilities.

To address the fire safety issue, as the building is much larger than allowed for wood construction, the school would need to add a fire sprinkler system. This would be more costly than a sprinkler system in a new building, and again would use community funds to pay for something that may not last very long.

If the project is not funded, emergency exiting issues would still remain. The doors in the hallway could be fixed, but there is not a way to reconfigure the stairs and ramps in the elementary school to be compliant with the building code. The only way to fix the exiting issue from the second floor of the elementary is to cease use of the rooms and add another modular classroom to the site. To fix the doors that block the exit paths in both buildings, the school would spend money on the hallway doors of every classroom to either add closers or, to better solve the issue, reverse the swing of the doors.

If the project is not funded, the students would still be required to walk outside between classes to get between the elementary school, high school, and gym building. Due to the configuration of the buildings and the shared teaching spaces, this issue could not be resolved.

The radon levels of the elementary school would need to be mitigated with an under-slab venting system. This would involve multiple constantly operating exhaust fans and a piping system cored into the floor of each classroom.

If the project is not funded the school would not be able to address the security issue and the school entries would not limit intruder access to the school. The main entry door at the high school could be improved, but the entry of the elementary school, north and south entry of the high school, and gym entry have no option of resolving the security issue. To address the security issues at the high school main entry, the building would have to be reconfigured to relocate administration. This would mean moving another classroom into an area of the building with no windows. The expense of this reconfiguration would only solve one entry. The others can be equipped with camera systems, but due to the configuration of the buildings they would need to remain unlocked for students to pass back and forth throughout the day.

If the project is not funded the school would stay on its existing site with the main entry opening onto the main road. Diagonal parking on the main road requires people to park and back up into the road and combines all pedestrians and vehicles in one area. If the project is not funded, the school wouldn't be able to move its location to a new site out of town where all vehicle and pedestrian traffic would be off main roads and separated. To address the site safety issues, the school would have to use community funds to reconfigure parking on the street in front of the road, and replace the parking with an on-site lot. This would be the same amount of work needed for the parking requirements of a new facility. So again, the school would spend the same amount of money on a facility that may only last a few more years as it would on a new school that would last well over 50 years.

If the project is not funded, the school would install a new phone and intercom system in the existing buildings. A cost that would again be the same as in a new school, but for a building with an unknown lifespan.

URGENCY OF EDUCATIONAL SUITABILITY ISSUES:

If the project is not funded, the students would remain in the existing aging classroom spaces. Funding for improvement would most likely only be available to address the most critical education needs, namely fresh air and improving technology. It is not likely that funding would be available to improve light quality and acoustics. Daylight and temperature control would not be able to be improved. To meet the technology needs, additional data and power would need to be provided to the classrooms. This would most likely cost more than running adequate data and power in a new building.

URGENCY OF MAINTENANCE AND COST ISSUES:

If the project is not funded, the school has a "Conditions Matrix" that identifies the highest priority repair items. The school's current annual capital improvement budget would not be adequate to address the items on the list even if phased in over the next 10 years. Currently, the school repairs issues as they occur and uses the entire budget each year just on those items.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

The community would need to pass a bond to afford the repair and maintenance items at the existing buildings. That would surely be a difficult bond to pass with the community knowing the age of the buildings. Any amount of money spent on them can't be used for a new facility.

If the project is not funded, there are enough life safety, educational suitability, and maintenance items to address that improving the energy efficiency of the building will be low on the priority list. The elementary and high school will continue to have no insulation in the exterior walls, the high school will continue to function with expensive electrical heating units, the gym will continue to have minimal insulation, and the school will continue to spend money on high utility and energy costs.

Finally, based on the 2009 state facility assessment, the need for a new building is immediate. Both elementary school and middle/high school assessments stated the buildings would need to be replaced within two to five years. Four years have already elapsed. Should the project go to fruition, the anticipated move-in date for the new school is August 2015. By the time funding is secured and design and construction is complete the buildings are due for replacement.

How Does this Project Conform with the Construction Guidelines:

The project conforms to CDE Public School Facility Construction Guidelines 1 CCR 303(1) for K-12 School buildings.

Construction of a new facility will allow for complete compliance with all guidelines of "Section One," safe and healthy facilities. The "Urgency" section of the application provides detail of how the existing facilities cannot meet the safety and security guidelines. A new facility is the only way that the school can adequately meet and exceed health and safety requirements.

Specifically:

3.1. Sound building structural systems: The building will be constructed according to IBC requirements. Mineral County has never adopted a building code. Only recently has Creede adopted local amendments to the IBC to increase snow load requirements. It is unclear if the existing buildings were built to any standard code. The proposed project would absolutely meet code requirements.

3.3. A continuous and unobstructed path of egress: a new building would meet all of these requirements, where the current buildings could never meet the requirements.

3.8. An Event Alerting and Notification system: the proposed intercom system would provide the communication and security needed.

3.9. Secured facilities including a main entrance... visibly monitored from the office: The administration area is planned to be at the main entrance with a view to the entry approach and with visitors required to check in.

3.11. A safe and efficient mechanical system & 3.12. Healthy building indoor air quality: the proposed project would have an energy efficient heating system with ample fresh air.

3.15. Safe laboratories, shops and chemical storage: A new building would comply with CDPHE 6CCR 1010-6 "Rules Governing Schools."

3.16. A separate emergency care room: This doesn't exist at the existing buildings, but would in a new facility

3.17. A facility that complies with the ADA: New construction would comply with all ADA requirements as opposed to the existing facilities which have areas that can never provide accessibility.

3.18. A site that safely separates pedestrian and vehicular traffic: The new project would locate the facility off the main streets of town and get students and pedestrians out of vehicular traffic areas. The new site would allow all traffic to be on school property, rather than parking and walking in the street to get to the school entry.

The proposed project meets the CDE Public School Facility Construction Guidelines "Section Two" because programming and decision-making was approached holistically involving community stakeholders taking into consideration local ideals, input, needs and desires. The master planning team not only identified the physical facility needs, but worked collaboratively with administration and school teaching staff to determine the educational needs for the master plan. Community stakeholders were involved early in the master plan process to understand the needs of the school district and to provide input for community desires. Additionally, a full day community work session was held to create multiple solutions and align on the ideal direction for the district.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

The resulting solution is the proposed plan. It will provide the learning environments needed to exceed state model content standards. The project conforms to section 4.13 of the Public School Facility Construction Guidelines: PK-12 Rural Schools.

PK-12 Rural Schools shall provide exciting learning environments for students as well as associated teaching and administrative support areas. The facilities should be designed to incorporate shared community uses, such as boys and girls clubs, and separate children, grades preschool to six, from older students, grades seven to twelve. When possible, daylight with views shall be incorporated in all learning areas to supplement well-designed task oriented artificial lighting. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors and other learning areas will create a learning environment that focuses the student's attention. The following uses should be incorporated in PK-12 educational facilities:

4.13.1. Sports fields, playfields, and age appropriate equipment: The new larger site will allow for the school to provide adequate sports fields and play areas for students. The landscape areas of the school site will also provide an amenity to the neighborhood and community that they currently cannot provide. The playfield will provide practice space for the schools sports program as well as a recreation field for the community.

4.13.2. Classrooms size: The high school does not typically have more than 14 students per class, so the 3 core classroom sizes are smaller than the guidelines. Because the elementary school doesn't have the ability to spread students around various subjects throughout the day, it was decided that those classrooms should remain at the recommended minimum classroom size of 600 square feet. Ceiling heights, proportion, natural light, air quality, technology and storage will all be provided according to recommendations.

4.13.3. Computer lab: a business lab with a computer per student is provided to accommodate the technology specific subjects. Also, the school has laptops on a cart, so each classroom has the ability to function as a computer lab.

4.13.4. Special program room: A larger lecture style room is provided to accommodate the classes that do not fit in the smaller general classrooms. Also this classroom opens up to the music room to for viewing small performances.

4.13.5. Distance learning: the school provides distance learning in the Business classroom and the ability to connect in each classroom for individual study.

4.13.6. Science lab: a fully equipped science lab is provided in the middle school/high school area.

4.13.8. Band classroom & 4.13.9. Vocal classroom: a music room is provided with instrument storage room and an acoustic practice room. The music classroom is physically separated from the core teaching area of the school to prevent sound transmission between areas. The music room is connected to the special program room with an operable wall to create a performance area for small performances.

4.13.9.1. Art classroom: the art classroom is adjacent to the Vo/Tech shop to share staff plumbing, and storage resources. The art room will serve as a classroom area for Vo/Tech classes, and the Vo/Tech room will serve as a large project area for art classes.

4.13.10. Performing arts: the school will use the local Repertory Theater for performing arts events. School practice will be in the music room.

4.13.11. Career and technical education classroom. The project includes a Vo/Tech shop including mostly woodworking equipment and technology.

4.13.12. Library/multimedia center: The school has a partnership with the community so the library is also a community library. It will be located at the front of the building to allow for community access during school hours.

4.13.13. Commercial kitchen: full kitchen is provided.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

4.13.14. Cafeteria/multipurpose room: The main commons area is part of the circulation space, open to the hallway. The commons will function as the cafeteria space to the school, concessions area for sporting events, and also open up to the special program room for larger functions.

4.13.15. Gymnasium: Has two regulation basketball courts and dividing curtain. The gym includes the following equipment: Adjustable basketball backstops, volleyball sleeves and standards, telescoping bleachers and power and technology for scorer table.

4.13.16. Weight training area: adjacent to the gym

4.13.17. Men and women's locker rooms & 4.13.18. Visiting team locker room: One boys and one girls locker room are provided. Visiting teams will utilize the opposite sex locker rooms for sporting events. Locker rooms have independent bathrooms, showers and locking metal lockers.

4.13.19. Administrative, offices, nursing area, bathrooms, conference, reception area and building support areas to accommodate the educational program. These are centrally located for students and staff.

The proposed project meets the CDE Public School Facility Construction Guidelines "Section Three," by providing an energy efficient and high performance LEED Gold Certified building. This will reduce operations and maintenance efforts, relieve operational cost, and extend the service life of the districts capital assets. Features include

- ☑Planned for LEED Gold
- ☑Joint use facilities w/ community
- ☑Natural daylight
- ☑Commissioning to monitor performance
- ☑Increase energy performance and reduce utility costs
- ☑Design school as a teaching tool for students and community

Based on desired local programming the proposed project does not conform to CDE Public School Facility Construction Guidelines 1 CCR 303(1) in the following ways:

- ☑The cost to provide a track is not a high priority for the district or community. The school has never had a track. All track and field competitions are located at other schools. The new site is large enough for a track and will be planned for future.
- ☑A family consumer science lab is not provided. The district does not have enough revenue or student interest to justify a dedicated room for this program.
- ☑A full performing arts venue (Repertory Theater) is available in town. Therefore the district does not need to provide its own large theater. A flexible "special program" room is provided for small scale productions.
- ☑The 3 high school general classrooms 450 square foot rather than the recommended minimum 600 square foot. The district has a low student population and typically does not have classrooms with more than 14 students. Specialty classrooms are larger. The required space for teaching differs from elementary to high school. Elementary spaces are planned at 35 square feet per student and middle and high school spaces are planned at 32 square feet per student.

The elementary room size was determined by a combination of matching current conditions, minimum recommended classroom size, and managing bubbles of populations that come through the District. Currently the elementary classrooms range in size from 586 square feet to 822 square feet. An average of those rooms would be 750 square feet. In an effort to maintain current expectations and CDE standards, it was decided to proceed with the CDE minimum recommended classroom size of 600 square feet. This will allow for the classroom to hold up 17 students based on a 35 square foot per student model. Often there are bubbles of population creating a larger than normal size class. By having all of the elementary classrooms the same size, each teacher would be able to accommodate a larger class at any given time.

At the secondary level, a variety of room sizes has been built into the program to support the needs in the schedule. There are three rooms for general subjects, English, math and social studies. These classrooms have been planned to be 450 square

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

feet. This will accommodate up to 14 students based on a 32 square foot per student model. Most class sizes will fit comfortably in these rooms and allow for special storage requirements for the subject variety offered by each teacher. Classrooms any smaller run the risk of being inflexible and unable to support variety and schedule changes from year to year.

The business and science rooms are larger to accommodate the more specific requirements those programs require as well as accommodate the variety of subjects taught simultaneously. Additionally, a larger group room has been planned. This room will accommodate the part time teachers as well as provide an alternate learning environment for larger classes or group activities, such as the science fair. Additionally, the large group room is planned to be tiered and be adjacent to the music room; the spaces are to be separated by an operable wall so that the music room can turn into a performance space as required. This will create a usable space beyond the normal school day.

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

Historically, the District has budgeted maintenance and repairs into two categories. The Capital Reserve and Maintenance budgets for SY2012-13 total are \$157,366 (Maintenance @ \$112,366 Capital/Repair@ \$45,000). Maintenance includes such line items as maintenance & custodial salaries, supplies, purchased services, and equipment. The Capital/Repair budget addresses such items as upgrades to finishes in the building, repair or replacement of failing equipment, and any exterior repairs to the building or site elements.

We are prepared to continue to provide funding at the same percentage that we are currently allocating for maintenance and repair. The Capital Renewal Reserve will be \$20,000 annually. Because the new building will be substantially more sophisticated than our existing buildings the Maintenance Plan will be developed based on the new building components with the assistance of the contractors. The goal is to have a plan that supports the needs of the new building's products and equipment. This will ensure proper care and maintenance of the building components and comply with warranty requirements.

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

The buildings were built for school district in 1948 and 1963. The school buildings have reached the end of their useful life.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$20,000

CDE COMMENTS:

GRANT BUDGET INCLUDES \$600K FOR POSSIBLE REQUIRED ROAD IMPROVEMENTS FOR NEW SITE, \$200K FOR ASBESTOS REMOVAL WITHIN THE AHERA REPORT, AND \$750K OF ADDITIONAL ASBESTOS REMOVAL FOR ADDITIONAL ITEMS NOT INCLUDED IN THE AHERA REPORT BASED ON A SITE VISIT WITH CDHPE. DISTRICT COST BACK-UP INCLUDES BREAKDOWN BY TRADE THAT SHOWS AN OVERALL 19.5% AVERAGE COST PREMIUM FOR BUILDING IN CREEDE.

<input checked="" type="checkbox"/> Health, Safety	<input checked="" type="checkbox"/> Overcrowding	<input checked="" type="checkbox"/> Technology	<input checked="" type="checkbox"/> Other
Importance: M	Urgency: L	Ability: Not Able	Planning: Up to date
Red Flags:	Multiple	Previous BEST Grants:	0
If Yes, Explanation: High cost/SF, High SF/pupil, High cost/pupil			
Current Grant Request:	\$8,683,252.71	Historical Significance:	Yes-Granted Exemption
Current Applicant Match:	\$7,462,907.04	Does this Qualify for HPCP:	Required
Total Project Cost:	\$16,146,159.75	Will this Project go for a Bond:	2013 Bond
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	70
Previous Matches:	\$0.00	Actual Match Provided:	46.220941417

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Affected Pupil Number:	78	Applicant Met Match	<input type="checkbox"/>
Affected Sq Ft:	37,277	Is this a Statutory Waiver	<input checked="" type="checkbox"/>
Cost Per Sq Ft:	\$412.51	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$197,144.81	Who Owns the Facility:	District
Sq Ft Per Pupil:	477.91	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$253.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	2		NA

District FTE Count:	79.80	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$39,671,517.00	Outstanding Bonded Debt:	
PPAV:	\$497,137.00	Total Bonding Capacity:	\$7,934,303.00
Unreserved General Fund FY1011:	\$1,716,167.00	Bond Capacity Remaining:	\$7,934,303.00
Median Household Income:	\$53,438.00	Percent Bonding Capacity Used:	0
Free Reduced Lunch %:	46.91	Existing Bond Mill Levy:	0
Match Source Detail:	2013 Bond		

Statutory Waiver for BEST Grant District Match

A partial/full (circle one) district match waiver is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

- A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line items A * N from grant application): \$ 9,709,743
- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2012/13 AV x 20%): \$ 7,462,907
- C. New proposed bonded indebtedness if the grant is awarded: \$ 7,462,907
- D. Current outstanding bonded indebtedness: \$ 0
- E. Total bonded indebtedness if grant is awarded with a successful 2013 election (Line C+D): \$ 7,462,907

School District:

Project: Creede School District

Date: March 1, 2013

Signed by Superintendent:



Printed Name:

BUCK STROH

Signed by School Board Officer:



Printed Name:

Renee Stynchulq

Title:

Vice President

-Facilities Impacted By This Grant Application-

MOFFAT COUNTY RE: NO 1 - East ES - Renovation/Repair at 2 ES - 1959

School Name: East ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	38,539
Replacement Value:	\$8,971,098
Condition Budget:	\$3,558,808
Total FCI:	39.67%
Energy Budget:	\$0
Suitability Budget:	\$732,200
Total RSLI:	37%
Total CFI:	47.8%
Condition Score: (60%)	3.05
Energy Score: (0%)	1.50
Suitability Score: (40%)	4.18
School Score:	3.50



Assessment Findings:

Scope item: East ES preschool renovation.

Assessment findings: East ES the assessment shows that the school does not have preschool classrooms as described in the CDE Construction Guidelines and that the school does not have enough space for the current preschool load. It also shows that the preschool adjacencies and storage/fixing equipment are inadequate.

MOFFAT COUNTY RE: NO 1 - Sandrock ES - Renovation/Repair at 2 ES - 1964

School Name: Sandrock ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	45,597
Replacement Value:	\$11,306,548
Condition Budget:	\$4,001,721
Total FCI:	35.39%
Energy Budget:	\$0
Suitability Budget:	\$989,800
Total RSLI:	29%
Total CFI:	44.1%
Condition Score: (60%)	2.27
Energy Score: (0%)	2.00
Suitability Score: (40%)	4.26
School Score:	3.07



Assessment Findings:

Scope item: Sandrock ES electrical repairs/upgrades

Assessment findings: The assessment shows that the electrical service line at Sandrock ES is a 49 year old direct bury line. The casing protecting the wiring has degraded and broke down due to adverse soil condition. The system is currently failing.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: MOFFAT COUNTY RE:NO 1

Applicant Priority #: 1

County: MOFFAT

Cash Grant Score: 1.3

Project Title: Renovation/Repair At 2 ES

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Moffat County School District consists of 6 elementary schools, 1 middle school, and a high school campus. The district as many Colorado school districts is dealing with decreasing funding at the state level as well as decreasing enrollment. The Moffat County School District has reduced around \$3 million from our annual budgets due to the funding reductions. In order to least impact student learning a majority of these reductions have been made in operations and maintenance now leaving the district with \$10 million in deferred maintenance needs.

Educational programming across the district has been focused on creating a unified curriculum with additional training opportunities for all of our teachers scheduled for a three-year period, which began this year. The district just implemented an extended day program for the elementary schools focusing on reading interventions. The District has also recognized the need to add a 7th preschool classroom to address approximately 30 students who are not receiving early childhood education.

With the focus on student learning our facilities have continued to receive less funding. Over the last several years the school district has only been able to fund approximately \$250,000 for capital improvements each year. This includes the cost of technology improvements and campus maintenance. The School Board and Administrators meet earlier this year as part of the strategic planning process and identified the following projects as high needs for this next year. The 7th preschool classroom also fits within the State's recognized need for early childhood education.

Deficiencies Associated with this Project:

The project at Sandrock Elementary includes replacing the current underground electrical service that feeds the building. This electrical service is original and is owned by the Moffat County School District. This distribution line was patched this last summer due to a break in the line that shut all power to the building off.

The project at East Elementary includes renovations to the current computer lab into a 7th preschool classroom, including replacing asbestos floor tiles, and creating a secure access to the preschool wing. The district currently has approximately 30 students on a waiting list for preschool. This additional classroom would accommodate these students and meet both the district and state goals for early childhood education.

Proposed Solution to Address the Deficiencies Listed Above:

The solution to the electrical distribution line at Sandrock Elementary will include replacing the underground electrical line that feeds the building. Cost will include removal of the current line, purchase of the new electrical line, and installation of the new electrical line. It has not yet been determined if the current line will have to be dug up or if the line can be replaced through another method. If the line has to be dug up costs will also include patching the asphalt/cement above the current electrical line. These discussion have begun with the contractor and we are waiting on a bid proposal.

The renovation for a 7th preschool classroom at East Elementary will require the current computer lab to be remodeled into another preschool classroom. The costs included in this remodel include an asbestos removal of the floor tiles, new flooring, the addition of an exterior door including the cost to install, windows added to the entrance area to allow for viewing of visitors, and moving of wiring to an alternative classroom for the computer lab. This project will be awarded to a contractor

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

who will be responsible for design and construction following applicable local, state, and federal laws.

How Urgent is this Project:

The Sandrock Elementary School electrical line has already failed. At that point in time we were able to patch it however the old line is still in place and could break at any time.

The 7th preschool classroom at East Elementary is currently going through the budget process and is expected to receive funding for the 2013/2013 school year. This would require these renovations to be completed by August 2013.

How Does this Project Conform with the Construction Guidelines:

The project proposed at East Elementary School for the addition of a 7th preschool classroom will conform with section 3.6 requiring the removal of asbestos tile in preschool classrooms. This project will also conform with section 3.9 allowing for a secured main entrance into the preschool wing at East Elementary.

The project proposed at Sandrock Elementary School of replacing the electrical distribution line conforms with section 3.10 and will provide for the electrical service to be installed to meet applicable State and Federal codes.

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

The project at East Elementary will continue to be maintained as our other classrooms are being maintained. With this project not being new construction and being renovation of a like type classroom with foresee no additional maintenance costs to the building.

The project at Sandrock Elementary will not require additional maintenance as the type of electrical line being used has a much longer life than the line that was originally put in in 1964.

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

The Moffat County School District has constructed both of the facilities listed for renovations. Sandrock Elementary was constructed in 1964 as a 1-story school. There have been no additions to the site and no major renovations. The current systems that have reached or exceeded their design life include: the water supply, sanitary sewer, and electrical distribution. East Elementary School was constructed in 1977 as a 1-story building. There have been additions in 1985 (classrooms) and 2008 (cafeteria, kitchen, and boiler room), and an ADA renovation in 1995. The following systems have reached or exceeded their design life: plumbing, HVAC, and electrical.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

THE ELECTRICAL SERVICE ISSUE SANDROCK ES IS SERIOUS AND ESTABLISHES THE 1.3 SCORE. THE PS CLASSROOM AT EAST ES IS OVERCROWDING/GROWTH AND IS A LOWER SCORING ISSUE.

Health, Safety

Overcrowding

Technology

Other

Importance: M

Urgency: H

Ability: Able

Planning: No plan

Previous BEST Grants: 0

Red Flags:

If Yes, Explanation:

Current Grant Request:

\$79,987.23

Historical Significance:

N/A

Current Applicant Match:

\$130,505.47

Does this Qualify for HPCP:

Not Required

Total Project Cost:

\$210,492.70

Will this Project go for a Bond:

NA

Previous Grant Awards:

\$0.00

CDE Minimum Match Percent:

62

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Previous Matches:	\$0.00	Actual Match Provided:	62
Affected Pupil Number:	556	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	48,839	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$3.92	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$344.17	Who Owns the Facility:	District
Sq Ft Per Pupil:	87.84	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$0.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0		NA

District FTE Count:	2,001.10	Bonded Debt Approved:	\$29,500,000.00
State Financial Watch:	No	Year Bond Approved:	07
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$494,473,059.00	Outstanding Bonded Debt:	\$26,450,000.00
PPAV:	\$247,101.00	Total Bonding Capacity:	\$98,894,612.00
Unreserved General Fund FY1011:	\$6,991,154.75	Bond Capacity Remaining:	\$72,444,612.00
Median Household Income:	\$53,587.00	Percent Bonding Capacity Used:	27
Free Reduced Lunch %:	41.74	Existing Bond Mill Levy:	5.092
Match Source Detail:	General Fund		

-Facilities Impacted By This Grant Application-

MONTROSE RE-1J - Columbine MS - MS Replacement - 1960

School Name: Columbine MS

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	75,145
Replacement Value:	\$22,370,885
Condition Budget:	\$10,305,979
Total FCI:	46.07%
Energy Budget:	\$0
Suitability Budget:	\$3,128,500
Total RSLI:	27%
Total CFI:	60.1%
Condition Score: (60%)	2.92
Energy Score: (0%)	2.79
Suitability Score: (40%)	4.18
School Score:	3.43



Assessment Findings:

Scope item: Site Constraints

Assessment findings: The assessment shows the school being located on a two-lane road with traffic counts not exceeding 25,000 a day. There is good separation between bus loading and parent drop off. The parent pick-up and drop off zone is fairly small, so some parents pick up and drop off in the parking area or on the 2-way street, which causes conflicts. Assessment states that parking lots, roadways, landscaping, and pedestrian paving are expired and should be replaced. There is no water retaining area, and water does not drain away from the building at all locations.

Scope item: Building Safety and Site Security

Assessment findings: The assessment notes that the parking lot is lit, but needs more lights, especially on the west side parking lot. The building entrance is lit but needs more lights. The building perimeter is lit. There is fencing around most of the school. Line of sight in the school is an issue. There is restricted access at secondary entrances. Facilities are equipped with closed circuit video.

Scope item: Roof

Assessment findings: The ceiling/roof assembly is in fair condition but showing signs of age. The roof covering is in good condition.

Scope item: Structure

Assessment findings: The slab on grade was noted to be currently deficient showing observable cracks, and should be replaced. The foundations were noted to be in fair condition with no evidence of major cracks or heaving. The exterior walls of the original school building are noted to be in poor condition showing signs of age and hairline cracks. The school's structural system is noted to be in poor condition.

Scope item: Fire Safety

Assessment findings: The school does not have a sprinkler system. The fire alarm system is working properly, but is beyond the expected life cycle. The alarm system is monitored.

Scope item: Educational Suitability and Overcrowding

Assessment findings: Assessment states there is a 60.5% CFI for the MS.

Scope item: Electrical

Assessment findings: The major electrical equipment is not at a secured location and it is not fenced. The hallways have very poor lighting levels. Classrooms, office, and library lighting levels are good. The current lighting levels in the main school meet electrical lighting codes. Extension cords and multiple outlet power adaptors are used to make up for lack of wall/floor outlets.

Scope item: Indoor Air Quality

Assessment findings: The HVAC system provides very poor fresh air in the school. Fresh air is controlled through the use of opening the windows in the classroom, weather-permitting. The HVAC system of the main building is original. Air quality for carbon dioxide is poor.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: MONTROSE RE-1J

Applicant Priority #: 1

County: MONTROSE

Cash Grant Score:

Project Title: MS Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Columbine Middle School, located at 600 S. 12th St. in Montrose, Colorado opened in 1961. Originally called Montrose Junior High School, it was built to replace a 1935 campus on S. Cascade and 2nd St. in Montrose. The construction of the building is concrete block with brick facing including single-pane windows with aluminum frames. The building contains one wing for the 6th grade (North), one for the 7th (South), and a cafeteria/offices/gym/choir room on the West side. Science labs and library are on the East side of the building. Original construction included a gymnasium and a set of locker rooms. In the early 1970's, a band room was added to the north side of the campus. A 2,200 sq. ft. industrial arts metal building was added in 1985. An 8 classroom 9,985 sq. ft. building was added in 2008 with remaining money from a bond/sales tax election in 2002. This building sits on the east side of the campus and houses the 8th grade students. The square footage of the campus totals 59,160 sq. ft. As of October 2012, the student count (FTE) is at 533 students. Of that, 238 students (44.65%) qualify for free and reduced lunch. This is below the district wide average of 56.16%. 32.08% of the student body is of minority (non-white) decent. In comparison, 42.13% of the district student population is of minority (non-white) decent. In relation to gender, 266 (49.91%) of the students are female, and 267 (50.09%) are male. In comparison, the district is made up of 48.42 females and 51.58% males.

Columbine offers curriculum to fit Colorado model content standards wherever possible. Educational programs being taught at the district level and not available at Columbine are noted: Civics is not offered but is combined with the social studies curriculum. Dance is not offered but is intergraded into the PE curriculum, though it is not the primary focus of any PE class. Economics is integrated into the social studies, math and consumer & family studies classes. Foreign language is not offered due to lack of classrooms space. Geography is taught within the social studies classes. History, math, science, reading and writing are offered as separate classes in 6th, 7th and 8th grade. Columbine has only two true science labs with proper water and space. Storage for science materials is very limited. Music is offered in 6th, 7th and 8th grade. 6th and 7th graders take band and general music. The 6th grade band class must be divided into 2 separate sections due to the lack of space available for the large numbers of students (145) in the program. 8th graders participate in show choir, concert choir, concert and jazz band. Theatre classes, visual art technology and new media are not offered due to lack of space. The school does offer computer classes.

In general, the classrooms are small, many below 750 sq. ft, and do not meet the needs of a class with 30+ students. The rooms are not equipped to handle the demands of 21st technology. The building is not a positive, safe or productive learning environment. It is extremely hot in the spring and fall (the main building has no air conditioning) and cold in the winter (outdated, poorly functioning heating units, extremely poor insulation, single pane glazing and visible cracks & fissures in the walls and floors). The rooms have low ceilings and lighting that is not conducive to learning. There are major structural flaws in the foundation including areas that are sinking (up to 6 inches in places) and unlevel. We have included a report from a structural engineer regarding this. A major concern regarding the building is its overall safety, especially concerning the entry way which is not visible to the front office. Video cameras have been installed but they are not sufficient from a security standpoint. The school was designed in a different time in history and concerns such as school shootings were not considered. We have included a letter from Montrose Police Chief regarding his concerns.

Deficiencies Associated with this Project:

DEFICIENCY

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Columbine has a history of being viewed in relation to its condition as it is one of the district's oldest structures, having opened in 1961. In 2000, a study and evaluation of the district's 12 buildings was conducted by Architect J. Michael Jacoby, to assess their respective conditions. Columbine was reviewed and compared to the other buildings in the district. Deficiencies were found and noted in the report. Using a scale similar to a grading scale of 1-100%, Columbine scored 71.9% (lower satisfactory). By comparison, the other middle school in Montrose (Centennial) scored 76.1%. Five other schools in the district scored lower while six other schools scored higher. Based upon this report, a decision was made by the district and school board to not include Columbine in the bond/sale tax package and complete improvements as needed through other resources. The schools that scored lower all received improvements thanks to the successful passage of the bond/sales tax election in November of 2002. Additionally, 5 of the 6 schools that scored higher than Columbine eventually received improvements as well as part of that package. (NOTE: Columbine eventually received the stand alone eight (8) classroom addition previously mentioned after all of the projects originally identified and promised in the election were completed and closed out.) In order to keep the building operational, the district has made repairs as needed. A roof was added in 2006 and an electrical service was completed in 2007. In the last five years, the condition of the building has deteriorated to the point of needing replacement or a major extensive remodel. A recent review of the facility noted the following deficiencies:

HEALTH AND SAFETY ISSUES

- The Administration area is in a very poor location, thus it lacks supervision of the front entry.
- There are multiple hidden exterior doors with the interior hallway layout hard to supervise thus creating a security issue.
- The building has no fire sprinkler system.
- The hallways are not fire rated with no fire walls.
- The building has multiple areas with sinking floors and the foundation is failing.
- The settling floor creates door closure problems with gaps under and on top of the doors.
- There are several areas with damaged 9"x9" asbestos floor tile.
- The parent pick-up and bus pick-up area are unsafe due to size and how students must access them.
- There is minimal ADA (Handicap) access to the building.
- The building has rotting water pipes in walls due to age (galvanized pipes).
- The Administration area is too small and lacks accommodating the health area or other needed areas.
- There is inadequate ventilation for kiln for the art area.
- The sidewalks are cracked and uneven in several areas
- The school grounds not secure, due in part to the adjacent to Public Park and lack of fencing or separation.

INDOOR AIR QUALITY

- The building has poor ventilation and the doors must remain open to avoid CO2 levels. increasing. This in turn creates safety issues related to lock downs or other emergencies.
- The 1961 building has no air conditioning.
- The heating distribution system is uneven with minimal controls in the classrooms.
- The classrooms are not regulated in relation to the ventilation system.
- The building envelope is in poor condition and has minimal insulation.

OVERCROWDING

- The building has very small classrooms with low ceilings (94" ceiling height).
- The 1960's era gym bleachers are too small to accommodate the student body. Students have to sit on the floor for assemblies.
- The Band room too small for the program and lacks storage and practice rooms.
- The Media center small and does not meet current technical needs.
- The Cafeteria too small for the student body; the school was built for 350 and now has 540+ students.
- The hallways are too narrow causing congestion during passing periods and emergency drills.
- The building lacks any large meeting space for public building use.

OTHER ISSUES

- The building has single pane glass windows.
- The building insulation is very poor and minimal.
- Classrooms and other areas have poor interior acoustics.

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The building has limited bathroom facilities.

The building has limited drinking fountains.

The gym locker rooms are not ADA (handicap) accessible.

The building classrooms and commons areas have poor inefficient lighting.

The gym has very poor acoustics.

The science labs lack work stations and water and proper set up for modern science classes.

The building has very limited fire storage for science rooms.

The boiler plant is nearing its end of life use cycle and is inefficient in its operation.

There are severe drainage issues, with standing water around the building.

There is no performance space.

The deficiencies of the existing building are extensive. Many items must be corrected for the building to comply with the current CDE School Construction Guidelines. Cost estimates provided by our Planner, Grey Wolf Architecture, indicate the cost of \$11.5 million for the necessary improvements to bring the building to current standards. Even with this remodel, important building characteristics could not be addressed without significant demolition and reconstruction. The main cafeteria would fail to meet the needs of the growing enrollment, the classrooms would remain small with low ceiling heights and limited natural daylight. The current maze of hallways, doors and corridors would still be a safety issue with a distinct lack of supervision capability resulting in significant safety and security concerns.

Proposed Solution to Address the Deficiencies Listed Above:

Solution

The district has analyzed Columbine from both a remodel stand point and a replacement. After reviewing the significant investment needed for a remodel, but noting that it would not address the issues of overcrowding, building layout, and the building life span, the district felt that the existing building did warrant an investment in remodeling. A summary of the remaining issues that would still needed to be addressed even with a major remodel are:

Media center still small in size.

No large meeting space.

No conference rooms.

Minimal teacher work rooms.

Lack of adequate counseling area for privacy.

Band room still too small and lacking storage & practice rooms.

Wood shop would still reside in a inefficient metal building.

Interior hallways would still be narrow and congested due to lack of space.

Limited bathroom facilities.

Cafeteria size will remain too small for student population.

No performance space.

Gym size small with limited seating.

Gym ceilings low.

Classroom would still be small with lower ceiling heights and limited exterior light.

With the remodel/renovation concept pricing being \$11.5 million, it did not make long term or financial sense to remodel the existing 1961 building.

The district and its architect feel that new construction would be the best solution for Columbine. A new building would address the primary issues related to safety, indoor air quality and overcrowding. Based upon the master planning that occurred in 2008 in conjunction with the eight classroom addition, a design had been completed for the replacement of the school. The number of classrooms, location of building, parking and bus areas have been basically determined. Additionally, the number of classrooms and their designation have been discussed and determined on the preliminary design. On September 26, 2012, a design charrette was held to discuss all of the possibilities regarding the future of Columbine. In attendance were Columbine teachers, parents, administrators, district administrators and Architect Ken Harshman of Gray

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Wolf Architecture. During that meeting, the proposed design was reviewed. The members made comments and suggestions. Cost estimates provided by our Planner, Grey Wolf Architecture, indicate the cost of construction for a new facility that fulfills the requirements of the construction guidelines is approximately \$13 Million. The new construction would meet or exceed the LEED Gold/COCHPS requirements, include the spaces required to meet the District program, address the overcrowding concerns, and address both the building and site life safety and security issues. The new facility would incorporate the recent eight classroom wing and add approximately 67,000 square feet that includes among other program spaces, twenty new classrooms, as well as classrooms addressing the needs of Title I, small group resources, ESL, vocal and instrumental music rooms, commons area, administration, gymnasium and locker rooms.

With this new design and building, the issues that face the building currently will be address and resolved. Specifically:

HEALTH AND SAFETY ISSUES

The Administration office will have clear line of sight to the front entry of the building.

The new design allows for easy line of sight of all hallways. Straight hallways with views of the doors/exits/entry doors.

The building will have a full fire sprinkler system per code.

Hallways will be fire rated with fire walls and fire doors as required.

The foundation will be engineered to prevent the current problems. Micro piles or driven piers will be part of the design requirements.

No asbestos materials will be present in the building.

The Parent pick-up and bus pick-up area will be adequate in size and design thus providing safe areas and traffic flow.

ADA (Handicap) access to the building will be included in the new design.

All plumbing and other utilities will be new and energy saving where required and possible.

Administration area will be of sufficient size, accommodating all needs including a nurse area, counseling and other needs.

The art room will have a fully ventilated kiln room.

All Sidewalks will be even and in compliant to current codes and regulations.

The grounds will be secure and the issues related to the adjacent park will be addressed.

INDOOR AIR QUALITY

Ventilation will be designed per code with required air changes for fresh air.

The building will be fully air conditioned.

The HVAC distribution will be balanced, reviewed and commissioning will occur.

Classrooms will be regulated in relation to heat or cooling with direct digital controls installed with a building automation system.

The building envelope will have all code required insulation and windows.

The systems will be a designed with LEED standards in mind.

OVERCROWDING

Classrooms size will be appropriate (850 sq. ft. average size) with 9ft. high ceilings at a minimum.

The new Gym and its bleachers will be large enough to accommodate the student body.

The Band room will be the appropriate size for the programs and will include storage and practice rooms.

The Media center will meet all current technical needs.

The new Cafeteria will be an appropriate size for the student body and future growth.

The Hallways will be wide and include space to provide for proper student flow during passing periods.

OTHER ISSUES

Glass windows per current IBC codes.

Building insulation will be per current IBC.

Interior acoustics will be per IBC Code and necessary requirements.

Bathroom facilities will be per current IBC codes.

Drinking fountains will be per current IBC codes.

Gym and locker rooms will be ADA accessible.

Lighting will be per current IBC codes.

Gym acoustics will be per requirements.

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Science labs will be modern with water stations and gas if required

Proper fire storage for science rooms.

LEED designed HVAC system.

A performance space is planned to be incorporated in either the gym or the cafeteria. This will be determined in the final design.

The construction of the project will consist of phasing in two portions. The first portion will be the construction of the new building. It is estimated this will take 14-16 months to complete. During this time, the existing building will remain in operation. The existing 8 classroom building will be added to the building via the door on the west side of the structure. During the construction, access to the building will be from the east side double doors. Students will go through that area near the existing wood shop. The construction of the project would start in the spring of 2014. During this time, the foundation and exterior structure of the building would be constructed. It is estimated that will take From April of 2014 to November of 2014. Starting in December of 2014, the interior of the building would begin to be built out. Individual classrooms will be constructed along with the interior finishes of the areas such as the gymnasium and the other specialized room (music, band, library etc.). In May of 2015, at the end of the school year, the demolition process will begin on the 1961 building. The first step would be the salvaging of useful building materials along with the salvaging of any recyclable materials (copper, wire etc). The next step would be the required asbestos removal in the building prior to demolition. Following the needed asbestos removal and successful passage of air clearance results from an independent industrial hygienist, demolition of the building will occur. The exterior shell will be demolished first then the foundation. Following this work, which is expected to take three to four weeks, work will begin on grading of the existing site where the building currently sits. This portion of the building will become the new parking areas for staff and visitors. Additionally, the old building footprint will be a parent pick up loop and the bus pick up area. Throughout this process of construction and demolition, inspections with state and local inspectors will be occurring. In July of 2015, commissioning will begin on the building. Punch list will also be generated at this time. The building is expected to be opened in mid-August 2015. Any remaining punch list work will be completed throughout August and the month of September. 100% completion would be expected at the latest at the end of September 2015.

How Urgent is this Project:

URGENCY

The urgency for this project is substantial. Columbine Middle School has 3 immediate needs that must be addressed immediately and to ensure the school can continue to operate to provide a safe, quality learning experience as well as a safe productive place for our staff.

SAFETY: The safety of our students, staff and visitors, is a grave danger due to the current design of the building. The entry is located away from the office and not visible unless you are looking at the video surveillance monitor. It would take an intruder less than 2 seconds to enter the building and be inside a classroom without any knowledge of the attempt from the front office. As Montrose Police Chief Tom Chin noted in his attached letter, this creates a severe safety risk to all. The ability to walk into a classroom and possibly create an unsafe situation without any way to stop them, prior to them disappearing down the hall, is a frightening thought. Failure to rectify this situation only furthers the risk of an incident occurring and the possible loss of life.

Another substantial safety concern with the building relates to the failure of the foundation and its current situation where it is sinking in various areas. While a repair is available via the proposed system that the engineers at BuckHorn Geotech have noted, they have not addressed the asbestos issues and related expenses that may incur with this process. The structure is crumbling and sinking in several places. This problem has grown worse over the last couple of years. The anxiety level is very high within the district that the structure may fail to the point of the building needing to be condemned.

Another major life and safety issue at this building is the lack of a fire rated corridor. The corridor was constructed with no fire rating, thus there is absolutely no firewall protection between the corridor and the classrooms. What compounds this issue is the lack of fire sprinklers, thus fire protection is non-existent. And due to the air quality issues, which will be discussed later in this section, several upper portions of glass in the corridors have been removed for ventilation purposes. This in turn lessens any possible fire/smoke separation in the hallways and the classrooms. The urgency here is self explanatory. Fire safety is a paramount concern.

POOR INDOOR AIR QUALITY: Poor indoor air quality and lack of ventilation is a major issue at Columbine Middle. The 1959 design of the building incorporated unit ventilators as the primary mechanical system for the classrooms. The units are the

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original 1950 era heating-only unit ventilators. These units do not provide any outside air; they are not controlled via modern controls and often run when not needed and this creates serious indoor air quality issues.

Constant complaints about the building becoming uncomfortably warm during times of the school year are not uncommon. It is extremely hot in the spring and fall (the main building has no air conditioning) and the heating in this portion of the classroom building is basically unregulated and almost constant. There are times during the winter months that the heating units do not need to run due to the temperatures in the rooms. Where the issue is further compounded is in the band room. Student participation is very high in the band program. Upward of 50 students crowd into the room which can comfortably handle 30 students. The band room faces the challenges of poor heating, no air conditioning and poor ventilation and that in itself is a serious health and safety issue.

A byproduct of this ventilation issue pertains to the aforementioned school safety. Due to the conditions in the classrooms, doors need to be propped open in order to allow for ventilation in the building. This in turn creates an unsafe condition in the building should a situation occur such as a school shooter or a stranger/uninvited person entering a classroom. With the doors propped open they're basically "inviting" a person to enter the room welcomed or not. If the teachers had the ability to keep their doors closed during a class session, it would be more of a deterrent to someone just walking into a classroom and possibly create an unsafe situation.

A recent report was completed. It stated "Overall, the air quality survey performed by Pinnacol Assurance revealed elevated levels of carbon dioxide in this classroom (with no students present), and in the full classroom A24 in the south hallway. Increasing the ventilation in the classroom using axial fans and installing an open window above the closed/locked classroom door is the recommended action to improve air circulation and occupant comfort. A follow-up visit is recommended after these recommendations are implemented, to determine the effectiveness of improvements." (Robbins, Pinnacol Assurance, February 1, 2013)

To further add to the urgency of the air quality situation at Columbine are the comments from Plateau, Inc who recently conducted the three-year AHERA

re-inspection report. His most disconcerting comment was in his summary:

"Due to the condition and quantity of these tiles (which are the predominant flooring in the facility) we strongly recommend that the management of these tiles be reconsidered and that removal be given a priority. Addressing the degradation of these tiles and potential exposure consequences should be a top priority in future management plans. We believe that these materials have reached the end of their useful lifetime. Management "in place" may no longer be an effective means to prevent further damage and potential exposure to occupants (Lakin, Plateau, Inc, February 15, 2013)."

OVERCROWDING: Every day, 540 students attend an overcrowded and crumbling school. Lack of adequate classroom space affects the learning of the students on a daily basis. Programs, including core academics, music, PE, computers, library, mental health and food service are severely compromised because of lack of space. The 1961 building was built for 350 students and its infrastructure was designed for this. A typical classroom at Columbine Middle School has 25-30 per class. The inability of the school to relocate some students for other parts of the building creates an unsettling and uncomformable environment. In order for the district to provide a quality and safe education environment, it is urgent that the additional space is built to accommodate the population of the school and meet the growing education demands of the 21st century.

How Does this Project Conform with the Construction Guidelines:

In relation to conformity and non conformity with the Public School Construction Guidelines (1 CCR 303(1)), The Montrose County School district has found that the existing 1961 Columbine Building, which we feel is in need of replacement, DOES NOT conform to the adopted 11/12/2012 guidelines in the following areas. Below are notes regarding those sections of the guidelines where the 1961 building does not meet the requirement then followed up as to how the new replacement building will fit these requirements.

Section 3.3 - The requirement specifically notes "The Facility Code Analysis shall address, at a minimum, building use and occupancy classification, building type of construction, building area separation zones, number of allowed floors, number of required exits, occupant load, required areas of refuge and required fire resistive construction." The existing building does not have separation zones nor are the doors or corridors fire rated. The new building will conform to this construction with rated corridors (walls and doors) and the building will be built with a fire sprinkler system.

Section 3.9 – The requirement specifically notes "The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or through a less preferred mechanism like a video camera system." The

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existing building entrance does not fully conform to this requirement. While it does meet the less preferred mechanism, the distance between the entry and the office area is 59 feet. Thus staff would have to rush over to that area in time to avert a crisis. This is not realistically possible. The new building will conform to this standard. The proposed design has one designated entry point that directs walking traffic past the office area. It will also more than likely include a door type system that will allow access once the staff allows entry (electric strike mechanism).

Section 3.11- This requirement specifically states "A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes." The existing systems in the building do not conform to this. The current system was designed in 1961. It has not been upgraded to meet current standards. Additionally, air quality reports show high levels of Co2 that could be a result of this system not working to current guidelines. The new building will conform to this standard via a modern designed HVAC system. The system will be energy efficient and meet all current guidelines related to fresh air exchanges and modern ventilation.

Section 3.15 – This requirement states "Safe laboratories, shops and other areas storing paints or chemicals that complying with CDPHE 6CCR 1010-6 "Rules Governing Schools." The existing building does not conform to this requirement as there is a lack of storage space. The new building will conform to this guideline as the rooms will be built to a larger size to accommodate the needed room for the storage of said materials.

Section 3.18.3 - This requirement states "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. Do not load or unload students where they have to cross a vehicle path before entering the building." The existing building does not conform to this requirement. The current construction of the pick-up and drop-off areas does not provide for ample room to meet this requirement. Students have to walk in front of and behind vehicles at times to enter the building. The new building will conform to this standard as it will provide ample room for the pick-up and drop-off functions.

3.18.5 – This requirement states "Provide well-maintained sidewalks and a designated safe path leading to the school entrance." The existing building does not meet this requirement. The sidewalks are not maintained, containing large cracks and damage. Due to financial issues the district has been unable to maintain these efficiently. Drainage sections have been cut into the sidewalks to provide positive draining away from the front portion of the building. This in turn has created unsafe areas, that are not safe and several cracks and uneven areas have developed. The new building will conform to this requirement as the sidewalks will be new and designed to allow for full, safe access from walking and handicap traffic.

3.19.5 – This requirement states "Exterior buildings and walkways shall be lighted to protect and guide occupants during evening use of the school facility." The existing building does not conform to this requirement. The sidewalks are not lit and no provision is available to provide lighting to the location of the existing walk areas. The new building will conform to this requirement as lighting will be designed into the building and the affected areas.

4.10.5 - This requirement states "Classrooms should provide 35 square feet/student. Ceiling heights in classrooms should not be lower than nine feet. The ideal classroom is rectangular in shape with the long axis 1.33 times longer than the short axis. Classrooms should have a source of natural light with a view, have conditioned well ventilated air, and provide all the necessary equipment, technology infrastructure, and storage to support the intended educational program." The existing building does not conform to this requirement in several areas. The ceiling height of the current classrooms is 94" or seven foot, ten inches. The current rooms do not have conditioned well ventilated air. The current rooms do not have technical infrastructure required in this requirement. The current building does not have ample storage for to support the intended educational programs. The new building will be able to meet all these requirements. It will be designed to meet all of the requirements and in some cases, exceed them.

4.10.8 - This requirement states "...computer carts utilizing wireless connections whenever possible." The existing building

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does not conform to this requirement. Wireless is not available in the building and is cost prohibitive due to the existing design and the structure of the building. The new building will conform to this standard, as wireless will be installed throughout the building and planned for in the design.

4.10.9 – This requirement states “Library/multimedia center (LMC) should provide a flexible space for students, staff, and parents to read, write and draw. If possible the space should be designed with high ceilings, and exposed building structure and materials. The space should have abundant natural light, as well as well-designed artificial task lighting. Window shades should be incorporated to accommodate the use of audio visual equipment requiring darker environments.” The current building does not meet this requirement. The existing LMC is small with low ceiling heights. The natural light is very minimal with no designed task lighting. Window shades are standard and do not block out the little natural light that exist. The new building will conform to this requirement, as it will be designed to meet the current requirements.

4.10.13 – This requirement states “Administrative offices, nursing area, bathrooms, conference, reception, and building support areas to accommodate the educational program.” The current building does not conform to this requirement. The existing Administrative office is small and does not accommodate the educational program. This is due to the limited amount of space available for the Principal, Vice Principal and counseling staff. Additionally, the nurse area and bathroom are very small with no ADA access available. The nurse area is only seven foot by twelve feet. The new building will conform to these requirements. It will be design to accommodate the educational programming and have ample space for all the necessary components to conform to this requirement.

4.11 – This requirement notes “Middle schools (grades 6-8). When possible daylight with views shall be incorporated in all learning areas to supplement well-designed task oriented artificial lighting. The facilities should be designed to provide a vibrant, cheerful, learning environment for students and scaled for teenage occupancy. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors and other learning areas will create a learning environment that focuses the student’s attention.” The existing building does not conform to this requirement. The building is not vibrant, cheerful nor scaled for a teenage occupancy. The building is old and dilapidated. It has an institutional quality about it. The asbestos containing floor tile is brown and dingy looking, even when clean. The new building will conform to this requirement. It will be designed to meet all the current requirements.

4.11.2 – This requirement states “Special education classroom.” The existing building does not meet this requirement. This is due to limited space and non-handicap/limited access in the building. The new building will conform to this requirement.

4.11.7 – This requirement states “Distance learning lab should be centrally located in the interior of the school with no windows and isolated from sources of loud noise. To reduce acoustic effects, square rooms should be avoided, if possible. A cork shaped or rectangular room is a better shape, as it does not encourage standing waves (and thus echoes). Acoustic wall panels, heavy wall curtains and carpet flooring should be used in lieu of hard walls and floors to help acoustics. Labs should provide easy wireless access to computers and the internet. There should be at least two 20-amp electrical circuits on dedicated breakers for the interactive distance learning video equipment.” The existing building does not conform to this requirement. The building does not have a distance learning lab of any kind. The new building will conform to this requirement as a provision for this lab will be incorporated into the design.

4.11.10 – This requirement states “Band classroom with conducting podium, instrument storage room and acoustic practice room. Band classrooms shall be physically separated from other classrooms to prevent sound transmission between areas” The existing building does not meet this requirement. The existing band room does not have any storage areas nor does it contain any practice rooms. The new building will conform to this requirement. It will be acoustically sound and contain several practice rooms and storage areas.

4.11.14 – This requirement states “Performing arts support area to accommodate set design and building including dressing rooms with lockers, sinks, mirrors, and prop storage area” The existing building does not conform to this requirement. Due to space limitations there is no space for this requirement. The new building will conform to his requirement.

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4.11.17 – This requirement states “Gymnasium with a regulation basketball court and dividing curtain to create two smaller basketball courts. The following equipment should accompany the gym: Glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, and scorer table.” The existing building does not meet the requirements. The existing court is not large enough to accommodate the two smaller courts noted in the requirements. Furthermore, there is no room to accommodate the wrestling mat hoist. The new building will conform to these requirements. The gymnasium will be large enough for these requirements.

5. SECTION THREE – This requirement and sub-section requirements state “Promote school design and facility management that implements the current version of “Leadership in Energy and Environmental Design” (LEED for schools) or “Colorado Collaborative for High Performance Schools” (CO-CHPS), green building and energy efficiency performance standards, or other programs that comply with the Office of the State Architects “High Performance Certification Program” (HPCP), reduces operations and maintenance efforts, relieves operational cost, and extends the service life of the districts capital assets by providing the following:” The existing building does not meet any of the requirements nor the sub section requirements with the exception of sub section 5.3. A district wide energy plan is in place with monitoring and verification starting in the fall of 2013. The new building will conform to the requirements in section 5. The design of the new building plans for LEED Gold certifiable construction. Additionally, the requirements in section 5 will be noted and followed for the design of the building.

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

When new construction projects are contracted with the Montrose County School District RE-1J, the district negotiates a 12-24 month warranty, at a minimum. The District is very diligent in enforcing these warranties and is very aware of the expiration times involved in these warranties. When the warranty period runs out for repairs needed, the school district currently has a plan for covering cost of repairs. As with all projects in the district (Grant and Non-Grant), all repairs and any needed replacement of materials or equipment currently come from two different budgets. Maintenance for this project, which is a requirement for this grant, is no different. The first budget is the Maintenance budget. The maintenance department is allocated a budget each year (annual budget allocation for the Montrose County School District RE-1J begins in July of each year) and it is budgeted annually through General Fund Operating budgets. The maintenance budget averages between \$300,000 and \$400,000 per year and covers all expenses related to upkeep and required repairs within the district. It also entails the coverage of day to day repairs within the district. So should any small and or minor problems occur on this grant requested project, the maintenance budget will cover it. Furthermore, any annual inspections or other occurrences that happen in relation to this project would be covered by this budget. Any items that are not covered by the aforementioned warranties will be paid through this fund. The other budget is the Capital budget. Should a major failure, and or large one time repair occur outside the warranty period, this budget would be utilized for expense.

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

The building was built new in 1961 by the school district. The building has operated as a school building since that year.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

70,000

CDE COMMENTS:

SF COSTS WERE USED FOR ESTIMATING COSTS. A LETTER FROM THE MASTER PLANNING CONSULTANT WAS PROVIDED THAT A CONTRACTOR REVIEWED THE SF COSTS AND DETERMINED THAT THEY WERE WITHIN THE RANGE TO BE EXPECTED FOR CONSTRUCTION IN THIS PART OF COLORADO.

Health, Safety

Overcrowding

Technology

Other

Importance: L

Urgency: L

Ability: Able

Planning: Up to date

Previous BEST Grants: 6 - \$1,124,773

Red Flags:

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If Yes, Explanation:

Current Grant Request:	\$7,134,631.35	Historical Significance:	Yes-Granted Exemption
Current Applicant Match:	\$7,134,631.35	Does this Qualify for HPCP:	Required
Total Project Cost:	\$14,269,262.70	Will this Project go for a Bond:	2013 Bond
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	50
Previous Matches:	\$0.00	Actual Match Provided:	50
Affected Pupil Number:	533	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	67,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$202.83	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$25,496.76	Who Owns the Facility:	District
Sq Ft Per Pupil:	125.7	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$298.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	5		N/A

District FTE Count:	5,774.50	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$525,488,527.00	Outstanding Bonded Debt:	\$7,757,790.00
PPAV:	\$91,002.00	Total Bonding Capacity:	\$105,097,705.00
Unreserved General Fund FY1011:	\$7,598,846.39	Bond Capacity Remaining:	\$97,339,915.00
Median Household Income:	\$47,107.00	Percent Bonding Capacity Used:	7
Free Reduced Lunch %:	55.23	Existing Bond Mill Levy:	1.502
Match Source Detail:	2013 Bond/City Sales Tax		

-Facilities Impacted By This Grant Application-

FT. MORGAN RE-3 - Fort Morgan MS - MS Replacement - 1925

School Name: Ft Morgan MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	122,348
Replacement Value:	\$37,571,951
Condition Budget:	\$15,529,346
Total FCI:	41.33%
Energy Budget:	\$0
Suitability Budget:	\$9,171,300
Total RSLI:	25%
Total CFI:	65.7%
Condition Score: (60%)	3.36
Energy Score: (0%)	2.88
Suitability Score: (40%)	3.73
School Score:	3.51



Assessment Findings:

Scope Item: Site

Assessment Findings: Assessment shows site is 5.50 acres, and has site circulation, parking, and drop-off limitations, and a small separate practice field meeting some CDE guidelines.

Scope Item: Structural

Assessment Findings: Assessment shows structural systems in fair condition, with some signs of cracking in slabs, walls, and veneer. Floor/ceiling, interior walls, and ceiling roof assembly in fair condition.

Scope Item: Building Systems

Assessment Findings: Assessment shows plumbing systems in fair condition but expired and inefficient; HVAC shows good levels of fresh air provided, but expired; electrical service and distribution are shown expired, but with good lighting levels meeting current codes.

Scope Item: Fire Protection, Egress

Assessment Findings: Assessment shows lack of fire rated separations, rated corridors and openings. Shows building is unsprinklered, does not have areas of refuge or a fully ADA accessible egress path. Shows school does have a fire alarm in good condition.

Scope Item: Building Security

Assessment Findings: Assessment shows lack of restricted access at secondary entrances and controlled access at main entrance, poor line of sight, and lack of closed circuit video or keypad access.

Scope Item: Educational Suitability

Assessment Findings: Suitability criteria shows undersized general classrooms not meeting CDE guidelines, poor science lab suitability, specialized rooms lacking in storage and fixed equipment, and poor adjacencies for administration, PE, and general classrooms. Additional spaces, including special programs, music, art, CTC, library, performing arts, cafeteria, and computer labs, are shown as meeting CDE guidelines. The assessment shows limited natural lighting.

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Applicant Name: FT. MORGAN RE-3

Applicant Priority #: 1

County: MORGAN

Cash Grant Score:

Project Title: MS Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

PROGRAM AND POPULATION CONCERNS

Fort Morgan School District is comprised of eight school facilities; one High School (9-12th Grades), one alternative High School, one Middle School (7-8th Grades), one Intermediate School (5-6th Grades), three Elementary Schools (1-4th Grades) and an Early Childhood Center also hosting the Kindergarten program (PK-K).

The current configuration of the district is attributed to the town's population growth starting in the mid 1980's and lasting through 2001. Student enrollment grew approximately 30% from 1985 to 2001 prompting some program relocations that have affected the educational delivery. The district has (5) K-12 transitions instead of (3) transitions in a traditional model.

In 1991 Pioneer Elementary was built in the South, close to new population areas. At its completion, the District found it could not accommodate Grades K-5 in the building due to rapid enrollment growth. In response, the District shifted its overall grade configuration to address the population needs. Kindergarten was pulled from all elementaries and a PK/K facility was established at Sherman. Two Intermediate Schools were created (Baker 5-6 and MS 7-8), and elementaries became 1-4 schools. Today, both Intermediate Schools and High School are close to being full and a tremendous imbalance exists in Elementary School capacity vs. enrollment.

FACILITY CONCERNS

Four school facilities in Fort Morgan are older than 50 years and the High School is 48 years old. One school, the Middle School is 88 years old and presents multiple problems.

Through a facility audit conducted by the Master Planning team, it was determined that the Middle School is the district's facility with the most immediate need. Even after recent investments, the mechanical systems don't provide the required ventilation by code and some areas remain unventilated. The electrical power systems are undersized and failing as expected in a building this age and do not meet the demands of the school. Exterior brick damage is observed in the auditorium building and is probably the cause of interior moisture problems observed along the south wall. The gymnasium also shows water intrusion problems with most of the interior brick showing water stains.

Besides the building system issues, the Middle School, originally built as a regional High School, has major educational adequacy problems. 25 students in 550 square feet, 88 year old classrooms is something that the district would want to address as soon as financially feasible.

SOCIOECONOMIC CONCERNS

The maximum bonding capacity of Morgan County Schools is \$38.8 million with a current debt limit of \$24.4 million. The calculated replacement value for Tier 1 facilities in 2009 was approximately \$154 million, four times the maximum bonding capacity.

When discussing a long range plan, it became clear that in order to address the need for a more efficient educational delivery

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

and aging facilities, outside financial assistance would be needed. Fort Morgan's limited bonding capacity cannot fully address the existing facility needs, and the district understands that it could not build new facilities on its own unless there is more growth and property values increase over time.

Regarding demographics, 60% of the district's population is Hispanic with another 6% in other minority groups. The free and reduced lunch percentage for the district is 70%, which translates into a 22% minimum required contribution for a BEST project. Given the immediate need to address educational delivery for at-risk students and pressing facility issues, the district decided that it would pursue a 30% match from a local bond, increasing their minimum required match by 8% in order to replace their Middle School. Future responsible reinvesting in their aging school facilities wouldn't be possible without the assistance of the BEST program today.

Deficiencies Associated with this Project:

Through the district's master planning discussions it was clear that the number of transitions caused by the current grade configuration and the district's population imbalances were significant problems that couldn't be addressed by the school district on its own. Fast growth and the lack of financial capacity some years ago pushed the district to make decisions that resulted in an undesirable delivery model that they would like to address as soon as possible.

The current delivery model has two more transitions than the traditional model. This results in less continuity of educational contact time and lower test scores at these transitions is observed. Impacts on transportation and other resources are inferred as well. This problem, coupled with more than 50% of the building stock being over 50 years old initiated some very good discussions about long-term planning to fix those issues by proactively planning for a "better future".

Fort Morgan Middle School was constructed in 1925 with major additions in 1954 and has been a cherished building in the community. The school district has taken all steps within their means to take care of the facility throughout its 88 years of existence. Fast growth in the mid 80's lasting through 2001 forced the district to use every square foot of available space, even if it meant creating more school transitions and continuing to occupy old, inadequate buildings.

The following specific deficiencies focus on the oldest, most inadequate building the school district owns, the Middle School. It has been determined that replacing this school building would help the district come into alignment with their long-range vision. The impact of this proposed school replacement would not only be felt at the Middle School level, but will help the district implement a more stream-lined educational delivery that will impact the entire district population for generations to come.

Compared with the Public Schools Facility Construction Guidelines, the building systems and educational adequacy deficiencies of the existing Middle School are as follows:

BUILDING SYSTEM DEFICIENCIES (As compared with the Public Schools Facility Construction Guidelines).

3.1 Built in 1925, this building is not expected to meet current structural codes for snow and wind loads.

3.2 Due to a recent hailstorm, most roofs have been replaced by the district's insurance. The building has however roof portions in need of replacement. These deficient roofs have damaged interior ceilings and water running along the interior brick walls in the Gym is reported as a chronic issue.

3.3 The building does not have a fire suppression system. Corridors are not fire rated and panic hardware is inconsistent. Most classrooms leave doors open due to overcrowding and lack of ventilation, which presents a serious life-safety concern. This is a 3 story building, and stairs lack the necessary fire code protection with no fire door applications.

3.6 The school reports that all accessible asbestos containing materials have been removed from the school. Due to its age, hidden ACM's are expected to be present.

3.7 The facility is not equipped with closed circuit video or keycard building access systems. Two main entrances remain open throughout the day and are not visually monitored from the main office which lies between the entrances.

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3.9 Due to the lack of a building security system and an outdated layout, the building is not secured. The way the building functions makes it also very difficult to monitor visitors. This is tied to the site forces in this land-locked city lot. Building security is a high-priority concern for the district as it presents a serious life-safety concern.

3.10 The electrical service is undersized and it is malfunctioning. The distribution system is old and in need of replacement and emergency lighting is old and inoperative. This is also a life-safety concern.

3.11 Even after a recent investment in mechanical systems, it was discovered that enough ventilation is not being provided as required by the current code in most areas of the building. Circulation areas do not have any air movement and areas like the gymnasium, wood shop and locker rooms are completely unventilated and are not being exhausted as required by code.

Plumbing failures are also reported throughout the building. All plumbing fixtures are outdated and most water distribution is past its life expectancy.

3.14 Some food preparing surfaces in the kitchen do not meet current CRFE rules and regulations since they are damaged and of porous materials.

3.15.1 and .2 Storage of hazardous materials is not compliant with guidelines. Exposed cleaning chemicals are stored in open shelves in student bathrooms. A safe, locked, ventilated room for chemical storage is not present at the school.

3.17 Numerous accessibility deficiencies were observed. Only one non-compliant (too steep) ramp is located at one of the main entrances, handicapped parking is located by the Gymnasium entrance very far from the main entrance, toilet fixtures and partitions are not accessible and toilets for assembly functions are not located on the same level. An elevator was installed in 1980 in the classroom building but is far from other building functions. Parts of the building like the locker rooms remain without an accessible route.

3.18.4 The land-locked site presents difficulties with site safety management. The only parking lot is located behind the school by the Gymnasium and is insufficiently sized for the size of the facility. Visitors use city streets to park all around the building and that presents a serious life-safety concern.

EDUCATIONAL ADEQUACY DEFICIENCIES (As compared with the Public Schools Facility Construction Guidelines).

4.11.1 The Middle School site has a small practice field adjacent to the building across a gated city street. The school district does not own their own athletic facilities, they lease them from the American Legion and that has presented some problems over the years related to lease negotiations. The entire town does not have recreation facilities other than the ones associated with their schools.

4.11.4 All classrooms with exception of 4 science classrooms are under 800 square feet, the minimum recommended classroom size for an average class size of 25 students. 550 square foot classrooms are not even in compliance with the suggested minimum classroom size per CDE standards.

The classrooms are very difficult to manage due to overcrowding. The school has attempted to work with this constraint with creative furniture size and layouts in order to have students fit inside the classrooms. Some class sizes are up to 29 students so it's easy to understand how great a problem this is for quality classroom instruction.

In studying the district's capacities and enrollment figures, it was found that the intermediate level schools, including Baker (5-6th Grade), are full but the Middle School is especially a problem due to classroom size.

Inadequate classroom size is a very difficult problem to solve due to the land-locked site, an outdated building layout and the historic nature of the building. Additions for classroom space won't work if the goal is to attain a cohesive layout. It would also be difficult, or impossible, to reconfigure classroom space within the buildings footprint since it would have to occur in the large spaces that are away from other classrooms. It is very important for the district to maintain their middle school

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educational cluster, something already hard to do with their linear, single loaded corridor classroom layout. For all of these reasons, the master planning committee didn't think there was any merit in a potential remodel of the old facility.

While the classrooms are very small, this building has 250 square feet per student, making it the building with the least efficient use of space in the district. This extra amount of space, puts unnecessary pressure on maintenance and operational expenses.

4.11.5 The library is along the narrow classroom wing on the second floor. The room proportions are not suitable for this space and the space lacks the flexibility and quality of a desired 21st Century library space.

4.11.8 The science labs are retrofitted classroom spaces with carpeted floors. They lack proper infrastructure and instrumentation. Only a few sinks are installed in a couple rooms and they are not equipped with an emergency shower/eyewash as required for safety.

4.11.9 The Family Consumer Science Lab has old equipment and presents problems with the floor structure. It is currently being used for ELL and as a staff conference room due to lack of funding and need for classroom space.

4.11.10 The cafeteria doesn't have any windows. Ceilings are low and the shape of the space is not good for supervision. It was added on probably due to increased enrollment.

4.11.17 The Gymnasium while it serves its purpose is not flexible due to its age and modifications made since its 1954 construction. Retractable bleachers no longer function and are retracted at all times. It appears at one point there was a dividing wall that no longer exists.

Dedicated toilets for this assembly space are non-existent. The public has to use the toilets in the classroom building and that presents a safety and security problem. The building does not meet the required plumbing fixtures per current code.

4.11.19 The girl's locker room reports water temperature control issues and showers that don't work. Recurrent plumbing issues are reported throughout.

Proposed Solution to Address the Deficiencies Listed Above:

THE SCHOOL DISTRICT'S REALIGNMENT

In discussing a long-term approach to the district's facility issues, the Master Planning Group, formed by community members including staff, parents, alumni and other concerned stakeholders, carefully studied current building capacities and desired program relocations in order to determine a responsible path for the future of Fort Morgan Schools. The building systems assessment of deficiencies was also considered in this analysis to determine that a Middle School replacement project would be the first step towards a long-term approach to facility issues.

From a district wide student enrollment and current space allocations, the district seems to have the space it needs. When taking a closer look at each individual school, it was discovered that tremendous imbalances exist:

1. Sherman ECC (PK-K) has the necessary space to service the current enrollment but due to the nature of educational space for very young children and limitations on class size, there is currently a long list of Pre-K students not being serviced in the city of Fort Morgan.
2. There is excess capacity at the two Elementary Schools in the north (Green Acres and Columbine) with some empty classrooms, but the school in the south (Pioneer) is overcrowded.
3. Baker Intermediate School (5-6th Grades), the Middle School (7-8th Grades) and the High School (9-12th Grades) are at or near capacity. See capacity study attached to this application.

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The solution to the complex problems of re-balancing the district and reducing school transitions would take place in stages, with the first step being to construct a new Middle School for grades 6-8th and decommissioning of the existing, old Middle School.

The District's long-range realignment plan is as follows:

1. A new 6-8th Middle School will be built on a parcel (100 acres) already owned by the School District. The new facility will be approximately 123,000 SF and will hold 3 grades in lieu of being limited to 2 grades. The district has on average 250 students per grade. The new facility would be only about 1,000 SF larger than the existing Middle School due to an efficient cohesive layout.
2. After this move, Baker Central School would be converted to an Elementary School. This change would make it possible to re-distribute 5th Graders throughout the Elementary Schools.
3. The other transition that would be possible to eliminate, and at the same time help with the re-balancing of the district, is the K-1 transition. By converting Baker to an Elementary School, there would be room in every school to take Kindergarten back. Sherman ECC, currently hosting the Kindergarten program would become a PK only building and have space to take more children from their waiting list, thus expanding the district's influence in early childhood education. Something very important for the Fort Morgan community.
4. Depending upon enrollment and the district's desire to address inadequacies at the current High School, the district would consider building a new High School on the same 100-acre parcel of land as the Middle School in the future. This would allow for sharing indoor and outdoor facilities between the two programs.

These steps would result in an efficient use of space and eliminate all undesired transitions as shown on the district's realignment plan included as a supporting document to this application. These moves would require a re-zoning of Elementary School boundaries, something the district will do upon a successful grant award and bond election.

The proposed project in this application is meant to be the first step in a multi-staged plan to address a complex problem. The proposed project is also meant to help the district shed their oldest, most inefficient and inadequate school facility.

It's also very important to note that Fort Morgan could not begin to dream about addressing these very large problems on its own. With the help of the BEST program to replace the Middle School it would have a very good opportunity to complete its long-range Master Plan vision.

A NEW MIDDLE SCHOOL

The new proposed Middle School will provide a 21st Century School environment for Fort Morgan students. Using a five-block classroom cluster as a "house" with science instruction included in each cluster, it will host one grade in each two-story classroom wing. The classroom buildings will be oriented along an east-west axis in order to take advantage of passive day lighting and will provide resource areas for flexible learning. The design and construction of the building will follow best practices for modern school design and construction.

High performance building systems will strive to maximize operational efficiency and building materials will be of a durable nature in order to minimize maintenance costs over time.

The new middle school will be located on the site in such a manner that will allow for future adjacent development such as a potential new High School and athletic fields. It will include, as part of the proposed project all required parking surfaces, drive lanes, bus drop-off and pick-up areas, and a simple play field.

How Urgent is this Project:

Failure is defined as "the state or condition of not meeting a desirable or intended objective" and it could be said that the

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

current Middle School has already failed.

The highly inadequate classroom sizes together with an inefficient layout and aging systems make this school a very difficult environment to learn, which is the “desirable and intended objective” for every student in the district.

The same could be said about the district-wide problems stemming from excessive transitions and population imbalances, issues that get in the way of learning due to the inefficiencies they create.

Even though eminent failure of structural systems does not yet exist in the old Middle School, failure in educational adequacy has been something district students just have had to deal with for many years. An 88-year-old building not designed for its current use just isn't the place for modern instruction of the middle level learner.

How Does this Project Conform with the Construction Guidelines:

The proposed school replacement, with the assistance of the BEST program will help the district implement their long-term plan in stages. With a very low bonding capacity in comparison with the amount of students served and number of buildings owned, it would be impossible for the district to think about implementing their long-term vision on its own.

Compliance with the Public Schools Construction Guidelines as related to current deficiencies:

3.1 The proposed school building will comply with all current structural code requirements.

3.2 A weather tight roofing system will be provided. Building envelope quality will be a priority.

3.3 The new facility will comply with the applicable Colorado school building fire code.

3.7 The facility will be equipped with closed circuit video and keycard building access. The school will be designed with one main entrance in order to properly monitor and control visitors.

3.9 An open site will allow the building to be designed with building security in mind. Its relationship to the site will be carefully planned in order to provide the level of building security the district desires.

3.10 An electrical service that can meet the demands of a modern school facility will be provided. Also all required emergency lighting will be installed.

3.11 All areas of the new building will provide ventilation as required by current code. Efficient heating and cooling strategies will be explored in order to provide the most energy efficient solution that is financially feasible.

3.14 All kitchen equipment will be specified by a professional consultant all will meet all the Colorado Retail Food Establishment Rules and Regulations.

3.15.1 and .2 Safe storage possibilities for hazardous materials will be provided.

3.17 The new public facility will meet the American with Disabilities Act, providing accessibility throughout to physically disabled persons.

3.18.4 Being that the school is being proposed to be constructed on a 100 acre lot already owned by the district, ample opportunity will exist to lay out a site to provide proper separation between buses, parking and parent pick-up/drop-off. Site safety will be a priority.

4.11.1 Fort Morgan does not have recreation facilities other than the ones associated with their schools. The proposed project will only build a simple play field for middle school use. The opportunity will remain to expand athletic facilities in the future.

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4.11.4 Following the guidelines, all classrooms will be 800 square feet. (25 students at 32 sf/student). This classroom size will alleviate the tremendous pressure that currently exists in the 1925 Middle School. Comfortable furniture for this age group will be provided and it will not be necessary to get “creative” in order to make it fit inside the classroom walls.

The classrooms will be arranged in six clusters or “houses”, allowing the school to function as a true Middle School. Flexible learning space will be provided at the clusters in order to enhance the learning experience.

The other purpose of this project is to provide efficiency of space. With 250 SF/Student, the old building is the most inefficient use of space in the district. The new building will recapture space efficiency by bringing in another grade.

The new building will provide 173 SF/Student and will accommodate 3 grades (6-8th Grades). The new building will only be about 1,000 SF larger than the old building, currently serving only 2 grades (7-8th Grades).

4.11.5 A centrally located library is planned with high ceilings and plenty of natural light.

4.11.8 The new building will provide safe 21st Century science labs outfitted for proper instruction. Technology in the lab will be a priority.

4.11.9 The Family Consumer Science Lab will be equipped for instruction in the modern life-style. Technology will be a key component of this space.

4.11.10 The cafeteria will be centrally located and will provide natural light. It will be a flexible space for community events and will also serve as an expansion of the auditorium.

4.11.17 A flexible Gymnasium with a regulation basketball court and a dividing curtain to create two smaller basketball courts will be provided.

4.11.19 Men and Women’s locker rooms with independent bathrooms and showers will be provided. Locking metal lockers will also be provided in these spaces.

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

The District incorporates a detailed nine year capital infrastructure replacement plan for all elements of the District’s operations including boilers, air conditioning and ventilation, compressors, fire alarm panels, roofs, elevators and all elements of capital equipment replacement as a component of its annual adopted budget.

The District currently has two sources of funding for these capital needs. The first source is a Voter Approved Mill Levy Override (restricted to capital and maintenance projects) that provides \$550,000 annually for capital replacement projects in routine District maintenance. The second source is an annual allocation from the General Fund to the Capital Reserve Fund in the Amount of \$519,000.

Although the Colorado legislature has removed the requirement for Districts to provide an annual per-pupil funding to the Capital Reserve Fund, the District has continued to fund the annual transfer from the General Fund to the Reserve Fund in the amount of \$519,000 per year. The District has made the full 519,000 contribution to the Capital Reserve Fund each year since the mandatory transfer requirement was repealed.

This combined annual funding of \$1,069,000 allows the District to keep its facilities in safe and good working order. The Board of Education has approved boiler replacements at three of the elementary schools and our early childhood learning school over the past five years for a total of approximately \$440,000. The Board has also approved a boiler replacement project at the High school in the upcoming 2013-2014 budget year. The District will contribute approximately \$250,000 to that project.

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The Board has also approved significant expenditure authorizations for multiple roof replaces within the District and approximately \$180,000 for full fire alarm upgrades in three of our District schools. The District has also just completed the installation of new lock systems for every building in the District at a cost of approximately \$150,000.

The Board also approved the expansion of additional handicap parking, expansion of traditional parking and significant erosion and flood mitigation procedures at the High school at a cost of approximately \$350,000. These significant capital replacement programs and specific line item budget allocations for the entire District's building maintenance projects and programs are contained in these two capital and maintenance funds titled the Mill Levy Maintenance Fund and the Reserve Fund. These funding sources will be ongoing which will allow the District to address it capital infrastructure replacement needs as summarized in our detailed plan.

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

Fort Morgan Middle School was constructed in 1925 with major additions in 1954.

The facility was adequate as a public school for many years. Until the 1960's, the facility functioned as a regional High School. Lower student enrollment and proper maintenance allowed the building to serve for the intended use adequately.

The facility is inadequate today because it is 88 years old, it is overcrowded and it does not meet 21st Century educational program needs. Average class size is 25 students, but classrooms are only 550 square feet. CDE guidelines and industry standards recommend a minimum of 32 square feet per student or a classroom size of 800 square feet with this class size. This not only poses a difficult environment to teach in but presents many health and safety concerns that the district needs to address soon.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

70,000

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input checked="" type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L Urgency: L	Ability: Able	Planning: Up to date	Previous BEST Grants: 1 - \$1,097,528
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$24,265,694.25	Historical Significance:	Yes-Deemed Significant
Current Applicant Match:	\$10,399,583.25	Does this Qualify for HPCP:	Required
Total Project Cost:	\$34,665,277.50	Will this Project go for a Bond:	2013 Bond
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	22
Previous Matches:	\$0.00	Actual Match Provided:	30
Affected Pupil Number:	713	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	114,632	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$288.00	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$46,303.72	Who Owns the Facility:	District
Sq Ft Per Pupil:	160.77	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$175.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	4.5		NA

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

District FTE Count:	2,916.00	Bonded Debt Approved:	\$9,000,000.00
State Financial Watch:	No	Year Bond Approved:	04
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$196,387,187.00	Outstanding Bonded Debt:	\$15,690,000.00
PPAV:	\$67,348.00	Total Bonding Capacity:	\$39,277,437.00
Unreserved General Fund FY1011:	\$7,709,173.13	Bond Capacity Remaining:	\$23,587,437.00
Median Household Income:	\$42,123.00	Percent Bonding Capacity Used:	40
Free Reduced Lunch %:	68.49	Existing Bond Mill Levy:	9.779
Match Source Detail:	2013 Bond		

HAXTUN RE-2J - Haxtun ES - K-12 Renovation and Addition - 1962

School Name: Haxtun ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	33,993
Replacement Value:	\$8,630,342
Condition Budget:	\$5,577,277
Total FCI:	64.62%
Energy Budget:	\$11,898
Suitability Budget:	\$2,666,500
Total RSLI:	12%
Total CFI:	95.7%
Condition Score: (60%)	3.23
Energy Score: (0%)	1.98
Suitability Score: (40%)	3.85
School Score:	3.48



Assessment Findings:

Scope item: Classroom Addition (Overcrowding)

Assessment findings: Criteria shows preschool, kindergarten, general classrooms, and art room are too small for number of students, poor adjacencies for music and art, and small food prep area for number of staff and students.

Scope Item: HVAC replacement

Assessment findings: Assessment indicates HVAC system provides a good level of fresh air, and good CO2 levels in classrooms, equipment over 10 years old.

Staff Notes: Comments from district indicate HVAC equipment age is original, greater than 50 years old.

Scope Item: Roof drainage repairs

Assessment Findings: Assessment shows roof in fair condition, with a good amount of water draining off of roof

Staff Notes: District indicates roof 15 years old and out of warranty.

Scope Item: ADA upgrades, fire sprinklers

Assessment Findings: Assessment shows ES meets most ADA requirements, and is not sprinklered

Staff Notes: District indicates limited ADA features in school – lacking lever hardware, ADA compliant toilets, non-compliant drinking fountains and room signage.

Scope Item: Security

Assessment Findings: Assessment shows main entrance has line of sight, but lacks restricted access and technology components. Lacking bollards to prevent vehicular entry.

Staff Notes: District has recently retrofitted the ES entrance to provide a secure vestibule with cameras throughout and now locks all doors apart from the door leading to the modular.

HAXTUN RE-2J - Haxtun HS - K-12 Renovation and Addition - 1990

School Name: Haxtun HS

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	54,627
Replacement Value:	\$15,684,498
Condition Budget:	\$6,818,400
Total FCI:	43.47%
Energy Budget:	\$19,119
Suitability Budget:	\$2,444,700
Total RSLI:	14%
Total CFI:	59.2%
Condition Score: (60%)	3.73
Energy Score: (0%)	1.77
Suitability Score: (40%)	4.16
School Score:	3.90



Assessment Findings:

Scope Item: Security

Assessment Findings: Assessment shows restricted access and line of sight, but lacking video or key card access. Lacking bollards to prevent vehicular entry.

Staff Notes: District recently upgraded but did not update the assessment to reflect. School has video and controlled intercom access.

Scope Item: ADA upgrades

Assessment Findings: Assessment shows ADA compliance and egress path as N/A due to age of facility.

Staff Notes: District indicates limited ADA features in school – lacking lever hardware, ADA compliant toilets, non-compliant drinking fountains and room signage.

Scope Item: Fire Sprinklers

Assessment Findings: Assessment shows that high school does not have fire sprinklers.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: HAXTUN RE-2J

Applicant Priority #: 1

County: PHILLIPS

Cash Grant Score:

Project Title: K-12 Renovation and Addition

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Haxtun RE-2J School District is located on the northern edge of the town of Haxtun, in Phillips County in northeastern Colorado. The district serves the local community, as well as some outlying families. Haxtun is a Statutory Town with a population of 946 (per the 2000 Census). The original school building was constructed in 1962, which now houses the elementary and middle schools. The building expanded with a gymnasium addition in 1976 and a high school addition in 1989. The RE-2J District administrative offices are located within the high school wing of the facility. The 2012-2013 enrollment is a total of 331 students PK-12th Grade. While conducting the Master Plan in 2013, the district has determined that creating a middle school addition is the highest priority project along with renovations and upgrades throughout the elementary school. Due to increasing enrollment at the younger grades and the need for specialized learning spaces, an addition for the middle school students will improve educational suitability. The renovation of the existing facility will address building comfort, upgrade technology and improve life safety.

This grant application will be primarily addressing the deficiencies of the elementary school facilities, with inclusion of life safety concerns throughout the entire campus. The primary concern within the elementary school is the lack of classroom space, requiring the addition of a 2 classroom modular located on the school playground in 2010. The placement of the modular creates hazardous conditions for the occupants throughout the winter months, has substandard ventilation and supply air, and contributes to security concerns as the students circulate between the modular and the main building.

Within the existing elementary school, the antiquated building systems are becoming less and less feasible to maintain and require replacement. The original unit ventilator mechanical system still in use throughout the elementary building is inefficient, difficult to control and provides inadequate thermal comfort. The ventilator units in classrooms are quite noisy which can make instruction difficult particularly for hearing impaired students. Similarly, the building electrical and technology systems are undersized and lack the necessary distribution. All of the district facilities have been well-maintained by a small staff with limited resources.

B.E.S.T. grant funding would be specifically directed towards improved safety and better educational environments for elementary students. Technology would be integrated into the middle school addition and expanded throughout the elementary school, accessing high-speed data infrastructure and wireless capabilities. Adequately-sized new classrooms, retrofitted existing rooms, sustainable systems and code-compliant building improvements will be incorporated throughout the existing facilities and new addition. The renovation improvements to the mechanical system will exceed the minimum guidelines for ASHRAE 90.1, as required by LEED. Due to the limited improvements to the elementary and high school buildings, it is unlikely that the existing facilities will meet LEED certification requirements. The new middle school addition will meet the qualifications for LEED Gold and all CDE Facility Construction Guidelines.

Deficiencies Associated with this Project:

ROOF

The elementary school roof is low-slope, built-up roofing with a surface mounted perimeter downspout roof drainage system at the gravel stop edge flashing. A similar system is used at the parapet around elementary school gymnasium roof, using

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through-wall scuppers and downspout system. All building drainage discharges directly at grade adjacent to the building foundation. A through-wall scupper and downspout roof drainage system is more susceptible to failure and requires constant maintenance. One scupper on the west elevation of the gym is showing visible indications of failure including stained masonry around the scupper and water infiltration into the gym and basement mechanical room inside. The facility staff continues to repair the roof membrane in an effort to stop the leak, however it seems that the failure is within the scupper assembly as it penetrates the masonry wall.

FIRE SAFETY

The building is classified as Type II-B construction with load bearing masonry walls, steel roof structure and is one story. The total building is 88,620 square feet with three area separation walls. The allowable area of this construction type is 14,500 square feet. The building is not fire sprinklered. Although the corridor walls were originally sufficiently fire-rated, there are open exchange grilles between the classrooms and the corridors which allow the free passage of smoke and do not meet code requirements for rated corridors. The area separation walls do incorporate corridor doors on magnetic-hold open hardware. The existing building does have adequate exiting to accommodate the occupant loads. However, even with area separation, each area is in excess of the allowable square footage without a fire sprinkler system. In addition, the existing separation walls likely do not meet current code requirements to be considered fully compliant Fire Walls per the definition of the IBC.

SAFETY & SECURITY

There are 14 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. Video surveillance is the main form of monitoring the campus. Cameras are distributed throughout the school as well as key positions on the exterior of the building. All of these exterior doors are locked from the outside, but do allow exit from the interior. The exterior door located in the corridor between the elementary school and high school gym does remain unlocked to allow students from the modular classrooms access into the main building.

The campus has two dedicated entrances for visitors to the school. The elementary school has a main entrance on the east elevation of the school. This entrance is used for all elementary students coming to school both by parent drop-off and bus drop-off. This entrance has been retrofitted with a secure vestibule with pass through window for visitor check in. The high school entrance on the south elevation is for all high school students and visitors. This entrance is secure and monitored by video surveillance. However, the camera at this entrance is positioned such that the visitor is only visible when standing in front of the intercom, not in front of the door. Most often when approaching the school, visitors push the intercom button, announce themselves and immediately move in front of the door preparing for entrance. This action moves them out of the camera view. The location of the administration is to the side of the main entry and does not have direct supervision of the exterior doors.

There are two glass entrances on the east elevation of the elementary school. One is the secure entry vestibule, the other is a set of double doors in a storefront entrance system. The existing site conditions could allow for a vehicle to drive through either of these entrances, gaining access to the school. This same condition exists at the high school where there are also no site barriers to prevent forced vehicle entry.

Due to the increased volume of food preparation required to accommodate the student body, the existing kitchen has become too small for all of the cooking and sanitation equipment required. When the original interior freezer became inoperable and could not be repaired, this freezer was abandoned in place and is now used for dry storage. The school then purchased a replacement freezer. In an effort to maximize available space, the replacement freezer was installed in the trash enclosure outside of the school. This enclosure is approximately 25 feet from the kitchen and requires staff to go outside to retrieve frozen food. During inclement weather, kitchen staff must maneuver slippery and icy walkways to the freezer and back, tracking outdoor elements back into the kitchen. There is also a risk of slipping and falling as staff enter the kitchen with wet shoes that become slippery on the tile flooring. In review of recent Health Department reports, there are no active deficiencies in need of action. Haxtun Schools has addressed and corrected all outstanding items identified by the Health Department.

ADA ACCESSIBILITY

The building does provide accessible parking at both the elementary school and high school entrances. The curb cut at the elementary school sidewalk near the entry is not the correct width or profile to meet ADA accessibility guidelines. The interiors are not fully ADA accessible, including non-compliant door hardware throughout the elementary school and no

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compliant toilet or shower facilities throughout the entire building.

There are finish floor transitions between different parts of the school, including a 2'-0" transition between the elementary school and high school gym. An existing ramp located in the corridor between the areas is too steep to meet ADA guidelines. This ramp does have wall-mounted handrails on both sides.

EDUCATIONAL SUITABILITY

With the need for specialized education programs (Intervention, BOCES, Title), general classroom spaces have been modified to accommodate several of these small-group instruction spaces. The number of dedicated spaces needed required that general classrooms become permanently reallocated to small group instruction. To maximize these programs, several small group programs relocated into one classroom. The room was divided using furniture and moveable partitions, creating several group spaces in one classroom. One of these group spaces is located in a former storage room with no daylighting and inadequate ventilation air. This configuration contributes to unsafe exiting, poor indoor air distribution and comfort, and excessive noise as several programs are conducted concurrently. Even with these dedicated spaces, there is still a shortage of small-group instruction and personalized teaching that forces these activities to occur in hallways and other unsuitable spaces throughout the school. These programs are scheduled throughout the day with most of the spaces being used concurrently. The reallocation of general classrooms for these special programs contributed to the lack of adequate classroom space, requiring the addition of a modular classroom building in 2010.

CROWDING

In 2003, the school district incorporated preschool into its educational program and dedicated one classroom, previously used for elementary education to the preschool program. Since that time the preschool enrollment has grown to where it was necessary to reassign a second classroom to preschool education in 2008.

The addition of the preschool program, continually increasing enrollment, and reallocation of classrooms for specialized education programs all contributed to the shortage of classroom space and the addition of the modular. The modular is located on the playground on the north side of the school building. The modular holds two full classrooms, third and fourth grade students. This facility is undersized for the number of students in each classroom, has poor ventilation and temperature control, leading to hot and stuffy classrooms. The modular does have accessible toilet facilities for the students. However, the students freely circulate between the modular and the main building to attend other classes and lunch. This creates security concerns as it provides open access to the building at all times. The location on the shady north side of the building also creates a very hazardous condition as the students and staff must maneuver icy pavement to access the modular building.

Enrollment numbers have steadily increased since 2003-2004. The largest increases in student population are occurring at the youngest grades, between Pre-K, Kindergarten and First Grades. These grades now require two classrooms each to accommodate the number of students, where historically there was only one classroom per grade and no dedicated Pre-K classrooms. As these students grow, there will likely continue to be space shortages in the upper grades.

ELECTRICAL SERVICE

The facility is approaching maximum capacity on electrical service. Further additions to the building would almost surely require an upgrade to the school's electrical service. The limit of available capacity restricts the ability to provide additional technology infrastructure.

Throughout the elementary school classrooms, there is a lack of adequate electrical outlets and data devices. It is common to see extension cords routed throughout the rooms with several power strips tied together in an effort to increase the quantity of plugs. The use of extension cords in this way presents a fire hazard. Plugs located at built in casework are used for computers. These computer stations are installed adjacent to classroom sinks and the students must sit in front of base cabinets to use the computers.

The school is equipped with wireless internet and has laptops available to the students. However, the lack of electrical outlets limits the time when the laptop batteries are charged, hindering the ability for the computers to be used continuously throughout the day.

POOR INDOOR AIR QUALITY & THERMAL COMFORT

The original mechanical system installed in the elementary school is still use today. Each classroom has a unit ventilator located at the exterior wall, with hydronic radiant heating. The unit ventilators are tied to a digital controls system in an

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effort to regulate temperature, however space temperature is still hard to control and predict. Transfer grilles are located above the classroom doors into the corridors, acting as the return air system, but negating the fire rating of the corridors. To adequately distribute the air throughout each space, the fan on the unit ventilators run at high speeds and are noisy. Wall mounted air conditioning units have been installed above the unit ventilators to address cooling needs in these rooms. As an older system, the unit ventilators are in a constant state of disrepair and require ongoing maintenance. The existing system provides adequate fresh air.

The corridors are supplied only with the transfer air from the classrooms, with no dedicated fresh air in these areas.

There is dedicated exhaust from the single use restrooms in the Pre-K, Kindergarten and First Grade classrooms. Louvers located in these restroom doors provide the supply air.

Single exhaust fans are located in the gang toilet rooms along with a door louver. The locker rooms have little to no exhaust ventilation also creating an indoor air quality issue. Good ventilation to these areas decreases the potential for mold and mildew. Locker rooms are environments susceptible to the development of staph and staph related bacteria, and the proper levels of ventilation are paramount to good health and safety.

The elementary school gym has a dedicated air handling unit but it is undersized for the space. Physical Education classes, middle school and high school athletic programs often use this gym for practice where there is inadequate ventilation to accommodate these uses.

The kitchen has extreme temperature control issues. A supplemental cooling unit was added to the kitchen in an effort to improve the comfort during cooking times. A central hood over the stove provides exhaust for the entire kitchen.

Each classroom in the modular building is supplied by electric heat and cooling from one wall mounted unit at each end of the building. Each classroom has 4 ceiling return grilles. The only fresh air supplied is through the electric heating and cooling systems and does not provide adequate outside air for the amount of students the space is serving. The system is grossly inadequate to accommodate the cooling loads required. The classrooms were hot and without proper air circulation. The lack of ventilation and high levels of CO₂ were perceptible just by spending time in the modular building.

POOR SITE DRAINAGE

The existing site around the perimeter of the entire building is flat, preventing rain-water and ice melt from draining from the school. The elementary building roof drainage system is comprised of a series of scuppers and downspouts mounted on the face of the building with the drainage discharging on the adjacent ground. While there is no evidence of damage to the building foundation, the water is ponding and freezing around the shady, north side of the building. This ice is collecting at doorways and in the circulation path to the modular classroom creating a hazardous environment for students and staff walking between the main building and the modular.

The grading adjacent to the elementary school along the east elevation is not falling away from the building, allowing site drainage to infiltrate into the 5th Grade classroom during snow melt and heavy rain events.

There is no piped storm water system at this site to direct drainage away from the building. All storm water daylights to grade where current grading does not allow it to drain away from the school.

Proposed Solution to Address the Deficiencies Listed Above:

The planning team has determined that renovating systems throughout the elementary school, while providing a six classroom addition for the middle school would be the most effective way to address the deficiencies identified and the best use of funding.

The latest CDE Statewide Facility Assessment indicates that the costs for simply correcting the building's physical deficiencies would be over \$5 million, with over \$2.6 million identified just for mechanical, electrical, plumbing and life safety upgrades. The CDE Assessment identifies building replacement value at \$8.4 million. Therefore it is proposed to renovate the existing elementary school providing necessary upgrades to vital systems while providing a six classroom addition for the middle school. The planning team has determined that this is the most effective way to improve the elementary school with long-term considerations in mind and meet the growing enrollment and programmatic changes for the elementary and middle school students.

The existing structure of the elementary school is in good condition and requires primarily systems upgrades to outdated or missing mechanical, electrical and life safety systems. A new high-efficiency mechanical system will provide adequate temperature control and ventilation requirements in a well distributed system that will eliminate noisy fans and blowing air.

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This high efficiency system will also maximize the use of hot water heating and chilled water cooling to provide ultimate control and comfort with decreased utility bills for the district.

A wet fire sprinkler system will be installed throughout both the high school and elementary school to improve life safety of the entire facility.

The high school locker rooms each have two 6-person column showers and there are no ADA accessible shower stalls. One shower column will be removed and replaced in each locker room with a barrier-free multi stall column, providing full accessibility and privacy.

The interior storefront door assembly at the high school entrance will be replaced with a secure entrance. This will allow visitors to enter into a secure vestibule and be visible at this location to the administrative staff to provide entry into the school. The remaining exterior doors will continue to remain locked from the exterior with video monitoring and security policy in place. The exterior doors serving the modular classroom will be modified into a secure vestibule providing access to the playground.

The existing two classroom modular building north of the elementary school will be removed, improving safety for students currently traveling to this separate building. The students occupying the modular building will be relocated within the existing elementary school.

The educational curriculum of the elementary and middle schools justifies a six classroom addition, with the removal of the two classroom modular. With current and projected enrollment figures, the highest student populations are at the Pre-K, Kindergarten and First Grades. These grades require 2 classrooms each, as currently programmed. Projecting into the near future, an additional second grade classroom will be needed as these younger students advance. There is one classroom for grades three through five, which will remain. Currently, there are only 3 dedicated specialized education rooms. The largest of these rooms was previously a general classroom that has since been modified to accommodate up to 5 small group instruction spaces. The proposed new plan adds one classroom for specialized education and redistributes the remaining programs. There are currently 4 dedicated middle school classrooms. These four classes would be relocated into the new addition, along with a new middle school computer lab and one of the specialized rooms mentioned above. It is necessary to create an area of the school dedicated to the older middle school students to help separate the older students from the younger. Currently, there is only one computer lab for both the elementary and middle school students. At almost 200 students, this one classroom is inadequate to accommodate all of these students. Concentrated testing periods are difficult to schedule to accommodate all of the students as required. Therefore, while only 2 classrooms are being removed, the six classroom addition will relocate the middle school students to a dedicated space, provide a much needed second computer lab, maintain 2 classrooms for the Pre-K through First Grades and provide a necessary additional Second Grade classroom, while expanding the small group learning from three to four rooms.

The addition will incorporate new building systems to alleviate the concerns involving roofing, structural problems, thermal comfort, congestion and crowding, fire safety, security and educational suitability. The addition will also address site drainage issues along the north elevation and provide proper drainage away from the building foundation. The existing corridor connecting the high school gym with the elementary school will be demolished and reconstructed with the addition. This corridor is non ADA-compliant and the existing wood roof structure presents a potential fire hazard. The new corridor will be of similar materials to the addition and will be constructed of non-combustible materials and meet full accessibility standards.

The new mechanical system proposed for the elementary school and middle school addition is called a 'California Loop Heat Pump System' which provides central heating via boilers and central cooling via a cooling tower to individual heat pumps located in the ceilings of all rooms. Outside air is supplied by roof mounted air handling units (proposed to be on the roof of the addition only) with duct distribution into each space. The heat pumps will provide individual control in each room. The air handling units will include energy recovery wheels for optimal energy performance. Specialized equipment such as split systems and make up air units will be used in entry vestibules, the kitchen, IT closets and other unique spaces.

The addition will meet the requirements of the High Performance Certification Program, providing a new, easy-to-maintain, low-cost facility with a life expectancy of 50 years or more. The addition will be constructed of a Type I or II, non-combustible, fully fire-sprinklered construction with adequate egress and fire separations throughout. Corridors will be

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properly sized and constructed for building safety.

New classrooms in the addition will have adequate daylight and sufficient acoustical separation. New technology will fully leverage the data infrastructure and wireless capabilities of the Haxtun community.

New restrooms will be incorporated into the addition providing fully ADA compliant facilities accessible to all students and visitors to the school.

A small kitchen addition will allow for the kitchen equipment to be reconfigured for optimal space utilization and safety, while relocating the freezer back inside the school

How Urgent is this Project:

ROOF

On-going water infiltration through the damaged scupper into the masonry wall cavity will continue to erode the integrity of the masonry. Freeze/thaw cycles of the trapped moisture will cause the masonry to spall and create more extensive repairs. The severity of the damage will continue to escalate if not addressed. The urgency of this deficiency is high and should be corrected within 1 year.

FIRE SAFETY

The non-combustible nature of the building roof, exterior and interior walls somewhat limit the risk by having a non-sprinklered building. However, the square footage and high occupant loads of the building do increase the risks of safe exiting in a fire event. The urgency for correction is medium and should be remedied within 3 years. The importance factor is high with regards to life safety.

SAFETY & SECURITY

The limited entry control and supervision at the high school has not been an issue up to this point. There has also not been an event of forced vehicle intrusion through any door on the school campus. The urgency is high and should be corrected within one year. The importance factor is high with regards to life safety.

The safety of accessing an exterior freezer from the kitchen affects both life safety and food safety. The urgency for correction is medium and should be remedied within 3 years. The importance factor is high with regards to life safety.

EDUCATIONAL SUITABILITY

The lack of small group learning spaces has contributed to a shortage of classrooms and needs to be corrected as enrollment continues to increase. The urgency is high and should be corrected within one year. The importance factor is medium with regards to educational adequacy.

CROWDING

The lack of general classroom spaces within the school and need for modular classrooms to accommodate students is a critical issue. Not only is there inadequate classroom space, student safety is compromised by the icy site conditions present during winter months. The urgency is high and should be corrected within a year. The importance factor is high with regards to life safety.

ELECTRICAL SERVICE

In order to keep up with modern technology demands, the electrical system should be replaced within the next three years, also to alleviate the unsafe practices and tripping hazards occurring within classrooms. The urgency is medium and should be corrected within 3 years. The importance factor is high with regards to life safety.

POOR INDOOR AIR QUALITY & THERMAL COMFORT

There is evidence of existing poor air quality and thermal comfort due to various aging components of the HVAC system. The modular classroom building has both poor indoor air quality and thermal comfort issues. The elementary school building has adequate air quality, but poor thermal comfort, poor controls and poor acoustics. The system should be replaced within one year. The urgency is medium and should be corrected within 3 years. The importance factor is high with regards to life safety.

POOR SITE DRAINAGE

icy site conditions adjacent to the building and along site circulation paths are hazardous. Poor site drainage at the building entry is causing storm water to drain into the building. The urgency is high and should be corrected with one year. The importance factor is high with regards to life safety.

How Does this Project Conform with the Construction Guidelines:

CDE 3.2 A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building.

Damaged existing through-wall scuppers on the elementary school gym allow water to infiltrate the masonry cavity and travel into the building. Repairs to this drainage are required to properly discharge water off and away from the building.

CDE 3.10 Safe and secure electrical service and distribution systems designed and installed to meet all applicable State and Federal Codes.

The existing electrical service is at capacity, without the ability to add needed electrical and technology devices throughout the existing classrooms. The renovation of the school will include electrical service upgrades to provide adequate capacity and distribution throughout all the existing classrooms. Plus, with the needed middle school expansion, added electrical service will be required.

CDE 3.11 A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55.

The mechanical system is original, outdated and inadequate in maintaining building temperature and proper ventilation. The modular classroom mechanical system also does not provide adequate ventilation or maintain temperature. A new efficient and easy to maintain system would replace the existing throughout the elementary school.

CDE 3.12 Healthy building indoor air quality through the use of mechanical HVAC systems or operable windows.

The indoor air quality in the modular building is quite poor without adequate ventilation. The existing building does maintain operable windows that will continue to contribute to healthy indoor air quality in conjunction with a new HVAC system.

CDE 3.14 Food preparation and associated facilities equipped and maintained to provide sanitary facilities for the preparation, distribution and storage of food.

The kitchen currently is undersized for the volume of food preparation taking place. The freezer had to be relocated outside to accommodate equipment and dry storage in the building. The kitchen addition and renovation would relocate the freezer back within the kitchen, providing a sanitary facility for the preparation and storage of all the food, and a safe facility for the staff.

CDE 3.17 A facility that complies with the American Disabilities Act providing accessibility to physically disabled persons.

The existing school is not ADA compliant with regard to restroom accessibility. The middle school addition would be equipped with new restrooms built to full ADA accessibility standards. Door hardware replacement throughout the elementary school will also provide accessibility to all rooms to the physically disabled.

CDE 3.18.9 Consider restricting vehicle access at school entrances with bollards or other means to restrict vehicles from driving through the entry into the school.

The current school entrances at both the elementary and high school are unprotected and vehicles have the ability to forcibly enter the building. The project would include the installation of site barriers either with bollards or landscaping planters to prevent this ability.

CDE 4.1 Elementary, middle, high and PK-12 schools built with high quality, durable, easily maintainable building materials and finishes.

The new middle school addition will be constructed of masonry walls that are sustainable, durable and compliment the architectural language of the existing facilities. Interior finishes will be accordance with LEED for indoor environmental quality.

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CDE 4.3 Educational facilities for individual student learning and classroom instruction, with technology embedded into school facilities.

Technology is limited throughout the existing elementary school and the addition of technology with the electrical upgrades along with technology distribution in the middle school addition will be incorporated.

CDE 4.10 Elementary schools shall provide acoustic materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors, and other learning areas should be utilized to create a learning environment that focuses the student's attention.

Currently, the special programs and small-group learning are all located in one classroom with furniture dividing the room into these spaces. An adjacent storage room is also utilized for small-group learning, which does not provide adequate ventilation or tempered air for an educational space. This classroom does not have clear and direct exiting out of the room, compromised mechanical distribution based on the layout of the room and poor acoustics making it difficult to focus student's attention. This project would reprogram the classroom back to a single academic space. The middle school addition will allow for reprogramming classrooms, providing adequate and separate special program spaces.

CDE 4.11 Middle schools (grades 6-8).

This project will provide a six classroom middle school addition with all classrooms having access to daylighting, proper acoustic separation, adequately sized at 750 square feet, rectangular with proper proportion and designed as a vibrant learning environment. Incorporating daylighting throughout the addition will provide more flexibility, energy savings, and integration with classroom technology.

CDE 5.1.18 Replacement of old inefficient mechanical systems with new energy efficient systems.

With the use of hydronic radiant heat throughout the buildings, it is critical to replace the inefficient mechanical systems with energy efficient ones that minimize consumption and reduce utility costs to the district.

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

The servicing and maintaining of a 50 year old building requires a lot of attention due to the age of the systems/facility. The district realizes that it will 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 \$ \$110,000 annually is projected to be needed for continued maintenance of facility systems and grounds, and will be reflected in our maintenance department budget. There are other costs associated with preventive maintenance. The cost of filters, valves, blowers and motors, etc. is funded by the maintenance department budget with the labor provided by district maintenance staff.

Over the past three years, Haxtun Schools has budgeted \$160,000 per year for maintenance, repairs and general upkeep of district owned facilities. This is 6.1% of the total district expenditures budget. Of the \$160,000 budgeted for maintenance, 75% or \$120,000 pertains directly to the elementary school upkeep. As the facility continues to age, maintenance requirements continue to increase. Haxtun Schools anticipates increasing the maintenance budget by at least 8% annually to provide adequate funding.

At present, Haxtun Schools Capital Projects Fund is \$117,000. These funds are designated for equipment and vehicle replacement, not for facility improvements. With the imposition of the current negative funding factor, Haxtun Schools has very limited funds to maintain the facilities in their current state and have no funds for upgrades.

At the completion of this project, all facility expenditures will continue to be budgeted through the General Fund. Haxtun Schools will be allotting \$50,000 per year to Capital Reserve Fund to replace/repair this project's systems.

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

The school was originally constructed and has continued to operate as a public school facility since 1962.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$50,000

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input checked="" type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input checked="" type="checkbox"/> Other
Importance: L	Urgency: M	Ability: Not Able	Planning: Up to date
		Previous BEST Grants: 0	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$3,253,083.17	Historical Significance:	Yes-Granted Exemption
Current Applicant Match:	\$3,385,862.08	Does this Qualify for HPCP:	Required
Total Project Cost:	\$6,638,945.25	Will this Project go for a Bond:	2013 Bond
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	51
Previous Matches:	\$0.00	Actual Match Provided:	51
Affected Pupil Number:	331	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	86,753	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$72.88	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$19,102.13	Who Owns the Facility:	District
Sq Ft Per Pupil:	262.09	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$150.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3	NA	
District FTE Count:	270.80	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	\$1,055,000.00
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	07
Assessed Valuation:	\$23,381,562.00	Outstanding Bonded Debt:	
PPAV:	\$86,343.00	Total Bonding Capacity:	\$4,676,312.00
Unreserved General Fund FY1011:	\$1,550,425.39	Bond Capacity Remaining:	\$4,676,312.00
Median Household Income:	\$42,950.00	Percent Bonding Capacity Used:	0
Free Reduced Lunch %:	39.58	Existing Bond Mill Levy:	0
Match Source Detail:	2013 Bond		

-Facilities Impacted By This Grant Application-

HOLYOKE RE-1J - Holyoke ES - Districtwide Security Upgrade - 1953

School Name: Holyoke ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	47,200
Replacement Value:	\$10,082,804
Condition Budget:	\$7,135,224
Total FCI:	70.77%
Energy Budget:	\$16,520
Suitability Budget:	\$2,600,900
Total RSLI:	4%
Total CFI:	96.7%
Condition Score: (60%)	2.64
Energy Score: (0%)	2.21
Suitability Score: (40%)	3.22
School Score:	2.87



Assessment Findings:

Scope Item: Secure Entrance Renovation

Assessment Findings: Assessment shows lack of restricted access at secondary entrances and controlled access at main entrance, and lack of cameras and keycards, but good line of sight at main entrance.

Staff Notes: District added cameras recently as well as a lock/intercom at the exterior door not reflected in the assessment.

HOLYOKE RE-1J - Holyoke Jr/Sr HS - Districtwide Security Upgrade - 1975

School Name: Holyoke Jr/Sr HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	119,400
Replacement Value:	\$35,839,708
Condition Budget:	\$15,757,995
Total FCI:	43.97%
Energy Budget:	\$41,790
Suitability Budget:	\$2,425,600
Total RSLI:	23%
Total CFI:	50.9%
Condition Score: (60%)	2.95
Energy Score: (0%)	2.45
Suitability Score: (40%)	4.10
School Score:	3.41



Assessment Findings

Scope Item: Secure Entrance Renovation

Assessment Findings: Assessment shows lack of restricted access at secondary entrances and controlled access at main entrance, poor lines of sight and a lack of a key card system at main entrance.

Staff notes: District recently added lock/intercom and camera to exterior door not reflected in assessment.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: HOLYOKE RE-1J

Applicant Priority #: 1

County: PHILLIPS

Cash Grant Score: 1.9

Project Title: District Wide Security Upgrade

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

If Yes, please explain why: Two other projects for the district were funded: roof replacment and a boiler/fire alarm replacement.

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

General Background Information and Reasons for Pursuing a BEST Grant:

The BEST Cash Grant application submitted on behalf of the Holyoke School District represents the values of the community, a thorough assessment of the current structures, and an understanding of life/safety issues that should be addressed immediately.

As a result of the Master Plan process, the District was able to determine that both schools are structurally sound and are viable with the appropriate attention. In 2011, the primary needs of the schools were addressed with a BEST Cash Grant which addressed the first round of critical needs. Voters approved a mill levy override to give the District its match.

Holyoke Elementary, a 47,200 square foot building constructed in 1954, received a new boiler system, a new fire alarm system with fully-addressable panel, a new 90 mil fully adhered rubber roof with a 30 year warranty, and electrical upgrades to provide necessary outlets in each classroom. The Jr./Sr. High School, a 119,400 square foot building constructed in 1975 with an addition in 1998, also received a new 90 mil fully adhered rubber roof with a 30 year warranty along with the same fire alarm upgrades.

The primary concerns identified in the Master Plan were met with the 2011 BEST Grant work. Security is an issue for both schools. Rural schools, with slow emergency response times, need to address building access. The Facility Master Plan process, the mill levy override campaign, and the ongoing District Budget Facilities Committee revealed a strong community value for upgrading existing facilities including security issues.

Deficiencies Associated with this Project:

The Holyoke Jr./Sr. High School has an office that is a considerable distance from the front doors. While intercoms and buzzers were installed during the summer of 2012 to control access during the day, there is still a need for a remodel to have a direct line of sight from the office to the front door. Therefore, security is compromised by the lack of direct supervision even though the district has done its best with a temporary solution of a camera, buzzer and intercom.

Holyoke Elementary has a front entrance which does not directly control the flow of people in and out of the building. Due to the physical arrangement, it is quite easy for a visitor to go by the office without checking in. We need a solution that would require visitors to stay in the vestibule until staff greeted them and had them go through existing security procedures.

In 2011 the Holyoke School District created a comprehensive Crisis Response Plan. This plan was revised again in January 2013 with the most up to date information. Many procedures are already in place. Since the 2011 security BEST grant application was not funded, the District did move forward and added the security cameras and the new lock/intercom system on the main entries. A full implementation of the safety plan requires the remodeling of the entrance areas. So much work has been done without the assistance of a grant, but to due to the financial constraints support from the BEST program is required.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Proposed Solution to Address the Deficiencies Listed Above:

In both cases the solution involves remodeling the main office. The Jr./Sr. High office walls would be replaced with a roll-top window and counter so that the office is open to the building. The Elementary office would replace glass with a more secure roll-top window and counter. In both schools, visibility will be increased, a clear check-in point for visitors will be established, and a quick lockdown ability would exist.

How Urgent is this Project:

The urgency of this application for the Holyoke School District is based on the deficiencies identified in the 2010 Facility Assessment Report and in Section 4 of the the BEST application as identified by the Master Planning team. If the district does not receive BEST funding, the project will be delayed until enough cash can be allocated to the project. The longer the delay, the more likely the district will encounter a security threat. While it is unknown if or when a school will face an intruder, there is a sense of urgency to address the need immediately.

A great deal of work has already been accomplished in the district in terms of school safety. Policies and procedures are updated, drills are done on a regular basis, district funds have been used to accomplish a great deal of the work, and the community has been very supportive of all changes this far. The final touches require physical changes to the offices and entries which can only be accomplished with the support of this grant program.

How Does this Project Conform with the Construction Guidelines:

The existing schools will only be renovated and improved to meet Public Schools Construction Guidelines with respect to the specific systems being improved within this scope of work. Areas of the schools and sites not included in the scope of work of these improvements will remain as is and may or may not comply with Public Schools Construction Guidelines. Further upgrades to address issues of non-compliance within the existing buildings will be considered as part of the 20-and 30-year plans for the Holyoke School District.

Included in this application is the renovation of the Elementary and Jr./Sr. High Schools administration areas. Regarding Section 3 of the Public School Construction Guidelines, the existing buildings are not required to meet LEED Gold certification requirements per the following guidelines of the CDE HPCP program outlined in the BEST application:

- Area of renovation is less than 5,000 SF of the building
- Area of renovation has no HVAC upgrades
- Increased initial cost resulting from HPCP cannot be re-couped by decreased operational costs within 15 years
- Cost of the renovation does not exceed 25% of the current values of the buildings

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

Even during this unprecedented time of recessions and Colorado School Finance's negative factor, budgeting for maintenance and capital purchases continues to be a priority. The total program funding for 2012-13 is \$3,996,841. The District has a capital projects budget of \$104,000 which is nearly \$180 per pupil. The District also has a maintenance and grounds budget of over \$534,000. These priorities have been established by the District Budget Facilities Committee, the Board of Education, and the community as shown through our Facility Master Plan process and the mill levy override election. The District is prepared to maintain the new construction and the capital projects budget will be able to replace any project parts at the end of its useful life. It is reasonable to believe that the addition will last as long as the useful life of the older buildings. While no specific line item needs to be created for this work, the District does have a capital projects budget that is always greater than \$100,000.

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

Neither the 1954 Elementary School nor the 1975 High School were constructed with security and access restrictions in mind. The Elementary school has a small office adjacent to the entry that you could easily walk past, and before the days of signing in, visitors frequently walked by without any attention to where the office was located. The High School was constructed with a gym and auditorium near the front entrance for easy access to events by community members. The office was located near the classrooms for the convenience of teachers and office staff. This means that people can get to many parts of the

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building without ever coming close to the office. In today's world of checking in and checking out, the existing facility is not built for that type of security. This renovation project makes modest changes to older buildings that increase safety without redesigning the entire building.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$87,100

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: Up to date
		Previous BEST Grants: 2 - \$1,520,272	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$57,886.40	Historical Significance:	Yes-Granted Exemption
Current Applicant Match:	\$47,361.60	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$105,248.00	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	45
Previous Matches:	\$0.00	Actual Match Provided:	45
Affected Pupil Number:	591	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	1,312	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$72.93	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$161.90	Who Owns the Facility:	District
Sq Ft Per Pupil:	2.22	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$177.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	2	NA	
District FTE Count:	566.80	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$48,871,559.00	Outstanding Bonded Debt:	\$1,705,000.00
PPAV:	\$86,224.00	Total Bonding Capacity:	\$9,774,312.00
Unreserved General Fund FY1011:	\$1,591,149.04	Bond Capacity Remaining:	\$8,069,312.00
Median Household Income:	\$44,713.00	Percent Bonding Capacity Used:	17
Free Reduced Lunch %:	47.39	Existing Bond Mill Levy:	4.25
Match Source Detail:	Mill Levy Override Construction Fund		

-Facilities Impacted By This Grant Application-

PUEBLO CITY 60 - Centennial HS - HS Ventilation Upgrades - 1971**School Name: Centennial HS**

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	283,343
Replacement Value:	\$88,778,181
Condition Budget:	\$61,619,115
Total FCI:	69.41%
Energy Budget:	\$99,170
Suitability Budget:	\$4,587,600
Total RSLI:	3%
Total CFI:	74.7%
Condition Score: (60%)	2.72
Energy Score: (0%)	1.15
Suitability Score: (40%)	4.57
School Score:	3.46

**Assessment Findings:**

Scope item: To replace the existing mechanical roof top units equipment and reuse the existing distribution system.

Assessment findings: The assessment states the existing mechanical system is original to the building and needs to be replaced however does not address the comfort of the occupants due to too hot or too cold.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: PUEBLO CITY 60

Applicant Priority #: 1

County: PUEBLO

Cash Grant Score: 4.2

Project Title: HS Ventilation Upgrades

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Pueblo City Schools primarily serves the youth within the city of Pueblo. There are approximately 18,000 students served by 32 schools: 17 elementary schools, 5 middle schools, 2 K-8 schools, 4 high schools, 3 magnet schools and 2 charter schools. The profile of the student body reflects 70% minority students and 67% of students qualifying for free and reduced lunch programs.

Centennial High School was constructed in 1971 and most of the mechanical ventilation systems were installed in the original construction. They are now in their 42nd year of operation and have operated 27 years beyond their anticipated service life. The costs and resources expended to keep these systems operating has been a drain on the District's maintenance resources and are not currently providing a quality environment to meet educational needs. Maintenance logs indicate frequent occupant complaints regarding lack of ventilation and very hot and very cold rooms. Since 2011 there have been over 160 documented service requests.

The District does not have the funding resources to resolve the heating system deficiency on their own. Their only recourse to provide temporary "band-aid" fixes to the 160 service requests has been moving small, undersized, residential heating units from classroom to classroom to suit the daily teaching schedule. There are 30 of these heaters dedicated just to Centennial HS, but this is not enough to keep all of the teaching spaces warm. On several occasions, students and classes were relocated from cold classrooms to other warmer areas of the building that were available.

The district does a commendable job allocating its limited maintenance resources among the many needs of its 32 schools. The mechanical systems at Centennial High School have been drawing more than a fair share of these resources to keep the aged systems and infrastructure working. The work requested in this grant proposal will not only ensure a reliable and quality interior learning environment at Centennial High School but will also enable the District to reallocate maintenance resources to benefit the other buildings in the District.

Deficiencies Associated with this Project:

The proposed project includes replacement of the existing mechanical ventilation systems that are at risk of imminent failure. The mechanical systems are original to the original building construction in 1971 and are now in their 42nd year of operation. These systems have been in service for 27 years beyond their anticipated service life of 15 years as identified in the School Assessment Report. The continual maintenance of these systems is expensive and at the limits of being effective.

Though the deficiency of Centennial HS' heating ventilation system highlights the most critical issue facing Pueblo 60 at this time, the reality for this District and Community is a total of almost \$350 million in total building deficiencies (according to the 2009 CDE Assessment Reports).

Passing a bond of any magnitude in Pueblo is politically challenging due to the socio-economic demographics, a fact echoed by their 18% BEST grant match. Pueblo is also a neighborhood-centric city, both geographically and economically divided. If the District used bond funding to invest in a high school, they would be required by the tax paying citizens of Pueblo to invest

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equally among all four high schools. Pueblo SD is working to develop a future bonding plan that may be possible in some years, but the critical issue at Centennial HS needs to be fixed now.

Failures of the mechanical systems have resulted in areas of the building not being ventilated for a period of time and very cold and very hot temperature conditions.

A review of the school maintenance records has identified the following documented complaints from building occupants that resulted in investigation and/or repair work on the mechanical systems. A complete record of these complaints is included in the appendix of this application.

☒2011 – 75 complaints

☒2012 – 65 complaints

☒2013 – 20 to date.

A current survey of the building systems completed on February 8th, 2013 identified the specific systems and equipment included in the project request. The scope of the project requested does not include all of the building systems, but those most at risk of imminent failure. A report form that field survey is included in the appendix of this application.

A total of 15 packaged rooftop air handling units, 2 inside air handling units, and 7 exhaust fans are included in the proposed project listed.

Proposed Solution to Address the Deficiencies Listed Above:

The proposed solution is to replace the mechanical equipment identified in the previous section with new equipment. The basic approach for this project is to minimize the equipment replacement cost by designing replacement equipment to minimize the disruption to other adjacent building systems. The replacement equipment is a one-for-one approach and does not change the basic system type or zoning and will re-use all of the existing duct work and distribution systems to the extent possible. However, the equipment capacity will be reviewed and adjusted as necessary to conform to all of the requirements as published in the Public Schools Construction Guidelines (specifically paragraphs 3.11 related to Occupant Comfort and 3.12 related to Indoor Air Quality) and as required by the State Building Code. These standards by reference adopt the ASHRAE standards 55 and 62.

The rooftop units will be constructed as custom replacements to dimensionally fit the existing roof curbs to avoid the cost of added roof work and/or structural reinforcement. The ductwork connections will be designed to accommodate the existing configuration and zoning to avoid the cost of modifying the duct distribution systems inside the building.

The systems will be designed to current ventilation and comfort standards but will not include adding cooling or additional comfort enhancements beyond what currently exists. Specifically, rooftop units AHU's 7, 20, 21, and 22 serve shops, physical education, and locker room areas and do not currently have cooling capability and none is proposed. Inside air handling units AHU-16 and 21 serving the Pool and Auxiliary Gym do not currently have cooling capability and none is proposed.

The existing pneumatic thermostats associated with these systems will be replaced with new direct digital control systems to improve control reliability and provide remote monitoring and troubleshooting capabilities.

How Urgent is this Project:

The mechanical ventilation and heating units are at risk of imminent failure. The systems are now 42 years old and have operated for 27 years beyond their anticipated service life. Continued efforts to fix and maintain the systems are now very expensive and at the limits of effectiveness. A catastrophic failure of the mechanical systems will lead to a condition that minimal outdoor air ventilation rates cannot be maintained resulting in elevated interior air pollutants including high CO2 levels and other contaminants. Loss of building heating may result in a condition that puts interior water piping at risk of freezing and breaking causing extensive damage to interior wall, ceilings, and floor finishes.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

The interior environment has become unsuitable for teaching students in certain areas of the building. The District does not have the financial capacity to fix the system and the temporary, and only marginally effective, portable heating units are no longer a valid solution.

How Does this Project Conform with the Construction Guidelines:

Failure of the mechanical ventilation systems put the building in non-conformance with paragraph 3.11 related to Thermal Comfort and 3.12 related to Indoor Air Quality.

Paragraph 3.11 requires the following:

“A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55.”

Paragraph 3.12 requires the following:

“Healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems or operable windows...”

A non-functioning mechanical system does not provide thermal comfort conforming to paragraph 3.11 and does not provide required minimal ventilation for a healthy indoor air environment. The building is constructed with many interior spaces and fixed windows that do not allow opening a window as an alternative to the use of the mechanical ventilation systems.

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

Pueblo City Schools is very proud of the maintenance they are able to provide for their current facilities. However, the maintenance resources are stretched by the frequent repairs required do to the age and condition of the mechanical systems.

The complete repair of these systems will significantly reduce the cost of repairs in the short term and into the future. Current resources can be prioritized and distributed to meet the growing needs throughout the district. The investment proposed in this grant application is essential to ensure that the district’s facilities continue to support the educational mission of Centennial High School.

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

The original Centennial High School building was constructed in 1971. There have been no additions to the building since the original construction. Most of the mechanical ventilation systems were installed in the original construction and were operational at the time. The system has fr exceeded its expected life.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

Health, Safety

Overcrowding

Technology

Other

Importance: L **Urgency:** L **Ability:** Able **Planning:** Up to date **Previous BEST Grants:** 1 - \$1,497,032

Red Flags:

If Yes, Explanation:

Current Grant Request: \$3,083,053.14

Historical Significance: N/A

Current Applicant Match: \$676,767.76

Does this Qualify for HPCP: Not Required

Total Project Cost: \$3,759,820.90

Will this Project go for a Bond: NA

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	18
Previous Matches:	\$0.00	Actual Match Provided:	18
Affected Pupil Number:	1,247	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	283,343	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$12.06	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$2,740.99	Who Owns the Facility:	District
Sq Ft Per Pupil:	227.22	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$65.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	2		N/A
<hr/>			
District FTE Count:	16,204.10	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$962,742,490.00	Outstanding Bonded Debt:	\$72,395,000.00
PPAV:	\$59,414.00	Total Bonding Capacity:	\$192,548,498.00
Unreserved General Fund FY1011:	\$8,529,130.07	Bond Capacity Remaining:	\$120,153,498.00
Median Household Income:	\$34,538.00	Percent Bonding Capacity Used:	38
Free Reduced Lunch %:	67.12	Existing Bond Mill Levy:	8.8
Match Source Detail:	Capital Reserve Fund		

-Facilities Impacted By This Grant Application-

Swallows Charter Academy - New PK-12 School - 1999

School Name: Swallows Charter/S. CO Early College

Number of Buildings:	2
All or Portion built by WPA:	
Gross Area (SF):	16,560
Replacement Value:	\$2,800,696
Condition Budget:	\$468,241
Total FCI:	16.72%
Energy Budget:	\$0
Suitability Budget:	\$1,047,400
Total RSLI:	39%
Total CFI:	54.1%
Condition Score: (60%)	3.34
Energy Score: (0%)	3.13
Suitability Score: (40%)	2.03
School Score:	2.82



Assessment Findings:

Scope item: Safety/Security

Assessment findings: The assessment states the entrances are not restricted, no direct line of sight, no cameras or key card entrances and the has no fencing around the perimeter of the building. The front entrance does have bollards in place.

Scope item: Fire Alarms

Assessment findings: The assessment states the school is fully sprinkled but the fire alarm system has experienced numerous false alarms and needs to be repaired.

Scope item: HVAC

Assessment findings: The assessment states the HVAC system provides a fair amount of fresh air with good low levels of Carbon Dioxide observed in the school. The assessment states the HVAC components were installed in 1999.

Scope item: Roof

Assessment findings: The assessment states the roof is in good condition and positively drains water away from the facility.

Scope item: ADA

Assessment findings: The assessment states this school meets most of the following requirements for the physically challenged: lever actuated door hardware, ADA signage, dual level drinking fountains, ADA compliant restrooms or locker room, access ramps, compliant handrails and guardrails and accessible parking.

Scope item: Lighting Levels/Electrical

Assessment findings: The assessment states the lighting in the school is good and current lighting levels meet electrical lighting codes.

Scope item: Notification System

Assessment findings: The assessment states there is no notification system in the portable classrooms.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: Swallows Charter Academy

Applicant Priority #: 1

County: PUEBLO

Cash Grant Score:

Project Title: New PK-12 School

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Swallows Charter Academy (SCA) has been on a quest for a new building for the past decade to signify the excellence and perseverance of our students. Year after year, our students continue to rise to the challenges of facility deficiencies and thrive academically by out-performing other area schools. Last year alone, our third graders scored 100% proficient or advanced in mathematics. SCA has effectively implemented the Core Knowledge curriculum for over sixteen years and was awarded the "James Irwin School of Excellence," for three consecutive years, in 2001, 2002, and 2003. Southern Colorado Early College was established in 2008 and boasts the highest graduation rate of any school in our area. Our ACT scores are also the highest in the region and above state averages. Our Early College program is one of the most successful in the state and is gaining momentum. Last May, 18 of our 51 graduates also completed their Associates Degree, with all graduates completing at least 40 college credits.

Ten year veteran teacher, Terrie Simonich, best describes SCA's reasons for pursuing the BEST grant. The following is taken from the Swallows Charter Academy Staffs' letter of support:

"We were granted one of the first charters in Colorado and began our school in a renovated grocery store, The Bulldog Market. The building that used to contain produce and frozen foods now shelters teachers and students working on English, science, social studies, and math. These humble surroundings did not hamper our mission to provide an accelerated curriculum to our students. From day one, the charter from day one included the vision to become a school where students could begin in kindergarten and continue through high school. We are now the school that takes our students from "crayons to college."

While our students and staff have kept up academically, our building has not been able to uphold with our needs. It is a frightening reality that the very makeup of our campus makes our students vulnerable. Our students must walk between the buildings during the day for lunch and different classes, exposed to potentially harmful elements. As teachers and students are working on academics inside the classroom, evil could be lurking outside our walls. No one wants to believe harm will come to our campus, but that was also the belief at Columbine and Sandy Hook. Our world has changed. Recent trainings at our school have focused on safety and what to do in the horrifying possibility of an active shooter entering our buildings. As we learn how to respond from law enforcement, it becomes more and more obvious that our campus is highly vulnerable. With the length of a football field between our buildings, anyone walking between the buildings is an easy target. We are surrounded by open space, so if we made it outside, there would be nowhere to hide. Even severe weather poses a threat to those traversing to and from our buildings, particularly those children with health issues.

A new building will address these safety and security needs. It will also help us to do an even better job educating and nurturing our students. We have proven that we can do great things in an old grocery store. Imagine what we could do in the confines of a safe, modern facility designed with learning in mind. We have a vision and mission for our school with a master plan to execute them. The BEST grant would allow us to do what we do best; help our students learn. You would be giving us the means to create a safe and secure environment. Every student deserves that."

Deficiencies Associated with this Project:

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The students, staff, and parents of the SCA community are focused on providing our students a safe and secure learning environment. The “temporary” labels on our buildings have expired. The current facility and temporary modular units provided us a way to grow our curriculum and our services creating a successful K-12 program. Unfortunately, schools today are faced with the unimaginable. Temporary modular buildings are designed to serve as a “transitional” building, to be versatile, and to be cost effective. However, temporary modular units have systemic faults that contribute to health and safety issues within and outside the units. The use of temporary modular units for education limits students’ opportunities to explore their curiosities by depriving them of a well lit, well secured, well conditioned, and a worry free learning environment. Small windows and poor air circulation restrict creative thinking. The SCA facility impacts the health and well being of our staff and students because of the arrangement of the temporary buildings and the distance between them, exposing staff and students to inclement weather, as well as the poor or lack of adequate air circulation and air flow, the poor conditions of the restrooms, inconsistent room temperature, and the fact that it snows and rains inside classrooms. In addition, when the wind blows (daily), the ceiling tiles fall, which is a hazard to all of our students, and the desert dust blows into the building through vents and through the doors. At SCA our faculty and students experience all the inclement weather conditions, inside! Moreover, temporary modular units create deficiencies in fire safety due to the lack of a sprinkler system, lack of electrical capacity, which has compromised our high school Science classroom and curriculum, failure to comply with ADA, overcrowding, lighting, and poor acoustics which all contribute to the constant health and safety issues of our staff and students and fails to contribute to an inspired educational environment.

For a detailed description and photographs of all the deficiencies, please reference the Swallows Charter Academy Master Plan and the 2011 School Report. The following is a summary list of our existing conditions at SCA. All deficiencies affect the health, safety, accessibility, and/or functionality for our learners, staff, and families.

SAFETY AND SECURITY

Safety mechanisms

- Locking systems and alarms: All buildings’ mechanical system requires a significant amount of service, especially the prefabricated high school building
- The school needs a greater number of security cameras and devices

Fire safety

- There are no fire sprinklers anywhere on campus
- Lack of alarm horn/strobes in the corridors, which is a fire code violation
- The modular buildings lack smoke detectors in the classrooms
- Code mandates arc fault outlets; our outlets are not compliant within the entire school
- The water and fire service entry do not have adequate access
- A very limited number of power outlets exist in all buildings, limiting the availability for the safest use of electronic/technology devices; extension cords and power strips are overloaded in used in every room

Visibility

- There are no lights between the elementary and secondary buildings, increase the risk of injury during evening activities such as conferences or special events
- There is no parking lot lighting for the middle/high school building

Traffic and exposure

- The SCA campus is accessible by an open public alleyway that backs 15 businesses as well as the public main road through Pueblo West
- The pick-up and drop-off loop has limited capacity causing traffic issues on the main McCulloch Blvd
- The pick-up and drop-off lanes double as the fire lane and delivery lane, which are not separated by sidewalks or buildings or any other protective measure
- The parking lot entrance and student drop-off is located much too close to the intersection of McCulloch Blvd. and Civic Center Dr. The present location creates traffic congestion at both intersections as well as automobiles being stacked up in both drop-off loops

Severe weather

- There is no safe place to put students and staff in the event of a tornado due to the modular building not having a

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foundation and the main building being a pre-engineered metal building

ENVIRONMENTAL HEALTH AND SAFETY

Air Quality

- Poor ventilation, lack of air filters, and permeable doorways and windows increase dust and allergens, leading to lower quality of health; each of the 17 modular buildings has its own HVAC system that is a simple supply and return forced air system.
- There is no fresh air, which creates constant illness amongst students and staff. During the months of November through March, we usually average 50 absences a day for students due to sickness
- Outside air limits and outside ventilation air requirements are not being met
- The 17 modular buildings having individual HVAC units require a significant amount of service and multiple filters
- Water damage: All 17 modular buildings have flat roofs that leak throughout the middle/high school buildings, threatening indoor air quality with mold, mildew, and moisture
- Ground settlement has readjusted all doors, inside and out, to not align properly, thus causing gaps in doorways allowing weather conditions to enter classrooms and offices
- The middle/high school building is not airtight and ceiling tiles are regularly blown out on windy days

Temperature

- Heating and air: poor heating and air conditioning infrastructure, causing inconsistent and very uncomfortable indoor air temperatures; extreme temperatures distract from learning
- Individual space temperature control is not being met in the spaces due to the zoning and type of mechanical system installed.

Sanitation

- Restrooms: The bathrooms in the middle/high school building are not sanitary. Both staff and students have to share the restrooms. We are forced to plunge clogged toilets on a daily basis

SCHOOL GROUNDS AND OUTDOOR FACILITIES

- The entire facility is unfenced, leaving the campus open and exposed to any type of visitor or intruder
- All students must walk between the elementary and secondary buildings for lunch and some elective classes, exposing them to the elements
- Gravel and dirt walkways between buildings are difficult to maintain and cause safety hazards; any precipitation causes muddy, slippery, and hazardous conditions within the buildings (several students, parents, staff, and visitors have fallen this year alone)

BUILDING EXTERIOR

- Roof drainage is gathered by a gutter along the east side of the building and discharged through downspouts on the east side again, making a poor drainage condition even worse
- The existing pre-engineered metal building housing the elementary school was constructed too low for the existing location
- The drainage problem that will potentially flood the building
- The elementary building exterior is composed of metal siding, which has been damaged to a height of approximately six feet above ground
- The roof structure has no additional capacity, eliminating any opportunity for addition/remodel project
- The slope of the roof on the main metal building collects snow and melting conditions to drain forward, dumping snow, water and ice onto students, parents, or any one entering the building
- Exterior lighting on main building is provided via high intensity discharge wall packs that are not the full cut-off type

BUILDING INTERIOR

- Neither building is compliant with ADA regulations, causing the physical facility to discriminate against disabled students, staff, or community members
- The cafeteria/commons area does not have an enclosed ceiling, exposing all wiring and ducting, also increasing risk of injury when roof leaks from precipitation
- The existing windows are composed of low quality aluminum sliding with ½" clear insulated glass

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--Exitways: SCA has 24 separate entry and exit points, which pose constant security issues

Lighting

-- Low/poor lighting levels are in all buildings, causing headaches and vision issues

--The library is illuminated with 2 lamp surface mounted acrylic wraps in 2 continuous rows; light levels in this space are low

--There are no lighting control occupancy sensors in either facility

Sound and acoustics

--Poor acoustics exist in all buildings, creating “noise pollution” and auditory disturbances for neighboring classrooms; in the elementary building, all classrooms surround the busy cafeteria/commons area, creating a lot of noise for all learning environments in this building

--Noise created by each air handling unit system is extremely loud that prohibits the use of the commons space.

Limitations of space

--Science: Because there are no chemical storage facilities or laboratory fume hood, the school is not able to offer chemistry classes or certain scientific lab activities

--Middle school science classroom does not have adequate power around work surfaces in the room, again limiting scientific learning experiences

--Food service: No kitchen exists on campus, so food must be prepared off site and delivered by a non-temperature controlled van daily Student commons

--Health: The SCA/SCEC campus does not contain a nurse’s station. There is no place for a student to lay down sit to receive medical care

--Athletic Facility: There is no gymnasium; all students must go outdoors for physical education activities, regardless of weather

--There is no athletic playing field; students only have playground and small grass yard on campus for physical activity

--There is not adequate space for an all school assembly or gathering

Communication

--The buildings do not have an intercom/paging system. Staff is using the phone system to communicate

--School facility does not have a bell system in place due to lack of an intercom system

EFFICIENCY AND COST-EFFECTIVENESS

-- The individual electric heating and cooling units are more expensive to operate than similar gas-fired units or a central gas-fired heating and cooling systems. There is no gas in either building

--The building is not well insulated, especially at critical areas such as ceiling roof area to improve comfort and reduce energy use.

--The location of a single thermostat serving multiple spaces does not allow adequate control. Thus, the spaces are being overheated, which is detrimental to the computer labs, or over cooled based on the needs of a single space. This results in higher energy usage.

--The cabling that exists between buildings for Internet and phone have become exposed due to settlement and weather, making for constant repairs.

Proposed Solution to Address the Deficiencies Listed Above:

In order to bring these deficiencies to resolve, the SCA school community is pursuing the BEST grant to erect a safe place for our students to excel beyond limits.

A Design Advisory Group (DAG) was convened to study the existing facilities, additions to the facilities and building a new facility. Several scenarios were evaluated. The DAG evaluated all of the options with the following criteria in mind:

- Efficiency of the facilities with regards to enrollment

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- Building operating costs
- Immediate and anticipated maintenance and repair needs for each school facility and building deficiencies.
- Educational program adequacies and deficiencies as it relates to the existing facilities and the school site.
- Code and life safety deficiencies

The rationale and evaluation of each option is explained in the Master Plan. In addition, deficiency solutions and costs are described in detail in the 2011 School Report. The DAG has determined that the deficiencies will continue to deplete the schools' budget and deter our focus from our children and their educational goals. It was determined that the construction of one building for one school is the BEST option.

SITE

The present site is generally acceptable although there are multiple deficiencies that construction of a new building would solve. The parking lot entrance and student drop-off loop congestion can only be corrected by reorienting the main building so that the entrance, parking lot, and drop-off loop are directly across from South Angus Avenue relieving McCulloch Boulevard of heavy traffic. The existing elementary school building is not constructed orthogonally to the site property lines, which resulted in inefficient use of the site. The existing pre-engineered metal building, housing the elementary school was constructed too low for its existing location. The roof drainage problems would be resolved with a new building, positioned accurately on the current site. Moreover, a replacement building would include landscaping that is currently non-existent.

SECURITY

Currently, our campus is made up of four different buildings and is stretched across nine (9) acres. The safety and security of our children are the number one priority! Our open campus leaves our children defenseless. As a school community, we can no longer ignore the harsh realities of recent violence towards innocent school children. Constructing one building with limited door access would eliminate our problem of 24 entry and exit points. In addition, the new campus would be surrounded in a secure enclosure, eliminating the chance for unwanted intruders to wander onto our campus. Moreover, a new stable structure is the only resolution to shelter all our staff and students in the event of severe weather, such as a tornado.

SAFETY

The reconfiguration and relocation of our parking lot, pick-up and drop-off loop will provide students with safe passage by separating the delivery/fire lane from the drop-off loop. Proper sidewalks and adequate lighting would also be included in the new parking lot. With the new construction, a new fire alarm system will be incorporated addressing all current code violations, such as smoke detectors and a sprinkler system.

FACILITY

Our Design Advisory Group (DAG) has analyzed and proposed a building design that will address sustainability; enhance our educational program, be energy and cost efficient, and inspire our students to be innovative thinkers and learners. The Master Plan outlines the specifications for the recommended building design. Option C would construct a completely new, two-story building located between both existing buildings. The new facility would be designed to use the site more efficiently and allow construction of a new athletic field adjacent to the east side of McCulloch Boulevard creating a green belt. The new school entrance would be located on the south side of the facility. The site entrance, drop-off and parking would relocate east of the present location and oriented along the south side of the site along Civic Center Drive. The single compact footprint will preserve more of the site allowing for larger play areas and an athletic field. A compact design will also improve the building's energy use, require less foundation, less roof, and less exterior skin while creating flexibility for future changes by providing easy access to the interstitial space between floors. This approach will also assure the building will be cost effective to construct and less difficult to maintain. Core classroom wings will be oriented in a north-south direction to optimize controllable natural light in classrooms. This feature will facilitate the HPCP that is adopted. The building is designed to ensure that LEED certification requirements are met.

WATER EFFICIENCY

Pueblo is known as a low precipitation and high desert climate, thus, it is important that our new building take every

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necessary precaution to conserve water usage. SCA plans on incorporating native planting as well as restructuring drainage on the site to minimize water usage. SCA plans to use water efficient fixtures and equipment. These adjustments will add up to a huge savings in water and cost.

MATERIALS

The SCA DAG team will carefully consider all materials and methods for construction. The team will aim for LEED's Gold certification as well as encourage local labor resources. SCA will ensure proper planning and execution to minimize waste, site disruptions, and pollution.

SCA is submitting this application on behalf of our students, teachers, staff, parents, and our Pueblo West community asking for aid in this final chapter of our ten-year quest to at last construct a lasting edifice for excellence.

How Urgent is this Project:

The SCA Board of directors and administration along with the Pueblo County Sheriff's Department have determined that those facility deficiencies where safety and health is compromised are of greatest importance and must be addressed immediately. Time will not fix the vast amount of wide-open space that remains unprotected while our children are exposed to unforeseen events while threats of physical harm increase. In fact, SCA's school resource officer has observed that the building arrangements and placement on the site has several security defects, which cannot be fixed without a new facility.

Considering the recent events of countless acts of violence against schools and innocent children, the safety and the security of our children are of utmost importance.

Serious and life safety deficiencies have been outlined throughout the application, the Master Plan, and the 2011 School Report, including basic necessities like proper air ventilation and circulation, room temperature, fire sprinkler system, unsanitary bathroom conditions, electrical capacity, ADA and building code problems, dangerous ceiling tiles, hazardous roof conditions, and a treacherous trail between buildings.

SCA is at a defining moment in its existence. SCA has this exciting opportunity to alter its course and positively impact the lives of our students, staff, and the greater community. For the past decade, SCA has endured countless battles and numerous obstacles. Moreover, SCA students have always remained superior both in academics and in character throughout all the hardships. The last ten years have been filled with discussions of a new facility, but have not been successful, leaving our school community disappointed. The SCA school community has begun to lose hope and our students are beginning to feel unimportant, as they perceive the condition of the facility as a direct reflection on them. Our students are the highest performing students in all of Pueblo County; they should have a high performing facility to reflect their accomplishments. It is SCA's goal to continue to inspire and instruct our students to be innovative leaders of the 21st century and to finally construct a facility that supports SCA's educational program.

SCA has two options:

- 1.) Celebrate in excitement upon receiving the BEST grant and finally putting an end to a long, hard fought war in the pursuit of a safe and effective learning environment. The opportunities presented by the BEST grant would allow us to fix the deficiencies and security problems, as well as giving us the ability to minimize utility and maintenance costs for the future and maximize the quality of education for our students.
- 2.) SCA would be forced to seek out other financial avenues, which means additional debt services, increase in maintenance and utility costs for SCA without a means for SCA to increase its revenue. SCA's current classrooms are already at capacity due to limitations in our charter contract with our district; therefore limiting additional revenue. Furthermore, our current facility will have reached its capacity and building conditions will continue deteriorate, increasing costs for repair and necessary maintenance. The current facility concerns with health and safety will worsen, exposing our

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children for even greater risk, and operational costs will continue to increase preventing SCA to save for a new facility. Eventually, the current facility will not be able to sustain our population or our student needs, putting the wellbeing of every person at risk. This option will result in the same circumstances that we are presently experiencing.

The life safety deficiencies are too great to ignore or delay any further. As a school community it is our responsibility to provide a safe learning environment for our kids, thus waiting is not an option.

How Does this Project Conform with the Construction Guidelines:

SCA fully intends to adhere to all Guidelines in the construction of a new facility to replace its current campus of temporary modular buildings and a pre-engineered metal building. The school, to be built on its existing site, is to remedy life safety and health threats that exist in our current school campus and in our many buildings. The recommended design option, which includes construction in phases, can be constructed without interruption of the students' school year. The budget submitted with this application reflects complete compliance with the Guidelines and includes costs in order to assure such compliance, not only in the area of health and safety, but in all other scopes of the project as well. SCA intends to comply with all other applicable local, state, and federal laws and regulations. The budget for SCA's potential new school project contemplates the use of an owner's representative, an architect with experience in high performing schools, and a full team of consultants and engineers, including mechanical, electrical, plumbing, and structural engineers as well as a LEED consulting engineer. The Owner's Representation will coordinate with district facility managers and current school and community stakeholders in refining the design and implementation through construction. Performance specifications and contracting will be an important part of balancing the energy savings goals set forth by the DAG and the cost constraints inherent in any budget. A full commissioning at the close of the project should ensure that all systems are operating and functioning at required performance levels presented by LEED Gold for certification. The following is a snapshot of how SCA's project would conform to Guidelines. A complete analysis of compliance is available in the Master Plan.

SAFETY

SCA will promote a safe and healthy facility that protects all building occupants against life safety and health threats. Moreover, SCA will be in compliance with all applicable Local, State, and Federal codes, laws, and regulations and provide an accessible facility for the handicapped and the disabled.

SCA seeks a school under one roof to replace its stretched out arrangement and unsafe layout of 4 different buildings. To remedy our primary safety deficiency, the proposed facility will be located such that the new school entrance would be located on the south side of the facility, the site entrance, drop-off, and parking would be relocated east of the present location and oriented along the south side of the site along Civic Center Drive. The main entrance would provide access to the cafeteria/commons area, which would be the "heart" of the school. The main entrance walking traffic is designed to flow past the main office area and be visibly monitored from administration directly. All other exterior entrances will be lockable for controlled access. Interior classroom doors will have locking hardware for lock down procedures and will have code compliant door vision that allows line of sight into the corridors during emergencies. SCA plans to utilize the most current technology for security and access purposes. SCA envisions an intercom/phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications and also allow communication with local fire, police, and medical agencies during emergency situations.

SCA envisions the pick-up/drop-off loop to have protective light bollards to provide low-level trip lighting and barrier protection of the students from motorists. The visual and physical separation of student waiting areas from traffic areas will be a major improvement. The new design will separate the parent loop from the service loading area and fire lane. SCA will adhere to fire regulations and provide all necessary signage. Additionally, the new design will meet ADA compliance requirements.

An emergency care room is a necessity that SCA currently does not have. This room should include a dedicated bathroom, cot, and a locking cabinet for prescription and over the counter medications as well as first aid supplies. SCA plans for two Science laboratories and an art studio that would contain approved storage containers for the storage of

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toxic and hazardous paints or chemicals for use in the classroom. Fire blankets and extinguishers will be provided as well. In addition, an easily accessible eyewash fountain/shower along with an independent hand-washing sink will be provided in the laboratory rooms.

Furthermore, SCA has programmed to include safe and efficient mechanical systems that provides proper ventilation, and maintains the building temperature in accordance with the most current version of ASHRAE 55. Healthy indoor air quality will be maintained through the use of mechanical HVAC systems or operable windows and by reducing outside air and water infiltration with a tight building envelope.

LEARNING ENVIRONMENT CONDUCIVE TO HIGH PERFORMANCE

SCA is committed to designing an exciting learning environment with appropriate teaching and administrative support areas. Classrooms, common areas, and administrative offices will be located to inspire and use as much natural lighting as possible. Well-designed, task-oriented artificial lighting will be designed to supplement daylight when necessary. Acoustical material will be utilized to reduce ambient noise levels, minimize transfer of noise between classrooms, corridors, and other learning areas, and create a learning environment that focuses students' attention.

SCA has programmed for two (2) kindergarten classrooms at 1,000 square feet each and general classrooms will be designed at 750 square feet to accommodate up to 22 students.

SCA is committed to 21st century learning, and education, computers, and software are an integral part of our facility design. Technology will be integrated into the classrooms as well as additional computer labs available for whole classroom usage. SCA's curriculum currently meets or exceeds Colorado Content Standards and NCLB. Our mission embraces 21st Century Learning, but the site and current facility lack sufficient bandwidth for more advanced levels of information transport and delivery. With a new facility, individual learning and remote classroom instruction would be enhanced and enable connections to distance learning networks.

ENERGY EFFICIENT PERFORMANCE STANDARDS

Sound structural foundations, floors, walls, and roof systems are not taken for granted by those who have existed without them for so long. SCA embraces a green building and energy efficiency performance standards, or other programs that comply with the HPCP, reducing operations and maintenance efforts, relieving operational costs, and extending the service life of the facility. SCA envisions the primary delivery methods for heating, cooling, and lighting to be natural and sustainable, with mechanical or artificial systems available only to supplement at night or when extreme conditions warrant. High performance systems and holistic thinking will be critical to realizing this vision. Higher operating costs result in sacrificed educational opportunities. In the new building, it is the highest priority of SCA that long-term thinking for energy use and durability for decreased maintenance provide for a financially sustainable future.

SCA plans on selling our current modular building to be "reused" by a potential purchaser. The DAG team envisions a project of very little waste, where much of the furniture and all of the technology will be reused in the new facility. Maintenance programs will be developed and implemented to keep equipment and materials functioning as intended, extend life of equipment and reduce operational costs.

SCA has approached its facility programming and decision making with an emphasis on innovative thinking. It is fundamentally important to the longevity of the building and hence the sustainability of the school that the selected materials and systems possess a combined lifespan that will enable the school to service the community well past the generation of students that is currently in the school. Constructed correctly, the design envisioned should remain relevant for as long as we continue to educate children in classrooms and be sustainable far beyond that.

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

SCA has developed a Capital Replacement Plan that sets aside and earmarks funds for the purpose of replacement of each of the major systems in the new facility as they reach the end of their service life. SCA acknowledges that replacement costs may take an unexpected path over the coming years and decades, as the economy and school funding priorities vary from

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year to year. We also understand that constant analysis of the components and systems through the facilitation of the maintenance plan will help keep capital replacement costs lower than normal, perhaps over a longer period of time. In preparation of this replacement plan, SCA determined for each of the categories an estimated replacement cost and an annual amount based on a straight-line method to be earmarked in capital reserves in order to cover the expenses of replacement. This information is set forth below in the following table:

System.....	Est.Yrs. before Replacement.....	Annual Savings.....	Estimated Total Cost
Boilers.....	30.....	\$100.....	\$3,000
Air Handlers.....	30.....	\$700.....	\$21,000
VAV's.....	20.....	\$10.....	\$500
Misc. Plumbing.....	25.....	\$15.....	\$600
Light Fixtures.....	15.....	\$15.....	\$1,000
Painting.....	10.....	\$500.....	\$5,000
Roof System.....	50.....	\$2,300.....	\$115,000
Flooring.....	30.....	\$2,834.....	\$85,000
Landscaping/Irrigation.....	20.....	\$200.....	\$4,000
Hardscapes.....	25.....	\$800.....	\$20,000
Sealant/Weather striping.....	10.....	\$300.....	\$3,000
Kitchen Equipment.....	20.....	\$250.....	\$5,000
Gym Equipment.....	20.....	\$250.....	\$5,000
Visual Display Boards.....	10.....	\$500.....	\$5,000
Low Volt Cabling/Equip.....	30.....	\$1167.....	\$35,000
Doors and Hardware.....	30.....	\$100.....	\$3,000
Windows/Glazing.....	30.....	\$833.....	\$25,000
Window Treatments.....	10.....	\$1,500.....	\$15,000
Fire Sprinklers.....	50.....	\$1,000.....	\$50,000
TOTAL.....			\$411,000

SCA has developed both a Capital Replacement Plan and a Maintenance Plan for purposes of replacing the major components of our new energy efficient school. SCA acknowledges that maintenance costs during the initial years of the new charter school will be lower than at a later date as the facility ages. The SCA maintenance Plan includes recommendations from the best practice of “predictive” maintenance, and avoiding the practice of “breakdown” maintenance. This preventative plan will include the following at a minimum:

- ➢ Accurate and timely record keeping on the various systems will be tracked and maintained to include both the date and cost of occurrence. These records will be used to predict the accuracy of future project costs. Operations manuals containing a list of scheduled tasks for preventative maintenance, repair standards, and work order procedures will be a top priority for our office manager.
- ➢ A maintenance schedule will be developed for each mechanical system, component, and product that includes exact timelines and tasks from manufacturers manuals and recommendations.
- ➢ After installation, industry professionals will verify that building systems and components, as well as their functionality and operations, meet the intent of owners and designers. Final adjustments will be carefully documented if changes are necessary.
- ➢ Boilers and air handling equipment will be inspected and maintained regularly by industry professionals.
- ➢ Roof surfaces will be inspected regularly, with proper removal of snow and water. Leaks will be repaired upon discovery.
- ➢ Industry professionals to include water fountains, pumps, expansion joints, drains, locker rooms, restrooms, and kitchen facilities will regularly inspect all plumbing and sprinkler systems.
- ➢ Industry professionals to include thermographic scanning and motor current analysis used to identify common faults will regularly inspect the electrical systems.
- ➢ The fire alarms and public address system will be regularly tested and maintained.
- ➢ Floors will be waxed and sealed regularly.
- ➢ Painting will be conducted on a rotating and predictable schedule, created with high traffic volume and impact in

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mind. This schedule will be completed during summer months to avoid disturbance of learning activities. Annual maintenance is anticipated to be in the estimated amount of \$.19 per square foot based on approximately 52,132 square feet for a total of \$11,469.04. This information was based on information gathered from local contractors and they are believed to be feasible, but better projections can be determined after specific systems and materials are specified in the final plans, and actual operating information becomes available.

➢ The following forecasted maintenance spreadsheet describes the frequency of anticipated maintenance per year, the estimated cost of each occurrence and the total annual maintenance cost for each system.

System/Component.....	Times per Year.....	Cost per maintenance.....	Annual Cost
Roofing standing Seam.....	1.....	\$300.....	\$300
Boilers.....	2.....	\$400.....	\$800
Air Handler.....	2.....	\$1,000.....	\$2,000
VAV's.....	2.....	\$1,000.....	\$2,000
Misc. Plumbing.....	4.....	\$500.....	\$2,000
Light Bulbs.....	12.....	\$100.....	\$1,200
Light Fixtures.....	2.....	\$500.....	\$1,000
Painting.....	1.....	\$1,000.....	\$1,000
Flooring.....	2.....	\$500.....	\$1,000
Landscaping/Irrigation.....	5.....	\$300.....	\$1,500
Hardscapes.....	2.....	\$500.....	\$1,000
Sealant/Weather Strip.....	2.....	\$500.....	\$1,000
Kitchen Equipment.....	2.....	\$350.....	\$700
Gym Equipment.....	1.....	\$500.....	\$500
Low Volt Cabling/Equipment.....	1.....	\$400.....	\$400
Doors and Hardware.....	2.....	\$1000.....	\$2,000
Windows/Glazing.....	2.....	\$300.....	\$600
Window Treatments.....	1.....	\$400.....	\$400
Fire Sprinklers.....	1.....	\$1000.....	\$1,000
TOTAL.....			\$24,100

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

Swallows Charter Academy (SCA) is composed of a total of six buildings. This includes a storage building for the original SCA building and a smaller storage building for the Southern Colorado Early College (SCEC) modular buildings. The present Elementary School building originally housed a grocery store, the "Bulldog Market," which was built in 1995. Between 1990 and 2000, the Pueblo West community experienced a 74% increase in population. Due to rapid growth, the building industry could not keep up with the demand for housing let alone business and/or school facilities. Thus, when the former "Bulldog Market" was available, SCA seized the opportunity to occupy this space. At the time, the building was the only adequate relocation option for SCA and it was an upgrade from the used modular building they previously occupied. In 1999, SCA added fourth and fifth grades to their existing middle school program. Between 2000 and 2010, Pueblo West experienced additional growth at a 42% increase, which enabled SCA to grow to a K-8 program.

Fourteen years later, SCA still resides in this 16,620 square foot pre-engineered metal building. In 2008, two additional modular buildings were placed north of the existing elementary building to accommodate growth and 4 additional classrooms. The original charter and vision for the school was to develop and grow into a K-12 charter school. In 2008, the SCA Board and building administration had an outstanding opportunity presented to them by Pueblo Community College (PCC). PCC approached SCA with an opportunity to start an early college program on the PCC campus. PCC offered to pay for the modular buildings, all the utilities, plus all the campus amenities, which would be available to our high school and early college students. There would have been little to no cost for SCA at that time. Unfortunately, Pueblo District 70 heard of this endeavor and quickly put restrictions in place that prevented this from moving forward. At this time, the school had already

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

enrolled 80 students into the high school and Early College program and did not have a place to house them. Thus, in the summer of 2008, fifteen modular units were installed 550 feet behind the elementary school for the expansion of the high school program. SCA did apply for the "Start-up" grant from CDE, but did not receive those funds. Moreover, SCA was forced to lease land from the Pueblo West Metropolitan District, purchase seventeen (17) used modular buildings (including delivery), and pave a parking lot all within a very short time, before students arrived in the Fall of 2008. This project cost the school approximately \$880,000 dollars total, not to mention the possible savings of utilities and repairs over the years, which would bring the total savings to around one million dollars. This was money spent which could have been used toward the construction of a new facility.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

24,100.00

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: Up to date
Red Flags:	Previous BEST Grants: 0		
If Yes, Explanation:	Waiver - Waiver submitted Assessment does not support the project - The assessment supports the security issues raised in the application but not the facility condition.		
Current Grant Request:	\$15,248,877.05	Historical Significance:	N/A
Current Applicant Match:	\$580,630.00	Does this Qualify for HPCP:	Required
Total Project Cost:	\$15,829,507.05	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	31
Previous Matches:	\$0.00	Actual Match Provided:	3.668023257
Affected Pupil Number:	432	Applicant Met Match	<input type="checkbox"/>
Affected Sq Ft:	62,726	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$240.34	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$34,897.50	Who Owns the Facility:	Charter School
Sq Ft Per Pupil:	145.2	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$195.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	2	In the event the charter school facility ceases to exist, it will revert back to Pueblo School District 70.	
District FTE Count:	417.00	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	1	Year Bond Failed:	
Assessed Valuation:		Outstanding Bonded Debt:	
PPAV:		Total Bonding Capacity:	
Unreserved General Fund FY1011:		Bond Capacity Remaining:	
Median Household Income:		Percent Bonding Capacity Used:	
Free Reduced Lunch %:	21	Existing Bond Mill Levy:	

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Match Source Detail:

Capital Reserve Fund, Grants, Donations

April 22, 2013

Colorado Department of Education
The Public School Capital Construction Assistance Board
Waiver Request for BEST Funds
Denver, Colorado

BACKGROUND INFORMATION:

Swallows Charter Academy (SCA) was established in 1996 and is part of Pueblo School District No. 70. SCA started with 49 middle school students, in a modular building, on the grounds of another district school. Currently, SCA has grown into a 430 student K-12 program consisting of several buildings. The K-5 students are primarily housed in the main building, which was an old grocery store (built in 1995), with the addition of four modular classrooms. In 2007, the addition of 17 modular units were installed to house the new high school program, which is Southern Colorado Early College (SCEC). The SCEC building is where the 6-12 students are located behind the main building, about 150 yards away. Both buildings are currently being utilized for students K-12; consequently our students must walk between the two buildings throughout the school day. The school campus lacks landscaping, vegetation, and sufficient security for a school, due to the layout of the two buildings on two different lots of land.

SCA has been academically successful despite the fact that our facilities do not meet current public school construction guidelines. We continually have health and safety issues, including, but not limited to: poor air circulation and ventilation, extreme foundation settlement, lack of sprinklers, lack of electrical capacity, and lack of structural capacity. The main building is a pre-engineered metal building. Neither the main metal building nor the modular buildings are robust structures able to resist tornado forces. The modular buildings are weak since they do not have perimeter foundation walls that they are tied to resist high wind forces. The security and life safety deficiencies illustrated throughout the BEST Grant Application, Master Plan, and the CDE School Assessment Report (2011) are lengthy, including multiple (24) unsupervised entry/exit points, recurring roof problems, poor building/campus layout for security, basic necessities like adequate site water supply, dangerous walkways and exposed site hazards, all of which are unable to be addresses without major capital expenditures beyond the scope of SCA's budget. Moreover, the building deficiencies that are beyond expected life include, but not limited to, fire protection specialties, inadequate electrical systems, communications and security, exterior doors, the terminal and package units are in desperate need of replacement, and several non-compliant code items.

The students, staff, and parents of the SCA community are focused on providing our students a safe and secure learning environment. The "temporary" labels on our buildings have expired. The current facility and temporary modular units provided us a way to grow our curriculum and our programs, creating a successful K-12

program. Unfortunately, schools today are faced with the unimaginable. Temporary modular buildings are designed to serve as a “transitional” building, to be versatile, and to be cost effective. However, temporary modular units have systemic faults that contribute to health and safety issues within and outside the units. The use of temporary modular units for education limits students’ opportunities to explore their curiosities by depriving them of a well-lit, well-secured, well-conditioned, and worry-free learning environment. Small windows and poor air circulation restrict creative thinking.

The SCA facility impacts the health and well being of our staff and students because of the arrangement of the temporary buildings and the distance between them, exposing staff and students to inclement weather. In addition, there is inadequate air circulation and airflow, poor conditions in the limited number of restrooms, inconsistent room temperature, and inadequate insulation. It snows and rains inside classrooms! In addition, when the wind blows (daily), ceiling tiles often fall, which is a hazard to all of our students, and the desert dust blows into the building through vents and doors. At SCA, our faculty and students experience all the inclement weather conditions, inside! Moreover, temporary modular units create deficiencies in fire safety, due to the lack of a sprinkler system and electrical capacity. This has compromised our high school science classroom and curriculum. Overloading the circuits with burners, refrigerator, and/or other power driven science lab equipment, pops the breakers. Many labs and activities have to be put aside due to the lack of electrical capacity. Furthermore, the facility is lacking in adequate storage for chemicals and hazardous materials. Without a proper facility, our high school cannot provide courses, such as Chemistry. Our school facility fails to comply with the American with Disabilities Act (ADA). Overcrowding, lighting, and poor acoustics all contribute to the constant health and safety issues of our staff and students, which hinders an inspired educational environment.

Swallows Charter Academy has been pursuing a safe haven for students for the past several years. Unfortunately, SCA has been plagued with financial hardships, botched endeavors, resistance, and indifferent obstacles. A new facility, to withstand the use and durability of students, to enhance the core knowledge curriculum, and engineered for efficiency, is truly long overdue. SCA is devoted to maintaining a facility that can endure the harshness of our environment while conserving energy and saving money.

This building will radically boost the educational opportunities and inspire students, as well as teachers, to even higher levels of success. The BEST grant would finally bring our dream to a reality. A BEST grant award would grant SCA the ability to soar over the financial barriers that have been created by our physical limitations, lack of stability, and the overwhelming amount of unfortunate events, which unequivocally prevents SCA to fulfill the financial commitment of the full matching contribution requested.

A SERIS OF UNFORTUNATE EVENTS:

In 1999, just three years after the birth of Swallows Charter Academy, demand for quality education permitted grades kindergarten through fifth to be added to the already existing middle school. The modular building behind another Pueblo District 70 school no longer could accommodate the students nor did it allow for the growth of the addition grade levels. Thus, the SCA Board of Directors, at the time, found the only available option and moved into the building, formerly know as The Bulldog Market. Swallows Charter Academy has been housing K-8 students, in this 16,620 square foot building for over fifteen years. Swallows Charter Academy purchased the Bulldog Market building for \$589,743.00 and renovated it for educational purposes, which cost \$82,602.00. Thus, at least \$672,345.00 was spent on the initial costs of our current building.

Prior to this, in May of 1998, several of the SCA Board of Directors met with District 70's School Board to discuss the future site of SCA being located at McCulloch Blvd. and Camino de Bravo. The Metro District transferred this parcel to District 70, which in turn was going to deed it over to Swallows. For unknown reasons, this never happened, and a District 70 middle school sits on that site currently; Skyview Middle School.

An article in the school newsletter from May 1998 states, "Mrs. Hollenstein and SCA's Board will be working over the summer and the beginning of the next school year to build a new facility to house Swallows Charter Academy."

Beginning in 2002, the Pueblo West area entered into a period of rapid growth and development. There were significant state rescissions in school funding, and Pueblo County School District 70 was one of the lowest funded districts in the state. Throughout this time period, there was turmoil on the SCA Board of Directors. There was an issue with the board members not being consistent regarding board governance. There were 8 Directors between the years 2002 and 2010. There was inconsistency in Board leadership as well. Because of this turmoil and dysfunction, the staff and faculty lived in a culture of fear and frustration. An Accountability committee did not exist until 2010. With every change came a new direction.

Newspaper articles, found in the Pueblo Chieftain, indicated that a Pueblo District 70 had passed a 30 million dollar bond initiative in 2002, which included Swallows Charter Academy for \$100,000 for parking lot improvements. Further discussion with District 70 verified that SCA did receive \$114,638.00 for upgrades and renovations to the parking lot and pick-up/drop-off loop. It wasn't until 2004, in which we found evidence of money spent on major purchases for the school. SCA purchased 15 Dell computers costing \$14,525.70. In addition, SCA made improvements to the school site by adding rock and playground equipments totaling \$23,354.00.

After spending its first eight years at two different locations, SCA officials hoped to make one last move, a move that would sustain the District 70 charter school for years to come. In June 2005, The SCA board of directors began looking into ways to finance the construction of a new school building that would accommodate expected future growth. "We have parents who already put their child on the waiting list for kindergarten for the 2010-2011 year," stated Ray Fort, SCA board president in 2005. Plans for expanding the school to at least 44 students per grade level was developed as part of the school's five-year strategic plan that was created in 2004. At this time, SCA board members met with District 70 officials to discuss the possibility of obtaining one of the remaining school sites in Pueblo West to build a new school. After reviewing the remaining proposed school sites, the District 70 school board agreed to allow SCA to use one of its sites for construction of a new school.

In May 2006, SCA planned to break ground on a new building but were put on hold indefinitely as the school was caught up in a dispute over who should pay for road improvements. The Pueblo West Metropolitan District had asked Pueblo District 70 to pay for road improvements around the schools. SCA was caught up in the controversy as the metro district, which has jurisdiction over school sites, would not transfer the property to the charter school unless the school and/or the district agreed to construct all infrastructure, including improvements to the roads. Negotiations lasted two years and stalled numerous times, either because District 70 wanted to reserve the right to certain school sites, or because the metro district wouldn't turn over the land lease without promise of help with road improvements on any site that came under consideration.

The Pueblo West Metropolitan District, on October 10, 2006, finally conveyed property to School District 70 who in turn conveyed the property to Swallows Charter Academy for the construction of a new school. In November 2006, the SCA board was willing to pay for the road improvements to proceed with its plans for a new building. However, due to unfortunate circumstances, this option became unavailable to SCA thus, leaving SCA with its current situation. In order to secure SCA's present location, the board voted to buyout its lease in the amount of \$63,913.00. In addition, SCA continued to support the educational programs that SCA provided, by purchasing 24 more Dell computers for \$18,472.46, projectors for classrooms at \$14,304.00, and 28 Mac computers, costing \$29,582.28. According to past purchase orders, SCA continued to explore land options as well as other buildings, for a permanent location. In the meantime, improvements and costs persisted on the current metal building, which included but not limited to door upgrades for \$6,975.00, and air conditioning repairs, costing \$11,517.00.

Just as the option for land was unsuccessful, another opportunity presented itself. Pueblo Community College (PCC) approached SCA to initiate a Middle/High Early College Program, on the PCC campus. PCC had offered to provide SCA students with full access to PCC's library, learning center, career counseling center, advising center and advisors, and cultural events, financial support for SCA's modular buildings,

financial support for SCA's Counselor, donation of classroom desks and chairs, and a donation of technology.

In short, PCC had offered to pay for our students to be concurrently enrolled with both PCC and SCA, thus SCA students would have the ability to take advantage of amazing opportunities provided by the early college program.

The SCA director at the time approached District 70 with a new charter contract to support the expansion of the middle school and the addition of the Early College Program. SCA administration had several meetings and conversations with District 70 on several occasions to discuss the details of this charter change. After several hostile encounters with District 70, SCA received a response from District 70 stating that if PCC is offering early college slots then the District would offer them to all students at all of the high schools, not exclusively to SCA high school students. Moreover, District 70 also interfered with the offer from PCC to support SCA financially on the PCC campus, thus, SCA was forced to purchase modular buildings and house the additional students temporarily at their current location.

Thus, on July 22, 2008, the Pueblo West Metropolitan District entered into a short-term lease agreement with SCA for a 4.1 acre site owned by the metro district east of the existing site for the interim expansion including the location of a large modular unit and two double wide modular building classrooms. The metro district did not see an immediate use for the land and believed that leasing the land would help expedite the relocation of Swallows Charter Academy from our current site. However, after the modular units were installed on the leased land, which cost SCA approximately \$550,000, SCA was required to pave an 85-acre parking lot according to county code, before the school could open its doors in August. The Pueblo County Board of Commissioners denied the request, for a temporary occupancy permit, which would have waived the paving requirements for a lot that would serve a temporary, modular high school building. SCA asked the county for a variance to allow paving the parking lot with crushed gravel or slag material rather than asphalt. Unfortunately, that request was also denied. The county required the school to pave the lot for 85 spaces, but the architect at the time said the school would only need 26 spaces, since most of the 11th and 12th grader students would be attending classes at the Pueblo Community College Campus; the additional spaces were not necessary. SCA was forced to pay roughly \$87,000 to pave the parking lot; money that could have been used towards the construction of a new building. Total project cost for the expansion was over \$800,000, which could have been used towards the new construction of a building had Pueblo District 70 allowed SCA to work with PCC and operate the early college program at a site located on the PCC campus.

In September 2008, the SCA Director was dismissed. A new director was hired a few months later that had no knowledge of the school history of the capital projects or the school vision. The newly hired director resigned in December 2009 due to health concerns. The assistant director was moved into the director position, and he served in this position for less than one year. At this time, it was reported that

several bags of school documents were either shredded or trashed – including documents relevant to the capitol construction project/vision underway.

In the spring of 2010, SCA hired the current director and assistant director. The 2010-11 school year was spent rebuilding the foundation of the school, reorganizing the master schedule, rebuilding relationships with the staff and board members, attempting to rebuild the relationship with District 70 officials, and improving our reputation in the community after several years of perceived turmoil and dysfunction. The Accountability Committee was formed and the vision for the new building slowly emerged once again aligning with the strategic plan of 2004. Expenditures for technology, security, and communication were much needed and have improved the educational experience for all students and staff. Money was spent on building necessities for student safety and learning. SCA administration inherited over \$265,624.00 in debit for expenditures accumulated in prior years as the previous board and administration explored two other possible school locations: 129 Enterprise Dr. and 1155 Callee Del Ciervo in Pueblo West. Another unfortunate event for SCA, as we were forced to pay for past services, such as legal, site surveys, building inspections, financing application, environmental assessments, asbestos analysis, design plans, constructions documents, storm water management plans, and any project costs associated with investigating two possible sites for development. In addition, for operational cost, at least \$57,925.00, was spent on major repairs including but not limited to, plumbing and sewer pump replacements, more air conditioning repairs, water line repairs, bus purchase, installation of a grass field, and technology upgrades. Also during this time, District 70 attempted a Bond and Mill levy initiative, which failed.

Continuity of leadership helped provide stability during the 2011-12 school year. However, the year wasn't without its unique challenges. The Accountability committee and the SCA Board continued to make progress toward the realization of a new facility; redefining the vision and mission statements, and gathering support for the vision across the field of SCA stakeholders. Just as we thought we were headed on the right track again, we were blind sided by another outstanding bill from early college failures in 2008-2009, which was withheld from us for over a year by District 70. Unfortunately, SCA must repay the state approximately \$152,000. As a result of this unexpected debt plus the state budget cuts, SCA has fallen short of funds needed to maintain daily operational costs, thus, creating obstacles inhibiting SCA's ability to fund any new building project.

In 2012, Pueblo District 70 included Swallows Charter Academy on their 60 million dollar Bond initiative for security upgrades in the amount of \$21,500. Pueblo District 70 has agreed to give us the \$21,500 to use towards our matching portion of the BEST grant.

Recently, SCA has struggled through an enrollment shortfall in the high school program, coming in 52 students below projection on the October count. This shortfall was determined to be due to lack of a gym, no auditorium, no kitchen facilities, a lack of technology and no science labs at the high school. Also, there has

been significant confusion within the community regarding the name of the school, Southern Colorado Early College, being attached to Swallows Charter Academy. Therefore, included in the new charter agreement effective July 2013, the previous name of the high school has been changed to Swallows Charter Academy. A new marketing strategy has been formulated and current data suggests an increased awareness of the high school and we project our enrollment to be in line with our 176 high school enrollment cap. As of 4-22-13, the number of openings remaining at the high school next year is 41. Pueblo School District 70 is the fourth lowest funded school district in the State of Colorado, receiving only \$6,130 per student. Thus, SCA suffered yet another unfortunate event, a \$318,760 budget shortfall for the current 2012-13 school year.

Efforts by SCA to Find Other Funding Opportunities

Grant Money Received:

1996: Charter school grants totaling \$53,336.00

1997: Charter School grants totaling \$4,840.05

2006: Department of Wildlife valued at \$1,000

2007: Pueblo District 70 Fall Winners for Science Curriculum valued at \$2,296

EDUSS Education Systems valued at \$15,730

Grants Not Awarded:

2008: Colorado Council on the Arts valued at \$5,000

David and Lucile Packard Foundation valued at \$30,000

Colorado Department of Education Start-up valued at \$500,000

2012: Shell Science Grant valued at \$20,000

Clorox Grant valued at \$50,000

HOPE FULFILLED:

Based on the foregoing and in accordance with the rules governing the issuance of BEST grants, the Swallows Charter Academy is requesting a waiver of the requirement for the full amount of matching funds to be provided by SCA under our BEST grant application. Per the BEST grant regulations, SCA should have 31% of the total proposed project budget of \$15,075,721.00, which is \$4,673,473.51. SCA has \$21,500 in matching funds from District 70. Additionally, SCA is committing the amount of \$117,830 from its reserves and \$250,000 from its end fund balance as matching funds towards the BEST grant. Also, SCA's PTO has agreed to donate \$10,000 towards the matching portion. SCA will also use its 2012-13 capital construction money, \$42,900 toward the matching. SCA will allocate \$200 of 2013-14 per pupil funding towards the match as well. For the 2013-14 school year, enrollment is projected at 442 students, thus \$88,400 will be used for the matching portion. The SCA Educational Foundation is in the process of several building campaign fundraisers and is confident that it can raise \$50,000 to apply towards the matching. All in all, SCA is committing \$580,630.00 as matching funds toward the BEST grant, which represents a match of 3.85%. The waiver would significantly enhance both the educational opportunity and quality for the children of Swallows Charter Academy. SCA requests that you review the extenuating circumstances of

unfortunate events surrounding SCA's application and determine that SCA luck is about to change. Swallows students deserve an award winning facility, as SCA students are truly the best in all of Pueblo West!

Respectfully,

Swallows Charter Academy Administration



ADMINISTRATIVE SERVICES CENTER

24951 EAST HIGHWAY 50 PUEBLO, COLORADO 81006
TELEPHONE (719) 542-0220 www.district70.org

C. Edward Smith
Superintendent

February 23, 2013


Dear BEST Grant Committee Members

As the superintendent of School District 70, it is my privilege to write this letter of support for Swallows Charter Academy, in the pursuit of a BEST Grant. Swallows Charter Academy is one of two charter schools in District 70, in fact, one of the most established charter schools in the state of Colorado. Currently, Swallows is located in Pueblo West, in two separate buildings; one a renovated grocery store, and the other, a collection of modular buildings. Because facilities are not adequate, student opportunities are somewhat limited.

Just this month, the District 70 School Board and the Swallows Charter School Board were able to come to agreement and finalize the new Charter contract that will be effective this summer, and carry the school through the next five years. Language for that agreement has already been finalized, months ahead of schedule. Therefore, I can assure the BEST grant committee that the relationship between Swallows Charter and its authorizer will continue to grow well into the future, and we fully support their mission and vision, their long-term plans for incremental growth over time, and a new facility.

In my years in District 70 both as the assistant superintendent and the superintendent, I have known Swallows Board and administration to be exploring several options for a new facility, on several sites in Pueblo West. Extensive and expensive research was conducted on a site near Avenida Del Oro, which proved not to be feasible for several reasons. The Board also looked seriously at an existing facility behind the Pueblo West Walmart, and that was not a viable option due to asbestos and other hazards. The Swallows community also did not support the proximity of being so close to Walmart. Therefore, when the current Board began discussion with the Pueblo West Metro Board to purchase the land on which the modulars sit, it was no surprise that this option was well received by the community, the district, and the metro district. The current location has housed Swallows for the past 15 years, and it has become a landmark in this community. It seems the perfect location to establish a permanent and safe home for Swallows.

The safety and security of the students and staff at Swallows has always been a top priority for the district. We are dedicated to ensuring the best protections and welfare of our students at all of our schools, and Swallows has some substantial safety issues, with student traversing an open campus throughout the school day. A new facility would provide the ability not only to deliver a higher quality instruction, but also improve the safety and security every child in District 70 deserves. Please consider funding the Swallows master plan for a new facility through the BEST grant, and giving these students the BEST possible education.

Sincerely,

Mr. Ed Smith
Superintendent



To the BEST Grant CCAB:

Swallows Charter Academy (SCA), a K-12 early college school, has a long history of being one of the highest performing schools in the greater Pueblo area. SCA started as a 6-8 middle school program in 1996. Due to the overwhelming demand from the community, a K-5 was added when the original building was purchased in 1999. The original building is a metal structure with brick veneer that was built in 1995 to serve as a grocery store. The building has never been ideal for a school and has had numerous renovations over the years to make it more adequate for education. In 2008 the school added the high school and early college program in response to community demand once again. Modulares were put into place to accommodate the high school program which was rushed in to meet the demand. While plans to expand the school should have been better prepared and perhaps added in phases, we do not want to deny anyone the opportunity to get a quality education at our school considering the alternatives available in Pueblo County.

Our facilities are by far the most inadequate facilities and yet we have the largest and most successful early college program, the highest performing elementary school, the highest performing high school and one of the highest performing middle schools in the entire area. Inadequate can mean different things to different people so when we say inadequate we are speaking directly to:

- Safety Concerns – No security doors, poor fire and security systems, students walking between buildings to classes each hour, too many access points that could be exploited, modular's not enclosed, thin exterior walls, open campus, etc.
- Facility Concerns – No space for science labs, multimedia labs, library space, and multi use space, etc. Poor HVAC, energy efficiency, plumbing, electrical, roofing, general structure, and landscaping.

As a school in district 70, we are one of the lowest funded schools, in one of the poorest County's in the State. Our district placed a bond and mill levy override question on the 2010 ballot, which was defeated due to the related small tax increase. They asked for a 60 million dollar bond in 2012 with no tax increase, which passed maxing out the district's bonding capacity. Swallows only received \$21,500 for security upgrades and was then told by the district that it was all the funds that would be approved for Swallows. Meanwhile, auditoriums, athletic fields and facilities upgrades, music room upgrades and numerous other non-academic or safety related expenditures were put on the list ahead of our safety concerns. The bottom line is that the voters will not approve any measure that raises taxes. They voted down a mill levy override and there is no more bonding capacity left without raising taxes. While our immediate community would probably approve a tax increase, the majority of the electorate will not, as the voters also live in Rye, Beulah, and the Mesa area of Pueblo County.

The students at Swallows have always worked extremely hard and have sacrificed basic amenities that are standard at most schools, for the educational opportunities that only Swallows afford. Students from other underperforming districts also attend school at Swallows. In fact, we are offering a bus route next year into Pueblo District 60 to accommodate those students.

The Swallows Charter Academy students deserve a school building that maximizes their ability to learn and succeed, and a school home that they can be proud of all the way from K-12 grade. Most importantly, they deserve a safe and secure learning environment. Even before the recent active shooter tragedies in our State and across the country, the number one concern of students, staff and parents at Swallows has always been the safety of our school.

With our central location in Pueblo West and high visibility, the facility to be built with the help of the BEST grant will be a jewel of the community. During the day and in the evening through our partnership with Pueblo Community College and Pueblo West Parks and Recreation, it will be a facility for academic excellence, and a place for members of the community to earn college credits or take enrichment courses. With over 50 high school students per year, earning college credits that they might otherwise not be able to afford, the return on investment to the community and the State of Colorado is immeasurable.

The Board of Swallows Charter Academy, given the inadequate security and the nature of our facilities, asks that the CCAB approve our application for BEST grant funds. Thank you for your time and consideration.

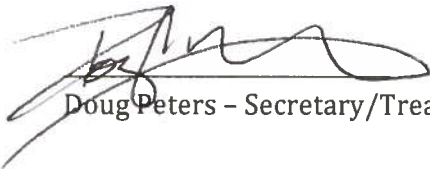
Sincerely,
Board of Directors
Swallows Charter Academy



Trey Franzoy - President



Rafael Cisneros - Vice President



Doug Peters - Secretary/Treasurer



Rich Persons - Member



Tommy West - Member



Pueblo County Sheriff's Office

Kirk M. Taylor Sheriff
J.R. Hall Undersheriff

Charlene Graham
Bureau Chief
Law Enforcement

Mark A Mears
Bureau Chief
Emergency Services

Darlene Alcalá
Bureau Chief
Detention

February 28, 2013

To the BEST Grant Committee:

On behalf of the Pueblo County Sheriff's Office, please accept this letter of endorsement for Swallows Charter Academy as they seek funding for a new campus structure for their operational needs. As the patrol captain for the Pueblo County Sheriff's Office, I, along with members of our tactical SWAT team have recently conducted active shooter trainings at the current site and we have experienced the challenges the campus faces.

As you may or may not know, the campus is located directly off of one of our busiest streets in Pueblo West, Colorado and a high volume of traffic travels directly in front of the school during regular school business hours. In addition to traffic concerns and as stated above, recent active shooter training revealed other concerns for the existing physical structure of Swallows.

The building was a former grocery store. It is possible that because it is primarily metal in composition that ballistics, even from a distance, would not necessarily be prevented from penetration. Drywall, insulation and metal offer little resistance to gunfire in my experience. This would indicate that the main building and the "temporary" modular style classrooms are vulnerable to active shooter issues, with or without the shooter actually entering the building.

Because the school was built as a retail grocery store the front entrance to the elementary portion has no security measures to control access to the building, rather its structural purpose was to invite large numbers of people inside. Once inside, someone would have access to all of the classrooms, as they enter into a large common area.

The high school portion consists of assembled modular type buildings and this also presents challenges as the students walk back and forth between the two buildings, near the busy roadway which has limited physical barriers between the students and the roadway. In fact, as the students walk between the two buildings, there is a considerable distance between the two providing no protection for them in a wide open area.

Swallows School is a tested valuable resource as an institution of learning, one that is well attended and well instructed. It makes sense to recommend that to have a building that promotes safety and security also encourages the learning environment and culture that is Swallows Charter Academy.

If you would like to visit further or have any questions of me, you may reach me at 719-583-6411.

Sincerely,



David J. Lucero
Patrol Operations Captain



Swallows Charter Academy

SCA-278 S. McCulloch
Pueblo West, CO 81007
www.sca.district70.org
719-547-1627

February 25, 2013

To the BEST Grant Committee:

We, the faculty and staff of Swallows Charter Academy, ask you to approve our application for a BEST grant so we can continue the legacy of success at our school.

Our physical structure has never been the ideal setting for a school, but we have made the most of it. We were granted one of the first charters in Colorado and began our school in a renovated grocery store, The Bulldog Market. The building that used to contain produce and frozen foods now shelters teachers and students working on English, science, social studies, and math. These humble surroundings did not hamper our mission to provide an accelerated curriculum to our students. Our students thrived, and soon the school leadership expanded the school to include an elementary and middle school program. We did not stop there. The charter from day one included the vision to become a school where students could begin in kindergarten and continue through high school. We are now the school that takes our students from "crayons to college."

The growth came with the addition of a high school in 2008 and to accommodate it, we added a second building comprised of modular classrooms. On a daily basis, our students trek back and forth between the main building and the modulares for their classes and meals. Success follows their path as our students continue to thrive. Last year alone, our third graders scored 100% proficient in mathematics. Our high school boasts the highest graduation rate of any school in our area. Our ACT scores are also the highest in the region and above state averages. Our Early College program is one of the most successful in the state and is gaining momentum. Last May 18 of our 51 graduates also completed their Associates Degree, with all graduates completing at least 40 college credits.

While our students and staff have kept up academically, our building has not kept pace with our needs. It is a frightening reality that the very makeup of our campus makes our students vulnerable. As teachers and students are working on academics inside the classroom, evil could be lurking outside our walls. No one wants to believe harm will come to our campus, but that was also the belief at Columbine and Sandy Hook. Our world has changed. Recent trainings at our school have focused on safety and what to do in the horrifying possibility of an active shooter entering our buildings. As we learn how to respond from law enforcement, it becomes more and more obvious that our campus is highly vulnerable. With the length of a football field between our buildings, anyone walking between the buildings is an easy target. We are surrounded by open space, so if we made it outside, there would be nowhere to hide. Even severe weather poses a threat to those traversing to and from our buildings, particularly those kids with health issues.

A new building will address these safety and security needs. It will also help us to do an even better job educating and nurturing our students. We have proven that we can do great things in an old grocery store. Imagine what we could do in the confines of a safe, modern facility

designed with learning in mind. We have a vision and mission for our school with a master plan to execute them. What we need is money. The BEST grant would allow us to do what we do best, help our students learn. You would be giving us the means to create a safe and secure environment. Every student deserves that.

Sincerely,

Terri Geminick

The Faculty and Staff of Swallows Charter Academy

Deborah Jackson

Dia Campo

Jacinto M. Schneider

Donna Thomas

Mark Hawk

Deanna R. Storm

Holly Gessaman

Melora Ford

Kathleen J. Smith

Jane Burton

Brenda S. Winters

Kimberly D. Lucero

Kelly Maher

Nancy O.

Lois Carter

Quinn Ann

Lacetta Nesbitt

Mary D. Cabrera

Cristina Lopez

Justin T. Howard

James Hobbs

Shere Archuleta, M.A. History

Kelli To Robert

Janyla Burns

Shirley Stalrueck

Natasha Till

Tom Stone

Deut Ferguson

Al J.

Joe Kopp

Sonya Gust

Michael Forte

Cheryl Tarrow

Kathleen Teyler

Jayne Benabides

Paul P. Butler

Alleya Ross

Yanping Wang



February 26, 2013

RE: Letter of Support for BEST (Building Excellent Schools Today) Grant Proposal

TO WHOM IT MAY CONCERN:

On behalf of Pueblo Community College (PCC), I am pleased to write this letter to express our support for the BEST grant proposal submitted by Swallows Charter Academy Director, Cindy Compton of Pueblo County School District 70. A two-year community college accredited by The Higher Learning Commission (a member of the North Central Association), PCC is a member of the Colorado Community College System, the fastest-growing education system in Colorado. We understand that working together allows for a better use of resources than doing it alone. PCC's mission is *"to foster higher learning, student success, and service to our communities."*

- PCC has been in partnership with the Swallows Charter Academy's Southern Colorado Early College (SCEC) since its founding in the fall of 2008. Over this time, the partnership has grown into a collaborative program, which provides an opportunity for high school students to take college courses while completing their high school graduation requirements. SCEC and PCC have been innovative in their approach to student success and maintain an open line of communication in the care of student personal and academic progress.
- SCEC seeks to build upon the relationship with PCC by expanding college course offerings at their campus location, credentialing high school faculty to teach college level courses and to help PCC expand capacity in the high demand courses, such as science, to include well-designed classrooms, which meet the needs of both the high school and the college.
- Seeking to broaden opportunities for students in grades 8-10, we jointly collaborate on creating academic programs, which strengthen student readiness for college, in the high school environment with the intent of transitioning students from the high school campus to the college campus.
- Student academic performance has steadily increased each semester. This is due in large part by the commitment that SCEC has to students by placing a guidance counselor at the college and requiring students to check in with the counselor. This high touch concept is unique to SCEC in the Pueblo area and has helped lead to greater student success.

The proposed program represents a great opportunity for students and PCC is appreciative of the opportunity to collaborate on this exciting project. Looking forward to working with the District and Schools, Pueblo Community College appreciates your consideration of this request.

Sincerely,

A handwritten signature in black ink that reads "Patty".

Patty Erjavec, MNM
President

Pueblo Campus
900 W. Orman Ave.
Pueblo, CO 81004
719.549.3200

Southwest Colorado Community College
701 Camino del Rio | Durango, CO 81301
970.247.2929
33057 Hwy. 160 | Mancos, CO 81328
970.565.7496

Fremont Campus
51320 W. Hwy. 50
Cañon City, CO 81212
719.296.6100

Visit www.pueblocc.edu | toll free 888.642.6017



Pueblo West
C O L O R A D O

February 15, 2013

BEST Grant
The Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Grant Reviewer;

It is with great pleasure that Pueblo West Parks and Recreation Department supports the pursuit of a BEST grant by Swallows Charter Academy. The Pueblo West Parks and Recreation department and Pueblo County School District #70 have enjoyed an intergovernmental agreement for many years, allowing for each entity to utilize the fields and facilities in Pueblo West for the mutual benefit of the programs provided to the citizens of Pueblo West. Along with the school district we work with the private sector in partnership to provide a better quality of life for our community.

The population surge in Pueblo West has created a shortage of fields and facilities to meet the recreational demands of the community. Additionally, because of the necessary growth of program offerings, the current facilities have been over used and some are in desperate need of repair. This grant will be a benefit to both entities in that we can provide educational tools for all ages in programs such as: foreign language classes, computer classes, music and art offerings, etc. When the words parks and recreation appear everyone thinks sports. Because of the size of our community and our department's philosophy, sports is just a part of what we provide. This partnership would incorporate what the grant is all about "Building Excellent Schools Together".

Swallows Charter Academy is in walking distance of our "Cattail Crossing" park where many classes could be held, the tennis courts, and a new community park that could be used by the school for extra-curricular activities and classroom learning.

We feel the effort in pursuing this grant opportunity would be in the best interest of the citizens of Pueblo West, and the resulting facilities will meet the needs of the Pueblo West constituents for subsequent generations.

Sincerely,

Carol Cosby
Pueblo West Parks and Recreation Director

Marcia Bacino
187 S. Golfview Drive
Pueblo West, CO 81007

February 26, 2013

Dear BEST Grant Committee,

It is with great pleasure that I am writing this letter of support for Swallows Charter Academy! SCA is near and dear to my heart. I had the privilege of being on District 70's Board of Education when SCA was originally chartered. SCA filled a big gap in District 70 in 1996, and continues to do so today. The addition of a school that valued CORE Knowledge was exciting. As a matter of fact, I was so excited about the school that for the next 6 years my own children attended and thrived at Swallows!

I owe my children's current success to SCA. When my oldest son started, his reading scores were well below grade level, and now he is a nuclear engineer in the Navy. My youngest son breezed through the CORE Knowledge curriculum and ended up skipping 8th grade. He was accepted to medical school, and turned it down, and now is a chemist in North Dakota working in the oil industry as a petroleum engineer.

It was very difficult for me when my youngest son moved on to high school in 2002. I was very attached to Swallows, and wished they had a high school program back then. I thought my days at Swallow Charter Academy were over, until one day I received a phone call telling me that there was an opening on the SCA Board of Directors. Once again, I was involved with the school that I dearly loved. At this point, (it was 2008) SCA had been through a lot of changes.

When I was elected to the board, we had a lot of rebuilding to do. The previous boards had not always followed the policies that had been set in the past, and leadership had not been consistent. Pueblo West was a fast growing community with much change. However, the vision of expanding the school and building a new facility never faded away, it only lost it's way for a few years.

I can say with confidence that SCA now is on track to make huge accomplishments in academic excellence. Under the superb leadership of Dr. Cindy Compton and Mrs. Kathryn Meyer, SCA will be the success that it was in the beginning. Swallows Charter Academy's current Board of Directors is very dedicated to making sure that governance is their priority and the long-term vision of the school goes forward. A new facility is more within our grasp than ever before.

Even though my time on the SCA board is over, I am still on the Accountability Committee, and I don't see that changing any time soon. I am excited about the future of SCA. The funds from the BEST grant would ensure that every student at SCA would have the opportunity to achieve their dreams and reach their full potential.

Sincerely,



Marcia Bacino

MOFFAT 2 - Moffat ES/MS/HS - PK-12 School replacement - 1921

School Name: Moffat ES/MS/HS

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	45,334
Replacement Value:	\$13,131,012
Condition Budget:	\$8,450,918
Total FCI:	64.36%
Energy Budget:	\$0
Suitability Budget:	\$1,166,100
Total RSLI:	13%
Total CFI:	73.2%
Condition Score: (60%)	3.02
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.00
School Score:	3.41



Assessment Findings:

Scope item: Structural

Assessment findings: The assessment states there were no observable cracks at the foundation. The assessment states there are observable wall cracks in the 1921 building.

Staff Comments: There is a district comment in the assessment which indicates there are cracks at the 1978, 1980 and 1921 facility. The district has done an independent study on the foundation and has provided evidence the foundation is deteriorating.

Scope item: Roof

Assessment findings: The assessment states the roof is in fair condition showing signs of age but no reported leaks.

Scope item: Code Compliance

Assessment findings: The assessment notes several code issues, some out of compliance others in compliance but in fair condition.

Scope item: HVAC

Assessment findings: The assessment states the overall HVAC system is in fair condition and provides very poor fresh air in the school and higher observed amounts of carbon dioxide.

Scope item: Fire Alarm

Assessment findings: The assessment states the fire alarm system and its components are in good condition and meet current code.

Scope item: Security

Assessment findings: The assessment notes the schools notification system is inefficient and has several problems. The school has line of sight from the main office but secondary entrances are uncontrolled. There are no security barriers at the front entrance. The facility is fenced.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: MOFFAT 2

Applicant Priority #: 1

County: SAGUACHE

Cash Grant Score:

Project Title: PK-12 School Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Moffat School District #2 is seeking funding from BEST due to significant facility and adequacy deficiencies in its PK-12 school, and the inability of the District to address these deficiencies on its own.

Located in the northern San Luis Valley, Moffat PK-12 has historically been the center of the Moffat/Crestone community, and is recognized for academic achievement as well as its caring staff and traditional values. The School currently has 47,239SF of Tier-1 educational space. Student enrollment in the fall of 2012 was 127 PK-12 students. SF per student is 372. Average enrollment over the past 5 years has been 136 students.

The facility's growth over its 92-year history has resulted in an assemblage of connected buildings lacking cohesiveness and organization. Though each addition has served the needs of the community over time and has been maintained with diligence, the majority of building systems are at the end of their useful life. In addition, the piecemeal layout affects the safety of students and efficiency of school resources.

In spring 2012, the Moffat Board of Education recognized that an audit of the facility and its ability to support the education of students in the future was needed. Wold Architects & Engineers and Adolphson & Peterson Construction were selected to evaluate the condition of facilities and help develop a long term facilities plan. The master plan process included:

- Independent assessment of facility condition and educational adequacy
- Analysis of energy, maintenance, and transportation costs, enrollment, building utilization and capacity
- Formation of a Facilities Master Planning Committee comprised of community members, parents, staff, and a board member, which undertook a comprehensive look at the information provided by CDE, Wold and A&P.
- Development of Criteria to guide the planning process, establish goals and evaluate options
- Review of options for consideration
- A series of community meetings held in Moffat and Crestone to discuss and gather feedback on the condition of the Moffat School campus and the appropriate course of action

The aging facilities have significant issues affecting the safety and health of students, staff and visitors. Numerous mechanical and electrical code deficiencies, no fire sprinklers, inadequate temperature control and little ventilation, roof and building envelope failures and site issues exist. The issue of greatest concern is the deterioration of the 1921 building foundation due to concrete sulfate attack, which has reduced the amount of bearing foundation wall by approximately 25%. The School is currently pursuing structural testing to determine the risk to building occupants.

FCI:

Total FCI = 63.08%

Site FCI= 103.49%

1921/1950's area FCI= 70.60%

1982 area FCI= 87.60%

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Approximately 70% of Moffat's Tier-1 space has an FCI higher than 70%, and is located geographically at the center of the facility; areas still in good condition (1997 Cafeteria and Industrial Arts) are at the far north and far south.

Moffat sees the need to take action soon, and several paths have been considered to determine the best course of action (see Master Plan for full description). Simply continuing to fix problems when they arise is considered to be short-sighted and not a wise use of school funds when there are imminent failures. Even a mixed approach, i.e. remodeling some areas and replacing others, in order to address the most critical health, safety and code issues and improve the building layout, is an inefficient use of funds, because of the difficult layout that is the source of many inadequacies.

Options were weighed using consensus-based criteria, and it was determined that the best option is to build a replacement PK-12 facility on the existing school site and maintain the two buildings that are still in good condition for district use. With great support from the community, the Board of Education decided to pursue a BEST grant to assist the District with this project.

Deficiencies Associated with this Project:

Moffat School is comprised of multiple buildings, additions and connections that have been built over the past 92 years. This project would address the building and site deficiencies which have the highest need and pose the greatest risk to students and staff.

The safety concerns, deficiencies and failures of the existing systems are the result of the age of the facilities and the way that the campus has grown over time. Many of the deficiencies cannot be addressed independently due to systems capacity limitations or the significant cost to repair vs. the cost to replace.

The layout of the school adds to the challenge of addressing condition deficiencies. The Cafeteria, Gymnasium, Music, Art and Computer Lab are located at the north end of the campus, in the 1950's/1997 era buildings. Middle and high school academic classrooms are located in the 1921 building, in the middle of the campus. The preschool, kindergarten and elementary classrooms are located at the south end of the campus, in the 1970's and 1980's era buildings. The high school Industrial Arts building is located further south, physically separate from the main campus.

Each day, kindergarten and elementary students walk a circuitous path through the full length of the facility (450 feet one way) to go to lunch, gym and specials classes. High school students walk through the 1980's community room, which is the link between all of the elementary classes, and into the elementary in order to go to Industrial Arts.

The campus layout is an everyday security concern, as staff members focus on moving their students through the building without incident. Though the school works hard to schedule class transitions in a coordinated way, it is an everyday challenge to ensure that the youngest students can access core activities without getting distracted, going astray or distracting other classes along the way. Moving young students across the building causes a loss of academic contact time, and the interaction causes parents and guardians concerns around exposure to non-age appropriate events and actions. In short, the building's layout compromises the safety and efficiency of the school, as disruptions are frequent and staff must allow time for circulation of the facility instead of instruction.

It is not only the layout of the school that affects the education of Moffat's students, but the inadequacies of the following systems that create life safety concerns. Below is a detailed list of building and educational adequacy deficiencies, compared with the CDE Public School Facility Construction Guidelines:

3.1 Sound Building Structural Systems. The 1921 building's foundations are cast-in-place concrete and are in poor condition, due to sulfate attack that began in 1921. The sulfate attack stems from salts in the soil interacting with the cement paste and causing damage to the concrete. Freeze/thaw cycles and moisture accelerate the attack on the concrete. In July 2012 a preliminary visual inspection was made by structural engineers and it was estimated that approximately 25% of the foundation wall had eroded.

In early February 2013, the Superintendent and Facilities Director looked at additional areas under the building where they

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

were able to delaminate up to 10 inches of an 18 inch foundation wall by applying light pressure by hand to sections of the foundation. At this time it was also observed that the floor joists were wet and are rotting due to additional moisture. Classroom teachers in the 1921 building report that in the past 2-3 years they've noticed the classroom floors are lower in the center of the room than at the perimeter, and some of the operable windows will no longer open, which indicates building movement.

With these findings of a potentially imminent danger, the school is engaging a testing agency to conduct a full investigation of the foundation walls, including full depth drilling, to document the existing wall thickness, the amount of concrete remaining that is not damaged, and the amount of delamination present, in order to determine whether there is a danger to building occupants.

3.2 Weather-Tight Roof. The way that the building was constructed over the years has resulted in a complex system of separate roof areas, with joints and valleys of different materials. This creates many opportunities for leaks. The school reports roof leaks in many of the interior spaces including the gymnasium, kitchen, elementary corridor skylights and other numerous places in the building. On visual inspection, roof coverings, wood shakes and fascia at gables are visibly deteriorated.

The low-slope of some of the roofs and gutters allows for standing water, backups and ice dams in colder months. During the 2012 winter, ice dams caused leaks that destroyed computers and monitors that were being stored for replacement just outside current computer labs. This leak also resulted in mold growth in that area.

3.3 Code compliance. A very serious life safety concern is that the building is not code compliant. There are no fire sprinklers and the building exceeds allowable area. There are some rated corridors, opening protection and egress door hardware, but it is not consistent throughout the building. The school is very concerned about this problem, especially when the fire alarm and detection system lacks all of the components to detect and alert building occupants. However, to bring the building up to current code would involve extensive renovations throughout the facility.

3.4 Potable Water. The current design of the water treatment facility poses safety concerns and jeopardizes the school's ability to operate. The Colorado Department of Public Health and Environment has reviewed Moffat's water system and recommended redesign of the system to insure optimal safety for student and staff drinking water, for several reasons.

Potable water is supplied to the site via an artesian well. The well head is located under the playground and does not have adequate access. Water enters the building at an on-site water treatment room, which includes a domestic water booster pump with VFD, two furnaces and two water heaters. The installation of the domestic water booster pump VFD on the concrete floor poses an electric shock hazard if maintenance personnel were to stand in a puddle of water that also was in contact with the VFD.

The furnaces that are in this same room need make up air to run, so the additional fresh air brought into this room during winter months causes the water system for the entire building to freeze and shut down. The school does not have any redundancy in this system. Loss of the motor and VFD caused the school to shut down for three days during the 2011-2012 school year, while waiting for a replacement system.

3.5 Fire Alarm. The inconsistent fire smoke detection coverage is a significant concern for the school. There are no horns or strobes in the classrooms. Smoke detector spacing exceeds the maximum listed coverage area in many locations, and corridors and larger spaces, such as the gym and Industrial Arts shop do not appear to have adequate coverage. Some of the existing air handling equipment is lacking duct smoke detection.

There is a well on school property which has two pumps, one serving the school's irrigation system and the other belonging to the local fire district. The well's capacity is estimated to be insufficient to meet current fire code requirements for volume and pressure. This well is located within the playground area, and as such presents a safety hazard and security concern. There is a hose cabinet mounted outside of the fenced fire pump enclosure that allows a hose to be manually connected to the fire pump output pipe in the event of a fire. The fire pump system reliability may be questionable due to the deteriorating condition of the equipment.

3.7 Building security. No keycard or keypad building access is present. Multiple exterior un-monitored doors are a problem. During the 2012 school year the school was broken into and multiple computers and teacher supplies were stolen. The entry point was a door that was forced open due to its age and poor quality. Many of the internal doors can be opened by applying moderate pressure.

3.8 Public Annunciation system. The school's annunciation system equipment is located in the secretary space of the front office and is only accessible by the secretary. During an emergency, this location would create a hazard to access due to its exposure. The current system is not consistent and inaudible in many areas of the building. The school replaced the main console, but there is insufficient building wiring and a lack of a comprehensive speaker system. This is a large life safety concern due to the fact that without a comprehensive system the school is unable to appropriately do lockdown procedures or any other emergency response.

3.9 Secured facility. Security is compromised due to having 24 separate entrances and exits that are not secured, and a physical layout that prevents line of sight visual control. The main entrance is located near the office, but visitors cannot be directly monitored and access to the building cannot be controlled. Visibility to the entrance from the office is limited to only the secretary. With her duties this individual is pulled from monitoring the entrance at various times during the day. Other staff members do not have line of site to the entrance due to a structural wall in the main office.

Some of the building's exterior doors are unlocked during the school day to allow students to go to the Industrial Arts shop. Doors are also opened to provide ventilation when temperature in the building cannot be controlled adequately.

Visibility and unlocked doors are not the only secured facility concern. Another community concern around this need is the fact that the school is the only major building on Colorado Highway 17 for 40 miles from the north and 30 miles from the south. Very often, adults will stop and request to use the facilities due to the remoteness. This creates exposure for our students to unknown adults.

3.10 Electrical systems and lighting. The electrical service has very limited capacity and will not allow for future expansion or additional equipment loads. The existing electrical system capacity is roughly 50% of what is normally designed for modern high performance schools. The facility does not have an emergency generator. Teachers encounter tripping circuit breakers when trying to use multiple educational systems, like smartboards and projectors. The lack of an adequate electrical system forces staff to use power strips and extension cords, which creates tripping hazards and violates fire code in some instances.

Egress and exit lighting coverage is not code compliant in most areas of the building. The facility does not have external path of egress emergency illumination per current code requirements.

The gym space has metal halide gym lights which do not have quartz re-strike units and there are no emergency lighting units in this area. Due to the gym's occupancy type and occupancy count this is a major concern. In the event of a power failure this space will be totally dark. The metal halide fixtures could take up to 10 minutes to re-strike after restoration of normal power. Total darkness is also observed in the hallways during power outages due to the lack of battery backup emergency lighting.

3.11 Safe and efficient mechanical systems. Temperature control and ventilation in the school is very poor. The school lacks adequate zoning controls to provide a minimum level of comfort. Heat to the various building wings is provided by several different systems, including multiple gas furnaces, electric baseboard heaters, infrared unit heaters, and gas fired unit heaters, and there is no cooling except for in the computer lab. A propane odor can periodically be detected inside the school and in the playground area. It has been determined that all eleven of the gas regulators feeding the building are past their useful life expectancy.

Underground plumbing systems are deteriorating due to the soil sulfate attack. During the 2011-2012 school year, the school lost a week of instruction due to old pipes failing. Very cold temperatures are reported in the 1982 building during the winter. Odors are frequently reported from drains in several locations in the building, possibly related to waste piping deterioration and blockages.

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Freezing pipes are a concern due to inadequate heating. During the 2012-2013 school year, 2nd and 3rd grade elementary classes were conducted in the library due to broken pipes; the hot water baseboard system in the elementary wing froze, causing flooding to those classrooms. In the previous school year, frozen pipes in the same system left the wing without heat for at least 6 days, during which time students and staff wore winter coats through the day.

The elevated septic system pumps for the facility are also deteriorating. During the 2011-2012 school year, the failure of this system caused repeated backups of human waste and methane. The methane backup caused a teacher to be taken to the hospital for methane poisoning.

3.12 Indoor air quality. Ventilation is poor and high carbon dioxide levels are a concern in the school. Most areas of the school lack mechanical ventilation and solely rely on natural ventilation. The 1982 elementary wing has no forced air, and therefore there is no ventilation air unless windows are opened. Not all windows are operable.

3.16 Emergency care area. The room that is available for sick students is very small and there is no dedicated toilet room. The nearest toilet facility is out two doors and across the building entrance lobby, 75 feet away. No supervision is available if a student is sick and needs to use the facility due to this configuration.

3.17 ADA compliance. The school has numerous compliance citations. The parking lot and walk to the main entrance is gravel and non-compliant. The route from the main building to the Industrial Arts building is not accessible. Toilet fixtures and drinking fountains are not accessible.

3.18 Safe site pedestrian and vehicular circulation. Multiple site deficiencies exist, as described in the CDE Assessment. Paved surfacing is minimal and there are no paved sidewalks to the building entrance. There are not adequate traffic directional markings for bus or pedestrian drop off areas. Service and delivery areas are not properly separated from vehicle and pedestrian circulation areas. Safety and way finding signage is inadequate. Students and staff have to walk on and across a county road to enter the school.

3.19 Safe and secure site. There are several locations around the site with exposed low voltage wiring at low heights within reach of students, landscape machinery and small animals and could be prone to damage. The main electrical service equipment is located on the exterior of the building in the playground area on the west side of the building. The elementary playground is not fenced and the equipment is outdated and does not meet current safety requirements or ADA accessibility. Site lighting is inadequate as noted by the assessment.

There is a low-slope roof over the doors that students use daily to access the playground. During winter months, snow drifts collect in this area, and slide off of the roof at unpredictable times, due to sun and temperature conditions. Without any snow control devices, students and staff are at risk of injury due to sliding snow.

4.1 High quality, durable, easily maintainable building materials and finishes. The 1997 building's EIFS exterior wall system has failed in many areas, presumably by pests. Some of the exterior wall brick is spalling, and the paint on the interior is bubbling / chipping away. This could be a similar condition to the concrete foundations at the 1921 building, and preventative measures should be investigated. As built drawings do not indicate that any kind of damp-proofing was installed in this area.

4.13 PK-12 rural schools. Because of the development of the campus over several decades, the building is not cohesive or organized. The gym, cafeteria and specials are located at the north end of the facility, and the PK-elementary grade students are at the south end. The youngest students must walk through the middle school and high school areas for lunch, P.E., music, art library and computers. In addition, high school students walk through the elementary area to access the Industrial Arts shop and classroom, which are located to the south of the facility. This situation presents not only a difficult student flow that needs to be managed, but the cross traffic presents a safety issue for young students.

In addition, the school facility is the only public building in the area, so it is used often for community events, and sometimes during the school day. It is not possible to separate areas used by the public from student areas due to the building layout. The school is the center of the community, but the facility is not designed to provide a safe environment for students,

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together with community use.

4.13.2 Classroom Size. Classroom sizes do not meet guidelines. The average classroom size is 543 SF for grades K-12. Guidelines recommend a minimum of 600 SF classrooms. The kindergarten classroom is 700 SF and guidelines suggest a range of 1,000-1,200. Toilet facilities are shared by PK, K and 1st grade.

4.13.5 Distance Learning. The school does not have a distance learning video conference system. With the remoteness of the school, this is a critical need to insure that students are provided access to curriculum in areas that the current staff cannot provide.

4.13.6 Science Lab. The science lab is 700 SF, which is small for safe functioning. The piping in this area has also been compromised, possibly by the same soil conditions affecting other areas, which creates a sewage odor due to trapped gases. This odor creates an environment that is uncomfortable and unsafe to conduct classes in. The gas for experiments does not work correctly. As a consequence, the science lab is used minimally, and when in use, doors must be propped open and fans used to mitigate the odor.

Doors to the Science room open directly to the school's main entrance lobby, which is unsecured and creates an additional security concern.

4.13.9.1 Art. The kiln room does not vent properly, so the kiln is not used.

4.13.11 CTE facility. The CTE Industrial Arts facility is separate from the main building. This poses a security concern, as students travel back and forth between the two buildings during the course of the school day. Doors remain uncontrolled throughout the day for this function.

The CTE classroom is not heated, ventilated or cooled. The dust collection system, located inside the shop and without fire suppression or explosion venting, does not meet current code. There is a lack of power shut-offs for shop equipment, and some of the building's exhaust equipment is non-functioning.

4.13.12 Library. The Library is in a converted classroom space in the 1921 building. There is limited natural light and no task lighting. It appears to be of adequate size, but inadequate power for technology and modern library functions makes this space ineffective for 21st century learning.

4.15.14 Cafeteria. The 1,200 SF Cafeteria is small for the student population served and is not adequate to be fully utilized as a multi-purpose space. The space is long and narrow and the ceilings are at 9'-0". Guidelines for PK-12 rural schools suggest space to support the school and community, with ceilings a minimum of 15'-0" high.

Severe corrosion of the underground plumbing pipes in the Kitchen/Cafeteria area creates frequent back-ups and flooding of the kitchen.

4.13.15 Gymnasium. The gymnasium is approximately 7,000 SF, including 3 rows of spectator seating on each side of the court. There is little circulation space around the court. Due to the small size of the gym, the bleachers had to be modified to insure player safety due to the fact that the first step protruded too close to the playing surface. This now makes some of the bleachers not ADA accessible.

The gym has no emergency lighting. This is a major concern because the metal halide lights could take up to 10 minutes to re-strike after a power failure event. Temperature control from gas-fired infrared unit heaters over spectator seating is ineffective, and there is no cooling or ventilation provided in the gym. The PA system is not functioning.

The gym is not dividable, so multi-use of the space is not possible. Poor acoustics make it difficult to use the space for performance or other events.

Currently, the school district shares sports with the neighboring district, but Moffat's gym is not an adequate size, so students are transported to other facilities back and forth over a 19 mile distance each way.

4.13.16 Weight Room. The weight room is a converted storage room behind the stage that is small, poorly ventilated and difficult to supervise because of the location. It does not have appropriate finishes, mirrors, rubber flooring and equipment. There is no emergency phone or intercom in this area.

4.13.19 Administrative areas. The school has minimal conference, workroom and storage for staff. Because of the lack of storage, the office area circulation paths are filled with files and storage cabinets. The school uses a train car and a small storage building west of the school for building and record storage.

Proposed Solution to Address the Deficiencies Listed Above:

Being a conservative community, it was important to the Facilities Master Planning Committee and Board of Education to review every available option to address the deficiencies of Moffat's aging facilities. A detailed explanation of the discussed options can be found in the Master Plan. Throughout the process, there was intense community participation and broad based ownership of planning criteria was accomplished.

A number of options were considered. Understanding the cost to replace failing building systems and maximizing new investment in the facility were two primary reasons the Committee came to their recommendation. The significant structural foundation concern, the difficult campus layout and the piecemeal nature of the school's building systems were also a point of frequent discussion. Discussions during the master plan committee meetings and community meetings frequently returned to the question, "If we don't take care of these issues now, then when?"

One step in the process was to develop a list of criteria as guidelines to test options for future development. The criteria are as follows:

- The cost spent will be a wise use of funding from the life-cycle cost perspective
- Good value; Good "bang for the buck"
- Efficient operations
- Minimize the time and cost impact of implementation
- Reduce number of days lost to building outages
- Provides an environment that promotes learning and is appropriate for education
- A safe and secure site
- Perceived support from the Community and State

Second, the Committee considered all possible options to address the deficiencies:

- Do nothing at this time.
- Mixed Approach: Remodel some areas and replace others, focusing on improving the layout and addressing the most critical health, safety and code issues.
- Build a new school at the current site. Maintain buildings that are still in good condition (Industrial-Tech shop and Bus Garage).
- Build a new school at different site.
- Repair / replace building systems over time.

The committee evaluated the options, agreeing on a score of 0, .5 or 1 for how well the option would meet each criteria (see Master Plan for full Option Matrix). Choosing to do nothing, or to repair and replace systems over time, is what the District has been doing for many years, and it cannot now keep up with needed repairs. These options received very low scores (2 and 3.5).

The option to remodel some areas and replace others received 4.5 points. The committee considered whether to keep the 1997 Cafeteria portion of the campus, because it is newer and has fewer deficiencies. However, the location of this building at the far north end of the campus makes it very difficult and costly to build around it cohesively. The group agreed that it would not be "good bang for the buck" to invest in this small portion of the existing building.

The option that best met the criteria was building a new school on the current school site (8 points). It provides the

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opportunity to address all of the educational adequacy and layout issues as well as condition deficiencies, provides long-term value and is least disruptive. The option to build new on a different site (7.5 points) would be less favorable to the community because the current site has utilities, infrastructure and structures in place that could continue to be used (the shop and garage buildings).

With support from the Moffat/Crestone community, the District has chosen to pursue the construction of a new PK-12 facility, while maintaining the two buildings on site that are still in good condition, the bus garage and the Industrial Arts building, which will be used as Tier-2 buildings for transportation and storage.

The proposed new school will comply with the Public School Facility Construction Guidelines both in building construction and educational adequacy. This includes:

- Classrooms for PK-12th grade, Art, Music, Science, Computer Lab, and Special Education.
- The existing Industrial Arts building is proposed to be converted to a Tier-2 district transportation maintenance and storage building. A new Industrial Arts classroom and shop is proposed to be located in the new building, with secure access for students and efficient square footage, which the existing building could not provide.
- A multi-purpose Cafeteria, Gymnasium and Media Center will be shared by primary and secondary students.
- School district administration offices and other support spaces are included in the building program.
- The preliminary site plan includes separate auto and bus drop-off areas, a service drive, parking area, fire access around the building, and elementary and PK playgrounds.
- The existing facility would be demolished after construction of the new school.

The proposed solution has taken into account the needs of the District, the community, and best practices in design for a facility that will support the future generations of Moffat students.

The planning team has utilized its database of school construction costs developed through extensive experience in Colorado school construction. This proposal represents a conscientious, economical and efficient plan to help Moffat PK-12 School, for a District which has failing facilities and no means to provide adequate funding to solve their deficiencies without assistance.

How Urgent is this Project:

Based on the findings throughout the assessment period of the master planning process, we can ascertain that Moffat's school facilities are near the end of their useful life. Without a major investment in the near future to address the most pressing needs, the building's integrity and the safety of its occupants could be seriously compromised.

While it's hard to predict when building systems will fail, it is clear that there are significant deficiencies due to the age of systems, soil and drainage conditions which are affecting building structural and envelope systems as well as a lack of safety, security and fire protection components, which warrant taking action now.

Structural issues in the 1921 building foundation are cause enough for structural engineers to recommend comprehensive testing of the foundation walls, to determine the extent and severity of the problem. Based on visual inspection of several portions of the foundations walls, it is estimated that 25% of the building foundation wall has eroded due to the sulfate attack. 33% would be considered a serious problem, but at this time the extent of the damage is not known.

Currently the district sets aside funds for building repairs, but the issues that have been identified by the assessment far exceed the District's capabilities. The Moffat/Crestone community is concerned about the health and safety problems in the facility. While this proposal represents a financial commitment in the midst of a weak economy, the community supports correcting the deficiencies as soon as financially feasible.

How Does this Project Conform with the Construction Guidelines:

Through construction of a new facility, Moffat will be able to address the adequacy concerns related to the campus layout, as well as the condition deficiencies. The new facility will be designed to provide a safe, secure, and exciting learning-centered environment that meets the needs of Moffat's students and community.

☐

Below is a detailed list of building and educational adequacy solutions, compared with the CDE Public School Facility

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Construction Guidelines:

- 3.1 By building a new school, the structural life-safety concerns will be resolved. The current plan is to demolish the old buildings upon completion of the new school.
- 3.2 A weather tight roofing system as mentioned in the construction guidelines will be specified.
- 3.3 A code compliant building for allowable area and a protected path of egress for students is considered. A fire protection system is also in the budget of the proposed new school.
- 3.4 The potable water system and supply will be brought up to CDPHE regulations.
- 3.5 A new building will provide building fire alarm and duress notification requirements in accordance with State and Local authorities.
- 3.7 A security system including monitoring cameras and card access system will secure the school.
- 3.8 A new event alerting and notification system is included in the proposed solution.
- 3.9 The main entrance will include a secure vestibule, such that visitors will have to go through the main office in order to check in and enter the school during school hours.
- 3.10 A new electrical service will provide sufficient power for all of the modern school equipment and technology. Energy efficient lighting to provide proper artificial illumination will also be specified.
- 3.11 The mechanical systems under consideration include a geothermal field with zone heat pumps. Testing for geothermal conductivity will be necessary to determine if this system is appropriate.
- 3.12 The air distribution system will consider appropriate outside air ventilation with the starting point being the minimum required by code.
- 3.13 A new kitchen equipped to meet all current requirements, including the appropriate dry storage, freezer and cooler is considered.
- 3.15 Appropriate chemical storage with an eye-wash station and proper ventilation is included in the new building.
- 3.16 A dedicated space for sick students with proper supervision sightlines will be provided. A dedicated bathroom and lockable medicine storage is also included.
- 3.17 The new school will comply with all Americans with Disabilities Act requirements.
- 3.18 A clear site layout with proper traffic separation and paved surfacing as required by the guidelines is considered.
- 3.19 A safe and secure site is planned with outdoor facilities that will protect students, staff, parents, and the community from environmental hazards and provide protection and way finding guidance during evening use of the facility.
- 4.13 The school will be planned to incorporate shared school and community uses, with a layout that fosters safe, multi-use of space and efficient circulation.
 - 4.13.2 A consistent classroom size of 600sf with 9'-0" ceilings is being proposed. Pre-K and Kindergarten classrooms are sized as recommended by the guidelines including dedicated bathrooms.
 - 4.13.3 High speed internet access and updated equipment is included.

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4.13.4 Adequate special education space for the district is being proposed in the new school.

4.13.5 The school plans to provide distance learning opportunities with appropriate equipment.

4.13.6 A Science classroom is planned to meet the needs of the school with space and equipment with adequate instrumentation.

4.13.8 and 4.13.9 the musical program has traditionally been very important to Moffat. An adequate music room with sufficient instrument storage and practice areas is included. Acoustical separation from instruction areas will also be an important consideration.

4.13.9.1 Art instruction facilities will be provided with ample storage, sinks, and kiln room with proper ventilation and appropriate durable finishes.

4.13.11 The Industrial Technology classroom and shop will be integrated into the new school. All necessary shop equipment will be included.

4.13.12 A well-lit library/media center will be located at the core of the new facility for easy student and community access. High ceilings with clerestory windows are envisioned. The space will be adequately sized to serve the current student population.

4.13.13 A professionally laid-out kitchen with updated equipment is being considered.

4.13.14 Plenty of natural light will be provided in the cafeteria through and projected/clear windows. A higher volume is envisioned and the space will be adequately sized to serve the current student population and serve as a multi-use space.

4.13.15 A multipurpose gymnasium with retractable seating is being planned. The space will be dividable, with a main game court and an additional set-up of two courts the other direction for practices and Physical Education.

4.13.16 A weight room with the appropriate finishes, mirrors, rubber flooring and equipment is being planned.

4.13.19 An administrative area with adequate office space, nurse area, bathrooms, conference space, etc. to accommodate the educational program is included in the proposed building.

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

Moffat School District strongly believes in preventative maintenance. This commitment is evident in the fact that many of the original buildings' systems are still functional, though they are aged beyond their expected life.

The school district understands that building repairs will become more expensive in the coming years, so a comprehensive maintenance plan will be written, based on the maintenance recommendations and requirements as described in the Operations & Maintenance manuals that will be turned over to the district upon completion of the project.

The District is prepared to commit \$40,000 per year towards a capital renewal fund for maintenance of the new facility. If the possibility for more funds becomes available in the future, the school district will consider contributing more toward the fund.

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

Moffat PK-12 School is located in Moffat, Colorado and serves approximately 135 students from the northern San Luis Valley. The facility is a single-story building that was constructed in 1921, 1950's, 1970's, 1982 and 1997. The facility has

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significant deficiencies that require investment greater than the School District is able to provide with local tax resources. The facility's FCI is over 63%, with the majority of building systems beyond their life expectancy.

- The original Moffat School building is a wood and brick structure from 1921. It originally held all grade levels and included an auditorium, which was later converted to a gymnasium. Today, this portion of the facility houses some of the middle school and high school classrooms, the school's library and administrative offices for the school and district.
- In the 1950's, a steel/masonry gym and locker room addition was built north of the 1921 building. At that time, the old gym was converted to classrooms to expand program offerings.
- In the 1960's, a remodel was completed that created an entrance enclosure to the gym and a cafeteria was added.
- In the mid-1970's, a free-standing pre-engineered metal building was built south of the 1921 building for Industrial Arts. At this time locker rooms were also added to the south of the gym.
- In 1982, a 4-classroom and multi-purpose room addition was constructed. It was located between the 1921 building and the Industrial Arts facility, to link the two buildings together.
- In 1997, a cafeteria and classroom addition north of the gymnasium was added and the 1970's industrial arts building was converted to pre-kindergarten and elementary classrooms. Also this year, a stand-alone Bus Garage and Industrial Arts building were built.

The age, condition and difficult layout of the facilities have caused the Moffat Board of Education to pursue an independent assessment of the facilities and embark on a master plan process to determine the best course of action for the future of the school.

The district has limited tax capacity to ask its voters to address the deferred maintenance need of their facilities. At the date of this writing, the FCI is 63.08% and CFI is 72.2%. The deficiency budget (condition and suitability) is \$9,218,558.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

40,000

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: Up to date
Red Flags:	Previous BEST Grants: 1 - \$80,751		
If Yes, Explanation:	Multiple		
	High cost per SF - SC - \$50.00 HC - \$269 - provided a very detailed budget broken down by Division.		
	High SF per pupil - The school supplied a detailed program plan with their master plan and the spaces are supportable. Waiver Request - Statutory Waiver		
Current Grant Request:	\$12,124,992.89	Historical Significance:	Yes-Granted Exemption
Current Applicant Match:	\$4,552,677.91	Does this Qualify for HPCP:	Required
Total Project Cost:	\$16,677,670.80	Will this Project go for a Bond:	2013 Bond
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	37
Previous Matches:	\$0.00	Actual Match Provided:	27.298044
Affected Pupil Number:	127	Applicant Met Match	<input type="checkbox"/>
Affected Sq Ft:	49,650	Is this a Statutory Waiver	<input checked="" type="checkbox"/>

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Cost Per Sq Ft:	\$319.91	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$125,066.90	Who Owns the Facility:	District
Sq Ft Per Pupil:	390.94	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$725.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	4		N/A
District FTE Count:	147.50	Bonded Debt Approved:	\$726,519.00
State Financial Watch:	No	Year Bond Approved:	09
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$26,175,010.00	Outstanding Bonded Debt:	\$1,171,746.00
PPAV:	\$177,458.00	Total Bonding Capacity:	\$5,235,002.00
Unreserved General Fund FY1011:	\$1,384,055.45	Bond Capacity Remaining:	\$4,063,256.00
Median Household Income:	\$33,844.00	Percent Bonding Capacity Used:	22
Free Reduced Lunch %:	51.79	Existing Bond Mill Levy:	6.99
Match Source Detail:	2013 Bond		

Statutory Waiver for BEST Grant District Match

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 * M from grant application): \$ 5,876,894
- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2012/11 AV x 20%): \$ 5,180,165
- C. New proposed bonded indebtedness if the grant is awarded: \$ 4,552,678 ←
- D. Current outstanding bonded indebtedness (as of Dec. 1 2013): \$ 627,487
- E. Total bonded indebtedness if grant is awarded with a successful 2013 election (Line C+D): \$ 5,180,165

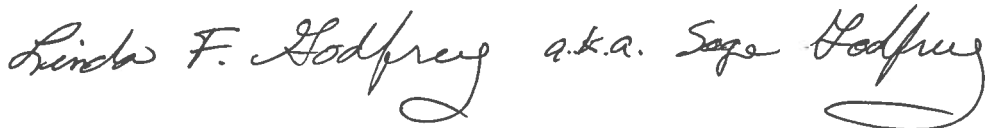
School District: Moffat Consolidated School District #2
Project: PK-12 School Replacement
Date: March 1, 2013

Signed by Superintendent:
Printed Name: Kirk Banghart



Signed by School Board Officer:
Printed Name: Sage Godfrey
Title: School Board President

Linda F. Godfrey a.k.a. Sage Godfrey



-Facilities Impacted By This Grant Application-

MOUNTAIN VALLEY RE 1 - Mtn Valley ES/HS - PK-12 Door Rekey - 1967

School Name: Mtn Valley ES/HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	62,090
Replacement Value:	\$19,493,944
Condition Budget:	\$14,086,639
Total FCI:	72.26%
Energy Budget:	\$0
Suitability Budget:	\$1,065,100
Total RSLI:	4%
Total CFI:	77.7%
Condition Score: (60%)	3.07
Energy Score: (0%)	2.29
Suitability Score: (40%)	4.43
School Score:	3.62



MOUNTAIN VALLEY RE 1 - Mtn Valley MS - PK-12 Door Rekey - 1996

School Name: Mtn Valley MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	12,670
Replacement Value:	\$3,678,367
Condition Budget:	\$1,638,208
Total FCI:	44.54%
Energy Budget:	\$0
Suitability Budget:	\$199,900
Total RSLI:	18%
Total CFI:	50.0%
Condition Score: (60%)	3.17
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.45
School Score:	3.68



Assessment Findings (same for both schools):

Scope item: Provide key card access on the six main entry way doors of the district’s three main facilities, and re-keying of exterior doors.

Assessment findings: The assessment states there is restricted access, but there is no key card access.

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Applicant Name: MOUNTAIN VALLEY RE 1

Applicant Priority #: 1

County: SAGUACHE

Cash Grant Score: 1.9

Project Title: PK-12 Door Rekey

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Mountain Valley School District is in need of necessary security upgrades at the three main facilities of their district. Past administrators used to pass out keys to community members for the purpose of holding community events and meetings. Unfortunately, over the years duplicates have been made of these keys and its now become unclear who has access to the facilities. The Elementary School/High School, Junior High School building, and Cafeteria building are all in need of key card access at their main entrances and re-keying of all other exterior doors.

On numerous occasions teachers and administrators have entered the facility to find it in disarray, items out of place, and at times even vandalized. The district has little to no control over who enters the buildings, for what purpose, and at what time they enter the premises. A keyless entry system will allow us to track which doors are not locked as well as who has gained access to our buildings from any computer in the building. This would enable us to maintain physical control over who enters and exits our buildings. We are very concerned that traditional keys or copies may again fall into the hands of building intruders. With a wireless key entry system, we will be able to monitor who is in the building at what times and if a key is misplaced, or staff changes, one maintenance person can rekey an entire building in twenty minutes. With more and more acts of violence occurring on school campuses it's necessary that the school is able to control who enters the facility.

Deficiencies Associated with this Project:

As described above, the district has little to no control over who enters its' facilities, and at what time they're entering. Currently, there is no control over the main entryway doors and its become uncertain how many community members have copies of the district's master key. This has resulted in vandalism, the facility being used without the knowledge of the district, and the obvious security risk posed by intruders.

Proposed Solution to Address the Deficiencies Listed Above:

The district is proposing a newly installed key card access security system on the six main entry way doors of the district's three main facilities. In addition, the numerous exterior doors need to be rekeyed as well since these doors are connected to each individual classroom. This is will help to secure the safety of the children and staff members from intruders, vandalism, and community members using the facilities without the knowledge of the district.

How Urgent is this Project:

It's extremely difficult to know when an emergency may occur at a school. The only thing you can do is take away an intruders easiest points of access and prepare as well as you can for the unexpected. The deficiencies that we have listed could liteally be happening at this moment. Obviously, we feel that the urgency for all of the above is of the highest priority when it comes to the safety of our students and staff.

How Does this Project Conform with the Construction Guidelines:

This project, if funded, would fully comply with Public Schools Construction Guidelines sections 3.7 & 3.9; which outline keycard access, security, and the handling of visitors on campus. These sections are provided below in more details

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3.7. Facilities choosing to utilize closed circuit video and keycard or keypad building access.

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or through a less preferred mechanism like a video camera system. All other exterior entrances shall be locked and have controlled access. Interior classroom doors shall have locking hardware for lock downs and may have door sidelights or door vision glass that allow line of sight into the corridors during emergencies.

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

This specific request is unique in the fact that once installed it requires little ongoing maintenance when compared to the more comprehensive projects. The key card system will be maintained per the manufacturer's recommendation and all programming will be continuously monitored. If awarded the district plans on establishing an annual capital renewal budget equivalent to the total cost of the project divided by the anticipated useful life of the new equipment or software. This will ensure the district has the funding available to replace the outdated system when the time is necessary. Additional contingency dollars could be made available if emergency situations arise.

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

N/A

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

N/A

CDE COMMENTS:

ESCO PROVIDED ASSISTANCE TO DEVELOP BUDGET. DISTRICT IS IN THE PROCESS OF VERIFYING COSTS PRIOR TO BOARD MEETINGS.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: No plan
Red Flags:	Multiple	Previous BEST Grants:	1 - \$106,764
If Yes, Explanation:	Waiver request, ESCO developed budget		
Current Grant Request:	\$20,285.76	Historical Significance:	N/A
Current Applicant Match:	\$5,071.44	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$25,357.20	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	38
Previous Matches:	\$0.00	Actual Match Provided:	20
Affected Pupil Number:	120	Applicant Met Match	<input type="checkbox"/>
Affected Sq Ft:	77,160	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$0.30	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$192.10	Who Owns the Facility:	District
Sq Ft Per Pupil:	643	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$0.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3		N/A
District FTE Count:	107.30	Bonded Debt Approved:	

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	Yes	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	2	Year Bond Failed:	
Assessed Valuation:	\$15,330,040.00	Outstanding Bonded Debt:	
PPAV:	\$142,871.00	Total Bonding Capacity:	\$3,066,008.00
Unreserved General Fund FY1011:	\$879,932.52	Bond Capacity Remaining:	\$3,066,008.00
Median Household Income:	\$31,434.00	Percent Bonding Capacity Used:	0
Free Reduced Lunch %:	66.04	Existing Bond Mill Levy:	0
Match Source Detail:	General Fund		

Mountain Valley School Re-1

Mr. Ted Hughes
Director of Public School Capital Construction Assistance (BEST)
1580 Logan St. Suite 310
Denver, CO 80203

March 1st, 2013

Re: Hardship Letter

Dear Mr. Hughes and B.E.S.T. Board

I ask that you please consider Mountain Valley RE-1 School District's request for the matching requirement for the Capital Construction B.E.S.T. Grants be reduced to 20%, from its current requirement of 38%. Saguache County is the third poorest county in the State of Colorado with 29.7% of its community members living below the poverty line.

Mountain Valley RE-1 shares Saguache County with three other districts; those districts have, in the recent past, built new schools and or facilities and passed Bond issues. We have spoken with prominent members of the community and hesitate to try to pass yet another Bond Issue onto the already burdened tax payers. Also, our Bonding capacity is very minimal and will not allow us to do any large projects. Our enrollment is constantly fluctuating and inhibits the district's ability to budget for future capital construction projects. Traditionally, our October counts usually around 120 pupils, that number grows over the remainder of the year with the district usually ending up with around 130 pupils, only to have around the same 120 to begin with the next year.

In addition to a fluctuating student population and minimal bonding capacity the district's insurance rates are ever increasing, as are other expenses such as heating, electrical, food costs, transportation costs, etc. Salaries are also increasing to enable us to attract and retain highly qualified teachers. With 14 school districts in the San Luis Valley, attracting and retaining teachers has become a competition process you don't want to lose.

The only reason the district is not in worse financial condition than it is currently is because we've been lucky to receive SRS funding for the past few years, allowing our district around \$100,000 in increased revenue, keeping us afloat with the educational cuts that have been occurring. This is not a continuous fund though and it is reauthorized from year to year. When this funding ends or is not authorized, Mountain Valley School District will have to cut an additional \$100,000 out of its current budget to escape from dipping into reserve funds, eliminating programs, staff, or all of the above.

Any available funds remaining at the end of the fiscal year are usually allocated to funding programs or technology upgrades. This district has never had a technology or textbook upgrade plan in place, as we have just been able to "get by" from year to year. Recently the School Board has made it a focus to upgrade our technology infrastructure as well as equipment. Over the past few years the district has

P.O. Box 127 Saguache, Colorado 81149 Phone (719) 655-0267 FAX (719) 655-0269

Mountain Valley School Re-1



spent at least \$100,000 in upgraded infrastructure and equipment to ensure we can be current with today's trends. There is also a plan in place to have a 1-to-1 initiative, providing all students within the school with an Ipad. I pads have already been purchased for every teacher. Textbooks have also been update as needed over the past couple of years, replacing books that dated back to the 70's. This investment has cost the district an additional \$60,000 and other text books need to be updated still.

It is for these reasons the Mountain Valley School District is asking for a reduced match, from 38% to 20% for the three applications being submitted this cycle. Thank you in advance for considering our request. Please contact me should you have any questions or in need of any additional clarification.

Respectfully,

Mr. Corey Doss
Mountain Valley School District - Superintendent



MOUNTAIN VALLEY RE 1 - Mtn Valley ES/HS - PK-12 Gym Bleacher Replacement - 1967

School Name: Mtn Valley ES/HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	62,090
Replacement Value:	\$19,493,944
Condition Budget:	\$14,086,639
Total FCI:	72.26%
Energy Budget:	\$0
Suitability Budget:	\$1,065,100
Total RSLI:	4%
Total CFI:	77.7%
Condition Score: (60%)	3.07
Energy Score: (0%)	2.29
Suitability Score: (40%)	4.43
School Score:	3.62



Assessment Findings:

Scope item: Replace failing 1967 gymnasium bleachers with telescoping seating bleachers.

Assessment findings: Bleachers were not evaluated in the assessment information.

Scope item: Provide key card access on the six main entry way doors of the district’s three main facilities, and re-keying of exterior doors.

Assessment findings: The assessment states there is restricted access, but there is no key card access.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: MOUNTAIN VALLEY RE 1

Applicant Priority #: 2

County: SAGUACHE

Cash Grant Score: 1.9

Project Title: PK-12 Gym Bleacher Replacement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The United States Consumer Product Safety Commission (CPSC) is aware of 22 deaths from 1980 till 2012 and 24,700 ER visits associated with falls from school bleachers. The bleachers in the high school gymnasium at Mountain Valley school district are an accident waiting to happen. During this current school year a student within the district had to receive medical care due to the faulty locking systems of the current gymnasium bleachers. These bleachers are a significant safety hazard and don't meet current ADA requirements. The bleachers in the high school gymnasium are original to the 1967 building; making them 46 years old.

Deficiencies Associated with this Project:

The mechanically operated locks that secure the bleachers in place have permanently failed. The staff has been forced to wedge 2x4 pieces of wood between the back wall and steel bleacher frames. These 2x4's run the length of the gymnasium and make the bleachers extremely difficult to operate, when necessary. In addition there are no hand railings that run the length of the structure, resulting in another safety hazard. The old wooden boards spanning across the bleachers are old, rotted in areas, missing fasteners, and are a prominent safety hazard. There is also no wheel chair access or direct lines of sight for wheel chair patrons, per ADA regulations.

Proposed Solution to Address the Deficiencies Listed Above:

We propose to furnish and install two new banks of telescoping seating to replace the current 46 year old bleacher system. These bleacher banks will be 80' wide and six tiers high with 22" row spacing. These telescoping bleachers will have self-storing railed ends, have the ability to be electronically operated, and meet all ADA accommodations as required per code.

How Urgent is this Project:

The need for new bleachers is immediate. As stated above, faulty and unsafe seating systems have accounted for 24,700 major injuries and 22 deaths since 1980. The fact is that the longer the current bleacher system remains in use the higher the risk of a student, staff, or community member being injured.

How Does this Project Conform with the Construction Guidelines:

Only a single guideline could be found in the State of Colorado's Public Schools Construction Guidelines referencing telescoping bleachers in a school's gymnasium.

4.12.17. Gymnasium with two regulation basketball courts and dividing curtain. The following equipment should accompany the gym: Glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, telescoping bleachers and scorer table;

As described above, the district plans on installing all new telescoping bleachers that are in compliance with all ADA regulations and believe this to be in 100% conformity with all published guidelines.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

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

This specific request is unique in the fact that once installed it requires little ongoing maintenance when compared to the more comprehensive projects. The new bleachers will be maintained per the manufacturer's recommendation. If awarded, the district plans on establishing an annual capital renewal budget equivalent to the total cost of the project divided by the anticipated useful life of the new equipment. This will ensure the district has the funding available to replace the bleachers when the time is necessary. Additional contingency dollars could be made available if emergency situations arise.

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

Does not apply to this project.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

N/A

CDE COMMENTS:

DISTRICT WORKED WITH AN ESCO TO CREATE THE BUDGET. DISTRICT IS IN THE PROCESS OF VERIFYING THE COSTS PRIOR TO THE BOARD MEETINGS.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Not Able	Planning: No plan
Red Flags:	Multiple	Previous BEST Grants:	1 - \$106,764
If Yes, Explanation: Waiver request, ESCO developed budget			
Current Grant Request:	\$105,710.00	Historical Significance:	N/A
Current Applicant Match:	\$26,427.50	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$132,137.50	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	38
Previous Matches:	\$0.00	Actual Match Provided:	20
Affected Pupil Number:	92	Applicant Met Match	<input type="checkbox"/>
Affected Sq Ft:	8,100	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$14.83	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$1,305.71	Who Owns the Facility:	District
Sq Ft Per Pupil:	88.04	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$0.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3	N/A	
District FTE Count:	107.30	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	Yes	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	2	Year Bond Failed:	
Assessed Valuation:	\$15,330,040.00	Outstanding Bonded Debt:	
PPAV:	\$142,871.00	Total Bonding Capacity:	\$3,066,008.00
Unreserved General Fund FY1011:	\$879,932.52	Bond Capacity Remaining:	\$3,066,008.00

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Median Household Income:	\$31,434.00	Percent Bonding Capacity Used:	0
Free Reduced Lunch %:	66.04	Existing Bond Mill Levy:	0
Match Source Detail:	General Fund		

Mountain Valley School Re-1

Mr. Ted Hughes
Director of Public School Capital Construction Assistance (BEST)
1580 Logan St. Suite 310
Denver, CO 80203

March 1st, 2013

Re: Hardship Letter

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Mountain Valley RE-1 shares Saguache County with three other districts; those districts have, in the recent past, built new schools and/or facilities and passed Bond issues. We have spoken with prominent members of the community and hesitate to try to pass yet another Bond issue onto the already burdened tax payers. Also, our Bonding capacity is very minimal and will not allow us to do any large projects. Our enrollment is constantly fluctuating and inhibits the district's ability to budget for future capital construction projects. Traditionally, our October count is usually around 120 pupils, that number grows over the remainder of the year with the district usually ending up with around 130 pupils, only to have around the same 120 to begin with the next year.

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Mountain Valley School Re-1



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It is for these reasons the Mountain Valley School District is asking for a reduced match, from 38% to 20% for the three applications being submitted this cycle. Thank you in advance for considering our request. Please contact me should you have any questions or in need of any additional clarification.

Respectfully,

Mr. Corey Doss
Mountain Valley School District - Superintendent



LONE STAR 101 - Lone Star K-12 - PK-12 Water Treatment System - 1961

School Name: Lone Star K-12

Number of Buildings:	6
All or Portion built by WPA:	No
Gross Area (SF):	35,000
Replacement Value:	\$10,862,064
Condition Budget:	\$4,506,104
Total FCI:	41.48%
Energy Budget:	\$0
Suitability Budget:	\$2,532,300
Total RSLI:	20%
Total CFI:	64.8%
Condition Score: (60%)	2.71
Energy Score: (0%)	2.08
Suitability Score: (40%)	3.44
School Score:	3.00



Assessment Findings:

Scope Item: Chlorination

Assessment Findings: Assessment shows water supply system original and expired.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: LONE STAR 101

Applicant Priority #: 1

County: WASHINGTON

Cash Grant Score: 1.3

Project Title: PK-12 Water Treatment System

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Lone Star District serves a small rural community in Northeastern Colorado. The facility was built in 1962 with several small expansion additions in the late 1990's. The main building is used for K-12 students, staff and district administration office. Student enrollment averages around 117 each year.

The Colorado Department of Public Health and Environment recently revised the disinfection rules for groundwater systems. Included in the revision was a requirement that all disinfection waivers be removed for public water systems serving populations susceptible to microbial contamination, specifically schools and day care centers. These regulations became effective November 2010 with the deadline for compliance by July 1, 2012.

Lone Star hired RG & Associates to provide engineering services in July, 2011. They created plans for this project and estimated the total construction cost to be \$24,507, noting that local contractors may be utilized which will reduce construction costs.

In June 2012 the Water Quality Control Division reviewed the Engineering Report dated March 2012 for the Lone Star School District Water Disinfection system. The proposed design did not meet the requirement of the State.

In April 2012 RG resubmitted the design and supporting documentation. It was reported that since the design was in the review stage no extension request would be required.

A new superintendent was hired and on the job August 2012. RG indicated that the next step was to advertise for requests for bids on the project. The project was advertised in three "local" papers: Akron, Otis, and Yuma. No responses were received. A second advertisement included those towns and was expanded to include Sterling. One bid was submitted for \$65,000, significantly above the engineer's estimated cost of \$24,000.

Working closely with the Colorado Department of Health and Safety, the Lone Star superintendent got several names of construction managers that would be able to assist us in implementing the project. Four were contacted and 2 responded.

The superintendent met with them and selected a consultant based on experience, interest, availability, and estimated cost to help us complete this project.

The District has made every effort to work with a limited operation and capital budget for our facilities. We are currently not compliant with the State's drinking water disinfection requirements for Lone Star School and are requesting financial assistance to meet these requirements for the health and safety of our students and staff.

Deficiencies Associated with this Project:

A potable water supply at Lone Star School District was not originally required to be disinfected through a waiver, which has

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

since been rescinded through regulatory revisions.

In August 2010, the Water Quality Control Commission adopted amendment to Article 13 of the Colorado Primary Drinking Water Regulations. These amendments dictate that non-community groundwater systems that serve populations susceptible to microbial illness may no longer operate pursuant to a disinfection waiver. The amendments to Article 13 include the following provisions:

- 1.☒ Continuous chemical disinfection of all groundwater sources.
- 2.☒ Treatment technique for a detectable disinfection residual throughout the distribution system.
- 3.☒ Monitoring and reporting requirements for the detectable disinfectant residual throughout the distribution system.
- 4.☒ Treatment technique for a minimum entry point disinfection residual
- 5.☒ Follow up and resolution for violations of the treatment technique.
- 6.☒ Public notification for violations of the treatment technique.

Due to the adoption of these regulations, Lone Star School District is not out of compliance as of July 1, 2012, and soon may be subject to punitive actions in the absence of corrections, according to a letter from CDPHE from February 19, 2013. In addition, the regulations were adopted by the Water Quality Control Commission in response to two disease outbreaks in other parts of the state through water systems under a similar waiver from disinfection, so the assumption is that there is a risk of such an outbreak in the absence of disinfection of our water supply.

Proposed Solution to Address the Deficiencies Listed Above:

Installing the water disinfection system will include:

- ☒ Earthwork of clearing, grading, and excavating for pipelines and appurtenances, backfilling, compacting and disposing excess excavated material.
- ☒ Construction of a foundation and a building that will house the chlorination system and meet all specifications for safety and codes that are required when working with chemicals and water.
- ☒ Installing a disinfection system to include the cleaning and chlorination of potable water pipelines as well as testing, flushing and meeting the requirements of the Colorado Department of Health and Environment. The plans include a metering pump, valves, tubing, a stainless steel electromagnetic meter and battery, and an electric heater.

How Urgent is this Project:

As of July 1, 2012, Lone Star School District is not in compliance with Article 13.1 which specifies that non-community groundwater systems that serve populations susceptible to microbial illness (schools and child care facilities) may no longer operate pursuant to a disinfection waiver and must comply with Article 13.2(a-c) of the CPDWR. Primary requirements include continuous chemical disinfection of all groundwater sources, maintaining a minimum disinfectant residual of 0.2 mg/L at all times in the distribution system and associated monitoring and reporting requirements.

Article 1.6.7(a) of the CPDWR specifies that where a public water system has violate any provision of any article of the Regulations, the Department may issue an enforcement order requiring that public water system to take actions necessary to correct the violation(s). article 1.5.7(f) stipulates that violators of the Colorado Primary Drinking Water Regulations or of enforcement orders may be subject to civil or criminal actions pursuant to the provisions of Sections 25-1-114 and 25-1-114.1, Colorado Revised Statutes.

The expected enhancement for the health and safety of students and staff will be immediate once the chlorination system is completed. If funds are awarded, the school district is prepared to undertake this project immediately.

How Does this Project Conform with the Construction Guidelines:

This grant focuses on water issues to be in compliance with the Colorado State Department of Health and Environment. Conformity relates to sections 1.2.1

- 1.2.1 Health and safety issues, including all applicable health, safety and environmental codes and standards as required by state and federal law.
- 3.4 A potable water source and system complying with all water regulations.
- 5.5 Training to establish district wide preventative maintenance tasks for all building systems to determine that systems are functioning as designed and follow up maintenance to extend the life of the equipment.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

6.3 Safety deficiencies and bringing them up to the expected code and law.

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

It is the intent of the District to provide adequate resources necessary to sustain this chlorination project and system. Through cooperation with the product manufacturer and system warranties, as well as those independent warranties from the miscellaneous installer, the District staff will be an active part of the required general maintenance.

The District will follow the preventative maintenance measures and the suggestions from Colorado Department of Health and Environment for implementation and testing. Training will be provided for district personnel.

The District currently budgets funds for District Wide Operations and Maintenance as part of the General Fund. The District intends to maintain that similar level of financial commitment to ensure funds remain available when needed for service on the chlorination system.

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

The Lone Star School was constructed in 1962 and was not required to chlorinate the well water at this time.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

NA

CDE COMMENTS:

PROVIDED LETTER FROM CDPHE APPROVING OF PLANS & SPECS FOR PROJECT COMPLIANCE. DISTRICT ALREADY HAS ENGINEER AND CM ON BOARD TO DELIVER PROJECT

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: H	Ability: Not Able	Planning: No plan
Previous BEST Grants: 1 - \$278,914			
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$33,558.00	Historical Significance:	Yes-Granted Exemption
Current Applicant Match:	\$37,842.00	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$71,400.00	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	53
Previous Matches:	\$0.00	Actual Match Provided:	53
Affected Pupil Number:	116	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	132	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$515.15	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$586.21	Who Owns the Facility:	District
Sq Ft Per Pupil:	1.13	Does the Facility Have Financing:	NA
Per Pupil Allocation to Cap Reserve:	\$0.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	0		NA
District FTE Count:	108.60	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$6,472,389.00	Outstanding Bonded Debt:	
PPAV:	\$59,598.00	Total Bonding Capacity:	\$1,294,478.00
Unreserved General Fund FY1011:	\$1,280,174.27	Bond Capacity Remaining:	\$1,294,478.00
Median Household Income:	\$50,714.00	Percent Bonding Capacity Used:	0
Free Reduced Lunch %:	42.86	Existing Bond Mill Levy:	0
Match Source Detail:	General Fund		

STATE OF COLORADO

John W. Hickenlooper, Governor
Christopher E. Urbina, MD, MPH
Executive Director and Chief Medical Officer

Dedicated to protecting and improving the health and environment of the people of Colorado

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Phone (303) 692-2000 Denver, Colorado 80230-6928
Located in Glendale, Colorado (303) 692-3090

<http://www.cdphe.state.co.us>



Colorado Department
of Public Health
and Environment

February 19, 2013

Susan K. Sonnenberg
Superintendent
Lone Star School District 101
Otis, Colorado 80743

RE: Lone Star School - Clarification Regarding Disinfection Compliance Requirements
PWSID No.: CO0261001

Dear Ms. Sonnenberg:

The purpose of this letter is to provide you with clarification, per your February 13, 2013 e-mail request, regarding the drinking water disinfection requirements for Lone Star School.

The Center for Disease Control has called providing safe drinking water one of the greatest public health achievements of the 20th century. Prior to 1908, no U.S. municipal water systems chemically disinfected drinking water. Consequently, waterborne diseases exacted a heavy toll in illness and death. Without chlorination or other disinfection processes, the public is at great risk of contracting waterborne diseases. Meeting the goal of clean, safe, drinking water requires a multi-barrier approach that includes protecting raw source water from contamination, appropriately treating raw water and ensuring safe distribution of treated water to consumers' taps.

Two disease outbreaks associated with groundwater systems occurred in Colorado in 2007 and 2008 - the Skyline Ranch norovirus outbreak and the Alamosa salmonella outbreak, respectively. The Alamosa outbreak was particularly serious due to the large number of people who were sickened and one death associated with this particular disease outbreak. Alamosa had a disinfection waiver at the time of the outbreak (which has since been withdrawn) and, as a result, the city's drinking water was not being disinfected. After the Alamosa disease outbreak, there was a great deal of pressure on the Division to close the loophole on allowing some public water systems to not disinfect their water. As a result, the Division subsequently evaluated the CPDWR's disinfection waiver rules via a stakeholder process, leading to proposed revisions that went to hearing before the Water Quality Control Commission (Commission) in August 2010. The Commission is the administrative agency responsible for developing specific water quality policy in Colorado, in a manner that implements the broader policies set forth by the Legislature in the Colorado Water Quality Control Act.

The Commission unanimously voted to approve the revised disinfection rules. The August 2010 revisions still allowed for disinfection waivers in some circumstances, but monitoring and other requirements for those with waivers were strengthened.

The August 2010 revisions also required that disinfection waivers be removed for public water systems serving populations susceptible to microbial contamination (due to the increased health risks that these types of populations face), specifically schools and day care centers. The revised disinfection regulations became effective as of November 2010; the deadline for compliance with the revised requirements was July 1, 2012.

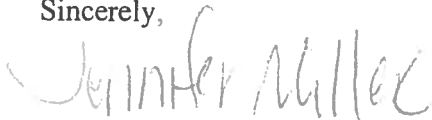
Article 13.1(a)(i)(9)(i) of the CPDWR specifies that non-community groundwater systems that the Department has determined predominantly serve populations susceptible to microbial illness (schools and child care facilities) may no longer operate pursuant to a disinfection waiver and must comply with Article 13.2(a-c) of the CPDWR by July 1, 2012. Primary requirements of Article 13.2(a-c) include continuous chemical disinfection of all groundwater sources, maintaining a minimum disinfectant residual of 0.2 mg/L at all times in the distribution system and associated monitoring and reporting requirements.

Lone Star School did not meet the July 1, 2012 compliance deadline. The Department approved the disinfection system design for the Lone Star School on August 31, 2012. It is the Department's understanding that as of the date of this letter, the disinfection system has not yet been constructed due to ongoing budgetary issues related to the project. Until the disinfection system is installed, is operational and all associated monitoring and reporting requirements are being met, the School will not be in compliance with the CPDWR.

Article 1.6.7(a) of the CPDWR specifies that where a public water system has violated any provision of any article of the Regulations, the Department may issue an enforcement order requiring the public water system to take actions necessary to correct the violation(s). Article 1.6.7(f) stipulates that violators of the Colorado Primary Drinking Water Regulations or of enforcement orders may be subject to civil or criminal actions pursuant to the provisions of Sections 25-1-114 and 25-1-114.1, Colorado Revised Statutes.

Please contact me via phone at 303.692.3587 or via electronic mail at jennifer.miller@state.co.us with any questions.

Sincerely,



Jennifer Miller, PE
Section Manager
Compliance Assurance Section
Water Quality Control Division

Cc:

Drinking Water File
Ron Falco, PE, Safe Drinking Water Program Manager, WQCD

-Facilities Impacted By This Grant Application-

GILCREST RE-1 - Gilcrest ES - Security Upgrades @ 6 Schools - 1975

School Name: Gilcrest ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	38,510
Replacement Value:	\$10,460,905
Condition Budget:	\$6,441,001
Total FCI:	61.57%
Energy Budget:	\$13,479
Suitability Budget:	\$299,600
Total RSLI:	14%
Total CFI:	64.6%
Condition Score: (60%)	3.42
Energy Score: (0%)	2.21
Suitability Score: (40%)	4.42
School Score:	3.82



Assessment Findings:

Scope Item: Security Upgrades

Assessment Findings: Assessment shows lack of restricted access at secondary entrances and controlled access at main entrance, poor line of sight, and lack of closed circuit video or keypad access.

Scope Item: ADA Door Controls

Assessment Findings: Assessment shows school meets most accessibility requirements for the physically challenged, and path of egress is ADA compliant. **Staff Notes:** ADA door controls are not required by code or guidelines, but meet intent of ADA.

GILCREST RE-1 - North Valley MS - Security Upgrades @ 6 Schools - 1968

School Name: North Valley MS

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	51,967
Replacement Value:	\$15,545,406
Condition Budget:	\$9,609,442
Total FCI:	61.82%
Energy Budget:	\$18,188
Suitability Budget:	\$1,505,100
Total RSLI:	11%
Total CFI:	71.6%
Condition Score: (60%)	3.54
Energy Score: (0%)	2.79
Suitability Score: (40%)	4.15
School Score:	3.78



Assessment Findings:

Scope Item: Security Upgrades

Assessment Findings: Assessment shows lack of restricted access at secondary entrances and controlled access at main entrance, poor line of sight, and lack of closed circuit video or keypad access.

Scope Item: ADA Door Controls

Assessment Findings: Assessment shows school meets most accessibility requirements for the physically challenged, and path of egress is ADA compliant. **Staff Notes:** ADA door controls are not required by code or guidelines, but meet intent of ADA.

-Facilities Impacted By This Grant Application-

GILCREST RE-1 - Pete Mirich ES - Security Upgrades @ 6 Schools - 1975

School Name: Pete Mirich ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	35,457
Replacement Value:	\$11,371,317
Condition Budget:	\$6,218,634
Total FCI:	54.69%
Energy Budget:	\$12,410
Suitability Budget:	\$392,800
Total RSLI:	19%
Total CFI:	58.3%
Condition Score: (60%)	3.42
Energy Score: (0%)	1.83
Suitability Score: (40%)	4.54
School Score:	3.87



Assessment Findings:

Scope Item: Security Upgrades

Assessment Findings: Assessment shows school has restricted access at secondary entrances and controlled access at main entrance, but has poor line of sight, and lack of closed circuit video or keypad access.

Staff Notes: Assessment and guidelines define "controlled access" as causing entrance traffic to flow past the main office area, and do not address whether there are physical barriers that require active check-in.

Scope Item: ADA Door Controls

Assessment Findings: Assessment shows school meets some accessibility requirements for the physically challenged, and path of egress is ADA compliant. **Staff Notes:** ADA door controls are not required by code or guidelines, but meet intent of ADA.

GILCREST RE-1 - Platteville ES - Security Upgrades @ 6 Schools - 1952

School Name: Platteville ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	58,587
Replacement Value:	\$15,615,386
Condition Budget:	\$9,127,488
Total FCI:	58.45%
Energy Budget:	\$0
Suitability Budget:	\$1,564,500
Total RSLI:	18%
Total CFI:	68.5%
Condition Score: (60%)	3.28
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.31
School Score:	3.69



Assessment Findings:

Scope Item: Security Upgrades

Assessment Findings: Assessment shows lack of restricted access at secondary entrances and controlled access at main entrance, poor line of sight, and lack of closed circuit video or keypad access.

Scope Item: ADA Door Controls

Assessment Findings: Assessment shows school meets some accessibility requirements for the physically challenged, and path of egress is ADA compliant. **Staff Notes:** ADA door controls are not required by code or guidelines, but meet intent of ADA.

-Facilities Impacted By This Grant Application-

GILCREST RE-1 - South Valley MS - Security Upgrades @ 6 Schools - 1968

School Name: South Valley MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	63,918
Replacement Value:	\$20,222,327
Condition Budget:	\$13,048,613
Total FCI:	64.53%
Energy Budget:	\$0
Suitability Budget:	\$1,616,300
Total RSLI:	16%
Total CFI:	72.5%
Condition Score: (60%)	3.42
Energy Score: (0%)	2.88
Suitability Score: (40%)	4.39
School Score:	3.81



Assessment Findings:

Scope Item: Security Upgrades

Assessment Findings: Assessment shows school has restricted access at secondary entrances and controlled access at main entrance, but has poor line of sight, and lack of closed circuit video or keypad access.

Staff Notes: Assessment and guidelines define "controlled access" as causing entrance traffic to flow past the main office area, and do not address whether there are physical barriers that require active check-in.

Scope Item: ADA Door Controls

Assessment Findings: Assessment shows school meets some accessibility requirements for the physically challenged, and path of egress is ADA compliant. **Staff Notes:** ADA door controls are not required by code or guidelines, but meet intent of ADA.

GILCREST RE-1 - Valley HS - Security Upgrades @ 6 Schools - 1968

School Name: Valley HS

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	155,383
Replacement Value:	\$53,759,965
Condition Budget:	\$28,227,777
Total FCI:	52.51%
Energy Budget:	\$0
Suitability Budget:	\$2,201,500
Total RSLI:	19%
Total CFI:	56.6%
Condition Score: (60%)	3.51
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.36
School Score:	3.85



Assessment Findings:

Scope Item: Security Upgrades

Assessment Findings: Assessment shows lack of restricted access at secondary entrances and controlled access at main entrance, poor line of sight, and lack of closed circuit video or keypad access.

Scope Item: ADA Door Controls

Assessment Findings: Assessment shows school meets most accessibility requirements for the physically challenged, and path of egress is ADA compliant. **Staff Notes:** ADA door controls are not required by code or guidelines, but meet intent of ADA.

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Applicant Name: GILCREST RE-1

Applicant Priority #: 1

County: WELD

Cash Grant Score: 1.9

Project Title: Security Upgrades @ 6 Schools

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Weld County School District RE-1 geographical boundaries of roughly 180 square miles are located approximately 50 minutes north of downtown Denver, Colorado. Three elementary schools, two middle schools and one high school serve 1,933 students (CDE October Count 2012). The six schools are located in the communities of Gilcrest, LaSalle and Platteville. Gilcrest Elementary School and Valley High School are located in Gilcrest; Pete Mirich Elementary School and North Valley Middle School are located in LaSalle and Platteville Elementary School and South Valley Middle School are located in Platteville. Nearly 60% of the children qualify for free and reduced lunch. Roughly, 30% of the students are English language learners. Approximately 54% of the students are Hispanic and 46% are White.

The primary industries in Weld County are agriculture and oil and gas. Weld County has 19,606 oil and gas wells and is the highest producing oil and gas County in the State. Over 5,200 or 31% of these oil and gas wells are located within school district boundaries. Significant oil and gas extraction and production contribute to the school district's assessed value of \$1,101,343,912 (December 2012). The median household income in is \$56,215 (U.S. Census 2010) and the average home value is approximately \$135,000.

Weld County School District RE-1 offers a comprehensive curriculum framed by the Colorado Content Standards. The District Performance Framework rating for the school district is "Improvement." Pete Mirich Elementary School, Platteville Elementary School, North Valley Middle School and Valley High School are rated "Performance" and South Valley Middle School is rated "Improvement." Gilcrest Elementary School is rated "Turnaround." Both the school district and Gilcrest Elementary School are working harder and smarter to improve student achievement and to change the "Turnaround" rating to "Performance." When asked the question, "Why do you send your child to attend schools in Weld RE-1?" Parents consistently respond, "Small class sizes, caring staff and the availability of technology."

Valley High School has a proud history and reputation for high performing athletic teams in all sports. Individual athletes have placed first in track and wrestling over the past several years. Valley volleyball athletes brought home the gold ball in 2009-10 and again in 2011-12. Valley Softball won state championships in 2009-10 and 2010-11 and placed second this past year. Girls' and Boys' basketball have made appearances at state competitions finishing in the top four the past several years. And, Valley's Co-ed Spirit Team has received three state titles in the past four years.

Deficiencies Associated with this Project:

The Weld RE-1 Safe Schools Entrance Security project addresses building security deficiencies in all six school buildings in the school district. Since the tragedy at Columbine High School in 1999, it has become increasingly more and more evident that schools have become an environment where any miscreant in the world who wants to do harm to others recognizes schools and the children within as tragic and easy targets. Weld RE-1 has identified deficiencies in all six school buildings in regard to building security. In some cases the simple construction design of the building causes obstructed sightlines and poor supervision at entrance points. School district safe schools protocol requires that all secondary entrances are locked at all times. The main entrances are left unlocked. Visitors are asked to report to the main office. In four schools, the main office is nearby and staff can easily see who comes into the building, if they are diligent in their observation. The following is a breakdown of deficiencies by school building.

Gilcrest Elementary School (Gilcrest) – main entrance is located approximately thirty feet from main office. Visitors entering

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the building may choose to turn left or right. Turning left allows a visitor to walk towards and into the all-purpose room (cafeteria/gymnasium/auditorium) and towards and into classrooms on the west side of the building. Turning right allows a visitor to walk toward the main office. If unseen by office staff, nothing stops a visitor from walking past the main office and down hallways to the library and classrooms on the east side of the building. There are many obstructions to site lines in this building. There are no video/surveillance cameras, metal detectors or controlled access key card system. Please see attached photos.

Pete Mirich Elementary School (LaSalle) – main entrance has a foyer in which a visitor must enter through two sets of doors. Visitors entering building walk by the principal’s office on the left and the main office on the right. If unseen by administration or office staff, nothing stops a visitor from walking past the offices and down hallways in front of them and to the left and right of them. In an attempt to remedy this situation the school moved a rolling half-wall divider across the hallway to stop visitors from walking by the main office to access classrooms and to force them to walk through the main office to access classrooms. The rolling half-wall divider is easily rolled in and out of place, therefore, ineffective in stopping a visitor determined to get by office staff. There are many obstructions to site lines in this building. There are no video/surveillance cameras, metal detectors or controlled access key card system. Please see attached photos.

Platteville Elementary School (Platteville) – main entrance has a foyer in which a visitor must enter through two sets of doors. Visitors entering the building walk by the main office on the right. If unseen by office staff, nothing stops a visitor from walking past the office, entering the library in front of them or by turning left or right entering hallways that lead to multiple classrooms. There are many obstructions to site lines in this building. There are no video/surveillance cameras, metal detectors or controlled access key card system. Please see attached photos.

North Valley Middle School (LaSalle) – main entrance has a foyer in which a visitor must enter through two sets of doors. Visitors entering the building may immediately turn left or right down hallways to multiple classrooms. Visitors choosing to turn left may be seen by office staff as they walk past the main office on the right. There are many obstructions to site lines in this building. There are no video/surveillance cameras, metal detectors or controlled access key card system. Please see attached photos.

South Valley Middle School (Platteville) – main entrance has a foyer in which a visitor must enter through two sets of doors. Visitors entering the building may be seen by office staff through windows. Visitors may immediately turn left or right down hallways to multiple classrooms. Visitors choosing to turn right may be seen by office staff as they walk past the main office on their left. There are many obstructions to site lines in this building as you move into the building towards library, cafeteria and gymnasiums. There are no video/surveillance cameras, metal detectors or controlled access key card system. Please see attached photos.

Valley High School (Gilcrest) - main entrance has a foyer in which a visitor must enter through two sets of doors. Visitors entering the building may immediately turn left or right down hallways to multiple classrooms or climb stairs to gain access to upper level classrooms and the library. At the main entrance visitors have easy access to the cafeteria in front of them or the auditorium just to the right of their entry. Visitors who choose to turn left at the main entrance have a second opportunity to once again climb stairs and gain access to upper level classrooms and the library. Visitors turning left also have the opportunity to choose between two hallways. Moving across the entry area a visitor may choose to move to the right and down a hallway allowing access to multiple classrooms. Moving across the entry area a visitor may choose to move to the left down a hallway that will allow access to the main office on the left. This main office is approximately fifty (50) feet down this hallway from the main entrance. Visible access to visitors is extremely limited unless visitor directly enters the main office or is seen by staff supervising the hallways. There is nothing to stop a visitor from walking past the main office and down the hallway to multiple classrooms. There are many obstructions to site lines in this building. There are no video/surveillance cameras, metal detectors or controlled access key card system. Please see attached photos.

Section 123-Building Security of the April 10, 2012 Revised CDE School Assessment Report affirms the deficiency descriptions mentioned above.

Gilcrest Elementary School – Page 45

Pete Mirich Elementary School – Page 44

Platteville Elementary School – Page 44

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North Valley Middle School – Page 58

South Valley Middle School – Page 45

Valley High School – Page 86

Due to major budget cuts at the State level, Weld County School District RE-1 has reduced its budget by over \$7,000,000 in the past five years. The negative factor for FY2013 is \$2,287,762 or 16.3% of the school district's program funding based on the 1994 School Finance Act. Due to state budget cuts, salaries have been frozen, programs have been cut and the school district has deferred maintenance projects/purchases and capital improvements. Last year (FY2012), the school district expended a mere \$185 per student on capital projects. In November 2012, the school district asked voters to approve a \$9,900,000 bond issue for deferred maintenance projects and capital improvements. The ballot failed by forty-three (43) votes. This BEST grant project, "Weld RE-1 Safe Schools Entrance Security" has been a district priority project since 2009 and was one of the deferred capital improvement projects included in the requested bond issue. In light of what transpired in Connecticut in December, members of the Board of Education are asking that strong consideration be given to this grant request. It is the intention of Board of Education to ask Weld RE-1 voters again, in November 2013, to approve a bond issue with a portion of the proceeds serving as the matching funds for this BEST grant.

Proposed Solution to Address the Deficiencies Listed Above:

The solution to amend the deficiencies described is to install access control systems in each building along with metal detectors and surveillance systems. The following is a breakdown of the solution by building.

Gilcrest Elementary School

Access Control System – 4 Doors

Qty Equipment Comments

1 Control Panel Controls up to two doors

1 Two Door Expander board Expands the system to control up to 4 doors

3 Proximity Readers Located at each door

1 Power Supply Power for devices

3 Magnetic Locks To secure the controlled door

3 Touch Sense Release Bar

4 ADA Automatic Door Control

Magnet release when exiting door

Wire and misc. accessories

Installation and Programming

35 Proximity cards for GES staff

Surveillance System – 16 Cameras

Qty Equipment Comments

1 16 Camera Network Video Recorder Hybrid DVR/NVR
(2T memory and UPS. 3x Logic Pro Series)

1 17" LCD Monitor For viewing cameras

15 Color Dome Cameras Located in building in key locations

1 Pan/Tilt/Zoom Camera 3x Logic VSX-PTZ (front entrance)

Power supply Cabling – plenum rated Installation

Walk Through Metal Detector

Intercom; Buzzer or Telephone Connection in Foyers

Lobby/Foyer Renovations

Pete Mirich Elementary School

Access Control System – 4 Doors

Qty Equipment Comments

1 Control Panel Controls up to two doors

1 Two Door Expander board Expands the system to control up to 4 doors

4 Proximity Readers Located at each door

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- 1 Power Supply Power for devices
- 4 Magnetic Locks To secure the controlled door
- 4 Touch Sense Release Bar Magnet release when exiting door

Wire and misc. accessories

Installation and Programming

- 4 ADA Automatic Door Control

41 Proximity cards for PME staff

Surveillance System – 16 Cameras

Qty Equipment Comments

- 1 16 Camera Network Video Recorder Hybrid DVR/NVR

(2T memory and UPS. 3x Logic Pro Series)

- 1 17" LCD Monitor For viewing cameras

- 15 Color Dome Cameras Located in building in key locations

- 1 Pan/Tilt/Zoom Camera 3x Logic VSX-PTZ

Power supply Cabling – plenum rated Installation

Walk Through Metal Detector

Intercom; Buzzer or Telephone Connection in Foyers

Lobby/Foyer Renovations

Platteville Elementary School

Access Control System – 4 Doors

Qty Equipment Comments

- 1 Control Panel Controls up to two doors

- 1 Two Door Expander board Expands the system to control 4 doors

- 3 Proximity Readers Located at each door

- 1 Power Supply Power for devices

- 3 Magnetic Locks To secure the controlled door

- 3 Touch Sense Release Bar Magnet release when exiting door

Wire and misc. accessories

Installation and Programming

- 4 ADA Automatic Door Control

37 Proximity cards for PES staff

Surveillance System – 16 Cameras

Qty Equipment Comments

- 1 16 Camera Network Video Recorder Hybrid DVR/NVR

(2T memory and UPS. 3x Logic Pro Series)

- 1 17" LCD Monitor For viewing cameras

- 15 Color Dome Cameras Located in building in key locations

- 1 Pan/Tilt/Zoom Camera 3x Logic VSX-PTZ

Power supply Cabling – plenum rated Installation

Walk Through Metal Detector

Intercom; Buzzer or Telephone Connection in Foyers

Lobby/Foyer Renovations

North Valley Middle School

Access Control System – 4 Doors

Qty Equipment Comments

- 1 Control Panel Controls up to two doors

- 1 Two Door Expander board Expands the system to control up to 4 doors

- 4 Proximity Readers Located at each door

- 1 Power Supply Power for devices

- 4 Magnetic Locks To secure the controlled door

- 4 Touch Sense Release Bar Magnet release when exiting door

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Wire and misc. accessories

Installation and Programming

4 ADA Automatic Door Control

33 Proximity cards for NVMS staff

Surveillance System – 16 Cameras

Qty Equipment Comments

1 16 Camera Network Video Recorder Hybrid DVR/NVR

(2T memory and UPS. 3x Logic Pro Series)

1 17" LCD Monitor For viewing cameras

15 Color Dome Cameras Located in building in key locations

1 Pan/Tilt/Zoom Camera 3x Logic VSX-PTZ

Power supply Cabling – plenum rated Installation

Walk Through Metal Detector

Intercom; Buzzer or Telephone Connection in Foyers

Lobby/Foyer Renovations

South Valley Middle School

Access Control System – 4 Doors

Qty Equipment Comments

1 Control Panel Controls up to two doors

1 Two Door Expander board Expands the system to control up to 4 doors

4 Proximity Readers Located at each door

1 Power Supply Power for devices

4 Magnetic Locks To secure the controlled door

4 Touch Sense Release Bar Magnet release when exiting door

Wire and misc. accessories

Installation and Programming

4 ADA Automatic Door Control

30 Proximity cards for SVMS staff

Surveillance System – 16 Cameras

Qty Equipment Comments

1 16 Camera Network Video Recorder Hybrid DVR/NVR

(2T memory and UPS. 3x Logic Pro Series)

1 17" LCD Monitor For viewing cameras

15 Color Dome Cameras Located in building in key locations

1 Pan/Tilt/Zoom Camera 3x Logic VSX-PTZ

Power supply

Cabling – plenum rated

Installation

Walk Through Metal Detector

Intercom; Buzzer or Telephone Connection in Foyers

Lobby/Foyer Renovations

Valley High School

Access Control System – 5 Doors

Qty Equipment Comments

1 Control Panel Controls up to two doors

3 Two Door Expander board Expands the system to control up to 8 doors

4 Proximity Readers Located at each door

1 Power Supply Power for devices

4 Magnetic Locks To secure the controlled door

4 Touch Sense Release Bar Magnet release when exiting door

Wire and misc. accessories

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Installation and Programming

- 5 ADA Automatic Door Control
- 70 Proximity cards for VHS staff
- 18 Proximity cards for district administration staff

Surveillance System – 16 Cameras

Qty Equipment Comments

- 1 16 Camera Network Video Recorder Hybrid DVR/NVR
- 2 T memory and UPS. 3x Logic Pro Series)
- 1 17" LCD Monitor For viewing cameras
- 15 Color Dome Cameras Located in building in key locations
- 6 Network Cameras Wireless remote cameras (East Gym)
- 1 Pan/Tilt/Zoom Camera 3x Logic VSX-PTZ (front entrance)
- Power supply Cabling – plenum rated Installation

Walk Through Metal Detector

Intercom; Buzzer or Telephone Connection in Foyers

Lobby/Foyer Renovations

Please see enclosed "Building Security Cost Break Down" documents.

How Urgent is this Project:

Weld County School District RE-1 originally developed the "Weld RE-1 Safe Schools Entrance Security" project in 2009. The school district has not been able to fund and complete the project. Since Sandy Hook Elementary, school safety is the number one issue on the minds of staff, parents and students. Parents in Weld RE-1 want to know what the school district is doing about the main entrances and they are demanding action now. The urgency of this matter makes this project a high priority in the school district and it needs to be completed immediately. However, the reality of funding issues frames the timeline. Based on the grant approval timeline and a November 2013 election for a bond issue, the school district would start the project in February/March of 2014 and complete all six schools by July 30, 2014.

How Does this Project Conform with the Construction Guidelines:

The Colorado Department of Education Division of Public School Capital Construction Assistance Department's Public School Facility Construction Guidelines address "Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law;" Section 1, Subsection 1.2.1. Section 3 of the guidelines recognizes the standard to "Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal codes, laws and regulations and provide accessible facilities for the handicapped and disabled." Presently, main entrance conditions in all six schools do not conform to subsection 3.7, "Facilities choosing to utilize closed circuit video and keycard or keypad building access." Two schools, Gilcrest Elementary School and Valley High School do not conform with subsection 3.9, "Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or through a less preferred mechanism like a video camera system. All other exterior entrances shall be locked and have controlled access." All six buildings have signage that directs visitors to the main entrance and secondary entrances are locked. However, main entrances at Gilcrest Elementary School and Valley High School are 30-50 feet away from the main office. Direct site observation is possible at the other four schools, but only if office staff is present and diligent. Past budget cuts have included reduction of office staff. Lastly, all six school buildings do not comply with Subsection 3.17, "A facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons." No entrance to any of the six school buildings opens with an ADA automatic door control.

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

The school district maintains a capital improvement plan addressing and prioritizing capital improvements and projects. Included in the plan and budgeted for on a yearly basis are ongoing costs for HVAC repair, asphalt maintenance, building paint, custodial equipment, door/hardware replacement and concrete replacement. The school district will include in the capital improvement plan for FY2014 and budget for on a yearly basis a security systems maintenance and upgrade cycle of

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\$25,000 per year. Unused funds will accumulate over a period of ten years at which time equipment and technology will be assessed and if needed replaced. Individual buildings will budget for replacement of proximity cards.

An example of the school district's capital improvement plan and budget is attached. In addition, the school district will complete a facility master plan in 2013. This project and maintenance/ replacement will be included in the plan.

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

This is a district-wide project for the main entrances to all six school buildings. The project will renovate the main entrances for security and safety purposes.

Gilcrest Elementary Main Building - New-1974, Renovated-1996

Pete Mirich Elementary Main Building - New 1954, Renovated-1996

Platteville Elementary Main Building - New 1950, Renovated-1996

North Valley Middle Main Building - New 1966, Renovated-1996

South Valley Middle Main Building - New 1966, Renovated 1996

Valley High School Main Building - New 1967, Renovated 1996

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

N/A

CDE COMMENTS:

METAL DETECTOR SCOPE HAS BEEN REMOVED FROM THE APPLICATION BY THE DISTRICT

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Able	Planning: No plan
		Previous BEST Grants: 0	
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$135,269.05	Historical Significance:	N/A
Current Applicant Match:	\$274,637.15	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$409,906.20	Will this Project go for a Bond:	2013 Bond
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	67
Previous Matches:	\$0.00	Actual Match Provided:	67
Affected Pupil Number:	1,933	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	1,155,409	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$0.32	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$192.78	Who Owns the Facility:	District
Sq Ft Per Pupil:	597.73	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$242.32	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	3	N/A	
District FTE Count:	1,719.60	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	\$9,900,000.00

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# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	12
Assessed Valuation:	\$1,017,607,983.00	Outstanding Bonded Debt:	
PPAV:	\$591,770.00	Total Bonding Capacity:	\$203,521,597.00
Unreserved General Fund FY1011:	\$3,177,352.67	Bond Capacity Remaining:	\$203,521,597.00
Median Household Income:	\$56,215.00	Percent Bonding Capacity Used:	0
Free Reduced Lunch %:	55.82	Existing Bond Mill Levy:	0
Match Source Detail:	2013 Bond/General Fund		

GREELEY 6 - Greeley West HS - HS ACM Abatement - 1964

School Name: Greeley West HS

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	225,352
Replacement Value:	\$70,622,207
Condition Budget:	\$28,234,629
Total FCI:	39.98%
Energy Budget:	\$0
Suitability Budget:	\$13,065,000
Total RSLI:	14%
Total CFI:	58.5%
Condition Score: (60%)	3.30
Energy Score: (0%)	2.71
Suitability Score: (40%)	3.74
School Score:	3.48



Assessment Findings:

Scope Item: Roof Repairs

Assessment Findings: Assessment shows roof is failing and delaminating.

Scope Item: ACM Abatement

Assessment Findings: Assessment shows no additional suspect material beyond AHERA plan. No other criteria available.

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Applicant Name: GREELEY 6

Applicant Priority #: 1

County: WELD

Cash Grant Score: 1.4

Project Title: HS ACM Abatement

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

Greeley West was originally built in 1964 to be used as a high school and continues in the same function. The primary school concern currently includes several extensive applications of asbestos in the school which prevent or inhibit the maintenance or replacement of systems, including roofing, electrical, lighting, technology, security, and ventilation equipment. Many of the systems are original to the school, including nearly 50-year old unit ventilators which cannot be replaced due to the asbestos applications. The condition of the school with regard to asbestos is highly urgent because the hazardous acoustic spray is within reach of students. There have been recent instances of students carving their initials into the ceiling material, as well as pencils or other items being thrown at the ceiling spray (see photos.) The building's remaining asbestos floor tile is beyond the end of its material life, increasing its risk of starting to deteriorate. Classroom unit ventilators are at risk of failing at any moment; replacement parts are not available, and they cannot be removed and replaced because of the asbestos ceiling treatment. A failure would mean no viable way to deliver fresh air to the spaces. Additionally, there are areas of the roof covering that have delaminated and are loose. Roofing manufacturers have warned that if the membrane is not repaired and ballasted in certain areas, it runs the risk of blowing off due to wind uplift. This could not only endanger students on campus, but could lead to leaks damaging interior finishes or asbestos.

B.E.S.T. grant funding would be specifically directed towards abatement of the friable asbestos in the school building, replacement of the affected finishes and fixtures following the abatement work, and repairing the roof so as not to put the interior work at risk due to leaks. The District Master Plan (in progress) is currently proposing a long-term (5-years +) strategy of demolishing the subject portion of Greeley West High School and replacing the spaces with a new addition. The asbestos abatement would be a necessary step for any future demolition or renovation plans. Grant money used to abate the friable asbestos-containing materials building would either open the door for future replacement, or allow the District to continue to repair, maintain, and upgrade the building with respect to many systems critical to the educational environment – lighting, ventilation, technology, and roofing to name a few. The planning team believes that, although there are some extra costs beyond abatement for replacing finishes at the current time, the extreme urgency of the situation warrants the decision to act now.

The latest revised CDE Statewide Facility Assessment as of this application assigned an FCI score of 39.38% to Greeley West High School and a CFI score of 59.3%. The school is very well maintained by staff; however parts for the HVAC controls can no longer be purchased and must be fabricated by personnel. Systems such as the mechanical units, controls, lighting, and I.T. cabling cannot be replaced before abating the asbestos located extensively throughout the school. The heating distribution pipes and the ventilator units are inaccessible for similar reasons. Upgrading to more energy-efficient light fixtures is also inhibited by the asbestos.

District 6 encompasses the cities of Greeley and Evans in northern Colorado. The district serves a diverse and growing population of minority and immigrant students. The school district provides over 50% of its students with free or reduced lunch. The district is currently comprised of 3 high schools, 2 alternative high schools, 4 middle schools, 2 K-8's, 14 elementary schools and 5 charter schools. Greeley West High 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 abatement.

Deficiencies Associated with this Project:

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ROOF

The roof structure at Greeley West is an unusual series of thin-shell reinforced concrete pyramids resting on CMU bearing walls at their perimeter bases. Due to the unusual shape of the collection of concrete pyramids, the installation and maintenance of both roofing insulation and membrane is challenging. The roofing materials must transition at non-traditional junctures and angles. There are problems with the membrane remaining adhered to the roof, especially at the bases of the "pyramids." A significant wind could remove portions of the roof due to uplift, according to a manufacturer's roofing report from February 2013. The report suggests that added ballast or concrete pavers should be added in those areas to resist the uplift. The materials are subject to some penetrations from an exterior concrete truss, which supports one long-span portion of the roof. 90% of the roof membrane is an EPDM material that is adhered to the structural concrete pyramids. The roof covering is about 15 years old and exceeded its manufacturer's warranty in 2008.

SAFETY & SECURITY

No portion of the school is equipped with a video surveillance system. If the asbestos is removed, a full video surveillance system could be installed at a later time without fear of disturbing the asbestos material in the ceilings.

ASBESTOS & OTHER HAZARDOUS MATERIALS

There are numerous types of asbestos-containing materials present in the building. There is spray-applied asbestos-containing acoustical material applied to the majority of the classroom ceilings throughout the original portion of the building. (70% of the original ceiling area.) There is also asbestos-containing floor tile and mastic adhesive covering approximately 20% of the original floor area, as well as asbestos containing mudded pipe fittings in each Classroom which supplies each air handling unit. A Typical Classroom has asbestos containing acoustical spray applied to a concrete substrate, and asbestos containing acoustical spray is applied to plaster and lath soffits which surround each air handling unit. The ACM has been encapsulated as part of the District's Operations & Maintenance Plan included in the District's AHERA Management Plan. The majority of the asbestos containing acoustical spray on the ceilings are in good condition, but the lower soffits which surround each air handling unit continue to be a problem since students can easily touch this area. The District would like to remove the asbestos in these areas to ensure the highest building safety for the students and staff. The presence of the acoustical spray (especially at the ceiling) prevents service to or replacement of many of the building systems, including light fixtures, unit ventilators and their ductwork, and the HVAC distribution piping.

FACILITY ELECTRICAL

Building Lighting

The light fixtures in the main building area are original to the building's construction in 1964. The fixtures use either T-12 or T-8 fluorescent lamps depending on the location. The main cafeteria lights appear to have been switched to compact fluorescent lamps as well. Replacement parts (lens covers, etc.) can no longer be ordered for the fixtures and replacing them with upgrades cannot be fully accomplished until the asbestos ceiling material is abated. Light fixtures in the building additions and gymnasiums are adequate.

Technology

The amount of masonry walls in the structure will always limit the availability of wireless data in the building. Routing of the data cabling network is difficult due to restrictions from the asbestos ceilings, so IT wiring is run through the HVAC tunnels below grade and is difficult to access for maintenance. There is also asbestos insulating material on the piping in the tunnels, so removal of this material will make it easier for the district to upgrade the I.T. / data networks for the school in the future.

POOR INDOOR AIR QUALITY

There is evidence of dirt build-up around HVAC diffusers, which cannot be thoroughly cleaned due to the ACM acoustical spray around the diffusers. The ACM textured spray captures dust and pollutants coming from the HVAC system. Additionally, without operable windows, there is a perceived lack of fresh air in the rooms, so the occupant comfort level is compromised. Once the hazardous material is removed from the spaces, better cleaning and maintenance of the outside air equipment can take place.

Proposed Solution to Address the Deficiencies Listed Above:

B.E.S.T. grant funding would be specifically directed towards complete abatement of the asbestos in the school building and replacement of the affected finishes and fixtures following the abatement work, and repairing the roof so as not to put the interior work at risk due to leaks. Grant money used to abate the building would also open the door for the District to continue to repair, maintain, and upgrade the building with respect to many systems critical to the educational environment – lighting, ventilation, technology, to name a few.

How Urgent is this Project:

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ROOF

There are numerous areas of the roof that are compromised, due to delamination. The urgency of this deficiency is high and should be corrected within 1 year. Due to the potential for leaks damaging the concrete structural shell underneath, as well as the new finishes and upgrades in the interior abated areas, there is an immediate need for correction. This project needs to be started immediately in order to avoid roof failure and damage to the structure or release of asbestos. The life safety importance factor is high due to the potential for a detached roof membrane to be blown off by the wind uplift.

ASBESTOS & HAZARDOUS MATERIALS

Student vandalism of the ceiling material makes the need for abatement of the utmost urgency. The hazardous materials are severely limiting the ability of staff to maintain the school. Upgrading lighting and electrical, and replacing outside air ventilation systems are restricted by the presence of the asbestos. As the necessary first step towards upgrading the school, the ACM abatement urgency is high. The importance factor is high with regards to life safety. If the district neglects to correct other deficiencies, such as roofing problems or structural problems that cause building movement, there is potential for the friable asbestos to be disturbed simply from inaction on the district's part.

HVAC

The school was afforded new and upgraded central mechanical equipment with a building addition in 1999. This upgrade included replacement boilers and distribution pumps, a new chiller, a new diesel emergency generator and hot water heaters. 4 original distribution pumps remain as booster pumps for the 2-pipe system. The central mechanical equipment and pumps provide hot and chilled water via a two-pipe system to over seventy original (1964) classroom unit ventilators. The ventilators remain operational although replacement parts are no longer available. The presence of asbestos on the soffits where the UV's are mounted limit the ability to both service and to replace the equipment. The outside air ductwork at the ventilators, which has often become disconnected, needs to be accessed and repaired from the roof opening above.

POOR INDOOR AIR QUALITY

There is an urgent need to gain better access to the classroom mechanical units, which would be possible after abatement. The likelihood of failure increases every year because of the 50-year old age of the equipment. The result of failure would be the complete lack of fresh air to the rooms because there are typically no windows in the classrooms.

How Does this Project Conform with the Construction Guidelines:

CDE 3.2 A weather-tight roof...

The school will implement measures as recommended by the roofing contractor to ballast and otherwise secure the roof membrane in a safe manner to prevent delamination, detachment, or other failures that could lead to student injury or roof leaks and structural damage.

CDE 3.11 A safe and efficient mechanical system that provides proper ventilation and maintains the building temperature...

Removal of the asbestos would allow for simpler maintenance and eventual replacement of the original classroom unit ventilators, which are at risk of failing and have no replacement parts. The ability to replace the 50-year-old ventilators with modern units would also complement the newer, more efficient boiler and chillers serving the school loop since 1999, allowing the system to be as efficient as possible.

CDE 3.12 Healthy building indoor air quality.

Better and more reliable fresh air delivery will be accomplished through maintenance and eventual replacement of unit ventilators, made accessible by the asbestos abatement.

CDE 5.1.15 Replacement of old inefficient lighting with new energy efficient fixtures and lamps...

A new facility would incorporate new, energy-efficient light fixtures into the affected classrooms, with direct-indirect fixtures. This approach will provide energy savings and a better learning environment with less glare for the students.

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

Over the last three years, on average approximately 2% or \$2,700,000 of the General Fund Budget has been on expended on the maintenance of facilities in the district. A yearly average of \$65,671.62 is spent at Greeley West School. Approximately \$29,168.80 is spent annually in preventive maintenance contracts with vendors to address varied systems repairs or service including HVAC, electrical and plumbing. There are other costs associated with preventive maintenance. The cost of filters, valves, blowers and motors, etc. is funded by the maintenance department budget with the labor provided by district maintenance staff. The expectation is to see some 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 \$65,000 annually is projected to be needed for continued maintenance of the high school facility systems and grounds, and will be

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reflected in our maintenance department budget.

In addition to the General Fund expenditures, the district has also spent over \$2,500,000 on district facilities in the past three years out of Capital Project Funds. There is currently a \$4,200,000 balance in our Capital Project Fund. 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 1% or \$1,200,000 of the General Fund annually, to the Capital Reserve Fund for the continued preventative maintenance of systems and infrastructure for the facilities.

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

The facility was originally constructed as a public high school and was in new condition.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

n/a

CDE COMMENTS:

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input type="checkbox"/> Other
Importance: M	Urgency: M	Ability: Able	Planning: Up to date
		Previous BEST Grants:	1 - \$21,029,12
Red Flags:			
If Yes, Explanation:			
Current Grant Request:	\$1,500,931.15	Historical Significance:	N/A
Current Applicant Match:	\$423,339.55	Does this Qualify for HPCP:	Not Required
Total Project Cost:	\$1,924,270.70	Will this Project go for a Bond:	NA
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	22
Previous Matches:	\$0.00	Actual Match Provided:	22
Affected Pupil Number:	1,490	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	42,000	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$41.65	Is a Master Plan Complete	<input type="checkbox"/>
Cost Per Pupil:	\$1,174.05	Who Owns the Facility:	District
Sq Ft Per Pupil:	28.19	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$50.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	2.5	NA	
District FTE Count:	19,009.50	Bonded Debt Approved:	\$8,200,000.00
State Financial Watch:	No	Year Bond Approved:	12
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	0	Year Bond Failed:	
Assessed Valuation:	\$967,153,296.00	Outstanding Bonded Debt:	\$81,705,000.00
PPAV:	\$50,877.00	Total Bonding Capacity:	\$193,430,659.00
Unreserved General Fund FY1011:	\$26,633,310.33	Bond Capacity Remaining:	\$111,725,659.00

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Median Household Income:	\$42,294.00	Percent Bonding Capacity Used:	42
Free Reduced Lunch %:	60.41	Existing Bond Mill Levy:	10.612
Match Source Detail:	Capital Reserve Fund		

-Facilities Impacted By This Grant Application-

PAWNEE RE-12 - Pawnee Grover K-12 - PK-12 School Renovations/Addition - 1980

School Name: Pawnee Grover K-12

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	42,766
Replacement Value:	\$12,677,867
Condition Budget:	\$5,853,339
Total FCI:	46.17%
Energy Budget:	\$0
Suitability Budget:	\$435,800
Total RSLI:	10%
Total CFI:	49.6%
Condition Score: (60%)	2.54
Energy Score: (0%)	1.53
Suitability Score: (40%)	4.68
School Score:	3.40



Assessment Findings:

Scope Item: Replacement of “Sligo” Classroom Building

Assessment findings: Sligo building shows an FCI of 57.6%, with many major systems expired due to its original date of construction of 1920. The suitability criterion shows poor adjacencies for art, music, and computer due to location in Sligo building.

Scope item: Replacement of Shop Building

Assessment findings: Shop Building is not specifically isolated in the assessment by system, however suitability criteria indicates shop meets guidelines for CTE education.

Scope Item: HVAC System Replacement, Lighting Retrofit, Kitchen Repairs, and Building Envelope sealing of main existing building.

Assessment Findings: Assessment shows HVAC systems expired throughout; lighting expired in main building (ES) with low lighting levels throughout. Assessment indicates expired kitchen equipment, and indicates exterior windows are expired in the main building (ES). Criteria shows poor occupant health, lack of fresh air, high levels of CO2, low energy efficiency scores, and poor kitchen sanitation, electrical distribution, and plumbing systems scores.

Scope Item: Roof Replacement

Assessment Findings: Assessment shows all roofs expired.

Staff Notes: District did not update the assessment, but indicates that the west portion of the school was re-roofed recently; leaving only the ES portion to be re-roofed.

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

Applicant Name: PAWNEE RE-12

Applicant Priority #: 1

County: WELD

Cash Grant Score:

Project Title: PK-12 School Renovations/Addition

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

If Yes, please explain why:

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

General Background Information and Reasons for Pursuing a BEST Grant:

The Pawnee School District owns a group of facilities that make up its campus. Pawnee Schools is located in Northeastern Colorado just south of the Wyoming border. This school is home to 95-students and a small-town agricultural community. The Pawnee School is more than just a place to educate kids; it is a necessary community center for the town and surrounding area as there is no commercial facility for miles from the town's location. In recent years, it has been evident that the school facility lacks some basic functionality present in most schools throughout the state which has prompted Pawnee School District to request assistance with its facility needs.

The Pawnee School has identified and plans to rectify the following deficiencies in its school facility, if CDE BEST Grant funds are approved:

- [+] Correct HVAC problems with efficiency, ventilation provision and prevention of propane-explosion hazards.
- [+] Update all lighting systems with energy efficient, flicker free and low-maintenance light fixtures.
- [+] Addition of safe and sufficient VoAg, Wood, and Metal Shop to existing facility.
- [+] Addition of auditorium to existing facility to provide for community activities and formal school theatre program.
- [+] Addition of music and computer room to displace current separate facility requiring students to leave building for these courses
- [+] Provision of emergency power backup generation.
- [+] Secure school perimeter boundaries with chain-link fence.
- [+] Replace failing roof
- [+] Correct current ponding in parking lot.
- [+] Correct kitchen health and safety concerns.
- [+] Weatherize building windows, doors and other sources of leaks.
- [+] Installation of modern phone system for school security and emergency notification.

By addressing all of these concerns, the Pawnee School District believes it has resolved the majority of its facility concerns. The only remaining items for this facility will be future needs to resolve locker room conditions, bus garage expansions and teacher housing which will be addressed by the Pawnee School District within their capital reserve fund.

At this point in time, Pawnee Schools is the beneficiary of substantial investment by oil and gas exploration companies in the surrounding community. These companies have substantially added to the valuation of the school district and subsequently taxable properties. In addition, Pawnee School District is on the verge of expiring a bond that was used to provide some facility improvements in the recent pass.

The combination of the school district's needs along with the opportunity to successfully pass an upcoming bond in 2013 makes it an opportune time for the Pawnee School District to act on its facility needs.

Pawnee School District is requesting a CDE BEST Grant to play a pivotal role in leveraging CDE funds with local community

CDE - BEST FY2013-14 GRANT APPLICATION SUMMARIES

investment to rectify several health and safety shortfalls; and provide adequate educational facilities making the Pawnee School facility a great example of what a school district in rural eastern Colorado can become.

Deficiencies Associated with this Project:

The Pawnee School is a group of facilities located in Northeastern Colorado just south of the Wyoming border. This school is home to 95-students and a small-town agricultural community. The Pawnee School is more than just a place to educate kids, it is a necessary community center for the town and surrounding area as there is no commercial facility for miles from the town's location. In recent years, it has been evident that the school facility lacks some basic functionality present in most schools throughout the state which has prompted Pawnee School District to plan a reasonably large renovation and addition to the current facility.

CURRENT SCHOOL FACILITY CONDITION

Before we describe what we plan to do in our renovation plans, it is important to clearly describe the deficiencies that have prompted the solutions we are proposing.

HVAC Systems. The Pawnee School is currently heated with several propane combustion furnaces throughout the main school as well as the VoAg shop. Some portions of the school have air-conditioning and some outside air ventilation. The current issues identified with the current HVAC Systems include the following:

- 1) **Lacking Ventilation.** Many of the school heating systems have furnaces that do not have outside air intake which means that student do not get sufficient ventilation air. This lack of ventilation causes high carbon-dioxide levels which leads to headaches, and sleepy students which makes for a poor learning environment. Some rooms have operable windows for some ventilation, but windows cannot be opened on cold and windy days which comprise approximately 60% of the school season.
- 2) **Insufficient Cooling.** It is common for temperatures to reach the upper 80's in Grover, Colorado during at least 20 school days per year in the Spring and the Fall. When it is 88°F outside it reaches 95°F in the classrooms that are not air conditioned. This means that, in select classrooms, Pawnee School is not able to educate kids 20-days per school year diminishing the effectiveness of their education program.
- 3) **Propane Explosion Hazard.** As with most rural schools that do not have access to natural gas, Pawnee Schools utilizes propane gas heating systems to heat their school facility. Unlike natural gas, propane is heavier than air and so propane does not dissipate into the air. This means that un-combusted propane will hover near the floor and can readily explode when a chance spark ignites this gas. This is one of the reasons that many rural schools in Colorado have utilized a separate boiler building when using propane combustion to avoid school building explosions when the boiler explodes. Pawnee School uses forced-air propane heating systems and thus cannot avoid such harmful explosions from occurring in their school facility. It is only a matter of time before one of these propane explosions claims the Pawnee School Building or school students and staff.

Inefficient Lighting Systems. The Pawnee School facility has lighting systems that are currently so old that they are currently obsolete. Some of the lamps for lights within the Pawnee School are no longer manufactured due to mandates on lamp manufactures. These inefficient lighting systems create flicker in the learning environment, dimly lit VoAg facilities creating a safety hazard with power equipment; and increase the operational costs for the school district in both energy costs and high replacement costs.

Inadequate VoAg Shop. The current VoAg shop was added on the north side of the gym as an after-thought during the life of the school district. A make-shift hallway was attached to the northeast exit from the gymnasium to a metal building which houses the Pawnee School VoAg program, wood shop and metal shop. In this agricultural community, strong vocational education programs are a must. The current facility does not allow for the caliber of program that is needed to educate students interested in pursuing agricultural excellence; or any other vocational programs. Not to mention, that the presence of the VoAg building is covering a means of egress from a large gymnasium complex creating a fire-escape hazard in this facility.

Lacking Stage/Auditorium. Pawnee School used to have a stage area on the west side of their current gymnasium. This stage area had to be given up in order to install reasonable locker rooms on this side of the gym. Currently, the community and the school district do not have a meeting space to use that can house enough community members to attend graduations, theatre, and community meetings. There is no other place in the community to have these meetings; and the Pawnee School gym is used most of the time which does not allow the school district to effectively use their gym for such meetings and

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activities.

Separate Music & Computer Building. Currently, students have to exit the building in the back and go back and forth outside to a music/computer room in order to attend band and/or computer classes. They utilize an old facility that was moved from another community and re-assembled in the northeast courtyard. This current operation is unsafe for students exiting an unmonitored exit allowing for any unwanted intruder to enter the building in these locations creating a security risk. In addition, the risk of injury during icy winter months on this north side of the building is also a safety concern. Finally, the building that is used for band and computer learning is a pure wooden facility creating a higher fire risk for its occupants.

Emergency Systems. The Pawnee School facility currently has no emergency power back up for lighting systems or any critical facility systems. The power in this rural area is highly unreliable and fails on a regular basis. If the power were to fail for any extended period of time during the winter, water systems within the building would surely freeze and burst when thawed creating extensive water damage in the facility. When power is out, the building is virtually unusable and is unsafe to occupy resulting in loss of use for its intended purposes of housing staff and students. In addition, the community members in surrounding areas have no facility to use in case of community disasters.

Unsecured Boundaries. Currently, the entire Pawnee School District grounds are fully open to intruders or anyone that happens to be near the school property. This situation is unsafe for students who expect to be safe and protected while on school grounds.

Failing Built-up Roof. The school recently installed a standing metal-seam roof on most of the western portion of the school. However, the eastern elementary section has an old and failing flat, built-up tar roof that is close to 30-years old. This roof is showing severe signs of aging, is leaking in places and has been costly for the district to maintain in recent years. Not to mention, this roof is not insulated and is a heat waster for this side of the building.

Parking Lot Drainage. The current parking lot in the front of the school is not evenly graded and thus has substantial ponding and does not allow for necessary drainage. These ponds turn to ice in the winter months creating a safety hazard for both vehicles and pedestrians. In addition, the pavement is aging much quicker than desired with standing water.

Kitchen Safety. The current kitchen is comprised of propane cooking equipment with an outdated chemical fire suppression system. The current fire suppression system cannot be recharged and the school district has been notified by the fire inspector that they must replace this system as replacement chemicals and parts are no longer available. In addition, the current propane range uses standing pilot lights. These pilot lights are blown out on almost a nightly basis as high winds are prevalent in Grover, CO. When pilot lights are blown out, propane is being provided to this kitchen without being ignited. As propane is heavier than air, this un-combusted propane sits in the kitchen creating an explosion hazard when a spark or flame enters this space. This creates a severe safety hazard for cooking staff and students alike.

Leaking Building Envelope. The Pawnee School facility is a relatively good facility, but there are several leaking windows and exterior doors that exacerbate heat loss during winter months due to gaps in the exterior. High winds exaggerate the heat loss from the smallest cracks driving up Pawnee Schools ongoing energy costs; and creating a poor educational environment is spots.

Obsolete Phone System. The Pawnee School facility currently utilizes a single line, analogue phone system that is as old as the original school facility. This system does not allow for sufficient access to staff, messaging or paging; resulting in inadequate ability to contact key personnel in the case of an emergency.

Proposed Solution to Address the Deficiencies Listed Above:

PROPOSED FACILITY CONSTRUCTION PROJECT

Pawnee School District, with the help of a professional engineering team, has put together a comprehensive facility plan to address all of its deficiencies described in the findings narrative above. The following items describe an itemized list of solutions that will collectively resolve the problems faced by Pawnee School District.

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Ground Source Heat Pump HVAC System (EPC). In this project Pawnee School proposes to replace all heating and cooling systems with a Ground Source Heat Pump (GSHP) system supplemented with Variable Flow Refrigerant technology to provide for a high-efficiency heating and cooling system that breaks the districts' reliance on unsafe and costly propane heating systems. The GSHP system will use a fourth of the energy costs of the current system and provide positive outside air ventilation to all spaces resulting in a dramatic improvement to providing a superior learning environment for Pawnee School District students and staff. Modern control systems will be utilized with the new systems to allow for ease of operation and scheduling by Pawnee School staff.

Lighting Retrofit (EPC). Pawnee is planning to replace all current lamps and ballasts with high efficiency lamps and ballasts to reduce energy costs, eliminate flicker, and allow for replacement with currently available lighting system components. In addition, light fixtures in the gymnasiums and common areas will be replaced with high-intensity, energy efficient fluorescent lights with instant-on capability to reduce excessive on time of current metal halide fixtures that stay on permanently because they take too long to turn on. LED lights will be used in exit light fixtures and other areas where financially feasible.

Sealing Building Envelope (EPC). Pawnee School District will conduct blower-door tests to investigate leaks in the facility and properly seal leaks that are found during this testing procedure. In addition, we will add weatherstripping where necessary; and eliminate bay windows in our science classroom that are currently nothing more than a heat-sink wasting energy.

Kitchen Repairs (EPC). Pawnee School District will replace current pilot lit propane oven and range with an electronic ignition oven and range; and will install an updated dry-chemical fire suppression system to replace the obsolete fire suppression system in the kitchen to provide for safe kitchen operations.

Roof Replacement (Design/Build - Specialty). Pawnee School District plans to replace the current 30-year old built up roof with a single-ply, mechanically fastened EPDM roof structure with added R-30 rigid insulation. This new roof will eliminate current leaks and improve the building's energy efficiency.

Correct Parking Lot Drainage (EPC). Pawnee School District plans to install a vertical-bore ground loop under the current parking lot to support the new Ground Source Heat Pump system described in the HVAC construction option. After the vertical well field has been installed and tested, the parking lot will be re-graded to allow for reliable drainage; and a new paved parking lot will be installed with appropriate markings and drainage.

Auditorium, Shop and Classroom Addition (CM/GC - Construction). Pawnee School District plans to construct an Auditorium, VoAg Shop, Band Room, Art Room and Computer Classroom Addition as shown in the attached plans. This addition will allow Pawnee School District to demolish the current VoAg Shop, and Music/Art Building. In addition, the district will gain their auditorium facility back to provide for community meetings, theatre programs and many other community and school district programs. The band room and shop areas will be acoustically treated to avoid excessive noise from spreading to adjacent classroom spaces. The new shop area will allow for distinct separation between VoAg, Metal and Wood Shop; and classroom areas to give Pawnee School District a fully functional Vocational education program for its school district. Since all of these spaces will be accessible by the central hallway, there will be no exiting and entering the building from the outside allowing for a secure school facility.

Perimeter Security Fence (Design/Build – Specialty). Pawnee Schools will install a chain link fence around the entire perimeter of the school property as shown in the plans. This fence will prevent easy access for intruders entering the school grounds; and will provide much improved security for students and staff.

The district plans to utilize three different methods to complete implementation of all solutions included in the plan described above:

Energy Performance Contracting (EPC) – The Pawnee School District will utilize the services of the Colorado Energy Office to help it solicit pre-qualified Energy Service Companies (ESCO's) to complete the ground source heat pump system, lighting retrofits, control systems, building envelope sealing and kitchen upgrades as described above. The district is using this approach to capitalize on guaranteed energy savings associated with these measures. The parking lot replacement will also be included in this scope as this will provide for turnkey installation of the ground loop wells and the parking lot within one single contract.

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Design/Build – Specialty – The Pawnee School District will utilize design/build contractors to complete specialty work like the roof replacement and the perimeter security fence. These projects will be designed and constructed by a contractor that specializes in these projects to reduce overall design costs, and improve ease of construction. The district plans to solicit fixed price proposals from firms qualified to design and construct each of these projects.

Construction Management / General Contractor (CM/GC) – The Pawnee School District will utilize the services of an Owner’s Representative to help it manage a Construction Management / General Contractor approach to construction major additions and demolition projects. The district will solicit proposals for owner’s representatives that are qualified in this type of construction; and then utilize the owner’s representative to help the district solicit for an architect/design team to design this project, a construction manager to oversee construction working with a General Contractor to construction the designed project. The same ESCO that wins the EPC solicitation will aid in designing and installing energy infrastructure systems into the new addition to ensure that HVAC, lighting and control systems are consistent with similar systems installed in the existing facility under the EPC. It will be up to the General Contractor selected to decide if they want to utilize the ESCO to complete HVAC system installation.

The District believes that it will accomplish the best and most predictable performance of all of its projects by following these three construction approaches.

How Urgent is this Project:

Pawnee School must complete many of these needed facility projects while it has the bonding capacity with the current gas and oil exploration in its district. If this project is delayed even a year, this bond capacity will be gone along with the ability to address these dire facility issues. While the school district exists with these facility deficiencies; we believe that we are offering our students and staff less than what other public schools in the State of Colorado can offer their students. After noting the deficiencies in health, safety, security and educational effectiveness that have been described in this narrative; it is unconscionable that we would wait or delay in implementing these needed projects.

How Does this Project Conform with the Construction Guidelines:

SECTION ONE

Project will comply with all criteria.

SECTION TWO

Project will comply with all criteria, except:

4.13.18 - Hallway restrooms are used as visiting team locker rooms.

SECTION THREE

Project will comply with all criteria.

SECTION FOUR

Project will comply with all criteria.

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

The school will be demolishing facilities that have taken more maintenance than the facilities being added to the school. The ground source heat pump systems will need to be checked prior to the start of each school year to ensure proper operation and maintenance. Janitorial services will be much better with the attached facility space than with currently separate buildings for the VoAg Building, Auditorium, Music, Computer and Art additions. Energy costs will be reduced overall with efficient lighting and ground source heat pump systems; even with the additional square footage. The emergency generator will need to be formally tested at least once per month to ensure proper operation. Maintenance costs for additional mechanical equipment is anticipated to increase by \$5,000 per year. Roof replacement costs will be anticipated in 30-years from the construction of the new roof. Ground source heat pump equipment will last longer than current propane-fired HVAC equipment resulting in no additional impact to HVAC equipment replacement costs.

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

The existing elementary wing was built in 1981 by the District. The kitchen is located in this wing and the fire suppression system is obsolete and old kitchen equipment is in need of replacement. The flat roof is near end of life and needs to be replaced. The high school addition was built in 1998, which is in good conditions overall by needs new HVAC system, and secure windows. The whole facility is in major need of new secure doors.

The VoAg shop was built in 1958 and is too small to function as an auto shop, wood shop, welding shop, and classroom. This building is also very poorly insulated, which poorly effects the learning environment. The bulky clothing that students must wear to stay warm in the winter months poses safety concerns while running equipment.

The art/music/computer building (Sligo Building) was built in the 1920's and moved from another town to Grover in the 1940's. This building was already 20 years old when it was moved to Grover.

What is the Amount the Applicant is Willing to Commit to a Yearly Capital Renewal Reserve for this Project:

\$5,000/yr

CDE COMMENTS:

THE PROJECT LACKS THE PLANNING EXPERTISE NORMALLY DESIRED FOR A GRANT OF THIS COMPLEXITY.

<input checked="" type="checkbox"/> Health, Safety	<input type="checkbox"/> Overcrowding	<input type="checkbox"/> Technology	<input checked="" type="checkbox"/> Other
Importance: L	Urgency: L	Ability: Able	Planning: No plan
Red Flags:	Previous BEST Grants: 0		
If Yes, Explanation:	Multiple		
Current Grant Request:	\$1,437,807.00	Historical Significance:	Yes-Granted Exemption
Current Applicant Match:	\$3,887,404.10	Does this Qualify for HPCP:	Required
Total Project Cost:	\$5,325,211.10	Will this Project go for a Bond:	2013 Bond
Previous Grant Awards:	\$0.00	CDE Minimum Match Percent:	73
Previous Matches:	\$0.00	Actual Match Provided:	73
Affected Pupil Number:	88	Applicant Met Match	<input checked="" type="checkbox"/>
Affected Sq Ft:	48,651	Is this a Statutory Waiver	<input type="checkbox"/>
Cost Per Sq Ft:	\$99.51	Is a Master Plan Complete	<input checked="" type="checkbox"/>
Cost Per Pupil:	\$55,012.51	Who Owns the Facility:	District
Sq Ft Per Pupil:	552.85	Does the Facility Have Financing:	
Per Pupil Allocation to Cap Reserve:	\$300.00	Who will the Facility Revert to if the School Ceases to Exist:	
Listed Inflation Percent:	6	NA	
District FTE Count:	85.10	Bonded Debt Approved:	
State Financial Watch:	No	Year Bond Approved:	
Fiscal Health Watch:	No	Bonded Debt Failed:	
# of Fiscal Health Warning Indicators:	1	Year Bond Failed:	
Assessed Valuation:	\$130,801,736.00	Outstanding Bonded Debt:	\$235,000.00

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PPAV:	\$1,537,036.00	Total Bonding Capacity:	\$26,160,347.00
Unreserved General Fund FY1011:	\$1,826,395.68	Bond Capacity Remaining:	\$25,925,347.00
Median Household Income:	\$41,429.00	Percent Bonding Capacity Used:	1
Free Reduced Lunch %:	29.07	Existing Bond Mill Levy:	0.663
Match Source Detail:	2013 Bond		



DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE

MAY 2013
