BEST

BUILDING EXCELLENT SCHOOLS TODAY **MAY 2023**

COLORADO

Department of Education

Capital Construction Unit

SUMMARY OF BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2023-24 GRANT APPLICATIONS RECEIVED FEBRUARY 6, 2023

SUMMARY OF BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2023-24 GRANT APPLICATIONS

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CAPITAL CONSTRUCTION UNIT
BUILDING EXCELLENT SCHOOLS TODAY (BEST)

Capital Construction Assistance Board Members

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Wendy Wyman (Vice Chair)	Executive Director, Mountain BOCES
Brian Amack	Director of Technology, Morgan County School District Re-3
Kevin Haas	Principal, Martin/Martin Consulting Engineers
Vaishali McCarthy	Sr. Manager, Planning, Design & Construction, Denver Public Schools
Allison Pearlman	Architect, Department of Commerce, NIST
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Mark Hillen	Regional Facility Assessor *(Southwest)*
John Huerta	Regional Facility Assessor *(Central)*
Josh Jones	Regional Facility Assessor *(Central)*
Mark Kimmett	Regional Facility Assessor *(Central)*
Scott Sullivan	Regional Facility Assessor (Central)
Lucas Wade	Regional Facility Assessor *(Northwest)*

BEST FY2023-24 Grant Application Review Ground Rules

Schedule & Time

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

Completing Work

Each member shall complete their share of the work for each grant reviewed.

Decision Making

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

Participation

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

Focus

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

Openness / Conflict

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

Critique

Each member shall take their work seriously, provide meaningful feedback on their evaluation tools, reflect and self-critique along the way.

Humor

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

INTRODUCTION

In 2008, HB08-1335 established the Building Excellent Schools Today (BEST) grant program to assist School Districts, Charter Schools, Institute Charter Schools, BOCES, and the Colorado School for the Deaf and Blind (CSDB) with capital improvements to facilities. The Bill (and future amendments):

- Created the Division of Public School Capital Construction Assistance (Division) within CDE to administer the program;
- Established the Capital Construction Assistance Board (CCAB) to oversee the program;
- Created the Assistance Fund to fund BEST projects;
- Required the establishment of Public School Facility Construction Guidelines (Guidelines);
- Required a statewide facility assessment.

Revenues supporting the Assistance Fund consist of:

- State Land Trust Revenue;
- Colorado Lottery Spillover;
- Marijuana Excise Tax;
- Interest from monies in the Assistance Fund.

For the FY2023-24 grant cycle, the CCAB will review 54 applications totaling about $758 million, requesting $518 million in State funds, and providing $240 million in matching funds. The CCAB is responsible for submitting a prioritized list of recommended projects to the State Board of Education for approval and award. This book and attachments summarize all of the applications submitted and provides additional data to assist with evaluation of the applications.

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

Per CRS 22-43.7-109, Section 6.2 of the BEST Rules requires the CCAB, taking into consideration the Statewide Assessment, to prioritize and determine the amount and type of financial assistance provided for projects deemed eligible for BEST funding based on the following criteria, in descending order of importance:

- Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security, and projects that are designed to incorporate technology into the educational environment.
    - As used in this subsection, "technology" means hardware, devices, or equipment necessary for individual student learning and classroom instruction, including access to electronic instructional materials, or necessary for professional use by a classroom teacher.
    - In prioritizing an application for a public school facility renovation project that will address safety hazards or health concerns, the CCAB shall consider the condition of the entire public school facility for which the project is proposed and determine whether it would be more fiscally prudent to replace the entire facility than to provide financial assistance for the renovation project;
- Projects that will relieve overcrowding in public school facilities, including but not limited to projects that will allow students to move from temporary instructional facilities into permanent facilities;
- Projects that will provide career and technical education capital construction in public school facilities;

- Projects that assist public schools to replace prohibited American Indian mascots as required by Section 22-1-133; and
- All other projects.

BEST grants are matching grants and each applicant is required to provide matching funds (not to exceed available bonding capacity) in an amount determined using criteria defined in statute. An applicant can submit a waiver request to reduce this amount. The CCAB will evaluate each request and make a decision whether the waiver should be approved or denied.

Grant Applicant Review Process:

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

Applicants may present their project to the CCAB, but are not required. Team members knowledgeable about the project request should be available to answer questions pertaining to the grant application.

Individual Grant Application Review:

1) When a grant is up for review, the Director will call on the grant applicant to present.
2) The Director will introduce the project (applicant name & project title), then ask the presenters to introduce themselves.
3) The presenters will be given a two-minute window to present to the CCAB:
   - The presentation should include any items the applicant wishes to highlight or address pertaining to the proposed project. No visual materials will be allowed for the presentation.
4) Following the applicant's presentation, the Board Chair will open the floor to CCAB discussion.
5) After all questions have been answered, each CCAB member will complete scoring for the application.
6) The CCAB will then vote on moving the project to the recommendation shortlist.
   - NOTE: Moving an application to a funding recommendation shortlist does not guarantee the application will be awarded. See below for the shortlist prioritization procedure.
   - If a project that has a waiver is not voted to the shortlist, the waiver will not be reviewed.
7) If an application is voted to the shortlist and a waiver is requested as part of the application package, the CCAB will evaluate the waiver, ask any questions, and complete a waiver evaluation sheet.
   - NOTE: Statutory Limit waivers (to prevent exceeding maximum available bonding capacity) are required by statute. There will not be a review or vote.
   - The Board Chair will entertain a motion to approve each waiver.
     - An applicant whose waiver request is denied is still eligible to receive a grant.
8) This process will be repeated until all applications have been reviewed.
9) Upon completion of all application reviews, including finalizing scores and a ranking of scored projects by each CCAB member to break ties, Division staff will complete the recommended shortlist.

Review of Prioritized Grant Applications:

- After compiling the final scores and ranks, and assigning recommended funding sources (cash or lease/purchase), Division staff will present the CCAB with the results of the shortlisted grant application evaluations.
  - The shortlisted projects will be sorted by their identified statutory need – Priority 1-5.
  - The average of voting CCAB member's scores and/or ranks will be utilized to compile a prioritized list, as determined by the board.
  - In the event of any remaining ties in scoring, the board will break the tie with a vote.
- The CCAB will review the prioritized list and make any final remarks.
- A funding line will be drawn at the set amount of available funding (State share), which the CCAB will review, and then make a final motion to approve the list. The prioritized list may include backup projects to be awarded in the event a higher ranked project fails to secure matching funds.
- The CCAB review will yield a prioritized list of projects to submit to the State Board of Education (SBE) for approval. The prioritized list will include the CCAB's recommendation as to the amount and type of financial assistance to be provided and a statement of the source and amount of applicant matching moneys for each recommended project, based upon information provided by the applicant.
- The SBE may approve, disapprove, or modify the provision of financial assistance for any project recommended by the CCAB if the SBE concludes that the CCAB misapplied the prioritization criteria in the statute. If the SBE concludes that the CCAB misapplied the prioritization criteria in the statute, then the SBE shall specifically explain its reasons for finding that the CCAB misapplied the prioritization criteria in writing.
- Once the list is approved, on behalf of the SBE, division staff will then present all projects identified as potential for lease/purchase funding to the Capital Development Committee (CDC). If the CDC concludes that the inclusion of one or more of the projects on the list will unreasonably increase the cost of providing financial assistance that involves lease/purchase agreements for all of the projects on the list, the list will be resubmitted with modifications. At that time the CDC may disapprove of any single project on the list.
- The above is intended to be only a general outline of the process. The CCAB's recommendations will be made in accordance with applicable statutes and rules.

Attachments:

- BEST Grant Program Rules
- Public School Facility Construction Guidelines
- BEST Grant Priority Guidelines
- Map of Participating Applicants
- Example of a BEST Grant Application Evaluation Tool
- School District Minimum Matching Calculation
- Charter School Minimum Matching Calculation
- Example of a BEST Grant Waiver Evaluation Tool for School Districts and BOCES
- Example of a BEST Grant Waiver Evaluation Tool for Charter Schools
- Example of a BEST Grant Waiver Evaluation Tool for an Unreserved Fund Balance Waiver Request
- Glossary of Terms Used

DEPARTMENT OF EDUCATION

Division of Public School Capital Construction Assistance

BUILDING EXCELLENT SCHOOLS TODAY GRANT PROGRAM

1 CCR 303-3

[Editor's Notes follow the text of the rules at the end of this CCR Document.]

Authority

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

Scope and Purpose

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

1. Definitions

1.1. "Applicant" means an entity that submits an Application for Financial Assistance to the Board, including:

1.1.1. A School District;

1.1.2. A District Charter School;

1.1.3. An Institute Charter School;

1.1.4. A Board of Cooperative Educational Services (BOCES);

1.1.5. The Colorado School for the Deaf and Blind.

1.2. "Application" means the Application for Financial Assistance submitted by an Applicant.

1.3. "Assistance Fund" means the public school capital construction assistance fund created in § 22-43.7-104(1) C.R.S.

1.4. "Authorizer" means the School District that authorized the charter contract of a Charter School or, in the case of an Institute Charter School, as defined in § 22-43.7-106(1) C.R.S., the State Charter School Institute created and existing pursuant to § 22-30.5-502(6) C.R.S.

1.5. "BEST Act" means § 22-43.7-101 C.R.S. et seq.

1.6. "BEST Lease-purchase Funding" means funding from a sublease-purchase agreement entered into between the state and an entity as described in 2.1 pursuant to § 22-43.7-110(2) C.R.S.

1.7. "BEST Cash Grant" means cash funding as a matching grant.

1.8. "BEST Emergency Grant" means a request for Financial Assistance in connection with a Public School Facility Emergency.

1.9. "Board" means the Public School Capital Construction Assistance Board created in § 22-43.7-106 (1) C.R.S.

1.10. "Board of Cooperative Educational Services" or "BOCES" means a Board of Cooperative Services created and existing pursuant to § 22-5-104 C.R.S. that is eligible to receive State moneys pursuant to § 22-5-114 C.R.S.

1.11. "Capital Construction" has the same meaning as set forth in § 24-30-1301 (2); C.R.S. except that the term also includes technology, as defined in § 22-43.7-109 (5)(a)(I)(B)

1.12. "Capital Renewal Reserve" means moneys set aside by an Applicant that has received an award for a project for the specific purpose of replacing major Public School Facility systems with projected life cycles such as, but not limited to, roofs, interior finishes, electrical systems and heating, ventilating, and air conditioning systems.

1.13. "Charter School" means a Charter School as described in § 22-54-124 (1)(f.6)(I)(A) or (1)(f.6)(I)(B) C.R.S.

1.14. "Eligible Charter School" means a qualified charter school that is eligible for the Loan Program as defined in § 22-30.5-408(1)(c) C.R.S. and authorized to receive financial assistance pursuant to 22-43.7-103(7) C.R.S.

1.15. "Division" means the Division of Public School Capital Construction Assistance created in § 22-43.7-105 C.R.S.

1.16. "Financial Assistance" means BEST Cash Grants; BEST Lease-purchase Funding; BEST Emergency Grants; funding provided as matching grants by the Board from the Assistance Fund to an Applicant; or any other expenditure made from the Assistance Fund for the purpose of financing Public School Facility Capital Construction as authorized by the BEST Act.

1.17. "Grantee" means a School District, Charter School, Institute Charter School, BOCES or the Colorado School for the Deaf and Blind that has applied for Financial Assistance and received an award.

1.18. "Institute Charter School" means a Charter School chartered by the Colorado State Charter School Institute pursuant to § 22-30.5-507 C.R.S.

1.19. "Loan Program" means the charter school matching moneys loan program pursuant to 22-43.7-110.5 C.R.S.

1.20. "Matching Moneys" means moneys required to be used directly to pay a portion of the costs of a Public School Facility Capital Construction project by an Applicant as a condition of an award of Financial Assistance to the Applicant pursuant to § 22-43.7-109 (9) C.R.S and/or 22-43.7-110(2) C.R.S.

1.21. "Project" means the Capital Construction Project for which Financial Assistance is being requested.

1.22. "Public School Facility" means a building or portion of a building used for educational purposes by a School District, Charter School, Institute Charter School, a Board of Cooperative Education Services, the Colorado School for the Deaf and Blind created and existing pursuant to § 22-80-102(1)(a) C.R.S., including but not limited to school sites, classrooms, data centers, libraries and media centers, cafeterias and kitchens, auditoriums, multipurpose rooms, and other multi-use spaces; except that "Public School Facility" does not include a learning center, as defined in § 22-30.7-102(4) C.R.S., that is not used for any other public school purpose and is not part of a building otherwise owned, or leased in its entirety, by a School District, a Board of Cooperative Education Services, a Charter School, Institute Charter School, or the Colorado School for the Deaf and Blind for educational purposes.

1.23. "Public School Facility Construction Guidelines" means Public School Facility Construction Guidelines as established in § 22-43.7-107 C.R.S.

1.24. "Public School Facility Emergency" means an unanticipated event that makes all or a significant portion of a Public School Facility unusable for educational purposes or poses an imminent threat to the health or safety of persons using the Public School Facility.

1.25. "School District" means a School District, other than a junior or community college district, organized and existing pursuant to law in Colorado pursuant to § 22-43.7-103 (14) C.R.S.

1.26. "State Board" means the State Board of Education created and existing pursuant to section 1 of article IX of the State Constitution.

1.27. "Statewide Assessment" means the Financial Assistance priority assessment conducted pursuant to § 22-43.7-108 C.R.S.

2. Eligibility

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

2.1.1. A School District;

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

2.1.3. An Institute Charter School;

2.1.4. A Board of Cooperative Educational Services (BOCES);

2.1.5. The Colorado School for the Deaf and Blind.

2.2. The Board may only provide Financial Assistance for a Project for a Public School Facility that the Applicant owns or will have the right to own in the future under the terms of a lease-purchase agreement with the owner of the facility or a sublease-purchase agreement with the state entered into pursuant to § 22-43.7-110(2) C.R.S.

2.3. The Board, with the support of the Division and subject to the approval of the State Board and the lessor of the property, may provide financial assistance as specified in this section to an applicant that is operating or will operate in the next budget year in a leased facility that is:

2.3.1. Listed on the state inventory of real property and improvements and other capital assets maintained by the Office of the State Architect pursuant to § 24-30-1303.5, C.R.S.; or

2.3.2. State-owned property leased by the State Board of Land Commissioners, described in § 36-1-101.5, C.R.S., to the applicant.

2.3.3. An award of financial assistance must be used to preserve or enhance the value of state-owned, leased property.

2.4. The Board may only provide financial assistance for a capital construction project for a public school in existence for at least three years at any time before the Board receives an application for financial assistance.

2.5. For a BEST Emergency Grant, the Applicant shall be operating in the Public School Facility for which Financial Assistance is requested.

3. Assistance Board

3.1. Conflict of Interest

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

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

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

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

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

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

3.1.4.2. No Board member shall participate in the Board's evaluation process, including voting, for any Application when the Board member has a direct or indirect substantial financial interest in the Project or Application or the Board member's firm has had prior involvement with the Applicant directly related to the Project or Application;

3.1.4.3. At all times Board members must exercise judgment and caution to avoid conflicts of interest and/or appearance of impropriety, and should inform the Division staff of any questionable situation that may arise. A Board member may recuse himself or herself from any vote.

3.1.4.4. Board members shall be aware of and comply with the Colorado Code of Ethics, § 24-18-108.5(2), C.R.S., and shall not perform any official act which may have a direct economic benefit on a business or other undertaking in which the member has a direct or substantial financial interest.

3.1.4.4.1. A financial interest means a substantial interest held by an individual which is (i) an ownership interest in a business, (ii) a creditor interest in an insolvent business, (iii) an employment or prospective employment for which negotiations have begun, (iv) an

ownership interest in real or personal property, (v) a loan or any other, or (vi) a directorship or officer ship in a business.

3.1.4.4.2. An official action means any vote decision, recommendation, approval, disapproval or other action, including inaction, which involves the use of discretionary authority.

3.1.5. In cases where a Board member has violated the conflict of interest policy as determined by the board chair, the Division Director will notify the Board member's appointing authority of the violation in writing. In the event of a conflict involving the board chair, the vice-chair will make the determination.

4. Matching Requirement

4.1. Except as provided below in section 4.2, Financial Assistance may be provided only if the Applicant provides Matching Moneys in an amount equal to a percentage of the total cost of the Project determined by the Board after consideration of the Applicant's financial capacity, based on the following factors:

4.1.1. With respect to a School District's Application for Financial Assistance:

4.1.1.1. The School District's assessed value per pupil relative to the state average;

4.1.1.2. The School District's median household income relative to the state average;

4.1.1.3. The School District's bond redemption fund mill levy relative to the statewide average;

4.1.1.4. The percentage of pupils enrolled in the School District who are eligible for free or reduced-cost lunch;

4.1.1.5. The school district's current available bond capacity remaining;

4.1.1.6. The school district's unreserved fund balance as a percentage of its annual budget; and

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

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

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

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

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

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

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

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

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

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

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

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

4.1.3.2. Whether the charter school's authorizer retains no more than ten percent of its capacity to issue bonds;

4.1.3.3. Whether the charter school is operating in a district-owned facility at the time it submits its application;

4.1.3.4. In the ten years preceding the year in which the charter school submits the application, the number of times the charter school has attempted to obtain or has obtained:

4.1.3.4.1. Bond proceeds pursuant to 22-30.5-404 C.R.S through inclusion in a ballot measure submitted by the charter school’s authorizer to the registered electors of the school district:

4.1.3.4.2. Proceeds from a special mill levy for capital needs pursuant to 22-30.5-405 C.R.S.;

4.1.3.4.3. Grant funding for capital needs from a source other than the assistance fund; and

4.1.3.4.4. Funding for capital construction from bonds issued on its behalf by the Colorado Educational and Cultural Facilities authority created and existing pursuant to 23-15-104(1)(a), C.R.S., or from some other source of financing.

4.1.3.5. If the charter school is a district charter school, the student enrollment of the charter school as a percentage of the student enrollment of the charter school's authorizing school district.

4.1.3.6. The percentage of students enrolled in the charter school who are eligible for the federal free and reduced-cost lunch program in relation to the overall percentage of students enrolled in the public schools in the State who are eligible for the federal free and reduced-cost lunch program.

4.1.3.7. The percentage of the per pupil revenue received by the charter school that the charter school spends on facility costs other than facilities operations and maintenance.

4.1.3.8. The charter school's unreserved fund balance as a percentage of its annual budget.

4.1.3.9. The match percentage for a charter school calculated based on the above criteria shall not be higher than the highest match percentage for a school district, or lower than the lowest match percentage for a school district, in the same grant cycle.

4.2. Waiver or reduction of Matching Moneys

4.2.1. An Applicant may apply to the Board for a waiver or reduction of the Matching Moneys requirement. Such application shall discuss unique issues demonstrating why the percentage is not representative of the Applicant's current financial state. The Board may grant a waiver or reduction if it determines:

4.2.1.1. That the waiver or reduction would significantly enhance educational opportunity and quality within a School District, Board of Cooperative Education Services, or Applicant school,

4.2.1.2. That the cost of complying with the Matching Moneys requirement would significantly limit educational opportunities within a School District, Board of Cooperative Education Services, or Applicant school, or

4.2.1.3. That extenuating circumstances deemed significant by the Board make a waiver appropriate.

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

4.3. Charter School matching moneys Loan Program.

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

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

4.3.3. To be an Eligible Charter School for the Loan Program means a Charter School that is described in § 22-30.5-104 or an Institute Charter School as that term is defined in § 22-30.5-502 has a stand-alone credit

assessment or rating of at least investment grade by a nationally recognized rating agency at the time of issuance of any qualified Charter School bonds on behalf of the Charter School by the Colorado educational and cultural facilities authority pursuant to the "Colorado Educational and Cultural Facilities Authority Act", article 15 of title 23, C.R.S., and that has been certified as a qualified Charter School by the State Treasurer.

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

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

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

4.3.7. Charter School Loan Program application

4.3.7.1. An application for a loan shall include:

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

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

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

4.3.7.1.4. Financial information to include internal financial statements, CPA Audits and IRS 990's for the previous three years. Detailed operating budget for the current and next year. The Charter School's projected operating budget for the next five years. Enrollment figures for the previous three years, the current year and the following three years;

4.3.7.1.5. CDE listed minimum match requirement for the BEST grant;

4.3.7.1.6. Amount of total match provided by the Charter School for the BEST grant;

4.3.7.1.7. Amount of the loan request for the BEST grant;

4.3.7.1.8. A loan application from a Charter School shall include signatures of the District Superintendent, School Board Officer, and the Charter School Director;

4.3.7.1.9. A loan application from an Institute Charter School shall include signatures of the Charter School Institute Director and the Institute Charter School Director;

4.3.7.1.10. Applications that are incomplete may be rejected without further review.

4.3.8. Charter School Loan Program deadline for submission

4.3.8.1. The loan application, along with any supporting material, shall be submitted with the BEST grant application on or before the BEST grant application due date.

4.3.8.2. An application will not be accepted unless it is received in the Board office by 4:30 p.m. on or before the deadline date determined by the board.

4.3.8.3. The Board may, in its sole discretion and upon a showing of good cause in written request from an Applicant, extend the deadline for filing an Application.

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

4.3.9.1. Authorize the State Treasurer to withhold moneys payable to the Eligible Charter School in the amount of the loan payments pursuant to 22-30.5-406 C.R.S.;

4.3.9.2. Pay an interest rate on the loan that is equal to the interest rate paid by the State Treasurer on the Lease-Purchase agreement entered into pursuant to 22-43.7-110 C.R.S. to provide Financial Assistance to the Eligible Charter School for which the loan is approved;

4.3.9.3. Amortize the loan payments over the same period in years as the Lease-Purchase agreement entered into pursuant to 22-43.7-110 C.R.S. to provide Financial Assistance to the Eligible Charter School for which the loan is approved; except that the Eligible Charter School may pay the full amount of the loan early without incurring a prepayment penalty; and

4.3.9.4. Create an escrow account for the benefit of the state with a balance in the amount of six months of loan payments.

5. Applications

5.1. Deadline for submission

5.1.1. Except as provided below, Applications shall be filed with the Board on or before a date determined by the Board.

5.1.2. An Application will not be accepted unless it is received in the Board office by 4:00 p.m. on or before the deadline date determined by the Board. This does not apply to an Application in connection with a Public School Facility Emergency;

5.1.3. The Board may, in its sole discretion and upon a showing of good cause in a written request from an Applicant, extend the deadline for filing an Application.

5.2. The Board prefers Applications to be in electronic form, but one hard copy to the Board office is acceptable. Each Application shall be in a form prescribed by the Board and shall include, but not be limited to, the following (with supporting documentation):

5.2.1. A description of the scope and nature of the Project;

5.2.2. A description of the architectural, functional, and construction standards that are to be applied to the Project that indicates whether the standards are consistent with the Construction Guidelines and provides an explanation for the use of any standard that is not consistent with the Construction Guidelines;

5.2.3. The estimated amount of Financial Assistance needed for the Project and the form and amount of Matching Moneys that the Applicant will provide for the Project;

5.2.4. If the Project involves the construction of a new Public School Facility or a major renovation of an existing Public School Facility, a demonstration of the ability and willingness of the Applicant to renew the Project over time that includes, at a minimum, the establishment of a capital renewal budget and a commitment to make annual contributions to a Capital Renewal Reserve within a School District's capital reserve fund or any functionally similar reserve fund separately maintained by an Applicant that is not a School District;

5.2.5. If the Application is for Financial Assistance for the renovation, reconstruction, expansion, or replacement of an existing Public School Facility, a description of the condition of the Public School Facility at the time the Applicant purchased or completed the construction of the Public School Facility and, if the Public School Facility was not new or was not adequate at that time, the rationale of the Applicant for purchasing the Public School Facility or constructing it in the manner in which it did;

5.2.6. A statement regarding the means by which the Applicant intends to provide Matching Moneys required for the project, including but not limited to voter-approved multiple-fiscal year debt or other financial obligations, utility cost savings associated with any utility costs-savings contract, as defined in § 24-30-2001 (6), gifts, grants, donations, or any other means of financing permitted by law, or the intent of the Applicant to seek a waiver of the Matching Moneys requirement. If an Applicant that is a School District or a Board of Cooperative Educational Services with a participating School District intends to raise Matching Moneys by obtaining voter approval to enter into a sublease-purchase agreement that constitutes an indebtedness of the district as pursuant to § 22-32-127 C.R.S., it shall indicate whether it has received the required voter approval or, if the election has not already been held, the anticipated date of the election;

5.2.7. A description of any efforts by the Applicant to coordinate Capital Construction projects with local governmental entities or community-based or other organizations that provide facilities or services that benefit the community in order to more efficiently or effectively provide such facilities or services, including but not limited to a description of any financial commitment received from any such entity or organization that will allow better leveraging of any Financial Assistance awarded;

5.2.8. If deemed relevant by the applicant, a statement of the applicant's annualized utility costs, including electricity, natural gas, propane, water, sewer, waste removal, telecommunications, internet, or other monthly billed utility services, and the amount of any reduction in such costs expected to result if the applicant receives financial assistance;

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

5.2.10. If the Application is for Financial Assistance for either the construction of a new Public School Facility that will replace one or more existing Public School Facilities or the reconstruction or expansion of an existing Public School Facility and if the Applicant will stop using an existing Public School Facility for its current use if it receives the Grant, the Applicant will include a plan for the future use or disposition of the existing Public School Facility and the estimated cost of implementing the plan.

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

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

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

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

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

5.2.16. An Application from the Colorado School for the Deaf and Blind shall include signatures of the Colorado School for the Deaf and Blind Director and a Colorado School for the Deaf and Blind Board Officer.

5.3. BEST Lease-Purchase Funding

5.3.1. In addition to the information required in section 5.2 above, the Applicant shall agree to provide any necessary documentation related to securing the lease-purchase agreement.

5.4. BEST Emergency Grants

5.4.1. Applicant shall contact the Division by phone, fax, or email. Appropriate follow up documentation will be determined based on type and severity of emergency, including financial need.

5.4.2. In the event the Governor declares a disaster emergency, pursuant to § 24-33.5-704(4) C.R.S., the Division shall, as soon as possible following the declaration of the disaster emergency, contact each affected school facility in any area of the State in which the Governor declared the disaster emergency to assess any facility needs resulting from the declared disaster emergency.

5.4.2.1. The Division must report its findings to the Board as soon as possible following its outreach.

5.4.2.2. In determining whether to recommend to the State Board that Emergency Financial Assistance be provided, the Board shall consider the findings that the Division provided to the Board.

5.4.3. The Board shall meet within fifteen days of receiving the Application for a BEST Emergency Grant to determine whether to recommend to the State Board that emergency Financial Assistance be provided, the amount of any assistance recommended to be provided, and any conditions that the Applicant shall meet to receive the assistance.

5.5. Applications that are incomplete may be rejected without further review.

5.6. The Board may request supplementation of an Application with additional information or supporting documentation.

6. Application Review

6.1. Time for Review

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

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

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

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

6.2. The Board, taking into consideration the Statewide Financial Assistance Priority Assessment, conducted pursuant to § 22-43.7-108 shall prioritize and determine the type and amount of the grant or matching grant for Applications

for Projects deemed eligible for Financial Assistance based on the following criteria, in descending order of importance:

6.2.1. Projects that will address safety hazards or health concerns at existing Public School Facilities, including concerns relating to Public School Facility security, and projects that are designed to incorporate technology into the educational environment

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

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

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

6.2.4. Projects that will provide career and technical education capital construction in public school facilities; and

6.2.5 Projects that assist public schools to replace prohibited American Indian mascots as required by Section 22-1-133

6.2.6. All other projects.

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

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

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

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

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

6.2.7.5. The project life cycle.

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

6.2.7.7. 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; and

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.

6.3.2.2. If the Board recommends partial funding for a Project and the Applicant declines such funding, the Board will deem the Applicant to have withdrawn its Application.

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

6.4.1. The prioritized list shall include 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.

6.4.2. When funding State Board-approved alternate Projects, the Board may offer funding to a Project in its entirety or may offer a partial award, based on available appropriations. If the Board offers partial funding to a Project and the Applicant declines such funding, the Board will deem the Applicant to have withdrawn solely for purposes of allowing the next-highest priority alternate Projects to be funded.

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

7. BEST Lease-purchase Funding

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

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

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

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

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

8. Payment and Oversight

8.1. Payment.

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

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

8.1.3. Payment of Financial Assistance will be on a draw basis. As a Grantee expends funds on a Project, the Grantee may submit a request for funds to the Division on a fund request form provided by the Division. The fund request shall be accompanied by copies of invoices from the vendors for which reimbursement is being requested and any other documentation requested by the Division.

8.1.3.1. The Division will review the fund request and make payment. Payments will only be made for work that is included in the Project scope of work defined in the Application.

8.1.3.2. If the Grantee is a School District, request for payment shall come from the School District. Requests will not be accepted from individual School District schools.

8.1.3.3. If the Grantee is a District Charter School, request for payment shall come from the School District. Payment shall be made to the School District and the School District shall make payment to the charter school. The School District may not retain any portion of the moneys for any reason.

8.1.3.4. If the Grantee is an Institute Charter School, request for payment shall come from the Charter School Institute and the Charter School Institute shall make payment to the Institute Charter School. Payment shall be made directly to the Charter School Institute.

8.1.3.5. If the Grantee is a Board of Cooperative Educational Services, request for payment shall come from the Board of Cooperative Educational Services. Requests will not be accepted from individual Board of Cooperative Educational Services schools.

8.1.3.6. If the Grantee is the Colorado School for the Deaf and Blind, request for payment shall come from the Colorado School for the Deaf and Blind.

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

8.2. Oversight

8.2.1. When a Grantee completes Project, it shall submit a final report to the Division on a Division provided form before final payment will be made. Once the final report is submitted and final payment is made, the Project shall be considered closed.

8.2.2. If a Grantee has not used all Financial Assistance on a closed out BEST Cash Grant, the unused balance will be returned to the Assistance Fund.

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

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

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

8.2.6. Upon completion of a new school, major renovation or addition Project, the Grantee shall affix a permanent sign that reads: "Funding for this school was provided through the Building Excellent Schools Today Program from local matching dollars, Colorado State Land Board, School Trust Lands, the Colorado Lottery, and excise taxes." with modifications if waived in writing by the Division.

9. Technical Consultation

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.

Editor's Notes

History

Entire rule emer. rule eff. 11/19/2008; expired 02/19/2009.
Entire rule eff. 03/30/2009.
Entire rule eff. 12/30/2009.
Entire rule eff. 08/14/2011.
Entire rule eff. 12/30/2012.
Entire rule eff. 05/15/2014.
Rules 3.1.3-3.1.4, 4.3.8.3, 5.4, 8.1.5 eff. 01/30/2015. Rule 6.1.5 repealed eff. 01/30/2015.
Rules 1.13, 1.14, 2.3-2.5, 6.2.1-6.2.4.7, 8.1.3.5, 8.1.5 eff. 11/30/2016.
Rules 1.11, 2.31, 2.32, 3.1.4.4, 4.3.3, 5.2.6, 5.2.8-5.2.15, 5.4.2, 6.2 eff. 12/30/2017.
Rules 5.2.10-5.2.16, 8.2.6 eff. 01/30/2019.
Rules 6.24-6.26 eff. 01/01/2020.
Rules 6.25-6.2.7.7 eff. 04/30/2022.
Rules 6.3.2.2, 6.4.2. Removal of rules 8.1.5, 8.1.5.1, 8.1.5.2, 8.1.5.3 eff. 01/14/2023

DEPARTMENT OF EDUCATION

Division of Public School Capital Construction Assistance

PUBLIC SCHOOL FACILITY CONSTRUCTION GUIDELINES

1 CCR 303-1

[Editor's Notes follow the text of the rules at the end of this CCR Document.]

Article 1 - Purpose and Authority to Promulgate Rules

1.1. Purpose

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

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

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

1.2. Statutory Authority

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

Article 2 - Definitions

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

"C.R.S." means Colorado Revised Statutes.

"ES" means Elementary School.

"F.T.E.s" means Full Time Equivalent Students.

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

"Guidelines" means the Public School Facility Construction Guidelines.

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

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

"MS" means Middle School.

"SF" means Square Foot.

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

Article 3 - Codes, Documents and Standards incorporated by reference

3.1. The following materials are incorporated by reference within the Public School Facility Construction Guidelines:

3.1.1. ASHRAE 90.1-2013 Energy Standard for Buildings Except Low-Rise Residential Buildings.

3.1.2. ASHRAE Standard Benchmark Energy Utilization Index (October 2009).

3.1.3. ASHRAE Standard 189.1 - 2011 Standard for the Design of High-Performance Green Buildings.

3.1.4. ANSI/ASA S12.60-2010/ Part 1, Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1 Permanent Schools

3.1.5. International Code Council's International Plumbing Code (2015) amended by Rules and Regulations of the Colorado State Plumbing Board 3 CCR 720-1, 2016-4-1

3.1.6. National Fire Protection Association (NFPA) 70: National Electrical Code (2014).

3.1.7. National Fire Protection Association (NFPA) 13: Standard for the Installation of Sprinkler Systems, 2013 Edition

3.1.8. National Fire Protection Association (NFPA) 72: National Fire Alarm and Signaling Code, 2013 Edition.

3.1.9. National Fire Protection Association (NFPA) 80: Standard for Fire Doors and Other Opening Protectives, 2016 Edition

3.1.10. ASHRAE Standard 62.1-2013 Ventilation for Acceptable Indoor Air Quality (2013).

3.1.11. Colorado Department of Public Health and Environment which references Air Quality, Hazardous Waste, Public and environmental health, Radiation Control, Solid Waste and Water Quality.

3.1.12. International Fire Code (IFC) – 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.), including Appendices B and C.

3.1.13. International Mechanical Code - 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.)

3.1.14. International Energy Conservation Code (IECC) - 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.)

3.1.15. International Existing Building Code – 2015 Edition, First Printing: May 2014 (Copyright 201 by International Code Council, Inc. - Washington, D.C.)

3.1.16. All projects shall be constructed and maintained in accordance with the codes and regulations as currently adopted by the Colorado Division of Fire Prevention & Control which incorporates current building, fire, existing building, mechanical, and energy conservation codes.

3.2. The Division shall maintain copies of the complete texts of the referenced incorporated materials, which are available for public inspection during regular business hours with copies available at a reasonable charge. Interested parties may inspect the referenced incorporated materials by contacting the Director of the Division of Public School Capital Construction Assistance, 1580 Logan Street, Suite 310, Denver, Colorado 80203.

3.3. This rule does not include later amendments or editions of the incorporated material.

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

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

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

4.1.1.1 - All building structures shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

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

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

4.1.3.1 - Low slope roofing systems:

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

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

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

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

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

4.1.3.2 - Steep slope roofing systems:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.1.7 Plumbing Systems - Waste Water, Storm water, Domestic Water and Plumbing Supporting HVAC shall be in compliance with Division of Fire Prevention and Control in 8 CCR1507 and the Colorado Department of Health & Environment regulations.

4.1.8 Fire Protection Systems. Building fire detection, alarm and emergency notification systems in all school facilities shall be designed in accordance with State requirements. Exceptions where code required systems are not mandatory and the occupancy classification according to the International Building Code 2015 does not warrant a system. All fire management systems shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30 and the adopted Fire Code.

4.1.8.1 - Types of fire alarm notifications systems.

4.1.8.1.1 – Internal audible and visual alarms.

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

4.1.8.2 - Automatic Sprinkler Systems in Group E Occupancy a sprinkler system shall be provided as noted in the adopted Fire Code. Refer to the adopted Fire Code for exceptions.

4.1.8.2.1 All Group E fire areas greater than 12,000 square feet in area.

4.1.8.2.2 Throughout every portion of educational buildings below the lowest level of exit discharge serving that portion of the building.

4.1.8.3 - Types of Fire Protection Water Supplies.

4.1.8.3.1 - Fire hydrants.

4.1.8.3.2 - Static fire water storage tanks.

4.1.9 Means of egress. A continuous and unobstructed path of vertical and horizontal egress travel from any occupied portion of a building or structure to a public way. A means of egress consists of three separate and distinct parts: the exit access, the exit and the exit discharge. Reference 2015 International Building Code, Chapter 2, Definitions. A building code analysis shall be conducted to determine all code requirements.

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

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

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

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

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

4.1.11.1 - Video Management Systems (VMS).

4.1.11.1.1 - Cameras. Video cameras are typically used to implement a video management system. In new construction, these should be internet protocol (IP) cameras on Power over Ethernet (PoE) cabling infrastructure, with color CCD, day-night operation and supplemental IR illuminators and environmental accessories as required for application, Cameras should support motion activation, digital zoom and focus, and standard video compression. Fixed and pan-tilt-zoom (PTZ) cameras shall be considered to meet requirements. Consideration shall be given to cameras with integral audio microphones.

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

4.1.11.2 - Controlled Access.

4.1.11.2.1 - General Requirements

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

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

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

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

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

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

4.1.11.2.1.6 - Door hinges should have non-removable pins.

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

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

4.1.11.3 - Automated Locking Mechanisms.

4.1.11.3.1.1 Use of automated locking mechanisms (electronic access control) should be considered for exterior doors identified for entry and select interior doors associated with the main entry vestibule.

4.1.11.3.1.2 Acceptable automated electronic access control systems include RF-based proximity credential readers and biometric scanning devices. If the electronic access control systems are to be utilized the following shall apply:

4.1.11.3.1.2.1 - School personnel may be issued credentials for authenticating their identity in order to maintain efficient access to school facilities.

4.1.11.3.1.2.2 Students are not necessarily expected to carry electronic access control credentials. During normal arrival times, electronic locking systems may be disengaged via a timer while entries are monitored by school personnel.

4.1.11.3.1.2.3 All exterior doors shall utilize door position switches to notify staff of open doors and eliminate “door propping”.

4.1.11.3.1.2.4 Doors utilizing electronic access controls shall “fail secure” from the unsecure side. Free egress shall not be inhibited from the secure side in any scenario.

4.1.11.4 Manual Locking Devices

4.1.11.4.1 Use of a manual locking mechanism, such as traditional cylinder and key locks, should be provided for all interior doors requiring access control.

4.1.11.4.2 Manual and Electronic access control should not be used on the same door.

4.1.11.5 Emergency Lockdown

4.1.11.5.1 All exterior doors shall be able to be quickly and automatically secured from a position of safety (Administrative desk, Principal’s office, etc) without traveling to each individual exterior door.

4.1.11.5.2 Interior doors to occupied spaces shall be capable of quickly being secured from the inside by school personnel. Locking of doors may be done via manual deadbolt or automatic locking mechanism. Locking mechanism shall not interfere with automatic closing and latching functions required by the fire code and may have door sidelights, or door vision glass that allow line of sight into the corridors during emergencies, and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.1.11.6 Intrusion Detection

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

4.1.11.7 Alarm System

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

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

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

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

4.1.11.8 Security Integration

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

4.1.11.9 - Main Entry Physical Security

4.1.11.9.1 - Building vestibules. Where appropriate, buildings shall employ double entry door designs that provide a secured area for visitors to authenticate and gain clearance. Known as “man traps”, security vestibules solve several common security issues such as students opening doors for visitors, visitors bypassing check-in points, direct access to the interior from attackers, piggy-back entrances, and propped doors.

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

4.1.11.9.2.1 - Video based entrance systems shall use IP technology to allow access control to be conducted by school personnel from multiple locations, so that multiple personnel can provide coverage for screening incoming visitors.

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

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

4.1.11.11 - Secure sites should include the following:

4.1.11.11.1 - Locations to avoid.

4.1.11.11.2 - Location of utilities.

4.1.11.11.3 - Roof access.

4.1.11.11.4 - Lighted walkways.

4.1.11.11.5 - Secured playgrounds.

4.1.11.11.6 - Bollards at main entrances and shop areas with overhead doors.

4.1.11.11.7 - Signage.

4.1.12 Health code standards. Schools, including labs, shops, vocational and other areas with hazardous substances shall conform to the Department Of Public Health and Environment, Division of Environmental Health and Sustainability, 6 CCR 1010-6 Rules and Regulations Governing Schools in the State of Colorado.

4.1.13 Food preparation equipment and maintenance. Food preparation and associated facilities equipped and maintained to provide sanitary facilities for the preparation, distribution, and storage of food as required by Department Of Public Health And Environment, Division of Environmental Health and Sustainability, 6 CCR 1010-6 Rules and Regulations Governing Schools in the State of Colorado.

4.1.14 Health care room. A separate health care room shall be provided and shall comply with the Department Of Public Health and Environment, Division of Environmental Health and Sustainability, 6 CR 1010-6 Rules and Regulations Governing Schools in the State of Colorado.

4.1.15 A site that safely separates pedestrian and vehicular traffic and is laid out with the following guidelines:

4.1.15.1 - Physical routes for basic modes (busses, cars, pedestrians, and bicycles) of traffic should be separated as much as possible from each other. If schools are located on busy streets and/or high traffic intersections, coordinate with the applicable municipality or county to provide for adequate signage, traffic lights, and crosswalk signals to assist school traffic in entering the regular traffic flow.

4.1.15.2 - When possible, provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking.

4.1.15.3 - Provide an adequate driveway zone for stacking cars on site for parent drop-off/pick-up zones. Drop-off area design should not require backward movement by vehicles, and be one-way in a counterclockwise direction where students are loaded and unloaded directly to the curb/sidewalk. Students should not have to load or unload where they have to cross a vehicle path before entering the building. It is recommended all loading areas have “No Parking” signs posted.

4.1.15.4 - Provide well-maintained sidewalks and a designated safe path leading to the school entrance(s).

4.1.15.5 - Building service loading areas and docks should be independent from other traffic and pedestrian crosswalks. If possible, loading areas shall be located away from school pedestrian entries.

4.1.15.6 - Facilities should provide bicycle access and storage if appropriate.

4.1.15.7 - Fire lanes shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30 or the local fire department. Local fire department must adhere to the codes adopted by DFPC.

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

4.1.16 Severe weather preparedness.

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

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

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

4.2.2 Educational facilities shall be supplied with standards-based wired and wireless network connectivity.

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

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

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

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

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

4.2.6.1.1 ANSI/TIA/EIA-568-C

4.2.6.1.2 ANSI/TIA/EIA-569

4.2.6.1.3 ANSI/TIA/EIA-606-B

4.2.6.1.4 ANSI/TIA/EIA-607-B

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

4.2.7 Telecom Equipment Rooms

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

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

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

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

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

4.2.8 Connectivity standards.

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

4.2.8.2 - Wired.

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

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

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

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

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

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

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

4.3.1.1 - Minimum occupancy requirements for schools:

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

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

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

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

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

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

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

- ES Gymnasium basis is 50'X60' play area; Capacity Assumes (GE.25)/7 periods (without fixed seats)*

- MS Gymnasium basis is 60'X90' play area; Capacity Assumes (GE.5)/7 periods (without fixed seats)*

- HS Gymnasium basis is 70'X104' practice gym; Capacity Assumes (GE.5)/7 periods (with limited fixed seats) Note: National Federation of State High School Association's standards outline an "ideal" court for high school age as 84'x50' (and not greater than 94'x50')*

- "Gymatorium" basis is 50'x60' play area and 1000 SF platform stage with 400 SF storage

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

4.3.2 Other rooms.

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

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

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

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

- The new facility, addition, or renovation project contains 5,000 or more building square feet; and
- The project includes an HVAC system; and
- If increased initial cost resulting from HPCP can be recouped by decreased operational costs within 15 years, and

- In the case of a renovation project, the cost of the renovation exceeds 25% of the current value of the property.

4.4.1 High Performance Certification Programs.

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

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

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

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

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

4.4.1.3.1 Maximize the health and performance of students and staff.

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

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

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

4.4.2 Renewable energy strategies.

4.4.2.1 - Solar Photovoltaic / Solar Thermal.

4.4.2.1.1 SB 20-124 Requires consultation with the incumbent electric utility regarding energy efficiency; beneficial electrification, as defined in section 40-3.2-106 (6)(a); and renewable distributed generation opportunities.

4.4.2.2 - Geothermal / Geo exchange.

4.4.2.3 - Wind.

4.4.2.4 - Passive Solar Design.

4.4.3 Energy management plan.

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

4.4.4 Other energy efficient options.

4.4.4.1 - ENERGY STAR Labeled HVAC / mechanical systems.

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

4.4.4.3 - Building Envelope.

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

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

4.4.4.3.3 - Insulation is important throughout the building envelope.

4.4.4.4 - Lighting.

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

4.4.4.4.5 - Commissioning, retro commissioning and re-commissioning.

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

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

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

4.4.4.4.6 - Measurement and verification.

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

4.4.4.4.7 - Landscaping

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

4.4.4.4.7.2 Plant Materials: Consider Native materials, Xeriscaping.

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

4.4.4.4.8 – Permitting

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

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

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

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

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

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

Editor's Notes

History

Entire rule emer. rule eff. 9/10/2008; expired 12/10/2008.

Entire rule eff. 01/30/2009.

Rules 3.10, 3.11, 4.3, 5, 6 eff. 11/30/2009.

Entire rule eff. 12/30/2011.

Rules 5.1.24.1-5.1.24.3 eff. 12/30/2012.

Entire rule eff. 01/30/2015.

Rules 3.1.4, 3.1.9-3.1.11 eff. 10/30/2015.

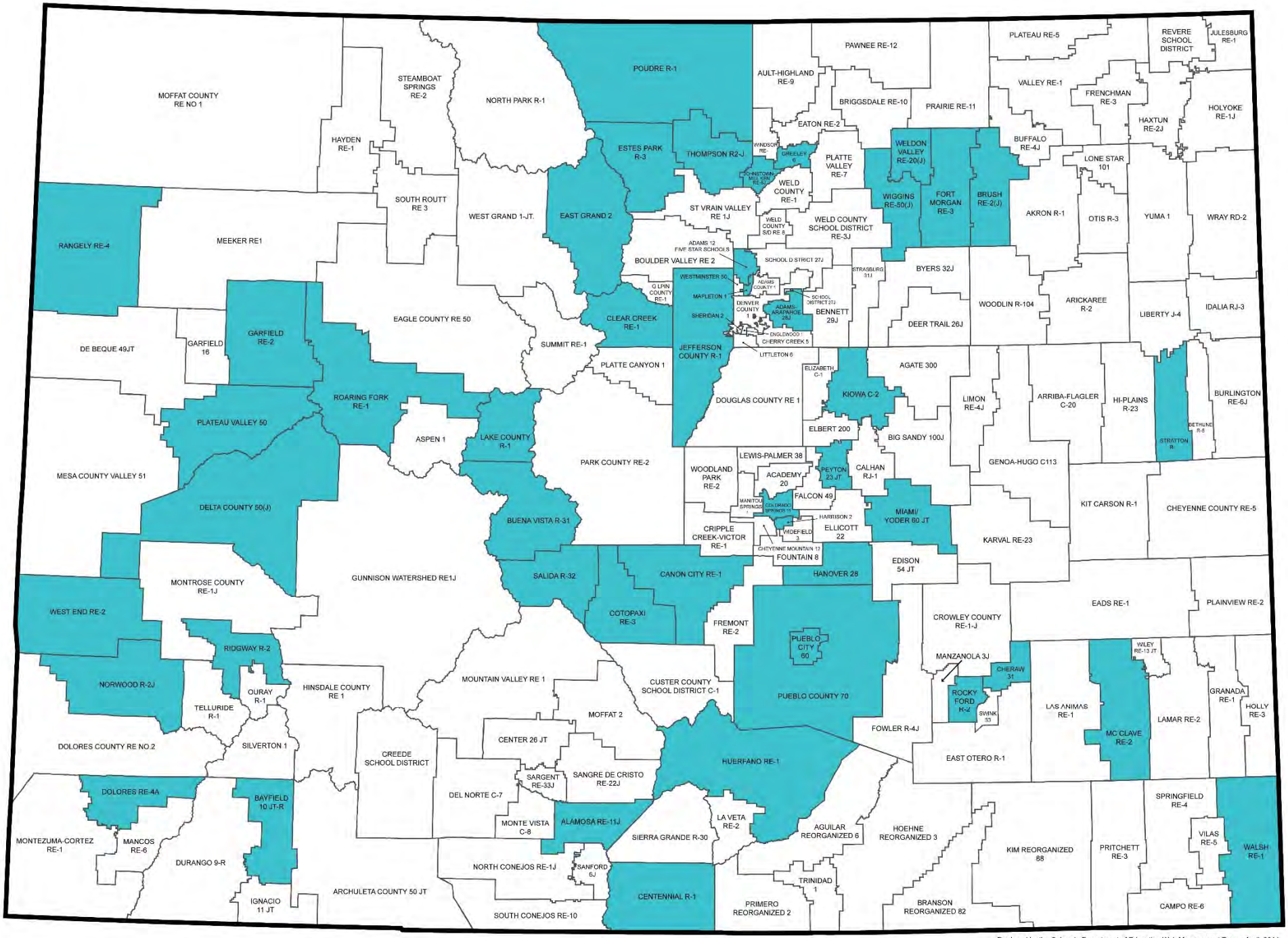
Articles 3, 4 eff. 11/30/2016.

Rules 3.1, 4.1.6.4, 4.1.16.1, 4.2, 4.4.2-4.4.6 eff. 03/30/2017.

Rule 4.2 eff. 12/30/2017.

Rule 4.4.2.1.1 eff. 02/14/2021.

Building Excellent Schools Today (BEST) FY2023-24 Participating Applicants



Produced by the Colorado Department of Education Web Management Team - April, 2014

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

COLORADO Department of Education

BEST Grant Review System

BEST Grant Application Review

FY 2023-2024 Application

Applicant:
Project Name:
App #: - Page #:

Request Amount: **$-**
Match Amount: **$-**
Total Request: **$-**
Match Percentage: **#%**

Recusal:

☐ Member is recused from this project

Grant Application Statutory Need

Pursuant to 22-43.7-109(5) C.R.S., the board shall prioritize applications that describe public school facility capital construction projects deemed eligible for financial assistance based on the following criteria, in descending order of importance:

Priority 1
This application addresses safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security, and projects that are designed to incorporate technology into the educational environment. See glossary for definition of "technology".

Priority 2
This application will relieve current overcrowding in public school facilities, including but not limited to allowing students to move from temporary instructional facilities into permanent facilities.

Priority 3
This application will provide career and technical education capital construction in public school facilities.

Priority 4
This application will assist in the replacement of prohibited American Indian Mascots

Priority 5
This application is for other types of capital improvements not addressed in priorities 1-4.

Division Comments:

After review of the application, the division would consider this project a priority _.

1. After Review of the Application, the Evaluator would Consider this Application a Priority:

○ Priority 1 ○ Priority 2 ○ Priority 3 ○ Priority 4 ○ Priority 5

Evaluator Comments & Notes:

Review each section below and provide a score for each question based on your review of the application.

Provide comment for scores of 0, 1 or 2. Comments for scores of 3, 4 or 5 are optional.

Conditions of the Entire Public School Facility

Division FCI Comments:

Division Requirement and Deficiency Comments:

Evaluator Review of Conditions of the Entire Public School Facility

2. **The proposed renovation or replacement is supported by the Facility Condition Index (FCI) from the statewide facility assessment, or an assessment provided by the applicant. (*a high FCI may indicate the need to replace an entire facility while a lower FCI may indicate the need to replace systems only)**[Facility Insight Summary]

Incomplete (0) Disagree (1) Marginal (2) Somewhat Agree (3) Agree (4) Strongly Agree (5)

3. **The deficiencies presented in the application are compelling, well supported by the statewide facility assessment and/or investigations undertaken by the applicant, and necessitate capital assistance.** [Question II.D, II.E, Facility Insigh

Incomplete (0) Disagree (1) Marginal (2) Somewhat Agree (3) Agree (4) Strongly Agree (5)

Evaluator Comments & Notes:

Financial Capacity

Division Comments:

Evaluator Review of Financial Capacity

4. **The applicant has illustrated concerted efforts to leverage available state and local resources or community partnerships to enhance their financial contribution to the project.** [Question III.W]

Incomplete (0) Disagree (1) Marginal (2) Somewhat Agree (3) Agree (4) Strongly Agree (5)

---

5. **The applicant has demonstrated a suitable commitment to the maintenance and renewal of this proposed project upon completion.** [Question II.J]

Incomplete (0) Disagree (1) Marginal (2) Somewhat Agree (3) Agree (4) Strongly Agree (5)

6. **Historically the applicant has contributed a suitable amount towards the capital needs of their facilities, given available resources.** [Question II.K, Question I.F]

Incomplete (0) Disagree (1) Marginal (2) Somewhat Agree (3) Agree (4) Strongly Agree (5)

Evaluator Comments & Notes:

Project Proposal

Division Comments:

Evaluator Review of Project Proposal

---

7. **The solution presented by the applicant effectively and efficiently resolves all critical deficiencies noted within the application.** [Question II.F]

Incomplete (0) Disagree (1) Marginal (2) Somewhat Agree (3) Agree (4) Strongly Agree (5)

---

8. **The scope of work proposed in the solution appears to be reasonable and well planned as a result of appropriate due diligence.** [Question II.F, II.G]

Incomplete (0) Disagree (1) Marginal (2) Somewhat Agree (3) Agree (4) Strongly Agree (5)

---

9. **The project is urgent in nature.** [Question II.H]

Incomplete (0) Disagree (1) Marginal (2) Somewhat Agree (3) Agree (4) Strongly Agree (5)

Evaluator Comments & Notes:

Other Application Considerations

Division Comments:

Evaluator Review of Other Application Considerations

10. The project cost is appropriate and an effective use of state resources, evaluated in terms of total cost, cost per SF, cost per pupil, and/or other metrics at reviewer's discretion. [Sections II and III]

Incomplete (0) Disagree (1) Marginal (2) Somewhat Agree (3) Agree (4) Strongly Agree (5)

11. The proposed project uses facility square footage efficiently for the student population and program. In the case of narrow scope renovation projects, the affected area of the project is supportable and appropriate for the proposed scope of work. [Sections II and III]

Incomplete (0) Disagree (1) Marginal (2) Somewhat Agree (3) Agree (4) Strongly Agree (5)

12. The applicant has or is willing to pursue a fair, competitive, and transparent selection process for contractors and consultants or has identified a reasonable alternative. [Question III.V]

No (0) Yes (5)

Supplemental Grants

13. This application is for supplemental assistance to complete a previously awarded BEST grant, due to compelling unforeseen circumstances. [Question II.A]

No (0) Yes (2)

Evaluator Comments & Notes:

14. Evaluator Recommendation to Shortlist this Application

○ Yes ○ No

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

Evaluator Notes Section for Information Only:

Save & Return to Main Page

School District Minimum Matching Calculation for BEST Grant Applicants

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

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

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

Example: 1

District	PPAV	Rank PPAV	Household Income	Rank Household Income	FRED	Rank FRED	Bond Mill Levy	Rank Bond Mill Levy	Unreserved Fund Balance Pct of Annual	Rank Unreserved Fund Balance Pct	Bond Capacity Remaining	Rank Bond capacity Remaining
A	$100,000	30	$30,000	67	79%	7	4.2	34	12%	35	$1,000,000	92
B	$ 79,000	11	$40,000	172	34%	89	11	4	43%	98	$20,000	2
C	$217,000	107	$25,000	8	25%	114	0	80	80%	120	$12,000,000	114

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

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

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

Example: 2

District	Rank PPAV	PPAV Normalized and Weighted at 8%	Rank Household Income	Household Income Normalized and Weighted at 18%	Rank FRED	FRED Normalized and Weighted at 23%	Rank Bond Mill Levy	Bond Mill Levy Normalized and Weighted at 23%	Rank Unreserved Fund Balance as Pct of Annual Budget	Unreserved Fund Balance as Pct Normalized and Weighted at 5%	Rank Bond capacity Remaining	Bond capacity Remaining Normalized and Weighted at 23%
A	30	1%	67	7%	7	1%	34	4%	35	1%	92	12%
B	11	1%	172	17%	89	12%	4	1%	98	3%	2	1%
C	107	5%	8	1%	114	15%	80	11%	120	4%	114	15%

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

Example: 3

District	PPAV Normalized and Weighted at 8%	Household Income Normalized and Weighted at 18%	FRED Normalized and Weighted at 23%	Bond Mill Levy Normalized and Weighted at 23%	Unreserved Fund Balance Pct Normalized and Weighted at 5%	Bond capacity Remaining Normalized and Weighted at 23%	Combined Criteria Percentages
A	1%	7%	1%	4%	1%	12%	**26%**
B	1%	17%	12%	1%	3%	1%	**35%**
C	5%	1%	15%	11%	4%	15%	**51%**

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

Example: 4

District	Number of Bond Election Successes	Number of Bond Election Failures	Final Minimum Adjusted Match Percentage
A	0	0	26%
B	1	2	32%
C	2	0	49%

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

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

Starting Point

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

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

Adjustment Factors

Questions Pertaining to Effort

- **Does your authorizing district have 10% or less bonding capacity remaining?**
  This is used as an adjustment factor to look at the charter schools ability to provide a match through a district bond election. If the charter school is a CSI charter school their response will automatically be N/A and no adjustment will be made.

- **Is the charter school in a district owned facility?**
  This is considered since charter schools in district owned facilities are not required to pay rent or a lease.

- **Over the last 10 years how many times has the charter school attempted to get or attained bond proceeds from an Authorizer's ballot measure for capital needs?**
  This is an adjustment factor to evaluate the charter schools past effort to help themselves without State assistance. The number they report needs to be validated by evidence of effort i.e. ballot questions, emails, meeting minutes etc. If the school is a CSI charter school their response will be N/A and no adjustment will be made.

- **Over the last 10 years how many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs?**
  This is an adjustment factor to evaluate the charter schools past effort to help themselves without State assistance. The number they report needs to be validated by evidence of effort i.e. ballot questions, emails, meeting minutes etc. If the school is a CSI charter school their response will be N/A and no adjustment will be made.

- **Over the last 10 years how many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs?**
  This is an adjustment factor to evaluate the charter schools past effort to help themselves without State assistance. The grants they apply for need to be grants for capital needs in which they were not only eligible for but also good candidates for receipt of funds. The number they report needs to be validated by evidence of effort i.e., award letters, formal non-award letters, emails, meeting minutes etc.

- **Over the last 10 years how many times has the charter school attempted or obtained funding through CECFA or another type of financing?**
  This is an adjustment factor to evaluate the charter schools past effort to help themselves without State assistance. The number they report needs to be validated by best evidence of effort i.e., award letters, formal non-award letters, application denials, emails, meeting minutes etc.

Questions Pertaining to Capacity

- **Charter school enrollment as a percent of district enrollment**
  This is an adjustment factor to help evaluate the likeliness that a charter school could successfully win a special mill levy or bond election if they were the only question on the ballot.

- **Free/Reduced lunch percent in relation to the statewide average charter school free/reduced lunch percent**
  This is an adjustment factor which helps evaluate the capabilities of the charter school through a capital campaign or savings to raise a match.

- **Percentage of Per Pupil Revenue spent on Non-Maintenance & Operations facilities costs**
  This is an adjustment factor which looks at how much the charter school is spending on facilities and if they are allocating funds to take care of themselves.

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

- **Final Adjusted Match Percentage**
  This is calculated by taking the starting point and adding in all the adjustment factors.

Ranges for FY19-20 Grant Cycle

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

Starting Point		
Weighted average of district matches which comprise the student population		If the Charter School is a CSI school the starting point is 50% of the average district matches

Yes/No Questions	Yes/No	**Adjustment Percentage**
Does the district have 10% or less bonding capacity remaining (CSI Schools leave blank)		5% decrease if Yes No change if No
Is the charter school in a district owned facility		5% Increase if Yes No change if No
Over the last 10 years		
How many times has the charter school attempted to or attained bond proceeds from an Authorizer's ballot measure for capital needs (CSI Schools leave blank)		1% decrease in match for each occurrence up to 5%
How many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs? (CSI Schools leave blank)		1% decrease in match for each occurrence up to 5%
How many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs		1% decrease in match for each occurrence up to 5%
How many times has the charter school attempted or obtained funding through CECFA or another type of financing		3% decrease in match for attempted 5% decrease for obtained

Adjustments		**Adjustment Percentage**
Charter school enrollment as a percent of district enrollment (CSI Schools leave blank)		Adjustment of up to 5 percentage points up or down based on relative difference
Free/Reduced lunch percent in relation to the statewide average charter school free/reduced lunch percent		Adjustment of up to 5 percentage points up or down based on relative difference
Percentage of PPR spent on non M&O facilities costs		Adjustment of up to 5 percentage points up or down based on relative difference
Unreserved fund balance as a percent of budget		Adjustment of up to 5 percentage points up or down based on relative difference
Final Adjusted Match Percentage		

Board Member: _____

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

Please review the applicant's waiver application responses. Answer the questions below by marking each response with a yes, no or n/a. Subsections A-H to question 2a are related directly to the factors used in calculating the matching contribution.

Be sure to look at the specifics when reviewing each question and evaluate the applicant's explanation to the issues and impacts that make it impossible for the applicant to make its full matching contribution. Please ensure that responses align with the overall determination or describe why they did not align in the section for Board Member Comments.

Yes - The response demonstrated a high need for a reduction in the match contribution
No - The response did not demonstrate sufficient need for a reduction in the applicant's match contribution
N/A - The applicant indicated "agreed" to the matching factor question

Grant Applicant Name: Sample School District **Project Name:** HS Renovation and Expansion

Waiver application questions

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school or BOCES, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district or BOCES.
Does this response support a reduction in the applicant's match contribution? YES NO N/A

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.
Does this response support a reduction in the applicant's match contribution? YES NO N/A

2a. Please identify which, if any, of the below match factors you believe inaccurately or inadequately reflect your financial capacity due unique conditions in your district, which justify a reduction of the weighted percentage used.

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

A. Per pupil assessed valuation
B. District's median household income
C. Percentage of pupils eligible for free or reduced cost lunch
D. Bond election failures and successes in the last 10 years
E. Bond mill levy not being representative of their financial capacity.
F. Current available bond capacity remaining
G. Unreserved fund balance
H. Other unusual financial burdens not reflected in the match calculation.

3. What efforts has the applicant made to coordinate the project with local governmental entities, community based organizations, or other available grants or organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project? Please include all efforts, even those which may have been unsuccessful.

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

Final Determination

	Match Percentage	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost
Request with waiver	61%	$19,500,000.00	$31,000,000.00	$50,500,000.00
Request without waiver	70%	$15,000,000.00	$35,500,000.00	$50,500,000.00

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

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

Board Member: _____

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

Please review the applicant's waiver application responses. Answer the questions below by marking each response with a yes or no. Subsections A-K to question 2 are related directly to the factors used in calculating the matching contribution; a response indicating "agreed" to a subsection indicates the applicant does not believe this factor is inaccurately or inadequately reflecting financial capacity.

Be sure to look at the specifics when reviewing each question and evaluate the applicant's explanation to the issues and impacts that make it impossible for the applicant to make its full matching contribution. Please ensure that responses align with the overall determination or describe why they did not align in the section for Board Member Comments.

Yes - The response demonstrated a high need for a reduction in the match contribution
No - The response did not demonstrate sufficient need for a reduction in the applicant's match contribution
N/A - The applicant indicated "agreed" to the matching factor question

Grant Applicant Name: Sample Charter School **Project Name:** HS Renovation and Addition

Waiver application questions

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your charter school, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your charter.

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

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

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

2a. Please identify which, if any, of the below factors you believe inaccurately or inadequately reflect your financial capacity due to unique conditions, which justify a reduction of weighted percentage used.

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

A. Weighted average of district matches which comprise the student population
B. District authorizer having 10% or less bonding capacity remaining.
C. Charter school in a district-owned facility.
D. Number of times the charter school attempted or attained bond proceeds from an authorizer's ballot measure for capital needs.
E. Number of times the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs.

F. Number of times the charter school attempted or attained grant funding through a non-BEST source for capital needs.
G. Number of times the charter school attempted or obtained funding through CECFA or another type of financing.
H. Charter school enrollment as a percent of district enrollment.
I. Free/reduced lunch % in relation to the statewide average charter school free/reduced lunch %
J. Percentage of PPR spent on non-M&O facilities costs.
K. Unreserved fund balance as a percent of budget.

3. What efforts has the applicant made to coordinate the project with local governmental entities, community based organizations, or other available grants or organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project? Please include all efforts, even those which may have been unsuccessful.

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

Final Determination

	Match Percentage	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost
Request with waiver	61%	$19,500,000.00	$31,000,000.00	$50,500,000.00
Request without waiver	70%	$15,000,000.00	$35,500,000.00	$50,500,000.00

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

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

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

Adverse Historical Effect
CRS 24-80.1-101 requires state agencies to consult with History Colorado (HC) if they are involved with projects affecting properties determined to have historical significance by History Colorado. The Division is required to consult with History Colorado on any public school facility requesting State funds for capital improvement projects in facilities that are 50 years old or older. As part of the consultation process, HC will make a determination of effect on the proposed scope of the project if the facility is deemed historically significant, listed on a historic register, or eligible for listing on a historic register. If HC makes a determination of adverse effect the project will require further consultation, modification, or negotiation, with potential resolution from the Governor's Office. A "Yes" in the summary book means the proposed project has been deemed to have an adverse effect on a historical property. N/A indicates that staff does not yet have a response from HC.

Affected Pupils
The total number of pupils currently enrolled (as of October 1, 2022) that are affected by the proposed application.

Affected Square Feet (Sq Ft)
The total square feet affected by the proposed application.

Applicant Previous BEST Grants
The number of traditional or emergency BEST grants the applicant has previously received. The total awarded dollar amount is also provided.

Charter School Capital Construction Funding (CSCC Allocation)
The annual CSCC allocation purpose is to promote a safe and healthy learning environment for all Colorado students. Funds are distributed to qualified charter schools based on pupil count each year. . This funding can be used by the school to pay for construction, renovation, financing, or the purchasing or leasing of facilities.

Certificate of Participation (COP)
A financing tool available for use by the CCAB in funding large grant projects through a Lease/Purchase agreement.

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

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

Construction Contingency

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

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

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

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

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

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

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

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

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

Gross Square Feet *(GSF)*
The size of enclosed floor space of a building in square feet, typically measured to the outside face of the enclosing wall.

Gross Sq Ft Per Pupil
Gross Sq Ft of the overall affected school facility divided by the number of affected pupils.

High Performance Certification Program (HPCP)

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

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

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

Historical Register

The Division is required to consult with History Colorado on any public school facility requesting State funds for capital improvement projects in facilities that are 50 years old or older. As part of the consultation process, History Colorado will make a determination of historical significance.. A "Yes" in the summary book means the facility is listed on a historic register.

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

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

Prioritization Criteria

1. **Health, Safety & Technology:** Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security, and projects that are designed to incorporate technology into the educational environment.
2. **Overcrowding:** Projects that will relieve overcrowding in public school facilities, including but not limited to projects that will allow students to move from temporary instructional facilities into permanent facilities.
3. **Career and Technical Education:** Projects that will provide career and technical education capital construction in public school facilities; and
4. **Prohibited American Indian Mascots:** Projects that assist public schools to replace prohibited American Indian mascots as required by 22-1-133 CRS.
5. **Other:** All other projects.

Replacement Value

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

Requirement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BUILDING EXCELLENT SCHOOLS TODAY (BEST)
FY2023-24 APPLICATION SUMMARIES

LIST OF ALL APPLICATIONS SORTED BY COUNTY

COLORADO
Department of Education

CAPITAL CONSTRUCTION UNIT

MAY 2023

BEST FY2023-24 APPLICATION SUMMARIES

All Applications Sorted by County, then Applicant

Page #	County		Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
332	Adams	ADAMS 12 FIVE STAR SCHOOLS	Legacy HS Roof Replacement	$2,030,719.08	$1,874,509.92	$3,905,229.00	$23.28
85	Adams	MAPLETON 1	York International PK-12 Rebuild/Renovation	$32,211,940.31	$22,384,568.69	$54,596,509.00	$593.44
411	Alamosa	ALAMOSA RE-11J	Alamosa ES HVAC Phase 2	$1,244,561.84	$508,342.16	$1,752,904.00	$21.91
598	Alamosa	ALAMOSA RE-11J	Supplemental FY23 DW HVAC Upgrades	$2,465,092.31	$1,006,868.69	$3,471,961.00	$34.54
421	Arapahoe	ADAMS-ARAPAHOE 28J	Hinkley HS Mascot Removal	$45,572.80	$24,539.20	$70,112.00	$6.37
611	Baca	WALSH RE-1	Supplemental FY22 PK-12 School Replacement	$14,828,679.20	$838,176.80	$15,666,856.00	$764.65
96	Bent	MC CLAVE RE-2	PK-12 School Replacement	$43,314,982.00	$5,434,594.00	$48,749,576.00	$696.42
113	Chaffee	BUENA VISTA R-31	Grove Pre-K Security Upgrades and Renovation	$1,980,011.70	$2,420,014.29	$4,400,026.00	$375.17
127	Chaffee	Salida Montessori	PK-8 School Replacement	$13,099,356.82	$2,683,000.80	$15,782,357.62	$682.92
141	Clear Creek	CLEAR CREEK RE-1	Carlson ES Replacement	$8,303,291.28	$26,293,755.72	$34,597,047.00	$550.93
339	Costilla	CENTENNIAL R-1	K-12 Roof Replacement	$1,058,697.83	$391,573.17	$1,450,271.00	$16.30
428	Delta	DELTA COUNTY 50(J)	DW HS Safety/Security/Fire/Mechanical Upgrades	$7,939,530.91	$7,040,716.09	$14,980,247.00	$113.00
150	El Paso	Atlas Preparatory School	MS Renovation and Addition	$14,110,390.00	$6,047,310.00	$20,157,700.00	$295.40
159	El Paso	HANOVER 28	Prairie Heights ES Addition/Renovation	$17,970,639.55	$4,777,005.45	$22,747,645.00	$674.66

Page #	County		Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
438	El Paso	HARRISON 2	Panorama MS Safety and Mechanical Upgrades	$1,754,782.76	$649,029.24	$2,403,812.00	$17.23
166	El Paso	Mountain Song Community School	K-8 Renovation & Addition	$8,992,888.98	$1,841,917.02	$10,834,806.00	$265.56
184	El Paso	PEYTON 23 JT	Peyton MS/HS Addition and Improvements	$31,114,194.00	$11,660,214.00	$42,774,408.00	$977.39
202	Elbert	KIOWA C-2	PK-12 School Replacement	$56,721,030.00	$10,705,818.00	$67,426,848.00	$692.98
219	Fremont	CANON CITY RE-1	Canon City HS Classroom Wing Replacement	$23,022,300.16	$12,950,043.84	$35,972,344.00	$657.63
444	Fremont	COTOPAXI RE-3	DW HVAC and Electrical Upgrades	$3,233,716.09	$3,646,530.91	$6,880,247.00	$159.18
456	Garfield	Carbondale Community School	K-8 Safety/Security & Roof Replacement	$956,473.42	$1,376,388.58	$2,332,862.00	$103.91
236	Garfield	GARFIELD RE-2	Coal Ridge HS Concession and Restroom Facilities	$417,200.52	$530,982.48	$948,183.00	$632.12
463	Grand	EAST GRAND 2	Fraser Valley ES Safety/Roof Improvements	$921,252.30	$2,149,588.70	$3,070,841.00	$55.07
471	Grand	EAST GRAND 2	Middle Park HS Safety/HVAC Improvements	$1,030,555.50	$2,404,629.50	$3,435,185.00	$27.92
478	Huerfano	HUERFANO RE-1	Peakview ES and Gardner ES Roof/HVAC Upgrades	$4,718,712.60	$2,022,305.40	$6,741,018.00	$85.76
494	Jefferson	Excel Academy Charter School	K-8 Safety & Security Upgrades	$126,520.32	$268,855.68	$395,376.00	$25.66
504	Kit Carson	STRATTON R-4	DW Safety & Security and Gym Roof	$1,344,269.56	$632,597.44	$1,976,867.00	$24.57
347	La Plata	BAYFIELD 10 JT-R	Bayfield MS Roof Replacement	$812,635.74	$692,245.26	$1,504,881.00	$34.96
243	Lake	LAKE COUNTY R-1	Lake County ES Addition/Replacement	$25,299,305.79	$19,085,441.21	$44,384,747.00	$906.87

Page #	County		Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
354	Larimer	Colorado Early Colleges Fort Collins High School	HS Roof Replacement	$1,559,845.70	$668,505.30	$2,228,351.00	$24.00
519	Larimer	ESTES PARK R-3	Estes Park HS Safety Renovation	$117,194.10	$273,452.90	$390,647.00	$485.88
526	Larimer	THOMPSON R2-J	Multiple School Security Upgrades	$246,268.77	$500,000.23	$746,269.00	$1.65
623	Larimer	THOMPSON R2-J	Supplemental FY22 MS Renovation & K-5 Addition	$556,567.11	$1,129,999.89	$1,686,567.00	$190.78
259	Mesa	PLATEAU VALLEY 50	Plateau Valley PK-12 Addition/Replacement	$26,662,972.00	$40,794,108.00	$67,457,080.00	$619.39
272	Montezuma	DOLORES RE-4A	Dolores MS/HS Renovation and Addition	$17,678,803.00	$9,932,284.00	$27,611,087.00	$658.58
634	Montrose	WEST END RE-2	Supplemental FY22 New PK-12	$7,608,610.56	$749,744.44	$8,358,355.00	$614.80
539	Morgan	BRUSH RE-2(J)	Thomson Primary School HVAC Replacement	$1,511,984.65	$1,237,078.35	$2,749,063.00	$43.34
549	Morgan	FORT MORGAN RE-3	DW Health and Safety Upgrades	$2,783,758.02	$2,100,027.98	$4,883,786.00	$14.51
287	Morgan	WELDON VALLEY RE-20(J)	PK-12 Addition & Renovation	$11,170,372.00	$6,188,848.00	$17,357,220.00	$626.60
564	Morgan	WIGGINS RE-50(J)	Wiggins ES and Event Center HVAC	$1,263,764.92	$1,608,428.08	$2,872,193.00	$42.83
299	Otero	CHERAW 31	K-12 Addition/Renovation	$42,969,904.00	$1,698,303.00	$44,668,207.00	$620.91
361	Otero	ROCKY FORD R-2	Rocky Ford JrSr HS Roof Replacement	$6,061,192.00	$0.00	$6,061,192.00	$64.48
653	Otero	ROCKY FORD R-2	Supplemental FY22 PK-12 HS Addition/Renovation	$5,324,719.00	$0.00	$5,324,719.00	$697.46
372	Ouray	RIDGWAY R-2	Secondary School Roof Replacement	$961,143.20	$1,441,714.80	$2,402,858.00	$60.78
570	Pueblo	Chavez Huerta K-12 Preparatory Academy	Cesar Chavez ES Roof & HVAC Replacement	$892,535.56	$121,709.40	$1,014,244.96	$45.07

Page #	County		Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
575	Pueblo	PUEBLO COUNTY 70	DW Fire Alarm Upgrades	$540,378.77	$777,618.23	$1,317,997.00	$3.52
309	Pueblo	PUEBLO COUNTY 70	Skyview MS Addition	$2,808,806.27	$4,041,940.73	$6,850,747.00	$722.65
380	Pueblo	Pueblo School For Arts & Science	Jones Campus Roof Replacement	$842,301.00	$148,641.35	$990,942.35	$35.51
587	Rio Blanco	RANGELY RE-4	DW Roofing and Security Upgrades	$464,582.61	$1,137,426.39	$1,602,009.00	$7.86
317	San Miguel	NORWOOD R-2J	PK-12 Replacement School	$59,599,861.26	$10,210,000.00	$69,809,861.26	$848.24
384	Weld	GREELEY 6	Bella Academy K-3 Partial Roof Replacement	$296,010.43	$189,252.57	$485,263.00	$22.51
391	Weld	GREELEY 6	Monfort ES Partial Roof Replacement	$374,618.69	$239,510.31	$614,129.00	$17.18
398	Weld	GREELEY 6	Multiple School Security Cameras	$677,796.62	$433,345.38	$1,111,142.00	$3.61
668	Weld	JOHNSTOWN-MILLIKEN RE-5J	Supplemental FY22 HS Conversion to MS	$3,469,334.52	$2,410,893.48	$5,880,228.00	$368.29
			Totals:	**$517,512,628.13**	**$240,374,395.05**	**$757,885,023.19**	

BUILDING EXCELLENT SCHOOLS TODAY (BEST)
FY2023-24 APPLICATION SUMMARIES

LIST OF CHARTER SCHOOL APPLICATIONS SORTED BY COUNTY

COLORADO
Department of Education

CAPITAL CONSTRUCTION UNIT

MAY 2023

BEST FY2023-24 APPLICATION SUMMARIES

List of Charter School Applications Sorted by County

Page #	County		Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
127	Chaffee	Salida Montessori	PK-8 School Replacement	$13,099,356.82	$2,683,000.80	$15,782,357.62	$682.92
150	El Paso	Atlas Preparatory School	MS Renovation and Addition	$14,110,390.00	$6,047,310.00	$20,157,700.00	$295.40
166	El Paso	Mountain Song Community School	K-8 Renovation & Addition	$8,992,888.98	$1,841,917.02	$10,834,806.00	$265.56
456	Garfield	Carbondale Community School	K-8 Safety/Security & Roof Replacement	$956,473.42	$1,376,388.58	$2,332,862.00	$103.91
494	Jefferson	Excel Academy Charter School	K-8 Safety & Security Upgrades	$126,520.32	$268,855.68	$395,376.00	$25.66
354	Larimer	Colorado Early Colleges Fort Collins High School	HS Roof Replacement	$1,559,845.70	$668,505.30	$2,228,351.00	$24.00
570	Pueblo	Chavez Huerta K-12 Preparatory Academy	Cesar Chavez ES Roof & HVAC Replacement	$892,535.56	$121,709.40	$1,014,244.96	$45.07
380	Pueblo	Pueblo School For Arts & Science	Jones Campus Roof Replacement	$842,301.00	$148,641.35	$990,942.35	$35.51
			Totals:	**$40,580,311.80**	**$13,156,328.13**	**$53,736,639.93**	

BUILDING EXCELLENT SCHOOLS TODAY (BEST)
FY2023-24 APPLICATION SUMMARIES

LIST OF APPLICATIONS WITH MATCHING FUNDS CONTINGENT ON A 2023 BOND ELECTION

COLORADO
Department of Education

CAPITAL CONSTRUCTION UNIT

MAY 2023

BEST FY2023-24 APPLICATION SUMMARIES

List of Applications with Matching Funds Contingent upon a Proposed 2023 Bond Election

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
184	El Paso	PEYTON 23 JT	Peyton MS/HS Addition and Improvements	$31,114,194.00	$11,660,214.00	$42,774,408.00	$977.39
202	Elbert	KIOWA C-2	PK-12 School Replacement	$56,721,030.00	$10,705,818.00	$67,426,848.00	$692.98
219	Fremont	CANON CITY RE-1	Canon City HS Classroom Wing Replacement	$23,022,300.16	$12,950,043.84	$35,972,344.00	$657.63
243	Lake	LAKE COUNTY R-1	Lake County ES Addition/Replacement	$25,299,305.79	$19,085,441.21	$44,384,747.00	$906.87
259	Mesa	PLATEAU VALLEY 50	Plateau Valley PK-12 Addition/Replacement	$26,662,972.00	$40,794,108.00	$67,457,080.00	$619.39
272	Montezuma	DOLORES RE-4A	Dolores MS/HS Renovation and Addition	$17,678,803.00	$9,932,284.00	$27,611,087.00	$658.58
317	San Miguel	NORWOOD R-2J	PK-12 Replacement School	$59,599,861.26	$10,210,000.00	$69,809,861.26	$848.24
			Totals:	**$240,098,466.21**	**$115,337,909.05**	**$355,436,375.26**	

BUILDING EXCELLENT SCHOOLS TODAY (BEST)
FY2023-24 APPLICATION SUMMARIES

LIST OF APPLICATIONS WITH A WAIVER REQUEST

COLORADO
Department of Education

CAPITAL CONSTRUCTION UNIT

MAY 2023

BEST FY2023-24 APPLICATION SUMMARIES

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

Page #	County		Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
113	Chaffee	BUENA VISTA R-31	Grove Pre-K Security Upgrades and Renovation	$1,980,011.70	$2,420,014.29	$4,400,026.00	$375.17
127	Chaffee	Salida Montessori	PK-8 School Replacement	$13,099,356.82	$2,683,000.80	$15,782,357.62	$682.92
243	Lake	LAKE COUNTY R-1	Lake County ES Addition/Replacement	$25,299,305.79	$19,085,441.21	$44,384,747.00	$906.87
361	Otero	ROCKY FORD R-2	Rocky Ford JrSr HS Roof Replacement	$6,061,192.00	$0.00	$6,061,192.00	$64.48
504	Kit Carson	STRATTON R-4	DW Safety & Security and Gym Roof	$1,344,269.56	$632,597.44	$1,976,867.00	$24.57
634	Montrose	WEST END RE-2	Supplemental FY22 New PK-12	$7,608,610.56	$749,744.44	$8,358,355.00	$614.80
653	Otero	ROCKY FORD R-2	Supplemental FY22 PK-12 HS Addition/Renovation	$5,324,719.00	$0.00	$5,324,719.00	$697.46
			Totals:	**$60,717,465.43**	**$25,570,798.18**	**$86,288,263.62**	

BUILDING EXCELLENT SCHOOLS TODAY (BEST)
FY2023-24 APPLICATION SUMMARIES

BEST GRANT APPLICATION REVIEW ORDER

COLORADO
Department of Education

CAPITAL CONSTRUCTION UNIT

MAY 2023

BEST FY2023-24 APPLICATION SUMMARIES

BEST Grant Application Review Order

Page #	County	Applicant Name	Project Title
85	Adams	MAPLETON 1	York International PK-12 Rebuild/Renovation
96	Bent	MC CLAVE RE-2	PK-12 School Replacement
113	Chaffee	BUENA VISTA R-31	Grove Pre-K Security Upgrades and Renovation
127	Chaffee	Salida Montessori	PK-8 School Replacement
141	Clear Creek	CLEAR CREEK RE-1	Carlson ES Replacement
150	El Paso	Atlas Preparatory School	MS Renovation and Addition
159	El Paso	HANOVER 28	Prairie Heights ES Addition/Renovation
166	El Paso	Mountain Song Community School	K-8 Renovation & Addition
184	El Paso	PEYTON 23 JT	Peyton MS/HS Addition and Improvements
202	Elbert	KIOWA C-2	PK-12 School Replacement
219	Fremont	CANON CITY RE-1	Canon City HS Classroom Wing Replacement
236	Garfield	GARFIELD RE-2	Coal Ridge HS Concession and Restroom Facilities
243	Lake	LAKE COUNTY R-1	Lake County ES Addition/Replacement
259	Mesa	PLATEAU VALLEY 50	Plateau Valley PK-12 Addition/Replacement
272	Montezuma	DOLORES RE-4A	Dolores MS/HS Renovation and Addition
287	Morgan	WELDON VALLEY RE-20(J)	PK-12 Addition & Renovation
299	Otero	CHERAW 31	K-12 Addition/Renovation
309	Pueblo	PUEBLO COUNTY 70	Skyview MS Addition
317	San Miguel	NORWOOD R-2J	PK-12 Replacement School
332	Adams	ADAMS 12 FIVE STAR SCHOOLS	Legacy HS Roof Replacement
339	Costilla	CENTENNIAL R-1	K-12 Roof Replacement
347	La Plata	BAYFIELD 10 JT-R	Bayfield MS Roof Replacement
354	Larimer	Colorado Early Colleges Fort Collins High Scho	HS Roof Replacement
361	Otero	ROCKY FORD R-2	Rocky Ford JrSr HS Roof Replacement
372	Ouray	RIDGWAY R-2	Secondary School Roof Replacement
380	Pueblo	Pueblo School For Arts & Science	Jones Campus Roof Replacement
384	Weld	GREELEY 6	Bella Academy K-3 Partial Roof Replacement
391	Weld	GREELEY 6	Monfort ES Partial Roof Replacement
398	Weld	GREELEY 6	Multiple School Security Cameras
411	Alamosa	ALAMOSA RE-11J	Alamosa ES HVAC Phase 2
421	Arapahoe	ADAMS-ARAPAHOE 28J	Hinkley HS Mascot Removal
428	Delta	DELTA COUNTY 50(J)	DW HS Safety/Security/Fire/Mechanical Upgrades
438	El Paso	HARRISON 2	Panorama MS Safety and Mechanical Upgrades
444	Fremont	COTOPAXI RE-3	DW HVAC and Electrical Upgrades
456	Garfield	Carbondale Community School	K-8 Safety/Security & Roof Replacement
463	Grand	EAST GRAND 2	Fraser Valley ES Safety/Roof Improvements

Page #	County	Applicant Name	Project Title
471	Grand	EAST GRAND 2	Middle Park HS Safety/HVAC Improvements
478	Huerfano	HUERFANO RE-1	Peakview ES and Gardner ES Roof/HVAC Upgrades
494	Jefferson	Excel Academy Charter School	K-8 Safety & Security Upgrades
504	Kit Carson	STRATTON R-4	DW Safety & Security and Gym Roof
519	Larimer	ESTES PARK R-3	Estes Park HS Safety Renovation
526	Larimer	THOMPSON R2-J	Multiple School Security Upgrades
539	Morgan	BRUSH RE-2(J)	Thomson Primary School HVAC Replacement
549	Morgan	FORT MORGAN RE-3	DW Health and Safety Upgrades
564	Morgan	WIGGINS RE-50(J)	Wiggins ES and Event Center HVAC
570	Pueblo	Chavez Huerta K-12 Preparatory Academy	Cesar Chavez ES Roof & HVAC Replacement
575	Pueblo	PUEBLO COUNTY 70	DW Fire Alarm Upgrades
587	Rio Blanco	RANGELY RE-4	DW Roofing and Security Upgrades
598	Alamosa	ALAMOSA RE-11J	Supplemental FY23 DW HVAC Upgrades
611	Baca	WALSH RE-1	Supplemental FY22 PK-12 School Replacement
623	Larimer	THOMPSON R2-J	Supplemental FY22 MS Renovation & K-5 Addition
634	Montrose	WEST END RE-2	Supplemental FY22 New PK-12
653	Otero	ROCKY FORD R-2	Supplemental FY22 PK-12 HS Addition/Renovation
668	Weld	JOHNSTOWN-MILLIKEN RE-5J	Supplemental FY22 HS Conversion to MS

● Campuses Impacted by this Grant Application ●

MAPLETON 1 - York International PK-12 Rebuild/Renovation - York International - 1956

District:	Mapleton 1
School Name:	York International
Address:	9200 York St
City:	Thornton
Gross Area (SF):	81,011
Number of Buildings:	1
Replacement Value:	$24,123,033
Condition Budget:	$9,155,249
Total FCI:	0.38
Adequacy Index:	0.27

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,531,586	$2,743,202	0.78
Equipment and Furnishings	$996,562	$189,225	0.19
Exterior Enclosure	$3,854,613	$173,923	0.05
Fire Protection	$906,536	$0	0.00
HVAC System	$2,650,709	$2,494,244	0.94
Interior Construction and Conveyance	$4,723,675	$2,312,116	0.49
Plumbing System	$1,526,231	$681,720	0.45
Site	$2,724,898	$671,613	0.25
Structure	$3,208,223	$33,926	0.01
Overall - Total	$24,123,033	$9,299,969	0.39

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: MAPLETON 1 **County:** Adams

Project Title: York International PK-12 Rebuild/Renovation **Applicant Previous BEST Grant(s):** 6

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $73,630,848.45

If Yes, please explain why:

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

Mapleton Public Schools annexed the southeast portion of the City of Thornton in 1957, and with that deeded the York school building from neighboring School District 14. Constructed in 1956, the school building contained six elementary school classrooms in the main building and six additional classrooms in modular buildings. For many years, the building operated as a York Junior High School until the District-wide Reinvention in 2006, when the school building was modified to serve grades K-12 and renamed York International School.

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

To serve the district's growing population, between 1958 and 1966 York Junior High School received eight additional classrooms, a gymnasium, a library, an art room, and a science room. In 2011, bond funds were directed to address areas in and around the school building of particular urgency, including the removal and abatement of floor tiles in classrooms and corridors, ceiling replacements, the addition of student drop-off pull-outs and a staff parking lot, and a 14,000 sq. ft. classroom addition to replace the two deteriorating modular buildings on site. While the maintenance needs of the building have increased dramatically over the past three years, no major improvements to the building have been made during that time. The building falls far short of complying with the latest adopted building, mechanical, plumbing, fire, accessibility, and energy code standards.

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☑ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☑ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail: Mapleton will be saving and renovating a 14,200 sq ft classroom area constructed in 2010.

II.C. General background information about the district / school:

Mapleton is located in the Thornton/North Denver area of unincorporated Adams County, covers 25 square miles, and serves a growing suburban area, as well as light industrial communities. Mapleton serves 7,088 students in brick-and-mortar schools and one K-12 online school. More than 65% of students are eligible to receive free/reduced lunch, and 36% of students are ELL.

In 2004, Mapleton dissolved school neighborhood boundaries and introduced a system of choice offering families a menu of small-by-design schools with varied instructional models. Our school designs emphasize "how" learning is supported, not "what" students will learn, as all schools support students in mastering Colorado Academic Standards. Mapleton families choose the school they think is best for their students, and the district provides transportation as necessary.

Since the district-wide reinvention, evidence of success includes increased graduation rates, decreased drop-out rates, increased enrollment, and multiple community-supported bond elections.

In 2006, Mapleton introduced a Master Plan to address aging facilities. With support from the community and the BEST

program, Mapleton has improved many of its school buildings. Voters approved a mill levy in 2022 to improve the remaining buildings.

This BEST grant would support health, safety, and security issues at York International School. York was originally constructed to be a junior high. The building has received only necessary improvements and modest upgrades in 60 years. Mapleton explored renovating the original building, but given the costs, there is no responsible fiscal merit to this approach.

York is a popular K-12 school. The current enrollment is 817, with solid class sizes in all grades. There is also a great need for early childhood education. As such, York will soon need to add preschool, becoming a PK-12 school. This year, 66% of families qualify for free/reduced lunch.

II.D. Deficiencies associated with this project:

The deficiencies at York International School present daily health, safety, and security hazards for students, staff, families, and the community. The building and its operating systems are functioning well beyond their life spans, and temporary fixes are no longer fiscally responsible or safe solutions. From the extensive health and life safety issues York's deficiencies have reached a new level of urgency and are described in detail below. Addressing the deficiencies has created ongoing financial challenges for the district, which will soon be spending a disproportionate amount of its maintenance budget to keep the building functional. It is worth noting the FCI of .35 listed on the CDE's Facility Insight page was recorded more than five years ago and, due to the 14,200 sq. ft. classroom addition in 2010, does not adequately reflect the true age and condition of the original building with its early additions.

LIFE AND HEALTH SAFETY ISSUES
SITE: Throughout the school day, the intersection around York's main entry is a busy and sometimes chaotic convergence of car and pedestrian traffic. York is in a heavily populated Thornton neighborhood. The main entrance to the school is located at the corner of York Street and 93rd Place. Although student drop-off areas were added to the site in 2010, the layout of the school and increased traffic flow from both York families and the community does not safely accommodate the many student walkers headed to and from school or getting in and out of cars. During drop-off and pick-up times, the intersection becomes congested and visibility for both drivers and walkers is extremely limited. This has resulted in several near misses between cars and students, and one serious accident involving a student crossing the street in a wheelchair. Future similar accidents are a major concern, as precautionary measures have been exhausted and many students continue to walk among cars that are traveling between York Street and 93rd Place.

On the northeast side of the building, the dumpsters are in a sunken enclosure that creates a significant hazard should anyone happen to fall off the ledge into the enclosure. There is a five-foot drop from the ledge. The area is not fully enclosed and can be accessed by students. The area around the dumpster enclosure sees a fair amount of traffic as it is near the high school wing and student and staff parking lot. Additionally, due to the configuration of the enclosure, several years ago some kindergartners were able to hide from the staff there, for a significant period, creating great concern for the community, local law enforcement, and families.

The disjointed layout of the building has created numerous blind spots where people can hide, and cameras are unable to monitor activity. While we have been fortunate to not have a serious event occur on campus, the playground and play areas are unsecured and are not easily monitored as there is no line of sight from the main office or any classroom in the building. This puts the York community at risk for many dangerous occurrences, including child abduction, and underscores the need for a more secure building. Additionally, the roof of the school building is easily and often accessed by adults and students choosing to trespass on the property. There have been several instances of people getting onto the roof of the school, creating serious and immediate threats to the safety and security of other students and staff.

Drainage in and around the building is a constant concern, as one area outside the building drains above the designated drainage area and onto the sidewalk next to the building, creating a potential hazard. Due to the cracked and sloping courtyard in front of the school, there is often flooding when it rains or significant ice buildup during the winter, creating another hazard for students and staff just trying to get to school.

BUILDING: York's current layout presents severe safety and security issues, including many unsecured, unmonitored

entryways and an overall inability for adequate site supervision.

In total, York International School has 26 exterior doors that create a troubling vulnerability. Over the last 60 years, additions have been cobbled together to increase the square footage of the original building, leaving doors in classrooms, along hallways, in the gym, and in many areas that are impossible for staff to adequately supervise. Unfortunately, there are various ways an intruder could enter the building. Excluding the main entrance, none of the entry points have a line of sight from the main office. Staff report they are unable to monitor and control entry to the school, as doors are often propped open by students or by staff to aid with airflow in the often hot, stuffy hallways, classrooms, and gymnasiums. Also, due to settling as well as bent door frames, the exterior doors sometimes "stick," or "drag," and do not close all the way, creating a significant safety hazard. The high cost to replace the doors has placed this urgent issue outside of the scope of improvements the district can fund at this time.

The major support beam in the school's gymnasium has a lateral fracture that was splinted about two years ago, after the most recent CDE facility assessment, suggesting the overall structure is deteriorating. In the smaller gymnasium, ongoing water issues and moisture underneath the floor cause the wood floors to swell, rising in some areas and sinking in others, creating an uneven and dangerous surface for children to use for physical activity.

Although great care is put into maintaining a safe and functional building for students and staff, the condition of the building continues to decline, rapidly in some areas. Despite frequent patching, roof leaks continue to cause problems in several of York's classrooms. Buckets collecting water on the floor and water stains on the ceiling tiles are standard classroom fixtures.

While the age and overall disjointed layout of the building create significant safety and security hazards, the age of the systems operating within the building negatively impacts the educational suitability and introduces additional threats to the safety and overall security of our students and staff.

INADEQUATE TEMPERATURE AND AIR QUALITY CONTROL: York's classrooms are rarely at a comfortable temperature conducive to learning, as the rooms are either too cold or too hot. When the heat does come on, classrooms can often warm up to 90 degrees. When the heat does not come on, classrooms can get so cold, and parents have donated blankets and coats for students and staff to wear during the day to stay comfortable. Univents in classrooms are noisy, inefficient, and frequently in need of repair. When they are disruptive to learning, staff turn them off, causing the air inside classrooms to stagnate. To address this issue, the district would need to upgrade the entire mechanical system, a costly and significant undertaking for a building that has other substantial health and safety issues. Because adequately addressing the air movement problem would require a substantial renovation and is not isolated to a few isolated parts of the building, a 'Band-Aid' solution is not a responsible use of the district's limited funds.

When temperatures drop below freezing, as happens many times during Colorado winters, many classrooms are simply unusable because the temperature inside is too cold for children and staff to possibly attempt to learn. Due to the age of the equipment at York, when compressors and rooftop units fail parts are difficult to obtain quickly, making repairs next to impossible. Additionally, the library also must close during extremely cold weather, making it hard for students to have consistent access to important academic resources and creating space issues for the variety of programs offered and the number of students served at York.

In the large gymnasium, a large fan is located on the ceiling to promote air movement, however, the fan is so loud is impossible for students and staff to talk to or hear each other. The gym is either too hot and quiet or a comfortable temperature but too loud to receive or give any instruction or run programming.

Finally, the standard efficiency boiler is well beyond its useful life and breaks down often. The sides of the boiler are rusting through, and the relief valve is leaking. One of the heating water pumps was recently replaced however the second pump needs replacement.

PLUMBING: The plumbing infrastructure at York is operating well beyond its useful life. York is short of the number of restroom fixtures required by the current code, and only one restroom is ADA-accessible. In 2019, crews were called to do an

emergency repair to replace a portion of the sewer line. The repairs could only address the part of the sewer line that is currently accessible, meaning the part of the sewer line under the building is most likely in a deteriorating and potentially dangerous condition.

Additionally, when the school reopened in the fall of 2020 after several months of remote learning due to COVID and summer break, the basement flooded with more than two feet of water once students and staff started using the restrooms again.

TECHNOLOGY: York currently has two small computer "lab" spaces which are inadequate for a school of its size. In fact, “lab” technology itself is outdated – state-of-the-art schools have computer technology integrated throughout the building. The building layout, systems, and electrical capacity create daily difficulties in incorporating technology into the educational environment. Problems with internet connectivity make it hard for York to fully embrace 21st-century learning and many of the initiatives adopted by the Board of Education to enhance student learning.

ELECTRICAL: Significant electrical issues exist in all areas of York International School. In several hallways, drinking fountains leak onto exposed electrical connections. Classrooms have very few outlets, forcing teachers to use power strips and extension cords, often to a dangerous extent. To approximate a 21st Century learning environment, teachers are using 2-prong to 3-prong converters. The weight of the converters is causing outlets to sag, exposing live wires.
The electrical capacity is insufficient to support space heaters on cold days, and fans on hot days.

ASBESTOS: Although limited asbestos mitigation occurred in 2010, following an assessment by RLH Engineering, areas of concern now include window caulking, block filler, soffit panels, pipe fittings, pipe insulation, and boiler insulation.

LACK OF ADA COMPLIANCE: York International School is not fully ADA-compliant. All but one of the restrooms and classroom sinks lack ADA accessibility. Furthermore, most classroom entrances lack the proper push and pull clearances. There are also several conditions where soffits, fixtures, shelves, and coat racks protrude greater than 4” from the wall without proper ADA cane detection. The lack of universally accessible design is inconsistent with Mapleton’s school of choice vision, as students with certain needs cannot currently select to attend York.

OUTDATED KITCHEN SYSTEMS: The kitchen area is outdated, congested, and small, making it difficult to implement the district’s healthy, from-scratch food initiative. The kitchen equipment, including the ovens, hoods, freezer, and dish machine is outdated and unreliable, limiting the options and opportunities to provide students with healthy meals. To accommodate York’s K-12 community, lunches start as early as 10:30 a.m., and the cafeteria is in use for lunch non-stop until 2 p.m. Considering so many students at York depend on the school for breakfast and lunch, such limits are harmful to the growth and wellness of our students.

II.E. Diligence undertaken to determine the deficiencies stated above:

JHL Constructors and Hord, Coplan, and Macht completed several site observations to assess the condition of the existing facility for purposes of the 2022 facility task force and the development of this BEST grant application. The design and construction teams wholistically investigated the site, building envelope, and HVAC systems. Comparing the condition of the building to current architectural, infrastructure, and construction standards, it was determined the first cost of renovation of the original building over replacement is only marginally less expensive, and therefore financially irresponsible considering the life-cycle cost. It was also determined that keeping and renovating the 14,200 sq ft addition, constructed in 2010, would be an efficient and cost-saving measure. The solution takes into consideration all existing site safety and structural issues while allowing the district to remain fiscally responsible and accountable to the community.

The investigation and diligence that has been undertaken to identify the stated deficiencies was a multi-layer approach involving engineering experts, Mapleton staff, and internal and external analysis. Mapleton has participated in multiple site visits with structural engineers and architects to evaluate the integrity of the facility. Mapleton also reviewed reports and citations for maintenance work orders extending back to 2015, asbestos reports, attendance, and enrollment reports, and Facility Insight provided by CDE.

Additionally, Mapleton Public Schools, JHL, and HCM facilitated community meetings to gather feedback about perceived deficiencies and site safety and security hazards at York International School. The meetings were well attended by families,

staff, students, and neighbors within the community. Feedback gathered from the task force meetings is reflected in the proposed building design.

II.F. Proposed solution to address the deficiencies stated above:

Mapleton Public Schools initially considered renovating the main York International School building but recognized quickly that the cost of renovating the original building was far greater than replacing the facility. Educational buildings are generally constructed with a 50-year life expectancy. This original building from 1960 has more than exceeded its lifespan. The classroom additions from the 1960s have created a disjointed layout with many unmonitored entryways, hard-to-monitor hallways, and blind spots both in and around the entire building. Any renovation of the original building would fail to address the site and building safety issues, including the parking lot, lack of bus drop-off, and site security. There is no cost-effective way to retrofit the building to make it ADA-compliant because it is masonry construction. The district also realizes it would be difficult to fix the many safety and security issues created by York's site layout through renovation alone. We also investigated phasing this project over multiple years, however, the cost of mobilizing construction trades multiple times would render the entire project much more expensive. After much consideration and review of multiple options, the district decided a replacement of the original building is the appropriate solution. Additionally, as an important cost-saving measure, the district will keep, renovate and repurpose the 14,200 sq ft addition constructed in 2010 because the addition is a good condition and can continue to serve the York community for decades to come. This means that the actual gross area of new build will be 77,800 sq. ft., but the students and community will benefit from a safer and healthier 92,000 sq. ft. building.

LIFE AND HEALTH SAFETY ISSUES
SITE: The new building would be constructed in the open space to the south and slightly east of the current school building. The new building will incorporate the 2010 classroom addition to preserve the newer construction and renovate the space to improve the overall function of the space. The existing building would be demolished, and in its place, a new parking lot with additional parking spaces, a new drop-off area, and sidewalks to make the area safer for students who walk to school would be constructed. Moving the front entrance back and away from the intersection of York Street and 93rd Avenue would greatly reduce the current dangers and safety hazards presented with the current layout. Visibility would also be drastically improved, making it possible for office staff to have a better line of sight to who is coming toward the building.

HEALTH SAFETY: The new systems would be built up to modern codes and would meet CHPS requirements, creating spaces that maximize health benefits to students, staff, and the community. The updated systems in the new building would resolve all temperature and air quality control issues, creating safe and comfortable learning spaces.

TECHNOLOGY: The new building will be designed with the technological learning tools of today and tomorrow in mind. Classrooms will be designed to be functional to assure technology is implemented in meaningful and productive ways.

EDUCATIONAL SUITABILITY: The rebuild of York International School will include the renovation of the 14,200 sq. ft. classroom wing, constructed in 2010, and 77,800 sq. ft. of new build. The renovation and rebuild will be designed to accommodate 900 students in grades PreK-12. The new building will include spaces the current facility lacks, as well as preschool classrooms to meet the strong and growing demand for preschool in the community. The new building will be designed to have appropriate intervention spaces and support areas that are absent in the current building. This design will also "right size" the classrooms, to ensure students can receive the best instruction in learning environments designed for their age and needs.

Instructional areas:
- Preschool (2) (Not in current building)
- Kindergarten (3) (toilets not in current classrooms)
- 1- 5 general classrooms (12)
- 6-8 classrooms (5)
- 9-12 classrooms (8)

Education support areas include:
- Art room (K-5)
- Design Tech (K-8)
- ES Music
- ES/MS Special Education (not in current building)

• MS science (not in current building)
• MS Design/Art (not in current building)
• ES/MS Language
• HS Music
• HS Science
• HS Art
• HS design tech
• HS Special Education – ILC
• Main gym
• Auxiliary gym
• School Counselor's office

Core spaces include:
• Reception area
• Director's office
• Assistant Director offices
• Teacher workroom
• Clinic w/restroom
• Mothers room (Not in current building)
• Conference room
• Small conference room
• Library Media Center

Support spaces include:
• Custodial spaces
• Staff restrooms
• Student restrooms
• Electrical room
• Mechanical room
• OTHER: The building will be fully ADA accessible, unlike the current building, which lacks ADA-accessible paths of egress and restrooms.

II.G. Due diligence undertaken in defining the stated solution:

The design and construction teams wholistically investigated the site, building envelope, and HVAC systems. Comparing the condition of the original building to current architectural, infrastructure, and construction standards, it was determined the first cost of renovation of the original building over replacement is only marginally less expensive, and therefore financially irresponsible considering the life-cycle cost. It was also determined that renovation of the 14,200 sq ft additional from 2010 is a fiscally responsible way to use a portion of the building that is in good condition. The solution takes into consideration all existing site safety and structural issues while allowing the district to remain fiscally responsible and accountable to the community. It is not cost effective to continue to address the same problems we have been working on for several years.

Renovating and repurposing the 14,200 sq. ft. classroom addition from 2010, as well as most of the furniture and equipment in the classrooms will be an important cost saving measure. Because this addition and the equipment and furniture inside the classrooms are in good condition, we will be able to leverage funds by repurposing the area for the new school building.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Mapleton Public Schools cannot wait any longer to address the significant and severe deficiencies present at York International School. We cannot continue to expose students to the risks of an increasingly unhealthy and unsafe learning environment. We also cannot continue to “Band-Aid” significant structural and mechanical issues as all systems are operating beyond useful life, per CDE Facility Insight and expert inspections outlined in the deficiency section. Quick fixes and moderate renovations would have dangerous and spiraling ramifications. There are no temporary solutions, or quick fixes available to address the many deficiencies of this building. York is a popular school that has enrollment waitlists at multiple grade levels throughout the year. York supports the community with before and after-school classes and events, a community garden, and outdoor athletic spaces. Our community is at risk of losing this important resource if we are unable to replace the building before the next safety and security issue is brought about by a broken and unmonitored door, broken sewer pipe, structural

issue, HVAC issue, or security concern.

LIFE SAFETY: Although great care is put into maintaining a safe and functional building for students and staff, the condition of the building continues to decline, rapidly in some areas. Despite frequent patching, roof leaks continue to cause problems in most York International classrooms. York students and staff will not be completely protected until a better school layout can be provided. Mapleton has tried to accommodate a safe drop-off and pick-up area as much as possible, however, there is no feasible way to modify the existing drop-off/ pickup area given the current site and the school entry points. Traffic will only continue to increase in the neighborhood and parents will continue to navigate the congestion and chaos as best they can to get their children to school. This will continue to be a growing risk for the York community. Additionally, there is no feasible remedy for the unsecured entryways and lack of and/or obstructed line of sight from the main office to the main entrance of the school and playground.

HEALTH SAFETY: The mechanical systems at York are operating well beyond useful life and the structural issues are becoming of increasing concern as they are now reflected in cracked classroom walls, a fractured support beam, water-stained ceilings, and water-damaged gym floors. Additionally, if classrooms continue to be unusable due to extreme cold or hot temperatures, student learning, and teacher morale will be negatively impacted. Mapleton cannot address many of the urgent and necessary system upgrades because of substandard roofing conditions and inadequate foundational materials. Without a facility rebuild, the building will continue to deteriorate to the point where the school building may become unavailable for district and community use due to site and safety concerns.

EDUCATIONAL SUITABILITY: York's location makes it a preferred and popular choice for families in the surrounding neighborhoods and other neighborhoods in and outside of the district. An improved facility is necessary for York to continue to be a viable option in Mapleton's school choice portfolio. As one of the only school districts in Colorado to not see a significant decline in enrollment since the onset of the pandemic, Mapleton cannot afford to close a school due to deteriorating conditions of the building, especially a school where the community is depending on the opportunities and academic offerings in a new PreK-12 design.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Mapleton has been very successful at garnering funds from numerous sources in order to improve facilities. These have included important Adams County Open Space grants, Great Outdoors Colorado Grants, and federal SAFER grants, as well previous BEST program grants. Since the solution to the issues at the York site is a new building, smaller funding sources, alone, will not render the solution possible. We will need both local funds, to be approved by district voters, and BEST funds. The Mapleton community has consistently stepped up to do its part regarding facility improvement, but the needs have been greater still. While we will continue to pursue any grant opportunity, however small, to make up the difference, Colorado's BEST program is the community's best hope for completing our master plan.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The York International School building rebuild and renovation will be warrantied by the general contractor for two years. Some building systems may have longer warranties.

As described below, the school district annually allocates dollars to a general fund operations/maintenance budget and to a capital reserve fund. The operations/maintenance budget pays for regular maintenance expenses, annual deep cleaning, and repairs/replacement of smaller items that have shorter lifespans. A portion of the capital reserve fund is driven by 5- and 10-year master plans for large-scale improvements at all district school sites such as moderate school renovations, roof replacements, bus purchases, and HVAC upgrades. The other portion of the capital reserve fund is held for major repairs and expenses that occur unexpectedly.

As Mapleton has been able to renovate and/or replace school buildings, the need for a large capital reserve budget has decreased. However, we are very aware that every building and its systems are constantly aging, and that every facility will require a major re-investment periodically to keep it serviceable. As such, we will include the needs of the York International

School building rebuild and renovation well represented in both the maintenance/operations budget and the capital reserve fund.

As evidenced by the investment they have made in our facilities, the Mapleton community is very proud of its school buildings. They are well-used but also valued and appreciated. We will ensure that the rebuild and renovation of the York facility remain in excellent condition to serve students and families for decades to come.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Each year, Mapleton adopts a capital reserve budget that takes into account facility needs, including BEST-funded facilities. As some of our BEST-funded buildings have aged, we have used these cap reserve funds to address issues (such as some components of the HVAC system at Skyview). This ongoing approach to capital reserve has served the district well in terms of funding critical maintenance and renewal projects, but it means there is not a static dollar amount associated with each particular building from one year to the next.

For the 2021-22 school year, Mapleton Public Schools had an Operations and Maintenance budget (including utilities) of $6,065,035. This is approximately $885 per funded pupil. The actual expenditures for Operations/Maintenance over the past five years are as follows:

2017-2018: Salary $2,324,156, Benefits $745,827, Purchased Services $1,090,534, Supplies and Materials $1,261,031, Property $33,742, Total O & M: $5,455,290

2018-2019: Salary $2,585,302, Benefits $812,244, Purchased Services $1,066,872, Supplies and Materials $1,334,840, Property $11,580, Total O & M: $5,810,838

2019-2020: Salary $2,778,026, Benefits $883,848, Purchased Services $1,323,154, Supplies and Materials $1,301,738, Property $7412, Other $76,513, Total O & M: $6,370,691

2020-2021: Salary $3,243,402, Benefits $1,047,792, Purchased Services $1,486,519, Supplies and Materials $1,491,767, Property $8,709, Total O & M: $7,278,189.

2021-2022: Salary $2,395,905, Benefits $770,089, Purchased Services $1,690,243, Supplies and Materials $1,195,113, Property $13,682, Total O & M: $6,065,032

These are general fund expenses including utilities. These do not include expenses incurred from our building fund for new construction or renovations funded by bond proceeds.

Fund 18 Risk Management pays the property liability premiums for the district:
2017-2018: $81,452
2018-2019: $113,522
2019-2020: $129,813
2020-2021: $268,308
2021-2022: $154,012

Fund 43 Capital Reserve pays for both planned and unexpected but necessary major repairs and improvements.
2017-2018: $3,132,345
2018-2019: $1,424,909
2019-2020: $783,178
2020-2021: $743,329
2021-2022: $898,804

III.T. How did you arrive at the estimate for this project?

JHL put together the attached estimate based on the following conditions:

The estimate is based on their three-point analysis core: their long history working on comparable projects, their proprietary connection to current market resources, and their working relationships with their trusted subcontractors.

JHL's process began by crafting a baseline estimate from the program information provided by Hord Coplan Macht. An initial cost model is created by using JHL's in-house information. They then reached out to some key subcontractors and market suppliers, giving them the most current costs and the latest on market conditions. Ensuring we have the most up-to-date costs available to produce the BEST Estimate.

III.U. Who will be overseeing the project, if known at the time of application?

Mapleton takes a very active role in the design and construction of our schools. Over the last 12 years, Mapleton has spent a significant amount of dollars on owner's representatives and has gained substantial in-house expertise. We know there are aspects of the project we will need assistance with, including reviewing contractor invoices, soliciting and engaging with consultants, and preparing pay applications for CDE. We plan to put out requests for proposals for these limited services. District staff time from central departments including Technology, Operations, and Finance, will be allocated to ensure the success of the project. Finally, Mapleton's Senior Deputy Superintendent has oversight of the district's capital improvement program as one of his primary responsibilities.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

Over the last decade, Mapleton has run multiple competitive selection processes and come to know the talents and strengths of many design and construction firms. JHL and HCM were selected following the last competitive process for another school building, for which they applied and were selected. JHL and HCM have submitted responses to multiple RFQPs and have been competitively compared against other design/build partnerships. For this project, it was determined that JHL and HCM will provide the best value to the district, and an additional procurement process was unnecessary due to previous due diligence.

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

York International School's annualized utility cost for the 2021-22 school year was $70,338.91 or $.88 cents per square foot. With a complete rebuild, Mapleton anticipates a reduction in annualized utility costs for York. Incorporating sustainable design criteria into the district's capital improvement program is a priority for Mapleton's Board of Education. The Board has directed leaders to ensure that with each school renovation, proper consideration is given to sustainable, efficient designs and best practices. The sustainable design offers many benefits, including the energy savings associated with efficient windows, lighting, and mechanical systems. Such energy savings are often reflected in utility costs. Using energy model data, we can assume a building designed and constructed using the Collaborative for High-Performance Schools guidelines would see at least a 30% reduction in utility costs per square foot.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The existing building, excluding the 2010 addition which will be renovated and repurposed, will be demolished once the new building is constructed. Our project budget includes $600,000 for abatement and $400,500 for the demolition of the existing school building.

Current Grant Request:	$32,211,940.31	**CDE Minimum Match %:**	41
Current Applicant Match:	$22,384,568.69	**Actual Match % Provided:**	41
Current Project Request:	$54,596,509.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$54,596,509.00	In November 2022, voters in the Mapleton community approved a $9M mill levy override. The mill levy will pay certificate of participation payments (COPS) over time. Mapleton's full match will be available when the COPS are sold – this will occur upon our	
Affected Sq Ft:	92,000	**Escalation %:**	8

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Affected Pupils:	817	**Construction Contingency %:**	5
Cost Per Sq Ft:	$593.44	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$60.38	**Historical Register?**	No
Hard Costs Per Sq Ft:	$533.06	**Adverse Historical Effect?**	No
Cost Per Pupil:	$66,826	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	113	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	6,359	**Bonded Debt Approved:**	$150,000,000
Assessed Valuation: Statewide Median: $121,995,375	$966,687,500	**Year(s) Bond Approved:**	16
PPAV: Statewide PPAV: $182,813	$152,019	**Bonded Debt Failed:**	$67,000,000
Unreserved Fund Bal 20-21: Statewide Median: $3,107,630	$5,609,210	**Year(s) Bond Failed:**	14
Median Household Income: Statewide Avg: $65,127	$73,873	**Outstanding Bonded Debt:**	$155,618,788
Free Reduced Lunch %: Statewide Avg: 42.17%	46.90%	**Total Bond Capacity:** Statewide Median: $24,399,075	$193,337,500
Existing Bond Mill Levy: Statewide Avg: 6.19	13.738	**Bond Capacity Remaining:** Statewide Median: $12,478,184	$37,718,712
3yr Avg OMFAC/Pupil: Applicants Median: $2,381	$6,073.40		

● Campuses Impacted by this Grant Application ●

MC CLAVE RE-2 - PK-12 School Replacement - McClave PK-12 - 1962

District:	McClave RE-2
School Name:	McClave K-12
Address:	308 LINCOLN STREET
City:	MC CLAVE
Gross Area (SF):	89,265
Number of Buildings:	1
Replacement Value:	$26,872,002
Condition Budget:	$13,900,507
Total FCI:	0.52
Adequacy Index:	0.34

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,961,760	$2,733,636	0.92
Equipment and Furnishings	$1,305,160	$709,246	0.54
Exterior Enclosure	$2,775,134	$1,170,863	0.42
Fire Protection	$15,354	$1,085,698	70.71
HVAC System	$1,864,701	$1,833,126	0.98
Interior Construction and Conveyance	$5,597,499	$4,244,553	0.76
Plumbing System	$1,465,218	$988,667	0.67
Site	$2,948,562	$2,184,455	0.74
Structure	$7,938,614	$21,437	0.00
Overall - Total	$26,872,002	$14,971,681	0.56

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: MC CLAVE RE-2 **County:** Bent

Project Title: PK-12 School Replacement **Applicant Previous BEST Grant(s):** 1

Has this project been previously applied for and not funded? Yes **Total of Previous BEST Awards:** $211,365.00

If Yes, please explain why: The score sheets were shared with the district but nothing was specifically stated as a reason for non-award but the district recognizes the competitive nature of this assistance. It is our belief that our CDE assessed FCI was slightly better than other applicants. It is also our belief that the FCI doesn't accurately reflect our experience in dealing with our facility conditions.

We wonder how many schools throughout Colorado have to deal with sewer overflows in their P-K playgrounds or with entire school emergency evacuations due to methane off-gassing. We wonder how many other schools have electricians refusing to touch over-loaded electrical panels that are hot to the touch. We wonder how many schools are split by a highway and have to live with the risks of little kids crossing the road. We wonder how this could be captured in our FCI? Our community recognized this as paramount to address in a comprehensive manner last fall and, despite the post-pandemic economic conditions soundly passed a bond election to maximize the district's bonding capacity to replace McClave school.

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

Local tax-payers have funded all facility projects since 1962 and all facilities are owned by the School District.

The current McClave School is a collection of buildings from 1962, 1974, 1996, 2003 and 2008. As it is common in small rural communities with limited bonding capacity, the school facility has grown in an organic manner and funded with the local resources
available at the time. The 1996 addition that houses the kitchen was built with a very limited budget and that is noticeable in that multiple building systems are failing despite it only being 26 years old. The newer additions were built using low quality prefabricated construction non-compliant with CDE Construction Guidelines for schools.

All existing buildings were built following the applicable codes at the time of construction but currently the school building does not meet the allowable areas for schools and is not protected with required firewalls or a sprinkler system.

With four different additions, the square block in the town of McClave where the school sits quickly became cluttered. The problems arising from health/safety issues described below and the constrained site conditions are the main reason for this grant request.

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

The School District has been taking care of their building needs since 1962. Besides constructing the multiple additions to address increased capacity over the years, the district continues to address aging building system deficiencies as soon as they become aware of the problem. Recently, most of the capital improvements have been focused on a hand-full of specific issues: power distribution, water and sewer systems, kitchen and roofing.

In FY 2021-2022 the district spent $137,185 in repairs. In FY 2020-2021 the district spent $135,138. In FY 2019-2020 the district spent $203,428 and in the FY 2018-2019 the total on repairs and improvements was $112,953. This does not include insurance claims related to some of the repairs that continue to plague the school's operations.

In December of 2021 a storm damaged 23,100 sf of an old membrane roof in the 1962 building. CDSIP determined the roof to be totaled and is currently processing the claim to repair this roof. The estimated cost for this repair is $581,979.

II.A. Project Type:

BEST FY2023-24 GRANT APPLICATION SUMMARIES

☑ New School	☑ Roof	☑ Asbestos Abatement	☑ Water Systems
☑ School Replacement	☑ Fire Alarm	☑ Lighting	☑ Facility Sitework
☐ Renovation	☐ Boiler Replacement	☐ Electrical Upgrade	☐ Land Purchase
☐ Addition	☑ HVAC	☐ Energy Savings	☑ Technology
☑ Security	☑ ADA	☐ Window Replacement	☐ Supplemental
☑ CTE:		☐ Other:	

Additional Detail:

The school replacement will include Business and Vocational Agriculture programs.

II.C. General background information about the district / school:

Our mission: McClave is dedicated to fostering the individual student's intellectual and emotional needs by developing self-esteem
and self-awareness in a welcoming environment that is safe and secure.

The original McClave school was constructed in 1962 to serve the local community with classrooms, administration, a library and our original
"Red Gym". Being an agricultural community, in 1974 a metal building was erected as the Vo Ag shop. A new stand alone 4-classroom primary building was also constructed to the west of the existing school.

In 1996, the first "addition" to the school was built, connecting the original school with the Vo-Ag shop and providing a new cafeteria
and kitchen area. In 2003, the elementary school building was expanded with an additional 6-classrooms directly adjacent to the 1974 building.
Finally, in 2008, the "White Gym" was built between the elementary and the original building. After nearly 50 years, the entire school
was finally all connected.

Within our school, there are four core values that define the McClave School District - Excellence, Honesty, Integrity, and Respect.
Our school has had a history of academic excellence, including awards: Accredited with Distinction Award (2017), Governor's Distinguished Improvement Award (2018), the National ESEA Distinguished School Award (2021) and Accredited with Distinction (2022). We also have top-notch inter/extracurricular programs. Our FFA Chapter has been named #1 Chapter in the State on several occasions and our FBLA
Chapter has received multiple Peak awards as well as qualifying nationally in 2020.

McClave's athletic programs have had numerous state championships and state qualifiers, including: five state championships in basketball, three second place finishes in volleyball, and the longest standing winning record in any classification in girls basketball (78-0). We are looking for a facility that will match the brand of excellence we have at McClave.

II.D. Deficiencies associated with this project:

From the State assessment numbers, it could be said that McClave School is likely in average to poor condition for its age. The 2023 Building Facility Condition Index = 48% (70% of the building footprint is from 1962-1996 and the remaining 30% is from 2003-2008). The site FCI is 70%. Upon deeper review, the consulting assessment team found pervasive deficiencies and a rapidly aging school facility presenting with multiple health and safety concerns that originate from the constrained way the site has evolved over the last 60+ years.

It is also important to mention that since last year's application, the school experienced a forced evacuation due to the gas company sensors detecting what was suspected to be an underground gas leak. After a week of no school and further investigation, it was determined that considerable methane off-gassing was coming from a leach field. This is the latest incident involving the sewer systems that exemplifies the health and safety problem arising from aging systems and cluttered

site conditions.

Facility deficiencies, described in reference to the CCAB Construction Guidelines are as follows:

4.1.1 Sound Building Structures - McClave School is a collection of buildings from the 1960's to the 2000's. About 50% of the school was built between 1962-1974. The buildings from 1962 present signs of settlement (cracked walls and floors) that upon a structural review were deemed of moderate concern. The roof structure is not accessible and drawings non existent. It is assumed that the roof in the 1962 buildings is steel joist. Due to numerous persistent roof leaks originating from the multitude of adjacent buildings, it is inferred that water intrusion has corroded sections of the steel roof deck and joists but this cannot be confirmed by the structural engineer due to a hard-ceiling requiring destructive demolition but it is apparent in the rust color present in multiple areas of the ceilings. The roof in the 1962 building is totaled by insurance and slated for replacement. There is a section of roof from 1974 adjacent to a newer higher building where it is unclear if snow-drift was considered as an additional load on the older roof. Addressing these deficiencies in a comprehensive manner through a renovation would be very difficult, disruptive and costly.

4.1.3 Roofs - There are 8 different roofing systems. Strong winds from a storm in mid December caused significant damage to the roof over the older buildings. The district is working with CDSIP on the complete replacement of the 1962 building roof. Before this storm, the aggregate collection of buildings was evident in many reported and observed roof leaks that continue to deteriorate the interior of the building. The leaks are persistent and cannot be dealt with effectively. Due to as-built conditions, it is impossible for district staff to locate the source of water infiltration. From assessment observations, roofing systems are mismatched and differential movement between materials and inadequate construction is likely the cause of these leaks. Roofing systems in prefabricated buildings are not to the desired quality for school facilities. Exposed fasteners were utilized and the insulation in these areas is not compliant with current energy codes.

4.1.4 Electrical Systems - The condition of the older and overloaded electrical systems poses a great SAFETY concern. Because of the organic facility growth and first cost convenience, the school ended up with 2 different electrical services. Older buildings (more than 70% of the school) footprint present very concerning electrical deficiencies as it pertains to power distribution. Multiple panels are maxed out and noticeably hot to the touch to the point that the school's electrical contractor refuses to maintain. Addressing the need for code compliant power distribution throughout the old classrooms would be very difficult without providing a completely new electrical system.

4.1.5 Lighting Systems - Fluorescent light fixtures T8s and T12s are in fair to poor condition. Bulbs and ballasts need constant maintenance and replacement. Emergency lighting coverage is not code compliant and exit sign coverage is also not compliant. They are past-due for testing. Light levels are poor throughout the school for what is required in a learning environment. Exterior LED lighting is insufficient for site safety and wall-packs in the old buildings are in poor condition.

4.1.6 Mechanical Systems - Heating, Ventilation, and Air Conditioning (HVAC) - Despite many investments over the years, the HVAC systems are not code compliant for school occupancy. There is also a wide array of HVAC installations throughout the school but it was calculated that 70% of the RoofTop Units will be past their life expectancy in 2023. Proper ventilation, air distribution and student comfort are system deficiencies that greatly impact the learning environment every year. Concerning readings above 1,000ppm of CO2 were recorded in Classrooms (See Master Plan) and the school reports increased illness during winter months. Addressing this problem is difficult due to the old building's structure being unable to take on additional loads from compliant heavier mechanical equipment. Addressing this in a comprehensive manner through a renovation would be difficult, disruptive and costly as it would need to include a consolidation of the multiple gas services, increase unit ventilation capacity and major structural work to support the new units to meet current codes.

4.1.7 Plumbing Systems - McClave School has 3 water taps and 4 sewer outflows with 5 leach fields. This doesn't comply with the CDPHE regulations and will need to be addressed with any project. The condition of these systems presents a major health and safety concern for the district. Roughly 75% of the plumbing systems (domestic water and sewer) are old and due for replacement. The school reports recurring plumbing and sewer related problems with sewer smells and back-ups, with repairs being very challenging. The repair company has stated they believe current leach fields are at capacity. The school reports incidents where kids have been exposed to sewer due to the constrained site and school closed for a week this year due to

methane off-gassing.

Addressing this deficiency will ideally require consolidation of plumbing systems. A renovation to replace and consolidate sewer lines and to consolidate domestic water would be very invasive and costly. Entertaining any on-site additions or replacements of old buildings didn't make sense financially or from a phasing perspective because multiple sewer systems would be required to be permanently removed for a long time.

4.1.8 Fire Protection Systems - There is no sprinkler system in the buildings. A fire alarm was installed in 2008 but does not meet current electrical code. In addition, the building exceeds the allowable area by code and does not have any fire-walls. This is a major health and safety deficiency for a school building.

4.1.9 Means of Egress - School-wide egress deficiencies include non compliant hardware, non compliant slopes on ramps, and insufficient exit signs.

4.1.10 Hazardous Materials - Asbestos Containing Materials are present in the 1962 and 1974 buildings. Most asbestos is non-friable and in good condition, according to the AHERA report, updated in 2022. However, there are significant quantities of materials throughout the buildings, mostly located on walls, floors and ceiling materials. Friable asbestos is present in the old main office complex on drywall texturing with observable minor damage according to the latest report.

4.1.11 Security - There are multiple entry points and exterior doors throughout the building. The organic development of the McClave campus presents a way-finding and monitoring challenge that adds to the security system concerns. It is common that visitors enter the building from alternate doors that are not monitored or supervised. The main entrance is hidden and doesn't have a secure vestibule. The main entry sequence is inadequate and unsafe because visitors are let in directly into one of the school main hallway rather than into the office. In addition, there aren’t any emergency lockdown possibilities as outlined in the Construction Guidelines.

Cameras and electronic access control systems are very limited. The paging system is average and there isn’t PA broadcast to the exterior of the building to cover play areas. An intrusion detection system is also not present. Site security is deficient. Lighted sidewalks are limited to wall-packs and play areas are not secured.

4.1.14 Health Room - Located in an old classroom, a dedicated health room that meets the State of Colorado requirements is not provided. The school needs a dedicated room that complies with ventilation requirements and other health requirements.

4.1.15 Site Pedestrian and Vehicular Traffic - The site’s FCI in 2019 was 70%. Most site features are old and due for replacement. Sidewalks and other paved areas are cracked and in disrepair. The school district continues to try to improve site traffic for drop-off and pick-up. They close the road to the south in order to try to maintain a pick-up lane but this continues to be a SAFETY problem because the space allocated for queuing is not sufficient for the number of vehicles. Parents park wherever they can so there is substantial crossing of students and vehicular traffic. Another constraint comes from the proximity to the Highway. Site constraints are the reason for the vehicular and pedestrian traffic concerns.

The other major issue as it pertains to pedestrian and vehicular traffic is the student crossing of Highway 196 to access the athletic complex. The school reports close calls as transport vehicles drive over the speed limit as they cross the town. This presents a major site safety issue impossible to address without relocating the school.

Technology - The school provides internet primarily through a wireless network installed at some point in the early 2000’s. Only a few data drops are present. This set-up is not reliable and the school reports that connectivity to the internet is poor. This is an instructional deficiency that the district would like to address as soon as funding is available. The phone system is an aged system and due for replacement. A phone was not observed in every classroom, so phone coverage is deficient and needs to be expanded. Classroom technology has been updated over the years but it is inconsistent. Smartboards and screens connect locally in classrooms via HDMI. Amplification of cellular or public safety radios is not existent.

Educational Adequacy - Numerous adequacy deficiencies were observed and reported. Besides the building system

deficiencies that impact education described above, the circuitous circulation and spread-out, building layout does not provide an adequate environment for a modern educational program that requires a focus on collaboration. The classrooms are placed primarily in the 1960's and 70's buildings and are not equitable in size. Double loaded corridors are the norm. Circulation is inadequate as far as internal student traffic is concerned. Elementary school kids have to travel through the secondary wing to get to classroom electives like art and music. The cafeteria is placed in the middle of the campus but it is very small and it becomes part of the circulation system.

The McClave School District is known in the region for being a solid educational institution that graduates exemplary young adults year after year. The board of education is intent on making sure that the building facilities match their educational excellence but is financially limited. With the district already spending $150,000 to $300,000 annually on facility maintenance in order to maintain an adequate level of operability, every project feels like the next patch when what is truly needed is a comprehensive approach to the multiple health and safety issues that have become a day-to-day occurrence for McClave students, administrators and staff.

II.E. Diligence undertaken to determine the deficiencies stated above:

As part of the master planning process, Wold Architects and Engineers conducted a comprehensive assessment of the buildings. In addition to the observations, the assessment team interviewed the school staff responsible for maintenance and operations in order to identify deficiencies first-hand. The assessment included all architectural, mechanical and electrical items assessed by CDE and expanded on areas of concern like air quality and visible cracks on brittle materials. Due to observed structural concerns, Martin & Martin conducted a structural observation and their report is also included in the master plan documentation.

To address the air quality concerns of the district, Wold set-up CO2 monitors throughout the school and obtained readings over a period of three days. Initial readings indicated poor ventilation with some readings during high-occupancy during the day well exceeding 1,000 ppm. Upon these readings, Wold conducted another round of CO2 readings and confirmed that the classroom CO2 levels during the day reaches unhealthy levels of CO2 concentration. This demonstrates that although some of the Roof Top Units are somewhat newer, the levels of ventilation were not originally installed to meet current school codes.

II.F. Proposed solution to address the deficiencies stated above:

The McClave School District is proud to say that a bond election to maximize the district's bonding capacity soundly passed in November of 2022!

Since last year's application, the district gave serious consideration to proposing a partial replacement and renovation but decided to continue to pursue a full replacement mainly due to the inefficiencies, disruption to instruction and waste of financial resources arising from the following:

* A partial replacement is only possible to the west of the existing school but would imply removing 3 existing leech fields to allow for construction. A temporary sewer collection solution would be needed during construction and a final treatment facility will be needed to comply with CDPHE regulations. Existing sewer lines would have to be replaced and re-routed.
* A phased approach would extend the construction phase one more year. This will be unnecessarily costly.
* An alternative to house the school in temporary modular buildings for two years was considered a major waste of funds.
* The site would still present safety issues from tight circulation around a small town block.
* The layout would still be compromised.

The proposed solution recommended by the community-led planning committee and adopted by the school board is to replace the current
McClave school with a new school building located on the school property where the athletic complex is located. The new school is programmed to be 70,000 square feet in size. This is roughly 20,000 square feet less than the existing footprint of the current school layout. In order to ensure safety on the site, separate bus zones are planned to keep the bus traffic separate from general traffic. The site work would include a new asphalt parking lot for staff, students and visitors at the front of the school.

Besides the new building, the site work considers adequate play areas for elementary and secondary school students,

replacement of the baseball field displaced by the new building, and all required on-site storm-water management features.

Since last year's application the new building has been re-sited to the current baseball field, in an effort to minimize the cost of utility extensions, roadways and site work associated with the new facility. However, we have also discovered a full treatment facility, not just a leach field, will be required for the new sanitary system per CDPHE guidelines, making estimated site costs similar to last year's application.

Last year's application also included a new bus barn/transportation facility. In an effort to minimize our ask, the bus barn has been removed from the grant request this year, reducing the project budget by over $850,000.

The new building will replace the existing program and will provide an adequate layout for a multi-grade school. Administration will be located at the front of the school with a clear view from and to the parking lot. The building core will include a cafeteria, a kitchen, the athletic spaces and all shared instructional space including Career and Technical Education (CTE - Vo Ag). Two distinct separate classroom wings will help separate the elementary and PreK from the secondary school.

The proposed project will resolve the major deficiencies as follows:

4.1.1 Sound Building Structures - A consolidated building footprint would allow for adequate structural design that meets all current building codes, including snow-drift loads and area separations. This would also allow for an integrated geometry that effectively seals the building and insulates the structural members from water intrusion.

4.1.3 Roofs - A consolidated building would provide one roofing system and eliminate the existing condition with 8 incompatible systems. The persistent leaks will be eliminated and a warranty of 30 years will be pursued.

4.1.4 Electrical Systems - One electrical system will be installed. Appropriate power distribution for instruction is being considered with enough capacity for device charging requirements as required by modern instruction.

4.1.5 Lighting Systems - LED low-maintenance lighting is included in the project for both interior and exterior lighting. Appropriate levels of illumination for instruction will be provided.

4.1.6 Mechanical Systems - A consolidated and efficient heating and cooling system will be provided. With a new building it will be possible to design the air moving equipment to accommodate the code-required ventilation for classrooms in order to eliminate the health concerns associated with poor ventilation.

4.1.7 Plumbing Systems - A sewer system meeting CDPHE regulations will be installed. Consolidating these systems will provide ease of maintenance and eliminate the recurrent repairs that continue to drain the school budget. Moreover, students will attend school in a healthy environment.

4.1.8 Fire Protection Systems - A fire sprinkler system will be provided as required by code for new schools. A modern fire alarm system with voice evacuation will also be installed in order to safeguard students and staff. In addition, all required fire-walls or other code requirements will be met in the development of the new school.

4.1.9 Means of Egress - All required travel distances and unencumbered means of egress will be provided to meet current codes. Adequate egress will be carefully designed together with security systems as to not present egress challenges.

4.1.10 Hazardous Materials - A new school would eliminate all hazardous materials from the building. Low VOC materials will be considered to enhance the quality of the interior environment.

4.1.11 Security - The new consolidated school will integrate all school functions into an easy to navigate layout with a clear main entrance. Exterior doors will be limited to the minimum required for school operations and electronic card access and security systems typical of new schools will be installed. Site security will also be fully compliant in the new school with careful planning of play areas and other student areas being easy to supervise and monitor.

4.1.14 Health Room - A dedicated health room that complies with all State of Colorado requirements including adequate ventilation will be provided.

4.1.15 Site Pedestrian and Vehicular Traffic - The new site provides ample room for an adequately designed and safe school site. Separate parent pick-up and drop-off lane, bus loop and parking are being considered in the new layout. The new school project will eliminate the need for students to cross the Highway to access the athletic fields. All pedestrian/vehicular conflicts will be completely eliminated.

Technology - A new school will provide the ultimate opportunity to make sure internet access is equitable and reliable. Besides the appropriate technology infrastructure, modern instructional technology is also included in the grant.

Educational Adequacy - The school district is very excited about the possibility of an integrated building layout. A new school building will provide the opportunity to design a school that is conducive for 21st Century learning. Flexible learning space and more project based spaces are opportunities that McClave wants to incorporate in a new school. Equity in the classroom is also something important that can only be achieved with a new, consolidated footprint. The CTE Vo. Ag. program will be sized correctly and appropriately outfitted in the new school.

The current site and buildings have provided a good home for over 60 years. The district has been able to keep this facility up and running by using band-aid solutions. After a difficult but successful bond election in November, it is clear that the McClave taxpayer community has had enough of partial solutions and is ready to maximize their contribution in order to do what is right for the future of McClave.

II.G. Due diligence undertaken in defining the stated solution:

McClave School District hired Wold Architects in June of 2021 to facilitate a Master Planning process. The Planning Committee reflected on their values and developed a list of guiding principles that would later help guide their decision making process. The guiding principles are as follows:

Community:
- Excellence - Honesty - Integrity - Respect.
- School should continue to be a center for the community.
- District will maintain its student population through an educational excellence focus.
- School should continue to be a source of pride for students, staff, and community.
- Investments should be long-term, smart, sustainable and proactive.
- Continue to be a safe home for everyone where everyone is able to excel.
- Continue to be a place where the community wants to invest their time and money.

Education/Program:
- Plan should support personalized learning and strive to prepare well-rounded students.
- Remain flexible and design for the future of education. It’s not just about today.
- School to consider STEM/STEAM, PBL, CTE and Business focus.

Facilities:
- Facilities that match McClave’s excellence and values. Honor our tradition.
- Strive for cohesive and integrated facilities.
- Prioritize SAFETY. (INSTRUMENTAL IN THE DECISION TO PURSUE A BEST GRANT)
- Address inadequate layout (Cafeteria, Media Center, Circulation, Wayfinding, Main Entrance, Security, etc).
- At minimum address failing systems (ie - Power, Sewer, etc).
- Keep what works but only if it makes sense.

The planning group wanted to consider multiple options. Over the course of several meetings the team assessed options from - fixing the most pressing issues to replacing the school. The options were assessed against the guiding principles and the team provided diagrams and cost estimates for every possible solution that was being considered (See Master Plan). A partial

replacement to maintain the newer buildings was seriously considered but with the site being constrained to the town's grid and the existence of four leech fields in the area where the new construction would be placed, this phased approach was logistically too complex and included major expenses that were seen as a waste of resources. These costs were tied to a longer construction duration (10mo of additional general conditions), temporary provisions for sewer in order to achieve occupancy and modular classrooms for a great portions of the student body.

After a lengthy discussion over a few meetings to consider the different options, the planning group decided that replacing the school through a local bond an BEST assistance was the right log-term solution.

The master planning team of architects and engineers developed the necessary diagrams and documentation to provide building partners enough pre-design information to define an accurate cost estimate. Wold Architects and Engineers is very familiar with the CCAB Construction Guidelines as it has been working as CDE partner for over 10 years. Wold (founded in 1968) is also one of the top 10 K-12 AE firms in the Country and uses its institutional knowledge for the benefit of all planning efforts.

An important step in this process was to determine the overall size of the new school. This was developed by Wold Architects and discussed with the Board, the Superintendent and the Principal over the course of two meetings. It was determined that the new consolidated school could be roughly 20,000 sf smaller than the existing building and maintain the essential instructional spaces.

Two reputable contractors (Fransen Pittman and Nunn) assisted with construction cost estimating. Both of them have built or are currently building schools in the area. As part of the planning team, Artaic Group also assisted with the development of the detailed cost estimate and project schedule as they have also had vast experience with school construction on the eastern plains. From their traditional role as project managers they also understand what is to be expected for soft costs in a project of this magnitude.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The school district would like to comprehensively address the multiple health and safety issues that have become major concerns and a financial burden. Vital systems have already failed. This needs to be resolved as soon as financial assistance is available.

Due to its age and the way it was built, the roofing system in the 1962 building sustained major damage from a recent storm and
the district is currently in the process of replacing this roof. This would only be a partial solution and other roof problems will follow. It is unknown how long it would take before the water intrusion damages the structure to the point of failure. Signs of rust are already visible. There are also unknowns regarding how the roof structure is designed and built, which limits the amount of possible patchwork solutions without a complete overhaul.

Power capacity is capped and distribution is minimal. Electrical panels overheat easily and the fire risk is high. Classroom requirements for power continue to rise and this is putting the school in a situation where there isn’t an option for repair. A complete overhaul of the power systems is the only acceptable solution and needs to occur soon.

The sewer problem is a persistent and concerning health issue. The system has already failed and caused the school many days off. Not having a dependable and functioning sewer system is a significant State code violation. The district has looked into consolidating the 5 different leach fields but this wouldn't be a small project. This is also seen as a bad investment due to the age of the buildings. The multiple
leach fields further constrain what the school can do on the site.

In summary, McClave school is a collection of buildings that have served the community for over 60 years. If this grant is not awarded the district will continue to do everything in their power to provide an excellent education to McClave students despite the failed building systems, disruptions to instruction and health and safety problems that are present in the school.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

The district is maximizing its bonding capacity to make this project a reality.
In addition to the funding from the bond, the district is committing $120,000 from their capital reserves.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

A Capital Renewal Reserve account will be established. The district will contribute the minimum recommended allocation of 1.5%, and hopes to increase this up to 3%, of their per pupil base funding per year to this account. From current enrollment, the district expects the annual allocation will be somewhere between $45,000 and $90,000.

McClave School District takes pride in the maintenance and upkeep of the learning environment. Despite the challenges an aging building presents, the district has demonstrated the ability to maintain a functional, and dignified learning environment for its students. This has been costly but necessary for continuity of learning.

Fiscal responsibility is a hallmark of the district and their approach to prudent budgets and upkeep will continue with the new building. Once the new school is built, the district expects the maintenance demands and unexpected building expenses to slightly decrease, but is well aware of the responsibility a new school building represents. The District plans to continue the same high level of maintenance services in order to help maximize the life of the new school and to continue to support community pride.

The District has a facilities manager and custodian who works tirelessly to keep the buildings functioning and comfortable for students, teachers and staff. The staff has developed an annual maintenance plan which addresses critical repairs, on-going maintenance requirements and long-term replacement and repair. Although our facilities are considered deficient when it comes to health and safety standards due to their age and the various eras of construction and additions, we have strived to maintain these facilities to function beyond their useful life.

A new school will first be under warranty by the general contractor. We expect to ask for the following significant warranty periods for our new building and building systems:
- 2 year General Contractor warranty
- 10-year warranty on mechanical equipment
- 20-year warranty on roofing materials

We also plan to request significant training hours from the project contractor's within our project specifications. This will provide an opportunity to bring our district facilities and maintenance team and staff up to speed as quickly as possible on the new building systems. This training will include all major systems: HVAC equipment, plumbing systems, BAS/mechanical/lighting controls, doors, hardware, windows, flooring and other finishes and components.

While routine maintenance will begin immediately by our staff, we plan to use this extended 2-year warranty period to transition major maintenance items to our staff. Per CDE's recommendations, we will implement a facilities maintenance plan for the new school. This plan will provide documentation and direction on the facility maintenance strategy. The maintenance plan will be formulated based on the maintenance recommendations from the contractors, suppliers and vendors warranty and operating and maintenance (O&M) manuals provided as part of the project. Based on these O&M manuals, we will develop short, medium- and long-term goals within our plan to clearly identify which maintenance actions need to be taken and within what timeframe. These items will be identified in four categories: emergency, routine, preventative and predictive. Our staff will be trained to understand the document and what actions need to be taken to keep it updated.

We will develop a system for documenting work orders and measuring time to address the work orders against the goals within our plan. Our plan will be a guiding document to appropriately budget annually for maintenance to be performed. Maintenance of a new school will be budgeted appropriately as part of the district's annual operating budget.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The school Superintendent is responsible for budgeting. Currently, the capital outlay budget is derived from two main

indicators: previous expenses and upcoming facility needs. Historically, the district has looked at previous years' audited numbers (in expenses) as well as long term facility plans in order to meet capital improvement needs. For example, the district was in need of a complete refinish of the gym floor. It has reached its maximum number of sealant finishes. Therefore, $35,000 was budgeted into the 2021-22 school year beforehand knowing that this would be a large expense.

Due to their experience every year with unexpected expenses, the district also includes a contingency in their budget. Due to their aging facility, the capital outlay budgets in recent years have been between $150,000 and $325,000.

Capital outlay over the last few years has been:
2018-19: $182,000
2019-20: $311,000
2020-21: $208,000
2021-22: $136,016

These expenditures include typical facility repair and improvements, sewer repairs, heating and air conditioning repairs and electrical work. We also funded an upgraded intercom system, a walk-in cooler, site improvements and a water filtration system for the current buildings with the funds noted above.

III.T. How did you arrive at the estimate for this project?

Understanding the need to review the possibility for efficiencies from last year, the project team developed an alternate solution to consolidate the site by placing the new school east of the football field, closer to the road. The idea was to minimize site costs. Given the most recent problems with sewer, the team also further explored the CDPHE requirements in order to consider the appropriate solution to this major problem.

Fransen Pittman Construction and Nunn Construction assisted with the hard costs. Wold Architects and Engineers and Artaic Group helped develop the Detailed Project Budget.

Costs compared to last year's application have increased by approximately 3.7%. We have done our absolute best to keep this increase to a minimum, considering construction cost escalation over the last year has been 12% - 15% in Colorado.

III.U. Who will be overseeing the project, if known at the time of application?

Brianne Howe, school superintendent will manage the project on behalf of the District. She will be involved in all design and construction meetings and will be responsible for day-to-day decision making and will communicate with school staff and board when necessary. We expect major milestones on the project to be approved by the board of education.

The District will also procure the services of a 3rd-Party Owner's Representative to assist Brianne in managing the daily project activities and reporting to the board.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The district follows a competitive selection process for all vendors per McClave School District procurement policies. The District followed a competitive procurement process for master planning services. Upon approval of grant funding and passage of our local bond election, the district will either continue working with the professional consultant team already in place as allowed by law but reserves the right to go through another round of procurement for professional services if deemed beneficial to the project. Construction services will also be procured competitively as dictated by law and district policy.

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

The current utility expenditures are between $120,000 and $140,000. The district does not expect a significant reduction in utility costs
in a new building. Current energy consumption is low due to low levels of ventilation and non-compliant heating and cooling systems. It
is expected that increased ventilation will balance out with the energy efficiency improvements from modern mechanical

systems.

A significant reduction of the annual maintenance costs are expected.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The plan is to demolish the existing building.
Given that Asbestos Containing Materials are present in the older buildings, abatement of these materials will be something that will need to occur before demolition of the buildings. The District's asbestos management consultant was contacted and provided the most recent AHERA report as well as additional visual observation information to a local abatement contractor. Based on the report and quantity estimates, a rough order of magnitude pricing for potential abatement costs was developed at $400,000.

Current Grant Request:	$43,314,982.00	**CDE Minimum Match %:**	43
Current Applicant Match:	$5,434,594.00	**Actual Match % Provided:**	11.14798209
Current Project Request:	$48,749,576.00	**Is a Waiver Letter Required?**	Statutory
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$48,749,576.00	The district passed a bond in November, 2022 of $5,900,000, which is 100% of their bonding capacity. The district is also committing $120,000 from the capital reserve fund to help offset the grant request amount.	
Affected Sq Ft:	70,000	**Escalation %:**	8
Affected Pupils:	258	**Construction Contingency %:**	4
Cost Per Sq Ft:	$696.42	**Owner Contingency %:**	4
Soft Costs Per Sq Ft:	$88.36	**Historical Register?**	No
Hard Costs Per Sq Ft:	$608.06	**Adverse Historical Effect?**	No
Cost Per Pupil:	$188,952	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	271	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	232	**Bonded Debt Approved:**	$5,900,000
Assessed Valuation:	$26,572,970	**Year(s) Bond Approved:**	22
Statewide Median: $121,995,375			
PPAV:	$114,539	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$2,649,993	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$48,281	**Outstanding Bonded Debt:**	$5,900,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	41.50%	**Total Bond Capacity:**	$5,314,594
Statewide Avg: 42.17%		Statewide Median: $24,399,075	

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Existing Bond Mill Levy: 0
Statewide Avg: 6.19

Bond Capacity Remaining: ($585,406)
Statewide Median: $12,478,184

3yr Avg OMFAC/Pupil: $2,388.87
Applicants Median: $2,381

COLORADO
Department of Education

Division of Capital Construction

District Statutory Limit Waiver for BEST Grant

A (partial) / full (circle one) district match reduction is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A.	Applicant required minimum match for this project based on CDE's minimum listed percent *(Line items A * C from grant application cost summary)*	$20,962,317.88
B.	School District's certified FY2022/23 Assessed Value	$26,572,970.00
C.	District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. *(Line B x 20%):*	$5,314,594.00
D.	Current outstanding bonded indebtedness:	$0.00
E.	Total available bonded indebtedness (Line C-D).	$5,314,594.00
F.	**Proposed match/new bonded indebtedness if the grant is awarded (Statutory Limit):** *(This should equal line E)*	$5,314,594.00

NOTE:
The McClave School District is also contributing **$120,000** from general funds in addition to Line F above, for a total match of **$5,434,594.00**.

School District: McClave School District RE-2
Project: New PK-12 Replacement School
Date: February 3rd, 2023

Signed by Superintendent: Brianne Howe

Printed Name: Brianne Howe

Signed by School Board Officer: Jack Gohle

Printed Name: Jack Gohle

Title: School Board Treasurer

Warman Electric

1710 South 7th Street - Lamar, CO 81052
Phone 719-336-2762 / Email warmjack@yahoo.com

* *

McCLAVE SCHOOLS **FEBRUARY 3, 2022**
ATTN: LEON MARKS
P.O. BOX 1
McCLAVE, CO 81057

==========

To whom it may concern:

After inspecting the electrical in the old sections of the school I feel they are in desperate need of upgrading. The electrical panels have no additional spaces available for new installations and circuits have already been doubled up.

Thank you,
Terry Warman
Warman Electric

Febraury 2, 2022

Colorado Department of Education
201 E. Colfax Ave.
Denver, CO 80203

Re: McClave School District BEST Grant Application

To Whom It May Concern:

Please accept this letter as demonstration of full support of the Board of Bent County Commissioners of the application submitted by McClave School District for a BEST Grant for capital construction funds. McClave School District lies in unincorporated Bent County and is one of the County's two school districts. McClave School District has long focused on excellence in education, encouraging its students to be life-long learners. The District supports CDE's Mission to graduate students who are ready for college and careers, and prepared to be productive citizens of Colorado.

The McClave Superintendent and several members of the Board of Education recently met with the Commissioners to discuss their proposal. The primary reason the District is seeking to build a new school facility at this time is safety. State Highway 196 runs through McClave. The current school facilities are located on the East side of State Highway 196, and the football and baseball fields lie across the Highway to the west. Students, coaches, parents, young children and other community members cross the highway for practice and for games. While no serious accidents have occurred to date, the District desires to consolidate all of its facilities on the west side of the highway, lessening the potential for tragic circumstances. The District owns additional property, which is adjacent to the ballfields. This property would a perfect site on which to build, allowing all the school facilities to be located on the same side of the highway.

A secondary important reason the District is proposing new construction at this time is that the existing school was built in several stages, beginning in 1962, with additions in 1996 and 2003. A need exists to expand the classroom portions of the facilities which would require significant remodeling to update electrical and broadband connectivity to meet current and future demands. The cost of new construction would be comparable to the cost of the remodeling and updating these aging structures.

Funding through the BEST Grant would allow the school to consolidate and update its facilities, address the safety issues and continue to provide excellence in education. We encourage the Department to give strong consideration to the proposal and that you fund this request.

Very truly yours,

Bent County Board of Commissioners

Chuck Netherton, Chair Jean Sykes, Commissioner Kim MacDonnell, Commissioner

Dear BEST Grant Selection Committee,

I am writing you concerning the condition of McClave School. It has been my privilege to be a landowner, community member and active supporter of McClave School for the past 40 years. I also had the opportunity to serve on the McClave School Board for 12.5 years. My family will graduate 4th generation members from McClave this year while others attend at the grade school, middle school and high school levels. The future of McClave is very important to me and to my family.

I am aware that the school is exploring the option to build a new facility. I believe this is the correct decision. Over the past four decades I have worked with other members of our community to deal with the many infrastructure (plumbing, electrical etc.) difficulties at the current school. Each group of decision makers has worked tirelessly to make the best decision at the time for each problem that arose. There are multiple safety issues that we are faced with as well as drainage issues with the ground that the school is located on. Due to these difficulties, I believe it is in our best interest to build a new facility on a new land site. We would greatly appreciate your help in providing this opportunity for our community. Our county is one of poorest counties in Colorado. I realize that this would increase taxes in our area, but if we want the rich history of McClave school to continue, we must make some sacrifices.

We are so grateful for the BEST Grant Program and the many small communities that it has helped. We would welcome the opportunity to be a good steward of this program and to continue the standard of excellence in education that McClave School has provided.

Regards,

Steve Wertz

Sergeant J. W. Bronniman
Colorado State Patrol
310 E. Washington Street
Lamar, CO 81052

February 4, 2022

Colorado Dept. of Education
BEST Grant Committee
201 East Colfax Ave.
Denver, CO 80203
Phone: 303-866-6600

Dear Sir/Madam,

I am currently a Sergeant with the Colorado State Patrol, and I have been in law enforcement for over 17 years. The Colorado State Patrol's main focus is to save lives, which we primary do through traffic safety. I am writing this letter of recommendation for the McClave School District. I believe updated school facilities would truly benefit the overall safety of the students and staff.

My family and I have personally been involved in the McClave School District since 2008, as my children have attended the school since that time. During this time frame, I have noticed several safety concerns that need to be addressed.

Focusing on traffic safety, there are several reasons why the location of the school is of concern. The McClave School District is located on Colorado Highway 196 in rural Southeast Colorado. Colorado Highway 196 connects Colorado Highway 50 to Colorado Highway 287, which are both major highways in the area. Secondly, this area is a large agriculture community, and farming equipment is often moved on the highway. Located just south of the school on Colorado Highway 196 is large agriculture grinding mill. This results in several commercial motor vehicles making deliveries to and from the mill on a daily basis. I have personally investigated a crash that occurred at that location, involving a semi-truck and a pickup that was transporting students to a school activity. Finally, the school does not have safe area designated for student drop off and pickup. They closed a street south of the school building with temporary barriers to minimize traffic for student safety.

Reviewing the actually facilities, there are two major concerns. The school building is not equipped with a fire suppression system. The Hasty-McClave Volunteer Fire Department is the closest fire department located over 6 miles away from the school and may have a lengthy response time. The last concern is number of exterior doors that are unsecured, meaning they are not equipped with cameras, and if the doors are left open, no are no open door alarms.

Sincerely,

Sergeant J. W. Bronniman
Colorado State Patrol
310 E. Washington Street
Lamar, CO 81052

Lora Cline
33111 State Hwy 196
Wiley, CO 81092-9403
719-688-2749
clineherefordfarms@gmail.com

January 28,2022

Dear BEST Grant Committee,

I want to inform you about our need for a new school facility in McClave, Colorado. This project would be a new building and grounds just west of the existing facility on Highway 196. Currently, the school is on the east side of the highway, the ballfields, track, and football fields are on the west side of the highway.

My family has four generations that have graduated from the McClave School System. I, too, taught in McClave while our girls were in school. My main concern when this project started was the problem with our current school location. Last October, I witnessed two high school boys running to football practice across highway 196. The lead boy raced through the crosswalk without looking or slowing down; the second boy ran into the intersection, grabbed him by the shirt, and pulled him back to the sidewalk. Yes, there is a painted crosswalk, and yes, there is a flashing light on the side of the highway. This is the potential tragedy waiting for our community. One additional piece often omitted is that our main business in McClave is an Alfalfa Mill where alfalfa is ground into pellets to feed cattle. This mill has semi-trucks in and out of McClave year-round. These trucks are looking for their destination, not kids crossing the highway. Another safety issue is that the elementary playground fence borders Highway 196. Naturally, kids' balls get thrown over the fence onto the highway. The correct procedure is to ask the adult on duty to get the ball. Elementary kids playing are impulsive and impatient. There are times they would run and get the balls without permission.

I know you have the information about our current school:

- Does not meet the current safety and ADA requirements to meet the needs of current and future staff, students, and community members.
- Does not have the electrical capacity to support the needs of current students for the existing IT systems or future IT possibilities.
- The sewage system is and has always been an issue.

The McClave School has been and continues to be the central hub in our small community. We value children as our most valuable asset and resource. Our current school facility has been well used and maintained for as long as feasible. Our community carefully considered the options, and the time has come for a new building and grounds. Your decision is key to solving the current safety issues. I ask you to seriously consider our Best grant application for the safety issue alone.

Sincerely,

Lora Cline

DUSTIN & STACI DEWITT
DEWITT EXCAVATING, INC.
7395 US Highway 50 - Lamar CO 81052
(719) 336-4455 Fax 336-8150 Cell 931-4640

Date: January 25, 2022 Page: 1 of 1

To Whom It May Concern:

Re: McClave School District RE-2
McClave CO

From October of 2015 to September of 2021 DeWitt Excavating, Inc. has repaired and/or replaced and done maintenance work on all 5 of the septic system and grinder pump systems around the McClave School. We have attached the invoices to show the dates, and total amount of repairs. The repairs we have completed are only a band aid as the problem is on going to the present. Because of the fact that the town of McClave does not have a sewer system the sewer from the school and multiple residences has completely saturated the ground. This problem is compounded by agricultural irrigation. There is also virtually no room to expand or replace existing leach fields or septic systems. As you can see they are in need of the BEST Grant.

Respectfully,

DUSTIN DEWITT, PRESIDENT OF CORPORATION

● Campuses Impacted by this Grant Application ●

BUENA VISTA R-31 - Grove Pre-K Security Upgrades and Renovation - Avery Par ES - 2006

District:	Buena Vista R-31
School Name:	Avery Par ES
Address:	513 East Main Street
City:	Buena Vista
Gross Area (SF):	61,550
Number of Buildings:	3
Replacement Value:	$19,536,191
Condition Budget:	$9,250,603
Total FCI:	0.47
Adequacy Index:	0.19

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,242,002	$2,084,959	0.93
Equipment and Furnishings	$338,686	$301,576	0.89
Exterior Enclosure	$2,753,311	$434,189	0.16
Fire Protection	$204,247	$353,686	1.73
HVAC System	$4,176,302	$3,418,896	0.82
Interior Construction and Conveyance	$3,106,741	$1,540,066	0.50
Plumbing System	$792,362	$477,666	0.60
Site	$2,995,050	$977,050	0.33
Special Construction	$435,234	$0	0.00
Structure	$2,492,256	$0	0.00
Overall - Total	$19,536,191	$9,588,088	0.49

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: BUENA VISTA R-31 **County:** Chaffee

Project Title: Grove Pre-K Security Upgrades and Renovation **Applicant Previous BEST Grant(s):** 2

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $23,659,706.96

If Yes, please explain why:

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

The Buena Vista (BV) Schools Preschool program is currently housed in two separate facilities. There are 70 students in a portion of the Avery Parsons Elementary School. The preschool area in the Avery Parsons Elementary School is nicknamed the "South Grove". There are an additional 29 students in what is referred to as the "North Grove" (stand alone) building that is located approximately 500 feet away from the "South Grove" building.

The facility for requested BEST Grant Funding is for the North Grove building. It was built by Buena Vista School District in 2005 using limited funding to create a Head Start building. Head Start had previously been located in a modular building. The North Grove building was constructed with one large room with a few smaller office spaces. The building has one heating zone since the building was built as one large common area space. A small addition of about 500 square feet was added in 2007 to accommodate 2 small offices and a "classroom" for speech and language classes that serve the elementary school students as well. The addition is not well insulated and consistently has heat & cold issues.

As the need for affordable and quality preschool programs has grown across Colorado, the facility needs have also increased. The North Grove building originally housed Head Start in one common area space. As BV Schools has increased preschool classes, it has created a need for multiple classrooms and spaces. This has been accomplished over time by creating separate spaces with curtains and separating students from staff areas with mobile cubicle walls in the North Grove Building. Additionally, space in the Avery Parsons Elementary School has been carved out for additional preschool classrooms. This causes issues with safety of having preschool programs in two different facilities. Additionally, it causes safety issues with the K-5 elementary school students who are forced to use non-classroom spaces (i.e., storage spaces, hallways and conference rooms) as learning spaces, which pushes furniture and items that should be housed in a storage closet into hallways.

When originally operating as a Head Start facility, the District served approximately 20 students. A neighboring district served as the fiscal agent of Head Start for BV Schools program and adequate funding for students served in BV was not provided over time. For this reason, BV Schools reorganized the preschool programming for students in the community. When doing so, the District worked with Colorado Preschool Program (CPP) to secure funding for students who were previously unserved. With CCP funding available, the District was able to serve a higher proportion of students, including those three to four year olds with IEPS required by law to serve. Prior to the CPP, the District was limited to serving nearly only IEP students.

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

While there are traffic safety concerns with the entries at both North and South Grove, security issues at North Grove, and there are heating comfort/ventilation issues at North Grove, there have not been any capital improvements. Attempts have been made to separate spaces in a way that allows heat & cooling to cross spaces; and create processes to control access at the pre-school entries. Playground updates have also occurred. Otherwise, maintenance of both preschool areas has been a continued priority.

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☑ **Fire Alarm**	☑ **Lighting**	☑ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☑ **Addition**	☑ **HVAC**	☐ **Energy Savings**	☑ **Technology**

BEST FY2023-24 GRANT APPLICATION SUMMARIES

☑ **Security** ☑ **ADA** ☐ **Window Replacement** ☐ **Supplemental**

☐ **CTE:** ☐ **Other:**

Additional Detail:

II.C. General background information about the district / school:

Buena Vista is a rural mountain community that values tradition. People come to the community for the natural beauty and choose to stay for the caring, family focused style and excellent schools. The motto "Surround Yourself with What Matters" guides our small town and extends to our schools. BV Schools has a proud reputation of providing quality programs and experiences focused on the whole child and the schools serve to gather and unify an evolving community.

As the community gains popularity and change is visible all around, the traditions and preservation work of BV Schools has provided needed stability and connection critical during change. During the pandemic, BV Schools provided consistency for our community through the disruptive time. The District recognizes the school buildings are visible markers of the enduring identity of the community. For this reason, the District is responding to more urgent facility needs with plans that serve students into the future while preserving existing buildings.

By example, in January 2023, citizens filled the newly upgraded Industrial Arts Building to view improvements, made possible through BEST emergency funding, ESSR dollars, and capital reserves, to dedicate the building in honor of a beloved teacher, Mr. Bennetts. Mr. Bennetts and the program have impacted the lives of many. Two engineers and two contractors, all alumni of the program and deeply influenced by Mr. Bennetts, were responsible for the design and construction of the building improvements. Because the building has been well maintained and efficiently improved, it will continue to serve as a landmark reminder to the community to "surround yourself with what matters."

The BV Schools Master Plan, having completed urgent improvements to the middle and high school in 2019, made possible through BEST funding, now prioritizes safety and security improvements to the existing preschool.

II.D. Deficiencies associated with this project:

The preschool program is currently separated into two isolated facilities that are located about 500 feet from each other. There is a dedicated Preschool Director with a dedicatd office and administrative assistant stationed at the South Grove location (within the Avery Parsons Elementary portion of Preschool). This administrative person is often walking back and forth between buildings, which leaves one of the locations unattended for periods of time. Classroom teachers how are properly licensed as directors, serve from the classroom during this administrative movement between buildings. If a visitor seeks to enter the building at a time the administrator or assistant is not available, a teacher must leave a classroom and the students to attend to the visitor or the visitor is unable to enter.

Additionally, the North Grove building (stand alone building) does not have a secured vestibule. The entrance to the building allows full access to the student classrooms. In working with local law enforcement on safety protocols, this is one of the main areas of focus and needed correction. Creating a vestibule that has separation from a visitor and staff/student area would significantly mitigate safety risks. With students not being in separate classroom spaces, and being in the open area of the building, it does not allow for students to be in a lockdown situation in a classroom space. Both the front door and two other exterior doors are the only lockable doors separating students from access into the building.

With the two locations of preschool, it creates separate pick-up and drop-off zones. The pick-up/drop-off zone at South Grove competes with the elementary school pick-up/drop-off since they are located in the same building. The North Grove parent traffic intersects with bus zones. Because of tthe mulitple different locations of the school and the elementary school traffic as well, crossing of cars and students each morning and afternoon is challenging to dangerous. Vehicles for elementary school drop off/pick up line up about 25 feet from the pre-school entrance, where parents are trying to park and walk pre-school students to their classrooms. The Buena Vista transportation director has noted there have been "near misses" with so much cross traffic and students in the same congested areas during drop off and pick up. Additionally, traffic going to the North Grove preschool drop-off/pick up area interferes with bus traffic. Students are getting on or off buses, in the same general area that parents of preschoolers are driving to North Grove for drop-off and pick-up.

There is currently no dedicated clinic space for a sick student to await pick up. Students must wait in the same area as staff and students. This is a HIPPA violation and impedes the ability for students to have privacy if receiving medical care.

The communication system between South Grove (Avery Parsons Elementary) and North Grove are not tied together and the only means for communication to the North Grove building is with radios. There is concern from administration and local first responders that effective and efficient communication in emergencies is not fully achieved with the separate North Grove building.

Proper air ventilation and comfort of students in the North Grove building is an additional concern. The original building was built with one mechanical zone. The building is mainly one large open space with a couple of small offices, a couple of breakout areas for classroom and indoor recess, and bathrooms. The main classroom space has been separated into two larger classrooms and a warming kitchen. The separation is done with curtains, to allow for some air flow between the spaces. The heating is not efficient and the staff and students are often left with uncomfortable, cold spaces. There was a small 500 square foot addition added to the North Grove building in 2007 and there is very little heat that transfers into this space.

Additionally, the creation of separate spaces in North Grove has caused there to be areas requiring intensive staff supervision of students. The lack of sight lines within North Grove requires additional staffing in order to monitor such young children in the make-shift spaces.

II.E. Diligence undertaken to determine the deficiencies stated above:

The deficiencies presented in the grant have been brought forward by staff, local emergency personnel, district transportation director and families. Letters are included in the supporting documents that emphasize the critical needs identified by local first responders and transportation manager.

As a result, TreanorHL, design firm, was hired to prepare a master plan that would show consolidation of the preschool programs, address security issues, and improve the traffic flow around the site. On-site evaluations were done by the architectural team, including the engineering disciplines to evaluate the existing educational adequacy, safety systems, structure and site conditions. Programming discussions and interviews were held with District and Preschool leadership personnel, where space planning, functional requirements and deficiencies were noted. Additionally, a utilization study was conducted for the elementary school as it is equally important for BV Schools to utilize the vacated space in the Avery Parsons Elementary school when the preschool classrooms become available.

II.F. Proposed solution to address the deficiencies stated above:

BV Schools has prioritized achieving the most effective and cost efficient solution possible. A concept plan was developed and priced out by a general contractor; meanwhile, BV Schools worked in tandem with an additional general contractor to value engineer the concept plan to a solution that is affordable and effective.

The main focus of the solution is consolidation. This provides the most effective way to solve a lot of the safety concerns around the program being in separate buildings. The North Grove building would receive a 7300 square foot addition. This would allow the South Grove students currently in the Avery Parsons Elementary School to be moved into the North Grove facility. The gross square footage of the new North Grove Preschool building will be 11,728 square feet.

This eliminates one pick-up/drop-off zone at the Avery Parsons Elementary school and shifts all preschool traffic toward the back of the school property. The parking at the enlarged North Grove would increase parking spots, including ADA parking. There will be additional design in the parking lot area where the bus loop in located. The driveways would be widened to keep car traffic that is driving to the North Grove building, to be further separated from the bus drop off/pick up loop; thus increasing the separation space between students getting on/off buses and parent traffic driving to North Grove. These changes are what BV Schools would consider as the minimal amount of safety changes to the parking lot. In efforts to increase safety even further, BV Schools is currently working with the Town of Buena Vista to potentially increase parking lot

area and get even more separation from car and bus traffic by having a secondary, separate entrance for cars. The plan discussed with the Town would include added sidewalks for increased safety for pedestrians.

With the new addition, a secured vestibule would be created as the main entrance that would have visibility from the office to the parking area. The Preschool Director would be located in the administrative/entry area of the addition and would not be walking back and forth between buildings, thus having administrative oversight of the full preschool program at all times.

The new addition would have site lines expanding staff visibility on students. The existing North Grove building would have light renovation done to the layout of the area, which would again increase visibility on students. Renovation will include creating hard walls for classrooms, including doors that can be secured and locked.

Heat and comfort issues would be addressed with the addition and renovation. A new mechanical system for the addition would be tied into the existing building, thus eliminating one of the biggest complaints currently heard from students, staff and parents.

The addition would contain a small clinic area allowing sick students to be separated from healthy peers and staff while waiting for a guardian. The area would also be used to administer medical treatment in privacy, if needed.

Creating classrooms with walls and lockable doors would provide a critical safety barrier and allow proper implementation of the Standard Response Protocol (SRP) during an incident requiring a secure or lockdown. Securing and monitoring access to classrooms is an urgent need in the North Grove building.

All new fire alarm and PA system would be installed and connected to the main elementary school building. This allows for simultaneous communication for both buildings on this school campus (Avery Parsons Elementary and North Grove ECE).

With the consolidation of the Preschool program into one building/location, the equitability of the separate playgrounds becomes a non-issue. The playground equipment at South Grove will need to remain in that location. However, the contractor budget does contain money for new playground equipment at North Grove that will address the aging playground equipment concerns. Playground improvements are a high priority for BV Schools Preschool and additional funds in contractor or owner contingencies that are not applied to the base scope will be considered for playground equipment.

Although not part of this grant application, the elementary school safety also increases with the consolidation of the preschool program. Currently, elementary school students are using not well-ventilated areas, such as storage closets and small offices and conference rooms as instructional space. Storage in hallways is a common occurrence in the elementary school to create these programming spaces that will be eliminated by consolidating preschool students in the North Grove facility.

II.G. Due diligence undertaken in defining the stated solution:

The District contracted with a design firm (TreanorHL) to study options for preschool consolidation and addressing safety issues. The Design firm came on site several times to evaluate current facilities and locations for feasibility and conducted user group sessions with the facilities team as well as District and PK leadership personnel. Several options were considered. The design team and client investigated an alternative site to renovate district facilities and include an addition. Those design concepts did not create safe site conditions for parking and drop-off and the cost of renovating the existing maintenance facility to bring up to current codes was not practical.

A concept plan was then created to provide a full “gut” and renovation of the existing North Grove with the addition. This initial concept plan included extensive renovations to the current North Grove building that is not strictly needed to consolidate the students. The cost to fully renovate the existing North Grove building was restrictive. The current concept plan includes the additional square footage needed to accommodate the preschool students. It also includes a limited, but necessary amount of renovation to existing North Grove to bring the full facility up to code, improve thermal comfort, and eliminate security concerns regarding access to students from visitors and potential threats and improved lines of site to students.

The Code of Colorado Regulations and Rules Regulating Child Care Centers were followed to ensure minimums are

incorporated, including but not limited to square feet per child, adequate teacher space, adequate napping space, student and staff toilets, diaper changing stations, sick child area, playground and ADA provisions. Additionally, programming parameters were compared to Department of Education Public School Facility Construction suggested square footage for checks and balance.

The District believes the plan presented is the most fiscally responsible option that allows for many of the current safety and security concerns to be addressed by consolidating all preschool students into one facility.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Should the funding not be secured, the District will consider three short-term options, each of which have unfavorable financial impacts to the district and do not meet all of the safety and security issues presented:

1. Least preferred: A reduction in available preschool classrooms for our community. The logistics of managing two separate facilities is not financially sustainable for the long term given the likely reduction in funding as a result of Universal Preschool. As well, the lack of secured entry and communication is a high risk and mitigation must be addressed. The Buena Vista School Board will consider temporarily closing the North Grove facility until funds for improvements can be obtained. This would result in the loss of up to 40 preschool spots in our community. The District would also forfeit $330,000 in grant funding awarded by the Buell Foundation for preschool capital improvements. The community would respond with high levels of concern as preschool options are limited and the district already has a waiting list for programming.

2. To keep the building in operation, the District would consider contracting for additional personnel to monitor the door at North Grove. This solution is not feasible in our general fund budget for the long term and does not address all facility and programming issues. BV Schools would continue to seek funding, including a possible reapplication for a BEST Grant.

3. The District would also consider a temporary structure adjacent to the current North Grove building in place of the addition. Expending capital resources on a temporary modular is not a preferred solution but would accomplish some of the current security risks.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

In the District's actions to address the master facility plan priority of mitigating risks in the preschool and also alleviating elementary school use of storage areas not intended for instruction, financial support was gained from the Buell foundation in the amount of $330,000 toward a capital improvement project for the preschool. This funding must be utilized by September 2023 or be forfeited.

Additionally, the District has successfully completed a joint project with the Town of Buena Vista involving a land swap. In exchange for district-owned property in the center of town used for a baseball field, the District received property in the recreational park district to construct a new baseball facility. The town was able to develop the old baseball field property into an affordable housing complex for the community. The District was able to contribute to community needs while maximizing district assets. With the town's support, a GOCO grant was awarded for the new baseball field project, resulting in a gained asset with minimal capital outlay from the District.

Similarly, the District has recently partnered with a local LLC to restore a district-owned facility that was previously scheduled for demolition. A district gym that had been built as a WPA project in the 1930's and served as the main gymnasium and community center for many years, saw decreased use in the 1960's with the construction of the high school in a location across town. By nature of the construction quality of the gym and because other facility projects were prioritized, abatement needs and repair became so significant that demolition of the old gym became necessary and urgent. It was at this time the District partnered with the local LLC to consider solutions to restoring the old gym, even exploring repurposing the space for a preschool. After study, the old gym would require too much structural engineering and cost to convert for preschool use and the location had limited space for outdoor play. Instead, the District partnered with the local LLC to restore the old gym to its original purpose, preserving a landmark in the community, while at the same time repurposing space for recreational use for

preschool students. Square footage for indoor play essential to preschool development is currently not available. A 500 square foot classroom used for meetings serves as a multipurpose space with limited equipment and area for physical activity. The project serves as an example of another way the District has demonstrated strategic use of capital dollars through community partners. Rather than expending $1,000,000 to abate and demolish an unused facility, the partnership will result in investing this $1,000,000 in the LLC who has already been awarded another $1,000,000 in tax credits and grants the school district alone would not be eligible for, to restore the gym. The partnership is a lease to purchase agreement in which the District will eventually regain ownership of the gym in no more than 10 years.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The District does not expect major changes in how it currently approaches maintenance as it has a strong approach in maximizing the life of all District facilities. The current preventative maintenance plan encompasses an annual in depth budget meeting with the Maintenance Director. In addition, the Maintenance Director keeps the Superintendent and Finance Director informed of any deviations from the budget. The District, in conjunction with the Maintenance Director, schedules and implements all required annual/bi-annual inspections and has received very high marks on inspections throughout the years.

BV Schools has a strong financial assigned reserve position relative to other Districts of comparable size to allow for significant one time capital outlay as required to add life to the buildings. Additionally, the District intends to negotiate a two year warranty for construction and on all mechanical, electrical, plumbing, and security systems in the contract. This was a successful approach used in negotiating contracts in the District's most recent major renovation and construction project of its middle and high school. Mechanical systems were adjusted and repairs made throughout the two year warranty.

The District has created a master facility plan resulting in transfers to the capital reserve fund that far exceed the student ratio approach due to the District's commitment to the buildings. Currently, District policy requires a minimum $100,000 committed to capital fund annually unless otherwise approved by the Board of Education.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

BV Schools has created a master facility plan resulting in transfers to the capital reserve fund that far exceed the student ratio approach due to the District's commitment to the buildings. Master Facility Planning to date are included in supporting documents. Currently, District policy requires a minimum $100,000 committed to the capital fund annually unless otherwise approved by the BV School Board. The District continues to maintain a strong fund balance of $5.7 million, which is an increase of $180,000 over the previous year. This translates to 4.5 months of General Fund operating reserves.

BV Schools was awarded a major BEST grant for renovation of its middle and high school in 2017. While the District did negotiate a 2-year warranty that has maintained the building thus far, the District has established a $1.2 million (about 12% PPR) capital reserve as it enters year two of the completion of the project. To date, ithe district has needed to attend to some maintenance not covered by warranty, including additional work to sustain a gym floor (not enough finish allowed for LEED) and some user caused issues on a movable wall. The district is currently defending a warranty issue on exterior finishes on a portion of the building. The total cost of these maintenance items and potential costs to district for the exterior work is about $20,000.

BV School Board of Education has recently conducted an evaluation of all property assets. Two properties were sold in 2021 to support future master facility planning. One, an old school house sitting 20 miles out of town and unfit for student use; the other a single building housing our alternative high school sitting in the prime business district of our growing community. During a competitive real estate market, the building was sold and the alternative school moved to our high school campus, providing more efficient operations and providing increased opportunities for the alternative high school students who can now access the electives available at Buena Vista High School.

III.T. How did you arrive at the estimate for this project?

Two general contractor estimates were received for the concept plan. One estimate was based on the full concept plan; a second estimate was based on value engineered design. The cost reflected in the budget is the value engineered approach to the scope. This is reflected in the master plan diagrams. Both the architect and owner's representative assisting with the project provided input for all soft costs.

BEST FY2023-24 GRANT APPLICATION SUMMARIES

III.U. Who will be overseeing the project, if known at the time of application?

The District does not have employed staff to oversee extensive renovation and construction projects. The District will procure an Owner's Representative consultant using an open procurment process. The qualifications and responsibilities will include ability to oversee the project, provide general management of invoice submittals and owner's budget, participation in weekly project team meetings, and other management responsibilities to be determined.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The District will prepare RFQ/Ps for Owner's Representative, Design Team, General Contractor, and miscellaneous owner vendors required to complete the project. The RFQ/Ps will be issued via CDE ListServ. Following the hiring of the Owner's Representative, that firm would be responsible for overseeing the remaining public procurement processes.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

Vacated space will be utilized by elementary school for programs currently housed in storage areas and hallways. No funds will need to be diverted for upgrades; they will be able to be used as is.

Current Grant Request:	$1,980,011.70	**CDE Minimum Match %:**	69
Current Applicant Match:	$2,420,014.29	**Actual Match % Provided:**	55
Current Project Request:	$4,400,026.00	**Is a Waiver Letter Required?**	Yes
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$4,400,026.00	Capital Reserves - $1,000,000 Buell Grant - $330,000 Town Donation - $500,000 Investment luiquidation - $600,000	
Affected Sq Ft:	11,728	**Escalation %:**	10
Affected Pupils:	98	**Construction Contingency %:**	8
Cost Per Sq Ft:	$375.17	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$77.67	**Historical Register?**	No
Hard Costs Per Sq Ft:	$297.50	**Adverse Historical Effect?**	No
Cost Per Pupil:	$44,898	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	120	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	950	**Bonded Debt Approved:**	$29,500,000
Assessed Valuation:	$285,376,860	**Year(s) Bond Approved:**	17
Statewide Median: $121,995,375			
PPAV:	$300,397	**Bonded Debt Failed:**	$52,000,000
Statewide PPAV: $182,813			

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Unreserved Fund Bal 20-21: $1,498,048
Statewide Median: $3,107,630

Median Household Income: $56,810
Statewide Avg: $65,127

Free Reduced Lunch %: 18.40%
Statewide Avg: 42.17%

Existing Bond Mill Levy: 0
Statewide Avg: 6.19

3yr Avg OMFAC/Pupil: $14,787.13
Applicants Median: $2,381

Year(s) Bond Failed: 16

Outstanding Bonded Debt: $30,323,294

Total Bond Capacity: $57,075,372
Statewide Median: $24,399,075

Bond Capacity Remaining: $26,752,078
Statewide Median: $12,478,184

COLORADO
Department of Education
Division of Capital Construction
BEST School District and BOCES Grant Waiver Application

District or BOCES Name: Buena Vista R-31

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

69% match is unattainable for the district for a capital construction project. The district had voter support for a major renovation and construction project for our middle and high school in 2017 due to significant security and health concerns. The timing is too soon to return to the community and the scope of this project is not of size that paying for the associated costs of placing a measure on the ballot and the needed campaign materials would justify the measure.

The district will not be able to complete the security measures and re-purpose the needed elementary space for programs without a reduction of the district match.

The district needs to ensure adequate funding for maintenance and repair remains in the general fund. The significant match amount for our small district prevents the district from both satisfactorily completing maintenance and life extension upgrades and also addressing higher cost capital renovations.

(3000 characters max)

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

The financial conditions of the district have remained stable over recent years, even as navigating uncertain state funding. Typically, BV Schools has ranged from 50-56% match for BEST projects. The significant increase to 69% in the recent calculations is unattainable for a small district when reserves must be healthy for unanticipated needs like a bus beyond repair or broken boiler system. Unlike larger districts with capital reserves to account for single emergencies, small districts must maintain a higher percentage of funds for such emergencies.

This project has been evaluated extensively. Larger scale alternatives that would have served more families in our community were not selected to keep the scope to a scale the district does not have to incur additional debt. The project is of a size that as a stand alone project, is not large enough to for presenting a bond to the voters. The Town of Buena Vista, including our local public library district, are likely putting a measure on the upcoming ballot for capital projects. Because the district more recently went to the voters to prioritize a capital project, working in partnership with our public districts, it is not the appropriate time or ask for this project.

(3000 characters max)

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible. Refer to How Matching Percentages are Calculated for background on the influence of these factors on your match.*

Match Factor (To be Completed by CDE)	***Figure Used in Match Calculation***	***Weighted %***	***Out of Weighted Max%***
Per Pupil Assessed Value	$300,396.69	5.44%	8% max
Median Household Income	$56,810	6.88%	18% max
Free and Reduced Lunch %	18.4%	21.32%	23% max
Bond Elections in the last 10 years	2	-2%	-1% per attempt
Bond Mill Levy	0	23%	23% max
Remaining Bond Capacity	$26,752,078	14.08%	23% max
Unreserved Fund Balance as a % of Annual Budget	10.91%	.70%	5% max
	Total CDE Minimum Match	**69%**	100%

2.a. Please identify which, if any, of the above match factors you believe inaccurately or inadequately reflect your financial capacity due unique conditions in your district, which justify a reduction of the weighted percentage used.

Free and Reduced Lunch % is calculated at 18.4%. This represents a percentage during a period of time when meals were offered free to all families and as a result, like many districts, BV Schools experienced a decrease in the percentage of families who completed qualification applications. Currently, BV Schools Free and Reduced percentage is 28.2%. We believe this remains low as families have not completed paperwork as readily as before. Our student lunch accounts for families who have not submitted paperwork for FRL are experiencing high amounts of unpaid bills. Families are reporting an inability to pay, yet are apprehensive to complete the needed paperwork. As well, we have the highest reported number of homeless families (living in campgrounds and hotels/cabins) than documented in previous years.

Bond Mill Levy calculation is listed as 0. The district currently is at an 8.621 bond mill. This difference is more in line with the district's previous years' match calculations.

(3000 characters max)

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

The Board of Education has partnered with a local company to enter into a creative lease to purchase agreement to restore a district gym that will be utilized by the preschool, and so reducing needed square footage in the requested project. The local company has already secured over $800,000 in tax credits and could receive another $1,000,000 through an EPA Brownsfield Grant. Over ten years, the district will buy back this building, thus preserving district assets at a cost otherwise not attainable. The Town of Buena Vista has vacant property adjacent to the construction site. The Town desires this property to be used for parking. The preschool project is in need of drop off and parking. Partnership to share costs in construction and shared management of the property is underway. This will reduce overall project costs if achieved.

The District secured a rare capital construction grant from Buell Foundation in September 2022 in the amount of $330,000 to be expended by September 2023.

In planning for this project, in 2021 with historic property values in our county, the Board provided for sale 14 district owned lots. Multiple offers were submitted. A local developer was under contract for $2 million for 6 months at which time they failed to close. A second buyer came right behind and on the day of closing failed to close. This left the district property unavailable to other buyers for nearly 9 months during which time property values fell and cash for this project unavailable. The Board retains this asset and continues to pursue competitive offers for the pursue competitive offers for the property.

(3000 characters max)

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match percentage	69%
Match Percentage Requested	55%
Amount of requested reduction from CDE Minimum	14

Is a Statutory Limit Waiver also being submitted? ☐ Y ☑ N

Buena Vista School District

February 1, 2023

Members of the BEST Grant Board,

On behalf of the Buena Vista Board of Education, thank you for considering the Buena Vista School District's application for a BEST Grant to address safety and security needs at the Grove Preschool. One of our goals is to reduce facility costs through a strong maintenance program and more efficient use of our buildings and space. Our challenges ranged from an outdated Middle and High School campus from a health and security standpoint to a historic WPA project gym left asbestos laden and structurally condemned as a result of funding limitations over the last few decades to our current challenge of a disjoint preschool building housing our youngest learners. Our board has been faced with the challenge of addressing these in a time when school funding is unpredictable and our community's needs and priorities are changing rapidly.

Buena Vista School District's current challenge is to address the safety and security at our Grove preschool. This school is currently served out of two different buildings, one of which does not have a secure vestibule entry. By updating and adding to this building, our preschool students will be in a more secure environment with stronger supervision.

This need was identified through a long term Master Facility Plan contracted by the Board of Education. This planning was intended to focus on the conditions for the current student body as well as look ahead to the future needs of the school. As the facility needs identified were great, the Board of Education sought to address each through several creative and multi-faceted means. Our efforts included pursuing partnerships with local developers, the Town of Buena Vista, non-profit organizations, and Buena Vista Heritage historic association, in addition to liquidating district real estate assets.

After much trial and error, 3 key partnerships became possible. We were able to secure a local non-profit to partially fund a rehabilitation of our historic gym through historic grants and tax credits. This project allowed us to reduce our ask in the Grove preschool project because the rehabilitated space can serve as a flex/gym space for our students as well as addressing a health and safety issue of an aging building. In addition, we were awarded a Buell grant to fund the planning and preconstruction costs for this project further reducing our ask. Finally, the Town of Buena Vista is considering sharing costs for this mutually beneficial effort. We were also successful in liquidating district real estate assets to raise a portion of the funds for this project.

We are now at a point where partnerships and creativity have only gotten us part of the way to the needed solution to remedy the safety and security concerns at the Grove preschool. We are asking the BEST board to join with Buena Vista School District, the Buell Foundation, and the Town of Buena Vista to see this project to fruition and protect our youngest students. Thank you for your consideration.

Looking Forward,

Suzette Hachmann
President, Buena Vista Board of Education

POLICE
BUENA VISTA

THE TOWN OF BUENA VISTA CO

To Whom It May Concern: January 19, 2023

I am writing this letter in support of increased safety and security measures at the Buena Vista School District buildings, and specifically at North Grove Pre-school. Local law enforcement enjoys a good working relationship with our schools, and in recent years the middle school and high school got a new building, and numerous safety and security features were a part of this. Last summer (2022) we conducted a large-scale exercise with local first responders and the Buena Vista School District, and we learned many valuable lessons.

One of the lessons we learned from our exercise was the importance of good communication in the event of a critical incident at a school. Another lesson we learned was to have time barriers that could slow a potential threat to the school and provide law enforcement with a much better opportunity to get to the threat and stop the threat as quickly as possible. That North Grove is in need of consolidating classrooms into one area, effective communication in an emergency event is difficult. Currently, the public address system does not extend to North Grove. Though there are radios as a redundancy for communication, oversight and "eyes-on" involvement from North Grove administrators is a challenge because the classrooms are not currently consolidated. Currently, staff watching students in North Grove would have to leave them to address a visitor at the door, and this is far from ideal if that visitor turned out to be a threat. Furthermore, once the door is opened, a visitor who turns out to be disruptive or a threat, could easily enter the building and have access to the staff and students inside. Consolidating the buildings and having PA access to all buildings will provide a safer and more secure environment for staff and students, as an administrator or assistant could deal with visitors, while teachers and other staff could maintain oversight on the students. With the PA and the redundancy of radios, if the visitor was perceived to be a threat or were to become disruptive, staff with the students would immediately be available to place the students in a "Secure" or "Lockdown" status, or even "Evacuate," based on the situation. We work closely with the School District to train on the Standard Response Protocol, and for these protocols to work effectively, good coordination and communication is necessary, as well as time barriers that can stop a threat at the door and give law enforcement more time to get to the school, and staff time to take action to get their students to a better protected area.

We are proud to partner with the Buena Vista School District in keeping our staff and students safe, and we recognize there are many elements that can facilitate safety and security. Some of these measures include training and drills, and both law enforcement and the schools are diligent about this. Another element is "hardening" of buildings, making them a more difficult target for someone intent on causing harm. I believe additional measures can be taken at North Grove to better harden the building, and I would advocate for the Buena Vista School District receiving State funding to help facilitate this.

If anyone has questions or concerns for me, please do not hesitate to reach out.

Respectfully,

Dean Morgan
Chief of Police

Buena Vista School District

January 21, 2023

Regarding transportation safety at preschool and elementary school:

When buses are pulling into the east parking lot to drop off students in the bus loop district employees are also pulling into the parking lot to park for employee parking. In that parking lot you have cars parking in the middle of the lot and cars parking parallel along the east edge of the parking lot. Along with parents driving to the back end of the parking lot to drop off their kids at the Grove (preschool). The bus loop path goes in between these cars which is very dangerous. Parents/district employees and their kids are getting in and out of their parked vehicles while buses are driving through the parking lot to drop off students at the school. This is especially dangerous for the vehicles that are parallel parked and opening their vehicle doors right into the oncoming buses and getting out with their kids while buses are driving by. I have had bus drivers have to stop suddenly for a child jumping out of a car without looking and almost got hit by a bus. Once someone gets out of their vehicle they have to cross the bus path twice as the buses loop around the parked cars to get to the school. There has been several incidents where we have had some close calls due to the layout of the parking lot. There is also an issue with some parent utilizing this area for parent drop off from time to time and parking their vehicle in the bus loop to drop off their child. We have had kids playing in the playground and loose a ball over the short fence and run out into the parking lot to retrieve it while buses are pulling up.

There is also the issue with the busses pulling into the parking lot and lining up before school lets out to pick up students to go home in the pm. At that same time you have the Grove ending and parents are entering and leaving the parking lot to pick up their kids. This creates a problem at the entrance of the parking lot with a bus parked there and cars entering and leaving. We have had a lot of close calls due to this congestion which almost caused several accidents.

Tony Stromer

Transportation Director

● Campuses Impacted by this Grant Application ●

Salida Montessori - PK-8 School Replacement - Salida Montessori I Street - 1988

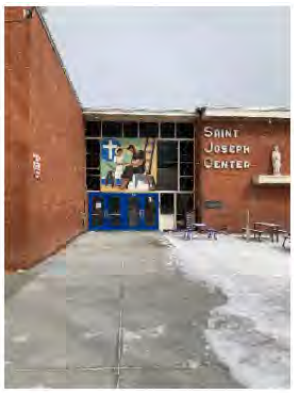
District:	Charter School Institute
School Name:	Salida Montessori I Street
Address:	1040 I STREET
City:	SALIDA
Gross Area (SF):	3,298
Number of Buildings:	1
Replacement Value:	$837,008
Condition Budget:	$568,669
Total FCI:	0.68
Adequacy Index:	0.29

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$93,710	$93,973	1.00
Equipment and Furnishings	$11,691	$14,614	1.25
Exterior Enclosure	$130,036	$74,413	0.57
Fire Protection	$138	$38,781	281.53
HVAC System	$32,740	$6,542	0.20
Interior Construction and Conveyance	$112,544	$88,764	0.79
Plumbing System	$48,041	$43,865	0.91
Site	$251,419	$246,356	0.98
Structure	$156,689	$0	0.00
Overall - Total	$837,008	$607,308	0.73

Salida Montessori - PK-8 School Replacement - Salida Montessori 5th Street - 1957

District:	Charter School Institute
School Name:	Salida Montessori 5th Street
Address:	340 E 5th STREET
City:	SALIDA
Gross Area (SF):	17,826
Number of Buildings:	1
Replacement Value:	$5,523,758
Condition Budget:	$2,232,635
Total FCI:	0.40
Adequacy Index:	0.34



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$543,767	$190,807	0.35
Equipment and Furnishings	$129,219	$39,368	0.30
Exterior Enclosure	$1,268,480	$459,991	0.36
Fire Protection	$12,365	$168,754	13.65
HVAC System	$756,986	$854,711	1.13
Interior Construction and Conveyance	$1,309,044	$305,635	0.23
Plumbing System	$272,188	$317,403	1.17
Site	$201,905	$59,674	0.30
Structure	$1,029,804	$5,046	0.00
Overall - Total	$5,523,758	$2,401,389	0.43

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: Salida Montessori **County:** Chaffee

Project Title: PK-8 School Replacement **# of Previous BEST Grant(s):** 0

Has this project been previously applied for and not funded? Yes **Total Amount of Previous Awards:** $0.00

If Yes, please explain why: Yes, grant applications were submitted in 2020 and 2022. In both applications, SCMS was placed on the short list but failed to receive funding.

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

Salida Montessori Charter School currently operates out of two leased facilities at two different locations in the town of Salida, one on I Street and one at St Joseph's Church. The I-Street location houses the toddler and preschool classes. Built in 1988, the I-Street campus was originally a residential home that was converted into three school rooms via temporary walls by the previous school tenant. The previous tenant installed playground equipment on the north and west sides of the building. Most of the deficiencies noted in the section below existed at the time SMCS moved into the facility; however, this building was by far the best facility that could be found for the school. The Landlord has not made any improvements to the building since the time SMCS took occupancy. Significant investments in improvements at this property by SMCS have not been made due the short term lease and the fact this location is not a viable long term home for the school.

The St. Joseph's building houses the elementary and secondary programs and is a 2-story brick building constructed in 1957. No major updates have been made to this building - all windows, doors, mechanical and electrical systems and finishes are original. This building was originally built to contain a Catholic School beginning in the 1950's. The deficiencies noted below did exist when SMCS moved into the building; however, this facility is not owned by the school and it was the best facility that was available to lease in the community. Similarly to the I-Street Campus, SMCS has not made significant investments in this building due to a short-term lease, an unwilling landlord, and lack of long-term viability for this campus.

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

Minimal capital improvements have been done to either facility since they are both leased properties with no ability to guarantee long-term occupancy. A couple of temporary walls have been built to help separate one larger space into separate classrooms at the I-Street campus, and with approval from the owner, a small grant was obtained to add a third bathroom to one of our classrooms. Improvements to the internet service have been made to the St. Joseph's School and smartboards have been installed in each classroom.

Only minimal capital improvements have been made to the house on the new property to allow for limited occupancy during 2020 for Covid. The J-street property is not currently occupied and no significant improvements have been made.

II.A. Project Type:

☑ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☑ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☑ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

Salida Montessori Charter School opened its doors in 2015. As most charter schools begin, SMCS had a group of parents and educators that polled the community and identified a major need for a state-funded, holistic self-directed, hands-on learning experience. A Montessori charter school fit that need and SMCS has continuously grown and has always had a waitlist of students. Originally, SMCS tried to collaborate with the local school district but they were not able to sponsor us so they released us to Colorado Charter School Institute, and CSI became the authorizer.

When SMCS began as a charter school in 2015, we quickly filled our grades to capacity and began the search for a building large enough to house all students. SMCS was not successful in finding one larger building so we split students, with Toddler, Pre-K and lower elementary classes in one building, and 4th-8th grade classes in a 2nd small building across town. SMCS has been looking for a better long-term solution ever since, but commercial real estate is extremely limited in Salida. There is not one building in Salida, for lease or purchase, that is close to the square footage needed to house all SMCS grades under one roof. In 2018 SMCS purchased a piece of property with a plan to build a new school there. When COVID hit we temporarily moved our 7th and 8th graders to the house located on our future build site, J-Street campus, to meet the spacing requirements needed to return to in-person learning. This made our school split between three campuses. Due to the condition of the home we were given an emergency occupancy permit not to exceed 6 months. For the start of the 21-22 school year, we were able to negotiate a lease extension with St. Joseph's Catholic Church for their old school building. While the space is significantly larger and has allowed us to house 1st-8th grade at this location, it is not secure long-term. Currently, the lease will allow occupancy until 2025 which would work if we could start construction next year.

II.D. Deficiencies associated with this project:

Campus Entrances (Security)
Neither campus has a secure building entry. Entry doors are located remotely from offices and are not able to be directly monitored by any staff. Entry doors lack the ability to allow for checking of credentials prior to allowing a person access to the buildings. Locking mechanisms are not reliable, often leaving the buildings open to the public. When visitors do gain access to the building, there is no barrier to prevent them from entering classrooms as they search for the office. At the I-street campus visitors must pass through a classroom to access the office.

Public Access (Safety & Security)
At the St. Joseph's campus (5th Street), SMCS is unable to secure student areas in the building due to church operations. The lease in place allows for parish events to occur at the building on a regular basis. St. Joseph's allows a bi-weekly Knights of Columbus day-time meeting that is held in a room across the hallway from student classrooms. St. Joseph's also required that SMCS allow a monthly, day-time meeting for Ladies Tea Gathering. During these meetings, the ladies are required access to one of the SMCS classrooms (per the lease agreement) and SMCS is unable to use their art classroom. Additionally, St. Joseph's holds events for various gatherings, including meals following a funeral, as needed. They utilize the commercial kitchen and gym in the SMCS school area. The gym has a pass-through door to the boys and girls bathrooms on the 1st floor so anyone in the gym can get into the bathrooms, and have access to the classrooms - and vice versa, if a student uses the bathrooms on the 1st floor, they can use the pass-through doors to access the gym and get out of the building without being seen. This public access and usage of the building mean there are often random and unknown individuals in the school.
Limited Physical Education areas (Security)
There is not a safe location on the inside of I Street, or outside of the 5th Street campus for physical Education Classes to occur. Staff either walk or bus students to an unsecured public park for outdoor play and P.E. This is a heavily used public city park. We regularly deal with unwanted people interacting with students. No space exists beyond the classrooms for indoor PE activities at the I-Street Campus. On occasion students must be bussed off campus for indoor PE at rented facilities. While the I-Street campus has a playground, it is located on the north side of the building and is often icy and dangerous.

Fire/Life Safety (Health and Safety)
Neither school facility is equipped with a sprinkler system or code compliant fire alarm system. Buildings without sprinklers systems are required to have rated corridors or direct classroom egress, of which these two campuses have none. Corridors are not fire rated making these buildings non-compliant with the basic principles of fire protection and egress.
The building design and configuration do not allow for many of the classrooms to have safe spaces to take refuge in the event of a lockdown scenario. Classroom doors (where they occur) are hollow core residential grade and do not provide adequate security.
Additional life safety concerns include the lack of an emergency paging or communication system. There was an incident in Chaffee County last year in which a Salida High School student was believed to have a weapon and was walking around town. Both Salida School District and neighboring Buena Vista School District were placed in a lockdown. At the time, some of the SMCS students were having recess at the nearby public park a few blocks away. SMCS had no effective was to communicate to all classrooms and school students that an emergency issue was going on.

Lack of Accessibility (Health and Safety)

While many entry/access doors are at grade, door hardware is not ADA compliant. Restrooms are not ADA compliant and doors do not meet accessibility requirements for lever type door hardware. No exterior or interior ADA compliant signage exists. Elevator access is not provided to the second level classrooms at the St Joseph's Campus. While there are currently no students with permanent disabilities, it has been a problem for short term injuries with students having difficulty getting to the second floor.

Inadequate Classroom Spaces (Health and Safety)
Some classroom spaces are undersized including Toddler Room and Children's House classrooms, but due to our multi-age Montessori curriculum, even more square footage per student is required. Students should have room to space themselves out to work individually, in small groups, or be part of small group lessons. Our current classroom sizes at the 5th Street campus are roughly 650 sq ft each. This does not allow us enough space for each class to have complete and independent classrooms and it is common for Montessori students to utilize hallway space for project breakouts. Materials are currently stored in hallways and shared between classrooms to save space. At the I-Street campus, there is not enough space to designate for Title 1, Sped, or our counselor to work so they are continually moved around and working out in the open classrooms with little privacy.

Poor Indoor Air Quality (Health and Safety)
The buildings experience poor indoor air quality which has been a particular concern during the pandemic. Classroom carbon dioxide levels have been measured to exceed recommended levels and are in the unhealthy range for some classrooms (over 2200 ppm). The mechanical system at the I-Street Campus has inadequate outside air and the St Joseph's campus has no ventilation system at all. At the St. Joseph's building, classroom windows are open nearly 100% of the time to allow for adequate air flow.

Ineffective HVAC System (Health and Safety)
Heating is provided for the entire I-Street building from one gas heater. The building temperature is controlled by one thermostat located in the largest classroom as the system is not zoned. This lack of zoning and adequate vents in the building creates hot and cold disparities throughout the building. Students and staff suffer from the distraction that comes with thermal discomfort. The St. Joseph's campus is heated with a hydronic baseboard system that is well past its expected life and regularly leaks. This too has one centrally located thermostat in a classroom. There is no cooling at St. Joseph's school and with direct sun on single-pane windows, the classrooms get very hot; especially on the 2nd level. In the 2nd level boy's bathroom, there is a wall heater that is halfway in and halfway out of one of the bathroom stalls. Not only is the stall door not able to lock, but the heater also gets hot to the touch.

Inadequate Food Storage & Kitchen (Health and Safety)
It is a major part of the Montessori curriculum to incorporate cooking through food preparation, serving, and budgeting. This has been a consistent lacking resource at the leased facilities. St. Joseph's does have a commercial kitchen that is used by SMCS; however, SMCS has been asked not to store kitchen items or food in the kitchen area because it is a shared space with St. Joseph's church and this area is used the most by the church when there is an event. Concurrently, we have many students that would greatly benefit from a breakfast and lunch program. As of right now, all SMCS students are required to bring their own food and snacks daily.

Lighting Systems (Health and Safety)
The lighting fixtures have long exceeded their life expectancy and create a humming sound. At the I-Street campus, the lights for two of the classrooms run through a temporary wall that was installed to create two classrooms out of one large open area. There are very few wall outlets in the buildings, requiring the use of many power strips throughout. St. Joseph's has fluorescent lights but there is a lot of natural light in many of the classrooms. However, the natural light is not diffused and the windows are single-pane, allowing for a lot of heat gain and morning glare. Emergency lighting is not code compliant and some exit signs are not adequately located.
Small, Congested off-street pick-up/drop-off area (Health and Safety)
The drop-off/pick-up area at the I-Street Campus is located off the street but is small, providing only 4 parking spaces and a single drive-through lane. Students must cross the flow of traffic in the drop-off/pick-up area to access parked cars that are both on and off-street. There are no vehicle barriers or room to place them between the drop-off/pick-up area and the

sidewalk and school building. At the St Joseph's campus, the front of the building is located at a 3-way intersection. There are no drop off or pick up lanes and drop off occurs on the street, creating congestion and unsafe traffic patterns.

Poor Site drainage and Icy Conditions (Health and Safety)
The design of the gutter system at the I-Street building causes pooling of water (ice) at the main entrance and with a designed depression in front of the Children's House classroom entrance it also becomes heavily iced. The downspouts all release right by the building and flow across pavement away from the building, causing excessive icing on walkways around the school and on the playground. At the St. Joseph's campus, there is a small fenced area to the north of the building that is used for outdoor lunch. This area does not get much sunlight so when it snows, it is unavailable for use until the snow melts. Staff has had to move student picnic tables to the front of the building - at the entrance - for lunch time, which are used on sunny or warm days.

School Administration Offices (Health and Safety)
Neither campus has a functional administration or an appropriately located office. At the I-Street campus, this space is a small 138-square-foot area that can only be accessed through a classroom. This area contains two desks that are shared. This office also contains the campus's only printer/copier, office supplies, nurse's supplies, two file cabinets, a small staff library, the sick room, and a time-out room. The space is very cramped and no privacy or confidentiality can be obtained. Because of its multi-purpose use, the confidential business of the school is difficult to conduct. This office does not provide an effective space to manage any security or lockdown scenarios that could occur.
At St. Joseph's School, the school administration is located on the 2nd floor. This was selected for the office space as there are windows that allow a very narrow view of the front walkway, and field of vision lessens as someone approaches the front door. This administration office is one room that houses the Head of School, the Business Manager, and the "nurse's station" - which is a 4-person table with chairs. With students aged 7-13 at this school, it is common for students to need a short rest period when they aren't feeling well and the only option is to sit at a table. SMCS is currently working on a grant that would allow them to have a full-time nurse at the St. Joseph's campus but that person will need to operate out of the one-room administrative space.
All technology equipment is sitting on top of two file cabinets that contain student records, which are in the middle of the administrative office. The cabinets are lockable, and the office is locked each evening, but the door into this office could be easily breached if anyone wanted to get in. Again, with the building being accessed by community members that attend events for the St. Joseph's parish, this is a concern.

II.E. Diligence undertaken to determine the deficiencies stated above:

In the fall of 2019, the school retained the services of RTA Architects through a competitive selection process to prepare a master plan. As part of the master planning services, RTA performed on-site assessments of the existing facilities. This assessment included physical building deficiencies as well as an evaluation of the educational adequacy of the campuses. As part of the master planning process, which included interviews with the Head of School as well as key staff members, SMCS highlighted the educational inadequacy in the current school facilities. The CDE Insight assessment was used as a starting point in the process for the facility's physical deficiencies. As of 2022, there is now an Insight assessment for both buildings. RTA collected air quality measurements and photo documentation of physical conditions. The deficiencies noted in this application represent the findings of RTA during the assessment as well as recent observations by Owner's Rep, Sarah Lara and school personnel. Sarah toured the St. Joseph's facility as part of this grant application process and interviewed the available teachers and business manager. Given the nature of the lease agreements, extensive due diligence of each facility beyond what was completed is not warranted as renovation/upgrades to existing facilities is not possible.
For evaluation of the new property for the proposed construction, the school conducted an environmental study, retained a testing company to test the structure for asbestos and procured an ILC survey.

II.F. Proposed solution to address the deficiencies stated above:

Construction of a New School Facility
The proposed solution for the Salida Montessori Charter School is to construct a new building on land that was purchased by the school in 2018. The proposed site consists of 1.52 Acres and is conveniently located in the town of Salida near the existing I Street Campus at 1108 J Street. Existing improvements on the property include a small house built about 1900, a metal garage (1979), and several small storage and well sheds. The existing property is relatively flat with a large buildable area that can be served by Salida utilities. Through the planning process, it was determined that retaining any of the existing structures

is not feasible. Due to the small overall property size, working around the existing house would not provide a functional site design and would not support the goal of getting kids into a healthy, safe, single building school. The school has a proposal on the table now to relocate the house.

Working with a broad group of stakeholders including the design team, staff, parents and administrators, a program was developed to accommodate the current school enrollment and address functional, programmatic and circumstantial deficiencies that now exist. The planning process included interactive meetings with a final presentation held at the public board work session to obtain broad feedback on the proposed solution. With a current enrollment of 166 students (128 Students on CDE count with the difference being the tuition-based preschool students), the new facility is programmed to accommodate these students with an overall area of about 23,110 square feet (refer to the exact proposed area on cost summary spreadsheet). The Salida Montessori Charter School seeks to provide a new facility that is efficient and takes advantage of multi-use spaces while also supporting the Montessori philosophy. The proposed area per student is 139 square feet which falls below the CDE guidelines for Montessori schools of 169 sq.ft./student. We feel that this is a modest building in terms of the proposed size overall. To be clear, we are not building in growth capacity in the plan, this will service our current student enrollment capacity only. The proposed number of new classrooms equals the number of classrooms used now.

The proposed facility provides a safe and organized drop-off area that provides space for parents to both drop-off and pick-up along a curb line that is removed from the street while also providing spaces to park for parents who must accompany their small children into the building. A single main entry is provided by means of a security vestibule located adjacent to the administrative offices. Good visibility is provided from the office area to the front of the school including the entry, bike parking, drop off and parking areas.

Secure play areas occur on the south side of the building and are provided with fences to both separate the preschool students and limit public access. Additional play areas including a playfield, basketball court, garden, and outdoor classrooms extend to the west and are controlled by fencing at the perimeter of the site. Second level classrooms have direct access to playgrounds by means of a small exterior balcony. Fire truck access occurs through a gate that also limits access to internal staff and bus parking. The result is a design that provides ample secured outdoor space that is directly connected to classrooms for easy access to the outdoors for play, physical and educational opportunities.

The building and site organization is the result of an onsite design charette that was facilitated by the Design Team and included input from administration, board members, parents, and staff. The idea was to separate public and secure student areas on the site and in the building. The administrative areas are located at the front of the building and provide visibility to exterior entry and parking areas. Classrooms are organized along the south side of the building giving classrooms direct access to playgrounds. Toddler (Age 1-3) and Children's House (Age 3-5) classrooms are adjacent to a sleeping room and occur on the first floor as well as the Secondary Classroom (Age 12-13 or 7th and 8th grades). Classrooms are sized to support the Montessori process and reflect the fact that students perform most daily functions in the classroom including eating lunch. A large central Multipurpose Room serves as a common space that can be used for music, indoor PE, performances, and large meetings. A commercial kitchen will provide opportunities for foodservice as well as culinary instruction. On the second floor are the classrooms for Elementary 1 (Age 6-8), Elementary 2 (Age 9-11) and an Art/Drama Classroom. The second-floor classrooms are organized around the Multipurpose Room and have direct access to the outdoors by means of a small balcony with stairs that lead to playgrounds. Access to nature and outdoor activities are essential to the Montessori model and are promoted through direct access, daylight and views. A resource room is provided for small group work as well as to provide an area for special education, interventions, and breakout.

Construction Description

The proposed building is Type V-B construction consisting of shallow foundations, slab on grade, wood-framed walls, and wood-framed floors and roof. The roof is anticipated to be a sloped roof at 4:12 pitch with a standing seam metal roof. Interior walls will be 2x4 framed with three layers of gypsum board (2/1) to reduce sound transmission and provide durability. The second floor will have a concrete topping over the wood-framed floor to reduce sound transmission. Ceilings will be suspended acoustic tiles to reduce noise in classrooms and accommodate lay-in light fixtures. Restrooms will have durable surfaces composed of tiled walls and floors. Typical classrooms will have a combination of carpet and resilient surfaces on the floors.

Exterior materials are yet to be determined at this point, but preference has been given by the school to use durable long-lasting materials that require little ongoing maintenance. The design team will work with the school to identify materials that meet their requirements and are also cost-effective. Exterior decks will have synthetic wood surfaces that don't require ongoing maintenance. Windows will be aluminum or UV resistant fiberglass with insulated glazing with low-e coatings. Entrances will be storefront or similar and interior doors will be solid core wood doors with the required hardware to allow

staff to secure their doors without leaving the classrooms. Classrooms will provide safe areas to shelter within the building in an emergency.
The building will incorporate a fire sprinkler system, fire alarm, and public address system. Lighting throughout the facility will be LED with dimming capability. All electrical outlets will be tamper-resistant on the lower floor. It is desired that the building has in-floor radiant heat on the lower floor due to the toddler and preschool function with small children on the floors doing activities. The remainder of the mechanical system is anticipated to be fan coil units with enhanced ventilation capability to keep CO2 levels down.
Site construction includes paved parking and drop-off areas, playground equipment and appropriate surfaces for fall protection, a small synthetic turf field, a hard surface for outdoor basketball, outdoor classroom spaces, a raised garden area and natural path for PE and outdoor education. Landscaped areas will include durable surfaces and plant materials that require little water and are easily maintained. The design team will investigate the opportunity to retain an existing irrigation well head for future use of the school to reduce ongoing operational costs. Site lighting will be professionally designed and limited to the parking and building wall packs for egress and security while maintaining dark sky compliance.

II.G. Due diligence undertaken in defining the stated solution:

In the fall of 2019, SMCS retained the services of RTA Architects as part of a master plan to develop a conceptual building program, floor plan, site plan and cost estimate. RTA worked with the school over the next several months through a series of workshops and meetings to evaluate the current needs and outline an approach for a new building that would be appropriate. This conceptual program and design was included in the 2020 BEST application. In the fall of 2021, RTA was asked to update the work that was previously done. RTA worked with the facility staff to re-evaluate the proposed solutions and make updates to address growth in the student population and evolving educational needs. The proposed conceptual design reflects these updates.
RTA performed on-site evaluation of the new school property including a review of surveys. The design team met with the Salida Planning Department to review and discuss the proposed project. The project received no indication of any issues associated with the development of the property. Additionally, the design team met with the fire department and discussed utilities with public works. It appears that there are no identified obstacles associated with the project from a local regulatory standpoint. The project anticipates the new requirements associated with the 2021 codes adopted by the state. The state office of Historic Preservation has been contacted regarding this proposed project.
RTA developed the cost estimate working with Stanton Construction (cost estimator), with a peer review performed by Diesslin Structures Inc. located in Salida to provide a perspective on local conditions. Past information on recent construction of schools was utilized to compare and validate the proposed construction cost estimate. The cost estimate reflects our best assumptions about current supply chain issues and anticipates continued escalation, but at a more moderate rate.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Salida is experiencing a construction boom and has an increasing student population. Salida's population growth rate is approximately 1.7% annually, and has grown 20% over the past 10 years. There are no existing rentals that can meet SMCS's needs for enough square footage at any price. There are no buildings for sale large enough to meet the need. When the school started, there were no vacant school buildings in town or anything large enough to renovate into a single school building. Therefore, SMCS was forced to lease two substandard buildings while continuing to look for a suitable facility. As time went on and demand for enrollment at SMCS increased, the inadequacy of the facilities became even more glaring. Four years ago a building corporation was formed and a parcel of land was purchased with the intent to build a permanent campus there. The building corporation was in discussion with the USDA about a grant for the new construction, but received notice in August 2019 that they had changed their priorities and would not be funding new projects. Being a CSI school, we can not bond to help with financing the construction of a new facility so we have very little options for funding. Currently, our lease is secure only through 2025. The numerous security, health and safety issues in these buildings subject the students and staff to unnecessary disruptions to their day, everyday.
The urgency of this request is very pressing. If funded by a BEST Grant in 2023, SMCS would be operating out of a new facility in fall 2024 best case; but more likely would be winter/spring or fall of 2025. This leaves just enough time to finish our project before we would have had to secure another lease. This means that for another 2 years, SMCS students will be housed in facilities that, not only don't meet educational adequacy, but more concerning, do not meet the safety and security needs of our students. If we cannot complete our project now, we must begin looking to renegotiate our lease or possibly move again. The urgency to secure a permanent facility that is large enough for all students and is code compliant, is critical.
If we are not awarded the BEST grant in 2023, we will reapply in 2024. Without the BEST Grant, we do not have the option to

build a permanent facility for our school. It is likely we will have to find another location for the students at St. Joseph's, and we will be forced to allocate some of our construction reserve funds to address the deficiencies of the I-Street campus. The St. Joseph's campus lease is too tenuous to invest money in that facility, as that lease may not be renewed for another term. Without funds for a new school we will be required to lease two or three additional facilities in order to keep the school open, as there are no other buildings of suitable size in town. We may have to downsize our program to fit into whatever spaces we can afford, which would mean a substantial (50%) cut to our programming. Since our local school district is already at capacity it would be a major burden on our community if we had to cut our program. Not to mention the reduction in staff a downsize would require; which would add to our problem of spreading students and school resources across town.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Since we are not a part of our local school district we are not able to request a Mill Levy or Bond and have been excluded when the school district previously pursued bond money. In 2019 we started the application process for a USDA grant but were denied due to the current federal guidelines (we had not been operating long enough to qualify). While not adequate to fund a new facility, SMCS has increased savings of our capital budget every year via fundraising and budgetary savings with the intention of applying these funds toward a portion of the construction of our new school. With a shortlist to leverage, SMCS would begin a grant writing and community fundraising campaign to secure additional matching dollars. The school is currently working on a deal to sell the house on the property (for relocation) which could raise as much as $200k.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Since its inception, SMCS has budgeted for reserves knowing our facilities are temporary and we would need to find a permanent solution to the inadequate leased facilities. Upon completion of the grant, the SMCS finance team will adjust the budget and begin appropriating funds at or above 1.5% annually as well as utilizing the charter school capital construction funding through the CDE. The new building, with new systems, will provide adequate time for us to plan and save for the systems maintenance and to plan for their eventual replacement. To ensure that the new building is properly maintained, we will create a specific maintenance plan based on the systems installed to ensure warranty protection, routine inspections, maintenance schedules, etc. Additionally to long-term maintenance, we will budget for routine maintenance. A maintenance person will be responsible for overseeing the plan and maintaining the facility. This employee will also be responsible for bringing in outside experts if that is required for a specific piece of equipment to ensure we are properly taking care of the building.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The school (including the administrative team, board finance committee and our financial consultant) goes through a detailed budget analysis each year to determine our upcoming year's budget. They base the upcoming year based on the previous year's
expenditures as well as keeping in mind known future needs. Since our current buildings are rentals we are not responsible for large items. For FY22-23 the facility capital outlay was $48,125 or $411/FTE. This represents 10.1% of PPR.

III.T. How did you arrive at the estimate for this project?

The overall estimate was managed by RTA Architects. The construction cost estimate was created by cost estimating consultant Stanton Construction with peer review and validation coming from local Salida contractor Dieslin Construction. Overall costs were compiled by RTA with input from Sara Lara of Artaic. Most of the costs were estimated for previous applications and then inflated to reflect today's market costs.

III.U. Who will be overseeing the project, if known at the time of application?

SMCS will be hiring an owner representative to manage the project. Their job description will be the standard used for owner representatives with BEST Grant projects. Additionally, SMCS has a board member that oversees facilities management, who will be working closely with the owner's representative. The cost for an Owner's Representative has been included in the grant application.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The school will retain services required through an open and competitive selection process as outlined by and recommended

by the CDE. This process will begin with the selection of an Owner's Rep who will help guide the remaining process to make transparent and best-value choices for the remaining services to complete the project.

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

Our combined annual utility cost across two campuses is $18,856. This included; gas, electric, internet, water & sewer, telephone and trash. With a new building we should have some savings simply from not having to pay for duplicate services. Additionally, the new building will have modern systems that are energy efficient and should reduce energy costs. The most significant savings that the school will realize with a new single campus, is savings in terms of managing and maintaining a single campus and a single building. The inefficiencies of maintaining two and three separate campuses is an immense cost in labor and time.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The I-Street campus was originally a residential home before it was a private school. According to the owner, it will most likely be sold as such after we leave.
The St. Joseph's campus will remain a part of the church and will be used for church purposes.
Neither building will be empty for long or be a burden to our community nor will there be any cost to the school.

Current Grant Request:	$13,099,356.82	**CDE Minimum Match %:**	29
Current Applicant Match:	$2,683,000.80	**Actual Match % Provided:**	17
Current Project Request:	$15,782,357.62	**Is a Waiver Letter Required?**	Yes
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$15,782,357.62	The matching funds would come from a combination of Capital Reserve Funds, other grants obtained in 2023, donations, and the balance coming from financing. A fundraising committee has been created and embarked on a grant writing and fundraising campaign.	
Affected Sq Ft:	23,110	**Escalation %:**	10
Affected Pupils:	166	**Construction Contingency %:**	10
Cost Per Sq Ft:	$682.92	**Owner Contingency %:**	10
Soft Costs Per Sq Ft:	$106.04	**Historical Register?**	No
Hard Costs Per Sq Ft:	$576.88	**Adverse Historical Effect?**	Yes
Cost Per Pupil:	$95,074	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	139	**Is a Master Plan Complete?**	Yes

If owned by a third party, explanation of ownership: **Who owns the Facility?** OtherFacilities

The current school (Both I-Street and St Joseph's) are leased from two different third parties, the new property is financed through the bank.

If match is financed, explanation of financing terms:

We will be obtaining the remaining match portion not covered by donations, grants or savings with financing. We have secured pre-approval from Collegiate Peaks Bank in Salida. We understand the time constraints in securing our match and we are confident we will meet the deadline.

Financial Data (Charter Applicants)

Authorizer Min Match %:	25	**CECFA or financing attempts:**	1

BEST FY2023-24 GRANT APPLICATION SUMMARIES

< 10% district bond capacity?	N/A	**Enrollment as % of district:**	N/A
Authorizer Bond Attempts:	N/A	**Free Reduced Lunch %** Statewide Avg: 42.17%	8.5
Authorizer MLO Attempts:	N/A	**% of PPR on Facilities:**	10.1
Non-BEST Capital Grants:	1	**FY22-23 CSCC Allocation:**	$41,961.28
3yr Avg OMFAC/Pupil: Applicants Median: $2,381	$1,198.52	**Unreserved Fund Bal 20-21:** Charter Applicant Median: $437,755.50	$451,119.54

Who will facility revert to if school ceases to exist?

The rented facilities would simply revert back to the property owners for use by the owner or to be leased to another entity. If the school defaulted on our property loan, it would either be sold by the school or revert to the bank that holds the loan.

COLORADO
Department of Education
Division of Capital Construction
BEST Charter School Grant Waiver Application

Charter Name: Salida Montessori Charter School

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your charter school, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your charter school.

Receiving a waiver to reduce our matching funds simply makes our project possible. The benefit to the educational environment is enormous as the construction of a single new school building on a single campus addresses all our current safety, health, and physical facility deficiencies. The ability to operate on a secure campus with all the necessary amenities associated with a Montessori eduction would enhance the quality of education and the experience of our students very much.

Without this waiver the school continues to face the challenges and uncertainty of renting facilities that are not supported by the landlord. Our students continue to experience the detrimental affects of our facility situation. The lack of stability in terms of not knowing where we will call home for the long term is a drain on the school, students, parents and staff.

Salida Montessori Charter School has been proven to be a stable school with a bright future despite our building situation. A partial waiver makes it possible for us to finally have a permanent home for our students, staff and parents.

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

As a CSI charter school, SMCS is not able to bond for capital improvements or construction projects. The school has been saving money in our capital account for the eventual construction of our new building, but due to the small size of the school and the very high cost of construction it would take 20 years to save enough to fund the project on our own (and this would still involve borrowing money). Furthermore, SMCS is not able to borrow the full 29% matching funds as that exceeds the loan amount we can be approved for and is certainly more than the school can afford to pay.

A 15% match would mean our loan payment would be comparable to our current rent (and we do anticipate paying some more). Not increasing our facilities costs is essential to our long term viability. Receiving a partial waiver will allow us to continue increasing our teachers salaries, thus ensuring we are paying a livable wage and retaining high quality staff to maintain educational quality for our students. The high cost of living in our community has made hiring and retaining teachers a problem and the need to be competitive is vital to our mission. A larger match would negatively impact our school by making it impossible to pay competitive salaries, to pay utilities, to maintain our facilities and put away money for future capital maintenance. We simply cannot make it work without the reduced match.

It should be noted that the Salida School District has not cooperated with SMCS when they have sought bond money for school projects. Our school was not allowed to participate as we are a CSI chartered school and the district choose to exclude us. With this said, SMCS has recently received a letter of support for this project from the Salida School District Board of Education.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible. Refer to How Matching Percentages are Calculated for background on how these factors influence your match.*

Charter Match Adjustment Factor (Completed by CDE)	Figure Used	Adjustment %
Weighted average of district matches of student population	25%	25%
Does the authorizing district have 10% or less bonding capacity?	N/A	0%
District owned facility?	No	0%
# of attempts at bond proceeds from an authorizer for capital needs	N/A	0%
# of attempts at an MLO override from authorizer for capital needs	N/A	0%
# of attempts at non-BEST grant funding for capital needs	1 attempt	-1%
# of attempts at CECFA or another type of financing	1 obtained	-5%
Charter school enrollment as a % of district enrollment.	N/A	0%
Free/reduced lunch percentage in relation to the statewide average	8.5%	4%
Percentage of PPR spent on non M&O facilities costs.	10.10%	1%
Unreserved Fund Balance as a % of Annual Budget	42%	5%
	Total CDE Minimum Match	29

2.a. Please identify which, if any, of the above match factors you believe inaccurately or inadequately reflect your financial capacity due unique conditions in your district, which justify a reduction of the weighted percentage used.

Our Free and Reduced lunch data is not something that we have diligently obtained from parents as we do not operate a traditional lunch program and so we don't benefit with additional funds. While this application states we are at 8.5% FRL, our current number for this year is recorded as 12.5%. Even this number is not accurate as we don't have good parent participation in collecting this data. What we do know is that our actual FRL is somewhere between 12.5% and the district average of 30.8%.

Our percentage of PPR is relatively low because the school is not expending capital project costs since we rent facilities on a short term basis. The school is in the mode of saving for our new building and reducing expenditures and so our expenditures are intentionally low.

SMCS has diligently been saving money to contribute to the construction of our new school facility. This savings has accumulated over the last few years and contributes to a high unreserved fund balance. We don't feel that doing the right thing and saving money for our construction should count against our match formula. Fund raising and saving money is the only thing we can do as a school for our matching contribution. We have saved $400,000 to contribute toward this project.

SMCS in summary has $400k in savings for the project, we hope to earn $200k from the sale of the house, we plan to fund raise another $400k for a total of about $1M. We plan to borrow the remaining amount of about $1.6M from the bank, an amount that we can afford from a loan payment perspective.

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

Since the schools inception, SMCS has a history of active community based fund raising. In 2014, the school was able to raise several hundred thousand dollars which has gone directly to fund essential school operations. We organize yearly fund raisers that fund small student led projects and enhance the educational experience of students. We continue to reach out to local organizations for support and donations which provide the school with several thousand dollars annually. In 2019, SMCS pursued grants through the USDA program but was unsuccessful.

Active solicitation of local support will continue and adds to the amount the school has saved for this project. The school continues to seek grant opportunities and would have a compelling story to leverage for additional fund raising should the project be awarded a BEST Grant. If organizations and foundations see an obtainable project in sight and know that others have contributed significantly, it improves the ability to seek funds dramatically. The School plans to fund raise another $400,000 which we plan to put toward our $2.6M match.

The school is working on a deal to sell the house on our property for the purchaser to relocate. This sale could bring in as much as $200,000-300,000. These funds would be applied to the project. Furthermore, the school has put $500,000 toward the purchase of the property for the new school. While we can't officially count this as matching funds, we ask that some consideration be given for this investment by the school in the project as it represents a significant cost to the school.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match percentage	29
Match Percentage Requested	17
Amount of requested reduction from CDE Minimum	12

SALIDA SCHOOL DISTRICT R-32-J

March 15th, 2023

RE: Letter of Support for Salida Montessori Charter School

Dear BEST Board:

Since the inception of the Salida Montessori Charter School (SMCS) and for many years, the Salida School Board R-32-J has enjoyed a professional and collaborative relationship with the SMCS. The District released and encouraged SMCS to seek out a relationship with CSI for oversight. Since then the community has grown and SMCS has grown.

When the District found a new facility to house a small alternative school the District assisted SMCS in securing their current location. The rental facility and relationship was not ideal for our local District to excel in, and neither is it for SMCS. They need an up to date facility.

In addition, SMCS's growth has not impeded the District. Rather, as the community has grown, SMCS has grown to fill a needed gap. In fact, the community requires the educational space provided by SMCS. If SMCS failed to exist the district could not absorb the 130 students currently enrolled at SMCS. Also, SMCS provides an essential community role in providing private early education for preschool age children.

As such, the Board met on March 14th, 2023 and unanimously backed a letter of support for the Salida Montessori Charter School to build a new facility not to exceed 160 students k-8. The Board did not support a facility with any larger capacity as that would begin to create an unhealthy competition between organizations rather than broaden the options for families.

Respectfully,

Dr. D Blackburn, Superintendent

Salida School District R32-J
627 Oak Street Salida, CO 81201
phone (719)530-5200 fax (719)539-6220
www.salidaschools.com

● Campuses Impacted by this Grant Application ●

CLEAR CREEK RE-1 - Carlson ES Replacement - Carlson ES - 1938

District:	Clear Creek RE-1
School Name:	Carlson ES
Address:	1300 MINER STREET
City:	IDAHO SPRINGS
Gross Area (SF):	55,250
Number of Buildings:	1
Replacement Value:	$17,109,068
Condition Budget:	$11,296,106
Total FCI:	0.66
Adequacy Index:	0.23

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,408,518	$2,501,959	1.04
Equipment and Furnishings	$567,122	$655,593	1.16
Exterior Enclosure	$2,687,534	$1,290,796	0.48
Fire Protection	$2,300	$614,285	267.09
HVAC System	$3,930,598	$3,527,967	0.90
Interior Construction and Conveyance	$3,650,236	$1,971,674	0.54
Plumbing System	$998,968	$803,208	0.80
Site	$514,556	$456,116	0.89
Structure	$2,349,235	$86,375	0.04
Overall - Total	$17,109,068	$11,907,973	0.70

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: CLEAR CREEK RE-1 **County:** Clear Creek

Project Title: Carlson ES Replacement **Applicant Previous BEST Grant(s):** 4

Has this project been previously applied for and not funded? Yes **Total of Previous BEST Awards:** $488,570.45

If Yes, please explain why: The project was approved however funds were not sufficient to award at the project's scoring level.

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

Carlson Elementary School is a 2-story building located in Idaho Springs, Colorado. The original structure was constructed by the school district in 1938 at which time it was new and was adequate to serve the district needs.

Building 103 (the building to house the new elementary school) was constructed in 1968 as a high school and at the time was adequate to serve the district needs.

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

Carlson Elementary School: There was a major renovation and 13,250 SF of additions in 1992. Recent capital improvements include boiler replacement in 2019 funded with 2018 Bond and BEST Grant funds, exhaust fan replaced in 2020 with capital funds, electrical work for school security completed with capital funds in 2020, playground improvement with 2018 Bond in 2020, roof drain repairs and membrane coating to extend serviceable life in 2022, and elevator improvements required by the state for ADA compliance completed in 2022.

Building 103: The facility has been mostly vacant since the construction of the new High School in 2002 and vacant since 2022. Building 103 has had several large additions since originally constructed in 1968. A classroom addition on the second floor used primarily for science and a fourth-floor addition to add performing arts spaces including an auditorium and music rooms. The building has seen minimal work since 2002 consisting of maintenance and no capital projects in the last three years.

II.A. Project Type:

☐ New School	☑ Roof	☑ Asbestos Abatement	☑ Water Systems
☑ School Replacement	☑ Fire Alarm	☑ Lighting	☑ Facility Sitework
☑ Renovation	☑ Boiler Replacement	☑ Electrical Upgrade	☐ Land Purchase
☐ Addition	☑ HVAC	☑ Energy Savings	☑ Technology
☑ Security	☑ ADA	☑ Window Replacement	☐ Supplemental
☐ CTE:		☐ Other:	

Additional Detail:

II.C. General background information about the district / school:

Clear Creek School District RE-1 (CCSD) is a visionary district focused on hiring and developing the best educators and empowering learners. The District also places a priority on the health and safety of our learning community. The District is composed of four (4) school buildings, campuses, and sites including King Murphy ES, Carlson ES, Clear Creek MS/HS, and Georgetown Community Charter School.

Carlson ES provides a unique opportunity for empowering learners. Carlson is embracing a new model of experiential learning with a focus on bringing students outdoors. The structure of CREW provides a strong connection for students to their learning community, which addresses essential social emotional needs. Carlson offers a preschool program (which in fall of 2023 will be part of the universal preschool program), a gifted education program, smart boards in every classroom, out of school learning opportunities through a 21st Century Learning grant, and an average class size of 16-24 students. Carlson contributes to and benefits from strong community partnerships.

Carlson students matriculate into Clear Creek Middle and High School (CCMSHS), which is also utilizing a more hands-on approach to learning with an outdoor focus. The entire school district is working to create a coherent, rigorous academic program that will meet the needs of current and future students. The district recognizes the importance of safe and well-maintained facilities and is modernizing its approach to Facilities Management.

II.D. Deficiencies associated with this project:

The Carlson building with aging and deteriorating systems does not provide a safe learning environment for students. The Colorado Department of Fire Prevention and Control has notified the school district in 2022 that the fire sprinkler system beneath stair wells is not code compliant needs to be replaced. The City of Idaho Springs has identified that the water backflow system is noncompliant and needs to be upgraded. Currently staff do not drink the water due to water quality concerns and are currently using 5-gallon Eldorado water jugs with dispensers. Roof drains are tied into the storm sewer line that ties into the waste sewage system. During heavy storms, water will back up into waste lines and fill cafeteria sinks and drinking fountains, flooding the cafeteria floor. Roof leaks have been a regular occurrence and while some roof maintenance has helped, the roof needs to be replaced and the deck needs to be repaired in multiple areas. Three sets of emergency egress exterior stair systems are structurally failing. Stair landing decking has rusted free of structure and horizontal support beams are rusting and shifting at masonry bearing points. The foundation walls are old and deteriorating. Ground water enters the basement and sump pumps are constantly running, frequently fail, resulting in basement flooding. Exterior brick walls are in need of extensive repairs including replacement of missing brick and repointing loose and displaced brick. Exterior doors and frames need to be replaced due to rust deterioration. Bathroom fixtures, partitions, and flooring are beyond their serviceable life and are in need of replacement. The gymnasium floor contains mercury, is beyond its useful life and needs to be replaced. One of two domestic water boilers has failed, and the school is reliant on one boiler that is beyond its useful life. Classrooms suffer from temperature control problems leading to comfort issues and distracted students. Outside air delivery is not adequate to keep CO2 levels down impacting student learning and student health. The Media Center tested positive for radon, now mitigated by increased outside air flow, has cold room temperatures during school hours. Unit ventilators in classrooms are excessively loud leading to acoustic challenges in classrooms where learners who can't hear the lesson suffer. Lighting in classrooms is poor and in need of improvement. The electrical system is outdated and cannot meet the electrical requirements of 21st century learning. Classroom breakers frequently trip during instruction. Exterior play areas are limited and are restricted during winter due to shading from the building resulting in hazardous snow and ice conditions. Retaining walls around play areas are beginning to fail. Sidewalks have heaved and cracked resulting in trips and falls.

The School District does not feel that the location of Carlson Elementary is ideal to promote student safety, security, and healthy learning environments. The school's current location presents significant safety concerns that are increasing as the community grows and businesses thrive. Located at the primary I-70 interchange to the business district of Idaho Springs, Carlson Elementary is adjacent to three gas stations, a Greyhound bus stop, tourist bus stops, and marijuana dispensaries. With recent and anticipated multi-family housing units, traffic in the immediate vicinity of Carlson is a growing concern. Additionally, the school lacks onsite parking forcing parents and staff to find parking off campus and/or drop off and go in front of the school with no "Hug and Go" zone. City traffic is stopped as students load and unload from buses. The constrained site does not allow for student safety improvements.

Traffic concerns around the school pose safety concerns that really cannot be mitigated on this campus.

II.E. Diligence undertaken to determine the deficiencies stated above:

Carlson has been experiencing several failures due to the systems aging beyond their serviceable life. Repeated maintenance call outs for roofing, HVAC, and plumbing have excessively burdened Operations and Maintenance compared to other facilities in the District. The public has expressed concern as the facility conditions are self-evident, including the lack of parking, increasing traffic, and proximity to the highway, all create obvious challenges. The public's concern has been validated through surveys and community feedback sessions. In addition to the CDE's January 6, 2020, assessment, the District contracted ScryCAST, LLC to review the assessment and make recommendations. ScryCAST, LLC worked with CDE to download the District's data and review Carlson's identified requirements. The requirements were compared to the balance of the schools in the District. ScryCAST, LLC worked with Justin Watanabe, CCSD Director of Facilities & Maintenance to validate and prioritize requirements. Several scenarios were developed and reviewed with Karen Quanbeck, Superintendent & Chief Learner, and the District's Board of Education.

II.F. Proposed solution to address the deficiencies stated above:

Although Building 103 was constructed in 1968, the building provides more opportunities for resolving deficiencies than those at the current Carlson Elementary building, including improvements to the site, building envelope enhancements, code compliance updates, building systems improvements, and implementation of current safety and security measures. The larger site of Building 103 accommodates the requirements for an elementary school more readily than Carlson Elementary in downtown Idaho Springs. The redevelopment of Building 103 will provide dedicated student drop-off/pick-up areas which are separate from bus drop-off/pick-up areas and street traffic. On-site parking will be developed to provide safe accommodations to parents, staff, and visitors of the building. Improvements to the site access drives will ease the steep gradient and increase drive widths to promote greater visibility and turning movements. Accessibility will be improved to the building through pedestrian connections to existing bike lanes which extend from downtown. Non-compliant ramps and stairs throughout the site will also be replaced or improved to meet current accessibility standards. Original concrete flatwork which is degraded, or offset will be repaired and replaced. Elementary play areas will be developed which will include an emphasis on explorative play in a natural environment and relocating play equipment from the current Carlson Elementary School. Site drainage elements will be repaired and rock-fall mitigation walls on the west side will be repaired.

Building 103 is constructed primarily of cast-in-place concrete and is in good condition overall. The structure has experienced minimal settlement demonstrated by minimal cracking in slab on grade areas. Minor repairs of the concrete waffle structure are needed where moisture has intruded into the exterior entry canopy. Two non-code compliant wood framed additions to the locker room and wood shop will be removed. The removal of these additions, totaling 1,433 square feet, will bring the building into conformance with non-combustible construction requirements. Several components of the building envelope will be replaced to improve the condition of the building envelope and increase the energy efficiency of the building. The existing built-up and EPDM roofing systems for the entire building will be replaced along with EPDM roofing and increased roof insulation to meet R-35 efficiency requirements. The exiting hollow metal exterior windows and single pane glazing will be replaced with thermally broken aluminum storefront and insulated low-e glazing. Exterior wood and hollow metal doors which are in disrepair will also be replaced with hollow metal and aluminum storefront doors which will include security contacts and access control door hardware. The trademark formed concrete will be cleaned and the limited area of hail damaged EIFS located on a 2nd floor building addition will be repaired and repainted to improve moisture resistance. Exterior CMU walls located on the 4th floor will be sealed to prevent moisture intrusion.

The interior of the building requires minor renovations of interior partitions to fit the program of the elementary school. Finish material replacement, ADA accessibility improvements, and plumbing fixture replacements will be provided throughout the renovated areas. Finishes will be replaced throughout the building include carpet, resilient flooring, kitchen tile, restroom ceramic tile, and a resilient sports floor in the gymnasium to replace a mercury containing floor. Acoustic ceiling tile will be replaced and suspended acoustic elements will be provided where the concrete waffle structure is exposed. ADA improvements include the replacement of the decommissioned elevator, replacement of non-accessible casework, and providing ADA compliant restrooms throughout the building. Non-compliant handrails and guardrails will be replaced throughout the interior and exterior of the building.

Degraded and inoperable building systems will be repaired and replaced throughout the building. Unit ventilators serving perimeter classrooms will be replaced with vertical units to accommodate acoustic requirements for classrooms. Interior AHU's and H&V units serving the gymnasium area will be refurbished. RTU's serving portions of the 1st and 2nd floors will be replaced. In areas of the building not being renovated for elementary school use a heating unit to prevent freezing will be installed. The building hydronic system will be maintained and modified for new equipment. Two cracked and inoperable hydronic boilers will be replaced with high efficiency sequential boilers to improve building efficiency. Electrical panel boards which are not code compliant will be replaced. Branch circuit distribution will be replaced along with terminal devices. Lighting will be replaced throughout the elementary school area and will include occupancy sensor and daylight dimming. IT infrastructure throughout the building will be replaced. Plumbing fixtures will be replaced with low flow fixtures. Sanitary lines which have settled and roof drain piping which has been found to be clogged or cracked will be replaced. Building systems be tied to a BAS system through DDC controls and will undergo commissioning after installation. A grease interceptor will be installed to replace non-compliant and non-functioning interior grease traps. A full-service kitchen with type 1 hood and make up air unit will be provided. New building utilities for domestic and fire water will be installed.

Building 103 will be brought up to code compliance for building fire protection, safety, and security components. A building

wide automatic fire sprinkler system will be installed. An existing standpipe system will remain operational as requested by the local fire department. The fire access drive on the north end of the building will be improved to accommodate local fire department apparatus. A fire alarm system with voice evacuation notification will be installed. A new public address system will include interior exterior speakers along with two-way communication. Interior and exterior surveillance cameras will aid in monitoring the site. A secure entry vestibule will be added to the main entry and will allow visibility of the main entry plaza and parking by supervisory staff. Compartmentalization of the interior will occur through cross corridor doors on magnetic hold open devices which will be tied to the security system. Interior door hardware will be replaced with classroom lock functionality. Exterior door hardware will be replaced with egress compliant hardware. Electronic access control will be provided on select exterior doors.

The design for the relocation of Carlson Elementary to Building 103 is currently underway (design development phase). Through the process of working with the architect and contractor, budget challenges and limitations have been identified. Due to rapid escalation over the last several years, the project scope will have to adjust to eliminate needed items that the district just can't afford. The award of a BEST Grant would allow the project to include elements and scope that otherwise would not be possible due to current cost estimates. The current design effort in working with Jacobs and the school district has identified a number of items that would be removed from the project if we do not obtain additional funding. The project scope that would need to be eliminated from the project if no grant funding were available includes constructing preschool classrooms on the north side of the building where they can be directly adjacent to preschool playgrounds. This would give students more opportunity for time outside, improve supervision and overall student health as well as provide daylight and views to students. Without a grant, student restrooms would not be able to be provided on the second floor allowing grades 1-3 access without traveling to an adjacent floor. We would be not able to renovate the existing administration area to better provide security through passive supervision of the entrance, drop-off and entry vestibule areas. Admin renovations would provide additional space needed for paraprofessionals to support student needs such as PT/OT as well as space for the district offices. We would not be able to include security construction to compartmentalize student areas from public access areas to improve community use flexibility all while improving student safety. We would not be able to provide the recommended acoustical treatment to the exposed concrete structure in key areas to improve students' ability to hear instruction. We would not be able to afford new HVAC units in lieu of using existing units to improve air quality, energy and acoustic performance. We would not be able to replace the entire existing roof which would have reached the end of its useful life prior to the completion of the project, reducing leaks and improving the indoor environment. We would not be able to replace the second heating boiler providing lower maintenance, greater reliability, and increased efficiency. We would not be able to replace existing single pane exterior windows improving student comfort and building performance. The project would not be able to include insulation of all existing exterior walls to save energy and improve thermal comfort. We would not be able to provide an enhanced kitchen design that would allow for full-service food preparation capability providing better foodservice with more options for students. A backup generator would not be able to be provided to maintain emergency systems in the event of a power outage (which occurs in the community regularly). The main building switchgear would not be able to be replaced to meet current codes and provide modern safety provisions. With the award of a grant the project would include additional gymnasium equipment including a small bleacher system for seating. And the project would not be able to include wall protection to improve durability in key areas such as corridors.

II.G. Due diligence undertaken in defining the stated solution:

In addition to the CDE's January 6, 2020, assessment, the district reviewed three scenarios for Carlson ES. Invest in the existing building, build a new building, or relocate students to existing facilities. Carlson's Building FCI of 0.66, and Site FCI of 0.92, along with the inability to provide parking on the site, and location next to Interstate 70 and main street business traffic led to the conclusion the existing building and site were not the best use of taxpayer' funds. Demolishing the existing building and rebuilding on the existing 1.43-acre site would not only add to the replacement cost of the facility, the location and size of the site would not alleviate parking and traffic safety concerns. Potential alternate locations do not lend themselves well to a new school. Relocating students to King-Murphy, located on the far side of Mount Evans from Idaho Springs, Georgetown Community School in Georgetown, and Clear Creek High School Middle School on the border of Clear Creek and Jefferson Counties, were all deemed too far from Idaho Springs. Finally, the old high school middle school, informally known as Building 103, was reviewed for potential consolidation of the Carlson ES program. Building 103 has been under-utilized since Clear Creek HS/MS was built in 2002. Administrative Staff and several outside programs have occupied Building 103 since 2002. Building 103 has been on and off the market since 2002. Several potential buyers decided not to pursue the sale for various reasons, but most notably its concrete structure, while suitable for education, is not easily adapted to commercial use. Three "sub-scenarios" were reviewed including scrape and replace with a new facility, demolish a portion of the facility, replace with

a new addition, renovate a portion of the building's interior to accommodate Carlson's program. Sub-scenario One was quickly eliminated due to cost concerns. Sub-scenario Two, modeled by Architectural Innovators, Inc., provided a conceptual fit however estimated cost concerns eliminated this option.

In 2020, the District contracted Anderson Mason Dale to conduct a building and site assessment that included Building Exterior: walls, foundation, doors, windows; Building Interior: partition walls, floors, ceilings, doors, windows, casework; Roof: Roofing system, drains, downspouts, scuppers, crickets, cap flashing; Structural and lateral systems given that the project's location is in a special wind region; Mechanical, Electrical, Plumbing, systems: HVAC equipment, plumbing fixtures, electrical equipment, fire alarm, security, and low voltage; Asbestos containing material and removal of this material. ScryCAST, LLC met with the District and Anderson Mason Dale to review the report including the District's process and due diligence. The project scope was further developed to include other scope deemed necessary for a successful Bond program. In the Fall of 2021, the Clear Creek School District successfully passed a bond election to fund the Carlson Elementary School relocation project as well as to fund other needs across the district.

In March of 2022, RTA Inc was retained through a qualification-based selection (QBS) process and began both master planning efforts for the overall Building 103 and design for the Carlson Elementary program. The master planning process included public solicitation for potential building partners, interviews with potential building users, and public meetings to discuss options with the community. Through this process preferred partners were identified, and space programs were developed. This process has identified an arts & education partner to occupy primarily the fourth-floor spaces, and a county early childhood education group to occupy the south end of the first floor. Negotiations with the preferred partners are currently ongoing. The design of the renovations to accommodate Carlson Elementary School have progressed to Design Development with anticipated design completion in May of 2023.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Carlson Elementary has been experiencing several failures due to the systems aging beyond their serviceable life. CDE's January 6, 2020, assessment identifies a large number of requirements that are beyond their serviceable life and have action years of 2025 and 2026. The district developed a plan and passed a bond measure to relocate the facility to Building 103 in 2021. At the same time, a volatile construction market outpaced the estimated costs in a matter of 6 months as validated by current design cost estimates prepared by both JHL (before design started) and Fransen Pittman based on schematic design. The entire project team have continued to monitor the market; however, projected construction costs continue to be a problem. In order to maintain the district's budget, scope is being removed from the project. Currently the project is progressing to Design Development, and Construction Drawings where Fransen Pittman will develop a Guaranteed Maximum Price. The BEST Grant request is intended to assist with offsetting the costs of a volatile market. If the grant is not awarded, the district will face hard choices of reducing scope and value engineering in an attempt to proceed, even after utilizing Program Contingency and Bond Premium. Award of the grant would assist the district in delivering the project as originally planned and provide a safer, and healthier environment for students.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Over the course of the last 3 years, CCSD has pursued various funding such as Small, Rural School Achievement Program, Cares Act's Elementary and Secondary School Emergency Relief Fund (ESSER), and Great Outdoors Colorado, to address needs at the school. For the proposed solution, CCSD's agreement with the design team, once procured, includes a requirement to assist the district's procurement of those grants and other available grants and rebates as the scope is developed through Schematic Design, Design Development, and Construction drawings. Other available grants include a current application for the Brownfields Cleanup Grant Program through the Colorado Department of Public Health & Environment (CDPHE).

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Justin Watanabe, Director of Maintenance & Facilities, is responsible for developing and maintaining the district's facilities' maintenance plan and will work to ensure compliance with operations and maintenance plans of new equipment provided in the close out documents. Building staff are to report warranty issues to ensure issues within the warranty period as well as during the post warranty period so they are addressed. Microsoft Teams has been deployed to assist in tracking work orders.

Special warranties will be identified during the design process and tracked separately beyond the standard warranty period. Specific operations and maintenance plans will be identified, added to a consolidated operations and maintenance (O&M) manual with existing information, and identified maintenance and operation will be adhered to. Finally, the district will conduct a post construction Facility Condition Assessment and add Building 103 new and existing assets to the district's newly developed Facility Asset Data Base to track asset life cycles and assist with planning, prioritizing, and budgeting capital improvement projects forecasted in the next 15 years. The plan will be updated annually, and facility reassessments conducted every 3 years. Fund reserves will be utilized and are planned to be spent down to assist with capital replacement & renewal.

The estimate for the annual cost to assess, repair, and maintain the project is $91,500, including maintenance/custodial support ($80,000) required to carefully review the roof, as well as estimating minor repairs each year ($11,500). This annual cost will be funded from the General Fund's Maintenance & Facilities budget.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

CCSD has a Capital Reserve Plan where districtwide priorities are reviewed on an annual basis and project budgets are established. The budget is reviewed and approved annually by the Board of Education (BOE). Revenues include the BOE's approval of an allocation from the General Fund, Interest Income, Grants, Donations, and Other.

The district exceeds established in Capital Renewal Reserve requirements, per 22-43.7-109(4)(d) CRS. The districtwide 3-year average revenue for the Capital Reserve Plan was $2,324,620- and 3-year average expenses of $303,849 CCSD's average Actual Pupil Count over the same time period is 631, resulting in an average of $481.54 expensed per pupil. The Capital Reserve Plan's Fiscal Year 2021-2022 Ending Fund Balance was $6,291,574. The reserve fund balance will be spent down by roughly $750,000 per year to address prioritized projects from the district's newly developed Facility Asset Inventory and 15-year Capital Improvement Plan as noted previously.

III.T. How did you arrive at the estimate for this project?

The estimate is based on schematic design pricing and building investigation prepared by Fransen Pittman (CMGC). The costs are a result of sub-contractor input reviewing well developed drawings as well as analysis of scope and costs against other recent projects completed by the team. We feel that our proposed application benefits from more reliable pricing due to the advanced stage of design of the project. Any cost overruns above this application will be handled by the District's Program Contingency and Bond Premium.

III.U. Who will be overseeing the project, if known at the time of application?

Rachel Rubinstein of Jacobs Engineering Group, Inc., is the 2021 Bond Program Manager. She has been with Jacobs for over 19 years and has work on a vast number of K12 projects. Rachel will oversee both the Carlson Replacement Project and the Bond Program, including Program Contingency and Bond Premium. Rachel is responsible for the oversight of the project including but not limited to design team procurement, design, CM/GC procurement, contract administration, budget & cost forecasting, project schedule, GMP development, construction, change management, punch list, and project close out. Mike Moonan of ScryCAST, LLC will be the liaison with BEST Grant Regional Manager Cheryl Honigsberg to ensure compliance with BEST Grant requirements.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

CCSD engaged in an open, competitive qualification and selection-based process. Advertisements were posted on BidNet as well as the district's website. CCSD identified a Selection Team, comprised of six voting members to review all Statements of Qualifications (SOQs) and Fee Proposals. An Interview Team included the Selection Team members as well as other District Leadership, including, but not limited to, the Superintendent and Principal. A Request for Qualification and Proposals with Interviews was completed for Architectural Services and Construction Manager/General Contractor (CM/GC) services. The qualification process also included Environmental Consulting Services, Geotechnical Services, Roof Consulting Services, Moving Services, and Furniture Vendor.

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

Fiscal year 2020-2021 electrical costs for Carlson ES totaled $31,658. Fiscal year 2020-2021 water and sewer costs total $6,691. Closing Carlson and consolidating the program into Building 103 results in a 100% cost reduction in utilities.

Additionally, the new roof will be brought up to current code by provided R-35 insulation and is expected the new roof will decrease energy costs by 10-15%.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

Considered as the place where the Colorado Gold Rush started, Idaho Springs holds a unique place in the state's history. Given the historical nature and age of the existing Carlson ES building and site, community meetings will be held, along with feedback from the State Historic Preservation Office (SHPO) to develop an understanding of best uses of the school once vacated. Information from these sessions will be developed and brought forward to the Board of Education to consider Carlson as a surplus facility and seek out a solution for the building's disposition. Pending BOE approval, a commercial property assessment will be conducted, and the building and site will be sold incorporating feedback from the community, the SPHO, staff, and the BOE. It is anticipated the property will not be on the market long given the location of the property and multiple potential commercial uses of the building. Proceeds from the sale will be used for District capital improvements.

Current Grant Request:	$8,303,291.28	**CDE Minimum Match %:**	67
Current Applicant Match:	$26,293,755.72	**Actual Match % Provided:**	76
Current Project Request:	$34,597,047.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$34,597,047.00	The project funds will come from the Clear Creek School District 2021 Bond. While funding is secured by the 2021 Bond, the district continues to seek other funding in order to further leverage the Bond. The district is currently applying for a Brownfields	

Affected Sq Ft:	62,798	**Escalation %:**	2
Affected Pupils:	145	**Construction Contingency %:**	5
Cost Per Sq Ft:	$550.93	**Owner Contingency %:**	4
Soft Costs Per Sq Ft:	$70.76	**Historical Register?**	No
Hard Costs Per Sq Ft:	$480.17	**Adverse Historical Effect?**	No
Cost Per Pupil:	$238,600	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	601	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	611	**Bonded Debt Approved:**	$38,000,000
Assessed Valuation:	$311,995,840	**Year(s) Bond Approved:**	18,21
Statewide Median: $121,995,375			
PPAV:	$510,631	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$7,411,981	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$76,313	**Outstanding Bonded Debt:**	$37,060,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	18.60%	**Total Bond Capacity:**	$62,399,168
Statewide Avg: 42.17%		Statewide Median: $24,399,075	

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Existing Bond Mill Levy: 7.263
Statewide Avg: 6.19

Bond Capacity Remaining: $25,339,168
Statewide Median: $12,478,184

3yr Avg OMFAC/Pupil: $5,908.84
Applicants Median: $2,381

● Campuses Impacted by this Grant Application ●

Atlas Preparatory School - MS Renovation and Addition - Atlas Prep MS - 1981

District:	Harrison 2
School Name:	Atlas Prep MS
Address:	1602 South Murray Blvd
City:	Colorado Springs
Gross Area (SF):	53,971
Number of Buildings:	2
Replacement Value:	$20,399,916
Condition Budget:	$6,198,048
Total FCI:	0.30
Adequacy Index:	0.37

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,367,195	$1,797,462	0.76
Equipment and Furnishings	$99,744	$7,541	0.08
Exterior Enclosure	$5,195,386	$682,995	0.13
Fire Protection	$264,617	$352,497	1.33
HVAC System	$1,129,979	$1,167,916	1.03
Interior Construction and Conveyance	$2,237,066	$665,059	0.30
Plumbing System	$751,701	$499,771	0.66
Site	$6,436,040	$1,377,300	0.21
Structure	$1,918,188	$0	0.00
Overall - Total	$20,399,916	$6,550,541	0.32

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: Atlas Preparatory School **County:** El Paso

Project Title: MS Renovation and Addition **# of Previous BEST Grant(s):** 2

Has this project been previously applied for and not funded? No **Total Amount of Previous Awards:** $1,004,276.62

If Yes, please explain why:

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

The property was previously used for another business and not for a public school facility, constructed in 1981. Therefore, the property was in an acceptable condition, but needed to be cosmetically renovated to properly accommodate for classroom, office and cafeteria spaces. Prior to purchase, half of the building was used by another charter school and the other half for businesses. We purchased the North Middle School property in 2008 and began renovations immediately. It became of functioning facility in July 2009. Atlas chose to do a remodel, rather than new build because of limited funding available at the time of opening the school. It was the most economical option and it has served its purpose for 14 years.

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

The north Middle School property was purchased in Fall 2008. It was originally a previous charter school and some business units. Over the course of several months, a portion of the interior was gutted, restructured and renovated in order to create 12 classrooms, 2 computer labs, 8 office spaces, 6 sets of bathrooms, a counseling center, staff lounge and a cafeteria/gym space. The building now has the capacity to serve 270 students. Since the initial remodel, we have made not done any major renovations to the building. However, when the roof hit 40 years of age, it was in significant disrepair and had a number of leaks that led to moldy ceiling tiles and wet carpet. So in 2021, we re-surfaced the roof to properly seal it and create a safe and healthy learning environment. However, now there are many additional improvements necessary to ensure that safe and healthy learning environment.

II.A. Project Type:

☐ New School	☐ Roof	☐ Asbestos Abatement	☐ Water Systems
☐ School Replacement	☑ Fire Alarm	☑ Lighting	☑ Facility Sitework
☑ Renovation	☐ Boiler Replacement	☑ Electrical Upgrade	☐ Land Purchase
☑ Addition	☑ HVAC	☑ Energy Savings	☐ Technology
☑ Security	☐ ADA	☐ Window Replacement	☐ Supplemental
☐ CTE:		☐ Other:	

Additional Detail:

II.C. General background information about the district / school:

Atlas Preparatory School opened with its first class of fifth graders in 2009. Since then, Atlas has annually added another class of students and in 2017 we graduated our first class of scholars. Currently, Atlas Preparatory Schools serve 1,233 students each year- 85% Hispanic, 6.9% Black, 5.2 % White, 1.3% American Indian, .5% Asian/ Pacific Islander, and .5% Other. 94.5% of Atlas students receive free or reduced lunch, therefore come from low income families. Atlas aims to retain these low-income students through graduation and provide a rigorous academic program and quality enrichment opportunities, which will sharpen their ability to think, understand and communicate. Our mission is to prepare and empower all students for success on their post-graduate path through educational excellence, character development and community engagement.

Over the years, as the student body has grown, so have the facilities to serve students. In 2009, we started with one 28,980 sq ft building, the North Middle School building that we are applying for support for in this grant. Since then, Atlas has acquired three additional facilities. A 24,751 sq ft building directly behind the original property (South Middle School building) was purchased and renovated in January 2012, and the 68,182 sq ft high school building was acquired and renovations were completed in July 2013. In 2019, we began construction on a new elementary school building that was completed in July 2020.

The North Middle School building, which is the facility for this grant, current serves 520 students in grades 5-8. Students across all grades move between the two buildings for their daily educational and recreational programming.

II.D. Deficiencies associated with this project:

Atlas Middle School comprises two buildings separated by a fire lane and courtyard breezeway. The buildings were originally designed as stripmalls, and lack many of the spacial, safety, and functional aspects necessary to continue as a school.

Building Design/ Access

Between the two buildings is an exterior breezeway, requiring students to go outside to transfer between educational spaces throughout the day. In inclement weather and times where there is police activity in the area, which is a frequent occurrence in our neighborhood, this arrangement poses a significant safety concern. Typically, secure status would mean business as usual for educational activities, but not going in or out of the building. Given our separate buildings, this means students cannot continue their normal educational activities because it would require passing through an external space to get to the other building. Ensuring students have access to the safest setting to learn is Atlas's highest priority, but the current middle school building is deficient in allowing us to fully uphold that standard. With a total of 54 exterior doors, one in each classroom, meaning each building has 27, there are far too many unsecured entry points to the school. While Atlas's King building has fire suppression systems, the Lincoln building does not, so to maintain egress requirements, it is currently necessary to keep each of these doors operational.

With each of these doors operational, it significantly increases the likelihood of an intruder successfully gaining access to the building. Southeast Colorado Springs, where Atlas is located, has significantly higher crime rates than other areas around the city, causing Atlas to go on secure status about once per month due to police activity in the area. In August of 2022, a man running from the police during an active police chase approached our building in the afternoon, proceeded to pull on about 6 of our exterior doors until he was able to yank one open. He then proceeded to run through a classroom, into the hallway, to our breezeway area between the two buildings and then onto our athletic field where he was tackled by law enforcement. Excessive and unsecure access points are detrimental to student and staff safety across the school.

The main entrance of the middle school also lacks a secure entry vestibule. Upon entry through the front door, guests are immediately in the school building at a front desk rather than a secure window before fully entering. This lack of a vestibule creates an energy code concern as most buildings are required to have vestibules as well as a safety concern for immediately allowing access to visitors. Once inside the school, the hallways also lack appropriate visibility for administration and staff to see what is happening and respond to situations quickly and efficiently.

Outside of the school, Atlas Middle School has a very small parking area that also serves as the parent drop-off and pick-up site. During these pick up and drop off times, the car queue extends into a busy street which not only blocks parking for the building, but also blocks road access for neighboring businesses and residents. The parking lot is insufficiently sized and inadequately laid out to accommodate staff, student, family, and guest needs. The current arrangement also requires students pass between and around vehicles to exit when walking home or being picked up, presenting significant safety concerns during a busy and hectic time of day.

Interior Layout

In addition to exterior structures, Atlas Middle School's classrooms, support rooms, and other spaces also lack sufficient protections and capacity for students. Classroom sizes across the buildings are not standard, many being significantly undersized to appropriately accommodate full classrooms. There are not enough classrooms nor enough space for students to have comfortable learning environments. Many of the existing hallways do not meet ADA standards, causing significant accessibility issues for students with disabilities.

Atlas Middle School is the source of 2 meals per day for over 513 students and 3 meals per day for approximately 162 students, of which 95% qualify for free or reduced lunch. To support these necessary systems, Atlas requires a full onsite kitchen, but currently lacks the grease containment and ventilation systems to provide healthy meal options to students. In April 2022, the health department shut down the kitchen for not meeting requirements, meaning the school requires additional space and improved systems to permanently address the issue. Currently, Atlas Middle School only has a warming kitchen that is inadequately sized for the school program. Atlas will be able to make and prepare fresh food in the Middle school cafeteria with the desired new kitchen. The current prep kitchen is less than 200 square feet and is not adequate for preparing healthy fresh food for students or preparing any food at the capacity necessary. The desired project will allow for a larger kitchen that meets all code requirements, and will allow Atlas to provide higher quality meals and create healthier options for over 450 students each day.

When students are sick or require medication, they go to the Nurse's office which is located in the middle of the school in only

one of the buildings. Students have to travel between buildings to access it. The office lacks a separate restroom for health and safety, meaning sick students need to also travel through the hallways between the bathroom and health room. It is also located far from the front door, making parent pick up more difficult and disruptive.

Electrical

Per the CDE FCI report, Atlas Middle School's existing HVAC electrical panel and the fire alarm panel needed to be replaced because both were near the end of their functional life. These are both considered significant life and safety concerns. Given the cost to fully replace and the other issues in the building, incorporating it into a new building rather than spending the cost on renovation is more prudent. Additionally, the current electrical meters are divided into individual tenant meters due to the original configuration of both buildings. This means there are over 20 meters, which poses issues with identifying electrical problems, servicing, tracking efficiency usage and addressing building upgrades.

HVAC

Significant HVAC deficiencies have been identified, primarily in the Lincoln building. These deficiencies will be addressed when the building is demolished and new systems are built and maintained in the new structure. These operational deficiencies include:

Janitor closets with mop sinks and chemical storage do not have code-required exhaust. It is recommended to add these spaces to the existing exhaust fans or provide new exhaust fans.

Several rooftop units do not have outside air provided in a code compliant method or at all.

IT rooms are located where space was available without any additional heat rejection. It is recommended to provide a central, dedicated IT room for each building with a split system and condensate.

None of the existing rooftop equipment appears to be secured to the roof structure; the units are placed on either wood 2x4s or membrane- covered, capped curbs. It is recommended for equipment to be structurally attached to the building

Each of the original tenant bays has its own single zone systems and natural gas meters. There is a mix of indoor fan coil units, rooftop units and heaters. Existing plans were not available through AHJ or the owner. There are concerns related to plenum connectivity, competing units, and manual control of each unit at the thermostat.

Plumbing

There are only 30 toilets throughout both buildings for 540 staff, students, and visitors to use. Many of these restrooms have also exceeded their useful life and require replacement. Installing additional restrooms and replacing current restrooms is key to maintaining a safe learning and working environment.

II.E. Diligence undertaken to determine the deficiencies stated above:

In 2022, Atlas Preparatory School created a planning committee to develop a master plan identifying current needs and priorities for the charter school. The committee was made up of school staff, architects, engineers, and a general contracting company. The master plan process started with the definition of Goals and Vision for upcoming projects. The initial discussions reviewed facility concerns as well as needs for the schools and students.

In parallel, an assessment of the existing facilities was completed by the architect and engineering team. It included the assessment of all systems and the review of the space utilization of each educational facility. The facility assessment was priced by the general contractor to provide the charter with real world cost estimates. This inclusive and interactive process resulted in a list of items organized that were prioritized life/safety, code deficiency, ADA or deferred maintenance/operational. All items were separated into short term planning needs 1-5 years or long term planning needs in 5-10 years.

The planning team worked closely with the committee to create options that were evaluated based on criteria of life/safety, security, code, and educational environment for the next 50 years. Several options were developed during the discussions. These options are highlighted in detail in the master plan document attached to this application.

Atlas elected to proceed with renovating one of the existing buildings and building a new construction to replace the other and connect them. If Atlas were to connect the two existing buildings, rather than demolish and rebuild one, it would still require significant demolition of the Lincoln building (approx. 1/4 of it) since the breezeway between buildings serves as a firelane to access the buildings. For the fire department to maintain necessary access, the north building would need to be shortened in length because there would only be one access point, instead of two for the new fire lane.

Additionally, Atlas operates on a modified year round calendar. If the buildings were to be fully renovated to the capacity required, Atlas would have to close the Lincoln building during the school year, which would significantly disrupt learning and incur additional costs for finding and securing other learning space for students. By building in the adjacent field and demolishing the existing Lincoln building after construction is complete, students will be able to remain on campus in a comfortable environment without disruption.

Additionally, the estimated budget for a total renovation project instead of a rebuild was $14,600,000, not considering costs incurred due to disrupted learning, rental for one year of replacement space, or adding a gym. Atlas and partner agencies decided that the additional cost for a new building without any space or learning disruption is a more appropriate, responsible, and effective stewardship of public dollars. Atlas intends to match this project at 30% which will include the entirety of costs for the new gymnasium.

The cost per square foot of this project appears artificially low for two main reasons: 1. the majority of renovations to the King building will be happening independently from this BEST project and 2. because the doors and other projects included in this project affect the whole building, so all of the King building's square footage is included. Otherwise, the cost per square foot for the new building is in line with current market estimates at approximately $429.47 per square foot.

II.F. Proposed solution to address the deficiencies stated above:

The solution recommended in this application meets all necessary life/safety standards, program requirements, and education goals to create a healthy and safe environment for students. At the same time, it is the most cost effective solution and maintains a short construction schedule.

Atlas Middle School opened in 2009, operating out of two converted strip malls with a paved breezeway in between. Still in the same location, Atlas's existing buildings (Lincoln and King) were not designed to be a school, rather they were simply reconfigured to create classroom spaces. Current conditions in both buildings lack many necessary safety and code requirements for a positive school environment. By undergoing significant renovations on one building, and rebuilding the other, Atlas will be able to critically improve student safety while providing additional learning and activity space for growing student populations.

This solution recommends constructing a new building on Atlas Middle School's current adjacent recess field, demolishing the existing north Lincoln building, and connecting it to the existing south King building while making some safety upgrades to it. The building addition would be designed and sized correctly for educational programming today and into the future. New classrooms will resolve existing issues of classroom size, and ensure ample space for student learning. It would also be attached to the existing south King building, eliminating the need for students to walk between buildings to get to their classes. The new building will be fully compliant with ADA standards for improved accessibility for students of all abilities. 7th and 8th grade classrooms will move to the new building, and 5th and 6th grade classrooms will remain in the renovated King building. With the new building, Atlas will be able to remedy the current issue of overcrowded classrooms. This is a project to repair significant health and safety concerns and a reallocation of classrooms in the program space to where we are seeing students enroll, not a growth initiative.

The new building and renovated King building will also meet all necessary egress and fire standards. By updating King, Atlas will also be able to meet fire standards, and seal many of the 27 exterior doors between the parking lot and classrooms. By sealing these doors, Atlas will be able to significantly improve safety measures for students and staff, and eliminate excessive, unnecessary, and unmonitored access points into the building. Southeast Colorado Springs faces significantly higher crime rates than other areas in town, and securing the building is vital to the safety of Atlas. In the new portion of the building, there will be a secure vestibule for guests to check in before gaining access to the rest of the school. Without the extra doors throughout the school, all entrances and access points will be more secure with fob entries.

Near the new entrance, Atlas will also add a nurse station with a separate bathroom. This will allow sick students greater privacy and healthy students greater protections, and it will improve conditions for parent pick up if a student needs to go home.

The new kitchen will add proper grease containment and ventilation systems, allowing Atlas Middle School to prepare fresh meals every day on site. The new cafeteria and kitchen space will improve student access to healthy and reliable food.

An added benefit of this solution is that the north Lincoln building will remain in operation until the new building is complete. As a year-round school, Atlas serves students every month of the year as a school, source of reliable food, and a mental health resource. This solution would allow Atlas to remain fully operational throughout construction, with no disruptions to student

learning, avoiding the use and cost of portable modular buildings.
In the exterior space that will be created following the demolition of the Lincoln building, Atlas will add parking, and new turf fields to enhance the safety of the school environment and city road access. These projects, and therefore costs will be funded outside of BEST funding through independent Atlas fundraising efforts. Traffic and car safety will be vastly improved because upon demolition, the area where Lincoln once stood will be leveled and turned into a larger parking lot with safely designed pick-up and drop-off areas. In addition to creating more spaces for staff and families to use, this will improve the parent drop-off/pick-up traffic, the new configuration will separate parent traffic from bus traffic. The new layout will alleviate traffic back up, improving road conditions for the whole area. This will also address persistent feedback from the local police substation, located next door to our school, about concerns if they need to deploy emergency services during our pick-up and drop off times. The current situation of more than 30 vehicles waiting in the high traffic road poses a significant hindrance to their response abilities. The demolition of Lincoln Building also resolves issues with fire lane access, removing the need to keep the breezeway between buildings for fire trucks to access.
The old turf recess field has reached the end of its useful life, given it was donated in 2010, after being used by Colorado College for 10 years, and will be replaced with a new field, where the north Lincoln building is currently located. The existing outdoor classroom spaces will be preserved.
In addition to all these new spaces, there will be electrical, plumbing, and HVAC updates throughout the school. All unsafe electrical panels and fire panels will be replaced to best serve the needs of Atlas students.
Improving all these conditions will greatly improve student safety and health for their years with Atlas Middle School. Quotes were priced by a local General Contractor to correctly select not only the best educational facility solution but the most cost effective solution. When the cost of renovating the existing facility is comparable to the cost of a new facility, it is wise to consider the solution that will serve students best in the long term, which in this case, means creating an entirely new space for them to thrive. While cost is a significant factor, it is important to note that this plan also allows us to have a seamless progression of our academic programming and prioritizes having minimal disruptions to student learning.

II.G. Due diligence undertaken in defining the stated solution:

Later in 2022, following the needs assessment, Atlas's planning committee began to identify priorities and upcoming needs to repair the middle school. The committee was made up of school staff, architects, engineers, and a general contracting company. Together each of these entities brought a vast array of experience, proposing the best way forward for Atlas Middle School to rebuild the north Lincoln building.

The facility assessment was priced by the general contractor to provide Atlas with real world cost estimates. This inclusive and interactive process resulted in a list of items organized that were prioritized life/safety, code deficiency, ADA or deferred maintenance/operational. All items were separated into short term planning needs 1-5 years or long term planning needs in 5-10 years.

The planning team worked closely with the committee to create options that were evaluated based on criteria of life/safety, security, code, and educational environment for the next 50 years. Several options were developed during the discussions. These options are highlighted in detail in the master plan document attached to this application- including a thorough architectural and functional site analysis from FBT architects, Bridgers and Paxton, and iiCON Construction. All assessments were evaluated for efficiency and effectiveness from multiple lenses including, construction, cost, and school disruption.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The facility assessment of Atlas's campus demonstrates minimal renovations and systems replacement have taken place since the buildings were originally converted to schools, and therefore requires urgent upgrading and replacement to ensure student safety. The few modifications that have been made were primarily initiated through system failure or urgent educational needs. Since the school's founding, staff have been working in reaction mode to failing systems in aging buildings without the ability to plan for short and long term maintenance. The team works tirelessly to make the best with limited funding to keep the buildings operational.

Many systems in the Middle School are beyond their life expectancy, and would be considered unhealthy and unsafe to sustain their long-term use. The middle school has the highest need of correction for life/safety, building systems, and education spaces to support today and tomorrow's needs. This grant would give Atlas the opportunity to both respond to urgent risks now and get ahead of systems before they fail to avoid shutting down the school. The BEST grant also allows

Atlas to correct many safety concerns before more dangerous situations take place due to unsecure buildings and parking/drop-off concerns. Lack of reliable HVAC and electrical as well as very unsafe building conditions resulting from excess doors and restricted parking options require immediate attention. For these reasons, there is not only justification for a building addition to the facility and demolition of one existing building, but a high urgency to begin the project immediately before additional incidents occur to place students in danger.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

We have a sustained history of receiving capital and programmatic support grants from El Pomar Foundation, Anschutz Foundation, Gates Family Foundation, Dakota Foundation, Walton Family Foundation and individual donors. We will continue to pursue funding from these resources for this project as needed and for ongoing program needs.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Our response in question K, regarding Historical Capital Outlay budgeting, addresses the financial components of how we will budget for maintaining the cost of a new facility. We also have the necessary staff members to support the cleaning and maintenance of each building on campus, which would include this new expansion going forward. We have 1 full-time maintenance technician per building, 1.5 FTE custodians per building and 1 Director of Facilities who supports the implementation of repairs, maintenance and care of facilities. We will maximize the life of the building by performing routine preventative maintenance on all electrical, HVAC and plumbing equipment. We currently contract with a quality HVAC company who provides these services for more specialized projects and would continue to do so. We would utilize the contractor's 1 year warranty on fixtures and equipment installed by them after project completion and note any other warranties that are included by sub-contractors.

We also recently hired a new full-time Security Manager, allowing Atlas to internally evaluate and improve security across the building. This person has 30 years of experience in school security, and will ensure new security measures associated with the new construction are upheld and implemented.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The school received charter school capital construction funding at a funding rate of 2.4%, which was $446,025 for FY22-23. Based on total school enrollment of 1225 across grades K-12, this is about $364 per student. Based on full capacity of 1275, this moves to $464,100. In addition, Atlas's board has designated a mandatory minimum contribution annually to our repair and replacement reserve fund which is approximately $100,000. This fund currently sits at $3.9 million. These funds are allocated from per pupil revenue and can be used by the school for capital projects as needed and replenished at a later date. We will have access to these funds, in addition to fundraising efforts, to cover our match, should this project be funded.

Atlas will continue to grow the repair and replacement reserve budget to fund future repairs. Through an internal facilities team and partnerships with local contractors and specialists, Atlas is committed to maintaining this facility well and maximizing the lifetime of the school.

III.T. How did you arrive at the estimate for this project?

We worked with iiCon Construction to complete a detailed estimate of takeoffs after FBT Architects created initial design suggestions based off our projected needs for the project.

III.U. Who will be overseeing the project, if known at the time of application?

Brittney Stroh, Executive Director, Atlas
Demetrius Trisby - Facilities Director, Atlas
Nicole Amidei- Director of Operations, Atlas
Kelly J. Jernigan- Associate/ Director of Colorado Springs Office, FBT Architects
Henry P. Reitwiesner- Project Executive, FBT Architects
Andrew Rausch- Project Manager/ Estimator, iiCon Construction
TBD- Owner's Representative

BEST FY2023-24 GRANT APPLICATION SUMMARIES

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

We will utilize out local procurement/purchasing process that is Board approved. We initially began working with iiCon Construction and FBT Architects after a competitive vendor selection process. For subcontractor work, we will require that FBT and iiCon Construction obtain quotes from at least 3 vendors for all major services.

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

The total costs for these expenses is currently approximately $162,452 annually. The architects project we will save about 15-18% annually after a major renovation.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The plan is to demolish the existing building due to significant health and safety issues that would cost the same amount to repair as they would to entirely replace the building. Atlas will build a new structure that connects to the existing South King building, as well as add a gymnasium, replace the recess field and expand parking to include a safer, better design pick-up and drop off location. The estimated cost is $20,157,700.17.

Current Grant Request:	$14,110,390.00	**CDE Minimum Match %:**	12
Current Applicant Match:	$6,047,310.00	**Actual Match % Provided:**	30
Current Project Request:	$20,157,700.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$20,157,700.00	We will primarily use funds from our capital reserves to provide the match to this project. We will also apply for grant funding from our established donors and foundation connections.	

Affected Sq Ft:	68,239	**Escalation %:**	9
Affected Pupils:	484	**Construction Contingency %:**	9
Cost Per Sq Ft:	$295.40	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$21.63	**Historical Register?**	No
Hard Costs Per Sq Ft:	$273.77	**Adverse Historical Effect?**	No
Cost Per Pupil:	$41,648	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	141	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	Charter School

If match is financed, explanation of financing terms:

We will not be using financing for this project.

Financial Data (Charter Applicants)

Authorizer Min Match %:	33	**CECFA or financing attempts:**	1
< 10% district bond capacity?	N	**Enrollment as % of district:**	3.88
Authorizer Bond Attempts:	2	**Free Reduced Lunch %** Statewide Avg: 42.17%	92.6
Authorizer MLO Attempts:	0	**% of PPR on Facilities:**	9
Non-BEST Capital Grants:	2	**FY22-23 CSCC Allocation:**	$440,772.74

BEST FY2023-24 GRANT APPLICATION SUMMARIES

3yr Avg OMFAC/Pupil: $2,672.93
Applicants Median: $2,381

Unreserved Fund Bal 20-21: $0.00
Charter Applicant Median: $437,755.50

Who will facility revert to if school ceases to exist?

Atlas has been in solid financial standing since our founding in 2009. In March 2015, Atlas entered the bond market and issued a 30 year bond through BB&T Capital Markets that will mature in 2045. Then, we refinanced our bond to a standard bank loan, which included all facilities, in 2022 to lower our interest rate to 3.81%. This financing method was pursued to ensure Atlas will be an enduring institution that will continue to serve the surrounding community for many years to come. Therefore, Atlas is committed to our community and our physical location indefinitely. However, if Atlas were to relocate, we would sell our current properties. If Atlas were to cease to exist, the properties would serve as collateral on our loan, so they would be liquidated/sold and the proceeds would be distributed to investors. To date, Atlas has adhered to all loan covenants and maintained the financial security to have no concerns about default.

● Campuses Impacted by this Grant Application ●

HANOVER 28 - Prairie Heights ES Addition/Renovation - Prairie Heights ES - 2007

District:	Hanover 28
School Name:	Prairie Heights ES
Address:	7930 INDIAN VILLAGE HEIGHTS
City:	FOUNTAIN
Gross Area (SF):	18,752
Number of Buildings:	5
Replacement Value:	$4,359,598
Condition Budget:	$2,170,127
Total FCI:	0.50
Adequacy Index:	0.23

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$817,736	$432,322	0.53
Equipment and Furnishings	$204,850	$106,651	0.52
Exterior Enclosure	$497,391	$248,057	0.50
Fire Protection	$166,892	$14,526	0.09
HVAC System	$334,940	$365,440	1.09
Interior Construction and Conveyance	$548,936	$305,974	0.56
Plumbing System	$120,298	$52,162	0.43
Site	$913,804	$306,057	0.33
Special Construction	$338,938	$338,936	1.00
Structure	$415,813	$0	0.00
Overall - Total	$4,359,598	$2,170,125	0.50

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: HANOVER 28 **County:** El Paso

Project Title: Prairie Heights ES Addition/Renovation **Applicant Previous BEST Grant(s):** 0

Has this project been previously applied for and not funded? Yes **Total of Previous BEST Awards:** $0.00

If Yes, please explain why: Since the last BEST Grant submittal for MEP upgrades, the district and design team have put together a full master plan to further assess all deficiencies as they relate to health and safety and provide informed solutions to help resolve these issues and provide the best possible educational environment. The scope of this proposal is significantly different than the previous application.

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

Prairie Heights Elementary School was constructed as a new School in 2007, it met all applicable codes for a public school building.

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

Prairie Heights Elementary School is continuously maintained and occupied by students and staff. Capital improvements include: improved fence line, replaced asphalt, lunch room refresh, and updates to the existing security system.

II.A. Project Type:

☐ New School	☐ Roof	☐ Asbestos Abatement	☑ Water Systems
☐ School Replacement	☐ Fire Alarm	☐ Lighting	☑ Facility Sitework
☑ Renovation	☐ Boiler Replacement	☐ Electrical Upgrade	☐ Land Purchase
☑ Addition	☐ HVAC	☑ Energy Savings	☐ Technology
☑ Security	☐ ADA	☐ Window Replacement	☐ Supplemental
☐ CTE:		☐ Other:	

Additional Detail:

II.C. General background information about the district / school:

Hanover School District is a rural district in south central Colorado with a PK-12 student population of 289. Currently, safety/security, facility critical deficiencies, and ongoing operations strategies have been identified to be addressed by this application. Completion of these essential scopes will refurbish the critical infrastructure in this school and create a solid foundation, and a safe and healthy learning environment to enable focus to move to additional district-wide expansions and enhancements to be identified in the demographic and master plan. Our building is structurally sound, but many issues that were postponed due to our decline in State funding over time have now become safety issues for our students, staff, and community. Renovations from this project will address building security, health, safety and, building comfort. In the deficiencies section, you will see that we still have a great building. However, many systems are at their life expectancies and, if left unaddressed, will become serious, ongoing health and safety concerns for all users very soon. The School District is in need of financial assistance to upgrade these systems. We have taken a great pride in the past of maintaining its facilities, however, over the many years of financial recessions from the state of Colorado, we have not had the funding to replace equipment that is beyond useful life and has caused the school to close for multiple days at a time. These declining infrastructures are leading to a disturbance in a the quality educational experience. This is causing continuous increases in maintenance costs and system failures that impact the comfort, internal air quality, and ability to learn and teach. The identified upgrades will bring this facility back to providing a comfortable, safe, healthy, and reliable learning environment.

II.D. Deficiencies associated with this project:

Prairie Heights Elementary School listed in this grant request and the narrative below describes the critical deficiencies of the building and systems evaluations completed over the past year. The deficiencies that are being experienced are a growing

demographic that cannot be accommodated within the existing infrastructure, roof structure failing, water treatment, improper security, failure of mechanical systems, inadequate electrical systems, improper ventilation, and sewage back-ups. These deficiencies and their impacts on the health, safety and well-being of the students, staff, and community will be further evaluated in the following detailed descriptions.

Building Drainage

The elementary school was constructed in 2007 and has a total sq ft of 12,105. The main structure is built of brick and block, and the north wall shows extensive moisture penetration. No structural issues have been noted by the staff or discovered by professional inspections. The roof is original and the membrane appears to be in functional condition, however, drainage system issues are suspected to be causing the moisture penetration in the north wall. The parapet cap on the north wall near the mechanical room is loose and appears to be causing a leak on the north wall as well. Exposure to this moisture from a failure of the roof drainage system can have lasting and severe health and safety impacts. Moistures can lead to molds, and this exposure can lead to symptoms such as a stuffy nose, wheezing, itchy eyes, or skin reactions, aka allergic reactions. Students and staff experiencing these symptoms will not only be impacted in their personal health and well-being, but most likely would have a diminished educational experience.

Building Systems

Heating, ventilation, and air conditioning

The original heating and cooling system, installed in 2007, is still in operation. For the classrooms and gym, the system consists of individual rooftop units equipped with gas heat and mechanical cooling. These heating and cooling systems have also failed during hot and cold seasons resulting in multiple school building closures. Classroom temperatures cannot be maintained at a controlled temperature and become too hot or too cold, students can lose memory ability, lack of energy and loss of focus. All these factors contribute to an unacceptable and unstable environment for learning.

Over the kitchen, there is a make-up air unit with an evaporative cooling section that has failed. Currently, the ventilation is not adjustable. Each rooftop unit brings in a fixed amount of outside air to the spaces regardless of room requirements, resulting in many classroom spaces not receiving adequate ventilation when needed. CO2 levels were observed to go past 2000 PPM in classroom spaces which is over double the recommended level of 800 PPM and below. This high of CO2 exposure levels can cause headaches and fatigue. There is no central control system in place for the school. Each unit is being controlled manually via a thermostat at the wall.

Electrical

Electrical distribution systems throughout the building are also original to the 2007 construction. While the main distribution panel (MDP) and sub-panels are in good shape, the transient voltage surge suppressor (TVSS) is past its end of life and is not operating properly. This results in lack of proper protection of school equipment and circuits and is causing power fluctuations within the building. This disrupts daytime learning curriculum as well as damages electrical devices and causes additional risk within the building. If these systems were to fail, so could the devices that control the septic pump and air ventilation. With systems not operating properly, students can be exposed to raw sewage and poor air quality. There was an LED lighting retrofit performed in 2018. However, at that time no lighting controls were furnished or installed. The building is currently without a functioning PA system. This means that any school-wide announcement must be done manually by walking through the hallways, or not done at all. Without a functioning PA system, there is no way to efficiently and safely alert the entire staff in the occasion of an immediate safety concern requiring a full school lock down. The location of the school in reference to the nearest police response can be anywhere from 30-45 minutes depending on the call load for the county sheriffs office and the installation of proper school lock down communication and infrastructure will increase considerably the safety and welfare of our students and staff.

Windows, doors, & security

Currently the building only has a front door that is not visible to the staff monitoring the entrance. This means that if someone rings the bell to enter, they are not able to watch or assess the individual as they enter. The school has the unfortunate history of guns fired at the school by intruders on school grounds and the school's current entry sequencing lacks modern security features which poses an immediate safety concern for students and staff. The addition of security infrastructure and upgrades to the vestibules to create safe entry sequencing is mandatory in providing the staff control over transactions and guest entry into the building.

Water Quality
The school is being supplied by a municipality that has very poor-quality water. Currently there are extensive filtration systems scattered throughout the facility along with a large water softener in the mechanical room, that pose major water quality concerns for consumption. This has lead to students and staff being required to bring daily water for themselves, possibly leading to an inadequate water supply and could further result in dehydration. Consuming water that is not properly purified can also lead to diseases such as cholera, diarrhea and dysentery, which all can be avoided with proper upgrades to plumbing and water quality control.

Miscellaneous
The septic system has been backing up regularly. The system requires a pump to get to the leach field, which is failing on a regular basis, which then causes the system to back up into the school. The septic system is too small for the current population and has failed this year already. Students missed 4.5 days of school due to septic odor and repair of the septic system and a pump replacement. If exposed to these sewage conditions, students and staff are at risk of intestinal, lung, and other infections. These school closures cause a loss of learning opportunities and overall negative impact to the educational experience. This further impacts families having to accommodate children not being able to go to school, older school-age children also missing school and impacting their learning opportunities while having to stay at home to watch a younger sibling, and the potential to put parents' jobs at risk in some cases.

II.E. Diligence undertaken to determine the deficiencies stated above:

The deficiencies listed in this BEST grant were compiled through an investment grade audit and assessment consisting of a combination of site visits, systems analysis, plan reviews and interviews with staff. A full building walkthrough was conducted by Iconergy Professional Engineers and construction staff to evaluate each and every building system. This included, but was not limited to, opening up and inspecting the roof top units and make up air unit, inspecting the multitude of existing water filtration systems. Teachers and students were observed in their daily routines and in their interaction with the existing infrastructure. Both the principal and facility manager were able to illustrate their personal impacts from the various shortcomings of the building. The deficiencies themselves are outlined in the appropriate section. Upon completion of the site investigation, preliminary and design was completed to assess various energy measures presented in the grant.
Additionally, data loggers were placed to collect environmental conditions over a period of (2) weeks. The data collected includes CO2 levels, temperature, light levels and relative humidity. This provides hard data from the spaces themselves, rather than just speculation or assumptions. This data is shown in the deficiency section. Historical drawings were also collected and reviewed as available.
In addition to a systems analysis, architects from MOA Architecture analyzed the Colorado Department of Education(CDE) requirements of per pupil square footage to determine if suitable educational space is being provided. These guidelines account for health and safety issues, different education models, school sizes and other considerations. Through this investigation, it was determined that the existing educational spaces are undersized per the CDE by +/- 130 square feet each classroom. This analysis lead to the conclusion that the current space is already undersized and doesn't have the capacity for anticipated growth. The Federal Environmental Protection Agency states that portable classrooms can have poor ventilation, inadequate lighting and contain building materials that can release harmful chemicals.

II.F. Proposed solution to address the deficiencies stated above:

Overcrowding
Today, pre-kindergarten, music, art, library/media center, and special education are all held in portable classrooms adjacent to the school. The media center will be provided in the new addition to provide the basic learning tools required for an educational curriculum. The existing school provides a cafeteria that also serves as the school gymnasium. In the current school, the gymnasium also hosts all the cafeteria needs. With the increase in student enrollment numbers, it is essential to provide a dedicated cafeteria resulting in the necessity for a new gymnasium addition.
And finally, the current kitchen and administrative areas were too small at the elementary school for the current needs and were not able to serve additional students. Limited space in the elementary administrative space made it difficult to meet with parents and visitors to the building and did not create a safe, private, and welcoming atmosphere. The small kitchen space made it difficult to serve the number of students in the school. Both were deemed necessary to serve current students as well as future expansions or additional student counts.
Providing new additions would best serve the students of Hanover and best meet the mission of the district to provide safe, dynamic, relevant educational and creative opportunities and experiences for all students and fosters a close-knit culture

where all students succeed, families are welcome, and the community is engaged.
With the history of guns being shot on school grounds, relocating the playground on site was also discussed as a safety concern for students and teachers. The community favored solutions that presented playgrounds at the rear of the building in a more sheltered area at the elementary school out of line of sight from the main road. These more secure areas were seen as more favorable for protecting students safety.

Building Systems
Heating, ventilation, and air conditioning
A new building automation system will be installed in the existing school as well as the new additions to provide energy-efficient control strategies, as well as to enable remote monitoring and troubleshooting capabilities. It will be open source to allow multiple vendors to be able to work on it. It will also be able to communicate with the high school building, allowing for a single front end to control both buildings. Demand-based ventilation will also be added to the roof top units to allow for proper ventilation. This is a benefit to both CO2 levels as well as providing additional air changes, which is helpful for reducing viral load in the spaces. The kitchen make up air unit will be replaced with a like-for-like unit.

Electrical
The TVSS will be replaced to restore proper surge suppression for the entire building.

Windows, doors, & security
As part of the new additions and expansion, a new security vestibule will be included to provide controlled access into the school in a safe and secure sequence.

Water Quality
A new reverse osmosis filtration system designed to handle the needs of the entire building will be installed. This will replace the existing water softener system as well as the individual filter systems currently located at each tap. Since the upgrade of the water treatment system at the school will be a commercial RO system that will replace the existing non-functioning RO system, code issues will not be impacted.

Miscellaneous
A grinder pump will be installed upstream of the septic pump. This will allow for a much more reliable functionality of sewage leaving the building to travel to the designated leach field.

II.G. Due diligence undertaken in defining the stated solution:

The solutions as presented are based on best practices and industry guidelines from IBC, ASHRAE, NFPA, and NEC. Said solutions are also vetted internally with Iconergy Professional Engineering staff with a combined experience of more than 75 years. Improved control of the HVAC system with new building automation system controls will ensure that proper ventilation and temperature control will be provided in each space to provide the best atmosphere possible for productive student learning. While guaranteeing proper ventilation per code, ventilation will be reduced when unoccupied and confirmed via control points to reduce energy cost.
Furthermore, during contractor site visits and interviews conducted to gather quotes on pricing, each contractor was given the opportunity to review the scope and provide comments. This allows for those closest to the materials and technology to add useful insight as well. All cost quotes and construction plans are vetted through Iconergy GC and project management team personnel.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

As stated in the deficiencies section, numerous areas of the buildings are falling short of meeting code requirements for water quality, electrical safety, indoor air quality, thermal comfort and security due to systems that are failing and well beyond their useful life and well behind current technologies. Heating and cooling unit failures are becoming more frequent, and ongoing maintenance and repairs are becoming difficult due to equipment age. The situation worsens each year as the equipment and portable classrooms continues to age.
If the grant request is not awarded, the conditions will continue to deteriorate further and the health and safety concerns described will continue to be of more risk to the students and staff. These educational spaces will continue to be more detrimental to the student's education if unaddressed. The equipment will continue to fail, become more outdated, and more

funds will be expended with no benefit other than a short-term fix that enables the district to limp along for another year or two. These short-term fixed funds will continue to deplete money from the capital budget, and the District will be more challenged to provide the grant match each year when renovations are delayed.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Hanover has applied for a School Security Disbursement Grant from the Colorado Division of Homeland Security and Emergency Management, but the results of the grant award are unknown at this time. Hanover continues to research and look for grant and other funding opportunities, but no additional funding has been secured at the time of the grant submission.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The District has historically maintained its facility and equipment, which is why most of the building systems continue to operate. The District will continue this tradition of operation and maintenance. For the HVAC systems and control replacements, Hanover is dedicated to utilizing a reliable, low-maintenance system that can be updated to extend its life beyond its rated useful life. We utilize life cycle cost analysis to determine which systems provide the overall lowest cost to the district and have selected all equipment and systems accordingly. This provides the most effective use of both B.E.S.T. and Hanover's funds. The equipment and system upgrades will allow Hanover School to continue using its existing school buildings for decades into the future. Equally important to financial resources is Hanover's continued attention to operations and maintenance (O&M). Hanover has been able to maintain its equipment, so the equipment reaches the equipment's rated useful life. This dedicated O&M effort will continue to play a key role in how Hanover can maximize the value of its facility's equipment.
As part of this O&M effort, Hanover allocates approximately $294,000 per year for O&M (in current fiscal year dollars) as shown below:
$85,123 – electricity utilities
$59,200 – propane utilities
$115,675 – O&M third party labor for mechanical/electrical/plumbing (MEP), controls, other facilities support services

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Hanover School District takes an annual approach of budgeting $809 per student per year (district-wide) for the purpose of annual capital outlay and expenditures. We also maintain a district-wide annual maintenance budget of $294,000. It is our hope that the BEST Grant replacement funds will allow for some of these funds to make their way back into the classroom.

III.T. How did you arrive at the estimate for this project?

MOA Architecture, Iconergy and Bryan Construction aided in the process. Bryan Construction looked at historic costs, recent projects costs and spoke with subcontractors. MOA Architecture and Iconergy reviewed Bryan Construction's estimate comparing to recent project costs. MOA Architecture spoke with furniture vendors, owner's reps and personelle from other districts to verify soft costs.

III.U. Who will be overseeing the project, if known at the time of application?

The district intends to hire an owner's representative consultant.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The district intends to go through an interview process for the selection of owner's representative, design team, contractor and major vendors including FFE.

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

Relevant annualized utility costs for this project include electricity and propane totaling $144,233. Annual utility saving from the project measures is calculated to be $5,650. In addition, the district spends $115,000 on O&M, and this project will reduce those costs by $5,250 annually.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

BEST FY2023-24 GRANT APPLICATION SUMMARIES

N/A

Current Grant Request:	$17,970,639.55	**CDE Minimum Match %:**	21
Current Applicant Match:	$4,777,005.45	**Actual Match % Provided:**	21
Current Project Request:	$22,747,645.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$22,747,645.00	Hanover passed a bond in November of 2022.	
Affected Sq Ft:	33,717	**Escalation %:**	5
Affected Pupils:	133	**Construction Contingency %:**	20
Cost Per Sq Ft:	$674.66	**Owner Contingency %:**	10
Soft Costs Per Sq Ft:	$150.52	**Historical Register?**	No
Hard Costs Per Sq Ft:	$524.14	**Adverse Historical Effect?**	No
Cost Per Pupil:	$171,035	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	348	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	265	**Bonded Debt Approved:**	$13,800,000
Assessed Valuation:	$50,043,030	**Year(s) Bond Approved:**	22
Statewide Median: $121,995,375			
PPAV:	$188,842	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$249,689	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$78,224	**Outstanding Bonded Debt:**	$15,925,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	68.50%	**Total Bond Capacity:**	$10,008,606
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	18.75	**Bond Capacity Remaining:**	($5,916,394)
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$2,088.89		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

Mountain Song Community School - K-8 Renovation & Addition - Mountain Song Community School - 1901

District:	Charter School Institute
School Name:	Mountain Song Community School
Address:	2904 W KIOWA ST
City:	Colorado Springs
Gross Area (SF):	32,643
Number of Buildings:	1
Replacement Value:	$10,281,143
Condition Budget:	$4,835,704
Total FCI:	0.47
Adequacy Index:	0.36

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,374,754	$1,152,525	0.84
Equipment and Furnishings	$126,402	$158,003	1.25
Exterior Enclosure	$1,959,964	$361,485	0.18
Fire Protection	$1,360	$284,450	209.09
HVAC System	$2,142,423	$533,561	0.25
Interior Construction and Conveyance	$2,390,896	$1,897,247	0.79
Plumbing System	$454,251	$206,385	0.45
Site	$594,120	$430,500	0.72
Structure	$1,236,972	$95,999	0.08
Overall - Total	$10,281,143	$5,120,155	0.50

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: Mountain Song Community School **County:** El Paso

Project Title: K-8 Renovation & Addition **# of Previous BEST Grant(s):** 0

Has this project been previously applied for and not funded? No **Total Amount of Previous Awards:** $0.00

If Yes, please explain why:

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

The MSCS facility was originally built in 1901, and two wings were added in 1947 and 1952 to the west and east sides of the original 3-level building. This school was purchased in April 2022 by MSCS from Colorado Springs District 11.

MSCS leased this building for the first nine years of its existence. The decision to purchase the building was made after an extensive two-year search for a permanent site. Six alternate sites were identified and seriously studied. All six alternate sites had operated previously as non-school businesses and would have required complete gutting and renovation to function as a school. Thus, after the two-year process of careful vetting, MSCS decided that the building we had operated in since its beginning was the very best option available. It already existed as a school with classrooms and playgrounds. And although deficient in safety and health requirements, we concluded it had the best infrastructure of all the options. Hoping to be able to stay in the building we understand well, we were able to strike an agreement with D11 to purchase it.

The historic 3-level building has high ceilings in its classrooms and wooden floors throughout much of it. It lacks, however, several critical life-safety and health essential requirements.

Without a kitchen and cafeteria, or a safe way to store and transport food, the school has no way of providing essential healthy meals to its students, one-third of whom experience food insecurity. The school has no secure vestibule upon entry, allowing visitors and intruders who enter unimpeded access to all floors of the school. The school is currently unable to provide safe and healthy air quality or even minimal ventilation and air flow to students and staff due to the outdated and failing mechanical system. Further, the only access to any of the 3 floors of classrooms and restrooms are via extensive stairways, leaving injured students and staff no safe way of navigating the school without an elevator. Finally, the higher-than-average percentage of students with disabilities at the school have no safe and secure areas for de-escalation and therapies due to lack of required SPED classroom spaces.

These are the deficiencies we believe the BEST Grant, in addition to our matching resources and supplemental capital grants, can remedy. It will be an exceptional facility when updated with a kitchen, cafeteria, secure vestibule, elevator, new HVAC system, and safe special education classrooms. This facility has performed as a school for 122 years. With the correction of the current safety and health deficiencies, it is the perfect size and location for the current 400 enrolled students at MSCS.

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

MSCS purchased this school facility in April 2022. Since then, MSCS made three capital improvements: 1) a water line was installed to the adjacent farm garden; 2) a shade structure was installed at the garden to provide relief from the relentless sun for all students during their twice-a-week classes in the garden; and 3) a temporary bridging solution was installed to extend the life of the failing HVAC Building Automated System (BAS) controls, a tenuous solution that has been repaired multiple times in the past 6 months.

Prior to purchasing the school, MSCS leased the building from Colorado Springs District 11. MSCS was forbidden to make improvements to the school while under lease. During this time, D11 conducted routine maintenance of the school building systems only. No improvements have been made to this school by D11 since 2010 other than a partial upgrade of classroom door hardware. An extensive review of D11record drawings, reports and assessments for this school was conducted by MSCS and the BEST design and construction team in order to understand the history of capital improvements made by D11.

II.A. Project Type:

BEST FY2023-24 GRANT APPLICATION SUMMARIES

☐ New School	☐ Roof	☑ Asbestos Abatement	☐ Water Systems
☐ School Replacement	☑ Fire Alarm	☐ Lighting	☑ Facility Sitework
☑ Renovation	☑ Boiler Replacement	☐ Electrical Upgrade	☐ Land Purchase
☑ Addition	☑ HVAC	☐ Energy Savings	☐ Technology
☑ Security	☑ ADA	☐ Window Replacement	☐ Supplemental
☐ CTE:		☐ Other:	

Additional Detail:

II.C. General background information about the district / school:

Mountain Song Community School (MSCS) is a Waldorf-inspired school authorized by CSI and a member of the Alliance for Public Waldorf Education. At MSCS, we value experiential, multi-sensory learning as an effective way to provide a rigorous and innovative academic foundation while nurturing students' heads, hearts, and hands. Our approach is arts-infused and developmentally appropriate, with a strong emphasis on connection to the natural world.

Our aim is to bring forth healthy, confident, free-thinking, self-directed children who are passionately engaged with their education and empowered to contribute positively to the world. The school's model is aligned with trauma-informed education. Based on its unique approach, it is one of only 7 schools in the state awarded a CDE K-5 Social-Emotional Health Pilot Program Grant.

Our distinct holistic model honors multiple learning styles, and MSCS attracts a broad diversity of students. This includes a higher-than-average number of students with special needs: 14% of our population are students with disabilities, compared to 11% statewide. Our special education program is recognized for its exemplary work. Lauren Artino, special education coordinator, was the Colorado Charter Educator of the Year in 2019.

As a state-authorized CSI school having no access to local mill levy funds, MSCS receives nearly $2,000 less per pupil than its neighboring D11 schools.

Founded in 2013, MSCS leased its historic school building from D11 for the first 9 years of its existence before striking an agreement to purchase it in April 2022. While the school was minimally maintained by D11, the district did not invest in updates, leaving the facility with outdated systems and significant life-safety and health deficiencies.

MSCS is deeply dedicated to providing and maintaining a safe environment for its students, staff, and families in this facility that has been a cherished Colorado Springs neighborhood school for well over a century.

II.D. Deficiencies associated with this project:

All deficiencies A-F detailed below are Statutory Priority 1 as identified by CCR303-3, 6.2.

A: No Elevator
The only way to navigate the three levels of MSCS is via an extensive network of stairs. The main entry opens to a small landing leading up to the first floor and down to the basement. With no elevator, injured students and staff have no safe way of navigating the school, and individuals requiring barrier-free access are prohibited from entry.

Recent examples include one student who broke a hip, another who broke an ankle, and several who sprained ankles. Injured students unable to navigate stairs are carried by their parents for the duration of the school day. It is exceedingly difficult to carry larger middle school students. Lack of an elevator presents a significant health and safety risk to both student and parent.

A teacher broke her ankle this year, and another required back surgery. Both were forced to request medical leave due to being medically restricted from navigating stairs. Injured staff members must also be physically transported by others or request medical leave. (Slide 2)

Lack of an elevator also prevents the ability to receive and distribute healthy meals to classrooms on three levels for 400 students. Staff risk injury when they carry heavy containers up multiple levels of stairs each day. As such, the 32% free and reduced lunch population at MSCS remains in a condition of food insecurity.

The lack of an elevator presents a clear Priority 1 safety hazard and health concern

B: No Secure Vestibule and Security Concerns
Brad Stiles, Emergency Response Outreach Consultant from the Colorado School Safety Response Center, identified four significant Priority 1 Safety and Security risks at MSCS.

1) The MSCS main entry has no means to control visitors once they enter the school. There is no clear line of sight between Administration and the main entry.

The receptionist, who unlocks the entry door via a remote digital doorbell, is located a half-story level above and 50 feet from the entry, around a corner, with no way to control or deter visitors who enter and absolutely no line of sight. The current main entry cannot accommodate a secure vestibule or a receptionist station. Thus, any intruder can freely access the entire school via the entry stairs to the basement or to level one. (Slide 3)

At this urban neighborhood school, frequent incidents of unwelcome intruders on campus with inappropriate behaviors require contacting police (sexual predators, indecent exposure, child abduction, a recent intruder carrying a hatchet, belligerent parents).

2) MSCS lacks door hardware control and a panic button to initiate a lock-down at all exterior doors. Currently, exterior doors are locked; however, they can be opened from the exterior by key or opened from inside without alarm detection. There is no ability to meet the real and necessary safety of an Emergency Operation Plan lock-down.

3) MSCS lacks an intercom to communicate a warning of impending harm to all parts of the school and grounds. MSCS and first responders lack the ability to broadcast direction to MSCS occupants before, during and after an incident.

4) MSCS security analog cameras are outdated, unreliable, and fail to provide surveillance to critical parts of the school. MSCS staff and first responders are unable to track the location and activities of intruders.

These security deficiencies identified by the Homeland Security Assessment, place MSCS at significant health and life safety security risk from intruders who intend harm.

C: No Kitchen and No Cafeteria
This historic D11 school building lacks both a kitchen and a cafeteria - a Priority 1 Health Concern. There is simply no way to serve meals to our students. The lack of any kitchen facility prevents MSCS from participating in the National School Lunch Program. Last year, the Executive Director extensively explored working with a vendor to deliver cold lunches, yet MSCS was ultimately unable to participate as it cannot meet the basic food safety requirements per Health Department regulation 6 CCR 1010-6. Section 6.11-B that “food shall be transported, stored, and served in a manner to prevent contamination, time and temperature abuse or adulteration.” Without a kitchen, MSCS has no means to receive, store and serve prepared meals and maintain food safety.

MSCS has a 32% free and reduced lunch (FRL) population. FRL students live 103-185% below the national poverty level. For many FRL students, the National Lunch Program provides the only meals and nutrition for the day.

Food insecurity at MSCS is very real. Without a cafeteria, students eat food brought from home in their classrooms while closely supervised. This year, hair loss was observed in one student struggling to meet nutritional needs. Staff and parents currently donate nonperishable and individually wrapped foods to a food pantry. Unfortunately, applesauce and “yogurt in a tube” do not meet the nutritional requirements set forth in by the National School Lunch Program. (Slide 6)

Adequate nutrition for healthy physical and mental development of students is critically important. Food insecurity is associated with adverse health and developmental outcomes in U.S. children (Journal of Nutrition, American Society of Nutrition). Colorado voters recently approved the Healthy Meals for All Program, recognizing the basic human need for nutrition essential to the physical development and psychological health of all Colorado school children. Without a kitchen and cafeteria, however, MSCS will continue to be unable to provide healthy meals to its students, including its food insecure.

D: Lack of Required SPED Classrooms

Due to our distinct educational model, MSCS attracts a higher-than-average percentage of students with special needs. 14% of our population are students with disabilities, compared to an 11% average statewide. Yet MSCS is unable to provide safe, secure, and sanitary classroom, therapy, and toileting areas for our students with disabilities, all Priority 1 safety and health concerns.

MSCS lacks five essential SPED classrooms: De-escalation Calming room, English/Reading, Testing, Reading/Math Intervention, and Life Skills. Thus, SPED classes are combined or are held in the basement corridor. The lack of required classrooms is not due to overcrowding; rather it is an issue of lack of required SPED classrooms.

Lack of mental health and therapy rooms also present significant life-safety concerns. Currently, the school counselor must conduct small group interventions in the basement corridor. Occupational Therapy assessments are conducted in the basement corridor due to lack of a Life Skills classroom. This regular assembly of students in the hallway obstructs emergency egress and presents a life-safety concern. (Slides 8 and 9)

Most concerning is the lack of a De-escalation Calming Room for students who are in crisis in a highly agitated state and require a room with soft surfaces and free of objects that can cause harm. Although a trauma-informed approach is emphasized at MSCS, the aggressive behaviors manifesting in students coming to MSCS severely disrupt the learning environment and threaten the safety of other students as well as themselves.

The current Sensory Classroom is shared with De-escalation. Aggressive students frequently throw objects, and often experience abrasions and bruises from their outbursts. Staff are consistently bruised and harmed by thrown objects - a staff member received a contusion and black eye when a metal stapler was thrown at her head.

SPED Coordinator: “We have many students throughout the day who use our sensory room as a place to take a break and regulate. Last week, there were two times when we had to ask the students in there to leave and find a different space because a child in crisis needed a place to de-escalate. Both times, the sensory room was torn apart by the child in crisis…toys and equipment thrown all over, instructional materials ripped from the wall, etc. Adults had objects thrown at them and the adults had to help the child down off of furniture when he was trying to climb on top of things. We require a space in the building dedicated to being a calming room, a de-escalation room,…with only soft seating, a weighted blanket, dim lightning, etc.”

SPED Coordinator: “During state testing last school year, there were multiple days I had to proctor a test to a student one-on-one in a small closet office without windows on the doors. I chose to close the doors for privacy and quiet during testing, but I realize now that left me very vulnerable to accusations of misconduct, a criminal offense, and I would not be able to defend myself.” In 2022, a SPED therapist was accused of misconduct under these exact circumstances. The current lack of proper SPED spaces puts both staff and students at physical, emotional, and legal risk.

For our students with disabilities who need assistance with toileting, there is currently no ADA unisex toilet room to accommodate their needs, another Priority 1 health concern. SPED students use a very small clinic toilet room (3’-8” deep x 5’-2” wide) too small to accommodate an aid required to assist for sanitation. These students are not provided the dignity or accommodation required by the Colorado Health Department, regulation 6.77-A “where diapering or bowel/bladder hygiene care is necessary, a separate changing area with privacy shall be available with a cleanable impervious surface large enough to accommodate the individual in care.” (Slide 9)

E: HVAC System at End of Life and Fails to Provide Ventilation and Heat
Recent building assessments confirm the significant Priority 1 health and safety deficiency of students and staff not being provided essential air quality due to the lack of ventilation and air flow of the outdated HVAC system. Assessments conducted in 2022 by both the State and an independent contractor identify essential components of the HVAC system that are at the end or past their useful life. The 2022 HVAC assessment by Ballard Group Engineering reports, "The overall condition of the facility air distribution is poor and the unit ventilators that serve the classrooms are over 20 years old and past their expected life span…Existing air distribution, heating system, limited cooling system and temperature controls systems are all nearing the end or have surpassed the expected life and should be replaced…."

The HVAC system requires frequent service repair due to failure and ongoing leaks. The current HVAC system is not equipped with CO2 sensors; many spaces remain without or under-served with ventilation and heat; frequent leaks give rise to mold and decomposition; and exhaust to the toilet rooms is inoperable. (Slide 11)

The existing HVAC controls are inoperable and require replacement. A temporary and tenuous bridging solution has been put in place to provide minimal control of HVAC equipment and temperature set points. The mechanical engineer expressed specific concern regarding operation of air dampers and boiler staging controls. These components are critical for air quality and to maintain temperature in the school during cold weather to avoid freezing pipes and extensive building damage.

The mechanical engineer noted HEPA filters and box fans / portable cooling units in classrooms due to poor air quality. Closets and hallways (7) used as offices or instructional spaces have absolutely no ventilation. The Gymnasium fails to meet code-required ventilation. The attic toilet room exhaust fans are disconnected/inoperable. MSCS staff confirm these rooms have very poor air quality.

F: South Exterior Steel Stair is Structurally Unsound
The south exterior exit stair is a safety and security hazard. It has been identified as structurally unsound by a structural engineer and is not compliant with IBC requirements. Despite chains, orange cones and signage, students climb this stair and are at risk for lethal injury from a fall from the height of 24'-6". (Slide 4)

II.E. Diligence undertaken to determine the deficiencies stated above:

The investigation and due diligence to identify critical deficiencies and to develop this project draws on the professional skills of a licensed architect and two contractor teams - The Neenan Company and Reliant Construction. The Neenan Company and subcontractor team provided a facility assessment in 2022 which included through analysis of mechanical, electrical, plumbing (underground camera verification of plumbing lines), fire protection and roofing systems (drone imaging provided). The Neenan Company, a design-build team, provided a code analysis and ADA accessibility analysis of existing conditions and the proposed solutions utilizing the 2021 International Building Code (IBC) and the 2021 International Building Code for Existing Buildings (IEBC).

Additional in-depth engineering assessment was contracted from The Ballard Group who evaluated existing HVAC and plumbing systems and provided recommendations for new HVAC system to meet High Performance Certification Program (HPCP) for the replacement HVAC system and HVAC system for the addition. A structural engineer from Corbel Engineering provided a structural assessment of the school and reviewed the proposed solution.

Existing facility information was reviewed including all past building improvements, assessments and reports maintained by District 11 over the history of the building. The 2022 CDE Facility Assessment for this school and CCAB Public School Capital Construction Guidelines have been reviewed.

Consultation with subject matter experts include a security building and site walk with Brad Stiles, Emergency Response Outreach Consultant, of the Colorado School Safety Resource Center. Brad issued a Homeland Security Assessment for K-12 schools and a summary letter of observations. Additional safety and security concerns are detailed in the BEST Safety Questionnaire, including an extensive account of security incidents over the past five years at MSCS.

Meredith Lockwood MPH, Lead Environmental Health Specialist, Environmental Health Division, El Paso County Public Health was consulted concerning requirements for the safe handling, transportation and distribution of food for school lunch. Lauren

Artino (formerly Martinez), Special Education Coordinator, Mountain Song Community School and 2019 Education of the Year, was consulted to understand deficiencies in MSCS SPED classrooms and offices.

Multiple meetings were conducted with both contractors, subcontractors and vendors to verify code compliance, project scope and comprehensive competitive pricing. The extensive due diligence provided by this range of licensed professionals has resulted in a reliable solution to support the overall health and safety of our student body and staff, ensuring that this proposed solution is comprehensive, effective, and has utilized a competitive process to determine project budget costs.

II.F. Proposed solution to address the deficiencies stated above:

The solutions described below have been vetted against multiple alternatives to solve each deficiency. They were chosen as they were the least disruptive, most efficient, and most effective solutions. Although described discretely to address each deficiency, they tie together in an integrated plan.

Solution A: Install Elevator

The proposed solution to correct the Priority 1 health and life-safety concern of operating a school with three floor levels without an elevator is to add an elevator to the existing school. There is a single interior location for the elevator that will provide access to all the three school levels without compromising school safety or the historic integrity of the school. MSCS evaluated adding a lift in lieu of an elevator to limit costs. However, the vertical separation between the lower level and level two (24'-6") exceeds the vertical travel distance capabilities of a lift. (See Slide 5 for elevator location.)

This solution also preserves the historic integrity of this 1901 school. Location of an exterior elevator at the current entry would compromise the historic façade of the original school. Consultation with the general contractor supporting this proposal indicates that, while adding an elevator to the interior of the existing building is challenging, it is more cost-effective to add the elevator to the interior of the building than to construct a new exterior elevator enclosure and new entry lobby.

Solution B: Install Secure Vestibule and Security Improvements

Solution B addresses the top four security and safety concerns identified by Brad Stiles in the Homeland Security Assessment for K-12 Schools for MSCS. The MSCS team pursued several follow-up discussions with Mr. Stiles to confirm that the proposed security and safety solution is comprehensive and effective.

1) Install a Secure Vestibule with a Clear Line of Sight from Administration

The current Main Entry to the historic 1901 building is flanked by stairs on all sides and is not ADA accessible. Three exterior stair steps lead up to the entry, and eight stair steps must be navigated immediately upon entry – either up to level one or down to the basement level (Slide 3). Due to the small landing, there is no feasible or cost-effective way for the current Main Entry to have a secure vestibule installed or to provide a line of sight from Administration. Therefore, relocating the Main Entry is the most practical and cost-effective option to correct these deficiencies.

The best solution to relocate the Main Entry is to utilize a nearby existing, accessible exterior door at ground level for the new entry. The single door will be replaced with double doors and new main entry signage. This location also has space to install an adjacent secure vestibule, and Administration can be relocated adjacent to the vestibule for line-of-site.

In addition, an elevator can be installed adjacent to this entry to provide ADA access throughout the school. This is, in fact, the only location for an elevator to be installed that provides access to all 3 levels of the school and ground level. For this reason, the design solution relocates Administration adjacent to this new entry. This is relatively easy to accomplish by switching locations of the south-facing Kindergarten classroom and Administration. (Slide 5)

The relocation of the Administration offices so that they are adjacent to the accessible entry and elevator allows the construction of a secure vestibule with direct line of sight between the admin receptionist and the secure vestibule. This also creates an opportunity to install an ADA unisex toilet room to serve SPED students who require assistance with toileting. This solution leverages the minimal amount of renovation, utilizes an existing accessible ground level entry as the new main entry,

provides a much-needed ADA compliant unisex toilet room, and corrects the lack of a secure vestibule and direct line-of-sight needed by Administration.

Installing a secure vestibule adjacent to Administration to create a clear line of sight is essential to evaluate any impending threat to student and staff safety. It is critical for the receptionist to view visitor body language, behavior, and any packages prior to granting entry. Visitor identification can be screened using the Raptor system, alerting staff to any historic security concerns. Color coded badges will be issued and collected upon exit for an accurate accounting of any visitors in the school. These security measures alert administration to potential threats and provide the control of isolating the threat before it becomes an incident, protecting the safety of students and staff.

2) Provide Lock-down Capabilities and a Panic Button at Administration

The installation of lock down door hardware and a panic button at Administration will allow MSCS to initiate a school wide lock down. The entry vestibule and all exterior doors are thereby secure from any intruder until first responders can arrive. Exterior doors can be alarmed with local door movement signals alerting staff to unapproved exiting via panic hardware.

3) Install a School Intercom

Install of a school intercom provides a means of communication to all parts of the school and exterior grounds. MSCS staff and first responders can provide security warnings and direction for actions to take before, during, and after a security incident or emergency.

4) Update Security Cameras

Current analog security cameras are outdated and unreliable, and thus critical areas of concern are not monitored. Updated security cameras can be used by staff and first responders to track the location and activities of intruders. Video footage can provide a record of an incident for law enforcement and can be used for forensic learning and evaluation of best practices.

These safety improvements will increase the daily safety of students and staff. The practice of security drills and ongoing refinement of the EOP will increase awareness of best practice response in the case of an incident or emergency. Communication and surveillance technology will provide critical information to first responders and allow students and staff to take recommended action to protect themselves in the event of a threat.

Solution C: Construct Kitchen and Cafeteria

As there are no spaces in the existing school to accommodate a kitchen or cafeteria, a small (8,100 sf) two-story addition has been proposed on the north side of the 1952 classroom wing. This addition provides a kitchen accessible from Bijou Street for food deliveries and trash collection.

The kitchen addition allows MSCS to correct the Priority 1 health concern of food insecurity experienced by at least 32% of the student population. With a kitchen, MSCS can participate in the National School Lunch program and Colorado's new Healthy Meals for All Program – providing nutritious hot lunches and breakfast. The cafeteria, also on ground level, seats 100 students and provides direct access to the adjacent playground and an outdoor eating area. The cafeteria size is appropriate for the MSCS student population, which is limited to the current 400 student enrollment. Additional expansion on this school site is not possible without purchase of adjacent properties for development. Two exit stairs serve the addition. (Slide 7)

In November of 2022, Colorado voters recognized the essential role of nutrition in schools, especially serving at-risk families, by approving the full funding of the National School Lunch Program. MSCS is requesting the provision of basic school spaces – a kitchen and cafeteria – to provide an equitable solution to correct this critical deficiency.

The solution of the cafeteria/kitchen addition also improves site safety by restricting vehicle access onto school grounds. The cafeteria/kitchen addition includes a new curb cut on Bijou Street to accommodate kitchen food deliveries and all trash

collection. The new curb cut necessitates the infill of the existing curb cut on Bijou Street, an ongoing source of non-permitted vehicles that drive onto school grounds and across the asphalt play area heavily used by students. The new kitchen service yard also relocates trash dumpsters to a controlled perimeter location inaccessible to students. (Slide 15)

Solution D: Construct Required SPED Classrooms

MSCS has seen a 15% increase of identified students with disabilities in SY2022-23 over the previous year. This increase is due to several factors: 1) the general increase of stress and trauma in children today; 2) parents looking for an appropriate school for their children who have not succeeded at other traditional schools; and 3) the reputation MSCS has earned for positively meeting the needs of exceptional children, as evidenced by local pediatricians recommending our school for children with learning differences.

The second level of the kitchen/cafeteria addition provides critical SPED classrooms required for the health and safety of SPED students and SPED staff. These SPED classrooms include dedicated small group classrooms for SPED Reading/English and Math, which are currently combined in a single classroom in the existing school. Dedicated offices for OT/PT, Speech, Counselor and Psychologist will have proper ventilation and doors with windows to provide acoustic privacy and visual security. A Speech office will also serve as a Testing room. A Life Skills classroom will eliminate the need for students to utilize the basement hallway for group instruction and Movement Agility assessments. Most importantly, a De-escalation Calming room can be created at the lower level to provide a safe and secure classroom space for dysregulated and aggressive students. (Slide 10)

The solution includes a connecting corridor between the existing second level and the addition, made ADA-accessible by the new elevator.

Solution E: Replace HVAC Systems with High-Performing Energy Efficient Equipment

The entire HVAC system must be replaced because it is at the end of its useful life and presents a Priority 1 health concern as it fails to provide adequate ventilation and air quality to the educational spaces and is at risk for systemic failure. The existing unit ventilators that serve each classroom will be replaced by energy efficient, modern unit ventilators, providing heating and cooling. This 1:1 unit ventilator replacement is the most economical HVAC solution and requires the least modification to the classrooms. After extensive dialog with the mechanical sub-contractor, increasing the chiller size was determined to be much more cost effective than providing cooling at each new unit ventilator.

Currently, there are seven closets and hallways used as offices and instruction spaces, which do not have ventilation. These spaces will be provided with heat and ventilation.

The replacement HVAC system includes new Building Automated System (BAS) controls as the current BAS controls are completely outdated, unreliable and enabled only by a temporary solution which has failed three times in the past six months.

The High-Performance Certification Program requirements will be met for the addition. The HVAC replacement within the historic school will be optimized to the extent possible in the existing building. The US-CHPS standards are planned to be utilized to meet HPCP.

Solution F: Structural Concern – Remove South Exterior Steel Exit Stair

The most cost effective and efficient solution to correct the structurally compromised south steel exist stair is to remove the stair and patch the masonry as needed. The second level door to this stair will be infilled by a new fixed window. This stair is not required for exiting. The removal of the south stair will remove the risk of students climbing and falling from the stair, remove an obstacle to maintain clear lines of sight at the new school entry and eliminate the security risk of an intruder entering the school at the second level – access provided by the stair.

II.G. Due diligence undertaken in defining the stated solution:

MSCS hired M Fisher Collaborative Works as Owner's Representative / Licensed Architect, as well as Neenan Archistruction to

investigate and identify Priority 1 deficiencies, evaluate possible corrections, propose cost-effective and sustainable solutions, and provide a competitive grounded budget for the scope of work necessary to address the MSCS deficiencies. The solution meets all current IBC 2021 code requirements, engineering recommendations, and ADA requirements.

A pre-application meeting was completed with Colorado Division of Fire Protection and Control to review and understand any IBC Code issues associated with existing building and proposed BEST solutions. All anticipated code concerns have been addressed in the Solutions.

A pre-application meeting was completed with Colorado Springs Planning and Community Development, Land Use Review Division, to understand any city planning requirements and fees. City engineers with Traffic and Storm Water were consulted. A Development Plan - Major Amendment will be required. City fees were identified and have been included in the budget, and the timeline for the Development review is included in the project schedule. There are no apparent planning concerns or fees that will impede this project.

The original MSCS facility was constructed in 1901 and two additions are over 70 years old. History of Colorado was contacted in October 2022 to determine if it is of Historic Significance. Photos of the existing school and floor plans were provided for evaluation. No historical assessment has been offered as of the time of this grant application. The design team has been very careful to preserve and improve the 1901 original school by proposing the removal of the exterior front stair. This stair obstructs the historic front elevation and presents safety and security concerns. The proposed addition (Solution) is located at the back of the school, a natural extension of the 1952 classroom wing, matching the existing building in massing, exterior materials, and fenestration. Design concerns are not anticipated from History Colorado.

Extensive design meetings were held with MSCS leadership, staff, and families to confirm the solutions that address the critical health, safety, and security deficiencies at MSCS. A Master Plan was completed to confirm that the solution is aligned with the short- and long-term development plans for MSCS. Site plan analysis confirms operational logistics are improved with the relocation of the main entry and site safety is improved with the in-fill of the existing Bijou curb cut. (Slide 15) The Master Plan land use analysis confirms the efficiency locating the small addition (Solution) at the rear of the existing school and minimizing the impact to the current recreational area. The updated survey confirms the addition location is well served by site utilities.

Technical investigations also include a 2022 Geotechnical report to evaluate soil conditions for the proposed addition foundation design. An updated survey was procured to identify site drainage patterns, setbacks, utility service locations, and underground vaults and the new Bijou Street curb cut location.

Lead paint testing has been conducted and pricing for mitigation has been procured. The AHERA report and past Environmental testing reports were reviewed. Additional testing for asbestos in material potentially disturbed by the proposed BEST Solutions was performed, and abatement costs were procured from two abatement contractors.

Multiple coordination meetings were conducted with two general contractors, subcontractors and vendors to verify code compliance, project scope and comprehensive competitive pricing. The extensive due diligence provided by this range of licensed professionals has resulted in a reliable solution to support the overall health and safety of our student body and staff, ensuring that this proposed solution is comprehensive, sustainable, and effective.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

A: With no elevator, the high risk of injured staff, students and parents/caregivers navigating three levels of stairs school will only get worse. The school's rising percentage of students with disabilities means it is at increasing risk of injuries requiring accommodation. Injured or medically recovering staff members will continue to be forced to request medical leave. Install of an elevator is not feasible without BEST funding.

B: The lack of a secure vestibule and direct line of sight to prevent intruders accessing the entire school presents a severe breach in basic school safety and security. The tragic increase in school threats and shootings coupled with the increase in violent crime in Colorado Springs means this threat is real and urgent. Threat Assessments conducted by school officials confirm that violent threats and accessibility to weapons has increased in the last 5 years.

In this urban neighborhood, frequent incidents of unwelcome intruders on campus with inappropriate and threatening behaviors require contacting police (see Deficiencies). Belligerent parents have ignored the front office check-in requirement. The current need for the receptionist to use remote door access and a doorbell video instead of the proven means of judging a threat through a secure vestibule leaves the school extremely vulnerable to violent intruders. The lack of a panic button and the inability to initiate a lock down at all exterior doors further amplify the vulnerability at MSCS. Current analog cameras are unreliable, and critical areas are without video surveillance. During a security threat, essential surveillance information remains unavailable to staff and first responders. The current school-wide intercom is inadequate to alert all occupants of impending danger and to provide direction during a security incident. Without a BEST grant, the school will remain unsafe and vulnerable to violent threats.

C: The lack of a kitchen and cafeteria leaves MSCS incapable of providing the critical nutritional requirements for the 32% of students who are food insecure at MSCS. Ongoing food insecurity affects the health of children through psychologic mechanisms involving increased worry, depression, and feelings of deprivation as well as through biological mechanisms involving reduced food intake, lower food quality, and micronutrient deficiencies (American Society for Nutrition, Journal of Nutrition). Construction of a modest kitchen and cafeteria is only viable with a BEST grant.

D: The percentage of students with disabilities at MSCS is only increasing, escalating the health and safety risks to students and staff due to lack of required SPED classrooms and offices. The dramatic increase in mental health disturbances in children and teens results in the unavoidable need to frequently de-escalate SPED students. Without the space for this critical activity, injuries and disruptions to education will only continue to increase. The violation of privacy for counseling and therapy risks student protection and safety every day. Adding required SPED classrooms simply cannot be achieved without the proposed addition and a BEST grant.

E: The current HVAC is at the end of its useful life, performs poorly, and requires extensive service calls to maintain operation. Healthy air quality is seriously impaired at MSCS and will continue if not corrected. The temporary bridging solution for BAS controls fails frequently, is tenuous, and will eventually become completely unresponsive, leaving the school at risk of frozen pipes, flooding, and significant damage. The replacement of the outdated HVAC system cannot be achieved without the funding of the BEST grant.

F: The south exterior exit stair, identified as structurally unsound, presents a significant fall (24’-6”) and security risk. Students routinely climb and hang from the stair, despite staff preventative efforts. The removal of this stair cannot be achieved without the funding of the BEST grant.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Outside of the BEST grant, MSCS has applied to four capital construction grants: Colorado Gates Family Foundation Grant to supplement the cost of food service equipment in the BEST grant (pending), the Chapman Foundation (pending), Emeril Foundation for Culinary Garden and Teaching Kitchen (pending), Hershey Foundation (pending), and the Lowes Hero Campaign – Capital Construction which was awarded summer of 2022.

Competitive programming grants (non-capital construction grants) include the CDE Educator Workforce Grant and the CDE K-5 Social-Emotional Grant. These grants provide funding for salaries, student services, and curriculum programming.

MSCS has established many community partnerships to support curriculum programming, student enrichment and services. Community partnerships include Colorado Springs District 49 for consulting on safety and security; Catamount Institute for the Youth Environmental Stewards (YES) Club; Give! in Pikes Peak area - the only school accepted for the last 2 years; and King Soopers, Amazon Smile and Skate City support our school.
Community Partners that support the MSCS Agricultural Arts Program and school garden/farm include Buckley’s Homestead Supply, a local homesteading store that provides animal feed; Flying Pig Farm, a local farm based in Manitou Springs that provides opportunities and consultations; Food to Power, a local nonprofit with a mission "to cultivate a healthy, equitable food system in the greater Colorado Springs community" that provides guest speakers and farm visits for students (also one of

the main sponsors of free lunch for all CO students bill that was voted into law last year); MycoSprings, a local fungi business that donated supplies and helped us build a mushroom garden bed in fall '22; One World One Water Center, a collaboration between Metropolitan State University of Denver and Denver Botanic Gardens that helped sponsor our 6th grade water video for the United Nations Water Conference in Fall 2022; Colorado College, who provided two interns last summer. Also included are Pikes Peak Permaculture, Rick's Garden Center, and Wright Water Engineers.
Fundraising support is provided by 1st Bank, Why Wait Stories, Anna's Apothecary, G&G Consulting, Blue Raven Solar, SparksWillson, PC, and Make Philanthropy Work, as well as numerous individuals.
MSCS is a member of and receives fundraising support from the Alliance for Public Waldorf Education, Colorado League of Charter Schools, and the Colorado Charter School Institute.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

All new work installed will be warranted for two years under the general contractor 2-year warrantee guarantee that ensures equipment, materials and installation is free of defect. Any warrantee issue will be promptly corrected by the GC and their sub-contractor team. At the start of turn-over to MSCS, service contracts will be established to ensure proper maintenance of the new HVAC system and kitchen equipment, including annual preventative maintenance performance inspections. The new roof at the addition will have a 20-year warrantee.

The High-Performance Certification Program will provide extensive energy modeling and commissioning of building systems so the MSCS Building Manager will be well positioned to understand the building system components, operation performance expectations, and required maintenance.

MSCS employs an experienced Building Manager with extensive construction management experience. The Building Manager, Ms. Lynn, will actively participate in the competitive selection of the Architect/Engineering team, Contractor and Owner's Representative. Ms. Lynn will also provide oversight during the design process, construction and owner training/turn-over of the project to MSCS. Ms. Lynn will administer service contracts, prepare the ongoing maintenance plan for the MSCS facility, and manage the new security equipment and intercom. The current Deferred Maintenance Plan is included in the Master Plan and has been established to maintain and optimize the lifespan of the BEST improvements and the MSCS facility.

Ms. Lynn supervises a full time, on-site Facility Manager in addition to contracted custodial staff. The MSCS Building Manager, the Facility Manager and staff will be monitoring the newly installed building systems and new addition during weekly inspection walks. Weekly inspections will assess the work performed by the custodial team, identify and provide timely repair for any damage to equipment or finishes, and monitor high performance energy-efficiency commission goals against actual energy consumption and utility cost projections. Ms. Lynn and her team are committed to positively impact the health and safety of MSCS occupants.

By leveraging the MSCS Maintenance Plan, BEST Facility Assessments, and HPCP commissioning, MSCS can forecast capital repairs and budget the Capital Renewal funds to ensure the replacement of the project improvements at the end of their useful life.

A MSCS Capital Renewal Budget has been established, and MSCS is committed to make annual contributions to a capital renewal reserve for the specific purpose of replacing major school facility systems with projected life cycles. MSCS is committing the contribution of 1.5% of PPR annually for the purpose of maintaining this fund. The current FY2022-23 budget reflects a dedication of 2.1% of PPR which includes funding for Capital Outlay and Land and Improvements.

A grant to the Colorado Gates Family Foundation has been submitted to supplement the cost of the kitchen equipment. If awarded, MSCS plans to include this funding as part of the MSCS match dollars, thereby freeing CECFA bond dollars to be dedicated to the Capital Renewal Budget.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

MSCS procured CECFA bond funding for the purchase of their current school facility at 2904 West Kiowa Street, in April of 2022. Prior to purchase, MSCS leased this school from Colorado Springs School District 11 for a period of nine years. During the lease period, MSCS was not permitted to make any improvements to the school. D11 provided maintenance and repair to the building systems and grounds.

A portion of the CECFA funding is intended for needed facility repairs and will be used to provide the required BEST matching funds.

A MSCS Capital Renewal Budget has been established, and MSCS is committed to make annual contributions to a capital renewal reserve for the specific purpose of replacing major school facility systems with projected life cycles. MSCS is committing the contribution of 1.5% of PPR annually for the purpose of maintaining this fund. The current FY2022-23 budget reflects a dedication of 2.1% of PPR, which includes funding for Capital Outlay and Land Improvements. MSCS contracts with G&G Consulting for accounting and fiscal long-range planning, including MSCS debt service.

In 2022 MSCS has applied for several capital construction grants to supplement improvements to the MSCS facility and grounds. These pending capital construction grants include Chapman Foundation, Emeril Foundation for Culinary Garden and Teaching Kitchen, Hershey Foundation, and the Lowes Hero Campaign which was awarded in the awarded summer 2022.

In addition, a grant to the Colorado Gates Family Foundation has been submitted to supplement the cost of the kitchen equipment for this BEST grant. If awarded, MSCS plans to include this funding as part of the MSCS BEST match dollars, thereby freeing CECFA bond dollars to be dedicated to the Capital Renewal Budget.

III.T. How did you arrive at the estimate for this project?

MSCS worked closely with two design-build general contractors, Neenan Archistruction, and Reliant Construction, and their primary subcontractors (mechanical, plumbing, electrical, steel, masonry, earthwork and architect/engineering team) to provide the competitively priced BEST Detailed Project Budget. The school facility was visited by both general contractors and subcontractors. Multiple coordination meetings occurred in the six months preceding the grant submittal. Neenan and subcontractors provided the 2022 Facility Assessment for MSCS.

The general contractors provided costs for general conditions, insurance and bonding, cost escalation and contractor contingency. Neenan maintains a reputation for thorough due-diligence pre-construction activities, strong collaborative relationships with subcontractors and engineers, detailed grounded costs, and a history of delivering design-build projects on time and under budget.

All owner costs, including required asbestos abatement, lead paint mitigation, security equipment, intercom, kitchen equipment, furniture, and consultants for HPCP design, commissioning, acoustic engineering, and traffic engineering, were vetted with vendors, subcontractors and engineers. Three estimates were obtained for required security cameras. City Planning and Development fees have been confirmed with City of Colorado Springs Planning and Community Development, Land Use Review Division as well as all required permit fees for AHJs.

III.U. Who will be overseeing the project, if known at the time of application?

MSCS will hire an owner's representative to oversee this project. The owner's representative will be selected by a competitive process if the BEST grant is funded. MSCS will seek an OR with 10+ years of design oversight, construction management experience, and city planning review experience. The OR will be responsible to track project costs, manage project schedule milestones, provide oversight for city planning review, design/engineering phases, HPCP sustainable design criteria and commissioning, construction management, turn-over, start-up and occupancy to MSCS, warrantee and FF&E procurement.

The OR will manage all BEST reporting and transactions. The OR will report directly to Dr Teresa Woods, Executive Director of MSCS, and work closely with Erinn Lynn, Business and Building Manager for MSCS.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

MSCS is committed to follow the competitive selection and bid process outlined by CCAB for an owner's representative, construction manager/general contractor or design builder, and design consultants. MSCS is committed to working closely with our Regional Grant Manager in orchestrating the RFQ process for the selection of BEST project team members. A detailed RFQ will be distributed to potential bidders, a selection committee will be assembled, and a scoring rubric will be utilized to score all potential team members. The BEST Regional Program Manager will be invited to attend the interviews. A summary of the selection process and the scoring results will be provided to CDE. Contracts with primary project team members will be

provided to CDE for review and comment regarding conformance with grant criteria. Multiple proposals and cost estimates have been procured from all vendors, consultants, and subcontractors in preparing this grant application.

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

The complete replacement of the HVAC system, while complying to the High-Performance Certification Program, will require more energy to operate due to the added load of the kitchen, cafeteria, level two addition classrooms, Gym/Stage area and cooling. For this reason, according to the mechanical engineer, utility costs will increase.

Current Utility bills have been provided in the BEST folder and will be utilized for energy modeling for the Colorado CHPS High Performance Certification Program.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$8,992,888.98	**CDE Minimum Match %:**	17
Current Applicant Match:	$1,841,917.02	**Actual Match % Provided:**	17
Current Project Request:	$10,834,806.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$10,834,806.00	The MSCS BEST match is provided from CECFA bond dollars planned for improvements during the 2022 purchase of the school building. A supplemental grant from the Colorado Gates Family Foundation has been submitted to cover the cost of kitchen equipment. If	
Affected Sq Ft:	40,800	**Escalation %:**	3.11
Affected Pupils:	404	**Construction Contingency %:**	7.21
Cost Per Sq Ft:	$265.56	**Owner Contingency %:**	8.5
Soft Costs Per Sq Ft:	$44.03	**Historical Register?**	No
Hard Costs Per Sq Ft:	$221.53	**Adverse Historical Effect?**	No
Cost Per Pupil:	$26,819	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	101	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	OtherFacilities

MSCS is owned by the Mountain Song Community School Building Corporation. Improvements can be approved by the MSCS Building Corporation.

If match is financed, explanation of financing terms:

As a CSI charter school, CECFA bond financing was the most affordable option available to MSCS to finance the purchase of the MSCS school facility in April 2022. DA Davidson & Company provided an extensive due diligence process for bond financing with CECFA funds, including a five-year enrollment projection, detailed review of the MSCS school finance budget, and verification of the school facility and environmental conditions prior to purchase. The CECFA bond interest rate is 4.75% for a 30-year term with interest deferred for the first year. Repayment will occur in monthly installments of intercept payments over 30 years. The bond repayment terms comply with the standard charter school finance guidelines that specify facility costs should fall between of 10-15% of total revenue and not exceed 20% of total revenue.

Financial Data (Charter Applicants)

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Authorizer Min Match %:	25	**CECFA or financing attempts:**	1
< 10% district bond capacity?	N/A	**Enrollment as % of district:**	N/A
Authorizer Bond Attempts:	N/A	**Free Reduced Lunch %** Statewide Avg: 42.17%	31.8
Authorizer MLO Attempts:	N/A	**% of PPR on Facilities:**	10
Non-BEST Capital Grants:	2	**FY22-23 CSCC Allocation:**	$128,215.02
3yr Avg OMFAC/Pupil: Applicants Median: $2,381	$3,832.37	**Unreserved Fund Bal 20-21:** Charter Applicant Median: $437,755.50	$142,768.86

Who will facility revert to if school ceases to exist? If MSCS ceases to exist the ownership of the school facility will revert back to the entity that issued the CECFA bonds used to purchase the school.

PATRICK CUSH
1812 N. El Paso St. ♦ Colorado Springs, CO ♦ 719-237-5142 ♦ cushpatrick@gmail.com

Patrick Cush
Board Treasurer, Building Corporation President, MSCS Parent
Mountain Song Community School
2904 West Kiowa Street
Colorado Springs CO 80904

February 6, 2023

Dear CCAB BEST Review Committee,

It is my privilege to provide this letter of support for the Mountain Song Community School (MSCS) 2023-24 BEST grant application.

As a MSCS parent and board member, Board Treasurer, and President of the MSCS Building Corporation, I have developed a deep knowledge and appreciation for the unique Waldorf inspired instruction at MSCS. Perhaps more important to me personally, my children fell in love with the school at first sight and Mountain Song has been instrumental in their development.

Having developed charter schools in the past from concept to actual operations, I have a familiarity with the building and physical plant limitations typically experienced by charter schools. As a school leader and parent, I am acutely aware of the essential and critical need to secure our schools from those who might inflict harm. The safety and security deficiencies at MSCS reflect an historic school design where a secure entry vestibule and a clear line of sight for administrative supervision were not priorities. Today, however, these elements are paramount to the safety and well-being of our students and must be addressed.

The MSCS 2023-24 BEST grant application also addresses the critical concern of food scarcity experienced by over one-third of MSCS families. The construction of a cafeteria and kitchen to this historic school removes the barrier to participate in the U.S. and Colorado School Lunch programs by providing required spaces to safely receive, prepare and distribute food.

On behalf of MSCS, we are grateful to CCAB and the BEST program for the opportunity to solve the very real issue of food scarcity and essential safety concerns at MSCS. These two basic needs are essential to students learning and thriving. It is, therefore, our collective responsibility to provide them to our children.

Sincerely,

Patrick Cush
Board Treasurer, Building Corporation President and MSCS Parent

COLORADO LEAGUE of CHARTER SCHOOLS

Colorado League of Charter Schools
104 N. Broadway, Suite 400, Denver, CO 80203
charter411@coloradoleague.org | 303.989.5356

Dan Schaller
President

February 6, 2023

RE: Letter of Support for Mountain Song Community School

Dear CCAB BEST Review Committee,

As the President of the Colorado League of Charter Schools, I am pleased to provide this letter of support for the Mountain Song Community School FY2023-24 BEST grant application.

Mountain Song Community School (MSCS) is an established and exemplary charter school providing Waldorf inspired programming to kindergarten through eighth grade students for the past nine years. The holistic model of MSCS emphasizes an integration of academic, social-emotional, and hands-on learning – *Head, Heart and Hand*.

The Colorado League of Charter Schools recognized the exceptional work of Lauren Artino (formerly Martinez), MSCS Director of Special Education, as **2019 Colorado Charter Educator of the Year**. The 2023-24 BEST grant application specifically addresses the lack of critical special education (SPED) classroom spaces at MSCS and the associated risks to the health and safety to SPED students and SPED staff. The League continues to support the outstanding work of Ms. Artino and her successes in expanding the quality of life and education in a community that is often marginalized.

I appreciate this opportunity to voice my support for Mountain Song Community School BEST grant application and the essential capital construction resource CCAB provides to the Charter Schools of Colorado,

Sincerely,

Dan Schaller
President
Colorado League of Charter Schools

COLORADO
CHARTER SCHOOL INSTITUTE

1600 N Broadway, Suite 1250
Denver, CO 80202
P: 303.866.3299
F: 303.866.2530
www.csi.state.co.us

February 6, 2023

Dear CCAB BEST Review Committee,

As the Executive Director of the Colorado Charter School Institute (CSI) and former school leader, I am pleased to provide this letter of strong support for the Mountain Song Community School (MSCS) FY2023-24 BEST grant application.

MSCS is an exceptional member of the CSI portfolio of schools and is a school of choice within its community. The unique Waldorf-inspired programming at MSCS blends solid academic programming, artistic integration, and social-emotional development. MSCS students thrive in this caring environment that cultivates the healthy growth and development of the Whole Child – Head, Heart, and Hands.

I applaud the responsible fiscal stewardship of MSCS that enabled the successful purchase of the historic D11 school facility. Student enrollment at MSCS is robust, reflective of the very high levels of parent participation and appreciation in MSCS programming.

MSCS is addressing critical deficiencies in health and life-safety with its BEST grant application: food insecurity, required SPED classroom spaces, essential security concerns, accessibility, and the necessary replacement of the HVAC system. MSCS will be an excellent steward of BEST grant funding to correct these critical health and life-safety deficiencies. MSCS has dedicated 1.5% of its per pupil base funding to maintain the school facility and improvements through the Capital Renewal fund.

On behalf of MSCS, I offer my unwavering support for the BEST 2023-24 Mountain Song Community School grant application.

Sincerely,

Terry Croy Lewis

Terry Croy Lewis, Ph.D.
Executive Director
Colorado Charter School Institute

Rebecca Kilibarda
Parent and Director of Strategic Planning
Mountain Song Community School
2904 West Kiowa Street
Colorado Springs CO 80904

February 6, 2023

Dear CCAB BEST Review Committee,

As a parent and board member at large, I am compelled to offer this unwavering letter of support for the Mountain Song Community School 2023-24 BEST Application. My involvement at MSCS spans the past three years as a parent of two MSCS students, board member and the strategic development planning of Mountain Song Community School. I am a partner and COO of the largest M&A firm with a focus on dental and reproductive endocrinology in the United States. I am actively involved in directing development, operational, and philanthropic efforts throughout the Colorado Springs community and serve as the Vice Chair of the Pikes Peak Community Foundation.

Mountain Song Community School (MSCS) is a unique school offering K-8th grade Waldorf inspired education in the city of Colorado Springs. The unique curriculum supports students who require a safe and nurturing space to learn and mature. MSCS supports a greater than average (14% vs 11% typical) population of students with Special Education services (SPED). These students are highly integrated at MSCS and benefit from skilled teachers and care givers.

Due to lack of essential SPED classrooms, this population remains underserved and at risk for injury during the occasional tantrums due to overwhelm. There is no dedicated calming room at MSCS and student groups are often combined due to lack of designated required SPED classrooms. When students require isolation and calming to keep them safe, typical SPED rooms are evacuated to accommodate the distressed student. Students in this frame of mind often throw objects, endangering staff, or may injure themselves.

The MSCS BEST application addresses these deficiencies in providing SPED classrooms and spaces per the Colorado State Education Specifications. These new SPED classrooms are located in the proposed addition and will provide an equitable and necessary solution to threat to health and safety at MSCS.

On behalf of MSCS, I wholeheartedly support the BEST 2023 Mountain Song Community School application.

Thank you for this opportunity.

Rebecca Kilibarda

mountain song community school

Lauren Artino (formerly Martinez)
Special Education Coordinator
Mountain Song Community School
2904 West Kiowa Street
Colorado Springs, CO 80904

February 6, 2023

Dear CCAB BEST Review Committee,

As a devoted teacher and Special Education (SPED) Coordinator at Mountain Song Community School (MSCS), I am providing this letter of support for the 2023-24 Mountain Song Community School BEST grant application.

In its tenth year of operation, MSCS has experienced an increasing enrollment of students with disabilities as its reputation for a healing educational model has grown in Colorado Springs. Parents have reported that local pediatricians recommend MSCS to parents with children in need of a healing educational experience. We believe that a portion of these students who present with behaviors consistent with trauma and neglect backgrounds may be assisted in developing resilience with earlier interventions and supports.

Unfortunately, the current MSCS building lacks several required special education classrooms needed to serve our students with disabilities. In particular, the lack of a de-escalation room to calm students who are agitated and present with high-risk behaviors behaviors has resulted in self-harm to students and injury to SPED and other staff. Current SPED classrooms serve dual needs – small group instruction for Math and Reading are combined where dedicated classrooms are standard in SPED instruction. Our SPED counselor has no space to meet with small groups of students, so she utilizes the basement corridor to gather students in a circle for instructional sessions.

Out of necessity, SPED professionals have claimed closets as offices and struggle to balance the needs of ventilation (open door) and the requirement to maintaining student privacy (closed door). The lack of windows in any of these doors creates risk of accusation of wrong-doing and legal action for both staff and students.

The MSCS BEST grant application addresses the needs of these missing, special education classroom spaces and the resultant health and safety risks posed to students with disabilities and staff in our current facility.

We are proud that our school draws a higher percentage of students with disabilities and special education needs than traditional public schools (14% of students with IEPs compared to the typical 11%). On behalf of Mountain Song Community School, we respectfully request the support of CCAB in considering the MSCS BEST grant application.

Sincerely,

Lauren Artino

Lauren Artino (formerly Martinez)
Special Education Coordinator
Mountain Song Community School

● Campuses Impacted by this Grant Application ●

PEYTON 23 JT - Peyton MS/HS Addition and Improvements - Peyton Jr/Sr HS - 2005

District:	Peyton 23 JT
School Name:	Peyton Jr/Sr HS
Address:	13885 Bradshaw Road
City:	Peyton
Gross Area (SF):	49,459
Number of Buildings:	6
Replacement Value:	$15,031,172
Condition Budget:	$3,013,907
Total FCI:	0.20
Adequacy Index:	0.08

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,057,776	$764,270	0.37
Equipment and Furnishings	$1,135,377	$106,651	0.09
Exterior Enclosure	$3,177,072	$4,761	0.00
Fire Protection	$515,347	$14,526	0.03
HVAC System	$1,500,115	$822,899	0.55
Interior Construction and Conveyance	$2,542,003	$1,063,209	0.42
Plumbing System	$769,413	$24,161	0.03
Site	$1,515,383	$208,294	0.14
Special Construction	$268,830	$0	0.00
Structure	$1,549,855	$5,140	0.00
Overall - Total	$15,031,172	$3,013,911	0.20

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: PEYTON 23 JT **County:** El Paso

Project Title: Peyton MS/HS Addition and Improvements **Applicant Previous BEST Grant(s):** 2

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $379,823.95

If Yes, please explain why:

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

For clarity we will always refer to the building we need to replace as “CTEF”, though the student population it has served over its 65 year lifespan has changed many times.

The current CTEF building was constructed in 1957 to replace the previous K-12 building that was destroyed by fire, on the same site. From 1957 to 1994, this was our only school. As the years went by our needs grew and we slowly began to construct newer facilities to relocate some of our students. ES students moved to a new location in 1994, HS students moved to a new location in 2004. Around this time, facility conditions at the CTEF were becoming challenging, and by 2008 we moved MS students out of the CTEF into temporary modulars at the high school site and we had officially closed down the CTEF building.

We applied for a BEST grant to help us replace the building in 2010 and again in 2011. We were awarded the grant both times. However, we were unable to pass a bond to secure the match.

Since that time, as our CTE programs have grown we have been forced to move back into portions of the CTEF building with the first class being held there in fall of 2015. The number of class and programs housed at CTEF grew to where we are today.

This project replaces the CTEF building and the modulars that have been installed over the years to accommodate its former inhabitants.

Timeline of the Peyton Career Technical Education Facility (CTEF):
1956 - original K-12 building burned down (at CTEF site)
1957 - The current CTEF building was constructed as a K-12 facility
1994 - Peyton Elementary School was built on another site, the CTEF building became a Jr/Sr HS
2004 - Peyton High School was built on another site, the CTEF became MS (6-8) and career educational tech facility
2006 - South wing of CTEF abandoned due to sanitary failure district could not afford to repair at the time due to the amount of asbestos present
2006 - MS squeezed into remaining portions of CTEF building
2007 - Modulars installed at ES & HS in preparation to move MS out of CTEF (6th grade went to ES, 7&8 went to HS)
2008 - MS/CTEF was closed - MS moved to ES and HS modulars
2010-11 BEST grant received to replace modulars and move 6th grade back to MS
Plan was to move 6-8 and CTE to HS site
CTE was listed in the grant application separately as a priority
2010 (November) - Bond failed
3A - No 49.8%, Yes 50.1% (match for BEST grant)
3B - No (50.22% to 49.7%) (Funding for multi district CTE program)
2011 - 12 grant received to replace modulars and move 6th grade back to MS
2011 (November) - Bond failed
3C No - 55.9% to Yes 43.5%
3D No - 55.4% to Yes 43.1%)
After 2 failed elections, the District decided to keep CTE programs at the CTEF site for the time being and made facilities investments to keep the building operational.
2018 - roof improvements were made to keep CTEF operational ($205,000 roofing grant received)

BEST FY2023-24 GRANT APPLICATION SUMMARIES

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

2018
$200K roofing grant received to keep CTEF operational

2020-2023
Concrete work outside of upper Woods lab
New Roll Up Door
Full plumbing and pipe replacement on the north set of restrooms
Removal of obsolete modular from CTEF grounds
New Electrical Panel for Building

II.A. Project Type:

☐ **New School**	☐ **Roof**	☑ **Asbestos Abatement**	☐ **Water Systems**
☑ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☑ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☑ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☑ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

Woods manufacturing and Automotive

II.C. General background information about the district / school:

The Peyton School District is a small rural district located 20 minutes northeast of Colorado Springs and 10 minutes northeast of Falcon, Colorado. We have over 600 students in grades Pre-K through 12. The school district is in the north central part of El Paso County, with part of the district in south central Elbert County which covers approximately 122 square miles.
The District has a history of high achievement, and Peyton Students continue to perform at performance or higher, annually within grasp of Accredited with Distinction. The District is focused on teaching students critical skills through the delivery of instruction and content. This is reflected in Peyton's vision statement, which embodies the Peyton School District's dedication to "Prepare students to be successful for their Future." The District provides multiple concurrent enrollment classes, as well as access to vocational trades through cybersecurity, automotive, and woods programs.
The District operates three school buildings on three separate campuses. Peyton Elementary serves students in grades Pre K-5 on a 40 acre lot, shared with the District transportation building and bus lot. Peyton Jr.-Sr. High School serves grades 7-12 on a 77 acre lot. The CTEF serves students on a 10 acre property, and also houses the Peyton Online Academy, and school district office.
The CTEF was the original school building built for the District. The facility was originally built in the early 1900's; however it burned down and was replaced in 1957. Since 1957 there have been several additions to the building occurring in 1970, 1974, 1984, 1989, and 1997. With renovations taking place in 2015-2018 in order for Career and Technical programs to be housed in the building.
In total, the District owns and operates 134,402 square feet of academic and administrative space, approximately 225 square feet per student.

II.D. Deficiencies associated with this project:

CONTEXT-
The District has long known that deficiencies in the CTEF building present health and safety challenges. In fact, in 2006, 20% of the CTEF building was rendered uninhabitable and abandoned due to a total collapse of the sewer system in the south wing. Given limited resources, and the cost of abatement and repair, we opted to vacate the south wing.

As deficiencies grew, in 2008 we made the decision to vacate the entire building. 6th grade went to modular classrooms at the elementary school, and the 7th and 8th grades to modular classrooms at the High School. We moved into modular classrooms

because the CTEF facility was no longer suitable for teaching and learning and we did not have the resources to construct permanent replacement spaces.

The District submitted successful BEST Grants in 2010-11 and 2011-12 to move grades 6-8 out of the temporary classrooms. In both successful grant cycles, the voters rejected the match. Because of those defeats, our students stayed in 12 temporary classrooms where they remain today. These temporary spaces created a host of learning, health and safety challenges while the CTEF was unoccupied and continued to deteriorate.

In 2015 the District needed a home for new programs that could not be accommodated in the HS or modulars. We reluctantly reopened CTEF by addressing a few deficiencies. Since then, the CTEF building has housed CTE programming, business, drama, computer classes, post-secondary college coursework, and provided a needed secondary gym. The building also became a home for Peyton Online Academy (POA), a hybrid alternative learning program. Despite promises to parents, grades 6-8 have remained in modular classrooms.

We were never able to move children in grades 6-8 out of the modulars. We were forced to continue making due in the CTEF building to support our programs, but in spite of our efforts, the CTEF deficiencies have grown since the building was initially vacated in 2008.

CTEF BUILDING HEALTH AND SAFETY
Lieutenant Dan Zoorob of the Peyton Fire Protection District wrote:
" From previous inspections and 9-1-1 calls in the CTEF building, we have noted that the building does not condone a safe learning environment nor a safe environment for first responders in the event an emergency takes place in the existing building. The safety concerns we have are; the fire detection systems, fire suppression systems, emergency vehicle ingress and egress, consistent bus and student traffic to and from the high school, and structural stability due to the age of the building."

1. Student transport between buildings: Currently a full time bus driver shuttles HS and MS students back and forth nine times between classes and programs at CTEF and Peyton Jr. Sr. HS every day. Basically, our bus functions as a hallway for each passing period. Valuable resources are lost in transit as money flies out the door and critical instructional time is lost. Supervision is problematic and leaders worry about bus safety on this 1.8 mile, 8-minute trip. The driver tries to take attendance but it is difficult to track. There have been occasions when the District doesn't know where a student is. This constant transition between buildings creates problems when kids skip, leave school, or accidentally get lost in the shuffle.

2. Radon: Recent test showed a radon concentration of 19.1 pCi/L. This is an alarming number, far above the EPA maximum exposure level of 4. A second test has been ordered to confirm the findings but mitigation is essential if the numbers are consistent in the second test. Radon significantly raises the risk of cancer.

3. Electrical gear: The panels and equipment are in poor condition due for replacement and relocation. There is often flooding in the current location and the electrical equipment becomes partially submerged in water that infiltrates the room during rain events. The panels show rusting which is indicative of water in the panels. Concrete blocks have been placed close to the panels so staff can remain above the water as they reset tripped breakers. Breakers trip often in this facility. The circuits are undersized for the programs and in classrooms there are insufficient usable outlets.

4. Septic system: Leachfields and pumps were installed in 1970 and are significantly past their useful life. The system clogs up 3 or 4 times a year, resulting in overflows, spilling into hallways and emitting horrible smells. Downstream from the problematic leachfield and pumps, the lines in the vacated south wing have fully collapsed. Areas on the north have failed and a portion has been replaced, however the remaining portions of the building are in similar condition and will fail any time. When clogs occur it leaves the school with no viable restrooms.

5. Poor ventilation: This is a concern throughout the building but of greatest concern is the lack of ventilation in the auto shop. Recently a student spilled a small amount of gasoline and the smell permeated the entire building for hours.

6. Temperature control issues: We have areas where rooms have been measured as much as 15 degrees below where the thermostat was set. Often, staff bring in space heaters that regularly trip our undersized circuits. In warmer months the former cafeteria/ wood shop gets incredibly hot and the AC system can't keep up. As a result, garage doors and exit doors are left open regularly to help cool it off, creating a security concern.

7. Vacated classroom wing is a liability:. The hallway through the vacated area is a required emergency egress path, but that uninhabited portion of the school is difficult to monitor, and creates a safety concern.

8. No fire sprinkler system and there are no fire rated egress corridors to compensate for the lack of a sprinkler system. The building is over the 20,000 square foot threshold for a fire sprinkler. Under current codes a fire sprinkler would typically be required. There are no fire hydrants near the school. Under current codes this would typically be required.

9. Site circulation and parking patterns at the CTEF pose safety concerns for students being dropped off and picked up. There is not a proper drop off and pick up area for parents and the drop off area is in a parking lot that is used by students, parents and visitors. Parents are forced to pull into the parking lot for drop off and pick up, causing students to pass between parked cars, cars backing out of spaces and moving vehicles. Students utilizing one of nine shuttles each day are dropped off in the street and often must navigate ice which has formed because of poor drainage.

10. The building is not ADA compliant.

11. The intercom system has only a limited capacity and there is no emergency notification system to warn students and staff of items such as severe weather events or unauthorized access.

HS CAMPUS AND MODULAR DEFICIENCIES

1. The HS campus septic system and treatment plant: This system was purchased second hand, designed for agricultural use, is undersized, has passed its useful life, and is extremely burdensome for the District. It is very complex and requires 15-20% of a staff person's job to maintain. This staff person comes directly in contact with raw sewage daily.

Recently at a pee-wee wrestling tournament the system could not handle the demand and overflowed. Once it overflows, first our staff is required to clean up the sewage. Then the whole system needs to be rebooted and requires staff's full attention for several days until it is up and running. Additionally, because it was designed as a livestock system and not designed for school use, the system cannot accommodate the intermittent building schedule. This is why rebooting it presents such a challenge.

2. HVAC systems in the temporary classrooms: All past their useful life, provide minimal ventilation, and breakdown often. We conducted CO2 monitoring tests and got readings consistently above 2000 parts per million with a peak over 3,000. Typical well ventilated indoor spaces typically range from 400 - 1,000ppm. Once above 2,000, physiological responses include headaches, sleepiness, poor concentration, increased heart rate, and slight nausea. Teachers often prop open doors to move some air, depending on outside temperature.
In addition to the air quality concerns, our maintenance team spends an exorbitant amount of time trying to keep the units running. Each modular is served by an individual unit and when one fails, that room is taken off line and the class needs to be relocated somewhere in our other occupied spaces. In a cold snap, they are unable to get rooms to a comfortable temperature. Students will sometimes wear coats during class.

3. Student movement to and from the high school creates a security risk. No plumbing or bathroom facilities exist in the modulars. Regardless of the weather conditions students must leave the modulars and walk to the high school simply to use the restrooms. A side door of the high school must be left unsecured during passing periods and then monitored by a secretary via an AI camera other times. In addition to the risk at the door into the main building, access into the modulars is not monitored. Anyone can walk right into the classrooms in the modulars. In cold weather months, ramps and pathways outside become very slick when wet and get icy.

4. Modular classrooms are undersized, below CDE minimum size and approximately 200 sf smaller than typical at the MS/HS

main building. The size constraints create cramped environments for learning which further exacerbates our ventilation problems.

5. Rodent and Pest infestations: The lack of a permanent foundation creates easy entry for animals below the modulars. Rodents pose a huge concern. Gophers burrow under the skirts enclosing the crawl space below the modulars to nest. On several occasions they have chewed through wiring. Mice are a constant issue and most prevalent in the fall as they seek warmer confines. This October over 20 mice were captured in one temporary room alone. Not long ago, one temporary classroom had to be taken offline for a month because of a noxious smell. The district and hired consultants were unable to find the culprit until they discovered a feral cat had somehow made its way into the small HVAC unit and died.

6. Smell of Mold and Mildew: Conditions are frequently wet under the modulars which lead to smells and mold concerns. The dank and unpleasant odors make for less than optimal learning conditions.

7. Communication in emergencies: The school PA system does not effectively reach the modulars so staff must use cell phones to communicate in an emergency.

II.E. Diligence undertaken to determine the deficiencies stated above:

The District enlisted the assistance of Wold Architects and Engineers to assess our facilities. The team walked the facilities to evaluate current systems, create a list of prioritized improvements for all three campuses, and compare observations to what has been identified in the CDE assessments.

The engineers had lengthy conversations with District staff and several service providers who helped maintain the facilities to ensure an accurate assessment was developed. In addition, during the walks, several large cracks were identified that were subsequently reviewed with a structural engineer. One crack in the HS gym was deemed notable enough that the structural engineers made an onsite visit and published a report indicating that the current cracking does not pose a serious risk to safety.

CO2 meters were used in multiple classrooms to evaluate ventilation and air quality concerns.

Deferred maintenance lists were created and prioritized for urgency by the assessment team as well as the District's facility department.

Conversations were held with all school principals and District administration to understand school operations and identify operational and suitability concerns. To fully understand the context around how the current facilities are programmed, conversations were also held with the former superintendent who served during past BEST grant applications, bond attempts and significant facilities changes.

II.F. Proposed solution to address the deficiencies stated above:

In order to bring resolution to the numerous deficiencies described above, the Peyton Facility Master Planning Team, and Board of Education arrived at the following solutions:

Remove all modulars for grades 6-8; replace the septic system at Peyton Jr. Sr. High; build an addition to the current Jr/Sr HS main for grades 6-8 and all programming currently housed in CTEF; Demo CTEF and reseed the site for sale or future use.

This solution will solve each deficiency as follows:

Student movement between buildings- By eliminating the shuttle service and the need to walk between modular classrooms, all 6-12 students will be housed safely under one roof. The District will save approximately $100,000 per year by eliminating the shuttle, and will gain hours of lost instructional time, and greatly improve student safety.

Electrical- The addition will create a safe environment for staff and students. One with a dry floor where the risk of electrocution will be significantly diminished. Students and staff will have plenty of outlets and circuits to support current teaching and programming.

Sewer and domestic water- The addition and repair to the Jr. Sr High waste management systems, will provide an appropriate reliable capacity, with sewage going where it is intended, every time. Staff will be freed from constant sewage management.

HVAC-The addition will provide plenty of fresh air while providing adequate heating and cooling. Research is clear that students learn best in an environment with plenty of fresh air and with the appropriate heating or cooling.

Safe Systems-The addition will allow students to be educated in an environment with the latest fire suppression systems, sturdy doors, working PA with voice commands as well as other systems that work to keep students and staff safe.

Site circulation and drainage-The Jr. Sr High School will provide a safer site. It will include better drainage to keep water away from facilities. It will have a safer drop off pick up and parking. The shuttle service and the resource drain of time and money will be totally eliminated.

Modulars- The addition will move students grades 6-8 out of 12 undersized deteriorating modular classrooms into an appropriate high quality learning environment. The move will recapture hours of lost learning time and eliminate safety concerns from students moving back and forth between the modulars and the main building. Further, the addition will be ADA compliant, creating appropriate learning spaces for any future students or staff in need of special accommodations.

II.G. Due diligence undertaken in defining the stated solution:

The District enlisted the assistance of Wold Architects and Engineers to guide a team of 23 staff and community members through a robust planning process. An overview of deficiencies identified during facilities assessments were shared with the team, along with information regarding demographics, enrollment, capacity, potential future growth scenarios, current building programming and utilization, and District finances.

The Planning group met on multiple occasions for over 14 hours to understand Peyton's complex facility issues and consider a path forward. Since the administration and BOE were concerned about the ability to pass a bond issue, they held a series of three well attended open public meetings to assure that the community was well informed, engaged, and able to provide valuable input to inform decision making.

The planning process involved visioning, facility assessments, defining priorities of the team and community, and presentation of viable options for consideration. Over a series of meetings and with consideration to deficiencies, the committee put forth their criteria to inform decision making.

- Resolve the deferred maintenance issues
- Preserve a small rural community feel
- Further support CTE programming
- Preserve small class size
- Provide welcoming and up to date facilities
- Reinforce the idea that the school district is heart of community
- Support the individual needs of students.

Twelve options were considered ranging from continuing to maintain all current facilities to various options for additions, renovations, and school replacements.

After considerable deliberation and community input it came down to whether or not the CTEF building should stay online. In the end the group came to realize that the Districts intentions starting back in 2008 of totally vacating the CTEF building was the right thing to do. The group all agreed that moving forward it was irresponsible to continue investing in the CTEF facility. It was determined that the option presented above met all the criteria and addressed the greatest number of building deficiencies. The group also agreed that deficiencies at the ES will need to be addressed as a future phase two.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Regarding the time frame for failure, the negative impacts of our deficiencies are already here. We do our best to manage

and mitigate them, but our facilities issues are an ongoing liability and operational drain. With each passing year, the capital needs grow and our health and safety challenges increase.

We now know we are constantly living at risk of major liability due to the constraints and configurations of our sites. We as staff hold our breath everyday as we shuttle students between our buildings and watch teachers and staff move back and forth between 12 modular classrooms. Fortunately no major incident has occurred to date, but we all know the risk involved in our current situation.

We were so concerned about the current septic system at the HS that we have investigated and developed a plan for how we will operate the school when it goes fully offline. We have learned that there are two options; either bring in over 30 port-a-potties or bypass the waste treatment system and simply divert all sewage into our tank. This option requires weekly pumping to empty the tank and will cost $1,700 each time.

In addition to these liability concerns, it is becoming increasingly disconcerting that we cannot keep up with repairs and maintenance at the CTEF building. More and more of the mechanical and electrical systems have exceeded their useful life. Sanitary and Electrical systems present some of the greatest challenges and also serve to make life for our students and staff unpleasant. As we work to keep our 65 year old CTEF open and functioning, it feels more and more like an inappropriate use of resources. We feel we should not have given up so easily on divesting of this facility when we first closed it in 2008. As we fix one challenge, another emerges.

If we don't receive this grant, our capital maintenance and improvement budgets will continue to rise and divert more and more dollars away from the classroom. We will continue to do our best to provide the safest environment possible, but truly the safest environment for our staff and students is only possible through partnership with BEST, who in 2010-11 and 2011-12 grants cycles recognized that the CTEF building was in need of replacement.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

The Peyton School District has solicited and received financial assistance from a variety of sources in the past several years to address facility needs. The Peyton Way Foundation, a non-profit 501C organization, was developed by parents and community members to help provide grants and funding for instructional needs, as well as minor aspects for facility needs.

During the 2015-2016 partnerships were developed with vendors for the woods program, from there a variety of these vendors helped provide labor to help develop the woods manufacturing and lathe lab space for effective student instruction.

In 2017 a Mill Levy Override was approved by the Peyton School District voters in which funds were allocated to install up to date locking mechanisms for all district facilities. Another portion of these funds were allocated for paving in all facility parking lots.

In 2018 the Peyton School District was awarded the RISE Grant. RISE Grant funds were used to purchase a wide variety of technological needs for programs in all three instructional facilities.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The Peyton School District uses planning processes at multiple levels to ensure that regular maintenance is carried out effectively and that capital projects are identified and planned for appropriately.

Our Facilities Planning Team met multiple times over the course of five months and included parents, community members, staff, and BOE members, totaling 25 members. The team reviewed information as described in the Public School Facilities Master Plan Guidelines. Our planning team estimated that resolving all of the items identified across the District would cost upwards of $60M. Obviously, the group felt daunted by our needs and challenges, especially given that our budget currently allows for $200,000 annually for capital improvements. The committee held several community meetings to gather input. The meetings were attended by over 95 parents and interested community members. Participants shared priorities and concerns

to inform planning conversations.

Current practices that will be carried into the future include: weekly meetings between the facilities director, business manager, and superintendent to discuss long range planning, as well as immediate needs. Monthly walkthroughs with the aid of checklists to identify problems early, annual planning for more significant projects, and identifying training or professional development that will be provided to both custodial and maintenance staff. Additionally, the District Leadership Team will meet quarterly to discuss facility and budget needs.

At the district level, both the parent accountability committee and the Board of Education engage in processes to identify facility priorities and to plan for the future. The Board of Education maintains a multi-tiered list of facility needs that are organized by time and need; from the short term, to 5 to ten years in the future. The Facilities Planning Team, in a condensed form, will continue to work as a part of the District Accountability Committee to help inform, and provide feedback on facility management and needs. Rigorous research will take place toward providing more than adequate insurance coverage for the projects, as well as proper warranties in place for the various aspects of the project. This $200,000 capital improvement allotment is currently being evaluated, and will be increased to ensure that not only deferred maintenance is addressed, but that monies will be strategically invested in future capital improvements and facility replacement.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The Peyton School District maintains a list of needs for facility improvements and repairs. This list is currently being updated with the completion of a new and revised Facilities Master Plan. At the District level the list is reviewed every year for accuracy by the Facilities Director, Superintendent, District Leadership team, and the Board of Education. At the building level, custodians and administrative teams make recommendations and explain needs, the School Accountability Committees also make recommendations. Starting in January of each school year, the District Accountability Committee considers the list of facility needs and makes recommendations to the board of education regarding the capital projects for the following school year. These recommendations are built into the budget that is then approved by the board of education every June. As stated previously, an average of $200,000 has been spent per year on district-wide facility improvements and repairs in the last eight years.

III.T. How did you arrive at the estimate for this project?

Two Colorado contractors consulted with the district and the architects and engineers and then provided estimates. These architects and engineers were part of the Facility Master Planning Process and are well aware of the needs and challenges of the district. Contractors studied the building and site as well as held discussions with owners before preparing estimates. Prices were then calculated by compiling the estimates of the general contractors. We then consulted with owner's representatives to help determine rising escalation costs.

III.U. Who will be overseeing the project, if known at the time of application?

The project will be overseen by Derek Burnside, Peyton Superintendent. Mr. Burnside served as Peyton Jr. Sr High School Principal before becoming Superintendent last year.

Through the procurement process, the district will enlist services of a highly qualified Owner's Representative to help oversee the project.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The district will follow a procurement process which is in alignment with our Board policies and CDE guidelines to enlist a General Contractor, Architect and Engineering firm, and owner's representative.

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

The annual utility cost for the school district for 2022 was $62,048. Energy cost savings are anticipated from consolidating the CTEF building with 1957 construction and inefficient modular buildings into a new building addition built to current energy codes and utilizing high efficiency HVAC systems. The new addition will be approximately 20% more efficient than the buildings being replaced, and overall building area will be consolidated with an approximately 10% reduction in building area, resulting in an overall utility savings of 18% or $12,000 annually.

BEST FY2023-24 GRANT APPLICATION SUMMARIES

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

Modulars
The District intends to sell the existing modulars
The District intends to demolish the existing CTE building, level, and reseed the site for future potential use or sale by the District. We estimate the cost of abatement and demolition of the CTEF building at $1,300,000

Current Grant Request:	$31,114,194.00	**CDE Minimum Match %:**	65
Current Applicant Match:	$11,660,214.00	**Actual Match % Provided:**	27.25979048
Current Project Request:	$42,774,408.00	**Is a Waiver Letter Required?**	Statutory
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	Yes
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$42,774,408.00	The district will run a bond to cover the match.	
Affected Sq Ft:	43,764	**Escalation %:**	20
Affected Pupils:	341	**Construction Contingency %:**	5
Cost Per Sq Ft:	$977.39	**Owner Contingency %:**	6
Soft Costs Per Sq Ft:	$149.74	**Historical Register?**	No
Hard Costs Per Sq Ft:	$827.65	**Adverse Historical Effect?**	No
Cost Per Pupil:	$125,438	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	128	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	578	**Bonded Debt Approved:**	
Assessed Valuation:	$59,801,070	**Year(s) Bond Approved:**	
Statewide Median: $121,995,375			
PPAV:	$103,462	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$1,687,959	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$91,662	**Outstanding Bonded Debt:**	$865,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	19.40%	**Total Bond Capacity:**	$11,960,214
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	2.2	**Bond Capacity Remaining:**	$11,095,214
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$1,753.04		
Applicants Median: $2,381			

COLORADO
Department of Education

Division of Capital Construction

District Statutory Limit Waiver for BEST Grant

A partial / full (circle one) district match reduction is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A.	Applicant required minimum match for this project based on CDE's minimum listed percent *(Line items A * C from grant application cost summary)*	$27,803,365
B.	School District's certified FY2022/23 Assessed Value	$59,801,070
C.	District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. *(Line B x 20%):*	$11,960,214
D.	Current outstanding bonded indebtedness:	$300,000
E.	Total available bonded indebtedness (Line C-D).	$11,660,214
F.	**Proposed match/new bonded indebtedness if the grant is awarded (Statutory Limit):** *(This should equal line E)*	**$11,660,214**

School District: Peyton School District
Project:
Date: 2/3/2023

Signed by Superintendent:

Printed Name: Derek Burnside

Signed by School Board Officer:

Printed Name: Katie Harms

Title: Peyton School Board President

CDE – Capital Construction Assistance Updated 9/7/2022

Peyton Fire Protection District
P.O. Box 98, Peyton Colorado, 80831
Com: 719-749-2255
Fax: 719-749-9005

January 30, 2023

BEST Board Members

Re: CTEF Building Grant for Peyton School District 23
18320 Main Street
Peyton, CO 80831

To whom it may concern,

On behalf of Peyton School District 23-JT, the Peyton Fire Protection District writes this letter to support the expansion of the high school. Having a facility that will be safe and secure for the children's educational success is imperative for our community and its residents. From previous inspections and 9-1-1 calls in the CTEF building, we have noted that the building does not condone a safe learning environment nor a safe environment for first responders in the event an emergency takes place in the existing building.

The safety concerns we have are; the fire detection systems, fire suppression systems, emergency vehicle ingress and egress, consistent bus and student traffic to and from the high school, and structural stability due to the age of the building.

The building has fire detection system malfunctions occasionally where they set off the alarms. This creates disruptive classroom time and learning environment problems. And further creates unneeded student exposure to cold environments during evacuations during the winter months.

There are not a sufficient number of detectors for the square footage of the building per NFPA standards (National Fire Prevention Association). It is only noted to find 3 detectors in the building. There is no fire suppression system in the building other than handheld fire extinguishers. Fire can double in size every 60 seconds, with the lack of detectors, and suppression this can lead to emergency egress points being compromised, and fire growth potential, before a fire is discovered. This is the largest concern for the Peyton Fire Protection District.

Due to the location of the facility, the buses and student vehicles that are used to commute 1.2 miles from the CTEF facility to the high school multiple times per day, causes congestion with traffic and student exposure to the roadway. Keeping students local to a single educational campus would be ideal. Emergency vehicles responding to the building could create havoc if faculty and students are slow to evacuate in the event of an emergency, by blocking vehicles in. Also, with the access issues, there are driveways that are shared by residents that go around to the back of the CTEF building and the alleyways are too narrow for some of the larger apparatus, creating small buffer zones for apparatus placement and personnel safety. This does not allow for a 360 degree fire attack which would be needed for a building that is constructed with a combination of masonry and drywall with a wood frame. The new wing being tied to the old wing is a mixed module of materials and construction practices, creates a building construction hazard when it is put into an emergency setting.

As a commercial learning facility, it is not deemed a safe learning environment by any standard of a learning facility. There are missing fire breaks in the hallways with magnetic release fire rated doors. The doors that are in place that appear to be a fire break, do not appear to be on a magnetic system and are simply propped open. Upon recent inspection it was noted that in an adjoining part of the structure due to settling, and old construction, daylight visible from the inside through multiple parts of the masonry structure. This allows for improper ventilation, and potential oxygen enrichment during a fire, as well as creating possible flow path problems. Additionally, the students do not have the security needed of an enclosed brick and mortar facility. At the high school, there is use of modular buildings which provide no protection in the event of an active shooter. Furthermore, modular buildings burn much faster than masonry built buildings due to their lightweight construction.

Due to inadequate storage facilities, needed materials at the CTEF building pose a great risk and hazard. The storage of timber for wood working, office supplies, and retired equipment is cluttered throughout the old wing class rooms used as storage, promoting a higher fire growth potential with the lack of fire detection and fire suppression equipment. It further promotes a problem for emergency egress as some of the old wing hallways are cluttered as well.

There is a modern fire panel that is at the main entrance of the building with the correct strobe and alarm systems in place. The strobe and alarm system is controlled by manual pull stations and the few smoke detectors that are present.

In conclusion, initiative of this grant is addressing the CTEF building in Peyton School District 23 that is antiquated, with no sprinkler systems, poor ventilation, and access for first responders being problematic via emergency vehicles and physical access to the structure. Student and faculty safety is likely better served by adding a new wing onto an existing NFPA compliant building that is likely more effective and economic rather than trying to bring an almost 50 year old building with potential structural problems to code.

Sincerely,

Lieutenant Dan Zoorob
Peyton Fire Protection District
dzoorob@peytonfd.org

Jan 20, 2023

Dear BEST Board Members:

I am writing this letter in support of Peyton School District 23Jt's need to demolish an old, unsafe building and replace it with an addition to the current junior/senior high school building.

I have lived in the Peyton School District since 1994, have raised my three children here and have been employed by the district since 2015.

The unsafe building is currently referred to as the CTEF (Career Technical Education Facility). It was the original K-12 building for our school district built in 1957 with several additions added over the years. To accommodate growth, an elementary school was built in 1994 and a high school was built in 2004 (junior high students remained at the original building). Many deficiencies with the original building were neglected and in 2009 it was left empty, used only for extracurricular activities. At that time it was understood that the building would no longer be used for educational purposes and junior high students were relocated to the high school building, about a mile away. Modular buildings were added to the high school and lockers were removed from the main hallway to accommodate the additional students.

In 2015 and 2016, the original building was repurposed as the CTEF with newly added programs including woods manufacturing and automotive. In addition, our district administration offices were moved into the building as well as an online academy and other high school classes.

Although these new programs proved to be successful, the building's deficiencies unfortunately continued to be neglected.

The following is a partial list of these deficiencies:

- One wing of the building is abandoned and not in use, showing many signs of decay, as well as exposed asbestos.
- The leach field is past its expected useful life and the septic tank is deteriorating.
- A large section of the roof needs to be repaired or replaced.
- There are cracks in walls throughout the building.
- Several restrooms are abandoned with plumbing fixtures not working.
- There are no fire protection sprinklers in the building.
- The building has major electrical components located in the basement where there is often flooding, resulting in electrical equipment becoming partially submerged in water.
- There are heating and cooling issues throughout the building (temperatures cannot be controlled in several areas).
- The ventilation is inadequate in several areas, including the automotive and wood shops.
- The dust collector in the woodshop does not operate properly.
- Site drainage issues cause water to infiltrate the building and ice to build up outside entries and exits, as well as classroom garage doors.
- Water damage is visible on exterior windows and doors as well as interior ceilings.
- The main entrance does not have an entry canopy which causes snow drifts that affect the school schedule and creates safety concerns with ice.
- There are no access control or intercom systems, as well as no secure vestibule.
- Galvanized steel piping is still used in portions of the original building (corrosion issue).
- There are issues with breakers tripping, particularly in the shop areas.

In addition to these safety concerns, buses have continued to transport students to and from the CTEF and junior/senior high school throughout each school day. The cost of transporting students as well as generally maintaining the CTEF building leaves little funding in the district's budget to resolve the above-mentioned deficiencies.

It is my belief, as well as others in our community, that demolishing this unsafe building and adding on to the current junior/senior high school building is the safest and most practical solution. Modular buildings can be removed, classrooms can be added, and our CTEF programs can be relocated to a properly equipped building.

I am respectfully asking that you consider the safety of our students and staff as you determine the recipients of this year's BEST grants.

Sincerely,

Bronwyn Peterson
Preschool Teacher
Peyton Elementary School

January 18, 2023

Dear Best Grant Committee,

It is our hope to convey in this letter why Peyton School District is in need of a Best Grant Award. My husband and I have lived in the Peyton School District for 15 years. Both our children, and one adopted teen, have attended Peyton Elementary and then Peyton Jr./Sr. High. All three of them graduated in Peyton. I worked in the Peyton Preschool for 2 years. My husband volunteered in the Peyton CTEF building helping teach construction prior to the Woods Program being implemented. Currently, I serve on the Peyton Board of Education in my first full term after serving for a year as an appointed replacement for a prior board member. We appreciate and love our community and the school district is the heart of it all. We have loved teaching, mentoring and standing with the students at Peyton School District, helping them grow and interact in the community. Our daughter was in 4H with other Peyton students. My husband and I helped recruit community members to speak to the high school seniors regarding career paths for the last two years. We have been deeply rooted here in Peyton.

We are a rural district and because of how our state does funding, we have not received significant funding for some time. Our buildings have aged and been well used with only a small funding pool available to keep our building maintained. Because of this, our buildings are outdated and in need of major overhaul. One building, the CTEF, is in need of extreme overhaul and updates. Our district and community have been very frugal and mindful of how money is spent, but in the last few years the needs are so great, we simply can't keep up. When my husband was teaching construction at the school, many construction projects were fixing up the building and trying to alleviate continuous flooding issues in classrooms from poor roofing or poor foundation to helping with continually clogged plumbing due to septic issues. Our community routinely pitches in to fix items in and around our schools.

Our district has 3 buildings, one of which the CTEF (Career Technical Education Facility) is over 50 years old. All our buildings have major infrastructure issues, including failing stage septic systems, failing roofs, inadequate HVAC and electrical overload issues. There are multiple rooms that cannot be heated properly in the winter or cooled in the warmer months. Our maintenance staff is constantly having to switch systems around or balance them out to keep from overload or failure. They work tirelessly but the expenditures on keeping the band-aids going is costing the district greatly in manpower and financially.

We have a significant safety issue due to having to bus our students from the Jr/Sr High school to the CTEF building throughout the day to switch classes. If students miss the bus, they often will walk down to the building rather than wait for the bus to come back, this means we have students unaccounted for should an emergency happen. We have students unsecured walking around Peyton town without supervision throughout the day. We are wasting gas, time and manpower bussing them back and forth when that building could be housed in the Jr. Sr. High if we were able to make those renovations to the Jr. Sr. High building.

Since I have been part of the school board, we have meticulously looked for ways to cut unnecessary spending to make room for help for our district's infrastructure. But a failing septic system or roof is millions of dollars and reducing all unnecessary spending will not provide enough funds for those needs. Our district moved forward with a master facilities plan to address the needs, I know our district has sent you pictures of our issues. Rooms that can't be used because they can't be heated or secured. Floor sections sealed off due to water leaks that occur over and over. Bathrooms being shut down on a regular basis due to septic issues. Pine holes in our plumbing pipes that cost our insurance over $20,000 to repair because the piping is so old and outdated that whole new sections had to be redone. Our community remains committed to seeing our school function well and serve our students in an excellent manner. We need help to get our district updated, renovated and in a position to keep our students and staff safe, healthy and secure. Peyton School District has served our community for over a hundred years, our enrollment is steady and our school is a wonderful place to work and learn. Please consider an award so that we can move forward and make our district the best it can be.

Thank you for your consideration.

David and Buffi Cavanagh
14880 Chaparral Loop W
Peyton, Co 80831
719.210.2550

January 16, 2023

To Whom it may concern,

It is with great concern for the health and safety of the students and staff of Peyton School Dist. 23 JT, specifically the Career Technical Education Facility (CTEF), that I write this letter. The CTEF building has surpassed its life expectancy. Originally built in 1957 as a K-12 school. After the new high school and elementary school were built the CTEF building stood empty for 8 years. It was then reopened for the woods program. The only area to be upgraded and reworked was the woods room. All other parts of the CTEF building were left untouched.

Let me start with the main structure of the building. There is excessive cracking in the foundation and walls. The sump pump is a constant running item. The floors are deteriorating. The plumbing, electrical and HVAC are old and are on their last "band-aid." Asbestos is throughout this building. The roof has been replaced but continues to leak. The HVAC is too small to be efficient. The electric has been over spliced and a complete rewire would be needed to comply. The kitchen area is completely out of compliance with the gas lines, plumbing and exhaust fans. Located in the kitchen is the washer and dryer along with cleaning solutions. Freezer and cooler need constant repair. One of the leach fields is oversaturated and cannot be used.

Located in the cafeteria area is the automotive classroom. This promotes the use of the locker room for work clothes/grease/auto dust.

The entire south wing of the building is shut down and currently used for storage. There is asbestos and a lack of plumbing in the south wing.

Landscaping does not allow for safe and secure pick up/ drop off for students and staff. Parking is limited and mostly on the street. Drainage funnels toward the building causing structural issues and puddling in the doorways. There is no activity area for students outside. Trees are large and dying and cause some plumbing issues.

Main entry door is not in direct view of front office.

Lastly, there are no ADA compliant bathroom facilities in the CTEF building. There are two ramps which are also out of compliance with the ADA regulations.

Sincerely,

James Mockerman

Maintenance Staff Peyton Dist. 23JT

January 16, 2023

Dear BEST Board Members:

I am writing this letter in support of Peyton School District Jt-23's request to build an addition to their Middle/High School building. I am a Peyton graduate, and I am building my home in the area my kids will go to Peyton schools in the future. I am a general contractor in the Pikes Peak region with 16 years of experience in the construction industry. I also participated in the Peyton County School Districts Facilities Planning Committee. I was able to take a tour of all the district facilities to see firsthand the state of the buildings and their safety issues. From my experience, I can say there is a strong need for the addition to the current middle/high school.

Current students at the high school have multiple classes in modulars on the east side of the school. They must be exposed to the elements everyday whether it is hot, cold, windy, or precipitating. The modulars also have another safety issue of not being in a secure area. While there are fences surrounding the modulars they can be bypassed by someone with ill intentions or students who are looking to be outside the watchful and protective eyes of the staff.

The middle/high school has a few major maintenance issues as well. The HVAC systems are reaching the end of their life cycles and are breaking down. Parts to fix the HVAC systems are becoming scarce and have long leeway times leaving students in rooms that are not always properly heated or cooled. The roofs are becoming an increased maintenance issue as they are reaching the end of their life cycle. The wastewater system requires daily maintenance from the facilities team to stay operational and up to state standards. If the wastewater system fails, the district will be put in a position where the students must take classes from home online or use most of their facilities budget to have the wastewater pumped from their septic's weekly.

The worst building in the district is the Career and Technical Education Facility (CTEF). CTEF houses many educational programs our students get to take advantage of as well as the online academy and administrative offices. CTEF was the original school building in Peyton and was added on to over the years. The building takes the most maintenance in the district and is used by the least number of students. It is not designed to house modern learning spaces and the electrical system constantly trips breakers shutting down the online academy which results in loss of educational time. These breakers are located either outside or down in the old boiler room that has asbestos inside the boiler. Plumbing issues plague the building which has caused it to go down to two groups of functioning bathrooms. The building has been down to one functioning bathroom during school hours because of serious plumbing deficiencies. Students must be bussed or drive themselves to the CTEF build on a 55mph highway that has a hard 90-degree turn providing major safety concerns.

I believe it is in the best interest of the district to build an addition on to the current middle/ high school. Our BEST grant proposal is the best opportunity for the district to avoid a major catastrophe which would be detrimental to the district's students, teachers, parents, and community. It would provide a space where all the students could be educated in a safe, secure, energy efficient, and prosperous environment. It would allow the district to demolish the CTEF building that takes up a considerable amount of resources to keep operational. Please seriously consider our BEST grant application and do not hesitate to contact me at (719)237-8202 if you have any questions.

Sincerely,

Jason Madigan

Jason Madigan

Alumni/Community Member

Peyton School District Jt-23

1/16/2023

Dear BEST Board Members,

After moving to district 23-J, Peyton in 2018, and enrolling my children in the school district, it quickly came to attention that the health and safety of all of our students was in question. The CTEF a separate building located away from the elementary and high school buildings, is rapidly deteriorating. With portions of the building completely uninhabitable, electrical exposed to water with rust eating at the remaining metal, and a lack of security we must take action.

Buses transport students throughout the day between buildings. With students moving from building to building during the day it is not only the exposure to the elements but the possibility for additional harm during vulnerable transport time. The buses run eight times a day between buildings and additional times for afterschool activities. Each time the students are transported, classroom education time is lost. When moving from building to building the buses, staff and students are put at risk being in an insecure environment.

Working in education, I recognise that every moment with the students is valuable educational time that should not be spent on a bus during the day moving from class to class. The disruption that comes from students moving their materials from one building to another, resituating and getting ready for class is like starting the day all over again. Having students in an environment where they have the ability to focus during the entire day is imperative to quality learning, impacting their futures.

When meeting with school administration, board members, and the community to discuss the steps to take in action for our students it was clear that the cost of renovating the CTEF building was not the best financial decision for the district or community. The cost associated with transporting students from one building to another significantly damages maintenance opportunities in other much needed areas. After months of considering all options we believe the best course of action would be to add onto our highschool building and demolish the CTEF completely.

Placing all of the CTEF accommodations at the sight of the highschool eliminates the travel of students from one building to another. The students would have uninterrupted education time. They would all be safely located in a newer building that is able to accommodate areas of education in a healthy environment. In addition to the safety of the students this would significantly save on budget that could be applied to maintenance for our buildings.

With significant failures at the CTEF on the horizon, we are working quickly to find a solution that will save our schools, and our children. After multiple meetings with community members, staff and district personnel, the desire for this decision is universal. We feel strongly that with the community's support, and a BEST grant that we can provide the necessary environment for a quality education.

Sincerely,

Jodi Stocks

Jodi Stocks
Peyton Community Member, Educator and Parent

Dear Best Grant Board.

I am writing this letter as a concerned parent and the Peyton School District Employee. It is in regard to our student and staff safety that I am putting these concerns forward to you.

Our facility was originally built in 1957 it has since had addition after addition added on trying to fix the problems, and keep up with demand while also trying to maintain a safe environment. But despite all of that, our efforts have been failing. At our Career Technical Facility, the entire west wing has had to be closed due to it being too hazardous to allow students in. We have had to continue to convert a building into something It was never capable of being. Our utilities and breakers are all still housed in the old wing, where there is Asbestos and Broken plumbing and everything in that wing is out of date and out of working function. The room where our electrical box is housed floods anytime we get rain, and our ceilings in multiple locations also leak. The plumbing has to be repaired almost every month in one way or another, (Pipes failing, sink plumbing cracking and leaking, toilet fixtures breaking from age.), and more. We also have an auto shop that we have repaired and worked on the ventilation system multiple times, but it is not always strong enough to keep the fumes in front of the garage from coming into the rest of the building. not to mention cleared from the students that are learning in that room. All of these concerns are just a few of the issues in regard to the building's structural issues and hazards. This and so many more issues have become a major concern and frankly a money pit for the school.

When it comes to The physical safety of our facilities that is a different problem. I am the HR manager as well as the school Secretary, It is my responsibility to grant access to the building. Our front doors are just outside of my office walls, and the only thing between me and the main door is a wall with a sliding glass window. The window is not safety glass and the opening is about 3 feet by 4 feet. Our emergency alert system is actually located on the outside of my office next to the front door. Leaving me no way to alert the school if there is a threat. I know that I am more than capable of doing my part to keep students safe, But when the only way to inform my building of a threat, is to go outside, into the hall to unlock a case, push buttons, and wait for the 3 bells to ring alerting anyone in the building that I am in the hall completely vulnerable, just so that I can attempt to alert the building. It is not practical! Our building has no security when it comes to students going in and out of the buildings multiple times a day, or when they are getting transported from one facility to another. This Poses a lot of opportunity for danger. There is no way for us to communicate with our buses in case of emergencies while they are in transport. So there is no way to stop a bus if there was any form of danger that would meet them upon arrival at either of the facilities.
None of our facilities have secure vestibules, and the windows in our office are residential, not security. The Electrical in our building is inadequate and insufficient. and can't hold up to the amount of use they are needed for now. Our interior doors are old and outdated and the locks don't always work. As you can see there are too many points of failure. At this point, As a parent and employee, I know that our staff will always do what they can for our students, but when it comes to having an insecure facility, we can only do so much. Our community loves our school and tries very hard to be supportive however they can, But at the end of it all, there is only so much they can do. I hope that you will take a look at these concerns and see our desperate need for your help. The safety security and longevity of our school depend on it.

Kelley Hoaglund
Parent and School Employee

January 18, 2023

Dear Best Grant Board;

I appreciate your time to consider our needs at Peyton School District. As a newer school board member I understand the time that goes into serving on a board,
and the decisions you have to make. Again, I thank you for considering our district.
Our community is on board with us and they played a big part in the decision making, with changes we so desperately need. We are focused on prioritizing
current facility needs above all else. Our #1 priority is and always will be our students and staff.

My name is Kelli Markus, I have been a community/school district member for over 12 years. I have 2 grandchildren in the school district and have had 3 exchange
students in this amazing district. I have dearly loved serving on the Board of Education, and hoping to be a part of exciting improvements.
Just having kids in this school district is one thing.....But serving on the Board of Education is another.
We are walking the buildings and grounds more frequently than most parents and community members, and it has become a huge eye opener to the Needs not Wants
at our district buildings.
Coming onto this board in the past year and a half I see that others have done their best and tried to make good decisions for our district and stakeholders,
but all the while one of our buildings was crumbling down. So I feel we are behind the ball in requesting your help to keep our students healthy and safe.
We have 3 buildings; Elementary, JH/SH, and the CTEF.
CTEF our career technical building was once our original Peyton K-12 established in 1957.
Yes, almost 70 years old. It can no longer house traditional classes in the old abandoned classroom area, which was closed off years ago for safety concerns.
So now in other areas of the school we have career and technical classes. Administration offices, practice gym etc.
With that being said, safety concerns pop up because we need to bus kids back and forth from this building to the Junior High/High School roughly 9-10 times a day
at about a 5-6 mile round trip distance. It could easily be avoided if all classes this old building houses could be at the JH/HS facility, but there just isn't enough room.
My greatest concerns with this building; busing kids, waterleaks, heat and Ac malfunctions or lack thereof, frequent waste water septic leach failures, power supplies in
the classrooms, aging drains, roofs, steel piping, water heaters, fire sprinklers and lack thereof, intercoms or lack thereof, all of this is of great concern to me regarding safety of these kids.
Also, there is no secure entry vestibule. The list is large.
Just 1 day ago I drove and walked around the entire exterior of this building, oh the decaying of the exterior. The interior...just the same..and I'm sure you will be provided with all the details
and pictures showing the rough condition this building is in.
Basically a money pit to keep this building functioning daily, we have no other choice right now, we need to keep these career, tech, auto, computer, online academy classes running. I am very pro vocational classes etc. to send our kids out into this world. This building also houses our Administration offices too.

We, the board members, staff and community have spent countless hours of our time investigating what would be the best route to take for our district.
No one takes this task lightly, everyone has been committed to this because of our kids first mentality.
We've had community meetings, facilities meetings for weeks on end, with one goal in mind, to make sure all of our staff and students are safe and able to learn
in a health facility.
I personally thank you from the bottom of my heart for considering Peyton School District and helping to improve our great schools.

Sincerely,
Kelli Markus

January 19th, 2023
RE: Peyton School Dist. 23JT

Dear BEST Board Members,

This letter comes to you out of support for Peyton School Districts Application for a BEST Grant for an addition to the existing Junior/Senior High School.

My name is Marla Mockerman and I have been the Building Secretary at the Junior/Senior High School for 25 years. I have lived in Peyton for 31 years. I have had three of my children attend, play sports for and graduate from Peyton. In that time I have seen many stages of change for our current CTEF building, so I want to share a little background leading up to our current situation.

- Peyton's very first school building was a K-12 building located at 18320 Main St. when I started working for the District. I cannot tell you how old this building is, but it has been in existence for quite a long time. Many new additions had been added to it over the years as needed, before I started working there in 1998.
- Because of growth, we were able to build a new offsite Elementary school, somewhere around 1993, 1994 grades K-5 moved out.
- In the very first school building we then housed grades 6-12. Again, we ran out of room, this time because the Elementary wing of the school was no longer deemed safe to use because of asbestos concerns, water, plumbing and fire safety issues. This wing was being used by our Junior High.
- In 2005 we moved grades 9-12 to a new offsite High School.
- Now, the very first school building housed our Junior High School grades 6 - 8 in the useable wing of the school. The Elementary wing became storage, and still is.
- In 2009 because there where so many safety issues with the school and financially it was not feasible to have it open, the 6th grade moved to the Elementary and grades 7 and 8 moved to the High School. And so we welcomed five used modular buildings to the now Junior/Senior High School to have enough space.
- The very first school building sat vacant for several years, only using the gym area, locker rooms and bathrooms.
- During the time the very first school building sat vacant, asbestos mitigation, roof repair, plumbing, water well repair etc. took place in the current wing so that we could move some of our classes from the Junior/Senior High School back down there.
- The very first school building is now called the CTEF Building. Career Technical Education Facility.

This brings us to the current situation. We have our Woods, Auto, Computer, Upper English classes and an online school at the CTEF as well as our Administration office now.

Busses transport our students between our buildings; however some of our students drive because of their class/work schedules. Safety is a huge concern having students bussed or driving to this building. They also sometimes walk the trail down between buildings. This building is located about a ½ mile from us on the trail and a mile if you are driving. Students are often unsupervised. It is very difficult to keep track of these students when they are off campus. Another concern is the considerable loss of class time for the trips down and back from the CTEF building. If students need to meet with the counselors, the principal, or stay after with a teacher, many times they miss the bus and need to be taken to the other building, or walk down.

The building itself has seen its day and is in constant need of repair. The band aids that are holding it together are giving out. It is outdated and there is no intercom system. That in itself is a safety issue. Communication in an emergency situation is key. There is also no two door entry or vestibule at the entry. Trying to put together an Emergency Operation Plan or protocols has been very difficult. This has always posed a problem.

That is why I agree whole heartedly that having all of our Junior/Senior High students in one building is the safest answer for our district. It makes sense to have everyone on one campus, under all the same protocols, supervision and Administrators.

Please consider our District for a BEST Grant to help with the funding of this much needed project.

Sincerely Thanking You For Your Consideration,

Marla Mockerman

Community Member
Building Secretary
Peyton Junior/Senior High School

● Campuses Impacted by this Grant Application ●

KIOWA C-2 - PK-12 School Replacement - Kiowa ES/HS - 1984

District:	Kiowa C-2
School Name:	Kiowa ES/HS
Address:	525 COMANCHE STREET
City:	KIOWA
Gross Area (SF):	66,858
Number of Buildings:	1
Replacement Value:	$20,340,514
Condition Budget:	$11,917,467
Total FCI:	0.59
Adequacy Index:	0.10

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,149,654	$3,217,388	1.02
Equipment and Furnishings	$988,144	$621,198	0.63
Exterior Enclosure	$2,975,215	$474,911	0.16
Fire Protection	$65,527	$518,344	7.91
HVAC System	$3,293,527	$3,238,372	0.98
Interior Construction and Conveyance	$3,523,299	$2,566,638	0.73
Plumbing System	$1,120,390	$702,690	0.63
Site	$3,014,675	$1,081,743	0.36
Structure	$2,210,083	$0	0.00
Overall - Total	$20,340,514	$12,421,284	0.61

KIOWA C-2 - PK-12 School Replacement - Kiowa MS - 1953

District:	Kiowa C-2
School Name:	Kiowa MS
Address:	525 COMANCHE STREET
City:	KIOWA
Gross Area (SF):	31,653
Number of Buildings:	2
Replacement Value:	$9,779,429
Condition Budget:	$6,095,526
Total FCI:	0.62
Adequacy Index:	0.17

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,521,572	$1,337,588	0.88
Equipment and Furnishings	$599,870	$698,426	1.16
Exterior Enclosure	$1,115,808	$644,247	0.58
Fire Protection	$34,404	$343,484	9.98
HVAC System	$717,413	$647,781	0.90
Interior Construction and Conveyance	$2,057,082	$1,501,554	0.73
Plumbing System	$558,516	$308,175	0.55
Site	$1,866,109	$913,404	0.49
Structure	$1,308,654	$44,352	0.03
Overall - Total	$9,779,429	$6,439,011	0.66

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: KIOWA C-2 **County:** Elbert

Project Title: PK-12 School Replacement **Applicant Previous BEST Grant(s):** 2

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $476,676.90

If Yes, please explain why:

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

The three affected school buildings were all constructed by the district, are all on the same site, and were new when occupied. The facilities were constructed one at a time over the decades, and all were constructed in compliance with codes and regulations at the time. It is important to note that the site is located in a FEMA designated floodplain.

Kiowa School was originally constructed in 1920 and hailed at the time by the local newspaper as a completely modern building complete with electricity, steam heat, and plumbing. Unique to the area, the building carried a Spanish colonial architectural style which would go on to establish the building as an Elbert County landmark in 2000. This building functioned as the sole school facility in Kiowa until 1955 when the red brick Kiowa Elementary School building was constructed. The red brick building is still in use today and used as the Kiowa Middle School. The 1920's Kiowa School functioned as a High School. The two schools were both utilized until 1985, when the district constructed a new High school building. The High School building is still in use today as its original intended purpose. In 1997 as a result of an enrollment increase of 70% from 1990 to 1996, Kiowa Elementary School and a new High School gym were constructed adjacent to the existing high school. The new construction also included an expansion of the existing high school cafeteria.

The 1920's Kiowa school was unoccupied until 1991 when the building was no longer able to function as a school facility and was sold and utilized as the Elbert County Museum.

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

Over the years, Kiowa has seen several improvements to the existing school site. The first addition to the 1955 red brick building was in 1976 with a three-classroom addition and new basement. As a result, Kiowa High School was built in 1985. In 1997 another bond was passed that included the remodel of red brick building from an elementary school to a middle school as a result of construction of the new elementary school. This also included a renovation of the cafeteria in the high school that connected to the new elementary school and gym.

In 2010 FEMA designated the floodplain in the same location as the Elementary School. This floodplain area was rated a zone A which according to FEMA means there is a "1% annual chance of flooding and a 26% chance of flooding over the life of a 30-year mortgage. Because detailed analyses are not performed for such areas; no depths or base flood elevations are shown within these zones Insurance claims."

In 2011 the school district was successful in a BEST Grant pursuit to improve drainage on the site and replace the roof on the high school building. We were hopeful that re-grading the site could mitigate previous issue with water infiltration. However, in the summer of 2021, we filed an insurance claim for the high school as a result of water infiltration. After heavy rains water came up from the floor to the extent that district administrators were not sure if the high school could open on time. This kickstarted the masterplan process that led us to the current BEST Grant application.

II.A. Project Type:

☐ **New School**	☐ **Roof**	☑ **Asbestos Abatement**	☐ **Water Systems**
☑ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**

BEST FY2023-24 GRANT APPLICATION SUMMARIES

☐ **Security** ☐ **ADA** ☐ **Window Replacement** ☐ **Supplemental**

☐ **CTE:** ☐ **Other:**

Additional Detail:

II.C. General background information about the district / school:

As one of nine school districts whose boundaries include Elbert County, Elbert County School District C-2 (Kiowa Schools) serves the town of Kiowa and the surrounding area. Established at the Old Smokey Hill Trail and Kiowa Creek, the town of Kiowa was named the County seat in 1874 and has retained this distinction to this day. Today the school district consists of three school buildings located on one campus. This includes Kiowa Elementary School, Kiowa Middle School, and Kiowa High School. Throughout the almost 150 years, Kiowa's schools have been a bedrock for the community.

As one of the worst natural disasters in Colorado's History, in 1935, severe flooding accounted for 133 deaths and 800 million in adjusted damages as a result of the Monument and Kiowa Creek floods according to Colorado Public Radio. According to the Town of Kiowa, the floodwaters were described as reaching half-mile wide, 12 to 15 feet high and the speed of a fast horse.

Kiowa School is unique in the diverse experiences offered to its students for a school district of its size. This includes over 13 academic clubs, a multitude of sports programs. Our district has a highly supportive community and parent involvement. The school has been a foundation for the community and as with many small towns is the epicenter of larger community events.

Despite the challenges presented by the COVID pandemic, our district has maintained an accredited rating the last four years. In the last year Kiowa School District 6 points to be only 4 points away from accredited with distinction. Kiowa has had a long history of academic success with the previous decade before the pandemic having multiple years with accreditation with distinction.

II.D. Deficiencies associated with this project:

One quick look at our FCI numbers shows that there is real need for investment in our facilities. As we have dug into the issues, we have realized our situation at Kiowa School District is unique. In addition to the typical building system health and safety challenges you would expect with FCI numbers like ours, we have some very specific health and safety concerns that our FCI numbers cannot capture. Our site is of particular concern due to its location inside a FEMA designated flood plain and its close proximity to the heavily trafficked Colorado State Hwy 86.

- Kiowa ES/HS Main: 0.63 FCI
- Kiowa MS Main 0.67 FCI

SAFETY & SECURITY -
All of our buildings are located in, and very close to, serious safety concerns for our students. The concerns for our students' safety are real. There are three major safety concerns that we worry about and actively manage daily.

Proximity to Hwy 86
In 1957 when this school was built Elbert County was a sleepy county and it was not uncommon to build a school directly adjacent to a highway. Since that time the population of Elbert County has grown from approximately 4,000 residents to over 26,000 today. This growth turned sleepy Main Street into a busy State Hwy 86. In addition to the population growth the proximity to the highway was further exasperated when the state relocated and elevated the highway. This change brought the highway to within 35' of the MS front door, and created negative drainage, so that all water now flows back to the building.

Our school sits on a curve in the deceleration zone on the edge of town. Right at our campus entrance, traffic coming into town at 65 mph must slow to 25 mph and turn slightly left. If a car fails to decelerate and turn, they will literally be launched over the sidewalk and into our front door. Last year, our district experienced this firsthand. A driver fell asleep at the wheel, lost control and was prevented from hitting our building by wrapping his car around our monument sign. Fortunately, the sign served as an unintended yet effective safety bollard.

FEMA designated Zone A floodplain
https://msc.fema.gov/portal/search?AddressQuery=kiowa%20colorado#searchresultsanchor

It is not a question of if we will be flooded out, it is a question of when. Our school campus sits at the low point of a large drainage basin feeding into Kiowa Creek. Our schools sit in a FEMA floodplain - Zone A-Special Flood Hazard Zone. These zones are considered a high-risk designation and are defined as "areas with a 1% annual chance of flooding and a 26% chance of flooding over 30-years."

Google maps show it well: https://www.google.com/maps/@39.3461319,-104.4401443,1986m/data=!3m1!1e3

As a result of our location in this floodplain, we have a large, unprotected drainage ditch that runs directly through the site with multiple bridges across it to allow access to the ES/HS building. The most recent impactful storm events flooded the site in 2006 and again in 2017. In both instances, the water washed out the bridge to the ES and the bridge to the HS. In 2006, the water flooded every classroom both the ES and HS. Teams of volunteers were brought in to tear out the carpet and spray anti molding solution on all surfaces. Even a common rain event on the 1 000 square mile watershed fills our unfenced and unprotected ditch. Students are drawn to the water, and we must constantly monitor and discourage children from playing in and around it. In the winter, bridges are slick and require constant salting and monitoring for safety as they are the only access to the school.

The town of Kiowa and Elbert County have a long history of disastrous flooding. Major floods involving loss of life have occurred in the area in the 20s, 30s, and 60s. The threat is real, and we live with it daily. With recent climate change, it is difficult not to speculate that our concerns over major flooding will be realized sooner rather than later.

Daily movement between multiple buildings
Our programs require both students and staff to move continually throughout the day between our buildings. This presents a health and safety risk and a supervision burden for our staff. Additionally, our superintendent has calculated that extending passing times to accommodate travel between buildings adds up to approximately 30 minutes of lost time per day in the schedule. This is a real and significant loss of instructional time.

In addition to loss of instructional time, the students are exposed to all elements while in transit. The elements of concern are many. For starters, rain or shine, they cross the bridges over the drainage ditch with every trip. They are also exposed to the people of the surrounding area. Due to the buildings' proximity to highway 86, District personnel have noticed the site being used as a camping and resting spot for transients traveling on the highway. The Superintendent has had many conversations with travelers in the parking lot encouraging them to move along. Concerns come from nearby neighborhoods as well. Recently, a student was threatened by a stray dog from the trailer park next door. Fortunately, our Superintendent was nearby and put himself between the angry dog and the child. The dog backed him up against a dumpster, and he was able to pull a tire out of the dumpster and use it to fend off the dog.

Additional Safety and Security concerns that add to and exacerbate our situation include:

- Lack of secure entrances and vestibules
- Minimal modern access controls – keys only. Locks haven't been rekeyed for decades, multiple masters out in community.
- Minimal security camera coverage
- ES telephone paging systems are outdated and sparsely distributed leaving minimal ability to communicate in emergencies.
- Recently a first grader ran into the middle of the highway due to lack of a barrier or fence.
- The ES parking lot is too small and lacks a drop off zone. Alarmingly, some parents are dropping kids off in the HS lot and the middle of Hwy 86. - ES students then walk from these remote unsafe drop-off points through traffic and drop off queues up to 800 feet to reach the ES entrance. MS/ - HS lots and drop-offs are accessed directly off of the hwy, any backups extend out directly onto hwy 86
- There are major cracks in parking lot paving, up to a foot in width

- Parking lots are underlit, very dark and unsafe at night

WATER INFILTRATION -
Water is a problem for us beyond the previously described flood zone concern. Our low sitting buildings, poor drainage, and deficient exterior materials fail to keep water out. Water enters all the schools through walls, roofs, and under our doors every time it rains.

At the ES/HS, perimeter trench drains are clogged or collapsed and not draining away from the building. The berms around the perimeter of the school would appear to help with keeping water out, but there is no water barrier between the berms and the walls. Water seeps through the berms, through the walls and directly into classrooms. The roof over our ES/HS gym leaks frequently. The gym floor was replaced in 2019 due to continued leaks in the roof. This year during a major rain event, five large trash cans were filled with water leaking from the roof, saving our new gym floor.

At the MS, the built up and modified bitumen roof is far beyond its useful life. It leaks and is overdue for replacement. As previously described, Highway 86 was raised multiple feet after the Middle School was built and as a result the school now suffers from water, snow and surface runoff from the Highway draining into the main entry and classrooms. The mechanical room often has standing water.

ELECTRICAL
The Electrical services at all three facilities present challenges to the learning environment. Generally, all panels are full, poorly labeled, disorganized and undersized. Branch panels and feeders are in poor condition. They were designated priority "mission critical" for replacement by the assessment team.

The main electrical transformer and switchgear for all three buildings sit outside, unprotected and in the FEMA designated flood zone, just 30 yards from the drainage ditch that runs through the site. As you can imagine, given the flood zone status, during major rain events running water exceeds the capacity of the ditch and floods the site.

We have inadequate circuits and outlets serving our classrooms in all schools. To illustrate just how undersized our systems are, this year, on their own initiative, ES teachers developed an electrical use schedule, clarifying who could plug in anything extra to avoid constantly tripping breakers. It was determined that just 1 additional teapot was the culprit for tripping the breaker, showing just how undersized the circuits are.

Most of the work that has taken place over the previous decades to keep the systems afloat has been informal and does not meet code. Errant wires, poorly labeled panels and overtaxed circuits can pose an electrocution risk.

HVAC
All of the buildings are being heated and cooled by units that are past their useful life, provide very little control, and cannot provide adequate heating and cooling during peak periods.

The heat pumps at the High School are tied into an underperforming geothermal system with no redundant boiler system. During the recent winter cold spell, several rooms struggled to reach 50 degrees and space heaters had to be brought in which consistently tripped electrical breakers leaving classrooms without lights or heat. On cold days where it gets warmer in the afternoon, teachers are propping doors open to bring in warmer air from outside. This creates a security concern.

We conducted CO2 monitoring tests and got readings consistently above 1,400 parts per million with a peak over 1,800. Typical well ventilated indoor spaces typically range from 400 - 1,000ppm. Above 1,000, complaints of drowsiness and poor air are common, once above 2,000, physiological responses include headaches, sleepiness, poor concentration, increased heart rate, and slight nausea.

All schools lack appropriate ventilation which creates an unpleasant learning environment and can spread disease. This is especially pronounced in the shop area which has no ventilation (gas fired ceiling hung radiant heat only) and the MS gym which is heated with residential style furnaces that do not provide code required outside air. The shop also has limited

exhaust for welding and wood dust,

PLUMBING
Our major plumbing concerns are due to extreme hard water and highly variable water pressure from the town water source. The water service lines into the campus are absent of water pressure regulators and the systems are being over stressed. Inconsistent and high-pressure surges through the lines coupled with no regulator on the main have been known to damage equipment to the tune of a $45,000 water bill caused by an undiscovered underground sprinkler line explosion during a District break. Hard water mineral build up has caused several areas of water piping to clog up. We recently replaced a small portion of these lines. These problems are expected to continue happening in other and less accessible areas of our buildings.

- Additional plumbing concerns include:
- Sanitary lines due for improvement at MS
- HS science acid neutralization needs cleaning/ replacement
- Pipes have recently frozen in MS girl's locker room
- Sewer smells in MS basement and entire ES are regularly reported
- Sewer back up at boy's locker room in December of 2021

II.E. Diligence undertaken to determine the deficiencies stated above:

We have worked diligently through the year to evaluate the building deficiencies and the overall safety and quality of the learning environment. In this time, we have learned a great deal about the deficiencies of our buildings and that our problems are only accelerating as our buildings age. Actions taken to date to gather deficiencies information include:

- CDE assessment reports were reviewed & updated. Our team walked the buildings with the CDE assessors & helped to update the CDE Facilities Insights Report
- Third party engineering assessments were conducted by Artaic (owner's representative) and Wold Architects and Engineers during master planning
- CO2 monitoring - Wold Mechanical Engineering Team
- Radon testing
- Conversation with CSDSIP
- Conversation with Elbert County Historical Society in reference to Elbert County flooding information
- FEMA website and maps along with google earth to understand our watershed

Using the CDE's Facility Assessment as our guide, we hired these consultants to help further understand the extent & magnitude of our deficiencies & their impacts on our students.

Through these additional due diligence investigations, it is apparent that our health & safety concerns continue to grow & are of greater significance than first suspected. The results of these investigations are referenced & described in the deficiencies section.

II.F. Proposed solution to address the deficiencies stated above:

The Kiowa School District Planning Team recommended the following proposal to the Board of Education:

- New PK-12th Grade school with District offices on an empty 38.8-acre site currently owned by the district
- New playgrounds and parking areas
- New football field and track
- Demo existing facilities
- Reseed and level existing site

Prior to making the recommendation to the BOE, the Planning Team strongly considered 9 different options ranging from continuing current deferred maintenance, remodels and additions to current facilities, to replacing all existing buildings on a site currently owned by the district. The new site is away from Hwy 86 and rests out of the flood plain.

Kiowa is a proud, conservative community that has a long history of "making do" with what you have, and that philosophy

certainly guided our team. The committee strongly favored repairing the current facilities UNTIL they realized that decisions around additions and renovation would not address the largest looming deficiencies-the High-Risk Zone A- Floodplain and the unsafe proximity to Hwy 86. The recent car crash which missed the front door of the Middle School and the flooding in 2017 were discussed. With those two deficiencies heavily on the minds of team members, one by one they moved to the position that the only responsible solution was to move the entire site away from the floodplain and Hwy 86. The costs to renovate and preserve the existing schools would be similar to building new, but all agreed, it was irresponsible to continue investing in the current site. Additionally, it was the only proposed solution that would address ALL the site and facility deficiencies.

Aside from the two major deficiencies listed above, the solution will address and remove all the deficiencies listed in Section D.

Water Infiltration- The new facility will address the numerous water infiltration issues by moving the school to a new area away from a major floodplain and poorly graded site. It will eliminate the perilous drainage ditch, icy bridges, and fear of being flooded out. It will eliminate the windows that leak water, and ruined flooring from water coming under doorways.

Electrical-The replacement school will eliminate the threat of our main electrical service being flooded. It will significantly sooth the fear of electrocution as we will move from errant informal wiring to properly installed wiring and panels. Teachers, at last may not have to informally develop electrical use calendars as outlets and circuits will be to code and installed to support instruction.

HVAC- A replacement school will provide appropriate heating and cooling with state-of-the-art control systems that will save money on energy costs. Each classroom will be provided with adequate ventilation with an improved learning environment that fosters less illness. Units will be selected that support MERV 13 technology to appropriately filter the air that children and staff breathe.

Direct Water Lines - The new building will have state of the art water regulators protecting it from the Town of Kiowa's unpredictable water surges. No longer will the district be saddled with a monthly water bill of $45,000 or damage to equipment.

After consideration of the list of deficiencies overlaid with the goals for the district, the only logical solution was to build a replacement school and address 100% of our deficiencies.

II.G. Due diligence undertaken in defining the stated solution:

MASTER PLANNING PROCESS
Our planning committee met multiple times over the course of four months and included parents, staff, and BOE and community members. The committee reviewed information about our district and facilities as described in the Public School Facilities Master Plan Guidelines.

We held several community meetings to gather input and inform decision making. The meetings were attended by over 60 parents and interested community members. Participants shared priorities & concerns to inform planning conversations.

During planning, four notable topics of concern rose to the top.
- Building and Site Safety:
    - Location in a flood plain
    - Lack of secure entries
    - Unsafe drop off and pick-up for all students
    - Unsafe traveling between buildings for staff and students
    - Proximity to Highway 86
- Electrical systems: Outdated and undersized electrical service at all buildings
- HVAC units are past their functional life and are not new enough to provide adequate ventilation and filtration
- Flooding and water penetration at all buildings through roofs, walls, windows, and doors due to buildings sitting low
    - Outdated and deteriorating interior finishes already in need of replacement consistently damaged by excessive moisture with areas of concern for mold

To inform decision making, the committee defined criteria:

- Provide Positive & Appropriate Learning Environments
    - Resolve Health, Safety, Security, and ADA Concerns
    - Embrace Technology
    - Invest in CTE Programs
- Revamp Community and District Trust
    - Be Financially Responsible
- Consider Operational Efficiencies
    - 1 Campus
    - Preserve SF & Consider Future Growth
- Expand Early Childhood Offerings
- Address Teacher Salaries, Student Programs, and Retention
- Minimize Impacts on School Operations

During the final phases of planning, we explored multiple options. Each option was tested against our planning criteria. Options considered were:

Options for a three-building campus:
- 3A- Wait, just continue with deferred maintenance
- 3B- Mitigate a few deficiencies from prioritized list
- 3C- Mitigate multiple deficiencies

Options for a two-building campus:
- 2A-Replace HS, new addition to ES, renovate the MS
- 2B-New 6-12 building, keep ES, Demo MS
- 2C-Convert HS into MS, build a new HS on the other site

Options for creating a single unit campus:
- 1A-Build a new EC-12 building on the other site
- 1B-EC-12 building by addition and renovation to the current ES school
- 1C-EC-12 building by addition and renovation to the current MS school

After lengthy discussion the committee and District decided to move forward with Plan 1A , to replace all facilities with a new school on the District owned land out of the flood plain and away from highway 86.

Much consideration was given to renovation vs new. A major factor was the current location in the flood plain and adjacency to highway 86. The planning team, the board, and the community all believe that at the end of the day, it doesn't make sense to invest millions of dollars into a facility that sits in a zone a floodplain that has and will flood again.

The proposed property is already owned by the district. The site and building program have been developed through analysis of current District operations and in alignment with CDE published Public School Construction Guidelines. Budgets have been developed to accommodate current building codes and standards for construction. An analysis of the proposed site has taken place and has been determined to be adequate to accommodate the program. It has been confirmed that utility services are stubbed into the new site, ready to be tied into. The team studied the relationship of the new site to the watershed and have confirmed it is on higher ground and not in the FEMA designated floodplain. Meetings have been held with builders to understand site constraints and reflect on constructability. A soils report from an adjacent County project has been shared with our estimating team to help understand the required foundation systems.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The Elbert County School District C2 facility needs are growing with each passing year, creating an urgency of need. Our robust, 2022 facilities planning process has been eye opening. Our concerns are even more grave than we thought before. We now realize we are constantly living at risk of major liability.

As we described in our deficiencies section, one of greatest concerns is our location in the FEMA “Zone A '' floodplain. 1965 brought the last major loss of life flood in town (but not the first). In our recent history, we have seen how impactful even less severe flooding can be, washing out bridges and flooding our buildings. In 2011 the district used grant money to improve the drainage ditch. The investment was used to deepen the trench, line it with concrete, and install riprap hoping to better protect all school campuses. Sadly, this project resulted in flooding the adjacent mobile home park downstream, impacting many families. The next major flood could happen any day. This is true with many stormwater interventions. The volume of water remains, removing it from one area, changing how fast it moves or the direction it flows often ends up affecting adjacent areas. The site has flooded and will flood again. The last major flood in 2006 did $200,000 of damage to our buildings.

As highlighted in our deficiencies section, the second major liability we live with is our location directly adjacent to Colorado State Highway 86. The road sits less than 12 yards from the MS front door and directly adjacent to the sidewalk our students walk on every day. It is only a matter of time until another person crashes into our campus. The highway and associated traffic are not going away.

In addition to these major liability concerns, it is becoming increasingly disconcerting that we cannot keep up with repairs and maintenance. More and more of the mechanical and electrical systems have exceeded their useful life. As we work to keep our aging schools dry, safe, open and functioning, it is very disheartening, because as we fix one challenge, another emerges. Teaching and learning are being impacted every day.

If we don’t receive this grant, our capital maintenance and improvement budgets will continue to rise and divert more and more dollars away from the classroom. We will continue to do our best to provide the safest environment possible, but truly the safest environment for our staff and students is only possible through partnership with BEST.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Our district is pursuing multiple financing sources in order to address the significant needs for our facilities. To date most of these efforts have focused on our insurance claims. In the last three years we have received a total of $84,743 from our building insurance provider mostly to address water damage primarily at the high school. However, we are actively pursuing grants to offset the request from BEST.

Our district recently applied for the department of homeland security School Security Disbursement Grant for security devices and infrastructure. If this grant is successful, we intend to reuse improvements funded through the grant application at the new facility to offset costs..

We have also spoken to our regional DOLA representative about pursuing a community development block grant. The intent would be to finance the new proposed football field through a DOLA grant. If successful in this grant pursuit our district will reduce our BEST Grant request for the difference.

Kiowa formerly partnered with three other school districts in the county to develop a successful rural coaction grant for improved transportation services. Kiowa along with the three other partner districts who applied for this grant are in current talks with the Director of Community and Economic Development to discuss the potential pursuit of additional opportunities for obtaining and developing land that can be used by all school districts for share recreational use. This is at a conceptual planning stage, but if this effort is successful in its overall goals, it would have the potential to offset costs for outdoor athletic facilities, and outdoor recreation/learning opportunities for students. The costs for the new football field and track could be offset by this pursuit.

Our district has ESSR III funding still available that we will target offsetting the cost of new Roof Top Units.

Finally, the overall masterplan approach accommodates multiple strategies to save on costs typically incurred with a new

school building.
1. The school district owns the property of the proposed new site. This means there is no added cost for property acquisition or replating.
2. The site contains an existing baseball field and the concrete foundation and drainage system for a CHSAA regulation size track.
a. The baseball field will be unmodified from its current form as part of the grant but may be relocated in the near future. The district will pursue funding outside of BEST for this effort.
b. The district will explore constructing the new track on the existing gravel track, but further investigation will need to occur to determine if the drainage system can accommodate a synthetic track surface. Additionally, the track location may inhibit growth on the current site.
3. There is an existing agreement with the City to credit any water and sewer tap fees back to the School District as part of the sale of the property. This credit will be applied to this project so these costs are not included in the grant application.
4. The School Board of Education is actively facilitating conversations with the Elbert County Historical Society and Elbert County Economic Development Council to negotiate potential reuse of the existing site. Because the school resided in the floodplain, most of the buildings will very likely be demolished but the district is looking for all options to repurpose portions of the structures or potentially sell the property to the Town of Kiowa for use as a park that would not be as impacted by a large runoff event.
5. Our school board has voted to approve an electrical easement with the Town of Kiowa for a new housing development adjacent to the proposed school site. This easement is proposed to run along the edge of the west edge of the site along CR 45. The new underground electric service line will be designed to also accommodate the anticipated electric load for the school once constructed. Having this new main line adjacent to the school is anticipated to significantly save on new service costs to the district.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

We do not take for granted the opportunity a new PK-12 facility creates for our students and community. Our project approach we believe will provide our district the overall greatest value for the next several decades but only if the building is properly maintained. In order to proactively maintain the new facility, our district is committed to allocating money on an annual basis that can anticipate large expenditures as building systems age. Beyond financial allocations we plan to integrate the development of a high-level Capital Improvements Plan as a deliverable by our project team.

No matter what delivery method we pursue for this project we plan to engage a General Contractor during the design phase to provide cost estimates and constructability reviews. We will also require the General Contractor to provide information on life cycle costs when deciding what systems should be included in the building. We also will work to establish appropriate service agreements with vendors for specialized equipment such as mechanical, lighting, and network equipment. We will also take additional time with the project team following closeout to use the generated Operations and Maintenance plan to develop a Capital Improvements Plan to assist the district with annual expenditures and anticipating costly replacements.

Below is a list of specific warranties our project will require starting at the time of substantial completion. Final warranties will be determined during design through conversations between the district and our consultants regarding cost implications and priorities. However, our consultants have indicated that typical warranties for projects such as this are:

- Roof system: 20-30 years
- Roof top unit compressors: 5-10 years
- Boilers: 5-10 years
- Electrical switchgear: 5-10 years
- Lighting controls: 5- 10 years
- LVT: 20-25 years
- Carpet: 10 years

We also plan to empower our maintenance staff to be able to perform required routine maintenance tasks for equipment and products as recommended by manufacturers. Too often we have seen insufficient trainings in a short amount of time that makes it difficult for school staff to properly understand the needs of a new facility. This is why not only will our maintenance and facilities staff be involved in the construction process, but we will require multiple trainings throughout the warranty

period for each building system. We also understand that turnover in a school district is inevitable which is why we will document all trainings with videos. Finally, our construction budget includes the purchase of required maintenance equipment for our staff to use.

Our school board and school administrators are assuming an annual contribution of at least 2% FTE per year with a minimum contribution of $100K. Our district has historically allocated this level of funding to address current needs of the school as they arise and is committed to maintaining this commitment with the new facility. Our district will do all it can to extend the useful life of the facility, but major renovations and additions as a result of population growth or reaching the end of building life cycles will likely require a bond effort.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

As a result of owning aging facilities, our district has continually allocated an average of $100,000 per year to the general fund which is spent on capital improvements. This equates to about $323.00 per FTE. This does not include the numerous insurance claims the district has had to file in the last 5 years. The school district allocates funds district wide that are used at the Kiowa ES/HS building and the Kiowa MS building.

III.T. How did you arrive at the estimate for this project?

We recognize that recent escalation in the construction industry has made cost estimating challenging. Because we could see these trends at the start of our masterplan process, we were able to engage a Masterplanner Wold Architects, and the owner's representative, Artaic Group. These two firms worked to provide detailed information for our proposed solution.

We then engaged three separate General Contractors with extensive K-12 experience in Colorado to provide detailed cost estimates for new construction and demolition. We facilitated multiple meetings with each contractor to detail their estimates and assumptions so we could take the most accurate average of the three cost estimates. For the abatement of the existing projects, we had our environmental consultant GHP provide an estimate on abatement costs based on years of inspections for the district and an extensive survey conducted before the grant application was submitted.

No percent markups were used in our detailed budget but rather estimates provided directly form consultants, vendors, and industry experts. Even with the extensive coordination and multiple estimates we recognize that many projects have suffered from recent pricing trends and have threatened the ability to complete projects. We feel our proposed budget can realize our proposed new school, but as a conservative community we prioritize making sure taxpayer money is spent responsibly.

III.U. Who will be overseeing the project, if known at the time of application?

Ultimate responsibility for managing the project will reside with the School Board and Superintendent. We realize this generational opportunity will require a significant amount of time and investment from our school district leaders to not only ensure funds are spent responsibly but to make sure this project is a community driven effort that creates a sustainable environment for our children moving forward.

The first step our school district will take if we are fortunate enough to be awarded a Grant, will be to coordinate with our CDE representative and procure an owner's rep based on the RFQP template CCAB has developed. We will rely heavily on our Owner’s Representative to ensure we are engaging industry experts to provide needed services.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

Our district procurement policies align strongly with the state of Colorado encouraging open procurements. The school board has adopted the policy that “contractual services, professional services, and purchases of supplies, materials, and equipment in the amount of $5,000 or more will be put to bid.” As stewards of taxpayer money, we will incentivize as much competition as possible. In order to encourage participation in this process we will work with CDE to advertise all bids on the CDE Listserve. Our first step will be to work with our CDE regional program manager to procure an Owner’s Representative. Then pending a final decision on the project delivery method, we will work with our selected Owner’s Representative to procure an Architect and General Contractor. No consultants, contractors or vendors will be considered prequalified for any of the bond scope of work.

BEST FY2023-24 GRANT APPLICATION SUMMARIES

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

The existing buildings for the school were constructed in 1953, 1974, 1984, and 1997. Energy savings are anticipated from consolidating all buildings to a single new building built to current energy codes and utilizing high efficiency HVAC systems. Building area will be approximately the same (slight reduction), but consolidating will create a more efficient building envelope and reduce the number of overall utility service connections. The new addition will be approximately 20-30% more energy efficient than the buildings being replaced. Water and sewer needs will be similar to previous, new utility costs are expected to be 15-20% reduced.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

Our proposed new school will leave the existing Kiowa ES/HS building and the Kiowa MS building vacant. Our district has already begun assessing interest from developers and local government entities to purchase and repurpose these buildings. Our district has had success in the sale of the original 1920's high school to the Elbert County Historical Society. As a vested stakeholder in the site, the historical society has already committed to meeting with the district to review options for the existing site.

The existing five garage transportation building, maintenance building, and storage building will continue to operate in their current location and condition. These buildings are not located in the FEMA designated flood plain and do not pose the same risks to students and staff as the other facilities.

Our goal is to find the most cost effective way to shed the school district's maintenance costs for the existing school facility. We are engaging the Elbert County Economic Development Department to sell the property and structures to a governmental or private entity. Initial conversations have led to the following options for disposition.

Work with other local government entities to repurpose the facilities. Ideas to date include:

1. Sale of property to local government entity
2. Sale of property to private entity
3. Hold and auction for sale
4. Possible sign-over of the property to the Town of Kiowa
5. Demolish the buildings

Because a deal has not been established to sell the existing properties, the district has planned for demolition of the existing structures and restoration of the current site. Our current budget plans for the abatement of all buildings and demolition of these structures. The construction budget also includes costs for regrading the site following demolition activities and simple native seed landscaping. The existing football fields, baseball fields, and parking lots would be left intact, but all school buildings would be demolished. Because the site resides in a floodplain, we have anticipated construction of a large detention pond in the footprint of the existing buildings to limit the impact of runoff to adjacent properties. Our proposed schedule was developed to accommodate these activities within the three year time frame required by BEST.

Current Grant Request:	$56,721,030.00	**CDE Minimum Match %:**	69
Current Applicant Match:	$10,705,818.00	**Actual Match % Provided:**	15.87767828
Current Project Request:	$67,426,848.00	**Is a Waiver Letter Required?**	Statutory
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	Yes
Previous Matches:	$0.00	**Source of Match:**	Bond Election - November 2023
Total of All Phases:	$67,426,848.00		
Affected Sq Ft:	97,300	**Escalation %:**	10
Affected Pupils:	309	**Construction Contingency %:**	5
Cost Per Sq Ft:	$692.98	**Owner Contingency %:**	10
Soft Costs Per Sq Ft:	$74.91	**Historical Register?**	No
Hard Costs Per Sq Ft:	$618.07	**Adverse Historical Effect?**	No

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Cost Per Pupil:	$218,210	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	315	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	270	**Bonded Debt Approved:**	
Assessed Valuation:	$53,529,092	**Year(s) Bond Approved:**	
Statewide Median: $121,995,375			
PPAV:	$198,256	**Bonded Debt Failed:**	$10,600,000
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$1,753,034	**Year(s) Bond Failed:**	22
Statewide Median: $3,107,630			
Median Household Income:	$90,250	**Outstanding Bonded Debt:**	$0
Statewide Avg: $65,127			
Free Reduced Lunch %:	34.90%	**Total Bond Capacity:**	$10,705,818
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	0	**Bond Capacity Remaining:**	$10,705,818
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$1,820.86		
Applicants Median: $2,381			

COLORADO
Department of Education

Division of Capital Construction

District Statutory Limit Waiver for BEST Grant

A partial / full (circle one) district match reduction is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A.	Applicant required minimum match for this project based on CDE's minimum listed percent *(Line items A * C from grant application cost summary)*	**$45,356,345.50**
B.	School District's certified FY2022/23 Assessed Value	**$53,529,095.50**
C.	District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. *(Line B x 20%):*	**$10,705,818**
D.	Current outstanding bonded indebtedness:	**$0.00**
E.	Total available bonded indebtedness (Line C-D).	**$10,705,818**
F.	**Proposed match/new bonded indebtedness if the grant is awarded (Statutory Limit):** *(This should equal line E)*	**$10,705,818**

School District: Elbert County School District C-2
Project: Kiowa PK-12 School Replacement
Date: February 6, 2023

Signed by Superintendent: Travis Hargreaves

Printed Name: Travis Hargreaves

Signed by School Board Officer: Danielle Ullom

Printed Name: Danielle Ullom

Title: School Board Treasurer

CDE – Capital Construction Assistance

Updated 9/7/2022

Kiowa Fire Protection District
PO Box 321 ~ 403 County Road 45
Kiowa, CO 80117
Station: (303) 621-2233 ~ Fax: (303) 621-2690

January 24, 2023

To Whom It May Concern:

I am writing this letter in support of the Kiowa School District, Kiowa, Colorado as they apply for the BEST Grant to fund new facilities.

As the Fire Chief for the Kiowa Fire Protection District, which encompasses 324 square miles of Elbert County, CO, the elementary, middle and high schools are in the heart of our District. I join the civic and business leadership officials on a collective vision for progress, downtown economic growth and improvement in our aging educational facilities.

Elbert County is currently the fastest growing county in the state with a projected annual growth rate of 3.63% or an overall growth rate of 98% from 2015-2030, based on the Colorado Statewide Water Supply Initiative Forecast 2004. This exceeds the growth rate of neighboring Douglas County.

The Town of Kiowa houses the Elbert County Courthouse, the Sheriff's Department, including the Elbert County Detention Facility and other related county facilities including the County Fairgrounds. In addition the Town is home to two historic buildings. The original Elbert County Courthouse constructed in 1911 and the former Kiowa School which is now the Elbert County Historical Society and Museum.

The Kiowa School District has the Fire District's full support for this grant and hope that they can be awarded any funds to benefit the citizens of this area. Please contact me should you have any questions or concerns.

Respectfully submitted,

Gerry Lamansky

Gerry Lamansky
Fire Chief
Kiowa Fire Protection District
g.lamansky@kiowafire.com

TOWN OF KIOWA
PO Box 237
404 Comanche Street
Kiowa, CO 80117
Phone: 303-621-2366
Fax: 303-621-2595

January 24, 2023

Elbert County School District C-2
525 Comanche Street
Kiowa, CO 80117

RE: Building Excellent Schools Today (BEST) Grant

To Whom It May Concern:

It is my pleasure to write a letter in support of the Elbert County School District C-2's request for a BEST grant.

The Elbert County School District C-2 Kiowa Schools campus has several aging buildings, the oldest being built in the mid to late 1950s. In 2021, Kiowa Schools conducted a master plan study, which the Town participated in, to assess the current conditions of the school. Through that study it was determined that several structural issues exist raising acute safety concerns specifically pertaining to failing mechanical systems and structural integrity. Other areas of concern include leaky roofing, water damage, and general water infiltration through windows, doors, and walls. As well, the majority of the schools' electrical systems are original, and heating/cooling systems are inefficient and fail often. As if the previously mentioned it not of enough concern, the current campus also sits in a FEMA-designated flood plain. Thus, the study concluded that the cost of improvements would be approximately $35 million, an amount the schools are just not, if ever, able to meet.

As some have already asserted, for years the temporary repairs made to the schools"... feels as if we are constantly putting on a Band-Aid." Our students deserve better, in every aspect of the word – safety, opportunities (i.e. vocational programs), etc. Additionally, growth to our area is coming, it is inevitable, and we must be able to support that, but the current proposed growth will not be met under our current conditions.

As Mayor of the Town of Kiowa, I whole-heartedly support the Elbert County School District C-2 in their endeavor to seek and obtain grant funding to either conduct critical and necessary repairs or build a new school altogether.

Most sincerely,

Rickard Kolm
Mayor

RK/kab

January 9, 2023

BEST Grant Application Team

Re: Letter of Support
Elbert County School District C-2 (Kiowa School)
Kiowa, Colorado

To Whom It May Concern:

This letter of support is being written on behalf of the Kiowa School Accountability Committee. The Accountability Committee is made up primarily of parents and community members who work closely with the Board of Education, administration and staff to continually improve the education of the Kiowa School students. We believe the Kiowa School District is deserving of this grant because it provides resources and support to a small but quickly growing school with aging facilities.

One of the reasons we support Kiowa Schools decision to apply for the BEST grant is that the Board of Education recognizes the problems and costs associated with maintaining the current facilities and has made that a major focus. They have gone through a robust process that has brought light to dificiencies associated with cost and safety of our facilities. While they continue to focus on improving the education and safety of students, the existing facilities are aging and contributing to a large part of the budget.

Another reason we support applying for this grant, is that many of our facility issues are bigger, raising safety concerns and will cost the district greatly. Currently our facilities lack the proper handicap accessible guidelines including access to buildings, bathrooms, and doorways. Our HVAC system is in need of being replaced. The students consistently deal with fluctuation of inconsistant temperature changes in their classrooms. Our older buildings suffer from water damage and without having it properly fixed will continue to cause underlying problems. The Board of Education at Kiowa School has historically shown their abilities to manage their finances carefully as shown in their past budgets. They want to provide the safest learning environment for their students while not taking away from their educational needs. The Board of Education, administration, and staff work tirelessly to secure grants and other available monies to add classes, hire a school nurse, provide new curriculums as necessary, and provide the community with a very successful early childhood program. We know if the School is awarded the grant, the money will go directly into a new campus that will provide a safe education facility in a community that is growing extremely fast in Colorado's robust economy. We would welcome the opportunity to have all of our students under one secure building, providing peace of mind for students, staff, and community.

We, as the Kiowa Schools Accountability Committee, are excited for what the future holds for our community and students. The Accountability Committee looks forward to working with the Board of Education, administration, and staff to provide a safe learning environment, to graduate competitive, well rounded, active citizens and to empower individual potential through cooperative efforts of school, family and community. For these reasons, we hope you consider Kiowa Schools as a top contender for this grant.

Sincerely,

Kiowa Schools Accountability Committee
GeNiel Wyer, Chairperson

January 12, 2023

CCAB

Re: Elbert County School District C-2 BEST grant application

I personally recommend the approval of Elbert County School District C-2's BEST grant application. As a retired business manager and co-superintendent, I have been intimately involved with their financial management, maintenance operations and instructional goals from 2004 – 2018.

Over the years the District faced multiple challenges to keep their three instructional buildings safe and secure, as highlighted in the following examples.

On July 4, 2010 Kiowa experienced five hail storms in that one day. The result of that was damage to all roofs, water intrusion in all three buildings, a flood that washed out two bridges on the campus, damage to the pavilion, and damage to the entire fleet. Resolution required a gutting of the MS basement, drying out of carpet in two buildings, all roofs repaired, and, most impactful, a new bridge in the playground area, riprap and a new preformed concrete bridge between the elementary building and the parking lot. The drainage area through the campus was lined with concrete. Insurance did not cover the flood damage to the bridges which totaled about $100,000.

Other events included rain leaking on the gym floor, outdated HVAC units at the elementary and middle schools, inadequate gutters on the high school causing further water intrusion, heating problems in the high school due to geothermal field issues, water leaking between the walls and through the flat roof in the elementary, tree roots in the sewer system, and middle school science room severely destroyed due to a large snow load causing the roof to collapse. Issues with the walk-in refrigerator/freezer in the kitchen required a complete redo of both the walk-in and pantry.

Some of these issues were paid for with the help of our insurer and some with the help of a previous BEST grant, but many were paid for by the school from the capital reserve fund. This was possible because of a continuing commitment by the Board of Education and administration to find a delicate balance between instructional needs and capital needs. Because of this history of fiduciary responsibility, and despite the crippling effect of the budget stabilization factor, the CCAB can rest assured that this school will take its future financial responsibilities for operations and maintenance seriously.

Sincerely,

Denise Pearson

Denise Pearson

January 7, 2023

Dear BEST Grant Selection Committee at the Colorado Department of Education,

I am writing this letter to accompany the BEST Grant application for Elbert County School District C-2. Since being elected in November of 2021, I have served as the President of the school district, a role I also served in from 2007 to 2015. Our district is in desperate need of new facilities and is actively pursuing the community support necessary to satisfy the requirement of the BEST grant in pursuit of these efforts.

Our elementary, middle, and high school facilities, including our gym and athletic fields, exist on a single campus. The current middle school was constructed in the 1950s and has exceeded its usable lifespan. It has already undergone significant asbestos mitigation, and in addition to structural issues, is too small to support our growing student population. The high school building was constructed in 1985 in a flood plain. The elementary school and gymnasium, subsequently constructed in 1997, also sit in this flood plain. We have endured multiple flooding issues over the years, including a one in July of 2007 that washed out the pedestrian bridge. The gymnasium has flooded multiple times, requiring the replacement or repair of the floor on several occasions. The berm construction near the high school facility has further exacerbated flooding issues.

In addition to these ongoing structural and architectural issues, as a result of the current state funding model based on a negative factor, our district is underfunded, and our maintenance budget has suffered as a result. At this point, our numerous and severe maintenance issues would result in significant costs, and the construction of a new facility would be more prudent and fiscally responsible.

In the late 1960s, forty acres of land were donated to the district directly to the south of the current campus location. This location is not in a flood plain, is off the main highway, and all grades would be in a single facility to enhance our current safety and security. Additionally, this location would allow room for expansion, and currently we are considering the need for modular buildings to accommodate our growing student body.

This past November, we attempted to pass a bond to satisfy the BEST match of $10.6 million. While this measure did not pass, it failed only narrowly by a margin of 44%-56%. Prior to the most recent bond measure, the best that a bond campaign had ever achieved was 30% in favor. While there is still ground to cover electorally to pass the bond, we see this 14% increase as a significant achievement, particularly considering we had limited time to promote this measure. The School Board and myself feel that if we were awarded a BEST Grant in advance of promoting our bond measure ahead of the November 2023 election, it would pass without issue.

Both myself and my wife graduated from Kiowa High School in the 1980s, as have our three children. I am committed to this community and the education of its young people, particularly as the school is the heart of our community. Inadequate facilities should never deter students from pursuing a quality education. Thank you for considering this request. We look forward to working with the Colorado Department of Education and the BEST Grant Committee. Please do not hesitate to contact me with questions or for additional information.

Kind Regards,

Donald L. Gabehart
dgabehart@kiowaschool.org
303-887-3920

● Campuses Impacted by this Grant Application ●

CANON CITY RE-1 - Canon City HS Classroom Wing Replacement - Canon City HS - 1961

District:	Canon City RE-1
School Name:	Canon City HS
Address:	1313 Collge Ave.
City:	Canon City
Gross Area (SF):	209,762
Number of Buildings:	2
Replacement Value:	$69,190,405
Condition Budget:	$28,933,596
Total FCI:	0.42
Adequacy Index:	0.12

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$11,657,734	$5,467,507	0.47
Equipment and Furnishings	$4,641,811	$1,701,492	0.37
Exterior Enclosure	$6,782,763	$1,736,245	0.26
Fire Protection	$531,272	$1,160,014	2.18
HVAC System	$14,669,294	$5,224,184	0.36
Interior Construction and Conveyance	$11,553,094	$7,633,572	0.66
Plumbing System	$3,503,896	$2,864,943	0.82
Site	$5,943,405	$4,291,127	0.72
Structure	$9,907,137	$0	0.00
Overall - Total	$69,190,405	$30,079,084	0.43

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: CANON CITY RE-1 **County:** Fremont

Project Title: Canon City HS Classroom Wing Replacement **Applicant Previous BEST Grant(s):** 7

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $47,796,614.60

If Yes, please explain why:

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

The original Canon City High School, along with all subsequent additions were constructed new, by the district, in compliance with codes and regulations at that time.

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

Canon City High School Capital Improvements-
* If improvement was in 1961-62 classroom wing

Installation of Second Industrial Kitchen-2023
Roofing Project for Beehive Program Building-2022
Creation of Innovation Lab for CTE Programs-2022
CCHS Complete Parking Lot Installation- 2022
Electrical Panel Upgrade for CTE Programs-2021
Addition of Greenhouse for CTE Programs-2021
New Hardwood Gym Floor in Tiger Dome-2020
New Bleacher installed in Tiger Dome-2020
Painted Walls & Ceiling in Tiger Dome-2020
Air Handling System Refurbished in Tiger Dome-2020
Security Vestibule Installed-2019
Security Camera INstallation-2019
*Water Lines Replaced Building Wide-2019
Small Gymnasium HVAC Upgrades-2019
New Roof Big Gymnasium with Skylight upgrades-2018
New Roof Small Gymnasium-2018
*New Roof Commons/Cafeteria-2018

II.A. Project Type:

☐ **New School**	☑ **Roof**	☑ **Asbestos Abatement**	☑ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☑ **Lighting**	☑ **Facility Sitework**
☑ **Renovation**	☐ **Boiler Replacement**	☑ **Electrical Upgrade**	☐ **Land Purchase**
☑ **Addition**	☑ **HVAC**	☐ **Energy Savings**	☑ **Technology**
☑ **Security**	☑ **ADA**	☑ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

In the district, all roads for all students lead to Cañon City High School, a grade 9-12 facility serving roughly 1,000.

The district serves approximately 3,308 PK-12 students across 8 school communities.

There are 6 elementary schools and 3 K-8 schools serve elementary students as well.

The CCHS Pathways Program is a three-year education series designed to inject relevance and engagement to learning and prepare students for postsecondary education and the workforce. Students may earn endorsements in particular disciplines at two graduated levels, Silver and Gold, and early college credits toward an Associate's Degree, all while pursuing a high school diploma. Silver endorsements allow a student to explore a career field and even have time to move to another Silver endorsement within a three-year time span. Gold endorsements move a student more thoroughly into a career field and may result in specialized certifications or significant progress toward an Associate's Degree.

Within these Pathways, students can select from numerous different careers that delve deeper into specific, yet, complementary disciplines.

Pathways students follow a curriculum that includes the following: rigorous academic coursework as well as career-oriented courses, participation in project-based learning activities, and research-oriented community projects such as a graduation Capstone. This academic structure provides students the opportunity to increase the depth and rigor of their education while giving them the freedom and flexibility to select which Pathways they choose to experience. Finally, our curriculum culminates in a community-based learning internship in each student's chosen career field. We have 80 community partners offering at least quarter-long internships. It is our goal that every student complete one or more internships before he or she graduates.

II.D. Deficiencies associated with this project:

Our High School, like many in the state, has been added onto and expanded multiple times over the years. The State CDE assessment has identified over $22,000,000 of items due for replacement in the next five years. Being that a significant portion of our building is less than 20 years old, the vast majority of these needs occur in the older portion of the facility, most of which was constructed in 1961.

This project proposes to resolve the disproportionate concentration of deficiencies in our 1961 classroom wing. Below are the major Health and Safety issues that need to be resolved. In addition to the typical systems challenges in a building of this age, of greatest concern is significant ongoing structural movement.

A quote from a letter written by a recently retired teacher illustrates the condition and disparity of our 1961 classroom wing well:

"...the old academic wing fails to provide a supportive structural environment. My students and I stepped over cracks in the cement floor and shivered against breezes seeping through the windows during the winter. Separating cinder blocks in the walls indicated settling foundations under my classroom during my twenty-nine years of teaching. In 2004, the district added a new wing to CCHS. My students and I used to joke that I
taught on the wrong side of the tracks because of the obvious differences in the amenities between the two wings!"

Structural issues:
There are several areas in the 1961 classroom addition where significant cracking and movement has been observed. This movement has not stopped. It is actively damaging our building and is impacting our teaching and learning. These areas are being monitored and have been assessed by a structural engineer.

This concern was the first topic we directed our planning and assessment consultants to. During the first meeting, the planning team and consultants took a field trip to the affected areas. We showed them one of the gaps between the concrete wall and the floor, which is several inches wide. It is so wide you can see light through it and can easily hear conversations in the adjacent room.

We have learned that the foundation and adjacent tunnel have dropped significantly and have separated from the now floating floor slab above. There is a gap between the foundation and the slab, and there is again a gap between the top of the slab and the walls above which are now floating.

We know the movement is ongoing. We have moved the vinyl base down to cover the gap only to have the gap expand and re-appear below the base. We have patched and repainted cracked drywall only to have it crack again in the same location. We have repaired wracked door frames multiple times. As can be seen in the photos, these are not hairline cracks; again, there are many gaps wide enough to see through.

When the current principal started in 2016, most of the cracking was located between classrooms 209 and 211. Since that time, the cracking has expanded into an additional area and the hallway. Settling has grown worse, doors for classrooms 110 & 112 have gotten stuck due to shifting and wracking of the frame. We have provided two letters that illustrate the impact of the doors not functioning well. There are days when the teacher in classroom 110 can't get into her room from the hallway. On one occasion, she was stuck inside and had to force the door open with her shoulder. The latch in the door to classroom 112 no longer lines up with the catch in the frame and the district struggles to lock it and keep it closed. That door has been worked on at least five times this year.

The slab under that area of the building was mud jacked 30 years ago to resolve the settling. As indicated by one teacher shimming her desk with a stack of books to keep it level, the mudjacking did not solve the problem.

Below the slab and in our tunnels, we are beginning to see evidence that the shifting is damaging our utilities. We have a fire alarm panel between two rooms (206-208) that was recently faulting out. Our fire system contractor refused to work on it due to its location in the tunnels. Our staff went down to investigate the wires, installed just five years ago. Insulation in the conduits had been rubbed off, leaving bare wires exposed. We can infer this was due to steady, constant movement. Bare wires create a huge risk of fire. We are also in the process of evaluating some adjacent sewer lines that we suspect have been damaged by the movement.

This area of Canon City is notorious for unstable soils. Washington Elementary School was recently replaced with BEST support. These same soils were a strong reason for replacing that building, which is located less than 1,000 feet from the 1961 classroom wing. When our high school principal moved to Canon City in 2011-12, he looked at several houses in the neighborhood adjacent to the HS and Washington ES. His realtor suggested he bring a pool table cue ball to place in a corner of the floor in all houses he visited. It's an old school test for a tilting floor. Many of those houses suffer from shifting soils which bring foundation issues as well as tilted floors.

To further illustrate the challenge of our soils, we recently did a parking lot improvement project at the school and were required to incorporate several expensive measures to ensure the parking lots would be stable including fabric and geo grid with 15" over ex with class 6 gravel fill.

Electrical - Main service and distribution

There are many health and safety concerns associated with our electrical system. This outdated system also creates significant impediment to our educational programing.

Our electrical main switchboard and main distribution panels are undersized, beyond useful life and recommended for replacement by our electrical engineer. Several panel boards have unsafe wiring, and many are Federal Pacific, a manufacturer not considered safe. Our engineer assessment calls these issues out as high priority.

Our circuits are maxed out and not able to support our population and programs. Most classrooms just have two outlets each, completely insufficient to support needed technology in the rooms. Outlet locations are also problematic and limit how the room can be configured. A teacher's computer and the presentation screen take up half the outlets in the room. Sometimes teachers attempt to solve this problem creatively and we have been written up regularly by the fire department for daisy chaining powerstrips. We utilize a one-to-one device to students to support our instruction. We rely heavily on this technology and recharging is a huge obstacle. When a student's battery dies, they can easily be excluded from the learning.

A recent room conversion illustrates the limited size of our systems well. About five years ago in our attempt to support an alternative learning environment, we wanted to bring in two mini refrigerators and some other equipment. We were told by

the electrician, the only way to add the equipment to the desired space was to remove the electric powered hand dryers in the adjacent restrooms. Kids now use paper towels.

HVAC

The mechanical systems in the 1961 wing have been cobbled together over the years. The building used to be heated by through-wall unit ventilators in each room that are no longer in use. The units have not been completely removed and the louvers to the outside still remain creating a pathway for drafts. Therefore, cold air flows into our rooms and there are areas where even daylight can be seen through the old units. Our facility director reported that he has seen snow coming through the drafty louvers. Interestingly, even then we are not moving enough fresh air causing the air to be stale and unhealthy.

Temperature control in the classrooms as well as the media center is limited. Some rooms are too hot, some too cold. Teachers are doing things like putting a wet rag or a bag of ice on the thermostat to try to trick the systems into firing. Heating in the counseling area is especially inadequate and often counselors wear their winter coats throughout the day.

CO2 DATA

The HVAC system in the 1961 section of Canon City High School fails to move enough fresh air. Recent CO2 testing showed that when classrooms are occupied the CO2 levels quickly rise to levels just shy of 1400 ppm. Research has demonstrated that any level above 1000 ppm may result in student and staff complaints of drowsiness and poor air.

Roofing above the library

Approximately five years ago, we experienced routine roof leaks in the library. This caused significant damage to ceiling tiles and carpet. At one point, there was up to 1½" of standing water on the floor. A patch-job was done, but the roof has not been replaced since that time. The ceiling tiles in the library are stained but have not been replaced because replacement requires significant abatement which is cost prohibitive.

Sanitary

There has been a constant sewage smell in the 1961 wing for the last few months. Our current thought is that a sanitary line has been broken or damaged, possibly by structural shifting. We are undergoing a core drill and scoping to assess, but believe cutting through slab is likely the only way to solve it. The sanitary line is not accessible through the tunnels. The following quote taken from a current teacher's letter of support illustrates the impact well:

"Secondly, and most notably, we have been experiencing a number of problems with the sewage system in this part of the building. This has been the most concerning to me. There have been several days where the smell of sewage in the hallway and in the classroom has been so overwhelming that it has made me sick to my stomach and long for the days of masking, just so I didn't have to breathe the air directly. There have been times where these smells have persisted for weeks."

Programming Suitability

In addition to the building deficiencies noted above there are several suitability issues with this area of the building that significantly hinder our programs and are not easily resolved.

Canon City High School houses the special education unit serving all qualified students in the area, including all types of physical, cognitive, and emotional needs. As a result, a very large portion of our student body currently receives special services, approximately 18-20% (the State average is closer to 8-9%). Most of the support services for these students take place in the 1961 wing of the building and our environments are not set up well to serve these students. Generally rooms are undersized. We have 24-25 students with severe/ significant needs in one classroom. Another example is our Life Skills and Transitions program. These students require rest room, laundry and kitchen facilities which are not currently available in the classroom.

This wing of the building is also the home to our counseling and student services center. It is undersized, lacks a flexible career center, and was repurposed from former classrooms and sound travels easily between rooms and offices. As a result, there is a lack of confidential space for counseling and mental health professionals. Counselors have learned that the only place to guarantee a confidential conversation is in a closet away from the counseling area. The use of that closet stigmatizes students.

Classrooms in the old wing are too small. Many are below 700sf, and many more below 800, all well below CDE published guidelines. This would be an issue for any school, however it is even more challenging because of our high special needs population. We mainstream all students as much as possible. To do this, we utilize a co-teaching model when we can, two teachers with up to 40 students. We currently teach 12-15 classes in this model and our small rooms make this extremely difficult.

Our cafeteria is too small (approx. 4,600sf) and impacts our lunch and game days. CDE guidelines suggest it should be closer to 6,000sf

II.E. Diligence undertaken to determine the deficiencies stated above:

After recent significant improvements to several of our buildings with the support of BEST, we realized it was time to focus on our remaining four schools, which have not yet received significant facility improvements. We have worked diligently throughout the year to evaluate the building deficiencies at the high school (as well as the three elementaries) and the overall safety and quality of all learning environments. In this time, we have learned a great deal about the deficiencies of our buildings and that our problems are only accelerating as our buildings age.

Through this planning process, we have identified our High School as having some of the most significant health and safety needs. Actions taken to date to gather deficiencies information include:

- We enlisted Schnieder Electric to do energy efficiency analysis of all our buildings to help us improve our learning environments and leverage funds.
- We hired Wold Architects and Engineers to conduct architectural and engineering assessments and review the CDE Facilities Insights Reports.
- CDE assessment reports were reviewed and updated by the planning team.
- Martin Martin structural engineers were hired to review the structural concerns at the high school.
- CO2 monitoring was conducted in learning spaces by the Wold Mechanical Engineering Team

Using the Colorado Department of Education's Facility Assessment as our guide, we hired these consultants to help further understand the extent and magnitude of our deficiencies and their impacts on student learning.

Through these additional due diligence investigations, it is apparent that our health and safety concerns continue to grow and are of greater significance than first suspected. The results of these investigations are referenced and described in the deficiencies section.

II.F. Proposed solution to address the deficiencies stated above:

After studying our deficiencies and gathering community feedback, our master planning team recommended that the 1961 section of Canon City High School be replaced with a safe, modern, state of the art facility. This project will address all the deficiencies delineated in that area of the school. The Board of Education accepted the recommendation in a unanimous vote at the December 2022 regular meeting.

To inform our master planning process, the district convened a Canon City High School stakeholders group. This school team was made up of approximately 15 stakeholders and was tasked to evaluate the information related to deficiencies and inadequacies in our school and to make a recommendation. From the start, it was apparent that challenges in the 1961 classroom wing are significant and interfering with the high school's ability to provide a high quality education. The team considered renovating the 60 year old section of the high school but quickly recognized that the cost to renovate the outdated facility would be substantial, and even with the renovations would not lend itself to serving our specific students and programs.

The team was particularly aware of how the structural movement is substantially impacting CCHS. Structural consultants were hired and potential actions were recommended to stop the structural movement. These recommendations were considered, along with repairing the damage already done such as the cracked walls and floors, wracked doors, and sloped floors. However, even after these expensive and invasive repairs, the 60 year old section of the building would do little to

address other major deficiencies and suitability challenges. Replacing this wing will resolve all of the deficiencies previously identified:

Structural- The solution will replace the areas of Canon City High School that have been impacted by shifting soils. Future damage from shifting will be averted, and damage already inflicted will be resolved. Wracked doors will close and teachers will no longer fear being locked out, or worse yet, being trapped inside classrooms. Finishes will no longer be damaged, and utilities below the floor will no longer be in danger of failure and fire due to the movement. Teachers will no longer need to use shims (up to three books) to create a level desk surface.

Electrical- This project will upgrade and replace the main electrical panel for the entire building. The upgraded service will enable the proposed project and will be sized appropriately to allow for future improvements to the remaining portions of the building. The solution to replace the 1961 section would completely solve the unsafe local branch wiring, panels, and electrical outlet situation in that portion of the building. Eliminating the errant wires, overtaxed circuits, and lack of available outlets will allow staff to improve the quality of education in the classroom. Canon City Fire Department's list of violations for over burdening circuits will stop and the risk of fire, due to friction on the conduit and wires, will be eliminated.

HVAC-The solution to replace the 1961 section will resolve HVAC issues- The new addition will provide appropriate heating and cooling with state of the art control systems that will save the district money on energy costs. The rooms will no longer be too hot or too cold and snow will no longer blow into classrooms. Classrooms will receive adequate ventilation with an improved learning environment that fosters less illness. Units will be selected that support MERV 13 technology to appropriately filter air and help improve attendance as fewer students and staff will become sick due to breathing shared air.

Sanitary Lines-The solution to replace the 1961 section will resolve all sanitary issues. We are most excited to be rid of the horrible off gassing that exists in that area.

Roofing-The solution to replace the 1961 section will provide us a library that doesn't leak when it rains. It will be nice not to have to move equipment away from areas under the leaking ceiling.

Adequacy-Our principal has had a dream of providing a co-teaching model as part of integration for our children with special needs. This model allows students with disabilities to feel more included in the larger school population as they attend general education classes with their peers. The replacement addition will allow for classroom sizes that support a larger number of students and fully support our effective co-teaching model.

Counseling and Mental Health Service- The solution to replace the 1961 section will provide office and conference spaces which allow high quality counseling and mental health services. The solution will honor students' and parents' rights to confidential conversations with professionals.

The current counseling area is planned to be renovated into an expansion of our cafeteria and commons area to an appropriate size and design.

The current classroom wing will be demolished, and that area will be landscaped into connecting pathways and an outdoor learning area/ commons adjacent to the new addition and renovated commons area.

II.G. Due diligence undertaken in defining the stated solution:

This proposed project at the high school has been identified through our recent district wide facilities planning efforts.

Our district hired Wold Architects and Engineers to assess the buildings and help define and articulate our needs and concerns. The team of architects and engineers walked each facility and compared their observations to the findings of the CDE Facilities Insights report. Wold Architects and engineers met with each principal to review deficiencies and suitability concerns.

The District assembled school based teams to evaluate the assessments from Wold and CDE. Each school's committee

prioritized improvements. At the high school, it was apparent early on that members of the team were tuned in to the fact that the 1961 classroom wing had concerning structural issues. During input meetings, staff members expressed anxiety and asked questions as to the stability of the building.

The District hired a structural engineer to evaluate the situation whose report has been included. Because of structural concerns and the long list of deficiencies and suitability issues as described above, replacement of the 1961 classroom wing emerged as the top priority for the High School Committee.

Our district wide master planning team considered the needs and priorities of each school and proposed a package of investments in response. This proposed project is a part of that larger district level plan.

The proposed investments were presented to the community for input and then sent to the Board of Education for study and action. As part of the larger package, this project was presented to the Board in November 2022 and the Board voted to move forward with the proposed 1961 classroom wing replacement project in December of 2022.

Spaces to be included in the proposed addition have been defined in partnership with District and school administration, are designed to support their current academic programs, and are in alignment with CDE Public School Facility Construction Guidelines.

The proposed project has been shared and reviewed with two general contractors with recent similar BEST experience. All budgeting has been informed by the contractors' input.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The deficiencies outlined above need to be resolved as soon as possible. Many of our systems are already past their useful life and failures can happen at any time. The structural issues caused by the movement of soils will continue. Electrical failures at best result in lights and equipment that go offline as breakers trip, at worst they present risk of fire or electrocution. The roof above the library is actively leaking and damages finishes, books, and equipment.

If this project is not awarded, we will use our limited funds to keep the classroom wing usable for instruction. The District will continue to monitor the structural situation, provide shimming and reinforcing as described in our structural assessment, and will patch and repair our mechanical and electrical systems as needed. We will likely come back and request support from BEST again, as we cannot resolve these deficiencies alone.
One thing that our master planning process revealed to us is that the wing of this high school has numerous facility challenges and deficiencies that need to be addressed. The cost to resolve these deficiencies will be multiple millions of dollars.

If this project is not successful it leaves us with no choice but to continue pouring money into this unstable outdated facility. If we don't receive this grant, our capital maintenance and improvement budgets will continue to rise and divert more and more dollars away from our classrooms. We will continue to do our best to provide the safest environment possible, but truly the safest environment for our staff and students is only possible through partnership with BEST.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Based on Colorado's school funding formula, Cañon City Schools, as a floor funded district, receives the fewest dollars per student a district can by law. To overcome this challenge, and the hurdle of an extremely tax averse community, the District has operated in an extremely efficient fashion. We maintain high student to teacher ratios, low administrative staff numbers, and when we implement new programs or engage in facility improvement, we do our best to leverage our general fund dollars.

As stated earlier in this narrative, the District has been blessed with the passage of two bond issues over the past 17 years that built and upgraded extremely critical infrastructure in each of our schools. The first bond was passed before the BEST program

came into existence, so no matching dollars supported its completion. Recent BEST grants have given us the ability to address critical health and safety issues not necessarily related to air quality. In fact, upon completion of our most recent BEST projects, we felt we would finally be in position to re-vision the future of our facilities from a standpoint of modernizing them for high quality instruction. However, the worldwide COVID pandemic has shined a light on the necessity of classroom air quality, so we have quickly chosen to address this, the biggest issue we face on this front.

As a governance team, we seek to assure our community we are advocating for funds wherever we can. We constantly apply for programmatic grants and have been quite successful in securing them. When facilities and infrastructure opportunities arise, we pursue those as well. This has paid off in the form of safe routes to school funding, a community grant to build a greenhouse for STEM based science instruction, and modern playground installations at each of our elementary schools.

The Administration Team at Cañon City High School has also sought creative funding opportunities to support and expand the educational offerings at the school. For example, in the past three years the school has earned more than $1 million in Career Development Incentive Program funds from the state through certifications of our students. That money has been invested in both facilities and equipment for our Career and Technical Education, CTE, programs. We're also using it to pay for student certifications. We will continue to earn money through that program provided the state continues to fund it as our CTE programs are strongly focused in providing industry standard certification for our students.

When appropriate, we have also sought lease purchase options and to secure QZAB loans for improving facilities. However, with a number of these still on our balance sheet and the large cost of this project, we feel we cannot stretch ourselves to complete this project in such a way. Thus, we believe using funds generated through a successful Bond passage in a BEST grant match, as well as contributing additional funding from our Capital Reserve Fund will allow us to maximize the impact our dollars can have on our district.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Maintenance for each building is budgeted each year in our general fund, and for the past four years has hovered at $4.2 million. Of this, approximately $2 million is dedicated to employee salaries and benefits, with that covering a licensed electrician and a licensed HVAC specialist. As for most entities, historically the area of maintenance cost that has risen most quickly is that of salaries and benefits. Additionally, we commit more than $750,000 annually to purchased services, which can include external expert support for maintaining and operating our mechanical systems. Our budget also contains roughly $1 million each year for supplies and materials, which includes purchase of filters and replacement parts for HVAC systems.

Currently, our annual general fund contribution has been adequate to allow us to put a larger amount of attention and expense toward maintaining aging infrastructure & HVAC systems than all our other newer systems require. Additionally, $150,000 is designated to facilities repair and maintenance through an annual mill override that sunsets in 2027 should we not get that provision removed.

Over and above this annual maintenance commitment, we budget for special projects each year through our capital reserve fund. Based on the current financial condition of the district we see no reason to reduce our annual O&M budget. With the completion of this project, we actually expect our total maintenance and repair expenses to go down.

This year's (FY 22-23) Capital Reserve budget has a General Fund allocation of $1 million, local revenue from general interest under $100,000 and just over $4 million in capital leases. We anticipate expenditures of approximately $5 million. Expenses include annual payments on a 3-year lease purchase agreement for transportation vehicles and an LED lighting project. Additionally, the completion of two parking lots, one at Canon City High School and the other at McKinley Elementary School. At the end of this year, we anticipate an unrestricted fund balance of $1.7 million.

How will budget appropriate amount of funding to replace project at end of useful life:

In summary, evidence shows we've been able to commit more and more to our capital reserve budget each year, except for a glitch during the pandemic economic shutdown years, due to serious cutbacks in anticipated state revenues. Additionally, with a number of QZAB loan purchases starting to come off, we are also to invest more and more of this fund in actual projects, as

opposed to long term payments. The final QZAB will be fully paid for in FY 23-24. This being stated, the reality of the financial condition of our district will require future investment in our facilities by our taxpayers through the passage or extension of construction bonds to allow us to completely replace systems when the time comes in the future. Toward this end, we have crafted a next generation facilities master plan that will allow us to put forth a strong argument to have our community continue paying a similar mill rate when our circa 2005 bonds sunset so we can make nominal improvements to current facilities (including parking lots, infrastructure, and HVAC systems) and maintain them long into the future. We have also partnered with Schnieder Electric to conduct an Investment Grade Audit of our schools and created a plan to make energy efficiency upgrades to several of our facilities that will be paid through an energy cost savings budget neutral loan program.

All newly installed equipment related to this project will be warrantied for 10 years, covering both parts and labor.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

As stated in the prior question, Operations and Maintenance for all district buildings is budgeted each year in our general fund, which for the past four years has hovered at $3.8 million per year.

Of this, approximately $2 million is dedicated to employee salaries and benefits, $750,000 covers purchased services, and $1 million goes toward supplies and materials. Thanks to a mill override passed in 2017, an additional $150,000 per year is available to support building repair and maintenance.

Over and above this annual Operations and Maintenance commitment, we budget for special projects each year through our Capital Reserve fund. Recent history has limited our annual contribution to Capital Reserve to right around $800,000 per year. However, thanks to an improved financial position due to our ability to catch up on many long overdue facility projects, as well as the passage of a mill override in 2017, we are now in position to commit a minimum of $1 million per year to this fund. Add to this the fact that some very expensive long-term debt through the QZAB loan program is beginning to come offline, and we find ourselves soon to be in position to spend more of these dollars annually on actual projects as opposed to debt payments.

We have a Superintendent's Advisory Council that is a committee whose purpose is to work cooperatively to prioritize school district needs. This committee is composed of district-level directors with varying areas of expertise for effectively managing a school district. This team meets weekly to analyze and collaborate on the financial, infrastructure, safety, and academic needs of Cañon City Schools. The various members actively collaborate with outside agencies to determine the most effective management strategies. Over the past school year, Cañon City Schools partnered with an independent consultant to conduct an Investment Grade Audit to determine the current energy improvement needs. With that final report, the district began to prioritize projects to make the school a strategic improvement plan. Even with all of our preventative planning and effective financial stewardship, we still find areas of need within the infrastructure that cannot be met due to financial restrictions.

Once again, we believe the financial condition of our district will require future investment in our facilities by our taxpayers through the passage of new, or extension of current construction bonds to allow us to completely replace mechanical systems when circumstances require in the future. Thus, we have crafted a next generation facilities master plan that will allow us to put forth a strong argument to have our community continue paying a similar mill rate when our circa 2005 bonds sunset so we can make nominal improvements to current facilities (including parking lots, infrastructure, and HVAC systems) and maintain them long into the future. We anticipate taking such a question to the community in November 2023, with collections to begin in January 2025 if such a question is successful.

III.T. How did you arrive at the estimate for this project?

The building estimates were gathered from two different Colorado contractors who had consulted with the district and the architects and engineers. These architects and engineers were part of the Facility Master Planning Process so they knew the site and building well. Contractors studied the building and site as well as held discussions with owners before preparing estimates. Prices were then calculated by compiling the estimates of the general contractors. We then consulted with other professionals in the field to do the best to ascertain escalation predictions in these tough market conditions.

III.U. Who will be overseeing the project, if known at the time of application?

The project will be overseen by Scott Morten, Director of Facilities. Mr. Morten has several years of experience in the

construction field as a licensed welder. Then in and interesting turn, Mr. Morten decided to become a teacher and then principal. He served since 2019 as principal in Canon City and this year was named Director of the Facilities.
Through the procurement process, the district will enlist services of a highly qualified Owner's Representative to help oversee the project.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The District intends to go through a procurement process to select our primary consultants, vendors and contractors that is in alignment with our Board policies and CDE guidelines

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

As it pertains to this building, and this project in specific, the current electricity and natural gas utility costs during the months from January 2022-January 2023 totaled approximately $228,000. For this site, electricity is provided by Black Hills Energy, and natural gas is provided by Atmos Energy.
The proposed project would replace a 48,000 square feet single-story wing of the building that was constructed in 1962, with an addition with approximately the same area.
Energy cost savings are anticipated from replacing a portion of the building with 1962 construction practices with an addition built to current energy codes and utilizing high efficiency HVAC systems, LED lighting, and modern construction practices. The new addition will be approximately 20% more energy efficient than the portion of the building that is being replaced.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The plan is to construct the replacement classroom wing on an open area of our current site to allow the current portion of the school to remain in operation during construction. Once the new classroom wing is completed, we plan to move out of the old one and tear it down. The location of the current wing will be leveled and reseeded at minimum. It would be ideal to create a simple outdoor learning area/ common in this location given its proximity to our commons and cafeteria. Our preliminary construction phasing concept has been reviewed and developed at a high level in partnership with the builders who are assisting with estimating the cost of the project as well as estimated the cost of demolition.

Current Grant Request:	$23,022,300.16	**CDE Minimum Match %:**	36
Current Applicant Match:	$12,950,043.84	**Actual Match % Provided:**	36
Current Project Request:	$35,972,344.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	Yes
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$35,972,344.00	100% of the match will come from a Bond Election.	
Affected Sq Ft:	54,700	**Escalation %:**	10
Affected Pupils:	995	**Construction Contingency %:**	5
Cost Per Sq Ft:	$657.63	**Owner Contingency %:**	6
Soft Costs Per Sq Ft:	$114.63	**Historical Register?**	No
Hard Costs Per Sq Ft:	$543.00	**Adverse Historical Effect?**	No
Cost Per Pupil:	$36,153	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	211	**Is a Master Plan Complete?**	Underway
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

BEST FY2023-24 GRANT APPLICATION SUMMARIES

District FTE Count:	3,217	**Bonded Debt Approved:**	$18,200,000
Assessed Valuation:	$313,328,641	**Year(s) Bond Approved:**	17
Statewide Median:	$121,995,375		
PPAV:	$97,398	**Bonded Debt Failed:**	$5,450,000
Statewide PPAV:	$182,813		
Unreserved Fund Bal 20-21:	$4,751,508	**Year(s) Bond Failed:**	13
Statewide Median:	$3,107,630		
Median Household Income:	$54,982	**Outstanding Bonded Debt:**	$23,511,843
Statewide Avg:	$65,127		
Free Reduced Lunch %:	46.80%	**Total Bond Capacity:**	$62,665,728
Statewide Avg:	42.17%	Statewide Median:	$24,399,075
Existing Bond Mill Levy:	10.138	**Bond Capacity Remaining:**	$39,153,885
Statewide Avg:	6.19	Statewide Median:	$12,478,184
3yr Avg OMFAC/Pupil:	$6,684.52		
Applicants Median:	$2,381		

BEST Grant Student Voice

January 18, 2023
1313 College Ave.
Canon city, CO. 81212
rowear@ccs-student.org

Dear Board,

Hello, my name is Aiden Rowe, and I have been a student in the Canon City School District RE-1 for my entire educational career, K-12. I am part of our Student Council, our Building Leadership Team, and I love taking on leadership roles. As I have been able to progress throughout many of the schools in our district I have seen and have been exposed to so many wonderful opportunities. Including the teaching styles to the teaching resources we have been able to use and implement throughout our district.

Over the course of the twelve years that I have been enrolled in the School district, the amount of change that I have been able to observe and be a part of, has changed me for the better. Everything from massive architectural changes including the constriction of our elementary K-5 school, and of our 6-8 Middle school. To the leadership building programs implemented throughout the district. I have been able to take advantage of these learning opportunities and grow into the person that I am today.

Currently I am a junior at Canon City High School, and not only does this school provide the best selection of classes and opportunities for all students, but it truly prepares you to be the best citizen outside of the building, but as I say this I feel like our building does not match the level of excellence that is given for our student body. In a school with sinking classrooms to water damage on our ceiling, living in the era that we are living in now I believe that not only should our students be given a modern, world-class educational, state-of-the-art facility that is safe and healthy, but so should our staff.

As my educational career is coming to an end, my only hope is to leave the Canon City School District by bettering our schools for success. I hope that for future generations our schools can provide nothing but an educational environment of the highest degree possible.

Sincerely, Aiden Rowe

Aiden Rowe

CITY OF CAÑON CITY
Office of the Mayor
P.O. Box 1460 • 128 Main Street
Cañon City, CO 81215-1460
(719) 269-9011 • www.canoncity.org

January 19, 2023

Dear BEST Board,

As the mayor for Cañon City, I would like to endorse the Building Excellent Schools Today grant application for Cañon City High School to rebuild an old classroom wing. This grant will we essential to provide our high school students and teachers a learning space that meets modern standards, is safe, and healthy. Presently, the oldest portion of our local high school isn't meeting these standards.

One of the biggest challenges our community faces is our expansive poverty levels. While this is a significant hurdle to overcome for our higher risk youth, CCHS has been incredible in providing an excellent education to all our students with additional: A) real-life learning opportunities such as capstone projects, B) working internships for every student, C) a federal P-Tech grant -the only one given to a rural community in the USA, D) one of the highest per capita college credits of graduating students in the State of Colorado, E) and providing an extremely high 1 in 5 ratio of IEP cases.

These accomplishments are not only a huge lift to our kids, but are a tremendous asset we feature in our our economic development promotions for business, entrepreneur, and employee recruitment. Additionally, CCHS has been a consistent partner to collaborate with on community-wide celebrations, workforce certifications, student-led service projects, and campaigns for suicide prevention, anti-bullying etc.

On a personal note, 5 out of my 6 children so far have attended CCHS! It is of supreme importance that each of my children and my constituents children have a place that is safe to attend and conducive to ideal learning environments. Some of the daunting safety concerns include; serious soil issues causing structural damage, aging electrical and water distribution, roofing, HVAC, damaged doors, celling and cement, and a sewage smell that has emerged within the last few months.

The recent rebuilding of Washington Elementary and Cañon City Middle Schools has been extremely well received by the community and a critical update to CCHS's aged wing will be equally deeply appreciated.

Thank you for the grant award consideration,

Ashley R. Smith

Ashley Smith
City of Cañon City Mayor

CAÑON CITY HIGH SCHOOL

1313 College Avenue Cañon City, Colorado 81212

January 22nd, 2023

Bill Summers, Principal
(719) 276-5871
Cell: 719 431-9326

To the BEST Selection Committee,

Canon City High School (CCHS) is one of the highest-functioning schools in the state when measured by its CTE and early college programs and accomplishments. Our participation in the Career Development Incentive Program (CDIP) has ranked us in the top two schools in the last two years. Our attainment of early college credits for all students is also state-leading. We also have a state-renowned internship program where every student spends at least 60 hours interning in their chosen career before graduating. The pride we take in our school is evident when you walk our hallways, but their is a part of the school that is becoming increasingly challenging to be proud of due to structural failure and the impacts of poor utility systems.

The 1962 wing of CCHS houses 27/65 classrooms (including our only two self-contained special education centers, three computer labs, and our non-traditional school), our library/maker space, and the counseling-office suite. Senior and sophomore hallways are lined with glass display cases above the student lockers for teachers to showcase work. In the 40 windows that remain intact, student projects on display improve our building culture. However, in the last ten years, 20 of these windows have cracked due to structural shifting, forcing us to board them over with far less impressive wood coverings. If the same sophomore hallway, two doorframes are shifting so rapidly; we have to have maintenance adjust the locking mechanisms or shave the doors so that one teacher can get in/out of her classroom and another can lock her door (critical in case of a Lockdown procedure).

Our school has modernized tremendously in the past ten years with technology. We are now a one-to-one device school. However, the 1962 wing classrooms do not support this technology, as many have only two wall sockets. Further, the circuit panels and available power in this wing are far below what we need to ensure technology is available. Sometimes, we've had to decide whether to provide technology power or power the hand dryers in the bathrooms. We've also had to limit the availability of upgrades to our CTE programs–we'd like to provide a walk-in freezer to our growing culinary arts students, who are rapidly becoming one of the top catering industries in Canon City. Still, the building's power supply is prohibitive.

The building's sewer system in the 1962 wing is unsanitary. When the weather becomes cold, a strong and nauseating smell rises from the floor drains in certain parts of the wing, making it challenging to teach and learn. Potential exists that this is caused by a sewage leak connecting to the building settling, but our operations division has been unable to locate it.

With a few exceptions, classrooms in this wing are smaller than in the rest of the building and hamper the ability to co-teach or house special education self-contained programs.

An outdoor quad in the center of the wing provides outdoor learning space and extra seating for lunch. Unfortunately, this space was built with only one exit and entrance preventing its use, due to the fire code, by more than 50 students. We need more seating to feed the entire student population.

I ask that you consider awarding Canon City High School a BEST grant so that our building becomes a place for students to feel safe and learn without concern.

Best,

William C. Summers

Bill Summers, Principal
719 276-5871
Cell: 719 431-9326

CAÑON CITY HIGH SCHOOL

1313 College Avenue • Cañon City, Colorado 81212

To the BEST selection committee:

We teach at Canon City High School, in the oldest wing of the school. Throughout the past few years, we have had numerous issues with locking and unlocking our classroom doors because of problems with the foundation under this part of the school.

One of our classrooms has a door that does not lock, which is a security hazard. We have had to put in several work orders to fix this problem; however, every few weeks as the foundation shifts, the problem reoccurs.

Another classroom door consistently gets stuck because the key won't turn. Again, we have had to put in several work orders to get this problem fixed, but there is not a permanent solution because of issues beneath the classroom wing where we teach. This has been an ongoing problem that will continue to occur due to serious issues with the foundation under this part of the school.

Having doors that won't open or lock is not only frustrating, but it could potentially put students and teachers at risk during a lockdown or another similar situation. Furthermore, leaving doors unlocked makes it difficult for teachers to secure valuable materials in their classrooms like computers and tests.

We have had several individuals assess this problem and have been told that it is a problem that cannot be permanently fixed; therefore, it has come to the point where school leaders are certain that the only real solution is to build a new wing to replace this older part of the school.

Thank you.

Sincerely,

Jolee Berger Shelby Roberts

Jolee Berger and Shelby Roberts, Canon City High School English teachers

(719) 276-5870 • FAX (719) 276-5950

PEOPLE TO PEOPLE: CREATING EXCELLENCE

January 19, 2023

To Whom It May Concern:

My name is Jeff Biemiller, I have been an electrician for over 37 years and have been the electrician for Cañon City Schools for the past 19 years. During that time, I have witnessed a lot of change over the years within our facilities and the overall demand for electricity. As the district applies for funding opportunities to support infrastructure improvements, I wanted to share some insight regarding the need for these improvements through the eyes of an electrician. When looking specifically at Cañon City High School, I see three major areas of concern including physical safety, equipment failure, and increased demand.

Throughout the building, especially in the older area called "The Quad," there are numerous electrical panels that are located in classroom areas or tucked away out of sight. With these extremely outdated panels being located in hidden areas there is a major problem if the power needs to be shut off in an emergency. There are some electrical panels that are located in closets that don't have cover panels, which poses a risk of electrocution for students or staff that may accidentally come into contact with them. This aging equipment may also pose a safety risk if the breakers don't shut off as they are designed to when the load is too great, which could lead to injury or fire.

The outdated electrical equipment at CCHS does pose safety threats, but it also leads to equipment failure which can impact electrical service to certain areas of the building. For example, there are multiple Federal Pacific panels that house breakers that can no longer be replaced if they fail. Over time these devices weaken with use and heat and we are seeing more and more of them fail. There are even panels that have bad spots in them causing that portion of the panel to be defective and unable to be used. There have been attempts over my time here to make improvements with electrical service, but even those improvements become outdated and are beginning to fail. Most of these panels are encased in block walls which makes repairs and replacement difficult, which can extend the amount of time power is down if repairs need to be made. Equipment failures can have a direct impact on the academic setting in the classroom. This is a concern, as we are seeing our classrooms transition into new learning experiences for our students.

As the program offerings at the high school evolve to meet the needs of our students and the careers they are preparing for, we have seen a major increase in demand for electricity throughout the building. One of the biggest problems with "The Quad" is the limited number of outlets available in each classroom. The majority of these rooms currently have two outlets placed on opposite sides of the classroom space. This portion of the building was never designed to support device charging stations, interactive projection screens, and various office equipment. With every student in the district being provided with a Chromebook, there has been an exponential increase in the need for electrical access to support the instructional environment. The increased demand for electricity has compounded the load that is placed on the building at any given moment. It is only a matter of time when the current equipment experiences a catastrophic failure and the academic environment is impacted for a lengthy period of time until repairs can be made.

I can see a huge benefit for Cañon City Schools pursuing alternate funding sources to help support improvements of the infrastructure at Cañon City High School. I believe these improvements are of high need and can support the overall physical safety, the prevention of equipment failure, and meet the increased need for electrical capacity to enhance academic offerings. Thank you for your time and consideration.

Sincerely,

JB Biemiller 1-19-23

Jeff Biemiller

CAÑON CITY HIGH SCHOOL

1313 College Avenue Cañon City, Colorado 81212

January 15, 2023

To Whom it May Concern,

My name is Michelle Curl and I am in my 12th year at Canon City High School. I teach social studies in the older part of the high school. I am writing this letter in support of a grant that could help us get a new facility.

Firstly, there are many foundational problems with the old part of the building. The floor slants toward the outside wall causing cracks not only in the floor itself, but also in the walls. These create potential tripping hazards for any student or person walking through the doorway into my classroom. Additionally, some of my colleagues have had to use books just to make their desks stand straight.

Secondly, and most notably, we have been experiencing a number of problems with the sewage system in this part of the building. This has been the most concerning to me. There have been several days where the smell of sewage in the hallway and in the classroom has been so overwhelming that it has made me sick to my stomach and long for the days of masking, just so I didn't have to breath the air directly. There have been times where these smells have persisted for weeks. When the issue has been brought up with administration and maintenance they talk about how it's the problem with the foundational issues with this part of the building and the only thing they can do is try to mitigate it as best as they can through air fresheners and the like.

This to me is incredibly concerning for the safety of both students and staff. The hazards of inhaling sewage fumes over a prolonged period of time are profound. I fear that the longer we have to go without this problem fixed, the worse it will be for both students and staff. We have a basic and fundamental right to a clean, safe, smell free environment from which to work and engage in learning. How can students learn and staff teach if they are being distracted by the smell?

I hope that this letter helps us get the grant to build a new facility. It truly is needed! If there is any other information you would like me to share, you can contact me at 719-246-7095.

Sincerely a concerned, but hopeful teacher,

Michelle Curl

Michelle Curl
Social Studies Teacher
Canon City High School
1313 College Ave.
Canon City, CO

January 17, 2023

To Whom It May Concern:

Mark Twain once stated, "The secret of making progress is to get started." Unfortunately, getting started is often the proverbial uphill battle in public education. Those in the field are well aware of the roadblocks to progress–lack of funding, outdated facilities, and quickly changing technology. I recently learned of Cañon City school district's desire to update one of the older wings of Cañon City High School. Because of my history with this portion of the building, I am confident that funding through a BEST grant would provide an opportunity to jumpstart progress.

While ideology, technology, and student needs changed rapidly during my career, facilities remained static and failed to support the growing needs of students and staff. When I first started teaching at CCHS in 1987, an electrical outlet at each end of my classroom was adequate for the electric typewriter near my desk and for the occasional use of a VCR. By the turn of the century, the inadequacies of my classroom were glaringly obvious. Having a computer in my classroom was an incredible teaching advantage; however, the nest of cords and power strips necessary to retrofit my classroom for modern technology created unexpected hazards. Student projects, presentations, and learning experiences became increasingly complex during the last two decades of my career. Needless to say, my 1960's classroom struggled to meet the requirements of modern technology.

In addition to inadequate technical support, the old academic wing fails to provide a supportive structural environment. My students and I stepped over cracks in the cement floor and shivered against breezes seeping through the windows during the winter. Separating cinder blocks in the walls indicated settling foundations under my classroom during my twenty-nine years of teaching. In 2004, the district added a new wing to CCHS. My students and I used to joke that I taught on the wrong side of the tracks because of the obvious differences in the amenenities between the two wings!

The district administration's goal to provide the best learning opportunities for students is no secret. The wing in which I taught for years no longer meets those needs. However, with some revisions, those outdated classrooms may once again be a safe,engaging environment. I am confident that Cañon City school district's administration will utilize a BEST grant to jumpstart progress.

Sincerely,

Mary Riem
Retired Language Arts Teacher

CAÑON CITY HIGH SCHOOL

1313 College Avenue • Cañon City, Colorado 81212

January 23, 2023

Dear BEST Selection Committee,

My name is Tabitha Ferona and I have been employed as a special education teacher at Canon City High School for the past 4 years. During that time, the CCHS administration team has been a leader in academic excellence and best practices in education across the state. There is a significant effort poured into student growth and development, as well as teacher growth and development. Specifically, CCHS has invested time and resources into the improvement of special education services and practices.

Canon City High School has taken huge steps toward research and development of better special education services and practices. The administration team has put our school forward to examine our program, and implement evidence-based practices to improve our ability to meet the needs of our students. One of those steps has been to increase access to co-taught, high-rigor classes to support inclusion. Research has shown that co-taught classes support special education students in a number of ways, including; self-esteem, academic performance, and stronger relationships with their peers. Canon City High School is working hard to meet the needs of these students, however, we lack the intentionally designed space needed to finish the race.

Canon City High School classrooms do not have the capacity to handle co-taught classes. While we may schedule and staff co-taught classes, the space needed for these ideal programs is lacking. In fact, poor classroom spaces may have the opposite effect. A study by Cornell University professor Lorraine Maxwell (2016), found that negative building conditions impact the perception of students and the importance of their education. Those conditions included a lack of windows, water stains, and poor air circulation. These are the conditions in the sophomore and freshman halls at CCHS, where many of the co-taught classes are held.

Poor-quality school buildings can disrupt students' health, well-being, and learning. Canon City High School and Canon City School District are working hard to improve the quality of education for special education students, as well as improve their long-term outcomes. As such, CCHS would use grant money for a new building in an appropriate, and desperately needed manner to benefit our students and community.

Thank you for your time and consideration,

Tabitha Ferona
Special Education Teacher
Canon City High School
tabitha.ferona@canoncityschools.org

● Campuses Impacted by this Grant Application ●

GARFIELD RE-2 - Coal Ridge HS Concession and Restroom Facilities - Coal Ridge HS - 2005

District:	Garfield RE-2
School Name:	Coal Ridge HS
Address:	35947 HIGHWAY 6
City:	NEW CASTLE
Gross Area (SF):	121,085
Number of Buildings:	1
Replacement Value:	$50,267,243
Condition Budget:	$15,617,137
Total FCI:	0.31
Adequacy Index:	0.18

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$7,009,398	$4,476,489	0.64
Equipment and Furnishings	$2,015,238	$53,810	0.03
Exterior Enclosure	$3,853,776	$1,375,566	0.36
Fire Protection	$1,491,831	$14,526	0.01
HVAC System	$13,264,124	$4,793,940	0.36
Interior Construction and Conveyance	$6,556,703	$3,435,345	0.52
Plumbing System	$2,642,786	$522,916	0.20
Site	$8,108,652	$914,546	0.11
Structure	$5,324,735	$30,000	0.01
Overall - Total	$50,267,243	$15,617,138	0.31

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: GARFIELD RE-2 **County:** Garfield

Project Title: Coal Ridge HS Concession and Restroom Facilities **Applicant Previous BEST Grant(s):** 2

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $2,372,824.92

If Yes, please explain why:

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

Coal Ridge High School was built as a new school in 2004 between the communities of Silt and New Castle, CO. It opened in 2005 with freshmen and sophomores, adding a grade each year until it became a complete 9-12 high school. Coal Ridge High School was over 114,000 square feet with 22 classrooms and a capacity for about 500 students but infrastructure (bathrooms, kitchen, administrative space) to accommodate 1,000 students.

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

When Coal Ridge High School opened, it had a football field but did not open with a track, soccer field, or a baseball field. At the time, because the student body was so small, there was no need. As the student body grew and matured, the athletic complex grew and matured as well.

In 2006 a soccer field was added, fueled largely by volunteer efforts, and a track was installed. In 2009, as part of a bond initiative, eight additional classrooms were added along with a baseball field. In 2018, in conjunction with some parking lot renovations, Garfield Re-2 extended a sewer line to a location believed to be suitable for a future permanent outdoor restroom facility to serve the athletics complex.

xxxWhere does the ag modulear come in?XXX

Additional capital improvement projects at Coal Ridge High School in the last three years include
- Track resurfacing
- Replacing the carpet throughout the building

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☑ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☑ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

The Garfield School District No. Re-2 is an 822 square mile, K - 12 school district. Garfield Re-2 has a total of 10 schools – six K – 4, two middle (5 – 8), and two high schools. We serve the communities of Rifle, Silt, and New Castle, CO. Our district is home to an
IB high school, four governor's award-winning schools, and a National Blue Ribbon School.

Coal Ridge High School is currently a 121,085 square-foot high school built in 2003-2005 between Silt and New Castle, CO. It opened in August 2005 as a 9-10 school and added a grade each year until it became a 9-12 high school. It currently has 527 students enrolled.

Garfield Re-2 continues to offer music, art, and PE to all students, even as the district has managed through budget cuts over the years.

Coal Ridge High School is a relatively new school and has had minimal capital improvements. The most significant of which was an eight-classroom academic wing addition in 2009, and included the addition of a baseball field. A soccer field and track were added in 2006. A modular to support a growing agricultural program was added in 2018, and as part of that project and some parking lot renovations, a sewer line was extended to a location thought to be suitable for a future restroom facility. Other significant capital improvement projects completed at Coal Ridge over the last three years include resurfacing the track and replacing carpet throughout the building.

Garfield School District No. Re-2 has a building maintenance staff of eight full-time employees that provide maintenance for Garfield Re-2 facilities. Part of their regular duties include preventative maintenance, regular repair, and emergency repair to our buildings.

II.D. Deficiencies associated with this project:

The Coal Ridge High School athletic program began modestly when it opened in 2005, and as the school, its students, and the athletic programs have matured, so have the athletic facilities. Coal Ridge High School now not only hosts their own physical education classes and regular season football, track, baseball, girls soccer and boys soccer programs. These teams traditionally host play-off and post-season events because they have established themselves as some of the very best in the state of Colorado.

In addition, numerous community organizations use the athletic fields at Coal Ridge, including but not limited to: Little League, Two Rivers Football, recreational youth soccer, and the American Cancer Society's Relay for Life.

Thousands of community residents come to cheer on our local athletes, and they are currently resigned to using portable toilets to relieve themselves. Coal Ridge High School has used portable toilets for over a decade to provide a convenient place for our fans to go to the bathroom. It is impractical to use the physical CRHS building for restrooms for a variety of reasons:

- The school building is about 150 yards away from the athletic field complex, making it inconvenient to use just from sheer distance;
- Opening the bathrooms within the school creates a student supervision issue, and
- Opening the bathrooms within the school creates an inherent safety issue for students and staff.

Portable toilets are meant to be a temporary solution to bathrooms at events. They are appreciated when you immediately need them, and they are not the most sanitary solution for permanent facilities that see a high volume of use. The long-term use of portable toilets at the CRHS athletic complex is both a dis-service to our communities AND a long-term public health issue for a variety of reasons:

- Portable toilets are not as sanitary as a regularly cleaned permanent facility;
- Portable toilets are not adaptable to the environment. when it rains, portable toilets leak; when it is cold, portable toilets are very cold; and when it is hot portable toilets are not only hot, but smell and are great places for insects such as wasps to build nests;
- The cleaning of portable toilets generates wastewater that contains pollutants such as pathogens, bacteria, parasites, and viruses;
- The portable toilets are not ADA accessible;
- There are no facilities that provide for changing stations. Garfield Re-2 is one of the few school districts that are increasing in population and mothers of young children need a safe, clean place to change their child;
- There are no real hand washing stations. There are hand-sanitizing stations that are provided with the portable toilets, however, the hand sanitizer runs out frequently during large events such as football games or regional track meets;

When Coal Ridge High School was built, Garfield Re-2 invested in the infrastructure of water and sewer lines that a permanent facility will be able to hook into and use the Town of Silt's wastewater plant.

Although the provision of portable toilets for athletic events has created an acceptable and relatively inexpensive short-term solution, it is time to provide a safe, clean and ADA-accessible bathroom for the students, staff, and community of Coal Ridge High School.

II.E. Diligence undertaken to determine the deficiencies stated above:

Garfield Re-2 School District has a Facilities Master Plan that identifies the construction of a permanent restroom facility at the CRHS athletic facility a health and safety concern and identified it for construction within the first three years after the plan was adopted - four years ago. Other projects, emergencies, and escalating construction costs have left this project incomplete.

Furthermore, this is a project that was identified in documents regarding the Coal Ridge High School campus dating back to 2005-06, when again, due to competing interests, the restroom facility was not included as part of a 2006 bond initiative.

Garfield Re-2 School District has hired an architectural firm including structural, civil, and mechanical engineers, to design and construct a permanent restroom facility at Coal Ridge High School. Soil samples have been completed, and Garfield Re-2 School District is certain that we can construct a clean, well-designed, well-maintained restroom facility to service the students, staff, and community members of Coal Ridge High School for years to come.

II.F. Proposed solution to address the deficiencies stated above:

Garfield Re-2 School District is proposing to construct an approximate 1,500-square-foot concession stand and restroom facility on the south west corner of the existing football field complex footprint. This facility would also service the adjacent baseball field as well as the soccer field.

This facility would consist of a small concession stand that pre-packaged foods could be sold out of as well as seven commodes in the women's restroom, and three commodes with two urinals in the men's restroom and a family/Assistance water closet.

The concession stand will include a hand washing sink, electrical, one three-compartment sink and simple laminate counters and casework.

It will also contain a mechanical room and janitorial space.

It will be a simplistic design with a standing seam metal room with minimal penetrations, masonry wall construction, and sealed concrete floors.

II.G. Due diligence undertaken in defining the stated solution:

Garfield Re-2 has retained the services of Blythe Group + co. out of Grand Junction, Colorado, to conduct architectural services, structural engineering, mechanical engineering, electrical engineering, as well as surveying and subsoil investigation. This team has provided a report helping to outline the scope of work and recommendations for the entire facility.

Utilities are already proximal to the site.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Coal Ridge High School is 18 years old this year. Our students, our staff, and our community members have suffered through the use of portable toilets for too long. Garfield Re-2 School District is asking for the support of the BEST Grant Board to support our school district with a 44% match for this project that will provide safe toilet and hand washing facilities that provide some shelter from the elements, and meet the basic needs of our stakeholders.

This is a project that has taken the back seat for many years, and it is time to help finish the original plans for the Coal Ridge High School athletic complex. It is a high-visibility project that reaches far beyond the 527 students at Coal Ridge High School. This project will benefit our current students, the nearly 1,000 parents, fans, and community members that attend weekly

football games in the fall and hundreds that attend baseball and soccer games, the youth athletic community through youth football, baseball and soccer programs, and non-profits that use the athletic complex for their events, in ADDITION to the regional and state-tournament events that are regularly hosted at these fields.

The Coal Ridge High School athletes, students, staff and communities deserve to have safe, ADA accessible toilet facilities near the athletic complex. Eighteen years is long enough.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Garfield Re-2 School District is continually seeking grant opportunities to help our capital construction dollars go further. We have written several successful Garfield County Federal Mineral Lease District Grants that provide matching dollars for our capital projects. Garfield Re-2 just retained Johnson Controls, Inc in a performance contract to reduce our energy consumption and invest dollars into our over $121 million in deferred maintenance projects. Our district, like so many others, is seeing our once-new buildings age, and with that comes roof replacements, boiler and chiller replacements, parking lot issues and so much more. We are excited about the opportunity to invest in the future of our students and staff with this process.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The maintenance program for this project will be similar to the maintenance program for any of our schools.

First, Garfield Re-2 has a long-standing history of allocating the resources necessary to support the outstanding maintenance and operation of our facilities. Our taxpayers have been generous with supporting new construction and renovation projects and our school board has ensured that there is funding available to ensure that the needs of our students and staff are met through the physical plant operations. This is evidenced by through the relatively low match for our District for this BEST grant.

Second, each member of the Garfield Re-2 Facilities/Maintenance crew is assigned a school building (or two). Once a week (typically Fridays since Garfield Re-2 is on a 4-day school week), the Maintenance team member works through the building with a check sheet to document any deficiencies, issues, or concerns (e.g. dripping faucets, odors, rust build-up, cracking drywall) that are identified in any part of the building. Any concerns are immediately reported to the Maintenance Manager and Director of Facilities and work orders placed to support the students and staff of the building.

Second, school building custodians look for items - including life safety and general maintenance - including identifying issues with ceiling tiles, lightbulbs out, or missing receptacle covers. They also place work orders in to get issues resolved in the building.

Third, specific to this project, Garfield Re-2 will have a dedicated staff member to clean and maintain this facility as part of their regular duties.

Finally, the Facilities Master Plan drives our maintenance and capital improvement program. This document spells out the projected capital projects as well as the potentially large replacements that will potentially occur for items such as roofs and boilers. Garfield Re-2 has always maintained a substantial capital improvement budget (with the exception of 2019-20 due to a myriad of issues). We do not anticipate needing to replace the school any time soon, and we believe that this solution will solve the long-term issues at our school.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Typically, Garfield Re-2 budgets around $1 million toward capital improvements. Scheduled improvements are based upon the 2018 Facilities Master Plan (attached). This plan has identified the majority of the capital and facility improvement needs for the district for many years. Additional identified projects are added on a needs basis. The Garfield Re-2 Facilities team is currently working with building administrators to update this comprehensive plan. Additional projects are funded through grants.

For the 2019-20 school year, our Capital improvement funding was minimal - approximately $50,000. For the 2020-21 school year, the Capital Improvement funding is $2.469 million. For the 2022-23 school year, the Garfield Re-2 Capital Improvements budget is $7.7 million HOWEVER, this includes $5.6 million for the completion of the Cactus Valley Elementary project that we were awarded a 2021 Best Grant. In general, the Garfield Re-2 Capital Improvement funding is between $1.6 and $2.4 million annually to take care of our capital improvement needs.

III.T. How did you arrive at the estimate for this project?

The District retained Blythe Group + co out of Grand Junction, CO to head up a team of consultants to evaluate and document the
needs of the facility as it pertains to the restroom project. The estimate was provided by the successful bidder Asset Engineering Limited.

III.U. Who will be overseeing the project, if known at the time of application?

Garfield Re-2 has a long history of completing capital construction projects.

Our Facilities Director, John Oldham will oversee this project with his team. Mr. Oldham has nearly 20-years of experience managing school construction projects. He and his team are responsible for the annual capital construction projects for the district and have an intimate knowledge of district facilities and a keen understanding of district financial constraints. Together, the Garfield Re-2 facilities team has shown leadership in maintaining District and thus tax-payer facilities in good operating shape and constructing exemplary facilities on-time and on or under budget.

Peter Icenogle, with Blythe Group + co, will lead the team of engineers to develop the specifications and project description for this project.

Director Oldham with his team, and in collaboration with Blythe Group + co, just completed the successful execution of literally lifting Cactus Valley Elementary school to return it to it's original condition prior to building setting. This was a successful execution that benefited greatly from BEST grand dollars

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

Garfield Re-2 put an RFQ out for local contractors to be the General Contractor/Contract Management firm. We provided a walkthrough opportunity for any interested bidder. Garfield Re-2 has opened and closed a GC/CM bid. and the successful bidder was Asset Engineering Limited.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$417,200.52	**CDE Minimum Match %:**	56
Current Applicant Match:	$530,982.48	**Actual Match % Provided:**	56
Current Project Request:	$948,183.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$948,183.00	The match for this project will come from the Capital Projects fund. Garfield Re-2 has the matching funds available.	
Affected Sq Ft:	1,500	**Escalation %:**	1
Affected Pupils:	527	**Construction Contingency %:**	9

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Cost Per Sq Ft:	$632.12	**Owner Contingency %:**	1
Soft Costs Per Sq Ft:	$52.83	**Historical Register?**	No
Hard Costs Per Sq Ft:	$579.29	**Adverse Historical Effect?**	No
Cost Per Pupil:	$1,799	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	233	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	4,424	**Bonded Debt Approved:**	
Assessed Valuation:	$956,641,610	**Year(s) Bond Approved:**	
Statewide Median: $121,995,375			
PPAV:	$216,239	**Bonded Debt Failed:**	$5,700,000
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$15,696,325	**Year(s) Bond Failed:**	18
Statewide Median: $3,107,630			
Median Household Income:	$75,941	**Outstanding Bonded Debt:**	$60,410,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	36.70%	**Total Bond Capacity:**	$191,328,322
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	12.995	**Bond Capacity Remaining:**	$130,918,322
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$1,618.94		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

LAKE COUNTY R-1 - Lake County ES Addition/Replacement - Lake County Intermediate School - 1977

District:	Lake County R-1
School Name:	Lake County Intermediate
Address:	1000 WEST 6TH STREET
City:	LEADVILLE
Gross Area (SF):	109,476
Number of Buildings:	1
Replacement Value:	$29,486,022
Condition Budget:	$16,380,714
Total FCI:	0.56
Adequacy Index:	0.11

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$4,232,233	$3,863,147	0.91
Equipment and Furnishings	$475,429	$379,753	0.80
Exterior Enclosure	$2,713,907	$655,756	0.24
Fire Protection	$791,736	$1,386,903	1.75
HVAC System	$5,196,979	$2,939,669	0.57
Interior Construction and Conveyance	$4,731,171	$3,568,479	0.75
Plumbing System	$1,804,444	$1,657,983	0.92
Site	$1,555,891	$954,008	0.61
Special Construction	$1,039,000	$1,298,750	1.25
Structure	$6,945,232	$79,221	0.01
Overall - Total	$29,486,022	$16,783,669	0.57

LAKE COUNTY R-1 - Lake County ES Addition/Replacement - Lake County ES - 2021

District:	Lake County R-1
School Name:	Lake County ES
Address:	130 West 12th St.
City:	Leadville
Gross Area (SF):	61,150
Number of Buildings:	1
Replacement Value:	$21,098,180
Condition Budget:	$0
Total FCI:	0.00
Adequacy Index:	0.02

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,759,395	$0	0.00
Equipment and Furnishings	$951,667	$0	0.00
Exterior Enclosure	$5,209,530	$0	0.00
Fire Protection	$661,566	$0	0.00
HVAC System	$3,447,318	$0	0.00
Interior Construction and Conveyance	$3,018,555	$0	0.00
Plumbing System	$984,136	$0	0.00
Site	$1,637,453	$0	0.00
Structure	$2,428,560	$0	0.00
Overall - Total	$21,098,180	$0	0.00

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: LAKE COUNTY R-1 **County:** Lake

Project Title: Lake County ES Addition/Replacement **Applicant Previous BEST Grant(s):** 7

Has this project been previously applied for and not funded? Yes **Total of Previous BEST Awards:** $38,552,361.19

If Yes, please explain why: 2022 - Unknown reason. Was the 3rd alternate below the funding line.

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

LCIS was constructed from 1975-77.

LCES was constructed in 2020-21.

Funding for these schools was made available through local bond ballot measures (1974, LCIS) and bond ballot measure + BEST Grant (2019, LCES).

The school District did not have a successful bond ballot measure for 38 years between 1974 (LCIS) until 2012 (LCHS - 2 tries on the ballot). Then the District was able to pass a bond on the first try for LCES in 2019.

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

LCIS was originally constructed in the 1970's, when the open classroom concept was popular. Not many years after opening, the district built partitions for separate classrooms. LCIS received BEST grants to abate the mercury gym flooring and replace a portion of the roof in 2014/2015. A new play yard was installed, through multiple community grant efforts, in 2014. Otherwise, no other major capital improvements have been completed at LCIS.

LCIS improvements in past 3 years:
Boiler pumps and motors
Interior railing
Removal of failing exterior stairs
General maintenance including but not limited to painting, tile replacement, flooring as needed, etc

LCES - is a new facility

II.A. Project Type:

☐ **New School**	☐ **Roof**	☑ **Asbestos Abatement**	☐ **Water Systems**
☑ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☑ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☑ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

LCSD formed in 1877 and its boundary area is 384 square miles. LCSD serves all of Lake County and the county seat of Leadville, America's highest incorporated city at 10,200 feet in elevation. Lake County serves as a bedroom community for neighboring resort communities; approximately 70% of Lake County residents commute out of the county for work.

LCSD serves approx. 1,000 students with 200 staff. Minority students account for 64% of the student population. English language learners are 30% of our students. On average, 50% of our students qualify for free and reduced lunch. Our

maintenance program is led by facilities staff equipped with HVAC, electrical, carpentry and general maintenance skills. Three full time and one part time employees handle maintenance duties across the District. Our facilities staff works diligently on prioritizing facilities maintenance projects to be as proactive as possible with limited funds.

LCSD has been fortunate to have been awarded several BEST grants. In 2012, we were awarded an emergency BEST grant to repair failing heating system components at an elementary school. Also in 2012, we were awarded a BEST grant, and with support of a bond measure, to renovate and add onto our existing HS and move the 7th and 8th grade students into this facility. In 2014 & 2015, we were awarded BEST grants for our Intermediate School to address a leaking roof beyond its life and to abate the mercury flooring in our gym. In 2019, we were awarded a BEST grant, and with support of a bond measure, we were able to replace our pk-2 elementary school. All of our BEST grant projects were completed on time and on budget.

Lake County Intermediate (LCIS) serves 263 students in grades 3-6. LCSD was excited to announce the transition of this school to an Expeditionary Learning (EL) curriculum and instructional model starting in 2014.

Lake County Elementary serves 268 students in grades pk-2 and started the 2021-22 school year in a brand new facility.

II.D. Deficiencies associated with this project:

LCIS is a 110,000 SF 3-story steel and masonry building, completed in 1977. CDE completed the facility assessment for LCIS in September of 2021 indicating the FCI of the building was rated at 0.49. In addition to the classrooms, the building contains a kitchen, gymnasium, indoor swimming pool, and locker rooms. The original design reflects an open-plan classroom concept, popular in the 70s. As in many open-plan schools, the classroom wings were renovated post construction to enclose the classrooms. Because of the need to install partitions, the classrooms are odd shaped, dark and narrow and not conducive to modern learning.

LCSD has a lease with the County Recreation Department for use of the swimming pool and locker rooms, and as such that portion of the building is separate from the school and not used by the students. The aquatic center has been closed since December, 2020 for failures in the pool liner, equipment and deteriorated drainage lines from pool chemicals. As of this closure date, the recreation department will no longer be maintaining this portion of the building.

In 2018, and then again in 2022, as a component of the master plan process, engineers and architects provided a facility assessment identifying deficiencies below. Since then, maintenance staff have battled additional facility deterioration.

Deficiencies at LCIS are Priority 1 items, are critical and need to be addressed.

Security: LCIS has no secure entry vestibule. Staff members don't have a direct line of sight to see who is approaching the building. The District gets by with a camera solution in lieu of the vestibule and line of sight. A limited camera system is employed but does not have surveillance for all of the vast school. Nooks and crannies are abundant where people can easily hide. The confusing, maze-like layout, gives concern about delays to get first responders to the correct location. The District has installed some 3M safety film, but the school has many windows and glass throughout without protective film. LCIS doesn't have capability to lock down classroom pods. A lock down can be called through the PA system, but there is no panic button or automatic magnetic doors to keep intruders out of the classroom areas. LCIS does not have an integrated access control system. The school's fire alarm has old horn strobes, but no communication functionality with speakers. The doors between the swimming pool and locker rooms are not fully secured to limit access to the school.

Safety: Exterior metal stairs throughout have deteriorated into tripping hazards. A structural engineer recently reviewed concrete exterior stairs outside of the library and told the District they were not safe for use, only in emergencies can these stairs be used as they are a path of egress. The exterior concrete stairs from the gym to the aquatic center have been demolished because they completely failed. In the winter, not all egress doors open because of heaving concrete and expansion/contraction of the 70's storefront assemblies causing a safety concern in the event of emergency.

Interior railings and guardrails throughout the building are not compliant with current code. LCSD maintenance just installed 1x4 lumber to the bottom of the railings so students couldn't fall through the gap from the second floor to the first floor.

Older concrete walks on site have experienced cracking and slab movement causing trip hazards throughout the site.

Hazardous Materials: An environmental consultant tested all suspected areas of hazardous materials in LCIS. The test results came back indicating almost all of the rooms have at least one building material containing asbestos. There is asbestos containing materials (ACM) in the drywall texture, joint compound, CMU wall block filler, adhesive floor tile and floor mastic.

Water Supply: The water service to the building is at the end of its useful life. Failure of this service would cause the school to shut down until costly repairs are made. If the service line were to fail in the winter could cause a longer school shut down as repairs would take longer in the freezing temperatures. There is concern that if the supply line continues to deteriorate, the safety of the drinking water at the school could be in jeopardy.

Sanitary Sewer and Plumbing Systems: As noted in the CDE assessment and confirmed by the master plan Civil Engineer, the sewer service to the building is beyond its useful life. The line has experienced several failures over the past few years resulting in raw sewage backing up into the school, causing portions of the building to be shut down for costly repairs and students did not have access to some toilet facilities. Images from a robotic camera in the sanitary service line showed failures where the line collapsed. This line is in need of full replacement.

Inside the building, the sanitary interior plumbing system is original and beyond its useful life. LCSD has had to replace 4" cast iron lines with 4" PVC in areas of failure. Many failures are under interior slabs and inaccessible without costly demolition and repair. In the past two years, the 3rd grade sanitary line collapsed causing the kitchen handwashing sink & teacher lounge sink to be removed from service. With the pandemic, it is important to have access to hand washing sinks. The sanitary line running in the 2nd floor classroom hallway has leaked raw sewage through to the classroom hallway below causing a health and safety issue. Last year, the District had so many leaks in the sanitary lines, they had to shut down the boys and girls restrooms in the 6th grade wing for over a week. Many floor drains no longer work because lines have collapsed. Maintenance staff spends a lot of time chasing leaks and clogs in LCIS' sanitary and plumbing systems. The frequency of these repairs is increasing as the cast iron continues to have calcium deposit build up inside the lines. The District has looked into cleaning the calcium deposits from the lines, but the cleaning procedure could lead to more failure and breaks in the aging system.

Fire Safety: LCIS classrooms have fire sprinklers. The kitchen, gym and music room do not have fire sprinklers. Lacking sprinklers in the kitchen is a big deficiency because the equipment used to prepare food in this area could catch on fire. There is no fire lane around the building for access by the fire department in case of emergency. Fire hydrants on site are inaccessible and outdated.

Heating Systems: LCIS is served via hydronic heating water boilers which distribute hot water to air handling units throughout the facility. The vast majority of the facility is served via overhead forced air heating, without the capability of preheating, which is not ideal for the climate. Boilers are not equipped with glycol and were installed in 1999. Lacking glycol in the system puts these boilers beyond their intended life. District just invested in part replacements for the boilers to keep them operating. With the cold temperatures in Leadville, the school would have to shut down if the boiler system failed for emergency repairs.

The controls system is unreliable and original from the 70's. It is a Honeywell system that is not compatible with modern controls systems and is beyond its useful life and should be repaired. An antique laptop is needed to control the systems. Pneumatic controls are also still utilized in portions of this facility.

Ventilation/Indoor Air Quality: The louvers for fresh air intake are stationary and cannot be adjusted to optimize the efficiency of fresh air intake, something known to combat Covid-19 airborne transmission. Therefore, the school is severely lacking in current recommendations in air exchanges for hours for classrooms. If CO2 content goes up in LCIS, there is no way to adjust the fresh air coming into the building. The District has installed MERV 13 filters, but they are only filtering interior air.

Structural Systems: The structural engineer noted many areas of masonry deficiencies on the exterior of the building. Additionally, there is heaving of concrete; the wall at gym exit is showing signs of failure; the retaining wall at the emergency

egress from library appears to be failing.

Electrical System: The electrical service to the Lake County Intermediate School is 1200 Amp, 480/277V Volt, Three Phase, 4 Wire, served by a transformer. With the exception of some distribution equipment when the classroom walls were built to move away from the open concept plan, the electrical system is original to the building. With the current supply chain, it has taken longer and longer to receive needed replacement parts for the system. Some classrooms still have fluorescent light fixtures, installed in the 1990s. There is no generator at the school. There are limited convenience receptacles provided throughout the building. Surface mounted wiremold, outlets, and power strips had been added throughout the years to accommodate user's needs in classrooms, corridors and offices. Power conditioning would need to be provided for additional critical loads such as computer labs, server equipment and AV equipment.

Roof and Building Envelope: Membrane roofs were replaced about 6 years ago. Standing seam metal roof and exterior fascia is original to the 1970's and in need of replacement. Exterior soffits exhibit signs of water damage due to water from adjacent fascia. Currently in the 4th grade hallway and 6th grade hallway, there are active roof leaks where the metal meets the TPO. There is a concern about snow and ice shedding from the roof causing injury. The building envelope is not compliant with current energy codes. The windows and exterior doors are mostly original and not energy efficient and beyond their useful life. Some window latches have broken over time requiring replacement parts and many screens are missing posing a security hazard. Some grades adjacent the building do not have adequate slope away, causing ponding near or against the building adversely impacting the building envelope.

Traffic Safety: Asphalt drives and parking lots are at the end of useful life. The majority of the concrete walks are at the end of their useful life, cracked and heaved.

Today, more parents drop off their students than when the school was built, causing traffic and safety concerns in the neighborhood. LCIS is right across the street from LCHS causing traffic backup for many vehicles. The District has installed concrete jersey barriers to separate traffic, but this is not a permanent solution for separation of buses, drop off, parking and aquatic center parking. In the past the police supplied an officer to monitor parent drop off due to these hazards; this is no longer common practice due to short staffing.

Accessibility: ADA accessibility is limited. There is no ADA compliant entry anywhere. A hearing impaired system does not exist and currently have students with this disability at the school. Casework is not ADA compliant. Interior doors have non-ADA compliant hardware. Single fixture restrooms throughout the building are inaccessible. Drinking fountains throughout are original to the building, and are not ADA compliant.

Interior Systems: All interior systems such as casework, interior doors, flooring, windows and plumbing fixtures are original and beyond their useful life. These items were confirmed by the master plan team and replacement was recommended. In addition, our technology infrastructure within the school is antiquated and in desperate need of updating for 21st century learning; several connections in the school are still over Cat 3 cable, which has not been commonly in use since the 1990s. Many areas of ceiling in the building are original, and show signs of damage and age. The school does not meet current acoustical code.

II.E. Diligence undertaken to determine the deficiencies stated above:

As noted above the District utilized the assessment from CDE, engaged a master plan team of architects and engineers to assess the building and interviewed maintenance personnel to identify deficiencies. The maintenance team has used a line camera to identify failures in plumbing and sanitary lines.

The majority of the deficient systems discussed above were noted in the CDE assessment recommending replacement by 2021. This school has urgent needs based on information from the professionals at CDE and our hired consultant team. If this grant application were awarded and the District were to have a successful 2023 ballot measure, the new school addition for these students would be opened by the 2025 school year.

In early 2022, the district engaged in a Master Plan Update. Coming out of the pandemic, and with leadership changes in the District and community, the District felt it was important to revisit the strategic plan for implementation. A master plan team

was procured to confirm and provide updated deficiencies in the LCIS building.

II.F. Proposed solution to address the deficiencies stated above:

The proposed solution is a new addition to the recently completed Lake County Elementary School (current grades pk-2) for grades 3-6 to have a pk-6 school all under one roof. The solution will provide a single, efficient, 113,000 SF pk-6 school instead of the current total 174,500 SF in two separate facilities (110,000 SF existing LCIS, 64,500 SF existing LCES).

Prior to 2018, the District's last facilities master plan was completed in 2011. The 2011 plan primarily addressed urgent needs related to Lake County High School, which was renovated and expanded through a BEST grant awarded in 2012. It was important to undertake a new master plan process to evaluate and prepare to meet the rapidly expanding needs of our elementary schools. Through a procurement process, the District hired TreanorHL to lead and complete the new master plan, which was approved by the Board of Education in January 2019.

The District formed a visioning team to guide the master plan process. The visioning team included 12 members from a variety of stakeholder groups, including LCSD staff, students, parents and community leaders. The visioning team established core values for the master plan; oversaw the facility assessment process and demographics study; evaluated options for the master plan; and established the final priorities. Working alongside the visioning team was an executive committee made up of the superintendent, finance officer, operations and maintenance director, school board member and representatives from TreanorHL and our owner's representative.

The unanimously supported solution for the master plan was a two phase approach: First, Phase 1, consolidate West Park Elementary (grades k-2) with the Center for Family Learning (pre-k) into one new modern facility at the West Park campus. Second, Phase 2 - and the subject of this application - is to build an addition onto the new pk-2 facility to serve grades 3-6. As Phase 1 was being planned, providing appropriate space for the eventual Phase 2 was often noted with the design and construction team. This ensured that the new construction would not require a lot of demolition or re-work as LCES pk-2 was being designed.

In 2019, the District applied for and was awarded a BEST grant to address the critical facilities needs of our youngest learners in grades pk-2 with a replacement school at our West Park campus - Phase 1 of our master plan. With overwhelming support from our community with a 2019 bond measure (63.3% support), we are proud to say we opened a safe, secure and modern facility in August of 2021 - newly named Lake County Elementary School (LCES) for grades pk-2. Our project was seamless and was delivered on time and under budget, even with building through the challenges of a difficult winter at our 10,000'+ elevation, the pandemic and supply chain interruptions.

After successful completion of the LCES pk-2 school project, the District engaged in a procurement process for a Master Plan Update to confirm with the community the solution for the LCIS facility.

As the LCIS facility has continued to deteriorate, the District investigated costs to address all of the deficiencies in the facility. Given that LCIS' school space is about 110,000 SF, the costs to renovate were comparable to building a new, efficient, approximately 48,000 SF two-story addition to the new LCES.

When the Phase 1 application for LCES was written in 2019, it noted the need for larger common spaces and a larger gym than a typical pk-2 building program, knowing Phase 2 would eventually build out the full master plan. This additional space was approved in the 2019 grant and has already been built, saving costs for additional PE space and library space in the brand new building. Minimal additional parking will be needed when compared to a typical new school facility as much of the parking has already been installed. In addition, there is already full survey, traffic and geotechnical information, leading to soft cost efficiencies.

The separate bus loop and parking has already been installed and will provide a permanent safer traffic flow than currently at LCIS. The bus loop already serves as a fire loop and this improvement from the LCIS campus that does not have a fire loop. Snowmelt has been installed around much of the exterior walkways to reduce slip and fall hazards. A new synthetic turf playfield was installed as part of the LCES project and can be utilized for grades 3-6 recess as well. Some additional play equipment will be installed to accommodate more students in the school.

The new addition will serve all of our 3-6 grade students currently located at LCIS and will adhere to modern security, have energy efficiency, be hazardous material free, be conducive to 21st century learning, provide for teacher and student collaboration space and allow for all of our pk-6 students to learn under one roof. The site was planned for a two story addition with classrooms on both levels. It will allow for code approved storage in the existing basement level without building additional square footage. All k-6 students will have one main point of entry and exit at the beginning and end of each school day.

Technology deficiencies will be addressed with updated modern infrastructure with new servers, switches and wireless access points throughout the new addition, as well as new end-user devices for students. The phone devices installed at LCIS in the past 3 years may be re-used at the addition as the phone system installed is a District standard.

The new LCES building was certified Green Globes, 3 Globes designation and the District intends to adhere to the Green Globes program for the new addition.

The addition to LCES will provide long term financial and operational efficiencies as it will allow the District to operate schools on two main campuses: grades pk-6 at LCES and grades 7-12 at LCHS. Prior to our master planning in 2018, the District was operating on a total of four separate campuses, three of which were aging and deteriorating facilities.

With a successful BEST grant and 2023 ballot measure, design would commence in the fall of 2023, construction would start in the summer of 2024 and students would be able to use their new facility by the 2025-26 school year. Students would continue to use LCIS for the 2023-24 and 2024-25 school years.

The current budget includes full abatement and demolition of the LCIS building once the 3-6 students move into the new addition. The District has had several discussions with the Lake County Board of County Commissioners about the interest of the County acquiring the LCIS building. The County runs the aquatic center that has been shut to the community for many months with a vocal public urging the County to invest in repairs and open the pool again. This is the only public pool in Lake County. In addition, the County is in desperate need of office space and is seeking a location to potentially house the public library and a senior center. The LCIS gymnasium has been upgraded and is a community asset. A community center concept was identified in the master plan as an alternative use for LCIS when Phase 2 became a reality. It has the potential to provide a single location for many community services and amenities the county provides. A letter of support to continue discussions of the county acquisition of LCIS by the Board of County Commissioners has been included in this application. It is the hope of the District that the County, or another stakeholder, and the District could come to an agreement that does not include full demolition of the facility. The timeline to finalize an agreement would need to be by the spring of 2025, giving the various entities time for vetting of the options.

In the event LCIS is acquired by a community stakeholder, the cost of the demolition would not be spent and proportionately returned to the BEST program as required.

II.G. Due diligence undertaken in defining the stated solution:

The District has planned for this project since the 2018 master plan to ensure the solution would be as efficient and cost effective as possible. By planning ahead for larger program spaces, the cost of the project to serve four more grades is lower than a completely new building replacement project.

Throughout 2021 and 2022, our design team and master plan update team for LCES, Hord Coplan Macht, engaged in several intensive planning sessions with LCSD staff, LCIS leadership, LCES leadership and teachers from both facilities to confirm a program and conceptual design for grades 3-6. This program was presented to the Board of Education for review and comment in January of 2023.

Having the time to do additional due diligence on the educational program provides an improved program from last year's application. It allowed thoughtful input from staff and the community to address the educational needs of the students in 3-6 grade.

The proposed solution has been discussed with the Leadville/Lake County Fire Chief. He is supportive of the solution from a fire safety improvement and has provided a letter of support for this application.

The District and Board of Education has been keeping the larger Lake County community informed about the process through public discussion at board meetings, social media and local media coverage.

Survey and geotechnical information is already completed because of the LCES project. A traffic engineer was also consulted on the design of LCES' traffic flow with the information that grades 3-6 would eventually move to the campus.

The ACM abatement has been budgeted through an abatement contractor familiar with working in Leadville.

Minimal utility service upgrades are needed for the addition as the District already holds EQR's for LCIS and those may be transferred by the local sanitation District. New water and electrical services are already installed.

CDE's Regional Program Manager was actively involved throughout the master planning process, Phase 1 design and construction and was kept informed of planning for Phase 2 prior to her leaving the BEST program. The new Regional Program Manager has been updated along the way for the Master Plan Update to confirm the solution in this application.

Our team of professionals have been studying the construction cost escalation market to provide appropriate escalation into the budget, specifically in the Leadville, CO construction market based on other active projects in the area.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

If the boiler, water service or sewer fail, then we would have a crisis without adequate space to educate our students who attend LCIS. We experienced what remote learning looks like in the spring of 2020. Being a somewhat rural community with lower economic status, many families did not have appropriate internet service or did not have internet service at all. Sending home portable 'mi-fi' devices was futile for some families because of lack of cell service in their residential area. As noted, our Free & Reduced Lunch population is 50% of our students. Many students rely on school breakfast and lunches as the majority of their daily nutrition, and not being able to provide this service would be detrimental. While we know we can 'go remote' it is not ideal and students will lag behind on learning. Grades 3-6 are critical learning years and we know in-person learning is the best environment for our students, especially our most vulnerable ones.

The County's and therefore LCSD's largest funder of property tax dollars is the Climax Mine. The mine has been a large part of our local and state history and has expanded and contracted over the years. Mining output is directly correlated to assessed value. At one point, during the years that LCIS was constructed in the 1970's, Climax employed over 3,000 workers. Currently, Climax employs about 400 workers. Now Climax has announced it will close and cease operations in the late 2030's, adversely affecting our assessed value and bonding capacity. Acting now will provide our students with a long term facility solution that can be supported by a matching ballot measure.

Outside of the BEST Grant program, we would be unable to raise the large amount of funding needed to address costly repairs nor build a new facility. We live in constant fear of a major systems failure in LCIS, which would require us to divert limited resources to what would ultimately be a band-aid fix. Though LCIS has served Leadville/Lake County students for almost 50 years, it is time for a new solution. We long for the ability to focus all of our energy on the educational program for our students -rather than on worrying about their educational environment.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

The District has addressed the emergency facility needs at LCIS that our capital budget could support, including bell and PA, boiler part and roofing and abatement investments. In addition, the District was a key player in the community-organized effort to fund improvements to the play yard.

The deterioration of major systems in the LCIS building are now of a scope that our current funding sources are insufficient to

address them.
The District has carefully considered its request for a BEST grant. We believe that the fact that the District had secured a BEST grant prior to both the 2012 and 2019 elections was absolutely key to the initiative passing.

With the proposed solution, the district has gained efficiencies such as already having a full site survey, much of the geotechnical information and appropriately sized gym, media center and parking areas so that significant costs for these scopes, already paid for, do not need to be included in the proposed budget.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

LCSD prioritizes and commits to regular maintenance of our facilities to extend their value to our students, staff and community for as long as possible. A new school will first be under warranty by the general contractor and then maintained according to our regular schedules. The contractor will also provide training and operation/maintenance information to our maintenance department for all new components such as doors, hardware, windows and flooring. IT software upgrades will be the responsibility of the District over time, and hardware and software costs over time will be budgeted by the District. Having gone through this process since the renovation and expansion of Lake County High School, and the new Lake County Elementary School, we understand the needs that arise to maintain a new facility and to plan for replacement of equipment that reaches end of life.

At the start of the new LCES project, our facilities manager created a district standards manual for all facility related items across the district. Per CDE's recommendations, we will implement a facilities maintenance plan across the district. This plan will provide documentation and direction on the facility maintenance strategy. The maintenance plan will be formulated by engaging stakeholders within our district and community. We will develop short, medium- and long-term goals with the plan to clearly identify which maintenance actions need to be taken and within what timeframe. These items will be identified in four categories: emergency, routine, preventative and predictive. Our staff will be trained to understand the document and what actions need to be taken to keep it updated. We will work to develop a system for documenting work orders and measuring time to address the work orders against the goals within our plan. Our plan will be a guiding document to appropriately budget each year the maintenance to be performed. It will provide a strategy on how to catch up in the event maintenance needs to be deferred. Every three years the plan will be updated and we will work to continually improve the plan as we become familiar with our new facility and plan to keep it in the best condition as it ages over time.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Maintenance of a new school will be budgeted appropriately as part of the District's annual operating budget. Renewal and replacement of equipment will be funded through the District capital projects fund. The District annually transfers money into the capital projects fund from the general fund. The current amounts (2022-23) budgeted are $100 per pupil ($84,000 total) $42,000 for the LCHS and $42,000 for LCES B.E.S.T. grant set aside. These transfers may increase as needed depending on the projects required each year. Total capital project transfer for the district is $376,034 annually, approximately $383/pupil districtwide.

III.T. How did you arrive at the estimate for this project?

As noted throughout the application, the district engaged several pk-12 educational design and construction experts as part of the master plan update and BEST grant efforts.

The design team provided programming and conceptual documents that were issued to the CM/GC that constructed LCES for current pricing. The CM/GC, FCI Constructors, has continuously worked on large projects in Leadville since the completion of LCES and has a good understanding of the current subcontractor and materials market.

An environmental consultant provided abatement pricing after receiving estimates from abatement contractors.

Our owner's representative, Dynamic Program Management (DPM), prepared the overall budget for the project. DPM completed due diligence for the soft costs, recommended escalation and contingency for the project. Construction escalation has been monitored in our market and adjusted upward accordingly for a projected 2024 construction start in Leadville.

III.U. Who will be overseeing the project, if known at the time of application?

Our plan for project management will have several layers. We plan to keep our executive committee structure including the superintendent, CFO, Board of Education representative and school principals to help guide the day-to-day decisions on behalf of the district. This group will work with the project team to report to the Board of Education and community of project progress.

We will work with an experienced Owner's Representative to manage the schedule, budget and quality from pre-construction through warranty.

The design team and general contractor will be competitively procured and have experience with similar projects. These teams will be responsible for managing their core competencies in design, code compliance and best practices in the industry.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The district intends to competitively procure the design team, CM/GC, construction materials testing, commissioning, FF&E, technology, etc. through a fair and transparent process. We will work with our Owner's Representative and CDE's Regional Program Manager to ensure scopes of work adhere to the BEST program and to the proposed project in our application.

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

For 2021-22, Lake County Intermediate School spent $109,919 in annual utility costs for electric ($47,645) and natural gas ($62,274).

We expect our energy and water usage per square foot to be reduced with a more energy efficient replacement school. The mechanical and electrical engineers have projected an efficiency gain of about 25%.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

As noted in the solutions section, the budget has included full abatement and demolition of LCIS. The District is hopeful a community stakeholder, such as the County, will want to acquire LCIS for community purposes and our application has provided a supplemental letter of support for this concept from the County Commissioners. The County has many needs, as well as their desire to continue to operate a public pool that has been shut down at LCIS.
The amount budgeted for demolition of LCIS in the application, and priced by a general contractor, is $2.9M. The amount budgeted for abatement, including environmental consulting, is $1.2M.

If the building is not demolished or only partially demolished because of an acquisition, the District is aware the budget for the demolition may not be used for other purposes in the proposed project. Some abatement may occur depending on the terms of the acquisition.

Current Grant Request:	$25,299,305.79	**CDE Minimum Match %:**	48
Current Applicant Match:	$19,085,441.21	**Actual Match % Provided:**	43
Current Project Request:	$44,384,747.00	**Is a Waiver Letter Required?**	Yes
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	Yes
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$44,384,747.00	Match will come from a voter approved ballot question in November 2023.	
Affected Sq Ft:	48,943	**Escalation %:**	18
Affected Pupils:	531	**Construction Contingency %:**	10
Cost Per Sq Ft:	$906.87	**Owner Contingency %:**	8
Soft Costs Per Sq Ft:	$167.84	**Historical Register?**	No
Hard Costs Per Sq Ft:	$739.03	**Adverse Historical Effect?**	No

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Cost Per Pupil:	$83,587	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	214	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	902	**Bonded Debt Approved:**	$13,870,450
Assessed Valuation:	$309,406,131	**Year(s) Bond Approved:**	19
Statewide Median: $121,995,375			
PPAV:	$343,022	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$2,338,995	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$73,099	**Outstanding Bonded Debt:**	$20,971,174
Statewide Avg: $65,127			
Free Reduced Lunch %:	51.80%	**Total Bond Capacity:**	$61,881,226
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	8.446	**Bond Capacity Remaining:**	$40,910,052
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$12,941.73		
Applicants Median: $2,381			

COLORADO
Department of Education
Division of Capital Construction
BEST School District and BOCES Grant Waiver Application

District or BOCES Name: Lake County R-1

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

Lake County has a proven success with executing BEST grant projects on time and on budget.

It took our community 30 years to pass a bond prior to our first successful BEST grant project in 2012. Passage took two attempts. This was an $11M bond which was used in combination with a $15M BEST grant to expand and renovate our high school.

In 2019, we were successful again in passing a $13M bond with a $20M BEST grant to build the first phase of our master plan for our students in pk-2.

We are concerned about asking our community, in 2023, for a bond at our calculated match, which would be just over $21M. This would be the largest ask amount in Lake County for any project, school or municipal. We feel the small reduction in match will make a difference in our ability to sell the project to the community as a reasonable investment.

(3000 characters max)

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

There are two extenuating circumstances that we request be considered. The first is the cost of living in our community is rapidly outpacing income. Like many mountain communities, many residents are struggling to find housing. Homeowners are shocked at the rise in assessed valuation of their homes. With home values skyrocketing and income not keeping pace, residents are already feeling a property tax crunch that will make a large new bond initiative unpalatable for many.

The second factor is that our assessed valuation is disproportionately skewed by the presence of one large taxpayer: the Climax Mine. Leadville is keenly aware that mining is a volatile industry. When the mine closed in 1986, it had a devastating economic impact to the town. Our current assessed valuation present the appearance of a low bond burden on our community and a high level of confidence about our economic future, however neither represents the entire picture.

(3000 characters max)

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible. Refer to How Matching Percentages are Calculated for background on the influence of these factors on your match.*

Match Factor (To be Completed by CDE)	***Figure Used in Match Calculation***	***Weighted %***	***Out of Weighted Max%***
Per Pupil Assessed Value	$343,022.32	5.80	8% max
Median Household Income	$73,099.00	12.34	18% max
Free and Reduced Lunch %	51.8	6.59	23% max
Bond Elections in the last 10 years	1	-1	-1% per attempt
Bond Mill Levy	8.446	7.75	23% max
Remaining Bond Capacity	$40,910,052	15.38	23% max
Unreserved Fund Balance as a % of Annual Budget	21.43	1.29	5% max
	Total CDE Minimum Match	**48**	100%

2.a. Please identify which, if any, of the above match factors you believe inaccurately or inadequately reflect your financial capacity due unique conditions in your district, which justify a reduction of the weighted percentage used.

The district's assessed value is largely reliant on Climax mine, which continues to be volatile.

In 2022, the mine accounted for $158.2 million (51%) of the district total assessed value of $309 million. The mine has been open and closed several times over the district's history. In fact, in 2012 the total assessed value of the mine only accounted for $14.8 million (13%) of the district's total assessed value of $116 million and the expectation is the mine will be closed by 2038 (15 years from now, much shorter than a bond repayment term of 20 or 25 years). These large fluctuations in the value of the mine creates continued uncertainty among district taxpayers as to how they will shoulder the tax burden if and when the mine closes or drops significantly in value again.

Last year, our calculated match was 38%, indicating how one entity can largely impact the match percentage for our district as it went up to 48% this year.

Because of this, we believe the PPAV and remaining bond capacity weighted percentages are too high, on average, for our community and are asking for a reduction in the match percentage by 5%, which is half way between our match this year and last year.

(3000 characters max)

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

Our district seeks out and has good partnerships with the county, city and hospital. But currently those partners have challenges and urgent needs they are navigating.

Our county commissioners recently had to provide funding as a backstop for the local hospital not being able to make payroll. The county does not own or operate the hospital, but they understood the importance of communuity members being paid for their work at the hospital. This is a financial strain on the county.

In addition, the Lake County jail has been found to be so unsafe, prisoners must be transported across county lines to be detained. This means a large expenditure for the county to transport prisoners, in many cases, to counties near the Kansas border. The county is focusing on facility needs for the jail and justice center at this time and are unable to partner with the school district for educational facilities beyond their desire to potentially acquire Lake County Intermediate School in the event of BEST grant award and bond success.

The City of Leadville is in desperate need of a police station. The city has prioritized the need for a facility for law enforcement at the present time.

Lake County School District has been successful in the past and will continue to apply for grant funding from DOLA, GOCO, Colorado Health Foundation, Gates Family Foundation and local non-profits. However, the award amounts from these entities would barely scratch the surface for the needed funds for this project.

(3000 characters max)

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match percentage	48
Match Percentage Requested	43
Amount of requested reduction from CDE Minimum	5

Is a Statutory Limit Waiver also being submitted? ☐ Y ☑ N

Lake County Government
Board of County Commissioners

505 Harrison Avenue • PO Box 964 • Leadville, Colorado 80461 • (719) 838-0004

Date: January 31, 2023

Re: Letter of Support for Lake County School District BEST Grant Application

Dear BEST Program,

On behalf of the Lake County Board of County Commissioners, I am writing to offer our unanimous support for the Lake County School District BEST Grant Application.

The LCSD proposal for a new Grade 3-6 classroom block at a consolidated campus is based on a well-founded Facilities Master Plan, which has been reviewed and updated by the current School Board. The project by design complements the recent LCES construction, which anticipated this classroom block in its site plan and sizing of support facilities and infrastructure. The new LCES construction has been well-executed and very well received by the community. It is our expectation that this successful track record by LCSD and the LCES project team will lead to similar performance and community support for this next phase.

I would also like to emphasize the financial need of Lake County. While Lake County is a growing community, and assessed value and sales tax have risen in recent years, all local jurisdictions remain in a situation of financial need. Economic indicators such as median income and property values lag well behind neighboring counties. As a result of the mine closure in the 1980s Lake County has a very significant backlog of deferred maintenance on buildings, infrastructure, and equipment, of which the school district facilities are pressing but by no means the only issue. The BEST grant program has been absolutely instrumental in the previous LCHS renovation and the LCES construction, and will be for this next phase in the LCSD master plan.

Finally, I would like to express the BOCC's interest in potentially acquiring ownership of the LCIS building should LCSD be awarded this BEST grant. While there are many details to work through, consolidation of several aging County facilities into a renovated or new building on this single site could provide significant operational benefits to the County, while freeing up valuable parcels for housing or commercial development. Future County use of the LCIS building could also continue community use of the gym and playground that have received state grants.

Thank you for your consideration of the Lake County School District BEST grant application.

Sincerely,

Sarah Mudge
Chair, Lake County Board of County Commissioners

February 2, 2023

Dear BEST Board Members:

Lake County Intermediate School located in Leadville, Colorado offers educational services for grades three through six and serves more than 250 students. The school building was initially built as an open-concept facility in 1976 and through the years of service physical spaces have been adapted in the facility to meet the educational needs of students. An aging building is now requiring the consideration of significant repairs or replacement of the facility within the next five years as noted by the CDE provided conditional deficiency school report. Upon analysis, the cost of repair and renovation of the facility has accumulated an expense competitive with the cost of replacing the facility, either of which are beyond the means of a small school district to assume. Additionally, with the facility master plan and the initial awarding of the B.E.S.T. grant for the Lake County Elementary feeder school, a phase two portion of the elementary school project identified a portion of the elementary parcel for the future construction of an intermediate school. This concept will allow the district efficiencies in servicing families as well as efficiencies in the future care of the facility.

Since 2018 I have represented Lake County school district at the Capitol. Being onsite has given me a first-hand exposure to the deficiencies of the building. From the failing building foundations, and deteriorating swimming pool, to the interior flaws the facility does not offer Lake County students the top-notch educational environments we should be providing for our students. And, while these are the more visible elements of the school, the CDE deficiency report identifies that the needs within this building extend into the HVAC, electrical and plumbing considerations.

Families in Lake County deserve to attend school in a building that provides a quality educational experience. Additionally, the pandemic has brought to light many needs around air quality HVAC systems and design that considers other health factors such as social distancing and heightened hygiene practices within the school day.

Please support the Lake County Intermediate School building project. It would provide a path forward for creating a quality educational environment for students within this rural mountain community.

Sincerely,

Julie McCluskie
Speaker of the House of Representatives
State Representative
Colorado House District 13
Office: 303-866-2952
Email: julie.mccluskie.house@coleg.gov

816 Harrison Avenue Leadville, CO 80461
Phone (719) 486-2990 Fax (719) 486-3113 Emergency – Dial 911
www.lakecountyco.com/fire, www.cityofleadville.com

To: Whom it May Concern

From: Chief Daniel L Dailey

Subject: Letter of Support

I am writing to you in full support to build a new Lake County Intermediate School in Lake County Colorado. This project will have a tremendous amount of positive change for our community. In my professional opinion, this project will increase safety for all students, and teachers during an emergency. Currently, our intermediate school does not have the safety and protection systems that a school should have. By having a facility equipped with proper systems, responding units will have a fighting chance to apply our tactics for the safety of others in need. I am in great support of this project for all the reasons mentioned above, and will be hopeful for this project's success.

Please let me know if you need any more information or if I can answer any questions pertaining to my endorsement. Thank you for your time and consideration to life safety for our community.

Respectfully,

Daniel L. Dailey
Fire Chief
LLCFR

● Campuses Impacted by this Grant Application ●

PLATEAU VALLEY 50 - Plateau Valley PK-12 Addition/Replacement - Plateau Valley ES/MS/HS - 1959

District:	Plateau Valley 50
School Name:	Plateau Valley ES/MS/HS
Address:	56600 HIGHWAY 330
City:	COLLBRAN
Gross Area (SF):	95,785
Number of Buildings:	1
Replacement Value:	$32,858,304
Condition Budget:	$17,686,233
Total FCI:	0.54
Adequacy Index:	0.39

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,980,439	$3,846,047	0.97
Equipment and Furnishings	$2,881,591	$760,042	0.26
Exterior Enclosure	$5,105,926	$2,242,715	0.44
Fire Protection	$478,950	$959,753	2.00
HVAC System	$2,170,597	$1,670,196	0.77
Interior Construction and Conveyance	$6,785,710	$4,016,041	0.59
Plumbing System	$2,243,897	$1,867,985	0.83
Site	$4,626,135	$3,543,250	0.77
Structure	$4,585,060	$49,806	0.01
Overall - Total	$32,858,304	$18,955,835	0.58

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: PLATEAU VALLEY 50 **County:** Mesa

Project Title: Plateau Valley PK-12 Addition/Replacement **Applicant Previous BEST Grant(s):** 2

Has this project been previously applied for and not funded? Yes **Total of Previous BEST Awards:** $679,563.56

If Yes, please explain why: Not awarded - 2020, Assessed value per pupil considered too high.
Awarded - 2021
Not awarded - 2022, Unknown reason, was ranked as 1st alternate below the funding line.

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

Plateau Valley pk-12 school (PVS), located just outside of the Town of Collbran, was originally constructed in 1959 and served as a k-12 school. Over the years, and through a consolidation with two schools in the same district, PVS became the only pk-12 public school facility in the district boundaries. Original funding for this school and the multiple additions were made available through local tax revenue sources.

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

Additions to the original 1959 facility came in six main phases: 1969 for kindergarten, band and library, 1982 for shop and transportation, 1989 for a cafeteria addition and media center, 1997 for cafeteria addition (again), general classrooms and district offices and most recently in 2006 for the auditorium, main gym and locker room spaces.

Based on information available, the only bond measure that has passed after the original build in 1959 was in 2004 for the 2006 addition. It is believed all the other previous phases were funded through school district budgets. Upon analysis from the consulting team, these phases were viewed as band-aid solutions as issues arose and a comprehensive master plan effort did not occur until 2019.

Within the last three years, the district has changed the interior door handle hardware in classrooms to levers with push button locks per State requirements for a non-sprinkled school facility. Classroom doors original to 1959 were replaced. The phone system was replaced. The district had to hire out a service to disconnect the school to the failing leach field which means the school has no redundancy for sanitary sewer. The agriculture program shop had electric and air compressor plumbing upgrades in the past three years. The 1959 gym roof foam was recoated in the summer of 2022. Other maintenance in 2022 included replacement of one HVAC unit, touch monitors in classrooms, increase of nurse bathroom size for ADA, a kitchen oven and bottle fillers.

Because of the age of the facility, information was submitted to History Colorado about the facility and proposed project. They have responded that because of various additions or alterations, PVS is not a good example of a type as under Colorado's Mid-Century Schools. They believe the proposed BEST grant project would result in no historic properties affected.

II.A. Project Type:

☐ New School	☐ Roof	☑ Asbestos Abatement	☑ Water Systems
☑ School Replacement	☐ Fire Alarm	☐ Lighting	☑ Facility Sitework
☑ Renovation	☐ Boiler Replacement	☐ Electrical Upgrade	☐ Land Purchase
☐ Addition	☐ HVAC	☐ Energy Savings	☐ Technology
☐ Security	☐ ADA	☐ Window Replacement	☐ Supplemental
☐ CTE:		☐ Other:	

Additional Detail:

II.C. General background information about the district / school:

PVSD formed in 1950 serving the Towns of Collbran, Mesa and Molina and unincorporated Plateau City. Grand Junction, the closest major city is located 40 miles from the school. The population is approx. 1,400 residents. PVSD includes a Job Corps HS administered by the US Dept of Labor, at a different site that enrolls about 100 secondary students. PVSD is the largest employer with 68 staff. Economic drivers in PVSD include agriculture and tourism. A large % of households have residents commuting outside PVSD. Assessed Value (AV) is currently $206M and fluctuates wildly – as it is closely tied to oil and gas. The AV/pupil is high because we have a low number of students over vast amounts of land. In 2021, our AV plummeted to $161M.

PVS has approximately 300 students enrolled in PK-12 in 2022-23. Our school district is "Accredited" by the state of Colorado. Our SPED students make up 18% of our district. It is difficult for us to offer high level math and science due to the lack of teaching applicants. We offer three AP courses and dual-enrollment at a community college in Grand Junction. Nine of our teachers hold master's degrees. In the class of 2019, 69% of our graduates went onto higher education, trade schools or the military.

Our Free/Reduced Lunch population hoovers around 40% on average. A food bank sends home bags of food with students in need every week.
Being a community of ranchers, the agriculture program at our school is popular. Participation in Future Farmers of America (FFA) is high. Our FFA chapter has won numerous awards in the past five years, some of which were on the national level. The maintenance program is led by staff with a variety of skills. The director has kept a detailed and chronological list of all maintenance performed on the facility since 1982.

PVSD has been fortunate to have been awarded two BEST grants in the past: one for abatement (2014) and one for RTU units (2016).

II.D. Deficiencies associated with this project:

CDE's facility assessment for our existing 95,750 SF school, which includes an attached transportation & maintenance area, was updated in Jan of 2022. Per this report, the total FCI of the was rated at 0.55, a jump from an FCI of 0.45 in 2018. Upon further investigation with our master plan design professionals, some deficiencies were not covered by the CDE report which would have increased the FCI of our school. These items include necessity of bringing natural spring fed water supply up to current standards and fire suppression requirements, sanitary sewer system pumps owned by the Town of Collbran needing to have backup power installed and CDOT required improvements to Colorado Highway 330. After factoring in these items and removing the 2006 portion (27,700 SF) that will remain in the solution, the revised FCI score as calculated by the master plan team is 0.81, indicating a strong candidate for building replacement.

Deficiencies at PVSD are critical and must be addressed. These items can all be categorized as Priority 1 items: security, hazardous materials, water supply, HVAC, sewer service & plumbing systems, indoor air quality, fire sprinkler system, electrical systems, technology, roof and building envelope, site safety, food service equipment, ADA accessibility and interior systems.

Security (Security, Safety, Health, Tech): There is no safe and secure entry vestibule, access control system, integrated panic button or visibility at entry. There is no physical barrier to prevent vehicle forced entry. Admin is 60' away from the entry door that is not locked during the day. Security cameras are outdated. There are 31 exterior doors - 9 located in classrooms. There are no door positioning sensors nor egress exterior lighting. There are no markings on exterior doors to communicate with emergency responders. There is no card reader system. Panic hardware is non-code compliant lever handles and could be chained. Classrooms have vertical blinds with missing panels and malfunction. Students must leave the main building and cross a service drive to access classroom buildings. The door to the Ag program is not secured. Gym is not separated so visitors can access the facility while students are in class.

HazMat (Safety, Health): ACM can be found in flooring and roof materials. We have learned radioactive uranium mine mill tailing sand was utilized in building materials in the 1959 portion and needs remediation.

Indoor Air Quality (Safety, Health): CDE scored indoor air quality at the lowest rating for odor and CO2 concerns. Science rooms do not have ventilation or hoods. Wood shop does not have a dust collection system. There is no exhausted finishing

room in the shop, so finishing takes place within the shop area. Welding shop program does not have proper ventilation. Poor indoor air quality is concerning for the ability for the air to turn over at the appropriate times per hour to combat airborne illnesses.

Radon test results areas in the 1959 portion have 3 times over the EPA limit. Because of the presence of uranium mill tailing sand the radon level is elevated.

Site Safety (Safety, Security, Health): PVS is on CO HWY 330. The speed limit reduces from 55 mph to 45 mph to 40 mph right before the entry drive Motorists do not reduce speed and travel with speeds of 65 mph+. Our driveway, which is not at a 90-degree angle to the HWY, but almost a U-turn maneuver for those making a left turn into campus, is a dangerous condition. The main entry drive is on a curve of HWY 330 impacting visibility. There have been close calls over the years at the entry, especially with student drivers. Cafeteria, media center and front entry are only 100 feet away from the HWY and a semi-truck losing control could crash into our heavily populated areas of the school. The HWY continues to be two lanes at the entry to the school, with no appropriate accel and decel lanes to enter and exit the campus that would be required by CDOT with any new development.

There is no separate bus loop for bus riders. There is not a separate service delivery area from pedestrian traffic. The facility takes deliveries at the main entry and delivery trucks park along the sidewalk curbing. Site lacks proper way-finding signage. Parking lot does not have appropriate site lighting.

All asphalt paving is cracked. Asphalt is crumbling in areas that make pedestrian access a trip and fall hazard. Sidewalks have sloped over time and are a slip and fall hazard.

We have no separate pk play yard which is not in compliance with licensing. Pk students use existing play yard, with equipment last upgraded in the early 1990's. Fall zones are not compliant with code.

Athletic facilities are failing, and the closest field is 30 mi away. Gravel track is uneven and does not meet CHSAA standards. The field grass is lumpy with potholes throughout the sod surface as it has not been crowned since the early 1990's.

Roof & Envelope (Safety, Security, Health): The roof system is a mixture of spray foam, ballasted EPDM and fully adhered EPDM. Spray foam section has had foam re-applied many times causing problems such as impediment to proper drainage, subsurface air bubbles prone to puncture and difficulty finding leaks for repair. Skylights have been foamed over in lieu of removal. There are no overflow drains. Ballasted EPDM has significant tenting of the membrane. This roofing system makes finding more and more frequent roof leaks nearly impossible. Overflow scuppers exist, but they were installed higher than industry standard resulting in pooling after a precipitation event. All roof flashing and fascia are failing except in the 06 portion.

33 out of 40 rooms have roof leaks and most are classrooms. Leaks from the ballast system require endless chasing and take years to identify. Turkey roasting pans have been placed above ceiling grid until leaks can be repaired. Some turkey pans have been in place for 9 years. We constantly replace or paint ceiling tiles. We are concerned about potential mold growth in classrooms. Because of chronic leaking of the cafeteria roof, maintenance personnel installed what can be best described as an indoor gutter system. They devised a system to collect the leaking roof water above the ceiling grid and funnel it into a gutter system that exits into an indoor floor drain. Prior to installing this system, facilities staff were replacing ceiling tiles in the cafeteria two times per day during heavy storms.

The envelope is failing. Exterior windows are original from 1959 and have cracked seals and worn frames. Exterior windows from 1989 and 1997 portions are original and have deteriorated sealant, worn frames and damaged screens. These windows, in addition to being steel and without a thermal break, do not have low e glass. The building envelope is in poor condition and not compliant with current energy codes. Engineers determined that 74% of the entire facility's walls and 46% of the facility's roofs are performing at less than 50% of the current 2015 International Conservation Energy Code.

Caulking in all areas is deteriorated. Water infiltration occurs at the cafeteria foundation and exterior wall and at the Ag and

auto shop. Evidence of water infiltration is noticed in interior water staining on the walls, exterior deterioration on the stucco and efflorescence of the masonry. The OH doors for the Ag program and transportation are old and not thermally insulated. The Ag program has a greenhouse attached to the program area with failing panels.

Water (Safety, Health): Supply is a natural spring used since 1959. Current storage tank is 20,000 gal and code requires over 42,000 gal for the partial sprinkled area and over 128,000 gal for the full building. Water pressure is low. The spring system was evaluated and needs significant improvement. Deficiencies include inefficient water collection and lacking chlorine contact time to sanitize drinking water. Domestic water line is original and deteriorated. There are concerns of drinking water contamination from leaching metals.

Fire Sprinkler (Safety, Security, Health, Tech): 70% of classrooms have no fire sprinkler system. Water storage tank for the sprinkler does not meet code. There are cross corridor security gates that do not meet code and there is no voice evac fire alarm system.
HVAC & Plumbing (Safety, Health, Tech): There is a jumble of HVAC systems original to their vintage and beyond useful life. The evap cooling has failed and the hard water causes the fans to deliver insufficient make up air. The heat shuts off constantly requiring staff to check on functionality every weekend. HVAC distribution is poor including ductwork, domestic water piping, hydronic piping, storm and sanitary services. Individual t-stats are the only temp controls. Boiler system has no redundancy. A hot water circulation line fails about 4 times per year.

The sanitary line from the kitchen clogs with food waste. Food sewage backup overflows the cleanouts in the cafeteria. Staff uses a wet/dry vacuum to hose out sewage so that the students lunch periods are not disrupted. This has happened with more frequency each year indicating the problem is getting worse. In the past 12 months, a sewer line collapsed causing the locker rooms/restrooms in the 1950's portion of the building to be unusable for 3 weeks.

Electrical (Safety, Security, Health, Tech): Buildings are served by 3 elec. services that are beyond useful life and have no additional capacity. There is no phase protection. There is no backup generator. Not having the generator means there is no backup for the town's sanitary sewer pump. When power goes out we have 20 minutes to shut down and then 25 minutes to transport our students home before a sewage backup occurs. Emergency lighting is provided with battery packs, causing a maintenance hardship. Greenhouse does not have power to serve the growing lighting and students use extension cords and power strips for lighting and operation of fans.

There is an exterior mounted switchboard. Downstream panelboards are original, from mixed manufacturers and at the end of useful life. Classrooms have fluorescent light fixtures. Tech receptacles are sparse. Surface mounted wire mold/outlets and extension cords are used everywhere in classrooms. The media center floor is crisscrossed with extension cords causing a trip hazard.

Tech (Security, Tech): IT is beyond useful life and hardware must be replaced to maintain security and reliability. Cabling is a mix of old, varying products that are out of warranty. Server system needs replacement. Lack of tech infrastructure and outdated equipment inhibit delivery of the most basic education. The school has unreliable WiFi and internet.

Food Service (Safety, Health): Food prep equipment is 20-30 years old. Lack of power inhibits the incorporation of modern food service equipment. The prep area is too small. In 2004, an additional freezer was installed in the cafeteria, reducing cafeteria space. Aged kitchen equipment makes preparing healthy food difficult and staff must rely on processed and pre-packaged foods with added sugars and preservatives. In 2022, the failed oven was replaced at a cost of $12k. A modern kitchen facility would provide healthy food choices to students with widespread food insecurity.

ADA (Safety, Health): The Play Yard does not meet ADA requirements. Students carry a disabled classmate to the play area. This student rides the bus each day and upon arrival, all the other students exit the bus at the front entry and she waits on the empty bus to be driven to the back side of the building, where there is one ADA entry door. There is not adequate ADA parking. There is only one ADA bathroom available. Handrails/guardrails and ramps are not ADA.

Interiors (Safety, Security, Technology): All interior systems are beyond useful life and replacement is needed. There is no

acoustic separation within the building.

II.E. Diligence undertaken to determine the deficiencies stated above:

PVSD has been committed to comprehensive due diligence which includes the following that the District has funded without grant assistance:
Engaged in a thoughtful long-term facilities master planning process in 2018-2019. The master plan team undertook a thorough facilities assessment and planning process to provide more detail to the work done by CDE staff. The master plan team met with ALL stakeholder groups, including student representatives from elementary, middle & high school, and community members. A visioning team was formed and met monthly with the design team throughout the year+ long Master Planning process. This visioning team included parents, staff, community and three students.

An Owner's Representative was hired to manage the process and keep CDE's Regional Program Manager up to date with activities related to the master planning and grant application processes.

Given the school's proximity to a Colorado State highway, the district added a transportation engineer to consult on CDOT requirements and safety improvements for the master plan.

The district commissioned a water demand study from the Town of Collbran's consulting engineer. The study ultimately ruled out the feasibility of bringing water/sanitation from the Town to the school site.

A technology consultant was hired to provide a deficiency assessment.

An environmental consultant provided additional hazmat testing and research with CDPHE regarding the uranium detected. Then the district had the environmental consultant test for radon because of the presence of radioactive uranium.

An ecologist has been consulted for wetlands considerations. Minimal wetlands were identified on site and will not be impacted by the proposed solution.

A hydrologist familiar with Collburn consulted on floodplain as there is no FEMA or county info available for the school site. The school is adjacent to Plateau Creek. Per this consultant, it is not believed there will be any flood plain issues with the proposed solution.

All previous geotechnical reports are available for review by the master plan team. Like many western slope areas, the soils are considered poor and require a deep foundation system.

PVSD has spent approximately $200,000, out of our limited budget, since 2018 to perform due diligence on the deficiencies. This does not include the additional dollars spent on community meetings and developing solutions.

A Geotechnical engineer was engaged in 2022.

II.F. Proposed solution to address the deficiencies stated above:

PVSD is submitting for a BEST grant for the 4th consecutive year, and therefore the solution continues to be refined by additional due diligence the district has undertaken since initiation of the master plan in 2018. The solution has been presented at countless community meetings for feedback and is supported by our State Senator and a motivated & dedicated campaign committee.

After the BEST award in 2021, in advance of the bond vote, the district wanted to hit the ground running. They competitively engaged a team of professionals and moved forward into finalizing Schematic Design prior to November of 2021.

The proposed solution, supported through community meetings and committees, is new school construction attached to the 2006 portion of the existing building. The 2006 portion is approximately 27,000 SF and includes an auditorium, athletic gymnasium, and locker rooms. New construction will provide new academic spaces and will be approximately 77,000 SF due to the demolition of an approx. 4,900 transportation/maintenance shop that will need to be constructed as a component of

the program. We understand a new auditorium may not be programmed into a large BEST grant pk-12 school replacement project. However, this existing auditorium space is less than 20 years old. This area has an adverse impact on the SF/student provided in the metrics, but we do not feel demolition of this space is appropriate given its good condition.

The new school addition will be designed for modern security, energy efficiency, accessibility, free of hazardous materials, conducive to 21st century learning, provide for teacher and student collaboration space and allow for all of our pk-12 students to learn under one roof in an equitable learning environment regardless of grade level or physical disability. The new construction will comply with BEST Construction Guidelines. We will have a fully fire sprinkled building with upgrades to our water storage and supply system. The food service area will be upgraded and appropriate for preparing and serving healthier meals. Our VoAg program will have proper spaces to deliver this important educational opportunity for our students' future careers.

The site plan provides for the main entry to be moved much farther away from the State Highway, properly lit parking lots and a 90-degree safe turn into the site. The front entry will be obvious for visitors and our administration staff will have a direct line of sight to see who is approaching the building. We will incorporate a security vestibule, upgrade security cameras and work with the design team to secure the exterior of the school using appropriate building materials and technology solutions. Technology deficiencies will also be addressed with updated modern infrastructure with new servers, switches and wireless access points throughout the new facility, as well as new end-user devices for students as needed. We will build an ADA accessible play yard. The addition will have a radon mitigation system incorporated into design. Our pk program will have a separate play yard for students to meet licensing requirements. The new roof will have at least a 20-year warranty. Given our new door hardware project, we will reuse as many of these sets as possible in the new construction.

The 2006 portion will need limited upgrades to the MEP systems and minor renovation to open up spaces in which to have more effective and flexible learning environments and usable locker rooms. The 2006 portion is in generally good condition and includes a large gym and auditorium. This grant application is not asking for dollars to complete a major renovation in this area nor the existing gym. The design team has utilized a lean grossing factor for the new addition, which between this and limited area to build, has translated into a compact and efficient design.

The district will analyze options as it relates to pursuing a sustainability program and commits to pursuing one of these programs and targeting the certification level required by BEST. We commit to having efficient building envelope and infrastructure systems.

With a successful BEST grant and 2023 bond measure, design would continue into Design Development in the summer/fall of 2023, construction would start in the summer of 2024 and students would be able to use their new facility by mid-way through the 2025-2026 school year (occupancy December of 2025). Students would continue to use PVS for the 2023-2024, 2024-2025 and half of the 2025-2026 school years. The existing facility would then be abated and demolished in the winter/spring of 2026 and the site work will follow to be completed by the summer of 2026.
A project of this size in our community would provide enormous local economic stimulus for the duration of construction in addition to providing our students with a modern learning facility at completion. We have submitted a letter of support from our State Senator regarding positive economic impact and a modern learning facility.

The 2021 bond failed by a margin of just 61 votes with over 1000 votes cast. The campaign committee believes they will be able to reach enough voters in 2023 to put them into the 'W' column and are motivated to get back to work on the campaign.

II.G. Due diligence undertaken in defining the stated solution:

As noted above, PVSD has been committed to investing in due diligence to set up the project for success from the beginning. The following items show the due diligence completed to arrive at the solution:

During the master planning process, cost estimates were provided for several options, including a renovation option. It was determined the renovation would be similar in cost to the new construction, and would last about ½ the lifecycle of new construction. Additionally, a renovation project would not allow students to stay in their classrooms and, therefore, would be very disruptive for students during construction. Money would be spent on temporary facilities with no ultimate value to the District. These students have already endured a lot of disruption during the Covid-19 pandemic.

An owner's representative was competitively procured in the summer of 2021.

A surveyor was competitively procured and the ALTA survey was completed in the fall of 2021 to ensure there were no property boundary issues for the proposed solution.

A traffic engineer was procured and will provide all guidance and design related to CDOT requirements.

A design team was competitively procured. The design team will restart the Design Advisory Group (DAG) process in the spring of 2023 to review/revise the schematic design that has already been completed and paid for by the district. The DAG will be comprised of parents, community members, key staff, and students. An OAC meeting will be established and led by the design team each week. The design team will again meet with student groups and teachers to gain feedback on the schematic design. The schematic design process will provide a further refined and confirmed solution well beyond than a typical master plan.

A CM/GC was competitively procured and is providing pricing and constructability reviews for the schematic design. The CM/GC attended and participated in all DAG meetings and OAC meetings. Based on the 90% Schematic Design, they have developed a construction phasing and safety plan to minimize temporary classrooms and ensure safe separation of construction activities from the occupied school.

Because the project has completed 90% Schematic Design, the team has been able to work through a valid 'Value Engineering' process already to reduce costs.

CDE's Regional Program Manager has been informed of progress throughout the process.

Outside of the District, a campaign committee has mobilized and is motivated to take on the work for supporting a 2023 bond after learning from the 2021 unsuccessful bond.

The team has been closely watching construction escalation in our region and have appropriately budgeted more than typical for this application for a 2024 construction start to reflect what is being experienced in the market.

From PVSD's budget, the district has spent approximately $150,000 on advancing the well planned solution. This is in addition to the $200,000 spent on due diligence to identify the deficiencies.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Given this facility is the only facility in our district of over 800 square miles, we must continue to have our students attend school in this building. The facility needs to be addressed immediately.

If any of our systems fail that are critical to operating the facility, then we would have a crisis with no adequate space to educate our students who attend PVS. Outside of the BEST Grant program, we would be unable to raise the large amount of funding needed to address band-aid solutions nor build a new facility. Our bonding capacity alone could not fund this project and our assessed valuations can fluctuate wildly from year to year.

We learned firsthand the negative impacts of going fully remote outside of our facility during the Covid-19 shut down. The experience exposed the unfortunate combination of poor internet infrastructure and poor cell phone coverage in our district. Many families do not have access to internet service and providing 'hot spots' which work through cell phones were of no use because of lack of cell phone coverage. We are still trying to catch students up to grade level after going remote in 2020. We were unable to consistently feed the students lunch and breakfast because of the distance the school is from many student's homes. The mental health of our students declined and has been a huge focus of our staff. The nearest school facility to our students would either be in Palisade or DeBeque, communities that are 20-40 miles away through winding canyon roads.

The foam roof section of our school, which is failing, was estimated by FCI Constructors to replace. With soft costs and abatement costs, the roof replacement alone would cost almost $3,000,000. Our annual operating budget is just over $5M.

Replacing this roof at this cost would not include addressing any other known deficiencies.

The spring fed water system is original from the 1950's and in need of being addressed to continue water service to the school. Our budget alone could not support the needed upgrades to this system.

As we learned through our master plan process, the condition of our facility's infrastructure is poor and in desperate need of upgrading. We must avoid throwing good money after bad to keep the inefficient systems running.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

The district has addressed the emergency facility needs at PVS that our capital budget could support, including safety/security investments such as replacing the classroom door hardware.

Knowing our district would need to demonstrate due diligence for our proposed solution for our community, PVSD has spent approximately $350,000 on these efforts. These dollars have paid for a master planning process, site survey, water feasibility study, traffic analysis, environmental testing beyond AHERA and a hydrologist study for the flood plain. Schematic design is complete, and paid for directly by PVSD, and therefore design is much more advanced and vetted than a typical BEST grant application.

Being through the SD phase has allowed the team to identify Value Engineering/Scope Reduction options and those cost savings are included in our proposed budget.

We have spoken to the Town of Collbran about collaborating on grant funding, however neither entity had the funds available to provide as match dollars for the grant opportunities. It was also determined that bringing water & sanitary sewer to the school was not feasible.

Our master plan and schematic design provides us with a strong road map for the future. In the event we are awarded a BEST grant and have a successful bond vote, we are committed to leveraging those dollars further to pursue other grant opportunities through GOCO, Homeland Security, ESSER and DOLA.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

PVSD prioritizes and commits to regular maintenance of our facilities to extend their value to our students, staff and community for as long as possible. A new school will first be under warranty by the general contractor and then maintained according to our regular schedules to ensure all manufacturers' warranties stay in effect. The contractor will also provide training and operation/maintenance information to our maintenance department for all new components such as doors, hardware, windows and flooring. IT software upgrades will be the responsibility of the district over time, and hardware and software costs over time will be budgeted by the district.

Per CDE's recommendations, we will implement a facilities maintenance plan for the new school. This plan will provide documentation and direction on the facility maintenance strategy. The maintenance plan will be formulated by engaging stakeholders within our district and community. We will develop short, medium- and long-term goals with the plan to clearly identify which maintenance actions need to be taken and within what timeframe. These items will be identified in four categories: emergency, routine, preventative and predictive. Our staff will be trained to understand the document and what actions need to be taken to keep it updated. We will work to develop a system for documenting work orders and measuring time to address the work orders against the goals within our plan. Our plan will be a guiding document to appropriately budget each year the maintenance to be performed. It will provide a strategy on how to catch up in the event maintenance needs to be deferred. Every three years the plan will be updated and we will work to continually improve the plan as we become familiar with our new facility and plan to keep it in the best condition as it ages over time.

The past five years of actual costs for capital projects averaged approximately $100,000 per year, which is about $350/per pupil and we would continue with budgeting this amount moving forward.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

As noted above, our capital funding is through our general fund and averages $100,000 per year, which is $350/pupil. Maintenance of a new school will be budgeted appropriately as part of the district's annual operating budget. These budget amounts may increase as needed depending on the projects required each year. We will budget $200-$400 per student per year for maintenance on the new facility. As the budget allows, we will strive to add to this per student budgeting during our annual budgeting process. We only have one facility for pk-12 students in our district and the budgeting described will be for this single facility.

III.T. How did you arrive at the estimate for this project?

As noted throughout the application, the district engaged several pk-12 educational design and construction experts as part of the master plan, schematic design and BEST grant efforts.

The design team completed Schematic Design documents that were issued to the CM/GC for current pricing. The selected design team is TreanorHL and the selected CM/GC is FCI Constructors. FCI provided the hard cost estimate and they solicited subcontractor feedback in the pricing of key trades given the volatile construction cost market. Receiving a full Schematic Design estimate gives the team a better level of comfort in the estimate than a typical master plan or conceptual estimate. Given how far along PVSD is in the design process, the team has been able to go through a Value Engineering/Scope Reduction exercise to reduce the cost of the first Schematic Design estimate.

Grande River Environmental (GRE) provided abatement pricing as GRE will be the environmental consultant and has recently completed abatement oversight of pk-12 projects with BEST funding.

Our owner's representative, Dynamic Program Management (DPM), prepared the overall budget for the project. DPM completed due diligence for the soft costs, recommended escalation and contingency for the project. Construction escalation has been monitored in our market and adjusted upward accordingly for a projected 2024 construction start.

III.U. Who will be overseeing the project, if known at the time of application?

Our plan for project management would have several facets. We plan to keep our executive committee structure including the superintendent, business manager, facilities manager, Board of Education representatives and school principals to help guide the day-to-day decisions on behalf of the district. This group will work with the project team to report to the Board of Education and community of project progress.

We have competitively procured an Owner's Representative to manage the schedule, budget and quality from pre-construction through warranty. The district has competitively procured the design team and general contractor with qualifications and experience with similar projects. These teams will be responsible for managing their core competencies in design, code compliance and best construction practices within the industry.

Other consultants include an environmental consultant, abatement contractor, traffic engineering consultant, commissioning agent, geotechnical engineer, construction material testing firm, moving company, surveyor and furniture, fixtures & equipment vendor and will be responsible for managing the scopes of work under their expertise.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

Because PVSD has been pursuing a facility solution since 2018, our project team members have been competitively procured. These team members include an Owner's Representative, Design Team, CM/GC, Geotechnical Engineer and Surveyor. CDE's Regional Program Manager has been informed of every procurement and RFQ/P to date. PVSD plans to competitively procure any other vendors not yet selected such as FF&E, commissioning and technology vendors.

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

For the past five years, PVS averaged $82,400 in annual utility costs for electric ($56,100) and natural gas ($26,300).
We expect our energy and water usage to be reduced with a replacement school. The mechanical and electrical engineers have projected that we will realize a savings of about 30% of our existing utility costs.

BEST FY2023-24 GRANT APPLICATION SUMMARIES

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

We plan to abate and demolish the existing PVS structures built prior to the 2006 addition: 68,050 SF will be demolished, and 27,700 SF will remain. We will keep the programming as-is in the 2006 addition and add the new facility portions to the 2006 building so all pk-12 students can be under one roof. PVSD has only this campus for our pk-12 students, therefore our solution from our master plan and in this grant, application is addressing all our facility needs.

Per our budget submitted with the BEST grant application, the costs for abatement and demolition are approximately $1M, including environmental consulting.

Current Grant Request:	$26,662,972.00	**CDE Minimum Match %:**	75
Current Applicant Match:	$40,794,108.00	**Actual Match % Provided:**	60.47416816
Current Project Request:	$67,457,080.00	**Is a Waiver Letter Required?**	Statutory
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	Yes
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$67,457,080.00	If our BEST grant is successful, we plan to present a bond measure to our voters in November of 2023.	
Affected Sq Ft:	108,909	**Escalation %:**	16
Affected Pupils:	281	**Construction Contingency %:**	7
Cost Per Sq Ft:	$619.39	**Owner Contingency %:**	8
Soft Costs Per Sq Ft:	$62.65	**Historical Register?**	No
Hard Costs Per Sq Ft:	$556.74	**Adverse Historical Effect?**	No
Cost Per Pupil:	$240,061	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	388	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

NA

Financial Data (School District Applicants)

District FTE Count:	290	**Bonded Debt Approved:**	
Assessed Valuation:	$206,670,540	**Year(s) Bond Approved:**	
Statewide Median: $121,995,375			
PPAV:	$712,657	**Bonded Debt Failed:**	$34,650,000
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$4,339,803	**Year(s) Bond Failed:**	21
Statewide Median: $3,107,630			
Median Household Income:	$78,098	**Outstanding Bonded Debt:**	$1,040,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	22.00%	**Total Bond Capacity:**	$41,334,108
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	0.1	**Bond Capacity Remaining:**	$40,294,108
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$1,786.85		
Applicants Median: $2,381			

COLORADO
Department of Education

Division of Capital Construction

District Statutory Limit Waiver for BEST Grant

A partial / full (circle one) district match reduction is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A.	Applicant required minimum match for this project based on CDE's minimum listed percent *(Line items A * C from grant application cost summary)*	$50,592,810
B.	School District's certified FY2022/23 Assessed Value	$206,670,540
C.	District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. *(Line B x 20%):*	$41,334,108
D.	Current outstanding bonded indebtedness:	$540,000
E.	Total available bonded indebtedness (Line C-D).	$40,794,108
F.	**Proposed match/new bonded indebtedness if the grant is awarded (Statutory Limit):** *(This should equal line E)*	**$40,794,108**

School District: Plateau Valley School District 50
Project: PK-12 School Replacement
Date: 2/3/2023
Signed by Superintendent:

Walt Coulter

Printed Name: Walt Coulter

Signed by School Board Officer:

Printed Name: Kori Satterfield

Title: Vice President

State Representative
MATTHEW SOPER
Colorado State Capitol
200 East Colfax Avenue, Room 307
Denver, CO 80203
Office: 303-866-2583
Email: matthew.soper.house@state.co.us

Vice-Chair:
Legal Services Committee
Member:
Energy & Environment Committee
Health & Insurance Committee

COLORADO
HOUSE OF REPRESENTATIVES
STATE CAPITOL
DENVER
80203

Monday, January 17, 2022

RE: Letter of Support for Plateau Valley School District 50
BEST Grant application

Dear Sirs:

Plateau Valley School, located in Collbran, Colorado, contains grades pre-K through 12 and has 400 plus students. The school is a complex, comprised of a 1950s era building with a couple of additions, the latest being a gym added in the mid-2000s. The cafeteria, classrooms, and gym in the older part of the complex have roof leakage issues. Since Collbran is in an area that receives a fair amount of snow, a compromised roof has reached the stage of needing critical and costly repairs.

Over the past three years that I have represented Plateau Valley School, I have come to know the school well and have seen first-hand the 'jerry rigged' system to drain melting snow off roof and buckets to collect water dripping into the building. Even though the building has been taken care of over the years, age and environment have resulting in an urgent need to replace the oldest part of the school.

The students at Plateau Valley School deserve a new building modern building, which is currently lacking. It is also not a healthy environment to have buckets catching water in the classrooms.

The Plateau Valley region, below Grand Mesa's north slope, is very rural and remote area. Economic activity is mostly associated with agriculture and the once profitable natural gas industry is rapidly fading. The main industry has been cattle ranching, which continues to be a key industry in the region. A major school construction project would bring much needed economic activity to a region of the West Slope that has been economically suffering for a long time.

Over a year ago, Plateau Valley received a RISE Grant to implement a project that includes an internship and capstone project that teaches students the basics of coding, crop sensor use, data analysis, and comprehensive skills associated with agriculture production. I have checked in several times with the school to monitor the success and am very pleased – in many ways I wish I could re-start my education in the Plateau Valley. I am proud of the hard work and dedication of passionate teachers who help Collbran and Mesa area students be successful. I'd like to see the state invest in a new building project to ensure these kids have a modem, safe, and environmentally friendly classroom and cafeteria space to learn and grow.

The Plateau Valley School District addition project is a critical need in my legislative district. It would replace a building that is literally falling apart and provide a modern learning environment for kids in a part of Colorado that is often overlooked. I would encourage funding the maximum percentage allowable under law.

Thank you in advance for your consideration.

Best regards,

Matthew Soper, LLB, LLM
Representative, Colorado House District 54

● Campuses Impacted by this Grant Application ●

DOLORES RE-4A - Dolores MS/HS Renovation and Addition - Dolores MS/HS - 1954

District:	Dolores RE-4A
School Name:	Dolores MS/HS
Address:	1301 Central Avenue
City:	Dolores
Gross Area (SF):	37,876
Number of Buildings:	4
Replacement Value:	$11,152,488
Condition Budget:	$3,759,230
Total FCI:	0.34
Adequacy Index:	0.46

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,692,175	$1,331,609	0.79
Equipment and Furnishings	$495,010	$219,350	0.44
Exterior Enclosure	$1,842,380	$304,723	0.17
Fire Protection	$367,273	$30,960	0.08
HVAC System	$1,262,085	$288,991	0.23
Interior Construction and Conveyance	$1,945,057	$677,108	0.35
Plumbing System	$595,267	$378,330	0.64
Site	$1,203,655	$498,162	0.41
Structure	$1,749,585	$30,000	0.02
Overall - Total	$11,152,488	$3,759,233	0.34

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: DOLORES RE-4A **County:** Montezuma

Project Title: Dolores MS/HS Renovation and Addition **Applicant Previous BEST Grant(s):** 2

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $2,863,400.68

If Yes, please explain why:

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

All buildings in the Project area were built for the purpose of being Dolores RE-4A facilities.
Secondary School
Middle School: 1954, 11,800 sf
High School: 1954, 8,650 sf
Additions: 1971
The structure is masonry bearing exterior walls with brick veneer, wood beams and interior masonry block walls. The foundation systems are unknown, but assumed to be spread footings. The High School roof is a standing seam metal system, and the middle school roof is built-up bitumen. The High School roof sheds water directly to the ground with no storm water management system in place. The middle school sheds water to aluminum gutters and downspouts. The building was adequate to meet the needs for which it was built.

Commons and Library
Year Built: 1995
Size: 15,600 sf
Constructed in 1995 as an addition to the Varsity Gymnasium (1954), the building is a steel framed structure with spread footing foundations and a slab-on-grade floor. The envelope consists of stucco on metal studs. The windows are aluminum thermal break systems with insulated glazing. The roofs on these facilities are a single-ply membrane EPDM roof on the Commons and standing seam metal roof on the Library. The drainage system includes internal roof drains on the Commons and aluminum gutters and downspouts on the Library. The insulation levels in the buildings are adequate.
The mechanical system includes a large heating and ventilating unit mounted on the roof. Cooling is provided with a swamp cooler. The electrical supply is sufficient. There is a commercial kitchen located in the Commons. The building is sprinkled and ADA compliant throughout. The building was adequate for the needs of its time.

Wood Shop/Art Building
Year Built: 2002
Size: 4,808 sf
The building contains one art classroom, one administration office, a computer lab, and shop space for wood working. The Wood Shop and Art facility is a steel framed structure with spread footing foundations and a slab-on-grade floor. The exterior envelope is comprised of metal stud framing with corrugated metal panel siding. Windows on the facility are insulated and are aluminum thermal break units with insulated glazing. The building has a standing metal seam shed roof without a drainage system.
The heating in the building is provided by a small boiler with hot water pipes to unit heaters in the spaces. The ventilation and dust collection systems were never adequate for a wood shop, and do not meet current IBC code requirements. A unit ventilator and exhaust was recommended in the 2012 Master Plan but not installed.
The dust collection system in the wood shop is located in the electrical/mechanical room and was recommended in the 2012 Master Plan to be relocated outside the building to due code requirements. The plumbing and electrical systems in the building are adequate, the building is sprinkled and ADA accessible.

Science Building
Year Built: 2015
Size: 11,209 sf
The building contains a science classroom and lab spaces, and shop space for metal work and welding. It is comprised of a spread footing foundation system with a slab-on-grade floor system. The exterior envelope is a combination of stucco veneer

of concrete block and stucco on metal studs. All the insulation complies with current energy code minimums. Windows on the facility are insulated and are aluminum thermal break units with insulated glazing. The roof is a membrane system with internal drainage. The HVAC system includes three rooftop units and operable windows in classrooms. The plumbing and electrical systems are adequate and the building is sprinklered. The building was constructed subsequent to the FEMA flood plain being re-drawn and the finish floor sits roughly 3' above finish grade. ADA accessibility is achieved through ramping at the building egress routes. It was recently discovered through a Colorado Community College System assessment that the ramps do not meet ADA requirements for maximum vertical and cross slopes.

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

The Dolores school District RE-4A is located in the southwest corner of Colorado and the School campus, including District administrative offices, the Teddy Bear Pre-School and main campus total 10.4 acres within the town of Dolores.
The District Administration offices occupy a Former Forest Service Facility, that was built in 1938 and is located several blocks west of main campus. The remaining facilities except for the Pre-School are all located on main campus, about 9 acres. The secondary school, which includes the middle school and high school was built in 1954 and the Varsity Gymnasium was built the same year as the sec. school. Dolores Elementary School was built 14 years later in 1968, and the sec. school had an addition built in 1971 to accommodate growing student population. The Varsity Gym added locker rooms in 1976. Another wave of growth took place in the 1990s. The Auxiliary Gymnasium was Built in 1990 and Dolores Elementary School received an addition in 1991. The Teddy Bear Preschool was built in 1993 and is located two blocks east of main campus. In 1995, the Commons, which includes Library and Cafeteria was constructed as an attachment to the Varsity Gym, and the Band Room building was constructed north of the sec. school that same year. In 1996, the elementary school expanded a third time. Then in 2002 the Art/Woodshop was constructed to provide art learning space on campus and a modular building was constructed to provide classroom space for growing elementary student populations once again. Most recently, the Science building was constructed in 2015 to provide up-to-date facilities for HS science. Overall, the Dolores RE-4A school district has seen steady student population growth and has had to continue expanding campus facilities to accommodate that growth.

• *The district also owns a bus maintenance facility located on Highway 184 as you enter town from the West

Below is a list of capital projects undertaken in the last three years as well as projects undertaken since 2015.

Capital Projects since 2015
Items listed in the CDE 2015 Assessment the District has addressed include:
• Upgraded the IT capabilities in all the buildings.
• Replacement of several sidewalks which were badly spalling and damaged.

2015
• New mini split A/C units in High School and Middle School
• New Fire suppression system for High School and Middle School
2019
• New exterior doors (Front Door of High School, Back Door of High School, Middle School Front Door, Back Door Of Middle School)
• New Fob system for all exterior doors on High School and Middle School
• New interior doors for High School classrooms
• New exterior lock hardware
• Updated Intercom System
• All High School and Middle School classrooms got new Interior paint
• New Vinyl plank flooring for rooms M-2, M-4, M-9, New Carpet for room M-10
• New Rubber Membrane roof for Middle School
• New Vinyl Flooring for Commons/ Lunchroom
2020
• New Gutters for Middle School
• New Window blinds
• All new exterior L.E.D wall packs A.K.A outside lighting

• New water bottle Dispensers for High School Hallway
• New water bottle Dispensers for Middle School Hallway
2021
• Updated the video camera system
• New Emergency Lights for all of High School And Middle School
2022
• Remodeled room H-5 and turned it into 3 office spaces
• New Forced air heating unit for room H-7, H-9, H-10
2023
• Adding SRO office space in Commons

II.A. Project Type:

☑ **New School**	☐ **Roof**	☑ **Asbestos Abatement**	☑ **Water Systems**
☑ **School Replacement**	☑ **Fire Alarm**	☑ **Lighting**	☑ **Facility Sitework**
☑ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☑ **Addition**	☑ **HVAC**	☑ **Energy Savings**	☑ **Technology**
☑ **Security**	☑ **ADA**	☑ **Window Replacement**	☐ **Supplemental**
☑ **CTE:**		☑ **Other:**	

Additional Detail: New dedicated bus lane, New dedicated parking lot, secondary playground, site safety and infrastructure

Agriculture Science

II.C. General background information about the district / school:

Dolores School District is located in the Southwest corner of Colorado in the town of Dolores, at an elevation of 6,980 feet. The District is located in Montezuma County, which includes Mesa Verde National Park and the Ute Mountain Ute Reservation.

The Dolores School District RE-4A has served the Dolores area since 1930. The schools are currently located within the Town of Dolores (Population 885) but the District's boundaries extend well into Montezuma County. Dolores School District has a vibrant preschool program that began in 1985 and continues to see yearly increases.
Dolores School District has been a school of choice for many in the Montezuma County. The breakdown of current enrollment is as follows: Dolores out-of-district students: 31.4% or 229 out of 729. Dolores in-district students: 68.59% or 500 out of 729. The District currently has a state performance ranking of "accredited." The Secondary School won the "Governor's Distinguished Award" in 2019 for demonstrating tremendous growth in assessments and participation.

Dolores High School is housed in the oldest building on campus and was built in1954. The Colorado Historical Society has determined that this building does not have significant historical value. The Main Gymnasium was also constructed in 1954. In 1968, the northwest wing of the elementary school was constructed and a few years later, the middle school and high school received an addition (1971). The Main Gym added locker rooms in 1976. In 1990 and 1995, the southeast wing of the elementary school was added, along with construction of the Band Room directly north of the sec. school. The Wood Shop and Modular Building near the elementary school were constructed in 2003. Ten years later (2013), the elementary school received another addition to the south providing more classrooms in response to the school's steady growth. The dedicated Science Building was also built in 2013 just north of the Wood Shop.

II.D. Deficiencies associated with this project:

Deficiency 1: Unsecure Campus
The Dolores RE-4A campus and facilities have been built in a disjointed progression over multiple decades, which has resulted in our present campus layout which lacks cohesion and is connected by unsecured pedestrian corridors and fragmented areas of open space that create multiple opportunities for an intruder to hide in place while obscuring clear routes of campus egress. The multiple points of entry into campus and location of the bus drop off require constant outdoor travel between bldgs. which creates a priority-1 health, safety and security concern of student exposure.

On the southeast portion of campus, the layout of bldgs. creates an open alley from the southern public access at Central Ave all the way through campus north to the football field and geographical bluff without sightlines from any administration offices—allowing intruders to reach the heart of campus before school personnel can stop them. Essentially, the perimeter of the site is porous and vulnerable with multiple unsecured points of entry.

Deficiency 2: Unsecure Middle School playground location
The playground has cedar chip surfacing and a concrete half basketball court. The playground is presently within the campus fence, but its location compromises the secure perimeter of the site and minimal sightlines to the playground exist from the adjacent current HS and Wood Shop, a priroty-1 issue of student safety and security.

Deficiency 3: Unconnected Secondary School/Art/Woodshop/Science Buildings
Students must leave the sec. school and walk outside to travel to the Art/Woodshop and Science bldgs., posing a priority-1 safety and security issue of exposure.

Deficiency 4: Admin offices are situated so that personnel are unable to see people who are entering campus.
Admin offices & personnel are blindly located and do not have eyeballs on anyone who enters campus. There is no secure vestibule at the sec. sch. Admin. entrance for check-in. There are 5 different locked doors without secure vestibules across the sec. bldgs. which use doorbells that the sec. secretaries answer and buzz people through. The secretaries spend a disproportionate amount of time responding to the doorbells. Students are constantly traveling between bldgs. that must remain locked during operating hours due to the lack of secure vestibules.
Not all doors have a buzzer and camera. Students trying to enter through locked non-buzzer doors are exposed and stand outside after knocking, waiting to be let in. Teachers or students let them in, with teaching/learning regularly interrupted. These are urgent priority-1 safety and security hazards.

Deficiency 5: Secondary school secure entry, administrative office, reception space and student entry/hallway safety and security
Middle school students attend classes in the HS wing because of overcrowding in the MS. To get to the HS, MS students must use the hallway which passes directly through reception space where both the MS and high school secretaries work. Behind the secretaries are the administration and counselor offices.
There is no barrier except for the secretaries to keep the public/students from going behind the reception counter and the otherwise unrestricted hallway to access the admin. offices. The school security camera monitors and other sensitive/restricted info is housed behind the secretaries' counter. If they are away from their desks their area is unsecured which poses a serious priority-1 security breach and hazard.
There is usually a traffic jam of students, teachers, admin, parents and visitors interacting in the reception hallway between the MS and HS making it a chaotic and hazardous administrative space, which is very loud and disruptive to people carrying out their tasks. When it's especially noisy the secretaries duck down on the floor behind the counter to hear and be heard on the phone.
Adding to the unsafe/hectic atmosphere of the workplace are the crowded and limited number of office spaces. The Admin area had to impinge upon precious limited classroom space to carve out a small counselor's office from the adjacent classroom.
The School Resources Officer has been bumped from the administrative area to make room for a counselor. The new SRO office in the Commons does not have privacy because the Commons has a high drop ceiling with fire sprinklers, so the office walls cannot go up to the ceiling. This limits/interferes with law enforcement and is another priority-1 health, safety and security hazard.

Deficiency 6: The Secondary School is undersized for the needs of the students and to carry out the full district programming/curriculum
The secondary school is comprised of the HS and MS, totaling 12 traditional classrooms. The HS is a double loaded corridor with one door at each end and no entrances with a secure vestibule or direct connection to admin. If one is able to enter the high school from the unsecured east corner of campus, they have full access to the HS and MS with no additional interior barriers, a major priority-1 safety and security deficiency. Five of the 8 classrooms in the high school do not meet the CDE min sq ft requirements. We have 25 students in 500 sq ft classrooms. Two HS classrooms are used for both MS and HS

programming. Our special education program for the MS is housed in a small meeting room in the HS. Six MS classrooms do not meet the CDE minimum square footage requirement. The average MS classroom size is 670 sf – far below the 800 sf benchmark for contemporary classrooms. Cross traffic between MS and HS students is unavoidable.

Deficiency 7: Lack of contemporary learnings spaces and technology in Secondary School
The only breakout space in the HS is shared with the MS. It is undersized with low ceilings, ½ dozen high tabletops, and void of any contemporary technology to make the space a useable learning environment.
The age of the bldg. does not allow for comprehensive technology in the classrooms. What tech we have been able to add over time is supplied via surface mounted conduit/junction boxes and multiple power strips and extension cords.
Currently the sec. school has only 2 science labs operated in renovated classrooms that were not originally intended to be labs and lack gas connections and eyewash stations.

Deficiency 8: No centralized HVAC system in Secondary School
We have multiple heating/AC systems throughout the bldg. Heating is provided through individual furnaces in small mechanical closets in each room. These furnaces are highly inefficient and beyond their useful life expectancy. In the HS main hallway alone we have four different air conditioning mini-split units. Secondary school HVAC systems have no filtration or intake of outside air, unlike a typical central unit. No filtration or fresh air intake exposes students and school employees to higher rates of airborne pathogens and particulates, which are priority-1 health and safety issues. Maintenance staff must maintain upkeep on multiple HVAC systems. If more than one system stops functioning some rooms will be too warm or too cold until maintenance can be addressed, another health issue for students and staff.

Deficiency 9: Middle School Building is Deteriorating
Of all the facilities on campus the envelope of the MS wing is in the worst condition. There are multiple areas of extreme ice damming and freeze/thaw patterns actively deteriorating roofs, soffits, and brick, and creating safety issues at exterior doorways.

Deficiency 10: Commons building water infiltration
Windows on the commons east side are not level and there are gaps between the windows and other materials on the bldgs.' exterior showing that water is entering the bldg. envelope. Window seals are broken and moisture is visible between glass panes. Constant exposure to water infiltration and freeze/thaw cycles during cold months is causing deterioration of the exterior stucco. Moisture within the wall cavity could also affect indoor air quality, raising a priority-1 health concern in the commons.
Foundation settlement and visible cracking is also a primary concern of the bldg.

Deficiency 11: Commons/Cafeteria Health and Safety
This space is not large enough. Because all grades share the space, elem. students are forced to eat their lunch within 15 minutes to allow older students time to eat, which is a priority-1 health issue. The cafeteria is widely used as a connector to get across campus and is not functional as a communal space, which is a health and safety issue, yet it is the only dedicated performance space on campus.

Deficiency 12: Science Building ADA Non-compliance
Ramps on the Science bldg. west exterior are too steep at 2.7% and 4% cross-slopes, respectively, which is a priority-1 health and safety issue.

Deficiency 13: Unsafe Bus/Car Pickup/Drop Off and Parking
Secondary:
Presently there is no infrastructure separation of traffic flow at the sec. sch. The lack of dedicated bus lanes and separated parking does not meet CDE site requirements.
The sec. sch. is where the greatest chaos occurs on Central Ave with car cueing for passenger pick up and drop off, thru-street vehicular traffic, nose-in parking on the street, and HS students walking across busy Central Ave. to get to their parking lot. These conditions create traffic jams at the corner of Central and 14th that back up onto State Hwy 145 blocking traffic flow and creating priority-1 health, safety and security hazards.

Elementary:
Busses drop elem. students off at the northwest corner of campus next to the elem. sch.. Bus loading at the ES occurs on a dirt lot shared with the town recycling bins and does not include sidewalks, curbs, gutters, or separation islands. There is no separation between pedestrian, vehicle, and bus traffic at the ES loading zone – a priority-1 health, safety and security concern.

Deficiency 14: Insufficient and ADA Non-Compliant Parking
There aren't enough parking stalls on the campus to support vehicles. The district rents 2 dirt surface lots next to the campus for the overflow, with no defined ADA stalls. The main parking is nose-in along the south edge of the site. This causes challenges for snow removal along the sidewalk and creates a dangerous scenario during pick-up and drop-off as vehicles try to back out of the stalls while parents queue behind them to pick up students.

Deficiency 15: Campus Drainage Is a Safety/Security and Maintenance Issue.
The eastern 2/3rds of campus, including the entire secondary school, is located within the Dolores River FEMA floodplain and has experienced recurrent flood events across multiple facilities, which exacerbates priority-1 safety and security concerns and disrupts teaching and learning.
Flooding occurs in spring when snow melt is high. Heavy snow and rainfall conditions in March 2023 have caused all but one of our secondary school buildings to experience flooding. In March 2023, the MS has water running through the central heating system, which requires increased heat to keep classrooms warm, and raises concern for mold. The heating system must be sprayed to prevent mold growth, a priority-1 health issue.
Science is the only building not flooding because it was mitigated by a BEST grant in 2012 and built 3 ft out of the floodplain.
Dolores experiences significant snow and ice 5 months of the year. Students/staff are regularly injured due to slips/falls in snow/ice as they walk across campus. The campus has limited space to remove snow. Maintenance directs snow to small open areas like the courtyard between the MS, Art/Woodshop and Science bldg., where the ground becomes saturated for months on top of the water table a few feet under campus. Soil drainage mgmt. is a constant issue. The drainage system is undersized for the amount of water, causing ponding in the courtyard space, which students must navigate to get from MS to Art/Woodshop and Science. The limited capacity to remove snow, ice and standing water is a priority-1 health and safety issue.

II.E. Diligence undertaken to determine the deficiencies stated above:

The Dolores RE-4A developed several iterations of a Facilities Master Plan, beginning in 2012 to evaluate the existing facilities with respect to their overall condition, their adequacy from an educational standpoint and, their compliance with current bldg. and life safety codes, security and potential energy conservation opportunities.
The Colorado Department of Education (CDE) conducted a Facilities Assessment Report of the Elementary School and Secondary School bldgs. on March 17, 2015, updated on May 29, 2019.
On May 1, 2019, a technical consultant from the Rocky Mountain Masonry Institute identified deficiencies, including water infiltration, in the sec. school masonry. To supplement this information and the CDE Assessment and understand the realities of the day-to-day operations of maintaining the aging campus and bldg. systems, the Design Team held a meeting with the Director of Maintenance, Alfonso Goad and his team on May 2, 2019 in which they had a detailed conversation about the mechanical, electrical, heating and cooling, IT, bldg. envelope, and site maintenance deficiencies. The Mechanical, Plumbing, and Electrical engineering reports provided in the 2012 Master Plan were presented to the facilities team to confirm if any improvements had been made to the systems identified as deficient at that time. In general, a large majority of the deficiencies remained and had increased in severity in the last seven years.
The Master Plan report was then revised on August 9, 2019 based on the Design Team's evaluation of the facilities of the secondary school bldg. and the elementary school bldg. For the most recent Master Plan in 2022, the Design Team reviewed the CDE's 2019 Facilities Assessment Report, then conducted extensive walk-through of all the various facilities in order to examine and further assess the condition of the facilities.
To solicit stakeholder input, the Design Team developed DAGs (design advisory groups) comprised of parents, community members, town officials, administrators, teachers, and staff. The DAG had regular meetings to maintain community awareness and feedback in the Master Plan development process. Feedback from the DAG meetings was incorporated into the list of campus deficiencies.
In November of 2022 a comprehensive campus accessibility assessment was conducted by the Colorado Community College System, where our campus deficiencies in ADA compliance were noted.
All of the above efforts contributed to identifying our stated deficiencies.

II.F. Proposed solution to address the deficiencies stated above:

Overview
This project will create a safer, healthier and more secure campus, adequately sized for our present community population, with 21st century learning technology and appropriate classroom facilities for maximum student learning and achievement. The proposed project will create the greatest level of priority-1 security and alleviate priority-2 overcrowding with the fewest possible new constructions and new bldgs.

Efficient use of state and local resources is a primary consideration for the decision to re-use the existing HS and Art/Woodshop bldgs. instead of demolishing and re-building them.

The proposed commons space of the new HS will include flex space we are currently lacking: two open technology labs that can be used for specific classes, or used as break-out spaces for the adjacent classrooms. Additionally, the infill construction between the existing commons and sec. sch. will create a central, secure new front door to the campus while adding much needed flex dining space.

The construction standards and cost estimates capture the systems and materials included in a typical, contemporary educational bldg.. The assumptions are cost conscious while ensuring the appropriate quality and durability for a 30+ year facility.

We will replace the existing HVAC in the sec. sch. (to be new MS). The new centralized system will be more appropriate for a school space, will intake fresh air, filter out pathogens & particulates, and will be controlled through a “Building Automation System” BAS, creating a much more energy efficient, sensitive, safe and lower-maintenance heating and cooling system.

Solution 1. Secure southeast perimeter of campus
New construction to fill the gaps between four existing bldgs. will create a priority-1 secure southeast corner of campus which will accommodate all current administrative and educational programmatic needs of the sec. school.
In addition, the safety and security of the southeast corner of campus will be enhanced with new dedicated bus lanes and infrastructural separation of vehicular and pedestrian traffic.
Based on current conditions, the existing MS wing is to be demolished, the existing HS wing will be renovated to be the new MS and a new 2-story high school will be constructed on the southeast corner of campus - currently the site of the MS playground.
All entrances that aren’t adjacent to admin will have cameras and door hardware to let students in. The entrance across from the new parking lot at 14th street will be exit only for egress requirements and locked from the outside at all times. Staff will have keycards for entry. The HS will require students to walk around the south side of the new building to enter at the main entrance.
Three distinct elements will be carried out to secure the perimeter—Solution 2, Solution 3, and Solution 4:

Solution 2: Infill building between HS & Commons
The 2022 Strategic Plan for Implementation includes in Phase-1 interior renovations and expansion of the dining area with the construction of the infill bldg. to close the gap between the existing sec. sch. and the Commons, which will also address water infiltration on the Commons east side to preserve and extend the life of the bldg. that is otherwise adequate. Some demolition is recommended on the east side of the Commons to allow for a clean connection to the new infill piece. The infill will be above the FEMA flood plain and stairs/ramps will be added within the Commons to connect the two bldgs.. One existing computer lab on the east end of the Commons will be moved to the new HS, and the MS SPED classroom will move into its space. A new MS administration office will be located at the new entrance to the commons (within the infill) to allow a dedicated entry for MS and ES students, who will pass through that entrance from the new bus drop off. The current lobby to the Varsity Gym will be demolished and an expanded lobby will be constructed with concessions and ticketing that can double as flex learning space during the school day. The existing foundation on the east side of the Commons bldg. will be inspected for settlement, and mitigation work carried out if necessary while the infill is being built.
This new construction and renovation will create a protected entrance for the presently weakest security point on campus. There will be a secure vestibule connected to a new, adequately sized secondary admin. office that has windows and direct sightlines to the south edge of the campus, addressing current health and safety of students on campus.

These new admin. offices will create desperately needed space for all of the MS admin. personnel and address the present overcrowding at the sec. school. This secure entrance dedicated to MS and ES students will allow for dedicated, separate entrances for MS/ES/HS.
The construction will include stairs and ADA ramp access to be 3' out of the floodplain--An architectural "civic gesture" that creates a vertical barrier because the entrance will not be at street level. Finally, the construction will create additional indoor Commons space for student activities – addressing priority-1 safety and security and priority-2 overcrowding hazards.

Solution 3: New two-story high school building on southeast corner of campus & old HS renovation
The new construction of a two-story HS bldg. will create a protected entrance for the currently exposed southeast corner of campus, with a secure vestibule access point dedicated to HS students.
The HS administration and SRO offices will be located adjacent to the secure entry at the new HS along the southern side of the bldg. with direct sightlines to the south edge of campus in order to maintain priority-1 security at the campus south entrance—This is the most exposed vantage point on campus with relationship to the town of Dolores. We will be able to see State Hwy 145 and Central Ave – all road entries leading to the SE side of campus. These new administration offices will also remedy current admin. overcrowding at the sec. school.
The primary education spaces on the first floor will be 3 science labs which will also be utilized by the MS. The 2nd floor will be dedicated to HS classrooms which wrap the perimeter of the bldg. to take advantage of southern natural light. The center of the 2nd floor will provide two open technology labs and flexible learning/ breakout space – both of which the current HS lacks. The improved academic facilities will more effectively prepare HS students for post-secondary education.
The bldg. will be 3' out of the FEMA floodplain, alleviating the risk of flooding, and have ADA compliant ramps that will enhance priority-1 safety and security allowing interior circulation from existing bldgs. into the HS.

Solution 4: Connection between High School, Art/Woodshop & Science building
Science Building:
The 2022 Strategic Plan for Implementation includes the addition of an accessible connection between the Science bldg. and the new HS. Academic space will include the construction of a VO/AG Lab between the Art/Woodshop and Science bldg. with a dedicated office for the Science teacher, which currently does not exist.
Art/Woodshop:
The bldg. is in adequate condition for its intended use and HVAC and the dust control systems will be updated to meet code and thermal comfort needs. The 2022 Strategic Plan for Implementation includes enclosing the covered walkway on the west side of the bldg. to create a secure, interior connection to the Science bldg. and new HS. Given that the Art/Woodshop bldg. is below the FEMA flood plain, the new corridor will ramp down from the new HS to hit the finish floor of the Art/Woodshop bldg., and ramp up again to the north to connect to the Science bldg.
Connection between HS, Art/Woodshop & Science:
The connection will secure the campus perimeter on the eastern side of the SE corner with a new enclosed corridor between the MS, HS, Art/Woodshop bldg. and Science bldg., allowing students and staff the ability to move internally through every school on campus, radically improving District priority-1 safety deficiencies.
An addition will be made to the Science bldg., which will include an office for the science teacher and an agriculture lab. The construction will fill in the gap between the north edge of the Art/Woodshop and the south edge of the Science bldg.
This element of construction will replace non-compliant ramps to the south side of Science bldg. with ADA compliant ramps that are at most 2.1% grade as per 2015 ADA standards for priority-1 student safety and security.

Solution 5: New dedicated bus drop off lane on southeast corner of campus
The new site infrastructure proposed on the southeast corner of campus will organize what is currently a chaotic and unsafe drop-off and pick-up environment through the addition of nose-in parking at the edge of the property, a dedicated bus lane separated from the parking with a concrete median, and a generous entry plaza that will allow students to immediately enter the new commons or HS directly from the bus, eliminating the current requirement of MS and HS students to walk all the way across the open campus to get from the bus drop-off to the schools.

Solution 6: Footprint of demolished MS becomes a safe, secure outdoor space and new playground on west side of Art/Woodshop & Science
The priority-1 safety and security of our MS students will be improved with the relocation of their playground from the

southeast edge of campus (where the new HS will sit) to the footprint of the demolished MS. The demo also provides space for additional campus-wide amenities including outdoor learning and dining spaces, improved storm water infrastructure, and increased permeable area for snow removal and management.

Solution 7: New Parking lot on 14th St for HS Students
The purchased lot adjacent to the east side of campus on 14th St. will be used as a parking lot for the HS. We will move the HS parking away from Central Ave, which is a town thoroughfare and where the most traffic conflicts occur, so that HS car and foot traffic will occur on 14th St. This will provide priority-1 safety and security for student drivers and eliminate a layer of congestion on the south edge of campus during pickup and drop off.

Solution 8: Demolish Middle School Building/Renovate High School
The bldg. is outdated and deteriorating, has multiple water infiltration issues, and is too small to house the number of students attending MS—priority-1 safety and security issues. Demolishing the bldg. will create open space in the heart of campus for safe and secure outdoor learning and play, and relocation of the MS playground.
Once the new HS is completed and occupied, the existing HS wing of the sec. school will be renovated to become our new MS. The scope includes: new finishes, updated classroom technology, updated lighting, new thermally broken window systems, and the heating and cooling will be with the new centralized system that will be installed with the HS. On the exterior, covered walkways will be added on the north and south of the bldg. resolving the priority-1 health and safety concerns currently present with ice damming and snow buildup along the walkways.

Solution 9: Build all new buildings out of FEMA Flood Plain
Considering that in March 2023 all secondary school buildings are flooding but one, it is critical to account for the need to construct all new facilities proposed in the Master Plan above the FEMA flood plain. This means finish floor of new bldgs. must be 3' above existing finish grade, on avg., when built within the flood boundary. The 2019 Master Plan suggested raising finish grade of the entire portion of campus that sits within the boundary 3'. Due to current construction costs and economic inflation, the 2023 approach recommends a series of ramps and stairs to connect new and existing bldgs., and provide ADA compliant entrances.

II.G. Due diligence undertaken in defining the stated solution:

In 2019 Dolores School District retained the services of RATIO | HPA Architects with the support of Goff Engineering and Surveying, and Jaynes Corporation of Colorado to build upon their 2012 Master Plan and provide an updated facilities vision based on the current campus needs. Due to District leadership changes and the effects of COVID-19, F&M Architects was procured in 2022 to revisit the decisions made in the 2019 Master Plan. The 2022 Dolores RE-4A Master Plan is designed as an amendment to the 2019 Master Plan report as it utilizes a large amount of previously compiled data while also defining a fresh plan for the 50+ year development of the campus.
Phase-1 of the 2022 Master Plan is intended to serve as a basis for a 2023 Colorado Department of Education BEST Grant application. Throughout the process, the District's Design Advisory Group (DAG) committed to making decisions that directly address the BEST Grant Priority-1 funding categories of health, safety, security, technology and overcrowding. The DAG was provided current and projected construction costs to support design decisions that would maximize the value of each Master Plan phase. The DAG and School Board also met with the District's BEST Grant Regional Manager, Meg Donaldson, to gain insight into the available funds, and competitive nature of the grant in 2023.
The Dolores School District has gone to the Colorado Department of Education twice before to secure grants that addressed immediate needs, yet did not provide a holistic solution for the long-range future. Through our DAG and community meetings, it was made clear to the Design Team that it was time for a vision that described the road-map to success for the next fifty years and beyond.
The Design Team held three stakeholder meetings (on 10/20/22, 11/9/22 and 12/7/22) which included participation by parents, students, teachers, community stakeholders, and administrative staff, where participants created groups to develop their own Master Plan concepts. The Design Team presented multiple iterations of the Master Plan to the Design Advisory Group before finalizing a comprehensive Master Plan that will be administered through 4-phases intended to prioritize immediate safety and security needs and account for minimal student displacement and operational interruptions. Phase-1 of the Master Plan was intended to be the basis of a Colorado Department of Education BEST Grant application in spring of 2023 and was approved by the Dolores School Board on December 8th, 2022.
The 2022 amendment to the 2019 Master Plan was unique in that F&M Architects was able to build on a thorough

understanding of needs and hopes for the future of the campus. This knowledge allowed our team to quickly move into the design process with the current Design Advisory Group (DAG): testing previous design solutions and establishing an updated set of Master Plan goals for the project. The Design Team utilized the information received from the DAG meetings, along with the facilities observations, and advice of our consultants to make recommendations on how the campus facilities should either be remodeled, added onto or replaced.
This design authentically reflects the desires of the Dolores School District community. Our project will propose to comply with Verified Leader CHPS accreditation. Upon award of the grant, the design of the proposal will adhere to OSA's Sustainable Priorities.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

For many of the campus deficiencies outlined in this application the urgency has existed for years. Our maintenance team does a commendable job maintaining the facilities with our annual capital improvements budget, but the most significant safety and security concerns exist on a scale that is beyond our financial capacity to resolve.
We educate students with the daily awareness that majority of our buildings are within a floodplain, our campus is not secure, we lack necessary surveillance to react quickly to threats, and without an integrated alarm and intercom system, and voice evacuation and fire suppression systems, we face extreme limitation in our emergency response capabilities.

What's more, our student drop-off and pick-up scenario requires a daily disproportionate amount of staff supervision to avoid pedestrian and vehicular accidents.

Added to these safety and security urgencies is the outdated and overcrowded secondary learning environment and overcrowded administrative space.

The comprehensive project will positively impact the safety, security, health and learning of students in every bldg. as a result of a wide ranging and interrelated plan of renovation and construction across the campus. The simultaneous implementation of the entire project is necessary because each component impacts one or more of the other components, as facilities are upgraded, embellished and rearranged to make the campus more cohesive, secure, safer, less crowded and provide state-of-the-art academic facilities and programming for our students.

If this project is not awarded we will continue to provide the safest and most competitive learning environment we can provide while applying band-aids to the campus to keep up with the maintenance of our decrepit and outdated facilities.
Students will continue to learn in outdated, undersized educational spaces, and the security deficiencies will remain.
Our deficiencies will only increase over time, and in the near future our MS will deteriorate to the point we no longer feel comfortable utilizing the bldg. to educate our students.

The middle school must be replaced as soon as possible. The 2019 CDE Facilities Assessment Report indicates that systems in the building are presently beyond their useful lifespan:
• The years remaining for the wood framed roof have been reduced due to the wood exterior joist tails showing signs of rot.
• The brick veneer walls years remaining have been reduced due to the years of freeze thaw cycles evident by areas of deterioration and extensive efflorescence.
• Many areas of brick are currently failing and it appears water is regularly getting into the wall cavity.
• For a majority of the aluminum windows the years remaining have been reduced due to most of the head, sill, and jambs around the window units deteriorating
• The overhang on the east egress route between the MS and HS is severely damaged from years of ice damming and storm water leakage.
• The 2019 Facilities Report identified this area as a Priority-1 replacement item (due within 1-year of inspection) and noted it "is in danger of collapse. And recommended having a professional investigation performed to determine if any integrity issues with the roof structure existed and the proper course of action that would need to be taken to correct the issues found during the investigation."
• On the MS interior, a majority of the systems are past their useful lifespan, including; fire alarm, telecom, security, electrical switching, and emergency lighting.
• Based on the findings for the CDE report, expert opinions from the Rocky Mountain Masonry Institute, and observations from the design team, it is clear that the cost to rectify the list of deficiencies far exceeds the cost of demolishing the bldg. and

moving the MS into the HS wing.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

We will pursue every possible grant available to off-set costs: Dept of Local Affairs (DOLA) is a potential funding source; We will pursue a GOCO Grant for the relocation of the Middle School Playground. We were unable to pursue a GOCO this year because the Town of Dolores is pursuing the same funding stream. We have a commitment from the Manager of the Town of Dolores to support a GOCO for the District in 2024.
Additional $1M - The Dolores School District Board of trustees passed the additional appropriation of $1 million out of fund reserve, to fund other projects in the Master Plan not covered under the scope of the BEST grant. With this additional appropriation the Dolores School Board is demonstrating its commitment to improved facilities for our staff and students.
Federal Community Project Funds - The Dolores School District is also applying for the FY 2024 Federal Community Project Funds to assist with Master Plan projects out of the scope of the BEST grant. This $1.5 million request will specifically target outdoor recreation facilities and equipment including a track & field and playgrounds.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The general upgrade and maintenance of the current facilities and the upgraded results will come out of the District general fund maintenance budget, and a capital renewal budget of at minimum 1.5% of per pupil base funding annually based on the October 1 FTE pupil counts each year.

The Districts facilities team has done an exemplary job of maintaining the quality and durability of their buildings for decades and the long-term maintenance of the new facilities will be included in the annual facilities budget which is presented to the Board of Education each year to approve specific projects. The District's average maintenance budget over last 4 years = $520,000.00/ year, and in the 22/23 school year the budget = $773,500.00. While it is anticipated that major maintenance costs will be not be an immediate need, the District will be able to plan for large cost items based on life expectancy of the building components. The HVAC system is anticipated to be a VAV system and will be planned for replacement in 15-20 years. The roofing system will be membrane and will be planned for replacement in 25-30 years. Additionally, all building components will be verified to include industry standard manufacturer warranties, and the contractor will be required to comply with a 2-year minimum warranty on workmanship. At the time of close-out, facilities staff will participate in O&M training to ensure all systems are accurately maintained and regular service is conducted.

Manufacturer warranties include, but are not limited to:
1. All mechanical equipment.
2. Roof warranty 25+ years.
3. Storefront window systems.
4. All finish materials.
5. GC workmanship warranty: two years.
6. Concrete, steel, and masonry will have warranties as well as independent inspections throughout construction.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The District's % of PPR = 5.2. Capital outlay is spent annually, and the amount fluctuates based on specific needs.
The District maintains a $10,000 BEST Grant Reserve dedicated to the Science Building. Future known spending on the Science Building includes the replacement of ADA ramps at each entry which were found to be non-compliant based on a recent audit by the Colorado Community College System. The report has been uploaded with this application. If the BEST Grant is awarded, the new Science Building ramps would be included in the scope.
We also have $50,000 annually set aside in small rural funding for maintenance and building improvements.
We have $208,000 in capital projects funding for upcoming 2023 projects in the RE-4A district.

Districtwide annual budgets for last 4 years of Capital Projects Fund:
2019-2020 $340,325
2020-2021 $728,148

2021-2022 $518,000
2022-2023 $499,260
Average annual districtwide capital projects spending is $520,000

III.T. How did you arrive at the estimate for this project?

We consulted local general commercial contractors with extensive K-12 building experience: Jaynes of Colorado and FCI Constructors. As well, we researched previous BEST Grant projects of similar scope in the region, and we reached out to an independent estimating firm--Rider, Levett, and Bucknall--to verify our contractor's budgets.
We received a second estimate from FCI which came in essentially $2M lower than Jaynes. A vast majority of the estimate delta was in the escalation. We revisited with FCI on their escalation number, given that it was so much lower than we had researched. FCI felt comfortable with a lower escalation given that recent project budgets were holding and the local construction market is seeing much slower escalation than recent years in response to COVID. FCI included the following contingency/ escalation values:
Direct Construction Costs: $18,375,764
Estimating Contingency, 10%: $1,837,576
Construction Contingency, 4%: $808,534
Escalation to Summer 2024, 3%: $630,656
Ultimately, the team feels comfortable that the proposed scope can be built with the estimate provided.

III.U. Who will be overseeing the project, if known at the time of application?

A Combination of internal staff- Superintendent, School Business Director, and through the competitive selection process we will be hiring an owners representative who will manage the construction project.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

We will release a public RFP for architectural design services. The architect will choose the design consultants with the approval of the District. We will also release a public RFP for CM/GC services. The CM/GC contractor will procure their sub-contractors. Local labor will be encouraged to the greatest degree possible. In addition, we will procure an OR through a competitive public RFP process.

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

Utility costs for 2022 for all District facilities :
Water & Sewage: $18,575.00
Natural Gas: $42,500.00
Electricity: $96,757.00
Telephone/Internet $70,000.00
Trash $17,000.00
We do not anticipate a reduction in utility costs and we will also gain efficiency in removing outdated systems.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The proposed solution will demolish the existing middle school to provide safe and secure outdoor learning and play space in the middle of the campus. The estimated cost of the middle school demolition is $150,000.
The existing high school will be renovated and become the new middle school. The high school will move into a new two-story building.
As a result, no existing public school facilities will be abandoned, or dedicated to a new use – other than education.

Current Grant Request:	$17,678,803.00	**CDE Minimum Match %:**	46
Current Applicant Match:	$9,932,284.00	**Actual Match % Provided:**	35.97208614
Current Project Request:	$27,611,087.00	**Is a Waiver Letter Required?**	Statutory
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	Yes

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$27,611,087.00	The match will come from a municipal bond.	
Affected Sq Ft:	41,925	**Escalation %:**	3
Affected Pupils:	628	**Construction Contingency %:**	4
Cost Per Sq Ft:	$658.58	**Owner Contingency %:**	7.5
Soft Costs Per Sq Ft:	$79.93	**Historical Register?**	No
Hard Costs Per Sq Ft:	$578.65	**Adverse Historical Effect?**	No
Cost Per Pupil:	$43,967	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	200	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	628	**Bonded Debt Approved:**	$10,000,000
Assessed Valuation:	$62,236,420	**Year(s) Bond Approved:**	22
Statewide Median: $121,995,375			
PPAV:	$99,103	**Bonded Debt Failed:**	$16,000,000
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$0	**Year(s) Bond Failed:**	21
Statewide Median: $3,107,630			
Median Household Income:	$56,384	**Outstanding Bonded Debt:**	$12,935,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	28.70%	**Total Bond Capacity:**	$12,447,284
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	0	**Bond Capacity Remaining:**	($487,716)
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$1,414.83		
Applicants Median: $2,381			

COLORADO
Department of Education

Division of Capital Construction

District Statutory Limit Waiver for BEST Grant

A partial / full (circle one) district match reduction is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A.	Applicant required minimum match for this project based on CDE's minimum listed percent *(Line items A * C from grant application cost summary)*	$13,565,480
B.	School District's certified FY2022/23 Assessed Value	$62,236,420
C.	District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. *(Line B x 20%):*	$12,447,284
D.	Current outstanding bonded indebtedness:	$2,515,000
E.	Total available bonded indebtedness (Line C-D).	$9,932,284
F.	**Proposed match/new bonded indebtedness if the grant is awarded (Statutory Limit):** *(This should equal line E)*	**$9,932,284**

School District: Dolores RE-4A
Project: Dolores RE-4A School District Campus Safety Upgrades, HS Replacement, MS Renovation
Date: 2/3/23

Signed by Superintendent:

Printed Name: J. Reece Blincoe

Signed by School Board Officer:

Printed Name: Maegan Crowley

Title: Board President

● Campuses Impacted by this Grant Application ●

WELDON VALLEY RE-20(J) - PK-12 Addition & Renovation - Weldon Valley K-12 - 1951

District:	Weldon Valley RE-20(J)
School Name:	Weldon Valley K-12
Address:	911 NORTH AVENUE
City:	WELDONA
Gross Area (SF):	77,835
Number of Buildings:	3
Replacement Value:	$19,574,851
Condition Budget:	$7,434,648
Total FCI:	0.38
Adequacy Index:	0.07

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,481,305	$2,283,085	0.66
Equipment and Furnishings	$974,541	$109,324	0.11
Exterior Enclosure	$2,857,570	$605,924	0.21
Fire Protection	$14,775	$886,986	60.03
HVAC System	$1,623,801	$1,400,105	0.86
Interior Construction and Conveyance	$3,317,103	$2,385,946	0.72
Plumbing System	$1,224,867	$162,770	0.13
Site	$1,933,653	$382,312	0.20
Special Construction	$83,681	$0	0.00
Structure	$4,063,555	$105,183	0.03
Overall - Total	$19,574,851	$8,321,635	0.43

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: WELDON VALLEY RE-20(J) **County:** Morgan

Project Title: PK-12 Addition & Renovation **Applicant Previous BEST Grant(s):** 1

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $1,406,234.30

If Yes, please explain why:

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

Weldon Valley PK-12 school consists of three buildings totaling a combined 77,835 SF. Primarily constructed in brick & concrete masonry, the original building from 1908 is still in use, with additions & renovations in the years 1956, 1965, 1975, 2004, 2008, & 2010. The other 2 buildings include a Vo-Ag/Maintenance shop built in 1980 and a PK built of modular construction in 1999. The district has constructed its own buildings to the codes & design standards of the day. The newer additions & renovations work well; however, the older portions of buildings that have not been renovated have safety & health issues for the students & staff.

Specifically, the Vo-Ag/Maintenance building, built in 1980, was erected as an inexpensive metal building. Fiscally necessary at the time, it has housed students for 42 years, well beyond its useful life.

The Original gymnasium, built in 1957, was built to the population & standards of the time & has had recent HVAC upgrades, but is not of adequate size to accommodate the current school population & programming.

The kitchen, built in 1975, was constructed of single wythe CMU masonry walls with little to no insulating value & minimal electrical infrastructure. While other portions of the school built at this time were addressed in the 2004 upgrades, the kitchen was not updated.

The preschool, built in 1999 of modular construction, is currently functioning well and has a life expectancy of another 20 years. At which time, the school district's master plan is to provide an addition to the main K-12 building to consolidate buildings.

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

Leveraging Giordono funds and a local bond, Weldon Valley School District began a phased project which enabled a replacement of the junior-senior high classroom wing in 2004 and a replacement of the aging elementary wing in 2007. CDE recommended the final phase of that project, the renovation of the central historic portion of the school building, be rolled into the BEST funding program. That scope of work was completed in 2010. With those projects, the school provided safety and security to the main entry and core classroom spaces of the main building.

While the project took care of the entry and core classroom spaces, other areas of the existing building and campus were left as is, being not-as-high of priority at the time. Since then, the new additions and renovations have been well maintained by the district and are operating wonderfully. The older portions of the main building, and older buildings on campus, however, are requiring an increasing amount of the school district's maintenance time and effort and have become less safe and an unhealthy environment for the students.

In the last 3 years the capital projects have been limited to emergency repairs. The refrigerator/cooler was repaired after the freezer compressor went out in November of '22. This was an $800 repair. Luckily the issue was caught in time to not cause any food loss. The kitchen disposal was replaced in October for $1,069. In the summer of 2022, a fiber optic line was brought to the ag shop for necessary phone and safety communication with the main building. This was an $18,000 upgrade.

Just before this past winter break the heating motors in the ag building went out. The school utilized space heaters in the classroom for the 2 days they searched for replacement motors. This was a $1000 repair.

The emergency repairs all were located in the older portions of the buildings. We feel this is a good indication of the unreliable nature of the portions of the facility we are including in this grant request.

II.A. Project Type:

☐ New School	☐ Roof	☐ Asbestos Abatement	☐ Water Systems
☐ School Replacement	☐ Fire Alarm	☐ Lighting	☑ Facility Sitework
☑ Renovation	☐ Boiler Replacement	☐ Electrical Upgrade	☐ Land Purchase
☑ Addition	☐ HVAC	☐ Energy Savings	☐ Technology
☐ Security	☐ ADA	☐ Window Replacement	☐ Supplemental
☑ CTE:		☐ Other:	

Additional Detail:

Introduction to AG IVet Science A/BAnimal Production A/BPrinciples of Agribusiness A/BSoil ScienceCrop ScienceWelding Technology Fabrication & Structure DesignPrinciples of Ag Power, Structure and Technical Systems-A/B

II.C. General background information about the district / school:

Weldon Valley School District has been the heart of our agriculture community for more than 100 years. You can find our district in Weldona, CO along the South Platte River Valley, about 15 miles from Ft Morgan. Average total enrollment over the last 10 yrs has been 225 students. We are able to provide a class size ranging from 15-24 students/grade. The district employs 44 educators & support staff.

Weldon Valley prides itself on the benefits of being a small school in a small community. Students & staff are attracted to the district for 1-1 relationships, feelings of trust, & small town values of knowing & supporting each other. This has shown academically beneficial with recognitions through the years: Governor's Distinguished Improvement, 2017; Accredited With Distinction in 2013; & individual schools Accredited With Distinction: ES - 2004 & '05, JH - 2006-08, HS - 2006 & '08

The recent projects focusing on classroom spaces, enable the district to provide adequate basic education. We are missing other vital educational opportunities. Vocational programs are limited to what can be done in an outdated & unsafe ag shop. Music programs are limited to a small room due to fully occupied gym space (the stage is in the gym), & PE programs are limited to one space for all 13 grades.

Weldon has been a good steward of state money in the past. We have been a successful & valuable investment of both Giordano and BEST funds. We completed projects from 2004-2010 to address pressing educational & safety needs of the time. Since then, those spaces have been well maintained & are operating wonderfully. The older portions of the campus require more unplanned maintenance & have pressing health & safety requirements:
-Safety concerns in the kitchen
-Safety concerns and poor conditions at the ag shop
-Safety concerns on site
-Inadequacy of the gymnasium space
-Immediate maintenance concerns in older parts of the facility

II.D. Deficiencies associated with this project:

Weldon Valley has been experiencing difficulty with the size of their gymnasium for decades. The ag program has been in a temporary home since 1980. While the district leveraged funding in the early 2000s to replace the jr/sr high school and the elementary classroom wings, the Giordono funding program and bonding capacity at the time did not allow the school to address all of the issues of the school district. Giordano funding did not have the goal of Building Excellent Schools Today that the current funding program has. It was a build-what-you-can-with-the-funding-available program. Since 2010 the school has been working on ideas of how it could create the gymnasium space that it needs to educate our students and update the ag program to provide valuable vocational education. While the school knew the conversation about adding a gym was a polarizing topic, the current gymnasium space was causing some real programmatic issues for physical education as well as

athletics. In 2022, the school district completed an updated Master Plan with the goal of verifying their priorities and making sure if money was spent, it would be spent in a smart way with a future plan in mind. An outcome of the master plan was twofold: The School and community validated the programmatic needs of the gym and ag shop and unsustainable condition of the existing spaces for those programs, but also uncovered some previously unrecognized health and safety issues in the district: the health concerns in the kitchen and the life safety concerns at the pickup and parking area. The master plan also enabled the district to identify what scopes have immediate priority and what scopes and maintenance can be addressed in the future. The following are the highest priority needs of the district:

SECURITY DEFICIENCIES: MULTIPLE BUILDINGS & TOO MUCH VISITOR ACCESS
The Vo-Ag building is separate from the main building, located in the district maintenance facility. This is a 310 ft walk outside and across a parking lot from the main building. Students have to leave the main building to attend shop classes causing a security and supervision concern for the district. In addition, the school has to manage issues with students visiting their vehicles between classrooms.

The existing gym location is a security risk. Currently it is in the middle of the building and requires visitors to access the center of the building for events. If there is an event during school hours, students must also occupy this area. With this central location exit doors lead visitors into various hallways of the school, allowing unsupervised access, not to mention the ever-present difficulty of supervising students. Security risks are heightened by our rural location without a dedicated law enforcement office. First responders travel over 15 miles from Fort Morgan, a 20+ minute drive. This is a reason that the school and law enforcement aligned on maintaining concealed carry for staff in the school. It is important for the school to remove as many potential security risks as possible.

SAFETY HAZARDS: VO-AG SPACE IS UNSAFE YET ESSENTIAL FOR OUR RURAL STUDENTS
The Vo-Ag building needs significant infrastructure and safety upgrades. There is no fire alarm, no dedicated gas storage, and no eyewash station or safety shower. We are 20 minutes from the nearest hospital. There is no central dust collection system on any stationary equipment, limited ventilation for welding, sanding, and finishing and inadequate overall fresh air in the shop and classroom. Ventilation is provided through operable windows that are too high to access. Classroom and shop CO2 readings show up to 2021 ppm when occupied. After 1000 ppm CO2 becomes concerning. In addition, the shop has inadequate lighting, no insulation, and leaks in the roof and walls.

The school parking lot has safety concerns with unsafe vehicle traffic flow, parent pickup, and bus pickup. Students are required to walk through vehicle drop off areas. The school is currently diverting all traffic to an unpaved, narrow residential alley to exit the site in an attempt to alleviate the traffic congestion. Another safety concern is the inadequate lighting in the parking lot and pedestrian routes, making it difficult to navigate at the beginning and end of the school day. The district has received specific calls from visitors about concerns with lighting and getting from their cars to the building. In addition, the asphalt is cracking and failing. Poor drainage, causing icing, along with the uneven surface and poor lighting make for a dangerous path for pedestrians.

HEALTH DEFICIENCIES: KITCHEN ISSUES INCLUDE SEWER BACK-UPS
The school kitchen needs substantial infrastructure upgrades to comply with health department requirements. Due to our rural location there aren't restaurant options for students to eat lunch, making the kitchen critical. Beyond that 41% of our students use the free and reduced lunch program, an indicator that they may be experiencing food insecurity outside of school. The sewer lines under the floor are broken, backed up, and leaking sewage into the foundation. The vent hood is non-compliant with the fire department and needs to be replaced. Other necessary upgrades include replacing the walk-in refrigerator, the water heater, the electrical infrastructure, and the cafeteria doors and failing flooring. Wood and laminate work surfaces and cabinets are not health dept compliant for sanitation. Furthermore, some emergency lights do not activate during building-wide power outages. These kitchen items were installed in 1975 and need to be replaced.

The 1957, '65, and '75 portions of the existing school building that were not part of previous renovations have various other safety, health and maintenance items to address. Masonry cracking on the north side of the building is allowing rainwater to enter the building. Sidewalk heaving and separation caused by stormwater on the Northeast side of the building is and allowing water under the building and eroding foundations. If these repairs are not addressed soon, the school building and

foundation will continue to deteriorate.

EDUCATIONAL SUITABILITY DEFICIENCIES
Space and Educational Program:
In addition to safety and health issues, the Vo-Ag building has educational limitations. 100% of our JH and 62% of our HS students take Ag classes. The building is not insulated well and comfortable temperatures can't be maintained. Students wear jackets in the winter and are hot in the spring and fall. The welding booths have inadequate safety protection and exhaust and need to be replaced. There is a need for larger storage areas for supplies, equipment, projects, and curriculum kits. The school would like to incorporate a CNC machine, but there is not adequate safe operating space for one. There is no finishing room. Students do all their painting and finishing outdoors. On December 18th, the heater motor in the building completely went out. The school had to provide space heaters in the classroom for the last few days of school before winter break until they could locate a replacement motor. Repairing and maintaining the current shop building is not a long term solution. The school district is making it work to provide instruction for basic Vo-Ag programs, but the facility does not have flexibility or capability to provide the breadth of programming for valuable vocational and career technology education. This is extremely important in our community and many of the students and families rely on vo/ag education for their livelihood.

The current gym has limited space and no ADA accessible seating for people with disabilities. The 1957 gym was built when the district had much fewer students. There is very limited space for spectators outside of the court lines. The bleachers are, in fact, right on the edge of the court causing spectators' feet to be on the court lines and leaving insufficient room for teams on the sidelines. The teams sit on the bleachers. This creates unsafe conditions with players running the sidelines and spectators accessing their seats during the games, running into officials and other players. In general, a single gym with a single competition basketball court is not enough space to meet the athletic and physical education needs of a school with 250 students. Training for Varsity boys, Varsity Girls, JV boys and JV girls have to be scheduled early morning and late at night, causing scheduling difficulties for students and parents, and compounding the site safety issues noted earlier (schedules causing people to be there later at night). Practices in the winter season start as early as 5:30am for varsity girls basketball and go as late as 7pm for varsity boys basketball. Athletics aside, one gym space is not enough to provide Physical Education classes for K-12 throughout the day. Furthermore, use of the existing gymnasium space for PE functions inhibits the ability for music programs to utilize the stage in this space.

FUTURE PLANNING
The deficiencies above highlight the current highest priority needs of the school district. These are items that need to be addressed within a couple of years that are immediate safety, security, and health issues, or are maintenance items that could lead to major damage if not addressed. The district updated its master plan in 2022 and identified all needs in an "issues priorities matrix." Items that are present but not requiring immediate attention are on a plan for repair or replacement in the next 10 to 20 years. These items are not in this grant request, but are part of the district's financial plan. These include: Improving site drainage on the NE corner of the site to eliminate ponding, roof membranes reaching the end of their useful lives on a maintenance plan to replace, HVAC units on a maintenance plan to replace, remodeling the stage and old gym for music programs and performances, arranging site features so there is room for a future running track, upgrading HVAC energy efficiency and controllability in the 2004 and 2007 additions, moving the preschool to the main building, replacing the bus barn/maintenance shop, and increasing the elementary playground area.

II.E. Diligence undertaken to determine the deficiencies stated above:

The stated deficiencies are compiled from a combination of our current maintenance plan, a detailed facilities assessment by The Neenan company, and the 2022 state facilities assessment.

The current state assessment shows an overall campus FCI of .38 yet the Vo-Ag/Maintence shop building individually has an FCI of .60. While the Main building's score was primarily based on lifecycle replacement of general systems like HVAC, electrical, fire alarm, and other major replacements like carpet and wood flooring, the Vo-Ag/Maintenance shop's assessment shows many more systems that require repair and replacement including exterior envelope, doors and windows, roofing, exhaust, and plumbing. These additional concerns make that building individually show justification for replacement.

Beginning in 2022 the school district began a new Master Plan update which included a full building evaluation by the Neenan Company. Neenan verified the items in the State assessment in the four buildings. Through interviewing the kitchen staff,

Neenan noted many other issues that had been brought up by the health department and fire department including a broken sewer line, inadequate exhaust hoods, unsanitary work surfaces, and inadequate freezers and coolers. Review of the mechanical systems in the Vo-Ag shop showed that the building was not receiving adequate ventilation for occupant health standards. A review of the exterior of the main building showed some masonry cracking and sidewalk movement due to water runoff management.

Part of the master planning effort was to evaluate the educational suitability of the school, which revealed the inadequacy of the single undersized gymnasium in the school and the limitations of vocational and agricultural curriculum in the vo/ag shop.

Specific CO2 testing was recorded in the Vo/Ag classroom and shop in January of '23 showing student occupied spaces at 1000 to 2000 ppm regularly. Results were recorded as high as 2021 ppm.

II.F. Proposed solution to address the deficiencies stated above:

Eleanor Roosevelt famously said, "It takes as much energy to wish as it does to plan." We've taken the long-term planning approach to our rural school facilities with smaller projects each time we have debt capacity. We have been working our way through a master plan for our school, each phase uses our bonding capacity and some grant money. The goal of this methodical plan is addressing our needs, making the most of our existing space, and preparing for future improvements. This current solution was conceived in 2013 to be implemented when the previous bond debt would be paid off. The time has arrived and we passed a new bond in 2022 to support this project.

The current project is the next phase of our master plan, addressing our most pressing needs. We have taken care of the basic educational needs of students: core classes and security of the main school building. Now we need to take care of the remaining safety and health concerns, including:

BUILD A NEW AGRICULTURE AND VOCATIONAL SHOP CONNECTED TO THE EXISTING K-12 SCHOOL BUILDING
A new 4,500 SF Vo-Ag education space will be connected to our school so students won't need to walk outside and leave the building to attend class. This space will meet all current codes and accessibility requirements. Beyond greater security, the space will have the required safety infrastructure including dust collection, adequate ventilation, emergency shower, and an eyewash station. Proper lighting, insulation, and sealed roofing will allow classes to continue as scheduled without repair delays. The new location will also allow material deliveries to be away from student parking areas.

RENOVATE AND UPDATE THE 1975 KITCHEN FOR CURRENT CODE COMPLIANCE
First, the kitchen renovation will replace the sewer line that backs-up into the kitchen. All asbestos will be abated and wood countertops will be removed. The kitchen will then be brought up to code with a new vent hood, walk-in refrigerator, water heater, electrical infrastructure, and compliant restroom and janitors area.

BUILD A REPLACEMENT ADA COMPLIANT GYM CONNECTED TO THE EXISTING K-12 SCHOOL BUILDING
A new gymnasium that will meet current code requirements. Designed with passive security in mind, we will be able to safely separate visitors from the school. The plan will accommodate separate entry to the gymnasium after hours and keep visitors out of the education space of the school. This space will safely accommodate current court sizing and ADA accessibility requirements.

This space will also allow for us to better serve our music, performing arts, and physical education classes by providing adequate space to accommodate all programs simultaneously. The existing gymnasium with a stage will be able to be better utilized for music and performing arts. We will also be able to have improved cafeteria scheduling. In our community survey and community meetings about raising bond funding for school improvements, addressing this space was a top priority and created widespread bond support for this phase of our master plan.

CONSTRUCT SAFER DROP-OFF AREAS, IMPROVE PARKING AREAS AND VEHICULAR FLOW
A dedicated drop-off lane will be developed, removing parking spaces that currently inhibit a safe drop-off sidewalk. Student pedestrians will have direct paths and be able to access the school without crossing through vehicle traffic. Bus traffic will be completely separated from student and parent traffic via a dedicated bus loop. Designated traffic lanes will replace the need to use an unpaved, nearby residential alley. Our parking lot will be regraded in areas to prevent icing hazards and then

repaved. Site lighting will be replaced for safer student access.

BUILD REPLACEMENT ATHLETIC FIELDS WEST OF THE K-12 SCHOOL BUILDING ON LAND DONATED TO THE DISTRICT
The new VoAg and Gymnasium addition will be built on top of the current athletic fields in order to have the best connection to the main building. Due to this, we will build an equal replacement baseball field with a 6 man football field in the outfield. The new fields will maintain the same amenities as the existing fields being displaced. Existing concessions and restrooms will remain. Existing bleachers and the announcers booth will be relocated, unless replacing equal amenities proves more cost effective. A portion of the existing football field will be maintained adjacent to the new gymnasium for easy access for physical education classes. Recently donated land to the west of our school allows for this new opportunity to have a new gymnasium and athletic fields on one contiguous site to provide a safer campus for students, rather than previous plans of a separate site across the county road. Fields are located to accommodate existing irrigation ditches, existing leach fields, and space for a future competition track.

OTHER MINOR REPAIRS TO BUILDING
The project includes some other repairs to the existing building that are a small percentage of the proposed project, but are high priority items. These include repairing some cracks in portions of CMU structure of the 1957 portion of the facility, repairing some roof drainage and sidewalk separation to eliminate continuing water damage to the foundations in the 1965 portion of the school, and upgrading the emergency gas shut off in the HS science room for easier access.

II.G. Due diligence undertaken in defining the stated solution:

In the master planning process, the main facility issues of the district were identified and prioritized with the administration and maintenance staff. It was recommended that priority 1 and 2 items, all required within the next 5 years, be declared as the first phase of work. The remainder of items remain on a facility financial plan for maintenance and repair. The prioritization list is in the master plan in section 6.2

With the scope of the proposed work defined, the school district invited the community to join in a master planning session for designing and locating the project and future phases. The scope included a remodeled kitchen, a replacement ag shop, a replacement gym, and a reconfigured vehicular circulation in front of the building. At the time, the group considered other future items including space for a full size track, baseball and football field as well as expanded event parking. The school district hosted a full day work session with staff, community, and the Neenan Company to develop various possibilities to address the scope. The largest scope item was the gymnasium, so efforts focused on the best location of the gym based on the following criteria: 1) safety and security of students in location and getting to and from the gym, 2) a clear separation of the classroom portion of the school during events for security, 3) connection and adjacency to sports fields, 4) minimal impact to adjacent structures and utilities to keep costs low, and 5) site plan ability to have a competition track in the future.

Options included replacing the existing gym location with a new gym, building on a separate site across the county road, building a separate gymnasium/ ag building opposite the main entry of the main building, and various options attached to the existing K-12 building.

At the 4/19/22 board meeting, our school board reviewed the options and “facility issues priority matrix” and decided on a “phase 1” scope of work and an “either/or” plan for the master plan, depending on the ability to obtain adjacent land.

In May of ‘22, the district reached out with a community opinion survey on alignment of need for health and safety, and support of proposed scope and bond. Results came back with overwhelming support for improving the district.

At a 7/11/22 board work session, the school board reviewed the recent news of the donation of adjacent land, solidifying the selected option, realigned the proposed scope of work to the bond and grant opportunity, and kicked-off the bond promotion effort.

July through October, a bond committee, the board, and the district engaged in community outreach for the project including a 9/14 all community meeting.

On 11/8/22 the community passed the bond by 71% approval (largest margin in the state,) maximizing the bonding capacity to

support the project.

Since then, the school and the Neenan Company have been refining plans based on existing records of the site and buildings, developing info required for adequate estimating for the project.

Construction cost estimates were developed by the Neenan Company and verified with input from both local subcontractors and subcontractors with school experience. Neenan has recently completed a project in Yuma, Colorado and is currently working with nearby Peetz School District and is utilizing current subcontractor input and pricing info from those projects, as well as other current data from around the state.

The Neenan Company designed and built the previous additions to the school building and has access to site utility information, location, and sizing from those project records. Public utility locations and soil conditions in the area of the proposed project are known.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

All schools have to look at risk when educating students. We started with a historic schoolhouse and have methodically improved our facilities to improve education and keep students safe. Our plan also included a long-term debt strategy to leverage our bonding capacity each time it was paid off. We enrolled our community again and passed a new bond, maximizing our bonding capacity, to address our most pressing needs. Our maximum capacity is not enough to address the high priority needs listed in this application. In order to provide the promised scope to the community, we have purposefully tied the language of the bond to a successful grant. We need both to adequately solve our health and safety needs. Without the grant, we will lose that bond.

The longer we delay replacing the unsafe and unhealthy portions of our school the greater the risk posed to our students and the more we spend on continual maintenance rather than educating students. We have created a master plan including a phased priority list of maintenance, repair, and replacement. The items we've included in this project need to be completed immediately. In 5 years we will start to reach some of our planned maintenance items which we are preparing for financially. We are making sure our capital savings plan is in place to properly address those upcoming issues so they do not also turn into life safety emergencies requiring outside financial assistance. Our current capital cannot cover the extent of current issues, and if we use all of our capital reserve funds now we are just compounding the issues on the horizon.

What would happen if we don't get the grant? STUDENT HEALTH & SAFETY RISKS WILL CONTINUE:

-We will lose the bond. Our bond language is tied to successful BEST grant award.

-We need to replace a sewer line that backs-up into our kitchen. Without this grant, we cannot do that and fix our other 1975 kitchen hazards and outdated food storage.

- Keep ag program in current separate maintenance building, fix only exhaust systems but not address safety issues of separate building.

- Reprioritize master plan, put off future priorities to consolidate preschool and put off planned mechanical maintenance and upgrades to save for vo/tech and gym space.

We took time to methodically address our school needs rather than an all-at-once ask. This approach creates work for us to continually build community support, ask voters for money, and compete for state grants. We don't have the bonding capacity to address our critical health and safety issues and need support from BEST. Overall, we're also contributing more money through multiple bond initiatives than a single one-time bonding max with a large grant request.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Weldon Valley RE-20J school system is hampered to secure outside funding of any sort. Most grant applications for support, including GOCO, require a collective approach with additional entities or organization's commitments to grant application projects. The school campus is located in Weldona, Colorado, an unincorporated township located 12 miles from any sizable community. Those communities, their organizations and or endowments cater to their own community and school needs before considering helping outside communities. Currently the school system has no endowment established that the District could approach for funding on capital construction projects or facility upgrade or repair projects.

RE20-J was fortunate to receive a land donation in the spring of 2022 that allowed for the master plan of keeping all school district facilities on one contiguous piece of land, avoiding the need to cross a highway for athletic or vo/tech facilities. The donated land has a value of $49,671.95. This donation also boosted community support for the bond.

The community has already overwhelmingly (71% approval) passed a bond in support of this project, maximizing the community's bonding capacity. The bond effort was successful primarily by the number of community members that donated time and energy to the campaign effort, but also by local donations to support the bond campaign. The bond was set up to be contingent upon receiving a BEST grant.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Weldon Valley School District prioritizes and commits to regular maintenance of facilities to extend their value to students, staff, and community for as long as possible. The District currently employs 3 full time and 2 part-time maintenance staff responsible for custodial and maintenance work at the school and believe this will be sufficient to maintain the additional square footage. We understand that increased square footage will increase utility bills. The proposed project has the potential of increasing the annual utility bills by $25,000. The district will increase its current annual maintenance and operations amount by $25,000 for a total of $280,000, including salaries.

We will add the new/improved spaces to our existing maintenance schedule: we will pull timelines from the manufacturers' maintenance manuals and create schedules for the frequency of preventive maintenance, including dates of occurrence and projected cost. We will also train our staff and use operations manuals to address needs.

We currently have 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. Our district will continue the commitment to the Capital Reserve Fund of $70,000 annually, which is approximately 1.7% of the annual base budget, exceeding the 1.5% minimum required.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The district is committed to maintaining sufficient annual fund transfers to a Capital Reserve fund to account for necessary district wide facility needs. Since receiving a BEST grant in 2010, our district has maintained a $70,000 annual commitment to the Capital Reserve Fund. This money is earmarked for the long term upkeep and maintenance of the portions of the building that were part of that remodel and the 2004 and 2007 additions of our facility. During our master plan update, we re-established the financial maintenance and replacement plan for the next 50 yrs. Our long term plan and priorities list identifies the expected upcoming roof repair, HVAC maintenance, and carpet replacement.

Average over the last 5 years:
Current total annual budget: $4,221,927
Annual Operations and Maintenance budget: $255,000 (6% of annual budget)
Annual contributions to Capital Reserve Fund: $70,000 (1.7% of annual budget)

III.T. How did you arrive at the estimate for this project?

This estimate was prepared by the design/build company, Neenan Archistruction (Master Planner). Cost information from recent school construction projects in similar locations and inquiries from subcontractors and vendors were used to generate this estimate. Because of the unprecedented turbulence in the construction industry, the project team obtained cost estimates from multiple subcontractors, which were used to validate the cost estimates for the new proposed facility.

III.U. Who will be overseeing the project, if known at the time of application?

The school district has plans to secure the services of an owner's representative to assist the district in managing a successful project. The owner's representative will be responsible for overseeing the project budget, contracting, construction documents, procurements, commissioning, final inspections, project acceptance, warranty, and CDE BEST Grant requirements.

The Weldon Valley School District Board of Education will maintain ultimate oversight of the project. To ensure transparency and efficient communication, upon approval of the grant, the board will create an executive committee which will include two school board members, the school principal, the maintenance director, the district finance director, the district superintendent, and the owner's representative for the project. Regular updates to the community and school board will occur through the executive committee or public events scheduled by the executive committee.

The district superintendent of schools will be responsible for the day-to-day oversight of the project in collaboration with the Owner's Representative.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The district plans on following CDE recommendations for selection of vendors. Upon award of the grant the district will procure an owner's representative through a competitive process. The owners rep will assist the school district in procuring a design builder, soils engineer, and surveyor before beginning the design process.

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

N/A
The proposed project is not expected to reduce utility costs. The new construction will be highly efficient, but the school is intending to continue utilizing the existing space. The new use of the Ag Shop as a maintenance facility will likely reduce utility costs, but this is not a significant feature of the proposed project. Projected utility costs are part of the district's maintenance plan. We are estimating annual utility costs at $1 per sq ft.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The existing Ag Shop portion of the maintenance building will be used as bus storage and maintenance. Currently buses do not fully fit within the existing maintenance building and there is no maintenance office space or restroom. The ag shop portion of the building will serve as much needed additional space for district maintenance equipment and space to store vehicles indoors. This year 2 catalytic converters were stolen off school vehicles parked outside and one was stolen last year as well. A code study has been completed to understand the code requirements of use of the space as a maintenance facility and will require minimal work. No portion of the current grant request is planned for demolition or improvements to the existing vo/tech-maintenance building. Separate district funds will be used to add exhaust fans and infrared heat in the maintenance bay.

The 20 year plan is to build a new maintenance shop, large enough for a school bus, away from the main entry and main parking lot of the school, and demolish the current building. At that time the location of the current building will be converted into parking for the main school building. A location for a new bus barn is identified in the master plan and is to be a future bond effort.

The remainder of the school building will remain in use for the school district. The existing gymnasium has the stage for the district and will continue to be utilized as the performance hall and PE space.

Current Grant Request:	$11,170,372.00	**CDE Minimum Match %:**	42
Current Applicant Match:	$6,188,848.00	**Actual Match % Provided:**	35.65164794
Current Project Request:	$17,357,220.00	**Is a Waiver Letter Required?**	Statutory
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$17,359,220.00	Matching funds for this project have been secured with a 2022 bond	

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Affected Sq Ft:	27,704	**Escalation %:**	10
Affected Pupils:	235	**Construction Contingency %:**	5
Cost Per Sq Ft:	$626.60	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$72.00	**Historical Register?**	No
Hard Costs Per Sq Ft:	$554.00	**Adverse Historical Effect?**	No
Cost Per Pupil:	$73,861	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	421	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	204	**Bonded Debt Approved:**	$6,500,000
Assessed Valuation: Statewide Median: $121,995,375	$31,294,240	**Year(s) Bond Approved:**	22
PPAV: Statewide PPAV: $182,813	$153,403	**Bonded Debt Failed:**	
Unreserved Fund Bal 20-21: Statewide Median: $3,107,630	$2,715,035	**Year(s) Bond Failed:**	
Median Household Income: Statewide Avg: $65,127	$50,859	**Outstanding Bonded Debt:**	$6,645,000
Free Reduced Lunch %: Statewide Avg: 42.17%	32.80%	**Total Bond Capacity:** Statewide Median: $24,399,075	$6,258,848
Existing Bond Mill Levy: Statewide Avg: 6.19	0.5	**Bond Capacity Remaining:** Statewide Median: $12,478,184	($386,152)
3yr Avg OMFAC/Pupil: Applicants Median: $2,381	$2,116.64		

COLORADO
Department of Education

Division of Capital Construction

District Statutory Limit Waiver for BEST Grant

A partial / full (circle one) district match reduction is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A.	Applicant required minimum match for this project based on CDE's minimum listed percent *(Line items A * C from grant application cost summary)*	$7,131,727
B.	School District's certified FY2022/23 Assessed Value	$31,294,240
C.	District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. *(Line B x 20%):*	$6,258,848
D.	Current outstanding bonded indebtedness:	$70,000
E.	Total available bonded indebtedness (Line C-D).	$6,188,848
F.	**Proposed match/new bonded indebtedness if the grant is awarded (Statutory Limit):** *(This should equal line E)*	**$6,188,848**

School District: WELDON VALLEY RE-20(J)
Project: Weldon Valley Vo-Ag Addition and Renovation
Date: 02/02/2023

Signed by Superintendent:

Printed Name: Ben Bauman

Signed by School Board Officer:

Printed Name: Kathy Wood

Title: School Board President

● Campuses Impacted by this Grant Application ●

CHERAW 31 - K-12 Addition/Renovation - Cheraw K-12 - 1960

District:	Cheraw 31
School Name:	Cheraw K-12
Address:	110 LAKEVIEW AVENUE
City:	CHERAW
Gross Area (SF):	64,580
Number of Buildings:	3
Replacement Value:	$16,818,433
Condition Budget:	$6,722,801
Total FCI:	0.40
Adequacy Index:	0.47

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,687,837	$1,783,555	0.66
Equipment and Furnishings	$603,400	$397,907	0.66
Exterior Enclosure	$3,111,519	$737,389	0.24
Fire Protection	$14,321	$775,070	54.12
HVAC System	$1,621,709	$12,526	0.01
Interior Construction and Conveyance	$3,688,025	$2,672,397	0.72
Plumbing System	$948,750	$551,600	0.58
Site	$1,305,865	$636,447	0.49
Structure	$2,837,005	$30,000	0.01
Overall - Total	$16,818,433	$7,596,891	0.45

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: CHERAW 31 **County:** Otero

Project Title: K-12 Addition/Renovation **Applicant Previous BEST Grant(s):** 1

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $2,762,188.40

If Yes, please explain why:

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

The facility was constructed new by the school district originally in 1960. Subsequent additions have been constructed onto the original building/campus occurring in 1968 (Votech Building now the Middle School wing), 1975 (Elementary), and 1996 Auxiliary Gym and Middle School addition. The building was adequate at the time of its original construction.

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

The Cheraw School district was awarded a BEST grant in the 2019/2020 cycle and completed a plumbing, HVAC and Locker Room improvement project in the High School, Middle School and Elementary portions of the building. This project provided the district with maintenance and improvements necessary to keep the school running and functional for students. Without this project the locker room showers were not functional, the quality of domestic water in the building was unhealthy and classrooms were not able to maintain appropriate temperatures to conduct school operations.
In the summer of 2021, an unexpected surplus in funds from the Colorado Preschool Program (CPP) supported an update of the Cheraw Preschool playground. The update included a replacement of all old equipment and safety surfacing of the 3,400 sf play area.

II.A. Project Type:

☐ New School	☑ Roof	☑ Asbestos Abatement	☑ Water Systems
☐ School Replacement	☑ Fire Alarm	☑ Lighting	☑ Facility Sitework
☑ Renovation	☑ Boiler Replacement	☑ Electrical Upgrade	☐ Land Purchase
☑ Addition	☑ HVAC	☑ Energy Savings	☐ Technology
☑ Security	☑ ADA	☑ Window Replacement	☐ Supplemental
☑ CTE:		☐ Other:	

Additional Detail:

Agriculture Education, Future Farmers of America (FFA)

II.C. General background information about the district / school:

Cheraw School District is located in southeastern Colorado in Otero County, approximately 10 miles north of La Junta. Primarily a small farming community, the town of Cheraw has a population of 194 residents. The School District serves both the town of Cheraw and the surrounding countryside with an enrollment that has remained fairly constant over the last 20 years at about 200-236 students. About 50% of the students come from out of district (and have for a long time) and choose Cheraw due to tradition, small class sizes, and community values.
The Cheraw School District facilities consist of three separate education buildings encompassing a high school, middle school, elementary school, and a CTE Building. Additional school district site features include a 6-man football field surrounded by a dirt track, a detached restroom building near the field, small storage sheds, bleachers, a fenced basketball court, playground equipment, a concrete-paved plaza, gravel parking lots, a pavilion, and two separate district-owned residences that are rented out. The site is surrounded by residential homes and farmlands to the North, East, and West, with residential, commercial and industrial buildings to the South.
With facilities that are aging and deteriorating, the school district finds itself in a position where maintenance and deficiencies outpace the community's ability to repair and keep up with facility needs. In order to adequately address all facility issues, major improvement projects would be needed every several years for the next two decades. With a bonding capacity of $1.70 M, these many needed projects exceed the district's ability to even provide matching funds if grants were to be obtained. The

district is seeking a long-term strategic solution for facility needs that address the educational and financial situation.

II.D. Deficiencies associated with this project:

Building and Site Security:
Building Entry: While the main entry is provided with electronic hardware and an AiPhone, the office has no direct visibility or connection to the front door. The office staff has only very limited ability to see who is entering the building and no ability to monitor the drop-off and pick-up of students throughout the day. After visitors get through the front door, they can access the entire building with little ability for the office to control further access leaving students and staff with limited entry protection.
Campus Security: With students moving between three buildings during the day, it is extremely difficult to maintain locked and secured buildings at all times. Outside doors are locked with electronic hardware. Students in grades 6-12 have card keys programmed to unlock doors during school hours, which becomes problematic for students who lose their cards or younger students who need to access the building. Access to the CTE building requires students to leave the fenced school area and travel to the adjacent site. Due to the fact that no adequate drop-off exists for buses, the school has been using the track for this purpose. The current track is in a condition that no further damage can occur to it, but this lack of adequate site zoning mixes students and vehicles in a way that puts students at risk of traffic-related incidents.
Domestic Plumbing Systems (Health and Safety):
The existing domestic water plumbing system (water and sewer) in the High School/Elementary portion of the building is estimated to be almost 60 years old and almost as old in the middle school. The school is continuously fighting plumbing problems, poor flow, poor water quality, and backups. The system is comprised of both copper and galvanized piping. The piping has excessive corrosion caused in part by the dissimilar pipe materials and by leaking/deteriorating di-electric unions. The engineers who assessed the building in the master plan process recommended that all the piping be replaced due to the age of the piping and the very poor condition of the existing piping. While the accessible portions of plumbing in the High School were replaced two years ago, all the old plumbing in other areas including under slabs in the elementary and middle school is original plumbing and should be replaced. Due to the difficulty in accessing this plumbing, it is a very big endeavor. Adequate plumbing is a basic health need in any school environment.
Fire Protection/Corridor Systems (Health and Safety):
With the age of the building it is no surprise that no fire sprinkler system exists; however when sprinkler systems are not present then we rely on the integrity of rated corridors to protect occupants from fire and smoke. There are no compliant rated corridors in the entire facility with substandard doors, no closers, a lack of adequate wall construction, and a lack of opening protectives. The existing construction does not provide adequate protection for occupants in the event of a fire, smoke, or other building-wide emergencies. Furthermore, a code-compliant mass notification system is not present in the facility to communicate the nature of emergencies other than fires to students and staff putting them at risk.
Water Intrusion (Health):
One of the most difficult ongoing struggles at this campus is the persistent water infiltration due to stormwater. The overall site and surrounding neighborhood are very flat with minimal stormwater infrastructure. Rain storms have consistently created situations where stormwater enters areas of the building due to the fact that the building floor is lower than most of the site. Flooding occurs on the entire west side of the gym/locker rooms, the west side of the preschool, the high school, north and west sides of the elementary school. The carpet and contents of rooms are routinely wet leading to mold and air quality issues. Numerous drainage improvements have been installed over the years only to erode, fill with sediment, and fail. The fundamental issue is that the finish floor elevation is too low relative to the adjacent area of town.
Electrical Systems (Health and Safety):
The main electrical distribution system in the building is now over 60 years old and lacks basic safety provisions that are present in new systems. The main distribution system is located in the basement of the high school where high groundwater and flooding are a regular occurrence. The sump pump in the electrical room was replaced in the 2020 project, but due to the fact that it runs continuously, it will fail periodically and this presents a significant hazard to the school. Beyond the inadequate main distribution system (lacks safety provisions such as ground fault and arc fault protection), all the branch panels and wiring are at the end of life and lack the capacity to support school technology and other functions. Most of the panels in the building are no longer manufactured and require used parts purchased on the internet.
Site Improvements/Playground (Health and Safety):
The current parking lot and all site drives are not paved and lack adequate site lighting. The unpaved parking and drive lanes create dust and erosion that are a nuisance to air quality and are continuously tracked into the building. Site lighting is not adequate for students and overall safety during evening practices and events as it is very dark at most of the site. Playgrounds

lack modern and accessible equipment. Most of the playground equipment is over 50 years old and lacks basic safety provisions and design. Pea gravel fall protection has been eroded away almost entirely creating a safety concern in an area that students use daily. The track around the football field has deteriorated into a dirt road and is not safe to use for track and field.

Building Structure (Health and Safety):

The structural engineer who assessed the building noted several items of concern. First, the exposed wood roof framing has dried and exhibits very large checking (cracks). Some of these cracks have been repaired over the years with steel reinforcing; however, there are a number of large cracks remaining. Secondly, there has been documented through-wall cracking and movement in the load-bearing masonry construction at the gymnasium. It was observed that the roof joists have shown signs of movement at the exterior wall and are being monitored for continued degradation. It may be that excessive sagging in the roof joists due to snow loads has caused the movement. The engineers don't feel this poses an imminent threat today, but it will only get worse and needs to be taken seriously.

CTE/Ag Building (Safety and Security)

The school district operates an Ag program out of the building on the north side of campus. This building lacks adequate PA communication with the main building to communicate in an emergency. It lacks adequate exhaust systems, it lacks fire alarm systems, and smoke detection. But fundamentally, the building is separate from other school buildings and so it inherently is less safe since it does not have the supervision and connectedness of other buildings on campus. The students in this building are somewhat isolated with limited communication or protective building systems.

Roof and Building Envelop (Health and Safety):

The roof on the building was installed in 2007 as a sloped over-framed solution above an existing flat roof assembly. This roof system has worked to prolong the life of the buildings and provides a space for mechanical units to serve the existing building, but it is showing signs of aging and has already developed a number of leaks due to the geometry of the underlying building. Flashings and penetrations in the metal roofing are now requiring some rework to remain watertight and areas of the roof experience leakage during large storms and high wind events. By the time the existing buildings are removed this roofing project will have served the district for almost 20 years.

Educational Adequacy (Health & Safety):

The high school science lab lacks functioning sinks, plumbed gas, a fume hood, an emergency shower, and adequate casework to conduct chemistry experiments in a safe and controlled environment. The school library consists of a 400 sf space outside of the elementary classroom group. There is not adequate space to house reference materials much less perform the basic functions of a modern media center. All classroom areas of the building lack adequate breakout space to support differentiated education. The gymnasium serves as the performance space and lacks accessible seating, and fire detection and is an exceedingly poor space for acoustics. The existing kitchen is too small to meet the need for all meal preparation (480 sf) and the cafeteria is only able to seat a small portion of the students needed (1190 sf). The exterior play areas are nowhere near the cafeteria making supervision at lunch difficult. The IT infrastructure including the main rack sits exposed on top of a counter in a classroom.

Overall Building Challenges (Health and Safety):

In summary, the campus consists of three separate buildings that have been built over the last 63 years. While the buildings were once adequate, they are now aging and experiencing frequent maintenance issues. Most of the building systems are at the end of their service life and are in need of replacement. Key elements such as plumbing and electrical systems require very expensive and invasive projects to upgrade. Drainage issues are ongoing and can best be solved by modifying the floor elevations of the buildings (which is not feasible). The district has completed several large capital projects to address the identified needs, but fear that they are throwing good money after bad. The district spends lots of money fixing large issues only to be left with even bigger issues that can't be solved with small renovations. The school district is seeking a long-term solution to provide safe, healthy, and high-performing facilities for its students. We believe that the facility issues that exist can best be remedied only through a major building renovation/addition project.

II.E. Diligence undertaken to determine the deficiencies stated above:

In the fall of 2017, the school district retained RTA Architects to conduct facility assessments as part of a comprehensive Facilities Master Plan process. The master planning process included detailed documentation of existing physical conditions as well as a thorough review of the educational adequacy of campus facilities. This master plan provided the district with relevant tools to understand, prioritize and begin to address facility needs for the school district. As identified in detail in the sections above, this 2017 planning effort resulted in the execution of projects to address the most urgent facility needs in the district.

In the fall of 2022, the Cheraw School District retained RTA Architects to update the Facilities Master Plan including an update of the facilities assessment. This master planning process allowed the district and community to have ongoing discussions about the original assessment findings and the long-term vision for the district. The current grant application is based on data obtained through both rounds of Facilities Master Planning efforts plus the updated CDE Insight assessment that was also conducted in the fall of 2023.
The solution cost model was developed by working with HW Houston Construction who has worked on the Cheraw Campus. HW Houston took recent project costs for a new school in Pueblo and adapted the costs for Cheraw with the anticipation of a construction start in 2024.

II.F. Proposed solution to address the deficiencies stated above:

The proposed solution involves an addition and renovation to the existing school campus buildings. This solution was one of five options considered by the school district and was selected for its ability to address current deficiencies, provide safe new learning spaces, and maximize the reuse of existing buildings. The addition/renovation concept replaces the oldest portions of the existing buildings and retains the newest building for reuse consisting of 14,120 square feet constructed in 1996. The existing building to remain will house the auxiliary gymnasium, locker rooms, weight room, music room, and associated support spaces. The addition will be built on the existing playground areas and will provide new classrooms, a library, kitchen, cafeteria, administration, CTE, and gymnasium spaces (refer to plan diagram).
The proposed solution plan addresses existing deficiencies by providing a single school building without the need for students to move between buildings during the school day. A centrally located entry is adjacent to the administration for secure access control, supervision, and observation. The proposed plan allows for proper drop-off, parking, and service access drives for safe and efficient student arrival and departure. Playgrounds are located on the south side of the building for solar gain and supervision from the administration with modern play equipment and proper fall protection. Track improvements (simple cinder track to meet practice needs on this 300M track that cannot hold track meets) would allow for use by students for practice. The new additions allow for finished floor elevations to be raised for proper drainage. A two-story classroom wing is efficient on the site with a small footprint and allows for the zoning of elementary and secondary students. The cafeteria would be adequately sized for lunch as well as for dual use for performance seating with access to the playground for recess.
Project phasing and Construction:
The design concept takes advantage of locating the classroom additions on the current playground to allow for phased construction. Temporary playground space will be created on the south side of the campus for use during the construction year. Middle school classrooms would be relocated temporarily to the high school to allow for the removal of the middle school wing and allow for the construction of the new gym and CTE program space. Upon the completion of the new additions, the old elementary/old high school building would be removed to make room for the new parking, drop-off, and playground areas.
Mechanical, Plumbing, and Electrical:
The new additions would provide the school with all new plumbing and electrical systems. The HVAC units that were installed in 2020 would be reused and moved to serve spaces in the 1996 building and the remainder of the new additions would receive new high-efficiency units. The building would pursue the high-performance building certification program with all the energy, and indoor environmental requirements associated with the program.
The proposed solution provides the school district with a long-term solution addressing all current deficiencies and providing a new safe, healthy and efficient facility to support learning and serve the community into the future. The solution strives to be economical by maintaining the current campus and reusing as much of the existing building and site elements as possible (such as the football stadium). By constructing a new CTE facility in the building, the existing CTE building would be reverted to a transportation building to support the district and provide an additional benefit. No funds are included in this grant application for the transportation building conversion. This project will be done directly by the district as funds are available.

II.G. Due diligence undertaken in defining the stated solution:

As part of the 2022 Facilities Master Planning process, The Cheraw School district retained RTA Architects to assist with the development of a proposed project solution. Through the course of four meetings with the school district and community, a preferred option was selected (one of five options considered). Other options considered include 1. Maintenance only (rejected as this doesn't address ongoing systems failures and overall design issues), 2. Minor renovations/additions (rejected as this does not address drainage issues, and building and site programming issues adequately), 3. Major Renovation/Additions (preferred option), 4. New building on the north side of the property (not preferred as this option is perceived as too costly), and 5. New Building on the current football field (not preferred as this option is the most expensive).

Option three (3) is the preferred option and has been developed to a conceptual level including a space program, conceptual site plan, floor plan, and cost model. The proposed solution (option 3) was selected based on its ability to address key issues that had been identified through the planning process including safety and security, physical deficiencies, site deficiencies, long-term educational needs, lowest long-term costs, and financial efficiency for the district. The school district appreciated that the selected option took advantage of reusing the newest portion of the existing school buildings and replaces the oldest areas of the school. This option represented a more cost-effective solution than a wholesale building replacement.
The proposed solution takes advantage of detailed hazardous materials investigations that were performed as part of the district's 2020 improvement project. The solution is based on compliance with the Public School Facility Construction Guidelines (CCAB) as well as best practices for the design of K-12 facilities as represented by enlisting the services of a firm specializing in the design of educational environments throughout Colorado. The proposed solution is in adherence with the recently adopted 2021 IBC, IECC, and other relevant codes adopted by the Colorado DFPC and other authorities having jurisdiction for the construction of school facilities.
The proposed solution is in alignment with and in concert with the town of Cheraw's ongoing infrastructure improvement plan. The planning efforts included working with the town's mayor to address technology, transportation, access, drainage, and utility concerns.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Currently, there are a number of existing situations that are unsafe and unhealthy for students. Each year that goes by the campus requires more maintenance to keep systems operational including more time, money, and energy channeled into maintaining aging and outmoded facilities. The Planning Advisory Team along with the Board of Education in their efforts to support needed capital projects that correct deficiencies realize that at some point a new facility is going to be needed. Putting money into small capital projects one at a time cannot address all the school issues efficiently or effectively and is a drain on budgets and resources. Therefore the Board of Education recommends the pursuit of a long-term solution that positions the school for the future.
Building on a long history of stable enrollment and successful school operations, the school district wants to position itself to be successful for many years to come. With a bonding capacity of $1.7M the school district will never be able to finance a major renovation without financial assistance of some form. As a responsible and proactive governing body, the Board of Education is beginning the planning process for major renovations/additions to address the district's needs now. If the district is not successful in obtaining funding at this time, subsequent applications will be made as there are no clear alternatives for school funding for small schools with limited financial means. The longer the process to obtain funding takes, the more resources the school district will have to divert to keep the current facilities operational and safe for students.
There are a number of projects that require attention now.
1 - Students move between three buildings throughout the day. The vulnerability of our students increases each time they go outside a building. This is scary. Specially trained teachers carry concealed firearms and doors are electronically locked requiring students carry key-cards. But this does not provide the same level of security as one building.
2 - Two sections of our school still operate with the original plumbing. The piping in the elementary/library section crumbles when updating drains or water fountains. The plumbing from the office to the kitchen, which includes two toilets, provide challenges that include sewage backing up multiple times this last year. There is no crawl space. Within a couple years, we'll be forced to dig up multiple classrooms, the library, the kitchen/cafeteria and the spaces in between to update plumbing.
3 - The main gym has beautiful redwood ceilings that are sagging, enough snow would create a major safety issue. The outer wall is visibly separating from the roof a little more each year. We've covered wall cracks with posters. The bleachers are steep and far from ADA compliant. Anyone with needs cannot access seating or stumble up the stairs as best they can with assistance from family and friends.
4 - Our bussing and parent parking continue to mix. This is not safe. We are lucky not to have had an accident. We are considering options, but there is not a lot of room to work between road and the building.
5 - The roof on one of the buildings needs to be replaced. We locate and seal the leaks as best as we can. But we cannot identify the leaks until the snow melts or after a rainstorm.
6 - The school has breaker boxes in random places throughout the facilities. Existing mains and branch circuits lack ground fault or arc fault protection.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

As part of the BEST grant process, Cheraw officials will ask for the statutory waiver. If awarded, district funds will finance the district's portion of the project. With that said, participants at our facility meetings understand the need for the community members to participate in funding a major facility project. Both donations and mill levy were discussed. Community members and friends of the FFA program have shown an interest in providing financial contributions. For example, the FFA program annually draws around $30,000 at one fundraiser. A Cheraw district official would set up a bank account with the specific purpose of collecting donated funds earmarked for facility upgrades. Community members have also expressed a willingness to support a mill levy, within reason. At $8,492 per mill, the Cheraw School District does not have enough assessed value to support a major facility upgrade with a tax. However, participants in recent community meetings expressed a willingness to show support with a mill levy. We are planning to ask voters for 2 mills. Which would provide $339,680 over a 20 year period. However, if the project is awarded, district funds are immediately available to cover the statutory limit.
Whether our district is blessed with the BEST grant or not, Cheraw School officials continue to keep an eye on other grant opportunities. Currently, grant searches have been focused on smaller projects. For example, we currently have a School Security Disbursement (SSD) grant submitted to update our security camera system. We have looked at potential USDA or Southern Colorado Community Foundation grants to assist with an FFA shop/classroom. There may be a grant connected with the county that will assist in asbestos abatement. Without the BEST grant, we will continue to piece together financial opportunities toward providing the best facility situation possible.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The School Board has already approved by policy (DB) reserving 4% of the budget each year into a capital fund (43). The funds are to be used for capital projects that support and sustain the public's investment in school district facilities. Currently, Cheraw administration keeps an eye on major facility deficiencies and anticipates the need of future capital projects. For example, the latest CDE School Report on the conditions of our facilities show the life of the roof on one of our buildings has come to its conclusion. The roof will need to be replaced soon. HVAC unfortunately does not have a long life span. We plan to have capital funds available that will immediately replace the old HVAC system. Plumbing in the elementary wing of the building is crumbling. Having capital funds available allows the immediate replacement of deficient facilities and allows us to plan adequately for the future maintenance of our facilities, thus improving the safety and educational environment for our students.
Although it has been very challenging to maintain a staff of maintenance personnel, the Cheraw School District strives to provide the staff necessary to maintain our buildings as recommended. We are currently in a position with three maintenance staff, and plan to add a fourth. The Cheraw School district does plan for maintenance and makes it a high priority.
Through this grant process, Cheraw School officials met a grandfather of an elementary student who is retired from a career involving extensive maintenance at a nearby school district. He is providing input and we are working on a plan to add him to our efforts as a mentor for our young maintenance crew. He will provide training, planning, and assistance in any way to help us maintain our facilities, whether we are granted BEST funds or not.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Expenses for the Operations and Maintenance of Cheraw Schools has increased significantly over the last 5 years. The following information lists the O & M expenses for Cheraw Schools:
2018/19: $261,758
2019/20: $283,289
2020/21: $366,825
2021/22: $368,453
2022/23 (so far): $463,075
Increases are primarily due to salary, purchased services, additional upkeep and renovations. As facility issues increase, our need for out-of-district professionals increases. Cheraw officials are working to find professionals who are willing to work with our district on a regular basis. The expectation is that out-of-district professionals, such as; plumber, electrician, HVAC technician, mechanic, and IT professional be familiar with our facilities. Having worked with our school before, this professional would know our buildings and how to quickly improve or solve our issues, and provide recommendations for future needs. To support the work of our trusted purchased service professionals, unexpected renovations are needed that allow the workers access to the problem. We anticipate O & M costs will continue to climb significantly each year until a new facility is built. Over $600,000 had already been budgeted for O & M expenses this school year (2022/23), which is roughly 15% of total budgeted expenses. Cheraw officials anticipate budgeting over $700,000 for next school year's O & M

budget.This budget already takes from other direct educational needs for our students. Cheraw Schools will not be able to afford the continued rise in O & M expenses.
Beyond the general budget, the school board has approved a policy that allocates 4% of the district budget into a Capital fund (43). We've been working on this since the last BEST project. We currently have $500,000 in reserve funds, keeping in mind that we operate a small school budget. As stated in the previous response, Capital Funds are set aside for major facility projects. There are a few projects that we know are coming quickly; such as, a new roof and new plumbing. In a few short years, Capital Funds will be needed for a new HVAC, an update to the playground, a safer student drop-off/pickup situation, improved drainage that guides storm water away from the building, and building 100' of protective breezeway between buildings to increase the safety of students as they walk between buildings.

III.T. How did you arrive at the estimate for this project?

RTA architects aided in the estimates for this project.

III.U. Who will be overseeing the project, if known at the time of application?

The Cheraw School district will be retaining an owner's representative to manage this project for the district. The school district will form a construction committee that will procure the services of and interface with the owner's representative. Both the district superintendent and the district facilities manager will participate in this committee and help provide guidance and direction to the owner's representative team.
The selection of the owner's representative will be through a competitive publicly advertised process conforming to the BEST requirements. The district is not currently working with any owner's representatives for the preparation of this grant application.
Cheraw School district has a family member of a student with extensive school facilities management experience who has volunteered to assist with the oversight of a construction project in addition to hiring owner's representatives.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The owner's representative will manage the procurement of design, construction, testing, furniture, and other services necessary for the execution of the complete project. The owner's representative will communicate with and keep the CDE project coordinator informed as to the status of the project.

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

The total costs for natural gas, electric and water/sewer increased from 2021 ($73,228) to 2022 ($96,025). Natural gas was the largest cost increase by over $13,000. At this time, district officials do not know why the cost increased.

It is anticipated that a newly renovated facility would include new more energy-efficient systems and a more energy-efficient building envelope. We would expect small cost savings in utilities over what the district pays now maybe on the order of about 5-10%. Water and sewer would remain about the same as now.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

Any existing facilities associated with this project that will no longer be used for school operations will be demolished as part of this project. The budget for building abatement and removal has been considered and included in our cost model. It should be noted that the current CTE Building will be converted back into a transportation building by the district as part of this overall reorganization. The costs for this conversion will be covered by the district as a separate project (this facility was previously the transportation building).

Current Grant Request:	$42,969,904.00	**CDE Minimum Match %:**	45
Current Applicant Match:	$1,698,303.00	**Actual Match % Provided:**	3.80203978
Current Project Request:	$44,668,207.00	**Is a Waiver Letter Required?**	Statutory
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	Matching funds will come from general fund and capital reserve
Total of All Phases:	$44,668,207.00		

fund.

Affected Sq Ft:	71,940	**Escalation %:**	5
Affected Pupils:	228	**Construction Contingency %:**	8
Cost Per Sq Ft:	$620.91	**Owner Contingency %:**	10
Soft Costs Per Sq Ft:	$54.72	**Historical Register?**	No
Hard Costs Per Sq Ft:	$566.19	**Adverse Historical Effect?**	No
Cost Per Pupil:	$195,913	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	316	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	218	**Bonded Debt Approved:**	
Assessed Valuation:	$8,491,512	**Year(s) Bond Approved:**	
Statewide Median: $121,995,375			
PPAV:	$38,952	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$1,546,190	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$52,500	**Outstanding Bonded Debt:**	$0
Statewide Avg: $65,127			
Free Reduced Lunch %:	41.00%	**Total Bond Capacity:**	$1,698,302
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	0	**Bond Capacity Remaining:**	$1,698,302
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$7,818.94		
Applicants Median: $2,381			

COLORADO
Department of Education

Division of Capital Construction

District Statutory Limit Waiver for BEST Grant

A partial /(full)(circle one) district match reduction is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A.	Applicant required minimum match for this project based on CDE's minimum listed percent *(Line items A * C from grant application cost summary)*	$19,905,365
B.	School District's certified FY2022/23 Assessed Value	$8,491,512
C.	District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. *(Line B x 20%):*	$1,698,303
D.	Current outstanding bonded indebtedness:	$ 0
E.	Total available bonded indebtedness (Line C-D).	$1,698,303
F.	**Proposed match/new bonded indebtedness if the grant is awarded (Statutory Limit):** *(This should equal line E)*	**$1,698,303**

School District: Cheraw School District 31
Project: Cheraw School Renovation/Addition
Date: February 6, 2023

Signed by Superintendent:

Printed Name: Matthew Snyder

Signed by School Board Officer:

Printed Name: Travis Matthew

Title: Board President

● Campuses Impacted by this Grant Application ●

PUEBLO COUNTY 70 - Skyview MS Addition - Skyview MS - 2001

District:	Pueblo County 70
School Name:	Skyview MS
Address:	1047 Camino De Bravo
City:	Pueblo West
Gross Area (SF):	77,311
Number of Buildings:	1
Replacement Value:	$23,793,608
Condition Budget:	$10,706,741
Total FCI:	0.45
Adequacy Index:	0.12

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,350,718	$1,873,799	0.56
Equipment and Furnishings	$1,406,830	$751,426	0.53
Exterior Enclosure	$2,297,950	$1,381,556	0.60
Fire Protection	$838,233	$14,526	0.02
HVAC System	$4,545,886	$1,919,897	0.42
Interior Construction and Conveyance	$3,704,290	$2,814,270	0.76
Plumbing System	$1,569,746	$156,762	0.10
Site	$3,377,916	$1,794,505	0.53
Structure	$2,702,039	$0	0.00
Overall - Total	$23,793,608	$10,706,741	0.45

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: PUEBLO COUNTY 70 **County:** Pueblo

Project Title: Skyview MS Addition **Applicant Previous BEST Grant(s):** 3

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $26,724,627.09

If Yes, please explain why:

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

Skyview Middle School was built new in 2001. It is 77,058 sf., serving the growing Pueblo West, CO region.

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

In 2013, an addition of four classrooms was completed, adding 4,132 sf to the educational facility. The project was funded by the 2012 District Bond. Additionally, in 2018, the entire school was upgraded to LED lighting and replaced the boilers serving the HVAC System.

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☑ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

Pueblo County School District 70 (D70) serves a diverse population of approximately 10,400 students in three distinct geographic regions of Pueblo County: Pueblo West (suburban), Mesa (primarily rural), and rural mountain areas of Colorado City, Rye, and Beulah. These communities comprise the outside boundaries of the city limits, encompassing the surrounding areas of Pueblo County. An approximate 45-minute drive separates each community served by the district. The district has 27 schools, including eleven elementary schools, six middle schools, six charter schools, three high schools, and one alternative school.

D70 has a strong history of academic success and currently has 1,173 employees, with 746 staff members dedicated to the instructional component of the district. Achievement is one of the district's core values and requires that everyone contributes and, to that end, all employees are valued. The large percentage of employees with more than 20 years of service with the District is a testament to the welcoming environment that D70 provides to all staff members.

District 70 is an accredited district, with 17 schools (excluding charter) earning a rating of Performance during the 2021-2022 academic year. District 70's graduation rate is well-above the state average at 90.3%, while the dropout rate is also far-below at 0.8%. D70 offers multiple opportunities for student enrichment, including concurrent enrollment; Career and Technical Education; Postsecondary Pathways; Academies of Manufacturing, Art, and Construction; School-to-Employment Program; and Inter Baccaulerate Diploma and Middle Years Program.

The district's maintenance department employs 26 full-time staff members, including one director and two supervisors (maintenance/grounds). The maintenance and custodial staff have an annual operating budget of $3,358,007. Their responsibilities include the general maintenance of district facilities and grounds. Within the maintenance team, the District employs 3 electricians, including one master electrician.

In 2020, this District successfully passed Bond 4A. These funds are helping to provide much-needed improvements to our district and schools.

II.D. Deficiencies associated with this project:

In December 2020, Pueblo D70 voters approved a $75 million bond to fund 176 capital improvement projects across the District. To ensure that the best projects were selected, District administration worked with principals, teachers, parents, architects, engineers, and construction experts to identify and prioritize capital improvement needs.

The addition at Skyview Middle School (SVM) was identified as a top priority, aimed at addressing two primary needs:
1. Overpopulation. SVM is the 3rd largest school in D70 and its enrollment has fluctuated between 580 and 670 students over the last 3 years. The school is in the fast-growing region of Pueblo West. The area has a population growth rate of 1.02% annually and a population increase of 3.13% since the last census, which recorded 33,086 residents in 2020. The school is not large enough to house its current student population and most classrooms have over 30 students each class hour. The District approved the addition of 4 teachers for the 2023-2024 school year but there are not any vacant classrooms for them.
2. Lack of space. The STEM (Science, Technology, Engineering, and Math), Band/Music, and Art programs lack proper educational spaces. These programs are currently housed within classrooms built for core courses. Space constraints have necessitated the denial of programming for students, as there is not enough space to accommodate more students. The ability to enroll in these specialized courses is one of the primary reasons that students seek to attend SVM as their school-of-choice. The school currently has a waiting list of 53 students. The District also recognizes that these programs are essential in keeping students engaged in school, and the middle school years are instrumental in building foundational skills and allowing students to explore multiple classes as they identify their interests.

STEM: This program is highly popular and has surpassed the limitations of the current space. Students are being wait-listed for enrollment. The program uses a repurposed classroom, which is adjacent to a computer lab. This separation of spaces hinders the integration of computer use with other STEM projects. When the class moves to the computer lab, it causes disruptions to the educational environment that can be difficult to overcome. An ideal STEM classroom facilitates project-based learning and fosters a positive culture that encourages students to solve problems, work together, create, experiment, and build with their hands. Our current classroom falls short of these standards and limits our ability to incorporate modern equipment and technology essential to STEM.

BAND/MUSIC: The music program is located in a repurposed interior classroom, measuring approximately 1,000 square feet, far below the programmatic guideline of 1,500 square feet. The classroom has a 9-foot ceiling, lacks practice spaces, has poor acoustics, and limited instrument storage space. The walls are not designed to properly absorb sound, resulting in noise leaking into adjacent classrooms and causing distractions to students. The room can only accommodate 20 students and their instruments, chairs, and music stands. As a result, practices are often held in the commons or on stage, neither of which are ideal locations for practices. This alternative placement creates a distraction to the music students themselves and to those in nearby classrooms.

ART: The Art Program has outgrown its current 900-square-foot location, which is severely undersized for the program's needs. The limited space includes a storage room, where materials are stored in rolled cabinets. This location cannot adequately support the growing demand for the Art Program.

ISSUE: PROJECT COST ESCALATIONS
The 2020 bond provided the initial funding for the new addition, aimed at addressing the overpopulation issue. In April 2021, the design started with a goal of seeking competitive bids by October 2021 to determine pricing by December 2021. Adhering to this timeline was crucial for securing qualified contractors, ordering necessary equipment and materials, and completing other tasks for construction to commence in Summer 2022. Our team successfully met all deadlines and finalized pricing in December 2021. However, these events were timed with the start of unpredictable economic events which caused costs to soar at a shocking rate. It was impossible to predict these increases until after they had occurred. The design process was comprehensive, organized, and thorough. It involved weekly meetings with architects, civil/structural/MEP engineers, pre-construction managers, and the District's Bond Manager. To make sure the design was aligned with the budget and to monitor market changes, a third-party estimator continuously updated the estimates at each major design milestone. The following are the estimates:

June 2021 - 30% SD Estimate: $3,176,264 ($335/sf)
August 2021 - 60% DD Estimate: $3,042,372 ($321/sf)

Construction escalation costs in 2021 were unprecedented, with an annual inflation rate of 19.6%. In December 2021, the price for construction came in at $4,177,911, or $445/sf. During every estimation process, the project stayed within budget and there were no signs to alter the design plan. However, the delayed market impact led to delayed cost increases which were only discovered as bids were received. A decision was reached to proceed by using the contingency funds in the bond, which was in good standing. The contractor selected was deemed trustworthy as they had a clear understanding of the work they bid on, had prior experience working with us, and were the only ones who offered a guaranteed maximum price contract during the interview process. However, they soon started requesting significant escalation fees, leading to concerns about potential ongoing demands. Consequently, the contract was terminated, and the project was put on hold to avoid potential risks.

VALUE ENGINEERING & COST REDUCTION EFFORTS
With the delay of the project until Summer 2023, we utilized the time to optimize its design and cut costs where feasible, and for a rebid of the scope of work. We were hopeful that the rising inflation and supply chain issues would subside. However, the situation in the first half of 2022 only worsened and continued to escalate. In September 2022, we re-bid the project which came in nearly $600,000 higher. This was due to two reasons: 1) the cost escalation had not stabilized to any significant extent, and 2) the higher level of detail in the new bid exposed significant scope misses by the previous contractor. SVM requires further cost reductions to stay within budget, and we have been willing to make many of them, as you will see in the solution response. However, further VE and reduction of square footage will not result in the same quality and fail to meet the educational programming requirements and commitments made in the 2020 bond initiative. Despite the rapidly changing market conditions, we have made disciplined decisions and successfully delivered over $50 million of the $75 million budgeted for the past 2 years. We believe the double-digit cost escalations have slowed and while they may rise in the coming year, we still have a chance to secure funding and start work this year. We cannot move forward at this cost, as it would put other bond projects in jeopardy. BEST funding would allow us to proceed without any further delays and ensure that none of the remaining bond projects are impacted by budget shortfalls.

II.E. Diligence undertaken to determine the deficiencies stated above:

The district initiated a comprehensive strategic planning and facility master planning initiative in 2019 to assess all district facilities and identify short- and long-term needs for the 2020 Bond campaign. A group of highly qualified design professionals and personnel, including architects, structural engineers, MEP and electrical engineers, and Professional Construction Managers from firms such as Anderson-Hallas, JVA Consulting Engineers, and Willdan Group, Inc., have collaborated with the district to carry out the master planning effort and determine the 176 projects in the 2020 Bond. These professionals are all licensed in the State of Colorado and bring a wealth of industry experience to the project. They have been actively engaged since the beginning and have worked closely with district staff to comprehend the needs of Skyview Middle School. They conducted multiple site audits to pinpoint facility deficiencies, then leveraged their expertise to create solutions that address these issues.

II.F. Proposed solution to address the deficiencies stated above:

3 CLASSROOM ADDITION FOR STEM, MUSIC/BAND & ART PROGRAMS
The completed design of the new addition is 9,480 square feet of new programming space that will be built off the Northwest corner of the middle school, along the west wall of the existing gym. It will provide state-of the-art modern educational space tailored specifically for Music and Band, the Art Program, and a new STEM lab, as well as a spacious commons area that can serve as a break-out space for educational purposes and restrooms.

The STEM lab boasts a 1300 square feet area with a large storage room, perimeter workstations, and countertops equipped for experiments. It also has group tables in the center equipped with electrical drops for equipment and computers. The Music Room, with a total square footage of 1970 sqft, comprises three practice rooms, an office, in-room and commons area instrument storage, and has undergone a review by an acoustic consulting engineer for its layout, finishes, and volume. The Art Room, with a total square footage of 1430 sqft, is equipped with a large storage room, dedicated kiln room, perimeter workstations, and wash sinks. It also has large group tables in the center for adequate work surfaces. Both the Art Room and

STEM lab are connected to the commons/corridor through standard doors and sliding doors, allowing for easy expansion of educational space and small group break-out sessions. The current classrooms used for these programs will revert to their original use as core curriculum classrooms and resolve the current need for classroom space and accommodate our growing student population.

A completed set of the design documents and specifications have been provided in our supplemental documents.

Quick References:
A1.1 - Full program floor plan
T1.1 - Technology/Telecom Layout
E2.1 - Electrical Layout

SOLUTIONS TO REDUCE COSTS & OFFEST ESCALATIONS
SQUARE FOOTAGE COST REDUCTIONS
On January 4th, 2023, the design and construction team initiated a redesign effort to explore cost reductions through square footage reduction. The focus was on common spaces, hallways, reduced building heights, elimination of clearstories, and simplified geometry and structural design, with the goal of maintaining the educational programming spaces. As of the submission of this grant, estimates show that reducing 1,000 sq ft of non-educational programming space could result in cost savings of $400,000 - $640,000. These estimates are preliminary and conservative and will continue to be explored.

VALUE ENGINEERING FOR COST REDUCTIONS
The team has developed over 45 Value Engineering (VE) ideas to address the construction market inflation and implement as many as possible while minimizing impact on the building's quality. The items include lower-quality interior finishes, downgraded storefront systems, lower performing windows and doors, and reduced masonry veneers.The square footage reductions and VE options demonstrate the efforts to bring costs in line with the budget, but additional funding is required to avoid deeper cuts that will negatively impact the educational spaces.

SUBCONTRACTOR ENGAGEMENT
After parting ways with the initial subcontractor, since they would not honor their GMP, Willdan partnered with Bassett Construction, a local contractor, who promised an open and transparent re-bidding process. Bassett has worked in lockstep with Willdan to re-bid the project, provide additional VE options, and to evaluate and estimate the impact of all VE options. This partnership has been critical in understanding the full impacts of escalation and in quickly identifying the most impactful VE options.

II.G. Due diligence undertaken in defining the stated solution:

The design professionals who oversaw the master planning and development process are the same ones leading the design and preconstruction phase. The team, which has been in charge since April 2021, was led by architects from Anderson-Hallas and supported by structural engineers from JVA Consulting Engineers, MEP design engineers, and construction managers from Willdan. Additionally, the team included a professional estimator from Parametrx Inc., surveyors from Colorado Land Survey, geotechnical testing from CTL Thompson, an acoustical engineer from K2 Acoustical, plan reviewers from the Pueblo regional building department and Pueblo West Metro District, among others. Basset Construction was also involved with the design-build team starting in the fall of 2022, providing real-time insights into project costs and potential cost-saving solutions for the final outcome of the project.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

With the continuous and significant increases in enrollment at SVM, it is imperative that the overcrowding problem be addressed. Currently, students are being denied access to programming, as the current classroom setups are not large enough to accommodate more students. Additionally, the use of four standard classrooms to house the STEM, music/band, and art programs reduces the number of available classrooms for core courses and impacts the student-to-teacher ratio, which now stands at 30+ students in a classroom. The District has already approved four additional teachers for SVM for the 2023-2024 school year, and the school principal is struggling to identify a classroom for these new teachers.

Receipt of these grant funds will allow the project to proceed as planned and avoid any drastic changes or potential cuts in

educational space. All elements are ready to move forward, finalize pricing, and mobilize pending the results of the grant awards. If we do not secure these additional funds, we will need to decide on VE and square footage reductions to bring down costs. We will also likely need to cancel some lower priority bond projects so this addition, even after VE, can absorb their budgets. These cuts will not address the school's overcrowding problem to the same extent and are not in the best interest of students.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

The 2020 bond funds are the primary funding to complete all projects in the bond, which includes this project.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Maintaining a well-funded capital renewal budget has been critical in supporting 19 educational facilities across the largest district in the state (by land area). It has been crucial to ensuring the financial stability of District 70 and will remain a high priority. Following the voter-approved general obligation bond in 2020, capital renewal and preventative maintenance planning accompanied the planning and budgeting for the projects across the district. District 70 capital reserve funding in FY2021-22 is $404 FTE, which is an increase of $92 FTE, or nearly 30%, from the previous years allocation of $312 FTE. These added funds will continue to be spent on proactively maintenance and repairs across the district, including upkeep of our new addition at Skyview Middle School.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Approximately 10,400 students are enrolled in District 70. D70 budgets $404/FTE (districtwide) towards planned, as well as, unexpected capital outlay projects, which are primarily dedicated to the proactive upkeep of current, preventative maintenance plans of new systems and unanticipated emergency repairs throughout the year. In order to keep the Facilities Matrix accurate and to prepare for upcoming capital projects and facility needs, district collaboration includes facilities and maintenance department personnel, central office administrators, school board members, and principals.

III.T. How did you arrive at the estimate for this project?

Once the design was completed, this project was fully bid out to contractors. All pricing included in this application is based on real bids, for a ready-to-build project.

III.U. Who will be overseeing the project, if known at the time of application?

Willdan, our external design-build partner, will oversee the the day-to-day implementation of this project. Our Bond Manager will represent the district's interest and provide oversight of Willdan.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

D70 procured Willdan through an open, competitive selection process to implement all bond projects. Willdan openly bid this project to contractors. When the first contractor fell through, Willdan, per their contract with the district, partnered with a local contractor to proceed forward.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$2,808,806.27	**CDE Minimum Match %:**	59
Current Applicant Match:	$4,041,940.73	**Actual Match % Provided:**	59
Current Project Request:	$6,850,747.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$6,850,747.00	The matching funds are from the 2020 Bond, and include the original budgeted funds earmarked for this project as well as part of the overall contingency funds set aside in the Bond funds.	
Affected Sq Ft:	9,480	**Escalation %:**	8
Affected Pupils:	577	**Construction Contingency %:**	12
Cost Per Sq Ft:	$722.65	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$29.46	**Historical Register?**	No
Hard Costs Per Sq Ft:	$693.19	**Adverse Historical Effect?**	No
Cost Per Pupil:	$11,873	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	134	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	10,135	**Bonded Debt Approved:**	$75,000,000
Assessed Valuation:	$868,647,923	**Year(s) Bond Approved:**	20
Statewide Median: $121,995,375			
PPAV:	$85,708	**Bonded Debt Failed:**	$60,000,000
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$11,215,929	**Year(s) Bond Failed:**	19
Statewide Median: $3,107,630			
Median Household Income:	$69,990	**Outstanding Bonded Debt:**	$132,690,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	45.30%	**Total Bond Capacity:**	$173,729,585
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	0	**Bond Capacity Remaining:**	$41,039,584
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$2,151.49		
Applicants Median: $2,381			

Pueblo Rural Fire Protection District

(719) 948-4646 | 29912 US Hwy 50 East, Pueblo, CO 81006 | FAX: (719) 948-3390

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Attorney
Richard A. Orona, Esq.

Board Secretary
Tomma Parco

January 12, 2023

Re: District 70 application for upgrades to Fire alarms in the schools.

To whom it may concern:

Please let this letter serve as a letter of support for your upcoming grant application regarding upgrades to the fire alarm systems in your schools. The schools that are being considered for the new upgrades have served the community for multiple decades and are behind in technology and code upgrades as well as philosophical, cultural and policy updates to school safety around the nation and locally it is also my understanding difficult to find replacements parts for these systems as the age has made them obsolete.

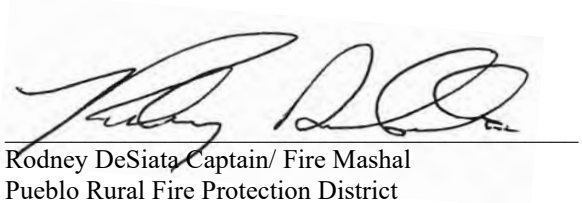
This is concerning in the fire prevention standpoint and safety standpoint that I hold with the Pueblo Rural Fire Protection District and as a state Fire Inspector 3 knowing that these systems could and have gone down or had system failures that has allowed parts or all the system to be out of service until parts could be found or the system fixed.

As with my resent inspections to these schools they all show some systems failure or malfunction, the systems themselves are old, dated and have caused not only numerus false calls but also parts of the system to be out of service altogether.

It is very hard to condemn or even order a system to be replaced knowing the cost and financial impact it has on a smaller school district, but it is also very important that the schools have functional systems at all times and be reparable when the systems needs to be maintained, we hope this is an issue that will be addressed but also shows the district is being proactive in fixing this situation before I am forced to take action and shut a school down for a systems failure that could lead to something worse.

Thank you for your consideration and time

Sincerely



Rodney DeSiata Captain/ Fire Mashal
Pueblo Rural Fire Protection District

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● Campuses Impacted by this Grant Application ●

NORWOOD R-2J - PK-12 Replacement School - Norwood Public Schools - 1958

District:	Norwood R-2J
School Name:	Norwood Public Schools
Address:	1225 West Summit Avenue
City:	Norwood
Gross Area (SF):	81,300
Number of Buildings:	4
Replacement Value:	$29,495,278
Condition Budget:	$18,434,908
Total FCI:	0.63
Adequacy Index:	0.29

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,117,679	$2,999,869	0.96
Equipment and Furnishings	$1,385,523	$903,886	0.65
Exterior Enclosure	$4,209,379	$1,308,690	0.31
Fire Protection	$338,379	$538,713	1.59
HVAC System	$5,029,731	$5,711,838	1.14
Interior Construction and Conveyance	$6,846,891	$3,824,045	0.56
Plumbing System	$1,538,175	$1,536,694	1.00
Site	$3,943,583	$2,132,554	0.54
Structure	$3,085,937	$0	0.00
Overall - Total	$29,495,278	$18,956,289	0.64

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: NORWOOD R-2J **County:** San Miguel

Project Title: PK-12 Replacement School **Applicant Previous BEST Grant(s):** 1*

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $456,435.00

If Yes, please explain why:

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

The school district currently has one 9-acre site with 7 buildings for a combined total of 90,300 square feet. The high school is the oldest building on campus, was completed in 1958 with an addition in 1968. The newest buildings are pre-fab or metal buildings from the late '90s and early 2000s. The site also includes a baseball diamond, football field, and playground, as well as an independently operated preschool located in a building owned by the district.

The district built its own buildings to the codes of the day. The older buildings do not meet today's expectations of safety and health for the students and staff while the newer buildings were constructed of inexpensive prefabricated residential or metal building construction. Fiscally necessary to meet the square footage requirements of the time, these buildings were not built as long lasting structures, and have reached the end of their 20 year lifespans.

High School: was built in 1958 and '68 with masonry and steel structure.

Technology building: is a wood framed structure built in 1990. This building is of low quality construction. This building currently houses a space for district maintenance because the school no longer feels it is safe for student programs.

Fieldhouse locker room: is a metal building built in 1999. The building was built with no plumbing, limiting its function. Though newer, this building is built of low quality and has little value.

Elementary and Middle School buildings: were constructed in 1998 as a metal building structure, an inexpensive structure which was necessary to meet the square footage requirements of the time with the limited local funding available.

Preschool building: is a modular residential structure from 2002. This building is of poor quality construction. This building was originally intended as a staff residence, but has since been utilized as 2 school district preschool rooms with the remainder of space leased by a private daycare facility.

Weight room: is a metal building built in 2005. This building was built of inexpensive construction with minimal insulation to gain the square footage necessary.

Site: a 9 acre site. It is unclear how the district originally obtained the site, but the site has never had irrigation water rights. The district is borrowing water from the neighboring ranch through a handshake deal.

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

Over the last 20 years, the school district has been maintaining and repairing its buildings to keep them suitable for education. The last major project of the school district was the construction of the elementary and middle school buildings in 1998. A significant amount of new square footage, the district was required to fund the project with the limited bonding capacity of the school district, resulting in lower construction quality. As evidence of the low quality of these buildings, the one capital project that was required in the last three years was for these "new" buildings.

The following scope of work was completed in August 2022 to provide emergency repairs to the HVAC system for occupancy of the elementary and middle school buildings: Replace two boilers that supply heating and domestic hot water. Replace existing boiler heat circulators. Replace all circulation control valves. Install new air conditioning units in all classrooms. Install thermostats in all classrooms so teachers can control the temperature in their rooms independently of the rest of the building.

Included new venting and ducting connections to the existing system as needed.

The repair included management control software so maintenance staff can control and check the status of the HVAC system.

This scope of work totaled $872,600

II.A. Project Type:

☐ **New School**	☐ **Roof**	☑ **Asbestos Abatement**	☐ **Water Systems**
☑ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

Norwood R-2J is a rural district covering a large land area of San Miguel County on the western slope of CO. The town of Norwood is an ag-based community but also an affordable community close to Telluride. Our rural location requires the effort and expense of providing a full range of education opportunities for a smaller population. Norwood currently serves 164 students. COVID disrupted school enrollment data recently. The average over the last 5 years is 213 students / year.

Despite the disruption of the pandemic and our aging facilities, we have continued our efforts to provide the best education we can. While in school, our high school students are offered college concurrent opportunities as early as 9th grade and CTE certification programs in nursing and early childhood ed. starting in 11th grade. Our school district also exceeds state averages on FAFSA participation. We provide these opportunities to our students at additional cost and effort so that our students have choices when they graduate. Yet over the past 3 years, we have seen a decline in student performance at all grade levels due to the pandemic and lack of adequate resources and conditions. Our student population is poor, our school is in a constant state of disrepair and our budget has been declining based on our shrinking student count. These factors have caused budgeting priorities for repairing urgent health, safety and security needs rather than for our students' educational needs.

Let's be clear our request is not a want, it is a need. Our district has tried over the past 20 years to be extremely judicious with our requests to the state as we know budgeting is always a challenge. It is time for us to make a needed request. We can no longer stave off the safety and health risks our facilities present to our community and student body. We are on the verge of serious consequences if we do not act immediately. We implore you to seriously consider our large request in light of our circumstances.

II.D. Deficiencies associated with this project:

The Norwood PK-12 school is actually composed of 7 separate buildings on a constrained 9 acre site. The buildings are of a variety of ages & quality. The PK, ES, MS, HS, tech, weight room, and field room buildings have safety & security concerns, as well as educational suitability concerns. The issues range from lack of ventilation & temperature control to poor light quality and leaky roofs, causing extensive ice and water damage to several of the building's envelopes. The EM and MS buildings are functional, but have major security flaws, including a lack of dedicated administration suite to greet visitors, as well as many points of unalarmed entry. The main entry to the PK-12 "complex" is an unstaffed glass vestibule connecting the ES & HS buildings. There is no view to or from the administration area. The disjointed campus requires students to enter and exit several buildings on an hour-to-hour basis, which undermines the district's efforts to have proper classroom lockdown & a comprehensive campus security plan. Facilities campus wide are not suited for students with disabilities, including a lack of ADA accessible fixtures, but more alarmingly inhibiting safe egress from spaces in emergency.

SECURITY
Main entry: There's no staff at the main entry of the school. Parents and visitors cannot see anyone in admin nor can the

admin see who is approaching the door. Once in the front door visitors have access to the MS & ES hallways without passing administration. There is no secure vestibule with direct access to school reception or administration, & once in the building there are no interior doors securing portions of the building from the public. The only administration is in the HS building, leaving the ES & MS buildings monitored by teaching staff only.

27 exterior doors: Just the number of doors are difficult to monitor, but they are also aging, require force to shut, and easily become unsecure. Staff check the perimeter 2/day & always find doors open. There have been instances in which students or parents have been able to let themselves into a building in between security checks due to doors not shutting properly.

Multiple separate buildings: The PK is separate from the ES & out of administration view. ES students must exit their building to access necessary functions: special classes, cafeteria, gym, nurse, counselor, special education spaces, administration, & parent pick-up. The weight room, locker room, technology center & Vo/Tech shop area separate from the main HS building. The police have voiced concern to the school about security & visibility within & around the grounds due to many smaller buildings.

HS classrooms are unsafe in lockdown situations: The classroom doors have no windows so there is no view in or out of the classroom for supervision or law enforcement. There are no interior security doors to lock off portions of the building in an emergency. Many of the classroom locks do not function properly making the room easily accessible even after being locked. Conversely, we have had a couple of instances in which a door lock mechanism failed and an entire class was locked inside of a classroom until we could pry the frame open.

The school site is unsecure: There is road access on the west side from adjacent properties near ES & PK playground areas. Strangers have walked onto school grounds without detection. People walk their dogs on the football field during the day. There have been instances where folks have been on the playground & asked to leave. Occasionally law enforcement has warned school officials about shady characters in town, knowing that the campus is not fully secure.

The building layout itself is a security hazard: Supervision of the building is difficult with its meandering halls. Visitors have difficulty navigating. The police actually use the high school hallways for SWAT training specifically because they are disorienting & confusing.

SAFETY HAZARDS
Lack of accessible emergency egress: The caged wheelchair lift in the gymnasium is unsafe and there have been several instances in which users have been stuck mid-lift because the equipment is semi-functional. The lift is the only way into and out of the gym for those with mobility issues. Both other entrances are stairways. Also, the HS classroom doors swing into the narrow hallways, creating a daily safety hazard & impeding clear exit paths.

Electrical fire danger: The HS electrical wiring is out of date & dangerous. Old panels coupled with over 40 years of patching & repairing has resulted in abandoned electrical lines that occasionally become charged. Lines that are believed to be dead inadvertently regain charge. An outlet behind shelving was found burned out with electrical arc damage. This is in an area of the building with multi-story locker rooms and restrooms located around an old coal chute, referred to as “the death trap” by the fire chief. In HS Science, faulty electrical work allowed a live wire to electrify a heater cabinet, causing electrical shock to anyone who tried to turn the heater on. There are outdated electrical panels and wet locations with no GFCI outlets. There are many open/exposed wires in the ceilings. The water leaking through the roof into these ceilings exacerbates the electrical issues. This year a breaker shorted out in the ES hallway that clearly arched & melted the breaker. This was replaced, but issues like this appear regularly.

Ice buildup from roof drainage: Ice is a persistent problem. It develops on the walkway in the narrow space between the ES & HS, the path to the playground for ES students. The sloped roof of the HS drains east creating a constant falling ice danger where students walk. Over the years several staff/students have slipped & been bruised or hurt wrists due to icy conditions. One of the emergency exit doors often gets blocked by an ice dam buildup. The outdoor freezer door at the kitchen often freezes shut due to roof water. Ice also builds up around the gas meters, causing an issue with accessing the meters but also creating a concern of damaging the gas piping & meters.

Site Traffic: There is no separation of parent, student, and bus traffic creating congestion and unsafe walking routes for students. Parents and buses use the same lot in the mornings for drop-off across 3 lanes.

The preschool building has major safety hazards: It is separate from the main school building and does not have administrative oversight. The classrooms have residential hardware without lockdown capability. Exit doors do not function and have deadbolts. Has a sign that says, “Do not use this door if you cannot close it.” The 2nd floor (yes, a 2nd floor with no accessible elevator) has a wooden exterior egress stair that is loose and unsafe. The school does not allow people to use it. Water leaks cause an electrocution hazard with the microwave. Staff have posted a sign that says, “Do not use this microwave when raining.” Open windows are needed for ventilation, but are low and pose a falling hazard for PK kids.

HEALTH DEFICIENCIES

Poor air quality and ventilation: The heating system of the high school does not supply air, relying on windows for fresh air. Most of the classrooms only have a 2’ square operable window for fresh air. Teachers are opening exterior doors for ventilation (causing additional security concerns) & utilizing air purifiers. The MS & ES buildings recently got a boiler upgrade, but still there is not enough fresh air reaching the classrooms. Specifically, there is not adequate ventilation in the science room. The preschool building also does not have mechanical ventilation, relying on operable windows for fresh air. The weight room, the newest building on campus, does not have a fresh air system.

Roof leaks: The roof is leaking throughout the HS. The school routinely sets buckets in the main hall during rain to catch roof leaks. Roof repairs have been attempted, but the leaks cannot seem to be stopped. Ceilings in some areas are showing mold. The exterior wall in the science classroom has been covered with a new wall to conceal the water infiltration & mold issues. Ice buildup due to improper roof drainage has caused brick and mortar separation and breakage issues around the entire building. The PK building also has issues with roof leaks.

Sewer: The age of the sewer system in the HS building is apparent by the smell of the restrooms, which divulges deeper issues. The toilets have rotted collars allowing sewer gas smells indoors. Floor drains are not vented properly & have to be flushed to manage odors. Sewer back up problems are aggravated by inadequate cleanouts, making repairs larger.

There are many other health issues that need to be resolved: There are no nurse or counselor spaces available in the ES building. HS nurses clinic lacks a restroom. Asbestos flooring in the HS all purpose room is cracking & breaking.

EDUCATIONAL SUITABILITY DEFICIENCIES

Temperature: We don’t have temperature control in classrooms. HS classrooms are hot or cold & rarely consistent. Only 1 of the 2 boilers works in the HS & it can’t keep up. In the winter the library is always cold. The classrooms don’t have thermostats. Temperature is so unreliable that electric space heaters, coats & blankets are used to maintain comfort. Despite recent new boiler, A/C, & controls upgrades at Elem & MS, the remainder of the existing system does not provide adequate air volume to rooms, limiting the temp control and fresh air.

Disruptive mechanical noise in classrooms: Several HS classrooms have cabinet heaters with fan motors to supplement the main boiler system. These are loud & cause disruption. The gym has a massive and outdated heater hanging from the ceiling, not only noisy, but intruding on the court space & impeding games.

Space & educational programming: There are numerous deficiencies noted in the master plan including: ES has no music area forcing 600’ of travel to the HS. PK has rooms without changing tables, which either limits supervision or requires additional staff. The gas system is not operable in the HS science room.

Power & data:

There is generally a lack of power and data in classrooms throughout the campus. HS classrooms do not have enough power and data for current education requirements. There are only 2 outlets per ES classroom. The staff uses extension cords extensively. The MS science classroom frequently pops breakers.

Site constraints: While there is no state requirement for the size of sites, the Norwood School site is only 9 acres. Based on a study by CEFPI, a K-12 school campus should have at least 20 acres to accommodate the facilities, parking, & playfields for a school.

ADA:
Providing equal access to all students is a big concern in the current facilities. The district does whatever they can to accommodate students and staff with needs, but the facilities do not provide a good baseline. There is no access to girls or boys locker rooms. Boys are up a set of stairs and girls are downstairs from the gym level. Most recently a couple of students on crutches struggled to access these spaces. The tech building has many non-accessible spaces, including restrooms and a second floor, making it ineffective to use as an education space. Preschool has a second floor, but it is only used as storage. There are examples throughout the facility & most concerning are the egress issues stated above in the "Safety" section.

II.E. Diligence undertaken to determine the deficiencies stated above:

Our director of facilities, Frank Golaszewski, has spent many years patching, repairing, and putting buckets under our failing facilities. The previous Superintendent, Bette Nickell, recognized the deficiencies of the facilities and in 2019, she and the school board requested assistance with master planning for the school district. They selected the Neenan Company to help, but in April of 2020, when the board met to discuss the kick off of the master planning effort, too many global pandemic related issues overshadowed the master plan and it was put on hold. The master planning effort resumed in earnest August of 2021.

Master Planning:
With the Neenan Company facilitating, the master planning effort began with detailed investigation of the facilities by design and construction professionals. This included interviews of school staff and maintenance personnel. Evaluation of student population, staff needs, & curriculum requirements were reviewed & recorded in the MP, Ch. 3 "Educational Suitability." Facility assessment, including an on-site, room by room walk by architectural and construction professionals and drone footage of the entire school property, providing accurate info on features, & staff interviews recording major safety, security, health, & educational deficiency issues were documented in Ch. 4 "Facility Assessments." The entire CDE Assessment was reviewed, and additional concerns were identified that did not show up on the assessment. A re-assessment was requested based on some inconsistencies. Data collected throughout was captured in Ch. 5 "Interpret & Analyze Data."

Structural Assessment:
With the possibility of renovating the elementary school, the district hired Corbel Engineering to evaluate the existing condition of the elementary building. The assessment is dated 3/5/2022. The facility is a pre-engineered metal building, which has difficulty taking any additional load than the load it was designed for. Notable observations were slab movement and masonry cracking likely due to improper drainage and saturated subgrade soils. Corbel also reviewed the high school, noting similar and more severe cracking and spalling of exterior walls and building slabs due to improper drainage. It was noted that although no major structural issues were apparent, the building structure would not easily accommodate modification or remodel.

II.F. Proposed solution to address the deficiencies stated above:

The solution is to replace all existing facilities with a new PK-12 on a new site.

The district engaged in over 17 months of master planning and conversation with CDE representatives of possible solutions. We recognize this solution appears to be a big ask of the limited BEST funds, and concerning that the solution includes replacement of the 1998 elementary structure. For nearly a year, since the Feb 15, 2022 school board meeting, the board has been grappling with those very topics and working to determine the best and most effective solution. The district, school board, and community agree: the most efficient and effective solution is to replace all facilities and move to a new site.

The scope of the project is to replace all existing school facilities (7 separate buildings) with 1 new PK-12 building on a new site.

The building is a 79,800 square foot building that includes 1 classroom per grade up to 6th grade, 8 subject based classrooms for MS and HS, Art, music, P.E. and CTE spaces, Multipurpose cafeteria/ auditorium space, kitchen, school and district admin. The project also includes a 2,500 sq ft metal building to serve as a replacement space for district maintenance.

The site includes necessary parking and drop off areas, a replacement football field with lighting and bleachers, a replacement baseball field, an elementary playground, low-water landscaping, and required utility extensions to service the site. The site is designed with space for a future track.

The existing site includes demolishing the main HS building, elementary buildings, preschool, field house, weight room building, and technology building. The district will retain ownership of the land unless an entity wishes to purchase the elementary building and land prior to demolition.

The budget for the new building is based on the following assumptions about construction type. The structure is proposed as a structural steel frame on a spread-footing concrete foundation system. The slab will be a slab on grade. The roof will consist of a 60-mil, fully adhered membrane roofing system over R-30 rigid insulation over structural steel beams, joists, and deck. The exterior wall system will be structural steel studs with batt and continuous insulation, covered with a combination of stucco, corrugated metal panel, and masonry veneer. Interior walls will be steel studs and gypsum board. High durability areas such as main hallways and restrooms will have ceramic tile veneer. The fire sprinkler system will include a booster pump to augment local water supply pressure. The project will include a high performing envelope, high efficiency mechanical system, and other sustainable features to meet High Performance Certification requirements. Specifically, because of the scarcity of water in this area and the designation as a Dark Sky Community, the project will focus on water efficiency and reducing light pollution.

The proposed plan is 91% of the existing square footage, approximately 8,000 square feet less than the existing campus. With the official 22-23 enrollment at 164 FTE, the proposed plan shows to be 502 sq ft per student. Since the count, our enrollment has grown to 188. Fluctuations are fairly regular for our district, being close to a resort community. Using the average enrollment over the last 5 years of 213 FTE, the proposed plan is 386 sq ft per student. With the low student count, a small variation in enrollment changes the sq ft per student number greatly. This number is also affected by 2,700 sq ft of district maintenance and district office facilities. The proposed program is reasonable for a PK-12 school. It is based on 1 classroom per grade and 1 room per subject in HS.

EFFICIENT AND EFFECTIVE SOLUTION – the following is included as a description of what is not in the scope, to demonstrate that all considerations have been evaluated and exhausted.
A large part of the work and detail on the way to the solution was the evaluation of the existing elementary school. Because it seemed reasonable that a 1998 building should be able to be maintained, the school worked through extensive options to determine if and how the existing elementary school could be utilized. This process is detailed in the Addendum to the Master Plan. To enable the school to function properly in the future, a relatively small amount of square footage needed to be remodeled. But two factors required further renovation: despite recent upgrades, the HVAC is not working properly, providing inadequate volume to classrooms for air change and heating capability, and the building is positioned in a depressed area of the site, causing stormwater to infiltrate the building. The HVAC issue would need to be addressed by accessing, repairing and replacing units above the classrooms, requiring the replacement of ceilings throughout the building. The ice and water infiltration concerns would need to be addressed by re-grading and re-configuring the site to get water away from the building. Even with these repairs, the building would still suffer from existing acoustic and power issues. Even with these repairs the planning committee was referring to the elementary remodel as a “20 year solution” to be able to get to the next bond cycle and replace the building. Renovation proved not to be an efficient and effective use of funding and led to the scope decision of full campus replacement.

II.G. Due diligence undertaken in defining the stated solution:

The master planning effort and the resulting documentation identifies the programmatic and square footage needs of the district, which is less square footage than they currently have. The Neenan Company, along with school administration and staff evaluated the current school curriculum and have already implemented changes that allowed for more effective staffing and space, moving 6th grade from the middle school program into elementary school. The high school is operating in various classroom spaces because they exist, but the program developed by Neenan and the staff leveraged scheduling and multi-use rooms to effectively reduce the amount of required space. The district is rural, and operates with a low student population which necessitates a high square foot per pupil, but overall the proposed program is a smaller sq ft than the existing facilities.

Construction cost estimates of the proposed solution were developed by the Neenan Company and verified with input from both local subcontractors and subcontractors with school experience. The following are some of the main components that attribute to what might be regarded as a higher project cost:

Remote location increases the cost of the project due to the distance from urban areas and the lack of local subcontractor base. All subcontractors are required to travel to the site and accommodate housing for workers. All building materials require an additional effort to transport to the site. This risk is represented across all divisions in the estimate. The increase in material costs worldwide makes the cost/sq ft higher, but the remote location further exacerbates those increases.

Sitework cost is fairly high on this project because it is planned on a new, undeveloped site. The school hired Goff Civil Engineering who is currently working on the neighboring property for site due-diligence. Through this engineer, the public utility sizes and locations were identified for the school's site. There is $678K dedicated to offsite work for extending utilities to the site plus $250K to extend approximately 1,200 feet of town road on one side of the property. Our project can utilize newly extended sewer and water adjacent to the new school site by the neighboring housing development. The town is in support of the school and will work with the school on efficient ways to extend power, gas, and roads to the site. Additionally, the scope includes a replacement football field and replacement baseball field. The cost of that work was a quote provided by a sports field subcontractor, Rocky Mountain Field Turf.

The school has an environmental study and soils report of the new property which were used to make accurate assumptions for sitework and foundations for the proposed project. A recent survey of the neighboring property was also used. The ALTA survey for the school's new property is currently underway.

Abatement at $2.6M is a large number but is based on actual quotes for the work. Demolition at $2.1M is also large but has been estimated at a lower per sq ft than typical at $22/sq ft, based on the amount of work happening for abatement. The asbestos abatement quote is included in the supporting documents.

A long project duration increases the cost of a project. After the community passes a bond for matching funds, design and permitting will happen from 11/23 to 9/24. With time for new site development, construction, move-in, abatement of existing, and demolition, the duration of the project will require the entire 3-year allowable duration of work.

Neenan and regional subcontractors are currently working with nearby Dolores School District on their 2022 BEST project, and the school district has many close ties with West End School District and their 2021 BEST project, gathering current information from both projects to reduce and accommodate the risks of the region for this proposed project.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

When would deficiencies need to be resolved before failure?
School facility emergency repairs and maintenance are constant and ongoing. In a recent communication to the superintendent after another weekend repair, our director of facilities, Frank Golaszewski, wrote "Sometimes I just want to fall to my knees and give up. I'm trying sir. This property is exhausting to keep up with at times but I'll do what I can!" The district is focusing on the priorities at the preschool, elementary, and MS/HS where students spend most of their time. With the limited funding and time, the failures at the tech building, weight building, field building and site are taking a back seat to the main buildings. The high school systems are at the end of their life and the school is already patching systems as they fail. Specifically the electrical infrastructure at the high school needs to be rebuilt. That system has the highest potential of catastrophic failure. Based on an assessment of occupant danger, age, and potential of failure, the following would need to be addressed: replace HS electrical within 1 year. Provide extensive safety repair or move out of the preschool building within 1 year. Safe and adequate exiting from the gymnasium with a replacement lift will need to be completed within 1 year. Security doors and reconfiguration of the main entry hall, to prevent visitors from accessing the building without checking in to administration, need to be added within 2 years. HS mechanical needs replacement now, and has only been delayed due to the hope of securing a grant for a better long term solution, but it would need to be replaced in the next 2 years. A more permanent fix to site water and ice issues is needed within the next 5 years.

What would happen if not awarded?
- All resources of the district would likely be used to repair the electrical infrastructure in the high school. This would delay

other issues that aren't as high on the immediate life-threat list. Due to the extent of cost of replacing electrical infrastructure, the district will likely seek out emergency grant funding for this specific issue, repairing one system in an overall failing building.
- Ice and water around the building may not appear to be as much of a life safety issue, but chasing, maintaining, and repairing ice and water issues take up a majority of the maintenance staff's time, working to avoid further damage to the structure. Without funding for a full project, the district would have to make a decision to invest further into getting water away from already failing buildings, or continue to spend funds on manpower and maintenance to deal with the issues.
- The HVAC systems at the elementary and high school will likely be delayed until complete failure. The school will continue to repair and patch as systems break down and occupants experience discomfort.
- Security issues at the campus do not have a straightforward "repair" and will need to be addressed by increasing staff monitoring, diverting funding into "maintaining" the campus rather than saving to fix it.

The list of deficiencies is extensive. Many did not make it onto deficiencies narrative. 12,000 characters were not enough! These issues will continue to be "not-as-high-of-priority" as the major issues of keeping the doors open and the kids out of harm's way. Fixing the major issues would still not address the security issue of separate buildings on the campus, not address the meandering and convoluted building layout, not address the educational deficiencies, and not address the ADA issues.

This is a difficult place to pass a bond. There is no major commercial contribution to the bond. The increase goes to residents and farmers who are already having difficulty making ends meet. Without a grant the school will fix what it can each year, but likely not request a bond for major repairs. It would be difficult to convince the community of the value of spending money on aging buildings that will likely need to be replaced in a short time. Because of the extent of issues, if not funded Norwood will re-apply, because there isn't a way to address everything they need with local funding.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

The 19 acres of land for the project is outside of the BEST grant request.: With the master planning effort and results, the school realized that no matter the specific solution, they needed more land. In the summer of 2022 the school entered into negotiations and agreement on the purchase of land from the town of Norwood. The school is purchasing the land out of their own general fund 19 acres at $11,000 per acre for a total of $209,000, as a commitment to the need of this project.

The district has gained support of San Miguel County to jointly pursue a GOCO grant for a portion of the athletic fields. The school and county will apply for a "community impact" grant in August to enhance the replacement fields and playgrounds as community playfields and playground area. Full extent of the grant request has not yet been established. The BEST application only includes basic replacement of football, baseball fields, and playground. The GOCO grant will potentially include the ability to change the football field to artificial turf to both save irrigation and provide a field for longer use throughout the year, as well as enhanced playground that will enable longer use throughout the year, with a larger associated play landscape and outdoor classroom area. With an August application, funding results will be known by early December.

The district is in conversations with the Telluride Foundation to receive similar support for our project that has been awarded to other regional schools. The Telluride Foundation is augmenting some of their focuses in the county, which include water conservation. They understand our plans of building new fields and are willing to work with us and the August GOCO grant cycle. It is our hope that we can move forward with both the county and the Telluride Foundations supporting the outdoor opportunities for our community.

The district has spoken with Paul Major of the Rural Housing District, a group that is developing low income housing near the new school property. There is mutual benefit between the school and the new housing development which will help gain support for the bond effort of the project. The school district has first rights to one of the houses for school staff.

The district has been pursuing contact with Mountain Village, who is working on a residential development in the town of Norwood. There is mutual benefit between the school and the new housing development which will help gain support for the bond effort of the project.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Norwood School District is currently updating our finance system with guidance from the CDE finance department, developing long term best practices as it relates to facility maintenance. The current system is under review by CDE finance dept to create a solid foundation for future maintenance issues utilizing the capital reserve fund. Our district will commit to contributing at least 1.5% annually to the capital reserve and it is in the district's best interest to place a larger amount in our capital reserves.

The District currently employs 4 full time maintenance staff responsible for custodial and maintenance work at the school and believe this will be sufficient to maintain the replacement square footage. The district will maintain its current annual maintenance and operations amount. We will create a new maintenance schedule for the building: The plan will pull timelines from the manufacturers' maintenance manuals and create schedules for the frequency of preventive maintenance, including dates of occurrence and projected cost. We will also train our staff and use operations manuals to address needs.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Under new administration as of July 2021, Norwood School is prioritizing investment in the long-term sustainability of its facilities by establishing a Capital Reserve Fund and appropriating money towards the fund.

The district does not currently have a Capital Reserve fund nor annual allocation for district-wide facility needs. In the past, whatever was not spent each year was added to the unassigned reserves. The school utilized Unassigned Reserves in the General Fund to pay for emergency repairs. The number of required repairs far exceeds our ability to financially address them and is limited to emergency repairs. The current general fund is
approximately $455,111. ($951,013 minus $209,000 to purchase land and $286,902 for school employee housing)

Current total annual budget: $29,732,828
Annual Operations and Maintenance budget: $479,727.00 (1.61% of annual budget)

III.T. How did you arrive at the estimate for this project?

This estimate was prepared by the design/build company, Neenan Archistruction (Master Planner). Cost information from recent school construction projects in similar locations and inquiries from subcontractors and vendors were used to generate this estimate. Because of the unprecedented turbulence in the construction industry, the project team obtained cost estimates from multiple subcontractors, which were used to validate the cost estimates for the new proposed facility.

III.U. Who will be overseeing the project, if known at the time of application?

The school district has plans to secure the services of an owner's representative to assist the district in managing a successful project. The owner's representative will be responsible for overseeing the project budget, contracting, construction documents, procurements, commissioning, final inspections, project acceptance, warranty, and CDE BEST Grant requirements.

The Norwood School District Board of Education will maintain ultimate oversight of the project. To ensure transparency and efficient communication, upon approval of the grant, the board will create an executive committee which will include two school board members, the school principal, the maintenance director, the district finance director, the district superintendent, and the owner's representative for the project. Regular updates to the community and school board will occur through the executive committee or public events scheduled by the executive committee.

The district superintendent of schools will be responsible for the day-to-day oversight of the project in collaboration with the Owner's Representative.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

If awarded, we will use a competitive process for the following aspects of the project: owner's representative, design-build partner, consultants, and subcontractors. We will work with Meg to ensure the CDE requirements are fulfilled.

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

Norwood School District total annual costs from 21-22 school year: $131,520

Electrical: 53534.28
Gas: 43521.93
Water/Sewer: 7050.90
Trash: 12641.92
Phone Service 14770.93

The project is anticipated to bring significant cost savings to electric and gas use and is anticipated to reduce water use in the school. With a new, highly insulated building envelope and new HVAC system, the school will see significant reductions to energy bills anticipated at $1/ sq ft for a total annual cost of $80,000. Furthermore, new plumbing fixtures and smart sensors, and efficient irrigation systems should decrease water use by 15 – 25%.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The existing high school facility, tech building, weight room, and field locker room facilities will be demolished. Demolition cost is included in the cost breakdowns. The preschool building and associated property is planned to be sold to Primetime, a private daycare provider that is currently operating out of the building. The elementary building is intended to be sold to the town of Norwood. Commitments for these sales are not finalized therefore the budget for the project includes demolition of these two buildings with the intention that if the buildings are sold the demolition budget will be returned to BEST.

While commitments are not finalized, there have been multiple meetings and discussions on partnerships for the current facility and 8 acres. The school, the town government, and the County Rec Department all see opportunity for the town and the community benefit the existing school site can provide. All parties would like to work together to allow that opportunity.

Current Grant Request:	$59,599,861.26	**CDE Minimum Match %:**	66
Current Applicant Match:	$10,210,000.00	**Actual Match % Provided:**	14.6254409
Current Project Request:	$69,809,861.26	**Is a Waiver Letter Required?**	Statutory
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	Yes
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$69,809,861.26	Matching funds for this project will come from a 2023 bond.	
Affected Sq Ft:	82,300	**Escalation %:**	3
Affected Pupils:	189	**Construction Contingency %:**	5
Cost Per Sq Ft:	$848.24	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$112.11	**Historical Register?**	No
Hard Costs Per Sq Ft:	$736.13	**Adverse Historical Effect?**	No
Cost Per Pupil:	$369,364	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	435	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	164	**Bonded Debt Approved:**	
Assessed Valuation:	$51,050,886	**Year(s) Bond Approved:**	
Statewide Median: $121,995,375			
PPAV:	$311,286	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Unreserved Fund Bal 20-21: $2,218,460
Statewide Median: $3,107,630

Year(s) Bond Failed:

Median Household Income: $61,310
Statewide Avg: $65,127

Outstanding Bonded Debt: $370,000

Free Reduced Lunch %: 32.40%
Statewide Avg: 42.17%

Total Bond Capacity: $10,210,177
Statewide Median: $24,399,075

Existing Bond Mill Levy: 0
Statewide Avg: 6.19

Bond Capacity Remaining: $9,840,177
Statewide Median: $12,478,184

3yr Avg OMFAC/Pupil: $3,224.20
Applicants Median: $2,381

COLORADO
Department of Education

Division of Capital Construction

District Statutory Limit Waiver for BEST Grant

A partial / full (circle one) district match reduction is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A.	Applicant required minimum match for this project based on CDE's minimum listed percent *(Line items A * C from grant application cost summary)*	$46,074,508
B.	School District's certified FY2022/23 Assessed Value	$51, 050,886
C.	District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. *(Line B x 20%):*	$10,210,000
D.	Current outstanding bonded indebtedness:	$ 0
E.	Total available bonded indebtedness (Line C-D).	$10,210,000
F.	**Proposed match/new bonded indebtedness if the grant is awarded (Statutory Limit):** *(This should equal line E)*	**$10,210,000**

School District: Norwood R-2J
Project: PK-12 Replacement
Date: 2/2/2023

Signed by Superintendent:

Printed Name: Todd A. Bittner

Signed by School Board Officer:

Printed Name: Michael G Morlang

Title: Board President

PO Box 528; 1670 Naturita St, Norwood, CO 81423
Phone: 970-327-4288 - **Fax:** 970-327-0451; www.norwoodtown.com

February 6, 2023

Dear Review Board and Members,

We are writing this letter of support for the Norwood Public School District. It is our intention to fully support Norwood Public Schools application for the BEST Grant in building a new PK through 12 facility on one campus and athletic fields. The Town of Norwood believes the application is not only needed but a complete necessity for the betterment of education not only for our students but the teachers and staff at the school. Ensuring the best education for the kids that attend Norwood Public School is a top priority for the Town of Norwood, its board, and the staff. We believe the children that attend the school in our district are the future of our community and we want to make every effort to make certain they have the best opportunities available. The rapidly aging, leaking roofs, poor ventilation, and molded spaces in the school leaves the students and staff in our community at grave risk and we believe this application is imperative for everyone's safety.

Keeping one campus and one building will keep our teachers and students safe. Our community is small and finding the resources to keep two campuses, or even two buildings safe is not only extremely difficult but near to impossible which is why we support one campus and one building for the safety of students and staff. The current building that students are attending is in disarray and unhealthy for all that enter the school. The Town of Norwood sold the property that Norwood Public Schools is in hopes to build a new school and athletic fields on with aspirations to continue the great education for the students of our community, help be the hub for the community, and build the future of our community through education.

Our Master Land Use Plan supports the construction of a new campus and athletic fields. The Town of Norwood's master plan encourages the update of older buildings either to keep the integrity of historic buildings or the restart of newer, improved, and functional spaces. We believe the school has been the hub for many community events that have helped keep us strong. They host funerals, community events like our Annual Pioneer Day Lunch, 4H Open Fair, graduations and many more events that allow for large gathering. It is imperative that not only the students and staff have a safe place to learn and teach but a reliable place the community can continue to gather and grow as a strong society.

Athletics have been a large part of our community's identity that bring older and younger generations together for one solid goal, better the children of our future. We believe participation in team sports results in

PO Box 528; 1670 Naturita St, Norwood, CO 81423
Phone: 970-327-4288 - **Fax:** 970-327-0451; www.norwoodtown.com

higher GPA's due to eligibility guidelines that not only encourage but require students to participate in school when otherwise they may not have. When building our parks and open spaces we want to ensure connectivity between our open spaces/parks and the school's facility to keep students safe when commuting between school and home. The property in which the school is looking to build is less than a block away from our town hall and main park therefore keeping with our connectivity plans. The proposed new school property, Town Hall, Library, new housing project, clinic, and more are all located on the south end of town keeping the hub of the community centralized and once again, keeping kids safe from crossing the highway to other amenities of town.

Lastly, the town of Norwood has been unofficially approached about acquiring the current property the school is located. There is a possibility, depending on timing that the municipality would be interested in the old school property for our open space plan, shop, and other amenities after demolition of the hazardous building.

Please feel free to reach out to our Town Administrator, Patti Grafmyer with any questions about our support of this project or with any questions about how the Town of Norwood could help ensure this project comes to fruition for our students and community. We greatly appreciate you taking the time to review Norwood Public Schools application and we truly hope you take into consideration how important this is not only for bettering the education of our students now and in the future but also the importance this is to our community.

Sincerely,

CMeehan

Candy A Meehan
Town of Norwood Mayor

Town Manager
455 Mountain Village Blvd.
Mountain Village, CO 81435
(970) 729-2654

January 1, 2022

Colorado Dept. of Education
201 East Colfax Ave.
Denver, CO 80203

Re: Norwood School District – BEST Application

Dear BEST Application Selection Committees,

This letter is written in strong support of the Norwood School District (the "NWS") and its pursuit of funding through the Colorado Department of Education Program for the construction of a new school in Norwood.

The Town of Mountain Village (the "Town"). is a home rule municipality located in the Telluride region. The Telluride Ski Resort is located within the Town of Mountain Village, and the resort and the many ancillary businesses that sere the resort and the broader community rely on workers who reside in workforce housing provided by the Town. The need for affordable workforce housing in our community cannot be overstated, and given the limited amount of land controlled by the Town, the Town has been forced to look beyond its boundaries to address the housing needs of San Miguel County.

As such, in August of 2021, the Town purchased approximately 37 acres of property in the east end of San Miguel County. The Town the worked with the Town of Norwood to annex the property into the Town of Norwood and rezoned the property, all for the purpose of developing workforce housing for the San Miguel area.

While affordable housing is a baseline goal of Mountain Village's efforts, so is the desire to create a true community. One of the keys to creating such a community is the ability of new homeowners to send their children to quality schools in which they have confidence.

Mountain Village truly values the education NWS provides to the Norwood community. The NWS faculty and administrators are deeply dedicated to providing the best educational experience possible. However, dedication can be limited when teachers are working in subpar facilities. It is well recognized that NWS facilities are in need of improvement.

A BEST grant would go a long way in terms of supporting the current NWS students as well as supporting the community Mountain Village hopes to create.

Please accept this statement of support for the critical development of workforce housing in Mountain Village. The award of this grant will have a significant and long-lasting impact on our community.

Sincerely,

Paul Wisor

Paul Wisor
Mountain Village Town Manager

TELLURIDE FOUNDATION

February 2, 2023

Re: Norwood School District BEST Grant

To the BEST Grant Review Committee:

The Telluride Foundation is pleased to support Norwood School District's BEST Grant application and believes that this project will foster educational and economic equality in our rural region. Norwood School District's application aligns with our efforts to promote equity and bring prosperity to the rural communities of San Miguel County. The construction of new school buildings in Norwood will allow our youth to learn in a healthy and safe environment, improving the future of our region as a whole.

The Telluride Foundation is a community organization serving San Miguel, Ouray, and west Montrose counties as well as the Town of Rico. Since 2000, the Foundation has worked to improve the quality of life for residents of this region. The Telluride Foundation is committed to supporting youth and education throughout our rural region. We have introduced a number of initiatives, including bringing high-speed and redundant broadband to the Norwood community, providing scholarships, and funding regional organizations to promote behavior health services, and increased education opportunities. However, these efforts are incomplete so long as students do not have a safe place to learn.

Within the Foundation's service area, the communities of the West End of San Miguel and Montrose counties, include Norwood, face some of the greatest hardship. The State of Colorado classifies Norwood as a Disadvantaged Community due its low median household income and median home value. Between 50% and 62% of the student body in the West End of San Miguel qualifies for free and reduced-price lunch. Given these economic realities, a BEST grant offers the only pathway to constructing a desperately needed school.

The current school buildings were built in 1958, 1968, and 1998 and do not provide students with a safe and comfortable learning environment. New school buildings would not only facilitate learning for current students, thus enhancing their future trajectories, but they would also help to revitalize the town's entire economy. Norwood's economy has traditionally been dependent on agriculture, but the community has worked diligently in recent years to diversify. In order to attract the talent necessary to support this new economy, Norwood must be able to offer quality schools to families.

The Norwood school district's project will greatly benefit our rural region. We fully support this grant application and look forward to working to accelerate the educational and economic benefits this project will bring. Thank you for considering Norwood school district's proposal.

Sincerely,

Jason Corzine, President & CEO

PO Box 4222 | 220 E. Colorado Ave., Suite 106 | Telluride, CO 81435 | **970 728 8717** | fax 970 728 9007

● Campuses Impacted by this Grant Application ●

ADAMS 12 FIVE STAR SCHOOLS - Legacy HS Roof Replacement - Legacy HS - 2000

District:	Adams 12
School Name:	Legacy HS
Address:	2701 WEST 136TH STREET
City:	BROOMFIELD
Gross Area (SF):	242,767
Number of Buildings:	4
Replacement Value:	$103,081,086
Condition Budget:	$43,787,783
Total FCI:	0.42
Adequacy Index:	0.10

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$12,592,285	$7,814,041	0.62
Equipment and Furnishings	$5,006,162	$914,004	0.18
Exterior Enclosure	$7,402,060	$3,304,774	0.45
Fire Protection	$2,969,449	$43,578	0.01
HVAC System	$22,470,751	$15,617,874	0.70
Interior Construction and Conveyance	$14,284,624	$8,228,384	0.58
Plumbing System	$4,314,119	$1,290,782	0.30
Site	$16,708,141	$6,492,405	0.39
Special Construction	$560,649	$0	0.00
Structure	$16,772,847	$81,941	0.00
Overall - Total	$103,081,086	$43,787,783	0.42

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: ADAMS 12 FIVE STAR SCHOOLS **County:** Adams

Project Title: Legacy HS Roof Replacement **Applicant Previous BEST Grant(s):** 6

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $4,171,136.66

If Yes, please explain why:

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

The facility was constructed new by Adams 12 Five Star Schools in 2000.

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

Legacy High School was originally constructed in 2000. The school had a minor renovation of some interior finishes and site work in 2007. Mobile classrooms were added in 2014 and 2019. In 2019 the school had an interior renovation to art, music and science classrooms, a secure vestibule was added to the entry, the interior was painted building-wide and the fire alarm system was replaced. The 2019 renovation also included an artificial turf field, track surface and field lighting. In 2020 the school had a renovation to the auditorium, exterior doors were repaired, carpet was replaced and tennis courts were resurfaced and new were added.

II.A. Project Type:

☐ **New School**	☑ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

Adams 12 Five Star Schools is the sixth largest public school district in Colorado with over 30,000 students, located northwest of Denver in an economically diverse suburb. Legacy High School is a comprehensive high school in Broomfield, Colorado that serves 2,205 students grades 9-12 and is well-known in Colorado for strong extracurricular, athletic, and academic programs. Some of our academic programs of note include:

• Legacy 2000 (L2k): Since the school opened, the school's Legacy 2000 program has supported over 300 students each year in an exploration of the thinking, collaboration, and communication skills needed to be successful in STEM fields.

• AP Program: Legacy High School has one of the largest AP programs in the state, and this program has expanded significantly over the last few years while maintaining or increasing the overall pass rate.

• Legacy High School offers a full continuum of services for all students with disabilities. All students in the Deaf and Hard of Hearing (DHH) program in Adams 12, grades 9-12, attend Legacy High School. We have a full staff of DHH interpreters and all of our teachers/classrooms are equipped with adaptive devices, ensuring that our students can participate fully and have the best learning experience possible.

Legacy High School is a 244,014 sf, two story building, with a 167,720 sf roof. The original roof is the subject of this application, originally constructed in 2000. The majority of the roof area consists of a ballasted EPDM system. The affected spaces below this roof are educational spaces including classrooms, library, gymnasium, cafeteria, auditorium and administrative offices. In 2019, the school underwent a $4.6M renovation to art, music and science classrooms, a fire alarm

system replacement and a modular building addition. In 2020 the school had a $2.2M renovation to the tennis courts, auditorium, a full carpet replacement and exterior door repair.

II.D. Deficiencies associated with this project:

The majority of the existing roof is 45 mil ballasted EPDM/ rubber, with minimal areas of 60 mil EPDM under potato ballast and 90 mil fully-adhered EPDM. The roof has not been replaced since the school's original construction in 2000. Ballasted 45 mil EPDM membrane is common for new construction because it is among the least expensive flat roof systems to install. It is usually not the preferred roof of designers but is selected in the Value Engineering phase when construction budgets are tight. The life span of this type of roof system is between 15 and 20 years.

Cave Consulting Group performed a roof audit in 2021 which concluded that the EPDM roof had only 0-3 years of remaining service life, expiring around 2024. The EPDM membrane is shrinking and is not repairable. Once this phenomenon begins it is irreversible and may lead to catastrophic failure. The roof system on the school is 22 years old, which is well past its useful life, and needs to be replaced as soon as possible. Additionally, The three Kalwall skylights are discoloring, deteriorating and past their useful life. There are also two exterior soffit areas where the surface material is deteriorating due to moisture exposure and in need of replacement.

Past leaks have resulted in damaged ceilings and water infiltrating interior walls. The health and safety risk to staff and students due to leaks in the building is a concern. Mold and mildew could grow, affecting the indoor air quality. Roof leaks cause water accumulation on the floor, increasing the chances of someone slipping. Water could damage the flooring surface, causing it to lift, creating trip hazards. Water accumulating around electricity could cause someone to be electrocuted or could cause fire to the building. Repairing roofs of this vintage, in this condition, is temporary at best and the ongoing maintenance nuisance strains school district resources that are already stretched thin due to ongoing budget shortfalls and cuts.

II.E. Diligence undertaken to determine the deficiencies stated above:

In preparation for the BEST Grant, Cave Consulting Group was engaged in 2021 to perform a district-wide audit of the school district's assets. The audits include:

- Archive research.
- Creating roof plans for each school district asset.
- Visual inspection of each roof section at each site.
- Key in deficiencies on the roof plan and take photos of the various deficiencies.
- Performing test cuts of each roof section to determine the existing roof assembly.
- Creating a spreadsheet for each roof section at every site:

    - Existing roof assemblies.
    - Age of the roof.
    - Estimated remaining useful life.
    - Estimated cost to replace the roofs.
    - The information outlined above was assembled into a report for the School District's use.

Adams 12 maintenance staff performs regular facility inspections, including the roofs. District roofers, in conjunction with two district-wide roof audits performed by Cave Consulting in 2021 and Bluefin in 2014 helped create a district-wide roof maintenance and replacement scope that was part of Adams 12's bond initiative, passed by voters in 2016. Due to limited bond funds, Legacy High School roof was not included in the original bond plan. Since then, the school district has focused on individual roofs that may require additional attention such as Legacy High School's roof. School district staff, including in-house roofers, facilities planners and Cave Consulting Group have visited the roof several times in the last several months to identify and detail the deficiencies of the Legacy High School roof assembly.

II.F. Proposed solution to address the deficiencies stated above:

As a result of Cave Consulting Group's and Adams 12's in-house roofer's inspection of the roofs and archive research, it is recommended that the roof on Legacy High School be replaced within a year. Once a rubber membrane starts to shrink, the only solution is to replace the roof. Due to the size of the school's roof, it will need to be replaced in two phases, to be completed over the summer of 2023 and 2024.

Cave Consulting Group recommends replacing the 45 mil ballasted EPDM roofs with a new graveled built-up roofing system. The school district prefers this type of system for its longevity, durability and the ease of maintenance. The existing insulation is in good condition and will be reused, reducing the overall project cost. It is also recommended that we replace three Kalwall skylights and install metal siding at exterior soffit installations. This project will comply with the International Building Code and Adams 12's Technical Guidelines.

Building code provisions include, but are not limited to:

- Structural analysis of each roof section by a state of Colorado licensed structural engineer.
- Installation of ladders where roof to roof transitions exceed 30".
- Energy requirements for roofs.
- Compliance with minimum roof slope requirements.
- Guardrails at HVAC units within ten feet of roof edges.
- Guardrails at roof hatches within ten feet of roof edges.

II.G. Due diligence undertaken in defining the stated solution:

To prepare for the proposed solution, Cave Consulting Group used the 2021 roof audit to recommend the most appropriate roof replacement options. They recommended replacing the existing roof with a built-up roof assembly as base scope and a 60 mil ballasted EPDM roof assembly as an alternate. The replacement of three Kalwall skylights and sections of deteriorating soffits were also designed as alternates. Pricing for base scope and all alternates were provided by roofing vendors through a RFP (request for proposal) process, to ensure the best value option was selected.

The proposed solution considered:

- Adams 12 Technical Guidelines
- Climate
- Building Code provisions
- Budget
- Longevity
- Ease of maintenance

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Legacy High School's roof is past its useful life and is at risk of catastrophic failure. Failures of the current system are frequent and the locations of the failures are unpredictable. Each time a failure occurs there is damage to ceiling tiles and at some locations damage to carpet, drywall, paint and casework.

Interior areas that were extensively renovated in 2019 and 2020, including art, music and science classrooms, the library, auditorium, and administrative offices are at high risk of being destroyed or damaged due to unforeseen leaks. Classroom technology, light fixtures, data cabling and other infrastructure within the plenum space are at risk of damage as well. Continued leaking of the roof system may cause unknown bio-growth within wall systems and/or behind casework. Leaks occurring during school operation times interrupts teaching and learning and can cause dangerous slip conditions at hard floor surfaces. Replacement of the roof system is urgent.

Funds that could be allocated to other projects addressing the health, safety and security of our students will need to be postponed if the grant is not awarded.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

In November 2016, Adams 12 voters successfully passed ballot issue 3D, awarding the Adams 12 Five Star School District a $350M bond to fund facilities projects. Prior to the success of the 2016 Bond initiative the District had not passed a bond since 2004 and was unsuccessful at passing bond initiatives in 2008 and 2014. Prior to the 2016 bond, the district acquired certificates of participation (COP) to address critical building needs district wide. Leading up to the bond, the A12 Facilities Department had prioritized projects, based on needs as determined by our life-cycle management data as well as district technicians' input. Those projects that required immediate attention were moved up the priorities list to be funded by the bond. Bond savings on previous projects have provided an opportunity to replace the roof at Legacy High School. Should we be awarded the BEST Grant, we can maximize the investment in the Legacy High School roof, reallocating bond dollars to additional projects addressing the health, safety and security of our students.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The roofing contractor will warrant the project for three years following the completion of the project and will be responsible for any roof related issues that arise during that time period. Towards the end of the workmanship warranty period, Cave Consulting Group, school district personnel and the roofing contractor will inspect the entire roof for deficiencies which the contractor will remedy. Additionally, selected school district personnel will be trained by the roofing contractor to complete simple roof repairs. If large roof repairs are required, they will be conducted by a competent roofing contractor. At least two times a year school district personnel will access the roof to remove debris from drains, drainage scuppers and other areas on the roof. The roofing manufacturer will warrant the project for a period of ten years.

Furthermore, Adams 12 Five Star Schools uses a life cycle management approach to assure that equipment and facilities remain in sound operating condition for at least their expected lifetime. This approach starts with a detailed design review of the project and focused quality assurance inspections during construction. Once equipment and facilities are commissioned, they enter our preventive maintenance program. Under this program, preventative maintenance (PM) work orders are automatically generated at regularly scheduled intervals and routed to maintenance technicians assigned to the school where the equipment is located. For roofs, the PM work orders are generated annually and include a thorough inspection of the roof with special attention paid to identify deficiencies such as:

- Roof blisters
- Membrane deterioration
- Deflection
- Obstructed drains, scuppers and vents
- Ponding water
- Holes or cracks in seams and flashings

Work orders are generated for any deficiencies found during the annual roof inspection. Legacy High School has been and will continue to be, included in this process thus assuring maximum life of the project.

Adams 12 Five Star Schools renews its facilities and related equipment from one of two funding sources:

1) Capital Reserve Fund that is replenished via annual operating income.
2) General obligation bonds that we put before our voters when we deem that facility-related financial needs are much greater than the annual budget can realistically fund.

Each year all district equipment and facilities are reviewed to identify those that are approaching the end of their expected life. A priority list of renewal projects is then compiled based on this information; some to be funded through the Capital Reserve Fund and others earmarked to be done under future bonds. Most roofs in the district are built-up roofs which have an expected lifetime of 25-30 years. Due to the long-life expectancy and relatively high cost of roof replacements, most are scheduled to be completed under the next available bond. Should we be awarded a BEST Grant, the new roof at Legacy High School will be included in our annual review and scheduled for replacement again at the end of its expected life; in or around the year 2048.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Adams 12 budgets annually for maintenance and capital reserve to replace and/or repair fixed assets. Maintenance and capital reserve funds are replenished via annual operating revenue. The annual funding into capital reserve may vary on a year to year basis. Each year district equipment and facilities are reviewed to identify those that are approaching the end of their expected life or have specific repair needs. A priority list of renewal projects is then compiled based on this information and funding available.

The combined 2021-2022 maintenance and capital reserve budgets were $9,362,282, which equates to approximately $299 per pupil. Funds per pupil were district wide.

III.T. How did you arrive at the estimate for this project?

The district issued a Request for Proposal (RFP) by posting it on the Rocky Mountain E-Purchasing System (BidNet Direct). A RFP methodology was used to obtain best value selection of construction services for roof improvements at Legacy High School. Due to the size of the project, the RFP requested contractors to provide two (2) schedules and logistic plans at Legacy High School, as follows:

Option 1 – Summer 2023 Completion
Option 2 – Two-Phase Project
a. ½ Summer 2023 Completion
b. ½ Summer 2024 Completion

Pricing also included options for roof types and alternates to remove & replace three Kalwall skylights and install metal siding for soffit installations.

The proposal from the selected vendor, Arapahoe Roofing & Sheet Metal, Inc, was used to arrive at the estimate included in this application.

III.U. Who will be overseeing the project, if known at the time of application?

This project will be managed by a district Project Manager from design and throughout construction. The project will be overseen by Cave Consulting Group in conjunction with select school district personnel including but not limited to, the Director of Construction, the Senior Construction Project Manager, and the assigned Facilities Planner.

Cave Consulting Group's Principals are licensed Colorado architects and has specialized in roofing and waterproofing in the state of Colorado since 1993. Cave Consulting Group has designed and managed multiple school projects for many school districts in Colorado. Cave Consulting Group continues to build on its vast BEST Grant project experience that it has developed over the last several years. Cave Consulting Group will make periodic inspections of the project while it is under construction and will have weekly meetings with the Owner and the Contractor as well as produce weekly observation reports.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The Legacy High School roof project was posted on Rocky Mountain E-Purchasing System (BidNet Direct) and went through a competitive selection process. Though three offers were received, only two of them were considered for evaluation. One of the offers was missing required information and therefore, the proposal was considered non-responsive and not considered for award. The solicitation was conducted using Best Value Selection that resulted in an award that was most advantageous to the district based on the best value combination of (a) evaluated qualitative merit and (b) evaluated price (cost) of the offers submitted. A built-up roof system is the preference and the recommendation is to award and enter into a contract with Arapahoe Roofing & Sheet Metal, Inc.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$2,030,719.08	**CDE Minimum Match %:**	48

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Current Applicant Match:	$1,874,509.92	**Actual Match % Provided:**	48
Current Project Request:	$3,905,229.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	Bond
Total of All Phases:	$3,905,229.00		
Affected Sq Ft:	167,720	**Escalation %:**	10
Affected Pupils:	2,230	**Construction Contingency %:**	15
Cost Per Sq Ft:	$23.28	**Owner Contingency %:**	6
Soft Costs Per Sq Ft:	$0.09	**Historical Register?**	No
Hard Costs Per Sq Ft:	$23.19	**Adverse Historical Effect?**	No
Cost Per Pupil:	$1,751	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	106	**Is a Master Plan Complete?**	Underway
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	33,851	**Bonded Debt Approved:**	$350,000,000
Assessed Valuation:	$3,404,962,827	**Year(s) Bond Approved:**	16
Statewide Median: $121,995,375			
PPAV:	$100,587	**Bonded Debt Failed:**	$220,000,000
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$9,209,095	**Year(s) Bond Failed:**	14
Statewide Median: $3,107,630			
Median Household Income:	$87,305	**Outstanding Bonded Debt:**	$482,680,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	39.80%	**Total Bond Capacity:**	$680,992,565
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	21.665	**Bond Capacity Remaining:**	$198,312,565
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$2,885.38		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

CENTENNIAL R-1 - K-12 Roof Replacement - Centennial PK-12 - 2010

District:	Centennial R-1
School Name:	Centennial PK-12
Address:	14644 CO-159
City:	SAN LUIS
Gross Area (SF):	79,400
Number of Buildings:	2
Replacement Value:	$27,434,712
Condition Budget:	$3,469,910
Total FCI:	0.13
Adequacy Index:	0.16

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,657,441	$1,187,421	0.32
Equipment and Furnishings	$1,889,818	$0	0.00
Exterior Enclosure	$2,239,721	$795,880	0.36
Fire Protection	$940,550	$0	0.00
HVAC System	$6,532,637	$51,946	0.01
Interior Construction and Conveyance	$3,995,251	$763,610	0.19
Plumbing System	$1,345,760	$101,430	0.08
Site	$3,771,500	$569,623	0.15
Structure	$3,062,034	$0	0.00
Overall - Total	$27,434,712	$3,469,910	0.13

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: CENTENNIAL R-1 **County:** Costilla

Project Title: K-12 Roof Replacement **Applicant Previous BEST Grant(s):** 2

Has this project been previously applied for and not funded? Yes **Total of Previous BEST Awards:** $7,287,001.84

If Yes, please explain why: This is the second year the school district has applied for a BEST Grant for the roof replacement project. After the last grant cycle, we fell two slots below the available funding line. The letter that we received stated that this project was recommended for funding, but not awarded due to being ranked lower on the prioritized list and limited funding availability. The CCAB comments did not specifically state a reason for the lower score other than a question was asked regarding any claims with CSDSIP. The district has used CSDSIP for filing a claim against our insurance policy for repairs that have been performed on the roof. For several years, CSDSIP graciously reimbursed the school district for ongoing roof repairs. However, they ceased reimbursement prior to the last grant cycle which has put the onus on us to pay for repairs.

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

Centennial School District R-1 is a public K-12 school located in the town of San Luis, CO in the San Luis Valley. The district has run operations from several school buildings dating back to at least the 1950s. Each time that the district moved to another building the move allowed for upgraded buildings and educational resources enabling the students to receive the education they deserve. The district took on the task of constructing a new K-12 building starting in 2009 with completion of the current facility taking place in 2010. With this construction came a building that incorporated a new and efficient HVAC system, school vehicle fleet maintenance building, and classrooms that were/are conducive to effective instruction. The building also incorporated other energy saving components such as lighting controls and an upgraded building envelope.

Centennial School District R-1, a public K-12 school, was constructed in 2009-2010 and opened its doors to students in 2011. New construction was a Capital Construction Grant funded project. Centennial School District R-1 was adequate at the time of construction, but over a decade of wear and tear is becoming more apparent, especially for the roof.

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

Capital improvements made to the Centennial School District R-1 K-12 building include the replacement and upgrade of the HVAC system. Shortly after the school district took occupancy of the building, it became apparent that the HVAC system was quite literally not operating correctly. Upon further investigation, several components of the HVAC system, and the associated heat pumps, were found to have been installed as designed. The district entered into costly and time consuming litigation which resulted in the majority of the HVAC and heat pump system being built back to specifications, as designed. Recently, the school district completed a landscaping project to help improve the overall appearance of the school and drainage mitigation.

Centennial School District R-1 recognized the importance of conducting school operations in a building that operates effectively and efficiently. As a result, the district engaged in an energy savings audit and, from this audit, the district expanded into an Energy Savings Performance Contract (ESPC) for $1.2 million. This ESPC will upgrade and improve the functionality of the current HVAC system and address the building envelope where gaps are and minimize the carbon footprint of the district by installing a solar field that will generate enough power for the district to run daily operations. The district also applied for a DOLA grant to increase the size of the solar field to further minimize the carbon footprint and install a battery backup system. The district was awarded the DOLA grant for $1.5 million. The projects the district is undertaking increase our energy savings and minimize the loss of heating and cooling while promoting a healthier learning environment. The scope of the work to be performed from the ESPC and the DOLA grant will be performed during the 2022-2023 and 2023-2024 school years.

The component of the building envelope that continues to cause headaches is the roof, EIFS system and caulking, or lack thereof, of fenestrations. The funds that have consistently been spent to repair the roof, and the resulting interior damage,

are funds that could be used to improve our students' curriculum, technology, and staffing.

II.A. Project Type:

☐ **New School**	☑ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☑ **Other:**	

Additional Detail: EIFS & Fenestration Caulking

II.C. General background information about the district / school:

Centennial School District R-1 is a K-12 district with all grades located in one building. The district also houses a daycare and pre-school operations. The educational programming is in line with CDE required instruction and is subject to the state performance factor for the district and school. Centennial School District R-1's certified and classified staff work together to set high standards and expectations for the students in the classroom and their behavior while in the building.

The entire K-12 facility is affected by the roof, save the maintenance building. The district's maintenance program is housed in the maintenance building and currently employs three full time and one part-time maintenance/janitorial staff. One director is employed and is one of the total four employees working in the maintenance department.

II.D. Deficiencies associated with this project:

Centennial School was built in 2009/10 and was a BEST Grant funded project. The roofs date back to original construction. Within a few years of the building being turned over to the Owner, there have been issues with shingles detaching and blowing off the roof. When occurrences happen, the Owner hires a local roofing contractor to replace the shingles in-kind. It appears that when blow offs occur, the affected areas are less than one roofing square (100sf), but haphazardly occur throughout the roof. As a result, leaks have occurred at the school, typically at low edges of the shingle roofs and around skylights.

The majority of the school is roofed with dimensional asphalt shingles. At first glance, the shingle roofs are in relatively good shape as they are 13 years old and asphalt shingles typically have a useful life of 30 years. The shingle roofs represent most of the roof issues at the school and are a result of improper installation at the time of original construction. The original construction documents for the roof installation were reviewed and the following items were noted as not installed as specified:

1) Ice and water barrier was not installed at the low edges.
2) A single layer of underlayment was installed, a double layer was prescribed.
3) The first course of shingles were not hand sealed.
4) Many of the self-sealing shingle strips properly sealed.
5) The shingle nails that were used were too short.
6) In some cases, 5 nails were used per shingle instead of 6.
7) Some shingle nails were over-driven while others were under-driven.
8) There are four areas where the structural deck is uneven. This would be costly to remedy, but proper detailing at the time of reroofing can compensate for the anomaly.
9) Gutters were fabricated and installed in such a manner that water that sheds off the roof is not entirely captured but flows over the outside face of the gutters.

As stated herein, year after year the school district has had to hire a roofer to fix leaks and repair shingle blow offs. Items 1 and 2 contribute to the ongoing leaks and items 3-7 contribute to the continuous shingle blow offs.

There are three small TPO membrane roof sections near the front entrance, there are minor items that can and will be repaired. Additionally, TPO was installed around the skylights around 2017. These repairs occurred in response to leak issues around the curb flashings. This remediation effort has been effective, although it's not long-term solution. The surface of the translucent skylights are yellowing and factory seals are beginning to fail due to intense UV exposure.

Finally, there is damage to the EIFS (Exterior Insulation Finishing System) that needs to be repaired. The damage is exasperated by birds pecking at the now exposed EPS (Styrofoam) insulation beneath the hard surface. Also, the embedded wall drainage strip at the bottom of the EIFS is exposed in some areas and needs to be repaired. Caulking around fenestrations is deteriorated, or absent altogether, and will need to be remedied.

II.E. Diligence undertaken to determine the deficiencies stated above:

In preparation for the 22/23 BEST Grant cycle, Grimditch Design & Consulting (GDC) was engaged in the fall of 2021 to assess Centennial School's roof. GDC prepared an audit report of the roof that included the following:

- Review the 2011 record documents.
- Visual inspection of school's building envelope.
- Surface photos, drone photos and drone video.
- Roof sampling to determine the existing roof assemblies.
- Code compliance research.

Due to the severity of the building envelope issues, the school district opted to direct Grimditch Design & Consulting to look at the possibility of designing and competitively bidding these projects for 2023 replacement. GDC will incorporate the information gathered for the audit to create Contract Documents & competitively bid the projects to qualified contractors.

II.F. Proposed solution to address the deficiencies stated above:

The proposed project should include following:
- 100% Tear off the existing shingles and underlayment down to the deck.
- Remove and discard all associated sheet metal, gutters, downspouts, roof accessories, etc.
- Install ice & water shield over the entire surface of the roof deck.
- Install new triple laminate asphalt shingles. Triple laminate shingles have a higher wind rating than conventional shingles.
- Provide and install associated sheet metal, gutters, downspouts and roof accessories.
- Raise low curbs.
- Provide and install new KalWall skylights throughout.
- Provide crickets where lacking.
- Specify enhanced material and installation requirements that resist high winds.
- Repair damage EIFS.
- Replace caulking around upper fenestrations.
- Replace the roof systems on the three small TPO roofs

Although the small TPO roofs are not near the end of their useful lives, these sections should be replaced at the same time as the shingle roofs to ensure that the transitions from the flat roofs to the sloped roofs are properly designed and installed. The TPO membrane roofs will be replaced EPDM membrane. Additionally, EIFS repairs and fenestration caulking should be included in the scope of work.

The International Building Code, The State of Colorado and The Colorado Department of Education Guidelines will be adhered to in the design of the new roofing system.

Building Code provisions include, but are not limited to:
- Structural analysis of each roof section by a State of Colorado licensed Structural Engineer.
- Installation of ladders where roof to roof transitions exceed 30".
- Energy requirements for roofs.
- Compliance with minimum roof slope requirements.
- Guard rails at HVAC units within ten feet of roof edges.

• Guard rails at roof hatches within ten feet of roof edges.

II.G. Due diligence undertaken in defining the stated solution:

Grimditch Design & Consulting used the roof audit described in the inspection and diligence section to recommend to School District personnel the most appropriate roof replacement option.

The proposed solution considered:
• Climate, winter conditions in San Luis are severe.
• Building Code provisions & local ordinances.
• Budget.
• Longevity of materials at high altitude.
• Ease of maintenance.
• Access surrounding the school.
• Ongoing volatile labor and material costs. This is having a major effect on the current construction market.
• Project phasing.
• Existing roof assemblies.
• Clear design intent.
• Competitive bidding to competent contractors.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Overall, the roof has been an ongoing maintenance nuisance and leaks are becoming more commonplace. Ongoing roof issues distract from the learning environment and diverts finite school district resources to an unpredictable problem. The shingle roofs should be replaced as soon as possible due to the issues described herein and for the inevitable continuation of problems that are inherent to the roof system as a result of faulty installation at new construction. Additionally, although CSDIP has graciously funding the roof repairs for the school district, reimbursements have ended which has put the Owner's maintenance budget in a financial bind.

When the roofs are replaced, damaged EIFS, fenestration caulking and repair to damaged interior finishes resulting from roof leaks should be a part of the project.

If the BEST Grant is awarded, the project should occur in 2023. If the BEST Grant isn't successful, then the School District will reallocate funds that are slated for other critical school district projects to continue to triage the roof. The school district will apply for a BEST Grant for the third time during the 2024/25 cycle.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

The district has investigated several other options that would require the district to either fund the project with financing putting a financial commitment on the district for an extended period of time. The district has also considered continuing to set aside funding until the projected cost has been met. This option requires the district to continue repairing any damages until the full amount is saved. This option would be some what counterproductive as funds would possibly going out as the district was attempting to save funds. Other grant opportunities have been explored but matching amounts requested are higher and there are no options for requesting a waiver of the match. The district has established the practice of setting aside the $100.00 per student enrollment count and this practice has proven most effective in meeting the financial obligation of the district for this project and using the BEST Grant.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The school district maintains a ten-year facilities maintenance plan that is updated annually to include all projected capital renewal and maintenance costs. This document and related figures inform annual budgeting for maintenance as well as the amount transferred into capital reserves for capital renewal and new capital projects.

Upon completion of the project, the contractor will warrant the project for three and a half years and will be responsible for any roof-related issues that arise during that time period. Towards the end of the workmanship warranty period, GDC, School

District personnel and the contractor will inspect the entire roof for deficiencies that the contractor will remedy. Further, the contractor will conduct a roof inspection & repair clinic for pertinent school district staff.

The manufacturer will warrant the project for a period of ten years. Centennial School District has an experienced maintenance team that are well versed in the proposed roofing systems and repair techniques. If large roof repairs are required, they will be performed by a competent roofing contractor. The roof will be methodically inspected yearly to determine deficiencies that need to be repaired. At least two times a year school district personnel will access the roof to identify and, if possible, remedy the following:

• Debris in the gutters and around RTUs and other areas of the roof.
• Shingle deterioration.
• Structure deflection.
• Obstructed downspouts & vents.
• Holes or cracks in seams, flashings, etc.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Since the school year 2019-2020 the district has religiously set aside $100.00 per student into a capital reserve fund to best prepare for any type of capital construction projects the district might need. This fund currently holds approximately $250,000.00 and is set aside for any projects associated with the district and the specified facility.

The district has also set aside Small Rural School Funding for projects of a smaller nature but still considered improvements to the building or grounds. An example of this includes the most recent landscaping project undertaken by the district to help improve the overall appearance of the school as well as assisting with ground runoff water. Grants have also played a part in some improvements made to the school although, grants received have not always been directly tied to capital improvements but more aligned with technology infrastructure and a technology lab upgrade.

III.T. How did you arrive at the estimate for this project?

Grimditch Design & Consulting prepared RFP (Request For Proposals) documents to solicit proposals. The following pre-qualified contractors submitted bids for the project:

1) Arapahoe Roofing
2) B&M Roofing
3) Superior Roofing

The cost basis that was entered into the Detailed Project Budget was the apparent best value to the school district of the seven bids received.

III.U. Who will be overseeing the project, if known at the time of application?

The project will be overseen by Grimditch Design & Consulting, Inc. (GDC) in conjunction with select School District personnel including, but not limited to, the Assistant Superintendent of Facilities, the Building Maintenance Manager and the assigned Construction Project Manager.

GDC's Principal (Brent Grimditch) is a licensed Colorado Architect and has specialized in roofing, waterproofing and building envelope in the State of Colorado since 1998. Brent Grimditch and his Associate, Tamara Hybertson, has designed and managed multiple projects for several school districts throughout Colorado. GDC continues to build on its vast BEST Grant project experience that it has developed over the last 11 years.

GDC will make periodic inspections of the project while it is under construction and will facilitate weekly meetings with the Owner and the Contractor as well as produce observation reports.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

Centernial School District solicited began working with GDC in the fall of 2021 to investigate the roof issues at the school and provide recommendations. GDC also assisted the school district with its BEST Grant in the previous grant cycle. Ultimately, the

school district selected GDC to partner with the school district to assist with a new BEST Grant application, designing and bidding the project as well as provide project management to see the project to completion. The school district worked with GDC to pre-qualify ten contractors to propose on the project. Three proposals were received and, currently, we are reviewing responses to select the most qualified contractor to complete the work on behalf of the school district.

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

Specific utility costs are not relevant to this project however, the school district expects to see utility cost savings with the upgraded insulation package in the new roof system.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The School District has no plan to change the use or dispose of this facility.

Current Grant Request:	$1,058,697.83	**CDE Minimum Match %:**	27
Current Applicant Match:	$391,573.17	**Actual Match % Provided:**	27
Current Project Request:	$1,450,271.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$1,450,271.00	The district has taken the necessary steps in the past few years to set aside $100.00 per student enrollment count in a capital reserve fund. As a result of this proactive step the district has set aside the necessary funds to meet the match needed to co	
Affected Sq Ft:	88,950	**Escalation %:**	9
Affected Pupils:	197	**Construction Contingency %:**	6
Cost Per Sq Ft:	$16.30	**Owner Contingency %:**	3
Soft Costs Per Sq Ft:	$1.02	**Historical Register?**	No
Hard Costs Per Sq Ft:	$15.28	**Adverse Historical Effect?**	No
Cost Per Pupil:	$7,362	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	452	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	168	**Bonded Debt Approved:**	
Assessed Valuation:	$56,436,730	**Year(s) Bond Approved:**	
Statewide Median: $121,995,375			
PPAV:	$335,933	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$1,875,101	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$30,417	**Outstanding Bonded Debt:**	$4,710,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	88.90%	**Total Bond Capacity:**	$11,287,346
Statewide Avg: 42.17%		Statewide Median: $24,399,075	

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Existing Bond Mill Levy: 8.383
Statewide Avg: 6.19

Bond Capacity Remaining: $6,577,346
Statewide Median: $12,478,184

3yr Avg OMFAC/Pupil: $2,784.44
Applicants Median: $2,381

● Campuses Impacted by this Grant Application ●

BAYFIELD 10 JT-R - Bayfield MS Roof Replacement - Bayfield MS - 1977

District:	Bayfield 10 JT-R
School Name:	Bayfield MS
Address:	615 E. OAK DRIVE
City:	BAYFIELD
Gross Area (SF):	68,200
Number of Buildings:	2
Replacement Value:	$20,923,874
Condition Budget:	$13,578,563
Total FCI:	0.65
Adequacy Index:	0.15

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,672,109	$1,872,254	0.70
Equipment and Furnishings	$1,078,069	$644,071	0.60
Exterior Enclosure	$2,462,688	$510,966	0.21
Fire Protection	$617,905	$524,583	0.85
HVAC System	$4,663,846	$4,503,336	0.97
Interior Construction and Conveyance	$3,532,179	$2,932,313	0.83
Plumbing System	$1,262,138	$1,171,997	0.93
Site	$2,068,272	$1,482,310	0.72
Structure	$2,566,667	$0	0.00
Overall - Total	$20,923,874	$13,641,830	0.65

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: BAYFIELD 10 JT-R **County:** La Plata

Project Title: Bayfield MS Roof Replacement **Applicant Previous BEST Grant(s):** 1

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $8,568,488.88

If Yes, please explain why:

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

The original Bayfield Middle School was constructed in 1976 to serve as Bayfield High School. In 1987 the facility was remodeled to make it a middle school. In 1999 a significant addition was built, doubling the square footage of the original structure. At the time of new construction, the school was adequate for the community's educational needs. The various roofs on the facilities have been replaced and maintained on different schedules, according to their age and level of need. The facility has several systems that are at or reaching the end of their useful lives. The school district is endeavoring to stay ahead of failures in the building's various systems.

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

In 2018, Bayfield Middle School had a minor remodel to its administrative offices to make the space safer and more functional. This project was part of an effort to improve secure entries at every school and took place alongside projects across the district that were supported by BEST Grant Funds. A secure entry and transaction window for visitors were added at that time at Bayfield Middle School. The project did not add any square footage to the school, only reimagined spaces in the administrative offices. Also in 2018, Bayfield Middle School upgraded signage and exterior finishes to address aging, wear and tear, and to more closely resemble the newly built Bayfield Intermediate School building which is located directly across the street from BMS.

In 2022, playground equipment was installed outside the school to meet the needs of middle school students and address a lack of options for healthy outdoor activities during, and outside of, the school day. Also in 2022, significant improvements were made to the security camera coverage of key areas of the campus. Also in 2022, the BMS gym had all of its lights replaced with LED bulbs which greatly improved the lighting and addressed 'dimness' at the edges and especially the corners of the gym. The district is currently remodeling the weight room facility to provide a safe and usable option for PE classes and athletic teams. This remodel of an existing space also provides space for improved athletic trainer services.

Bayfield School District strives to meet the needs of individual students on a daily basis. We believe that quality facilities are critical to providing the most supportive learning environments possible in order to meet the variety of needs in our student population. The district supports a pre-school program, and alternative high school setting, a community college campus and multiple CTE and other pathways to graduation so that students can be successful whether they decide to pursue a college education or enter the workforce after high school.

II.A. Project Type:

☐ **New School**	☑ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☑ **Other:**	

Additional Detail: Stucco repair

N/A

N/A

II.C. General background information about the district / school:

Bayfield School District 10 JT-R is located 20 miles east of Durango and has just over 1300 students served in four school buildings. The building structure is: Bayfield Primary School (K-2), Bayfield Intermediate School (3-5), Bayfield Middle School (6-8), and Bayfield High School (9-12). Bayfield Intermediate School was built with the help of BEST Grant funds and opened its doors in 2018. A large scale remodel of Bayfield Primary School was completed in 2018 as well.

Bayfield Middle School is the oldest building in the district and originally served as Bayfield High School until the current high school was built in 1999. Prior to the building of BIS in 2016-2018, the district's biggest project in the recent past was adding a performing arts center, multiple music classrooms, and a varsity-sized baseball field to the Bayfield High School campus in the years 2012 and 2013.

II.D. Deficiencies associated with this project:

The majority of the EPDM membrane roofing systems at Bayfield Middle School (BMS) are passed their useful lives and should be replaced as soon as possible. The flat roofs on the 1999 addition date back to original construction. The roof sections on the original building were last replaced in 1998. EPDM roof systems have a serviceable life that ranges from 20 to 25 years. The roofs at BMS that have been identified to be replaced are towards the end of the replacement window for EPDM roofs.

Deficiencies on these roofs are becoming apparent like shrinking membrane, which causes flashings to pull away from walls and will eventually split open. Once this phenomenon begins it is irreversible and may lead to catastrophic failure. Repairing roofs of this vintage in this condition is temporary at best and the ongoing maintenance nuisance strains the school district's resources that are already stretched thin.

Additionally, the poured in place gypsum poured over the twin tees on the original building has deteriorated. The existing roofing system relies on the gypsum for attachment so, essentially, the roof system is only held in place by its own weight. This is a major deficiency that leaves the entire roof area susceptible to catastrophic failure if sustained high winds occur.

The stucco clad walls are deteriorated in several areas. Water is infiltrating the wall systems causing the finish coat of the stucco to spall. In some instances, the stucco is deteriorated to a point where the wall sheathing is exposed.

II.E. Diligence undertaken to determine the deficiencies stated above:

Grimditch Design & Consulting (GDC) was engaged in 2022 to assess BMS' roof. GDC prepared an audit report of the roof that included the following:

- Archive research.
- Visual inspection of each roof section at the school.
- Surface photos, drone photos and drone video.
- Roof sampling to determine the existing roof assemblies & the presence of wet insulation.
- Code compliance research.
- State Facility Assessment.

Although the State Facility Assessment reports that the entire roof was replaced in 2020, it has been determined that the majority of the roofs on the school are at or near 25 years old. Two small roof sections were replaced within the last 10 years and are not part of the proposed scope of work.

Due to the severity of the roof issues, the school district opted to direct Grimditch Design & Consulting to look at the possibility of designing and competitively bidding these projects for 2023 replacement. GDC will incorporate the information gathered for the audit to create Contract Documents & competitively bid the projects to qualified roofing contractors.

II.F. Proposed solution to address the deficiencies stated above:

The roofs will be replaced with a fully adhered 60mil EPDM system that includes new insulation, roof accessories and sheet metal. The school district prefers EPDM roof systems for its longevity, moderate expense and ease of maintenance. The existing insulation on the 1999 addition will be reused due to the type of the existing insulation and structural deck. Although the existing insulation will remain, it will be supplemented with new to meet current State energy codes. Insulation in known

leak locations will be replaced. A new roof hatch and ladder as well as roof to roof access ladders will be installed to ease movement for school district personnel, contractors and preventative maintenance teams throughout the school's roofs.

On the main roof on the original structure, the existing roof system will be removed to the deteriorated gypsum deck. The gypsum deck will be removed to the existing concrete twin tees and the new roof system will be installed including new tapered insulation to regain the slope that will be lost by removing the gypsum.

Stucco repairs will occur in areas where the damage is most severe. New sheet metal details will be redesigned to prevent future deterioration to the stucco walls. In some instances, the existing stucco will be encapsulated by the new roof flashings.

The International Building Code, The State of Colorado and The Colorado Department of Education Guidelines were adhered to in the design of the new roofing system.

Building Code provisions include, but are not limited to:
• Structural analysis of each roof section by a State of Colorado licensed Structural Engineer.
• Installation of ladders where roof to roof transitions exceed 30".
• Energy requirements for roofs.
• Compliance with minimum roof slope requirements.
• Guard rails at HVAC units within ten feet of roof edges.
• Guard rails at roof hatches within ten feet of roof edges.

II.G. Due diligence undertaken in defining the stated solution:

Grimditch Design & Consulting used the roof audit described in the inspection and diligence section to recommend to School District personnel the most appropriate roof replacement option.

The proposed solution considered:
• Climate, winter conditions in Bayfield can be severe.
• Building Code provisions & local ordinances.
• Budget.
• Longevity of materials at high altitude.
• Ease of maintenance.
• Access surrounding the school.
• Ongoing volatile labor and material costs.
• Project phasing.
• Existing roof assemblies.
• Clear design intent.
• Competitive bidding to competent contractors.
• Warranties that are favorable to the school district.

During the due-diligence phase, it was determined that some of the existing insulation can be reused due to its type, condition and existing structural deck. Wet or damage insulation sections will be removed and replaced. Reusing insulation reduces the construction cost & keeps perfectly good material out of the landfill. With any project there is a chance that the roofer will discover limited amounts of wet insulation, so as part of the bid documents, a unit price for removing and replacing 100 square feet of insulation was required. Additionally, some roof decks pond water, so in those areas, tapered insulation will be necessary.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The identified roofing systems in the scope of work past the end of their useful lives, are difficult to service and should be replaced during the summer of 2023. The active roof leaks at the school are a nuisance for staff who must relocate students to other areas of the building. This disruption is detrimental to the learning environment. Additionally, concerns around indoor air quality have heightened as witnessed by increased work orders from the school's staff. The maintenance team must respond to each crisis which takes them away from away from preventive maintenance operations throughout the school

district.

The main roof on the original school structure has a faulty deck condition, so the roof system has negligible attachment which makes it susceptible to a catastrophic failure. If sustained high winds occur, the roof could blow off which will create a hazard to students and staff and severe interior damage will be likely.

If the BEST Grant is awarded, the project will occur during the summer of 2023. If the BEST Grant isn't successful, then the School District will reallocate funds that are slated for other critical school district projects to triage the roof at BMS. Temporary ballast will be placed on the roof sections that are susceptible to wind uplift. The school district will apply again for a BEST Grant during the 2024/25 cycle. Until then, the safety and learning of students and staff occupying this building will continue to be impaired.

Safety issues result from the placement of buckets throughout the school. Apart from safety concerns, continued leaks can cause damage to the school's structure, the building's interior and valuable educational materials. Furthermore, roof leaks are a distraction to the learning environment as school resources have to be refocused to manage the leaks.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

None

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The district maintains a ten-year facilities maintenance plan that is updated annually to include all projected capital renewal and maintenance costs. This document and related figures inform annual budgeting for maintenance as well as the amount transferred into capital reserves for capital renewal and new capital projects.

Upon completion of the project, the contractor will warrant the project for three and a half years and will be responsible for any roof-related issues that arise during that time period. Towards the end of the workmanship warranty period, GDC, School District personnel and the contractor will inspect the entire roof for deficiencies that the contractor will remedy. Further, the contractor will conduct a roof inspection & repair clinic for pertinent school district staff.

The manufacturer will warrant the project for a period of ten years. Bayfield School District has an experienced maintenance team that are well versed in all types of roofing systems and repairs. If large roof repairs are required, they will be conducted by a competent roofing contractor. The roof will be methodically inspected yearly to determine deficiencies that need to be repaired. At least two times a year school district personnel will access the roof to identify and, if possible, remedy the following:

- Punctures in the membrane.
- Debris around drains, scuppers, and other areas of the roof.
- Roof blisters.
- Membrane deterioration.
- Structure deflection.
- Obstructed drainpipes, downspouts & vents.
- Ponding water.
- Holes or cracks in seams, flashings, etc.
- Sheetmetal and mechanical damage.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Bayfield School District will address the Capital Renewal Fund in the 2023-2024 budget year by allocating no less than 1.5% of the yearly per pupil funding allocation to a Capital Renewal fund. Bayfield School District currently sets aside $20,000 per budget year to address the resurfacing of the Bayfield High School track every 5 to 6 years. Similarly, a fund exists to save money toward the purchase of school busses in order to maintain a safe and functional bus fleet. Historically, $90,000 per

budget year has been set aside for this purpose. The district is committed to, and has been successful in, keeping a fund balance that will support at least three months of operating expenses at all times.

These allocations will be included in the Capital Renewal Fund in 2023-2024 budget year and the district will commit to an even higher percentage of the per pupil funding for the next five years in order to build the fund to a level that will allow us to address some of our shorter term capital renewal needs. In addition to addressing the track resurfacing and school busses, the district will use capital renewal funds for repairing and maintaining capitalized fixed assets such as roofs, interior finishes, electrical systems, alarms, heating, ventilating, and air conditioning systems.

III.T. How did you arrive at the estimate for this project?

Grimditch Design & Consulting prepared RFP (Request For Proposals) documents to solicit proposals. The following pre-qualified contractors submitted bids for the project:

1) Arapahoe Roofing
2) B&M Roofing
3) Grabau Roofing
4) Select Roofing
5) Superior Roofing

The cost basis that was entered into the Detailed Project Budget was the apparent best value to the school district of the seven bids received.

III.U. Who will be overseeing the project, if known at the time of application?

The project will be overseen by Grimditch Design & Consulting, Inc. (GDC) in conjunction with select School District personnel including, but not limited to, the Assistant Superintendent of Facilities, the Building Maintenance Manager and the assigned Construction Project Manager.

GDC's Principal (Brent Grimditch) is a licensed Colorado Architect and has specialized in roofing, waterproofing and building envelope in the State of Colorado since 1998. Brent Grimditch and his Associate, Tamara Hybertson, have designed and managed multiple projects for several school districts throughout Colorado. GDC continues to build on its vast BEST Grant project experience that it has developed over the last 11 years.

GDC will conduct periodic inspections of the project while it is under construction to assure quality assurance and control. Additionally, GDC will facilitate weekly meetings with the owner and the contractor as well as produce observation reports.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

Bayfield School District solicited for RFQ/Ps (Request For Qualifications & Proposals) from consultants in November 2022. Several responses were received and reviewed. Ultimately, the review committee selected GDC to partner with the school district to assist with the BEST Grant application, designing and bidding the project as well as provide project management to see the project to completion. The school district worked with GDC to pre-qualify ten contractors to propose on the project. Seven proposals were received and, currently, we are reviewing responses to select the most qualified contractor to complete the work on behalf of the school district.

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

Specific utility costs are not relevant to this project. The district believes that some utility savings will result from the improved insulation system in a new roof, in addition to saving on the replacement cost of ceiling tiles, carpets, flooring, and supplies from active leaks in the current roof.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The School District has no plan to change the use or dispose of this facility.

Current Grant Request:	$812,635.74	**CDE Minimum Match %:**	46

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Current Applicant Match:	$692,245.26	**Actual Match % Provided:**	46
Current Project Request:	$1,504,881.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	General Fund.
Total of All Phases:	$1,504,881.00		
Affected Sq Ft:	43,044	**Escalation %:**	9
Affected Pupils:	294	**Construction Contingency %:**	6
Cost Per Sq Ft:	$34.96	**Owner Contingency %:**	3
Soft Costs Per Sq Ft:	$2.05	**Historical Register?**	No
Hard Costs Per Sq Ft:	$32.91	**Adverse Historical Effect?**	No
Cost Per Pupil:	$5,119	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	213	**Is a Master Plan Complete?**	Underway
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	1,278	**Bonded Debt Approved:**	$28,700,000
Assessed Valuation:	$219,233,740	**Year(s) Bond Approved:**	16
Statewide Median: $121,995,375			
PPAV:	$171,544	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$5,415,930	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$89,600	**Outstanding Bonded Debt:**	$38,190,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	27.90%	**Total Bond Capacity:**	$43,846,748
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	16.391	**Bond Capacity Remaining:**	$5,656,748
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$1,676.62		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

Colorado Early Colleges Fort Collins High School - HS Roof Replacement - Colorado Early Colleges-Fort Collins HS - 1980

District:	Charter School Institute
School Name:	Colorado Early Colleges Fort Collins HS
Address:	4424 INNOVATION DRIVE
City:	FORT COLLINS
Gross Area (SF):	91,674
Number of Buildings:	1
Replacement Value:	$24,190,432
Condition Budget:	$7,044,218
Total FCI:	0.29
Adequacy Index:	0.15

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$4,967,094	$2,000,502	0.40
Equipment and Furnishings	$530,055	$0	0.00
Exterior Enclosure	$5,326,728	$2,142,035	0.40
Fire Protection	$1,126,006	$0	0.00
HVAC System	$2,375,322	$732,595	0.31
Interior Construction and Conveyance	$3,358,143	$845,228	0.25
Plumbing System	$1,852,358	$564,818	0.30
Site	$1,691,584	$759,038	0.45
Structure	$2,963,141	$0	0.00
Overall - Total	$24,190,432	$7,044,216	0.29

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: Colorado Early Colleges Fort Collins High School **County:** Larimer

Project Title: HS Roof Replacement **# of Previous BEST Grant(s):** 0

Has this project been previously applied for and not funded? No **Total Amount of Previous Awards:** $0.00

If Yes, please explain why:

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

Prior Condition
Prior to purchase and extensive renovation by CEC in 2017, the facility was a vacant solar panel manufacturing facility with few interior walls and a very high ceiling. Of the few existing walls that existed, not many could remain, including only one restroom group and roof access closet. The building as it was did not have any interior walls resembling classrooms or offices, and therefore was not suitable whatsoever for a school in its prior condition. However, sitting at over 90,000 sf, this building was the clean slate opportunity CEC needed to create a space that could match the type of educational mission and goals set for students. The empty manufacturing space was built to suit CEC's high school and now serves 800+ students and 60+ staff that serves all CEC schools.
CEC invested $8M into the purchase of the building and land, and an additional $8.6M for the design and build-out for a total investment of $16.6M. The interior build-out consisted of administrative office areas, classrooms, auditorium, gym, bookstore/library, scratch kitchen, and cafeteria. In addition, total HVAC re-engineering was necessary to ensure proper air distribution, ceiling grid design, electrical and low voltage installation, lighting, etc. All are new as of 2017. Minor roof repairs were done at the time of construction, but none of the EPDM roof was replaced. Completion of this full-scale design-build project and complete facility overhaul allowed for the creation of spaces that otherwise would not have been possible. This is our "Innovation" campus, not only because it is located on Innovation Dr., but also because the space was born from innovation and allows our students to live and breathe innovation every day.
Rationale for Purchase
In 2017 when the building was purchased, CEC's primary need was to expand into additional space. The prior CEC Fort Collins HS occupied 25,000 sf on the first floor of a 52,000 sf building. Although CEC owned the building, with the rate of growth they were experiencing, in addition to the long-term tenant on the second floor, the clear choice was to seek major expansion. Additionally, at the time of construction there was little alternative Charter School representation in Fort Collins. This explains the fast growth and high enrollment in the previous CEC Fort Collins High School, which was quickly outgrown. The advanced and innovative programming provided by CEC is not something that was common or easy to find in a high school. Lastly, as mentioned above, a key motivation for purchasing this building was the ability to build to suit CEC's innovative needs and to pave the future for Fort Collins schools. This allowed for the establishment of CEC's standard and physical expression of the mission statement, which has spread to each new CEC school that has been built since 2017. These spaces spurred growth and development in our CTE programs including robotics, drone aviation, medical sciences, and more.

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

In addition to the full-scale design and renovation outlined in section E, CEC has made a number of interior and exterior additions to accommodate the continued growth of the school. Interior office spaces were re-designed with DIRTT modular walls to expand the student advising and administrative office space. The school has grown so quickly that CEC network support staff and HR departments were shifted to full-time remote positions, and these offices are now entirely filled with advising and school administrative staff. On the exterior, we invest regularly in asphalt repairs, HVAC repairs, and our outdoor farm-to-school production space. All repairs have supported the student body, staff, and programming by creating a healthy and comfortable learning environment, and by supporting new educational opportunity.

II.A. Project Type:

☐ **New School**	☑ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**

BEST FY2023-24 GRANT APPLICATION SUMMARIES

☐ **Addition** ☐ **HVAC** ☐ **Energy Savings** ☐ **Technology**

☐ **Security** ☐ **ADA** ☐ **Window Replacement** ☐ **Supplemental**

☐ **CTE:** ☐ **Other:**

Additional Detail:

II.C. General background information about the district / school:

CEC is chartered through the Colorado Charter School Institute. The concept of CEC is based on motivating students to excel in their academic studies, beginning with taking college courses or pursuing a certificate program and completing high school with an Associate degree or professional industry certification.
CEC's mission is: All students, regardless of background or skill level, will have the opportunity to pursue a growth mindset that will allow them to achieve mastery and to demonstrate that they can succeed in school, in college, and in their chosen career. No exceptions. No excuses.
In CEC's early college model, students prepare for college courses, and enroll if eligible, through local partnered colleges and universities. Alternatively, students may pursue professional industry certifications to develop their skills early if they desire to enter the workforce after graduating high school.
CEC Fort Collins High School is the birthplace of CEC's "Innovation" campus programming. This facility supports a "maker space" with electronics, woodworking, welding, robotics, and drone aviation programming. It also supports offices for network support staff and our NoCO IT team.
CEC's Facility Management Department is a very important element in the success of the school network of 9 schools and 11 facilities. Our comprehensive Facility Management Principles ensure the following:
All buildings have a maintenance program that ensures mechanical and operational components of the building function highly.
The upkeep of the grounds and exterior and interior of the buildings must present a professional, collegiate image to the public, to reflect our mission.
The design and condition of the space directly supports collegiate programming, CTE pathways, and fosters an atmosphere that calls for high educational performance.
All contractors are bid competitively through an RFP process and contracted work agreements leverage the many campuses CEC has across the Front Range.
Comprehensive facilities budgeting ensures operational and capital expenses are forecasted and addressed in a timely matter.

II.D. Deficiencies associated with this project:

The purpose of this grant is to address issues with the roof at CEC Fort Collins High School. The most severe deficiency with the roof is water penetration through multiple layers into classrooms, hallways, and administrative areas. During wet seasons, particularly freeze/thaw of snow during the winter, there are numerous buckets scattered throughout the school to catch dripping water. Affected classrooms need to be rearranged to accommodate for dripping water and to keep students away from the affected areas. This impacts student and staff health and safety and affects the daily operation of the school after any weather event. CEC experiences water flowing down walls and covering hallways, through drop ceiling light fixtures, ceiling tracks, and water has even caused ceiling tiles to collapse.
The causes of water penetration are numerous, but cumulatively lead to the second largest cause of concern, pooling/ponding beneath the top roof membrane. Due to the number of years CEC has experienced roof leaking, we suspect there is a high chance of molding insulation in these ponds. Additionally, we suspect that most water penetration flows through these ponds before deteriorating sub-layers and making it into classrooms. As a result, it is highly likely that water coming through the roof has been exposed to a moldy and unhealthy environment and is carrying contaminants from the roof into our built space. While CEC administration acts quickly to cordon off any dripping water in affected halls and classrooms, it is too late because the contaminated water is already in the building.
The condition of the roofing layers are beyond, or approaching the end of their expected useful life. As described in further sections, there is a layer of insulation covered by a tar and gravel roofing system from 1980, covered again by the top fiber board and mechanically fastened EPDM roof layer installed in 2002. Considering the sagging layers of roofing, invisible "potholes" across the roof, failed pitching, pooling around roof drains and across the surface of the roof, sub-membrane pooling, and extensive sub-membrane hail damage, once water makes it through the membrane, it can find its way anywhere into the building. The entire system has deteriorated significantly since 2002, is compromised, and has made it impossible to

stay ahead of water penetration. Also, as seen in the investigative and diligence section, infrared drone footage shows water permeation at seams throughout the roof, meaning the top layer is beginning to fail. In these areas there is no sign of damage, however, the IR footage proves there is water permeation in these areas. Please refer to facility condition assessment sections B30 – Roofing, D2040 – Rain Water Drainage, and Adequacy Assessment 030.0 – Ponding for additional observations.
We are submitting for a BEST grant because after battling leaks for years- chasing damage, and water penetration throughout the system- this roof is simply irreparable. The extensive ponding and suspected presence of mold requires total replacement of the roof to ensure the health and safety of our students, staff, and families who use the school.

II.E. Diligence undertaken to determine the deficiencies stated above:

Since occupying this facility in 2017, CEC has made numerous repairs, small and large, to maintain the roof as best as possible. There have been numerous spot repairs ranging from hundreds to thousands of dollars per visit, where multiple vendors have taken a pass at making repairs to patch the roof once and for all. Due to the amount of damage and permeation on this roof, no contractor has been able to trace and identify all the leaks we are experiencing on the interior.
Due to the nature of the multiple roof layers, CEC introduced a third-party consultant in January 2021 to do a full assessment of this roof and all roofs on CEC owned buildings. Since this time, CEC has been tracking deficiencies and repairs with the help of IR drone footage to identify areas of moisture penetration and ponding underneath the roof membrane. IR drone footage shows areas of large ponding and moisture retention as large as a 15'x15' footprint, and of varying sizes down to about 3'x3'. The footage also shows moisture along long seams that are beginning to fail and where water is permeating the membrane. After identifying areas of ponding, CEC has contracted the third-party consultant to meticulously track minor hail damage up to large damage after every weather event.
This consultant also performed a core test on the roof to assess the existing materials and age of the roofing system. The system consists of a top layer of 60 mil, reinforced EPDM, mechanically fastened to fiber board, which has experienced significant sub-membrane hail damage. Below the EPDM and fiber board is a tar and gravel blasted system over a very low grade of 1" insulation. The Primary substrate is metal decking, with a 1" layer of insulation resting on top and a layer of tar built up with cap sheet and gravel. The bottom layer of roofing is original to the building from 1980 and is 43 years old, and the top EPDM layer is from 2002 and is 21 years old.

II.F. Proposed solution to address the deficiencies stated above:

Due to the widespread nature of the roof leaks, ponding, sinking, and deterioration, the contractor proposed solution is a full demolition and replacement of the existing roof. Demolition will remove the top EPDM and fiber board layer as well as the original built up tar and gravel roof and insulation. While demolishing the roof, there will be special attention to removing and remediating any areas affected by mold. There will also be a thorough assessment of the existing metal roof decking, and repairs will be made as needed. After doing so, a new taper sloped flat white TPO roof will be installed, including ISO insulation, coverboard, weld plates, and white TPO membrane. There has been consideration for RTU curbs, and the variety of penetrations in the roof, 82 in total. All penetrations, drains, and units will be flashed and terminated to the 20-year NDL manufacturer warranty standard.
Lastly, there is consideration for abatement of ACM as a contingency budget in the event ACM is found in the roofing materials. Although there is an AHERA plan for this facility, the roofing materials have never been tested. Before kick-off of the project, a complete materials test will be done to assess the presence of asbestos. To our knowledge currently, the existing insulation, tar and gravel roof, fiber board, and EDPM membrane are not typically associated with ACM. Nonetheless, precautions will be taken to ensure the containment and abatement of such materials if present.

II.G. Due diligence undertaken in defining the stated solution:

During the bidding process we had three contractors bid on the project and proposed their best solution to address the pitching, ponding, sinking, leaking, and membrane deterioration issues. All contractors returned with the recommendation to replace the roof based on the information collected from the age of the roof, roof core, IR drone footage, and interior water penetration. With the help of our third-party consultant who has extensive roofing knowledge, and intimate knowledge of this failing roof, we are confident this is the most effective solution. We are also confident that the bids submitted include the newest technology and abide by installation required to maintain a roof warranty, which has been confirmed by our consultant. By maintaining these high standards during and after roof installation, we hope to maintain the condition of the roof well beyond the 25 year expected useful life.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The optimal and desired start date for this project is immediately following the BEST award cycle, toward the end of July or

beginning of August. Due to the water intrusion we are experiencing in classrooms and office areas, we feel the work would be best completed during dry months before Fall and Winter precipitation. By completing the work during the end of summer, effectively we can avoid another freeze/thaw cycle, which typically results in the most significant water penetration. If this project is not awarded, CEC will be forced to wait for another BEST grant cycle to attempt a re-application. Due to skyrocketing materials costs, we have seen roofing proposals for this scope increase by 40-50% within the past few years, making it more critical than ever to be awarded funding for this roof. Alternative self-funding options will prevent us from pursuing this project for another 6-10 years at minimum, not accounting for further material inflation. This is not an option for CEC due to the current disruption of school operations and threat to student health and safety.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

In 2022, CEC pursued the ESSER grant funds that became available during COVID-19 and have offset many of our operational costs, which have freed up facilities budget categories. Specifically, janitorial supplies and services were reduced significantly due to this grant. We've also leveraged the School of Choice Office's Colorado Charter School Program grant, which contributes significantly to FF&E costs and curriculum. Lastly, we've pursued the Colorado School Security Disbursement grant to support our security needs, which would come out of our facility management budget. All of these grants are ongoing into 2023 and will help offset facilities costs and allow us to contribute to our match.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Warranty and Preventative Maintenance
The proposed project has a twenty year NDL (No Dollar Limit) warranty through the manufacturer. To satisfy the manufacturer warranty requirements, there will be twice annual inspections by a certified installer as well as after any weather event to verify the condition of the roof. In addition to the warranty, the GC will provide a three-year workmanship warranty, as well as a three-year preventative maintenance program. The three-year preventative maintenance program will include quarterly roof inspections as well as after any weather event, and will cover the repair of any deficiencies found on the roof. Beyond the three-year point, CEC will maintain a preventative maintenance plan with the GC to ensure that the condition of the roof will surpass its expected useful life. It is critical for CEC to maintain the membrane to reduce water intrusion and any damage to the pitching and insulation below. After experiencing such a compromised roofing system for the past handful of years, it is extremely clear how important roof maintenance and condition have become to support the safety and health of students and staff as well as to promote a high level learning environment.
Capital Renewal Budget
Large capital projects are funded by CEC's network long-term PPR based capital fund budgets. 1% of PPR at each CEC school (9 total schools) is set aside for 30k-1M+ capital projects and excess facilities expenses. Due to our COVID-19 response, these savings were depleted and funneled into other necessities such as technology for remote learning, staff retention, and other student resources. In tandem with the zero-based budgeting and value proposition strategies, we will be able to let this 1% PPR fund grow as there will be fewer budget overages. By leveraging our robust deferred maintenance plan and BEST facility survey assessments we can forecast capital repairs and budget the 1% PPR fund appropriately to ensure that we can fund a similar project at the end of its useful life.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Similar to CEC's capital renewal budgeting strategy, CEC has a secondary 1% PPR fund specifically for capital outlay which is called our School Facility Improvement Fund. This fund accounts for 1% PPR annually across all schools and is funneled into this bucket to address new building purchases, and other large, fixed asset maintenance and improvement. These two PPR based facilities contingency budgets work hand in hand if necessary to supplement each school's established facilities budget. These long-term budgeting strategies will allow for small capital projects to be budgeted into the regular facilities maintenance budget while larger renovations and capital outlay projects are set aside to build and eventually cover forecasted capital expenses. Additionally, CEC does not have any plan to purchase a new building and open a new school. Any new school openings will be built within existing CEC owned space. This will relieve the school facility improvement budget and allow it to grow and work in tandem with our other facilities budgets to address all capital expenditures.

III.T. How did you arrive at the estimate for this project?

The total project estimate resulted from conversations between CEC, our roofing consultant, and the GCs after they submitted their bids. The base bid was amended to consider materials testing and possible asbestos abatement. GC materials escalation and contingency are both budgeted at 5% as an average after interviewing each GC.

III.U. Who will be overseeing the project, if known at the time of application?

The CEC Fort Collins facility management team, including the Director of Facility Management, and two Facility Managers will be on rotation to provide consistent supervision and support for this roofing project. In addition, CEC has a long-standing relationship with a Fort Collins local third-party roofing consultant who will be visiting the site on an informal basis to support. This individual has donated his time to CEC out of goodwill because we have a long history working together. We have agreed with him that a formal contract and payment is not necessary for this support and as a result, we do not have a need for a budgeted line item for consultation. Two of the internal CEC staff will be located on site for the duration of the project, and one is within short driving distance. All three have extensive experience and education with project management and facilities management/maintenance and have been dealing with this CEC Fort Collins roof for many years. The local third party consultant will round out our experience and ensure an extra layer of quality control throughout the project.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The roofing general contractor for this project was selected by following CEC's vendor procurement process, which aligns mostly with CDE's open competitive bidding. First, a notification to bid was sent out to vendors who have performed roofing work for CEC's network of schools and were in good standing based on work completed. After providing a period of a few weeks and access to the roof to make a detailed assessment, we received three formal bids. The remainder of the vendors declined to bid due to other large commitments during the anticipated project dates, or due to their proximity to the project site in Fort Collins. The three bids are being considered and reviewed independently by the third party roofing consultant, and the Director of Facility Management at CEC. After evaluating the thoroughness and detail of the proposal, communication with each vendor, and the overall cost, one will be selected to perform the roof replacement project. There is also consideration toward the vendors who spent significant time on the roof to create the most precise and fair bid, resulting in a deep understanding of the roof and have theoretically bid the most accurate total cost. The third-party roofing consultant is one CEC has trusted and has assessed each of CEC's roofs meticulously. He has also made emergency patch repairs and done routine roof assessments of this roof specifically for several years. Due to the ongoing positive relationship and understanding of the roof, this individual was the correct choice to aid in the bidding and construction process. This consultant has provided the roofing assessments and infrared drone footage to show evidence of sub-membrane pooling, which are attached to this application. As mentioned previously, this individual has donated his time to CEC for this project out of goodwill because we have a long history working together. We have agreed with him that a formal contract and payment is not necessary for this support and as a result, we do not have a need for a budgeted line item for consultation.

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

We anticipate the newly insulated and laid roofing will provide a superior R-value and reduce sun load and cooling costs during the summer due to the use of modern white TPO product and technology. The existing insulation is original to the building, and the top layer of roofing is black. We have not pre-calculated this utility savings, but do plan to track the energy reduction through the Building Energy Program and the Colorado Energy Office. We expect this project to aid in improving our Energy Star score, and will make our facility more compliant with new Colorado energy standards.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$1,559,845.70	**CDE Minimum Match %:**	30
Current Applicant Match:	$668,505.30	**Actual Match % Provided:**	30
Current Project Request:	$2,228,351.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$2,228,351.00	CEC will match the project from existing facility capital	

improvement budget and network reserves.

Affected Sq Ft:	92,857	**Escalation %:**	5
Affected Pupils:	864	**Construction Contingency %:**	5
Cost Per Sq Ft:	$24.00	**Owner Contingency %:**	8
Soft Costs Per Sq Ft:	$8.59	**Historical Register?**	No
Hard Costs Per Sq Ft:	$15.40	**Adverse Historical Effect?**	No
Cost Per Pupil:	$2,579	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	107	**Is a Master Plan Complete?**	Underway
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	Charter School

If match is financed, explanation of financing terms:

N/A

Financial Data (Charter Applicants)

Authorizer Min Match %:	25	**CECFA or financing attempts:**	0
< 10% district bond capacity?	N/A	**Enrollment as % of district:**	N/A
Authorizer Bond Attempts:	N/A	**Free Reduced Lunch %** Statewide Avg: 42.17%	15.5
Authorizer MLO Attempts:	N/A	**% of PPR on Facilities:**	11.24
Non-BEST Capital Grants:	0	**FY22-23 CSCC Allocation:**	$427,682.25
3yr Avg OMFAC/Pupil: Applicants Median: $2,381	$786.01	**Unreserved Fund Bal 20-21:** Charter Applicant Median: $437,755.50	$2,498,391.53

Who will facility revert to if school ceases to exist?

Section 8.4 CSEC Bylaws - Dissolution. No individual, whether a Director, officer, employee, or agent of the Corporation, or otherwise shall have any right, title or interest in the assets of the Corporation. The Corporation shall not dissolve or wind up its affairs until all of the debt incurred in securing property to be used as a Charter School facility or facilities is paid in full and is no longer outstanding.The Corporation may dissolve and wind up its affairs in the manner now or hereafter permitted or provided by the Act. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, transfer all of the assets of the Corporation to CSEC or, if CSEC has been terminated, to the use of only another entity organized and operated exclusively for charitable or educational purposes and qualified for tax exemption from Federal income tax under 501(C)3 of the Internal Revenue Code or to the Charter School Institute. Any such assets not so disposed of shall be disposedof by a court of competent jurisdiction in Colorado, exclusively for such purposes, or to such organization or organizations, consistent with the Internal Revenue Code, as said court shall determine. Any person disposing of assets belonging to the Corporation shall give first preference to applying such assets to the benefit of an organization or organizations that provide or promote public education.

● Campuses Impacted by this Grant Application ●

ROCKY FORD R-2 - Rocky Ford JrSr HS Roof Replacement - Rocky Ford Jr/Sr HS - 1963

District:	Rocky Ford R-2
School Name:	Rocky Ford Jr/Sr HS
Address:	100 West Washington
City:	Rocky Ford
Gross Area (SF):	105,700
Number of Buildings:	3
Replacement Value:	$31,255,857
Condition Budget:	$21,815,791
Total FCI:	0.70
Adequacy Index:	0.19

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,693,058	$3,260,083	0.88
Equipment and Furnishings	$2,227,929	$697,149	0.31
Exterior Enclosure	$3,686,922	$3,029,620	0.82
Fire Protection	$15,853	$1,286,741	81.17
HVAC System	$5,331,414	$5,947,258	1.12
Interior Construction and Conveyance	$4,669,204	$4,421,483	0.95
Plumbing System	$2,017,637	$1,764,760	0.87
Site	$6,245,657	$2,672,951	0.43
Structure	$3,368,182	$4,141	0.00
Overall - Total	$31,255,857	$23,084,186	0.74

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: ROCKY FORD R-2 **County:** Otero

Project Title: Rocky Ford JrSr HS Roof Replacement **Applicant Previous BEST Grant(s):** 3*

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $45,198,389.91

If Yes, please explain why:

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

Rocky Ford High School was built in 1963 by Rocky Ford School District, and was up to codes and standards of school construction at the time.

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

Rocky Ford High School was built in 1963. No major additions or renovations have taken place since that time.

- A pre-engineered metal building was added to support the VoAg program in 1965
- A pre-engineered metal building was added to support the wrestling program in 2011
- The track and field were renovated in 2019 with the help of a GoCo grant.
-Replaced five HVAC units with an ESSR Emergency Grant Funds in 2022/23
-An additional/ Renovation BEST Grant was awarded for an addition/ renovation in 2021. Construction started in January 2023. If awarded, this grant would work in conjunction with the construction of the previously awarded grant. The architect and builders have gone to great lengths to ensure that efficiencies are taken advantage of and that this will be successful project.

With regard to past roof repair projects, the roof was “reconditioned” in 2013 and $110,000 was the approximate cost. The reconditioning consisted of adding another layer of foam. Three years later, in 2016, about $4,500 was spent on the roof to repair blisters in the foam and other similar areas of concern. Then, in 2020, approximately $62,000 was set aside to pay for major repairs to the roof system. This work did not take place. The contractor explained they could not secure the necessary materials due to complications to the market brought on by the pandemic.

The following is a list of additional capital projects, minus the bus purchases, that were approved by the board of education in the last several years. This list does not include all of the repairs that were undertaken in addition to the approved capital projects. The repairs were a multitude of projects that addressed needs with the electric, mechanical, and roofing systems that cost less than $5,000 each and therefore were not considered capital projects.

2014-2015:
Upgraded technology in the student computer labs across the district

2015-2016:
Replaced the bleachers in the HS gym
Replaced the flooring and purchased new tables for the HS cafeteria
Renovated select bathrooms

2016-2017:
Replaced the flooring in select classrooms
Renovated select bathrooms

2017-2018:
No work at the HS

2018-2019:

Replaced the lighting in the HS gym with LED
Installed new exterior lights for the outdoor athletic facility

2019-2020:
Made an additional payment on the new exterior lights for the outdoor athletic facility
Made ADA improvements to the Ag Shop and the locker rooms
Replaced select exterior doors across the district

2020-2021:
The district's budget was cut $750,000 by the state due to the fiscal emergency that accompanied the pandemic. Therefore, the district has was not able to complete many facility improvement projects this year.

2021-2022:
Replaced the mechanical components in a faulty air conditioning unit at the HS: $24,610
Upgraded many areas to LED lighting: $24,907
Purchased three air purifiers for music rooms at Washington, Jefferson, and the HS: $4,500
The district was also approved for an emergency HVAC grant which allowed the district to begin a project to replace the HVAC system for the sections of the Junior Senior High School which will not be affected by the
Rocky Ford School District addition/renovation project.

II.A. Project Type:

☐ **New School**	☑ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

The Rocky Ford School District is a small rural district in the southeastern plains of Colorado along the Arkansas River Valley. The school district is in the north central part of Otero County and covers approximately 160 square miles. The center of the Rocky Ford School District is the town of Rocky Ford, which was founded in 1887 and built their first school in 1889. As of the 2010 Census, the town of Rocky Ford's population was 3,957. Nestled along Highway 50, Rocky Ford has dramatic temperature swings from day to night. Thanks to this climate, melons grown in the area are particularly sweet. Today, Rocky Ford cantaloupes and watermelons have fans worldwide. The district's mascot, the Meloneer, is one of the most unique in the country and is a reflection of the community's pride in the agriculture of the area. The district was placed on turnaround academic status around 2010 and a major improvement effort ensued. This is reflected in Rocky Ford's current vision statement, which voices Rocky Ford School District's dedication "To Ensure Individual Success and Learning of All Students, Within a Safe Environment." A renewed focus on academic programs resulted in a better standing with the state's accreditation system. The school district has been out of turnaround status for several years now and has earned a better accreditation score for each of the last nine years. The most recent state results have assigned the schools a Performance ratin\ The District operates three school buildings on two separate campuses, with the school district office located on a separate third site. The youngest students are served in two schools on a shared 12 acre lot: Washington Primary School serves grades K-2, Jefferson Intermediate School serves grades 3-6. Rocky Ford Jr./Sr. High School serves grades 7-12 on a 34 acre site. In total, the District owns and operates 185,340 square feet of academic and administrative space, approximately 229 square feet per student.

This Grant application will positively impact all 676 of Rocky Fords students.

II.D. Deficiencies associated with this project:

We have identified three roofing systems on the Rocky Ford High School campus, each from the Kennedy presidential era, that are in urgent need of replacement. Amazingly, all original roofing systems are still on the buildings. The district has come to a point where capital investments to repair the roofs are no longer successful or add longevity to the systems. Common issues include leaks that interrupt educational settings and damage school property. Interior damage is occurring with greater regularity, resulting in the district utilizing more and more resources to repair the damage.

ROCKY FORD HIGH SCHOOL BUILDING (with exception to gymnasium roof)
Active leaks occur at every rain event and major snow melt, without fail. The degradation of the system has resulted in water running down the interior of classroom walls on the North side of the building, damaging floor and ceiling finishes. The maintenance on this failing roof has been challenging to keep up with, requiring the district to hire a roofing repair contractor every two years to patch active leaks. Each year that repairs are done, it requires 1/3 of the district's available capital funds, placing a huge burden on the district and severely limiting the scope of repairs that the remaining building is in dire need of. We have reached a point in the life of the roof where regular repairs do not guarantee a dry building interior, and we are not receiving much return on investment for roofing repairs.

The existing roof assembly consists of a 2 ½" gypcrete deck on flat structure. Installed over the deck is 7/16" 4-ply built up roof with 3-4" variable depth polyurethane foam. The 4-ply built-up roofing system is original to the building, and the spray foam system was installed above in 2000 when the original roofing system started failing. The spray foam system is in critical condition due to its age and extremely poor installation. During the installation of the system, the existing roof drains were filled with spray foam, rendering them useless. There is no discernable slope to the spray foam system, resulting in excessive ponding and sediment collection, so much so that plants were observed growing on the roof. The spray foam was installed over all building expansion joints, resulting in cracking in the system at all locations. Cracking is also occurring for the entire length of the building perimeter. In lieu of lengthening the life of the roofing system, the poor installation has resulted in further placing the remaining building systems at risk.

ROCKY FORD HIGH SCHOOL GYMNASIUM
Amazingly, the roof on the gymnasium is the original 1963 roof. We have stretched its life through patching, coatings and repairs. Our architectural team has comments that this is the oldest roof that they have ever seen still in use. The existing roofing assembly consists of a 2-ply modified built up roofing system installed over a sloped wood deck. It has had one protective coating placed on it. The system is cracking at the perimeter of the roof and at drainage points and is due for replacement.

SHOP BUILDING
This building is an independent pre-engineered metal building that houses two classrooms, a wood shop, and a welding shop. The existing roofing assembly consists of a standing seam metal roof on plywood sheathing installed over an A-frame roof structure. The roofing system is 58 years old and far beyond its expected life span. The original protective layer over the metal roof has deteriorated, exposing the galvanized sheet metal. The associated rusting has deformed the flashing and hardware, causing leaks to occur at every rain event, and water to infiltrate the concrete block walls. Exposed exterior plywood wall system located above all doors also appears to be the cause of water infiltration. Mortar joins and concrete block have started deteriorating, requiring wall repair. Leaks have damaged expensive shop equipment that is financially challenging for the district to replace. For the past ten years, repairs have been required with increasing frequency, getting to a point in the last three years where it has been impossible stop all areas of leakage.

II.E. Diligence undertaken to determine the deficiencies stated above:

Architects analyzed the roofing system several years ago and alerted the district that further study was immediately required due to their observations. Given the amount of leaking and damage to finishes that we were seeing in the classrooms, we were not surprised. We then hired a third party roofing consultant to assess the condition of every roof on the High School campus. They have compiled a report studying and documenting all membranes, flashings, and penetrations. A roofing contractor was hired to complete roof cores around the perimeter of the building to confirm existing system composition.

II.F. Proposed solution to address the deficiencies stated above:

ROCKY FORD HIGH SCHOOL BUILDING (with exception to gymnasium roof)

The existing spray foam roofing system is beyond its warranty period. We are proposing a full removal of the existing spray foam and built-up system, to be replaced with a 60-mil EPDM installed over tapered insulation with a 20 year warranty. All flashing and penetration detailing to be replaced. The scope of replacement is approximately 70,500 square feet.

ROCKY FORD HIGH SCHOOL GYMNASIUM
The existing built up system is far beyond its expected lifespan. We are proposing a full removal of the existing system, to be replaced by a 2-ply modified built-up system installed over insulation with a 20 year warranty. All flashing and penetration detailing to be replaced. The scope of the replacement is approximately 11,700 square feet.

SHOP BUILDING
The existing standing seam metal roof is far beyond its expected lifespan. We are proposing a full removal of the existing system, to be replaced by a standing seam metal roof system installed over insulation with a 25 year warranty. All flashings and penetration detailing to be replaced. The scope of the replacement is approximately 12,500 square feet. Exposed exterior plywood wall system to be replaced by concrete block wall system. Failing control joints in existing block walls to be fully replaced.

II.G. Due diligence undertaken in defining the stated solution:

In addition to assessing the roofing needs for the High School, our architect has helped define solutions that are in alignment with the district and CDE construction standards. As part of the planning process for this grant, our architect completed preliminary plans and parapet details to ensure that a viable solution was being budgeted. In addition, a structural engineer has assessed the existing deck and overhang conditions to confirm that no additional structural reinforcing will be required.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

As outlined above, our 58+ year roofing systems continue to fail with greater frequency. Many of the leaks are occurring at damaged flashing and infiltrating exterior cavity walls. If allowed to continue, the water damage will start to compromise the mortar and concrete block resulting in structural damage. Water that has infiltrated the roofing membrane and is allowed to sit on the gypcrete deck risks damaging the structural deck. If this grant is not awarded, the district will continue to be required to spend a large portion of our capital funds to attempt to stem the flow of water.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

The Rocky Ford School District has solicited and received financial assistance from many sources in the past several years to address facility needs.

The Melon Field Project, which resulted in a new all-weather track and synthetic football field facility, was funded largely through a GOCO grant. Other large funders for this project included: El Pomar, Daniels Fund, and Gates. Local fundraisers were also used.

Improvements were made to other outdoor athletic facilities through grants from El Pomar and the Southeast Council of Governments.

A new playground was installed at Jefferson Intermediate School and the funding was provided by a grant through the Colorado Health Foundation.

A new wrestling practice facility was paid for by the Foundation for Rocky Ford Schools and a variety of local fundraisers.

A greenhouse and multiple equipment purchases for the Ag shop were funded by the Foundation for Rocky Ford Schools.

A grant was received from the Colorado Energy Office to assist with an energy audit at Jefferson Intermediate School and to help make a priority list for improvements.

ESSER funding was used to assist with a major HVAC project at the Junior Senior High School which is nearing completion.

Although not necessarily facility related, the school district also has received funding support for academic programs from Otero County, El Pomar, and Tri-County Family Care Center. Financial assistance to support academic programs allows some funds to be redirected toward facility projects.

The Foundation for Rocky Ford Schools is an important partner to the school district. When some water rights were sold the City of Aurora several years ago, a group of concerned citizens realized the impact on local property taxes which would inadvertently hurt the school district. In response to this group of citizens, Aurora gave a one-time payment of $1.5 million. A foundation was then formed to manage this money and the associated expenditures. The money was invested and the foundation has never spent any of the principal. However, the money earned off of the investments has all gone back into the schools to support programs and facility needs. The Foundation for Rocky Ford Schools will continue to be an important partner for the school district moving into the foreseeable future.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Rocky Ford School District uses planning processes at multiple levels to ensure that regular maintenance is carried out faithfully and that capital projects are identified and planned for appropriately. At the building level, administration teams will continue to work with the custodians to identify priorities. Current practices that will be carried into the future include: weekly building walkthroughs with the aid of checklists to identify problems early, annual planning for more significant projects, and identifying training or professional development that will be provided to the custodians. At the district level, both the parent accountability committee and the Board of Education engage in processes to identify facility priorities and to plan for the future. The Board of Education maintains a multi-tiered list of facility needs that are organized by time: within the next year, within the next three years, within the next five years, and beyond. The parent accountability committee provides input to inform the board of education's decisions.

In addition to the continuation of these practices, Rocky Ford School District will hire a director of maintenance in anticipation of the completion of the new facility and the unification of the entire K-12 student population onto one campus. Currently, each building has its own set of custodians with one head custodian at each location. These custodians report to the superintendent and the business manager. As the facility project is nearing completion, the district will reorganize the custodians and hire one person to be the director of maintenance which will provide more expertise and supervision over facility needs than what can currently be provided by the superintendent and the business manager. The newly appointed director of maintenance will assist the district by managing warranty issues, custodian training, as well as taking a major role in the planning processes for facility maintenance and improvement.

Over the past several years, the Rocky Ford School District has spent an average of approximately $220,000 between capital projects and repairs. This figure represents the total between the three existing buildings. As a reminder, the current facility project consists of an addition and renovation to the Junior Senior High School building and the demolition of two elementary schools. Moving forward, the district will continue to budget at least this same amount. Also, the amount of $220,000 does not include all of the grant support nor the financial support from the Foundation for Rocky Ford Schools. The school district will continue to seek financial assistance in this manner particularly when dealing with playgrounds, athletic facilities, and improvements to our agricultural education facilities.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Rocky Ford School District maintains a list of needs for facility improvements and repairs. The list is reviewed every year for accuracy by the custodian/principal teams at the individual schools and also at the district level by the parent accountability committee and the board of education. Starting in January of each school year, the parent accountability committee considers the list of facility needs and makes recommendations to the board of education regarding the capital projects for the following school year. These recommendations are built into the budget that is then approved by the board of education every June. A needs-based budgeting approach is used for capital projects and has resulted in no less than $140,000 spent on facility needs. As stated previously, an average of $220,000 has been spent per year on district-wide facility improvements and repairs in the last 9 years, not including the year funding was affected by the pandemic. The specific dollar amounts per FTE for the years leading up to the pandemic were as follows: FY14 - $263, FY15 - $334, FY16 - $241, FY17 - $178, FY18 - $234, FY19 - $348. The district was awarded a BEST grant in 2021 for a major facility project which caused the district to reduce the amount of money

spent on facility projects in order to avoid multi-year fixes for buildings that will only be used through the 2023/2024 school year. However, the district pushed forward with a $3.1 million HVAC project at the Junior Senior High School which started in 2021 and is expected to be complete by June of this year, 2023.

III.T. How did you arrive at the estimate for this project?

We utilized our owner's rep., architect, CMGC and 3 qualified roofing contractors with ample successful experience within BEST and the construction of school facilities. Our architect evaluated the line-item costs, compared them to the proposed project scope, and aggregated the numbers to arrive at a recommended budget.

III.U. Who will be overseeing the project, if known at the time of application?

The Board recently selected our owner's representative. Working with our attorney we ensured that CDE's recommended Scope of Services for these services was an exhibit to the agreement. The owner's rep will provide full service. DCS has extensive successful experience managing education projects in Colorado for nearly 25 years. This includes several BEST Grant projects and master plans.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The District went through a competitive RFP and interview process to select our owner's representative, architect, and CMGC for the addition and renovation onto the High School associated with our 2021 BEST Grant. The scope outlined in this Grant will be designed, managed, and constructed by the same team to ensure continuity and coordination of the work. If awarded, this grant would work in conjunction with the construction of the previously awarded grant. The architect and builders have gone to great lengths to ensure that efficiencies are taken advantage of and that this will be successful project.

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

The existing spray foam system provided an R-value close to existing R-values required by 2021 IECC and 2021 IBC Codes, therefore the utility costs will not be largely affected by the new roof.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$6,061,192.00	**CDE Minimum Match %:**	13
Current Applicant Match:	$0.00	**Actual Match % Provided:**	0
Current Project Request:	$6,061,192.00	**Is a Waiver Letter Required?**	Yes
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$6,061,192.00	The district is applying for a match waiver. The matches provided for the 2021 and 2022 grant requests, along with the emergency HVAC project, totaled more than 20% of the district's assessed valuation. If the waiver is denied and the district needs to c	
Affected Sq Ft:	94,000	**Escalation %:**	10
Affected Pupils:	285	**Construction Contingency %:**	5
Cost Per Sq Ft:	$64.48	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$4.44	**Historical Register?**	No
Hard Costs Per Sq Ft:	$60.04	**Adverse Historical Effect?**	No
Cost Per Pupil:	$21,267	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	330	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

BEST FY2023-24 GRANT APPLICATION SUMMARIES

If match is financed, explanation of financing terms:

Financial Data (School District Applicants)

District FTE Count:	632	**Bonded Debt Approved:**	$6,000,000
Assessed Valuation:	$38,297,240	**Year(s) Bond Approved:**	21
Statewide Median: $121,995,375			
PPAV:	$60,597	**Bonded Debt Failed:**	$12,000,000
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$4,105,813	**Year(s) Bond Failed:**	16,20
Statewide Median: $3,107,630			
Median Household Income:	$35,729	**Outstanding Bonded Debt:**	$6,000,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	78.70%	**Total Bond Capacity:**	$7,659,448
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	7.9	**Bond Capacity Remaining:**	$1,659,448
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$2,894.31		
Applicants Median: $2,381			

COLORADO
Department of Education
Division of Capital Construction
BEST School District and BOCES Grant Waiver Application

District or BOCES Name: Rocky Ford R-2 (Roof)

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

The community of Rocky Ford agreed in 2021, after one failed attempt, to support a bond to qualify for BEST assistance. The match for Rocky Ford that year was approximately $7.6 million. The district contributed $1.6 million from reserves and the community passed a $6 million bond. Therefore, while the district met the required match, with the permission of the BEST Board to split it between the bond and the district's cash contribution, there is some remaining debt capacity. The district can secure up to $1.9 million more in debt. (This is up from $1.6 million because of where we are at with the bond repayment and changes to the assessed valuation.) The district's match for this roof project is $787,965. After pulling from reserves to contribute $1,628,804 for the original project plus $288,003 for a supplemental request in 2022, the district cannot afford to contribute any additional funding without compromising academic programs and the ability to compensate staff. Also, the community, who are already paying an extra 7.9 mills for this project, would be unlikely to support another increase.

(3000 characters max)

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

The matches for Rocky Ford's recent BEST grant awards are listed below:

2021 PK-12 Addition/Renovation Project - $1.6 million cash contribution, $6.0 million bond
2022 HVAC Project - $1.2 million contribution
2022 Supplemental Request - $288,000 cash contribution

If the district's contributions toward these projects could be counted toward the debt capacity, we would have far exceeded the debt ceiling established by statute. It can be argued that the $1.2 million contribution for the HVAC project does not count because it was federal funding through the ESSER II allocation. However, I think this represents the district's willingness to search every nook and cranny for funds that can be contributed toward these construction projects. Between the PK-12 Addition/Renovation Project and the supplemental request, the district and community have contributed a total of $7,916,807 which, if it were all from a bond, would exceed the debt capacity for the school district. (The current assessed value of the district is $38,297,240 and 20% of that is $7,659,448.) The district had to find an innovative way to pass a bond measure and is now in a financial position that it can no longer drain reserves and put student services at risk.

(3000 characters max)

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible. Refer to How Matching Percentages are Calculated for background on the influence of these factors on your match.*

Match Factor (To be Completed by CDE)	***Figure Used in Match Calculation***	***Weighted %***	***Out of Weighted Max%***
Per Pupil Assessed Value	$60,696.90	.45%	8% max
Median Household Income	$35,729.00	.51%	18% max
Free and Reduced Lunch %	78.7%	1.03%	23% max
Bond Elections in the last 10 years	3	-3%	-1% per attempt
Bond Mill Levy	7.90	8.53%	23% max
Remaining Bond Capacity	$1,659,448	2.46%	23% max
Unreserved Fund Balance as a % of Annual Budget	55.30%	3.31%	5% max
	Total CDE Minimum Match	**13%**	100%

2.a. Please identify which, if any, of the above match factors you believe inaccurately or inadequately reflect your financial capacity due unique conditions in your district, which justify a reduction of the weighted percentage used.

The district's assessed value is $38,297,240 and an increase of one mill will result in only about $38,000 in revenue. To secure $787,965 for the match on the proposed roof project, voters would have to approve another mill levy increase. After struggling to pass a bond measure in 2021, it is unlikely that the community would be willing to pass another increase. From the median household income, it is evident that the community is not being stubborn and unwilling to support the school system, they simply do not have the means to continue to increase their financial support.

The number used for the unreserved fund balance appears to be from 2020/2021. Since then, the district has contributed twice to the PK-12 Addition/Renovation project. The current unreserved fund balance is $2.7 million which represents 30% of the annual budget. Even so, the unreserved fund balance as a percentage of the annual budget may look a little high but facility and fiscal emergencies in the form of boiler replacements, the Great Recession, and the COVID-19 pandemic have taught us to be conservative with our spending.

(3000 characters max)

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

Rocky Ford School District has solicited and received financial assistance from many sources in the past several years to address facility needs. The Melon Field Project, which resulted in a new all-weather track and synthetic football field, was funded largely through a GOCO grant. Other funders for this project included: El Pomar, Daniels Fund, and Gates. Local fundraisers were also utilized. A new playground was installed at Jefferson Intermediate School and the funding was provided by a grant through the Colorado Health Foundation. A new wrestling practice facility was paid for by the Foundation for Rocky Ford Schools and a variety of local fundraisers. A greenhouse and multiple equipment purchases for the Ag shop were funded by the Foundation for Rocky Ford Schools.

The Foundation for Rocky Ford Schools is an important partner to the school district. When some water rights were sold to the City of Aurora several years ago, a group of concerned citizens realized the impact on local property taxes which would inadvertently hurt the school district. In response to this concern, Aurora gave a one-time payment of $1.5 million. A foundation was then formed to manage this money and the associated expenditures. The Foundation is assisting with the annual bond repayment which is why we can keep the mill levy increase to 7.9 mills.

The Foundation for Rocky Ford Schools will continue to be an important partner for the school district moving into the foreseeable future.

(3000 characters max)

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match percentage	13
Match Percentage Requested	0
Amount of requested reduction from CDE Minimum	13

Is a Statutory Limit Waiver also being submitted? ☐ Y ☑ N

● Campuses Impacted by this Grant Application ●

RIDGWAY R-2 - Secondary School Roof Replacement - Ridgway MS/HS - 2006

District:	Ridgway R-2
School Name:	Ridgway MS/HS
Address:	1200 GREEN STREET
City:	RIDGWAY
Gross Area (SF):	61,800
Number of Buildings:	2
Replacement Value:	$20,813,436
Condition Budget:	$5,673,087
Total FCI:	0.27
Adequacy Index:	0.19

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,043,519	$1,370,259	0.45
Equipment and Furnishings	$1,316,922	$160,177	0.12
Exterior Enclosure	$2,487,417	$0	0.00
Fire Protection	$658,100	$42,546	0.06
HVAC System	$1,599,409	$1,724,786	1.08
Interior Construction and Conveyance	$3,691,052	$1,656,923	0.45
Plumbing System	$1,392,578	$265,823	0.19
Site	$3,378,141	$480,595	0.14
Structure	$3,246,296	$0	0.00
Overall - Total	$20,813,436	$5,701,109	0.27

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: RIDGWAY R-2 **County:** Ouray

Project Title: Secondary School Roof Replacement **Applicant Previous BEST Grant(s):** 1

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $7,666,231.78

If Yes, please explain why:

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

In 2003 our voters supported a $7.75M bond to construct a new secondary school for grades 6-12 that was completed in 2006. The Ridgway Secondary School opened in the fall of 2006 with only the current classroom side of the building, because of budget challenges to construct the entire school. The new school construction was split into two projects because construction escalated by 30% and the district didn't have enough funds to fully fund the entire secondary school project.

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

Several years after RSS opened in 2006, the addition, which includes the gym and music room was asked to be funded by a $1.5M bond and $700,000 in fundraising. The voters supported this bond measure. The new addition opened in Fall of 2009.

In the past three years, the School District enclosed the back area behind the kitchen in summer 2022 to enlarge storage and create a safer back entrance to the kitchen for deliveries. RSD also replaced the entire gym floor in the summer of 2022. While the floor improvements have increased the utility of the gym, the continued leaks in the gym ceiling endanger the new floor. The School District also replaced the dishwasher in the kitchen during the summer of 2022. RSD invested in portable air purifiers throughout the building along with Merv 13 air filters to keep classes in person during the pandemic.

II.A. Project Type:

☐ **New School**	☑ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

Located in Ouray County, the Town of Ridgway is considered the 'Gateway to the San Juans'. The area was once home to the Utes in the Uncompahgre River Valley. By the late 1890's the town formed as a railroad town, serving nearby mining towns of Telluride and Ouray, Ridgway has continued to adapt to local industries such as tourism and ranching. Our community has continued to grow since 1900. Currently the population is approximately 2,800 and projections anticipate steady growth through 2050.

Our district currently serves 334 students from Ouray, San Miguel and Montrose Counties. Our teachers are highly-prepared, share a love of teaching and have a diversity of backgrounds and professional experiences. We have a student / teacher ratio of 11:1, allowing for a level of individualized instruction and personal attention characteristic of a small, rural school. All of our schools have recently received the John Irwin Award for demonstrating exceptional academic achievement over time. The district has also been 'Accredited with Distinction' from 2012-2016, in 2019 and most recently, post-pandemic in 2022. Only 6% of Colorado school districts received this distinction in 2022.

The community is proud of our extensive, experiential, outdoor education programs and our emphasis on educating the whole child with attention to social emotional learning as well as maintaining high academic standards. The District served as many

as 380 students from Ouray, San Miguel and Montrose Counties. Student numbers continue to fluctuate with the rise and fall of the economy, the rising costs of affordable housing in Ouray county and most recently, the coronavirus pandemic.

Ridgway Secondary School (RSS) is the combination of Ridgway Middle School and Ridgway High School. The school serves 181 students in grades 6-12. At RSS, one way we inspire the youth of the 21st Century is to engage students in a multitude of activities, both inside the classroom and outside the classroom. Through our Outdoor Experiential Learning Program our students experience a variety of instruction such as backpacking trips, cultural experiences, ice-climbing, camping and community service projects.

II.D. Deficiencies associated with this project:

The roof at RSS has been leaking for several years. This is a Priority One issue at RSS and needs to be addressed. The roof was identified as deficient during our master planning process in 2020 by a team of architects and engineers. In the summer of 2022, a roofing consultant provided an assessment for the failing roof at RSS.

Roof:
There are two main roof membrane areas; a fully adhered EPDM rubber section over the original 2006 building and a TPO membrane section over the 2009 gym/music room addition. Following is a description of the current roof leakage in each section and the condition of the roof membrane and associated details.

EPDM ROOF MEMBRANE AREA
This area of roof is larger than the TPO roof area. The director of maintenance has witnessed this roof membrane shrinking causing seams to come apart in many areas and also causing tears in the membrane in several places. These tears are leading to many leaks within the building that are difficult to find to repair. The maintenance team have done the best they can to address these cracks, but they will continue to cause additional seam failure areas throughout the roof. In addition, screws are backing up through the membrane in many places, resulting in difficult repairs.

There has also been continuing roof leakage around mechanical units, HVAC units and roofing intersections throughout the EPDM roof area. Almost all overflow scuppers on this roof have edges of the EPDM coming loose and rubber connections at corners and other detailed areas are loose.

This EPDM roof is 17 years old and a normal useful life of this kind of roof is about 20 years. Ridgway has a harsh climate and the roofing consultant recommends replacement to fix the roof membrane problems and associated roofing and sheet metal details. The warranty for the EPDM roof expired in 2015.

Maintenance staff is constantly battling roof leaks and replacement of damaged ceiling tiles. This reactive maintenance activity takes many hours away from preventative maintenance our staff could be doing.

TPO ROOF MEMBRANE AREA
There have been numerous roof leaks reported around mechanical units and large HVAC units at the TPO roof membrane area. Walk pads are coming loose and some are missing. There are open areas of roofing and sheet metal at various intersections allowing water inside the building.

The sloped TPO roof has ice and snow sliding off this area onto the lower roof, damaging the stripping onto the sheet metal connection. There have been additional areas of roof leakage along the intersection of the EPDM / TPO membrane connection.

The TPO roof membrane is reported to be 14 years old and this is the extent of the remaining useful life. Unfortunately, TPO has been reformulated at least six times during its manufacturing life that the Roof Consultant is aware of, and perhaps many additional times. There have been documented cases where the manufacturing process for TPO has created problems with adequately heat welding seams properly. Other manufacturing problems also exist. For all these reasons, the roofing consultant recommends it's time for the TPO membrane to be replaced with a fully adhered EPDM rubber membrane.

Our leaking roofs create mold and unsafe learning conditions for our students. The leaks have ruined library books and

learning materials as well. The mold also builds up under the carpets. The gym floor becomes slick and slippery, a safety hazard for students using the gym, whenever there are unseen leaks on the floor. It is also ruining our newly laid gym floor. The new gym floor has started to warp damaging the asset RSD invested in last year. The moisture issues caused by the leaky roof continue to incrementally degrade the indoor environmental conditions in the school and learning spaces. Books are molding on the shelves, introducing mold to spaces used by students. This is an urgent need that should be addressed this summer, but RSD does not have the funds available to address it without a BEST grant and will have to wait until 2024 further exacerbating the health and safety issues caused by this leaky roof.

II.E. Diligence undertaken to determine the deficiencies stated above:

RSD engaged in a comprehensive facilities master plan process in 2020. This included facility assessments by a team of design architects and engineers that initially identified the problems with the RSS roof.

In 2022, RSD engaged a roofing consultant, Cave Consulting, to review the roof concerns at RSS. Cave came to the site for an investigation.
They also cut a sample of the existing roofs to confirm roof and insulation material profile. Cave Consulting's findings of deficiencies are summarized in section D above.

II.F. Proposed solution to address the deficiencies stated above:

The proposed solution is a new 60 mil EPDM roofing system for approximately 40,000 SF to replace the existing EPDM and TPO systems.

The roofing consultant will be retained to provide a full set of design documents and specifications. The roofing consultant will also provide construction administration services and walk the installation multiple times during construction to ensure adherence to the design documents and specifications. The documents will be competitively bid to roofing contractors and general contractors.

Construction will begin with removal and disposal of existing roof membrane, perimeter base flashing, pipe and curb flashing.

The costs for the roof replacement are based on the following scope of work, however the roofing consultant would review any alternative manufacturers based on the ultimate design and specifications:

Insulation will remain in place as much as possible, but the roofing consultant and contractors believe there will be repairs needed and insulation to increase R-value to code.

Pullout testing will be performed to confirm fastening meets manufacturers' requirements.

Hydraulic flow testing will be performed on all roof drains to ensure proper operation. Any needed drain repairs and replacement will be completed by a State licensed plumber.

One layer of ISO95 + GL 2.6" Polyisocyanurate insulation will be commonly fastened.

Firestone ½" Isoguard HD cover board per FM 1-60 fastening requirements with FM 1-29 corner and perimeter enhancements.

Install Firestone 60 mil, black fully adhered EPDM membrane roof system and associated flashings per 20-year installation requirements and details species on plan including strip in of all field seams with 6" overlayment strip.

Rework and add additional wood nailer and ⅝" plywood sheeting to slope at parapets and edge condition.

Firestone ES-1 edge metal and parapet cap will be installed.

The roof will have a minimum 20-year manufacturer's total system warranty.

In addition there will be some needed work for gas line, HVAC and electrical disconnect to be removed and reinstalled. This work is included in the budget.

Also, there are some dollars budgeted for sod and irrigation repairs as collateral damage to a full roof replacement project.

II.G. Due diligence undertaken in defining the stated solution:

As noted, RSD has engaged a full service team of design and construction professionals who have provided the recommended solutions. Our team includes a design team, owner's representative, CM/GC, and roofing consultant.The CM/GC was able to provide constructability input and provide cost estimates.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The roof replacement at RSS is urgent to address the health and safety of our students and staff. Water infiltration from the numerous roof leaks may lead to poor indoor air quality, mold growth and health issues. RSD recently replaced the gym floor. Every time snow melts or heavy rain occurs, there is leakage and a need for mops and buckets to not warp and destroy the new flooring. Likewise the leaks on the classroom side of the building have damaged library books and other learning equipment. Because the leaks often follow interior metal frames, or other internal elements above the ceiling tiles, RSD often can't predict where the next leak will sprout or what needs to be covered to prevent further damage. The RSD maintenance team is continually patching new leaks and caulking around deteriorating seams.

If the project is not awarded RSD would only have the funds available to do a partial replacement which would result in an inferior project, require additional future investment, and a higher overall replacement cost while sacrificing student safety and comfort.

In 2021, we were fortunate to be awarded a BEST grant to renovate the Ridgway Elementary School. Our voters supported the project with a bond measure in 2021. A component of our ballot language for the 2021 vote was to "address improvements to the Ridgway Secondary School not part of the grant award, including a new roof, auditorium improvements and renewable energy upgrades." The funding for the RSS improvements was to be generated by bond premium.

As is widely known, construction costs since the budgets were prepared for our elementary school renovation in 2020 and improvements at the RSS have increased at an unprecedented rate. We have diligently managed our elementary school renovation project. We also had to make some difficult decisions to exclude scope that would have been 'nice to have' in our elementary renovation and we zeroed in on those items we 'had to have'. We tightened our belts and our project team came up with solutions at lower costs. Our fiscal responsibility with our elementary school project has allowed us to stay on budget and therefore we are not asking for supplemental funding for that project.

However, we have had to utilize some of the bond premium funding generated to complete the elementary school project in the summer of 2023. This, combined with rapidly escalating construction costs, has cut down on our funding ability to complete the projects at RSS. With the roofing project as the highest priority because of health and safety, we would only be able to fund a portion of the roof replacement. Design professionals recommend replacing the entire roof at one time. With leaks in both the EPDM and TPO, it is very difficult to choose one replacement over the other.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

We have asked our voters and they responded positively by passing a bond in 2021.

The School district obtained a grant from the Colorado Division of Homeland Security to improve the existing entry vestibule for security at the elementary school. We have applied ESSER funds to capital improvement projects. We have also applied again this year for the security grant to reduce capital costs at the secondary school and elementary school. This proposed project takes advantage of those improvements to reduce the requested funds.

While our school district has been successful with other grant applications such as GOCO in the past, we knew a BEST grant

would be the only hope to secure significant funding for our project to address the roof. If successful, we will continue to leverage bond and BEST funds for other grant programs to stretch our dollars further.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

RSD prioritizes and commits to regular maintenance of our facilities to extend their value to our students, staff and community for as long as possible. A new roof will first be under warranty by the roofing contractor or general contractor and then maintained according to our regular schedules to ensure all manufacturers warranties stay valid. The installer will also provide training and operation/maintenance information to our maintenance department for the new roofing system. The new roof will have a minimum 20-year warranty.

Per CDE's recommendations, as part of our elementary school project, we will implement a facilities maintenance plan for both of our school facilities. This plan will provide documentation and direction on the facility maintenance strategy. Our staff will be trained to understand the document and what actions need to be taken to keep it updated. Our plan will be a guiding document to appropriately budget each year the maintenance to be performed. It will provide a strategy on how to catch up in the event maintenance needs to be deferred. Every three years the plan will be updated and we will work to continually improve the plan as we become familiar with our new facility and plan to keep it in the best condition as it ages over time. The past five years of actual costs for capital projects in our district averaged $115,000 per year. Maintenance of a new roof will be budgeted appropriately as part of the district's annual operating budget. We plan to budget $200/student per year for maintenance districtwide.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Our capital funding is through our general fund and averages $115,000 per year. Maintenance of a new roof will be budgeted appropriately as part of the district's annual operating budget and capital reserve. These budget amounts may increase as needed depending on the projects required each year. We will budget at least $200 per student per year for maintenance districtwide. As the budget allows, we will strive to add to this per student budgeting during our annual budgeting process. We can provide $200 per PPR which is 1.5% of our current PPR.

III.T. How did you arrive at the estimate for this project?

We received two estimates. One roofing estimate was through the roofing consultant by a roofing contractor with familiarity in the area (CRW). The other estimate was a comprehensive estimate from the CM/GC currently working on the elementary school renovation, FCI Constructors. FCI provided a roofing estimate along with other trades that will be needed to successfully complete this project: HVAC, plumbing, electrical, and landscaping. Our Owner's Representative, Dynamic Program Management, provided the overall budget including soft costs, contingencies, and escalation. The Direct Cost of Work estimate is a combination of FCI's estimate and CRW's estimate. We used FCI's numbers for the overall oversight of the project, the relocation of roof top equipment, and landscaping repairs. We used CRW's estimate for the roofing replacement. FCI has a better understanding of what will be needed for effective execution of this project in addition to the roof replacement. CRW has the most accurate estimating ability for the roofing portion of the scope. The estimate included in the application includes the combination of FCI and CRW's expertise in their respective fields. The estimate is setup to realistically construct this project next summer and not be put RSD in the complicated and inefficient position of having to go back to BEST for a supplemental grant to address this urgent need for RSD and their students.

III.U. Who will be overseeing the project, if known at the time of application?

The District has engaged an experienced Owner's Rep to provide project management services. District facilities staff will provide direction and decisions to the team. The project team will report to an executive committee composed of the superintendent, school principal, Board of Education member and facilities director.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The district will competitively procure the design team and general contractor. Procurement will be fair and transparent and guided by our owner's representative and CDE's regional program manager. We chose to include a General Contractor due to historic challenges with securing materials and subcontractors for roofing projects in Ridgway. Oversight of the removal and replacement of the existing rooftop mechanical and electrical equipment will be critical to the success of the projects and would not be included in the scope of just a roofer. This project is much better handled by a GC as it will impact more trades than just a roof. We had big leaks this weekend with rain and snow on both sides of the building. The Director of Facilities noted today, "the last big rainstorm seemed to overwhelm our roofs, I spent most of the day yesterday on the roofs trying to

find holes. I have left a message with 6 different roof companies in Grand Junction Friday and yesterday. I still have not gotten a call back from any of them." This is why we need a General Contractor to get our roofs replaced. This is not the urban Front Range. No one takes our calls on roof repairs, and this has been ongoing since he started in his position. A local GC has clout and connections to assure the work is done and the appropriate materials are secured. A General Contractor will solicit multiple bids to get competitive pricing from roofers for the most cost effective project. Soliciting bids would otherwise be performed by DPM at a cost to the district and a General Contractor is more effective at soliciting roofing bids than DPM because of their existing relationships and the allure of future projects. A general contractor will help with attracting roofing, mechanical, and landscaping subcontractors to the project. Contractors typically drive through Ridgway for higher pay checks in Telluride. FCI has shown on multiple occasions on the RES project that FCI has had much better traction with getting sub contractors to come to the site to perform work than RSD alone.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N//A

Current Grant Request:	$961,143.20	**CDE Minimum Match %:**	60
Current Applicant Match:	$1,441,714.80	**Actual Match % Provided:**	60
Current Project Request:	$2,402,858.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$2,402,858.00	The match will come from bond premium generated in the successful bond measure in 2021.	
Affected Sq Ft:	39,533	**Escalation %:**	16
Affected Pupils:	181	**Construction Contingency %:**	11
Cost Per Sq Ft:	$60.78	**Owner Contingency %:**	8.5
Soft Costs Per Sq Ft:	$4.64	**Historical Register?**	No
Hard Costs Per Sq Ft:	$56.14	**Adverse Historical Effect?**	No
Cost Per Pupil:	$13,275	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	341	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	312	**Bonded Debt Approved:**	$12,000,000
Assessed Valuation:	$126,328,260	**Year(s) Bond Approved:**	21
Statewide Median: $121,995,375			
PPAV:	$404,898	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$1,982,329	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$66,250	**Outstanding Bonded Debt:**	$14,120,000
Statewide Avg: $65,127			

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Free Reduced Lunch %:	15.50%	**Total Bond Capacity:**	$25,265,652
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	7.453	**Bond Capacity Remaining:**	$11,145,652
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$3,795.22		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

Pueblo School for the Arts & Sciences - Jones Campus Roof Replacement - Pueblo School for the Arts & Sciences - 1950

District:	Pueblo City 60
School Name:	Pueblo Charter School for the Arts & Sciences
Address:	2415 Jones Ave
City:	Pueblo
Gross Area (SF):	58,566
Number of Buildings:	5
Replacement Value:	$15,694,643
Condition Budget:	$7,850,325
Total FCI:	0.50
Adequacy Index:	0.31

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,227,924	$1,485,552	0.67
Equipment and Furnishings	$435,948	$184,547	0.42
Exterior Enclosure	$2,128,592	$919,255	0.43
Fire Protection	$2,229	$639,546	286.97
HVAC System	$1,412,358	$1,490,138	1.06
Interior Construction and Conveyance	$4,597,395	$2,591,784	0.56
Plumbing System	$894,417	$648,200	0.72
Site	$1,610,327	$393,745	0.24
Special Construction	$192,317	$0	0.00
Structure	$2,193,137	$137,108	0.06
Overall - Total	$15,694,643	$8,489,875	0.54

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: Pueblo School For Arts & Science **County:** Pueblo

Project Title: Jones Campus Roof Replacement **# of Previous BEST Grant(s):** 0

Has this project been previously applied for and not funded? No **Total Amount of Previous Awards:** $0.00

If Yes, please explain why:

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

The facility is the former Washington elementary school that District 60 closed in 1988. In 1996, PSAS open the school once again to provide an integrated K-8 curriculum. The building is a brick and motar style building that has been maintained and updated by PSAS since it has opened its doors in 1996. The Pueblo School for Arts and Science is a 1-story building located on 2415 Jones Avenue, in Pueblo, Colorado. There have been additions in 1952 and in 2004. There was a partial renovation in 2004. The site contains 53,296 sqft of space in the main building and three 1440 sq ft modulars on a 252,648 sqft site. The building is leased from Pueblo District 60. The agreement allows PSAS to use the facility as long as it maintains-cares for the facility.

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

The building is a brick and motar style building that has been maintained and updated by PSAS since it has opened its doors in 1996. The building is a 1-story building located on 2415 Jones Avenue, in Pueblo, Colorado. There have been additions in 1952 and in 2004. There was a partial renovation in 2004. The site contains 53,296 sqft of space in the main building and three 1440 sq ft modulars. Over the past three years PSAS has made capital improvements for the COVID pandemic consisting of security access, IT, window and HVAC modifications. The site is well maintained by the facility staff to ensure the safety, wellness and security of the students and staff.

II.A. Project Type:

☐ **New School**	☑ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

PSAS was founded on the Paideia philosophy on the premise that the arts would be a major component of the curriculum and would be important as the core classes. The study of science and engineering is woven throughout the curriculum. All grade levels are encouraged to do hands-on science experiments and make the subject come to life. The site facility and custodail team maintains the building each day to maintain a healthy, safe and secure facility. Over the 20 history of the facility the windows and lighting fixtures have been upgrades. a partial renovation was complete completed on 2004 to modernized the office and media areas.

II.D. Deficiencies associated with this project:

The roof at the Jones campus is well beyond its useful life. Afer reviewihg the roof deck with sevearl contractors its appears the roof is beginning to fail. It has several soft areas around the drains indicating improper drainage. The are also several spots were the rook deck is heaving and the seams have been exposed. Whenever it snows or rains heavily leaks occur and the buckets come out to avoid water on the the floors. The water leaks potential create silp and fall problems for students and staff. IThe CDE 2010 assessment also reflected the roof was as a deficiency

II.E. Diligence undertaken to determine the deficiencies stated above:

PSAS has had several roofing contractor assess the roof recently to obtain an assesment of the condition of the main building roof. The two contractors reveiwed the roof and pointed out the elements fof that are in need of repair. After the first contract game out PSAS had a second roofing contractor review the rook once again. The second contractor confirmed the same areas of the roof and also not some of the roof deck edges in need of repairs. A third contractor reviewed the roof with his satelite tools and indicated some area taht have been impacted by water. All three contractors agreed the roof with the exception of the metal roof need to be replace due to the number of patches and the age fo the roof. The first two vendors submitted a followup report while the third one with the satelite has left the market area.

II.F. Proposed solution to address the deficiencies stated above:

The scope of the work is to replace the 27,903 square feet of the entire 51.093 square foot roof for the main buidling sq ft main building roof with a new TPO Firestone/Johns Mansfield self-adhered 60 mil white TPO membrane roof system membrane system with proper drainage. Build up walls with wood at perimeter in order to accommodate height of new tapered insulation.Install 24 gauge prefinished standard color cap flashing and edge fascia metal. The new system will have a 20 year warranty. There are a umber of classrooms hall way and the library that leak each time it rains in Pueblo. This is how the bucket brigade becan. The buckets are used to hold the water and indicate a safety issue for students and staff.

II.G. Due diligence undertaken in defining the stated solution:

PSAS has worked with its architect and engineering firm over the past 7 years to determine the most appropriate roofing system for the new roof. This past year PSAS has had two contractor review the roof. Each of the vendors agree the roof although is good shape from inital appears had several areas that indicate dsome damage to the roof deck. These discussion included the replacement of the main building roof, build up some parapet walls to ccorrect some drainage issue. The main stumbling block has been the funding for the expensive replacement for the entire roof. Since it is a leased building PSAS did not want to spent the funds to fix the complete roof. Due to District 60 passing along a $1 million of funds for capital improvements the ability to provide a cash mtach for a potential BEST grant became apparent.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Due to the extend age of the roof itself, it continues to degrade. Bopth vendors reflected many areas of the roof were the drainage area is soft and appears to be compromised. Pueblo has not had any substantial snow storms or extended rain storms over the past few year and may be due to a period of of more moisture during the winter and spring season. As a result the roof should be replaced. A replacement roof was installed on the building in 1991 bvefore the charter school opened. Several areas have benn patched dur to HVAC swaps. It does not appear that have roof drains area dequate to hand the flow of water once it travels to the drainage area.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

PSAS and not secured any other funding source for this project.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

As PSAS continues to grow, PSAS set aside a the capital construction funds that are warded to the particular campus for capital repairs. This allows the funds availability to maintain our PSAS capital assets. The main issues has always been the startup costs to replace a capital asset that has a significant price tag.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Each year the PSAS leadership team assesses its capital needs for each cmapus during its budgeting process. These recommendations are proposed to the Board of Directors. The items a are prioritzed base on overall costs and impact to education/safety and security of the students. All capital expenditures are securitized a second time by the CEO, the CFO and the boar do director to detemine the rationale for replacement or addition due to the per pupil revenue that may be utilized in place of spending these funds on education needs for the students.

III.T. How did you arrive at the estimate for this project?

After reviewing three quote from the roofing contractors an average was deternined. This average was escalated 5% since the quotes are only good thru March 2023

BEST FY2023-24 GRANT APPLICATION SUMMARIES

III.U. Who will be overseeing the project, if known at the time of application?

The project will be monitored by internal staff

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

Complete an RFP for the project in April or May to select a vendor

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

n/a

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

n/a

Current Grant Request:	$842,301.00	**CDE Minimum Match %:**	15
Current Applicant Match:	$148,641.35	**Actual Match % Provided:**	15
Current Project Request:	$990,942.35	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$990,942.35	PSAS has adequate capital funds set aside in its fund balance to cover the needed 15% match.	
Affected Sq Ft:	27,903	**Escalation %:**	5
Affected Pupils:	560	**Construction Contingency %:**	2
Cost Per Sq Ft:	$35.51	**Owner Contingency %:**	1
Soft Costs Per Sq Ft:	$0.60	**Historical Register?**	No
Hard Costs Per Sq Ft:	$34.91	**Adverse Historical Effect?**	No
Cost Per Pupil:	$1,770	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	95	**Is a Master Plan Complete?**	No
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

n/a

Financial Data (Charter Applicants)

Authorizer Min Match %:	16	**CECFA or financing attempts:**	0
< 10% district bond capacity?	Y	**Enrollment as % of district:**	4.07
Authorizer Bond Attempts:	1	**Free Reduced Lunch %** Statewide Avg: 42.17%	60.1
Authorizer MLO Attempts:	0	**% of PPR on Facilities:**	9
Non-BEST Capital Grants:	0	**FY22-23 CSCC Allocation:**	$96,654.40
3yr Avg OMFAC/Pupil: Applicants Median: $2,381	$1,259.13	**Unreserved Fund Bal 20-21:** Charter Applicant Median: $437,755.50	$1,938,132.20
Who will facility revert to if school ceases to exist?		The facility would be returned to use my Puebloo District 60	

● Campuses Impacted by this Grant Application ●

GREELEY 6 - Bella Academy K-3 Partial Roof Replacement - Bella Romero Academy K-3 - 1963

District:	Greeley 6
School Name:	Bella Romero Academy K-3
Address:	614 EAST 20TH STREET
City:	GREELEY
Gross Area (SF):	58,680
Number of Buildings:	4
Replacement Value:	$16,693,651
Condition Budget:	$6,194,179
Total FCI:	0.37
Adequacy Index:	0.25

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,644,559	$529,691	0.20
Equipment and Furnishings	$281,383	$188,044	0.67
Exterior Enclosure	$2,148,167	$620,901	0.29
Fire Protection	$1,980	$400,368	202.20
HVAC System	$2,697,674	$1,898,991	0.70
Interior Construction and Conveyance	$3,358,009	$1,617,707	0.48
Plumbing System	$946,237	$785,803	0.83
Site	$1,698,010	$538,850	0.32
Special Construction	$962,211	$0	0.00
Structure	$1,955,422	$14,190	0.01
Overall - Total	$16,693,651	$6,594,545	0.40

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: GREELEY 6 **County:** Weld

Project Title: Bella Academy K-3 Partial Roof Replacement **Applicant Previous BEST Grant(s):** 10

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $28,238,383.02

If Yes, please explain why: N/A

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

Bella Romero K-3 Academy is a part of a dual-campus K-8 school. The original portion of the school was constructed in 1964 and previously existed as East Memorial Elementary. At the time of original construction, the facility was adequate to meet the community's needs. In 2003, Bella Romero united with its 4-8 campus, approximately one-mile East, to provide students of East Greeley the District's innovative K-8 experience. In 1988, 3 additional classrooms were added to the building, and in 2006 the school received numerous HVAC upgrades. The campus saw the addition of 2 additional modulars in 2009 and 2010.

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

Capital improvements are as follows: Building additions were completed in 1988, 1993 and 1997 bringing the total facility area to 47,708 SF. Roof sections on the original section of the school were replaced in 2021. No other major capital improvement projects have been completed in the last year and a half.

II.A. Project Type:

☐ **New School**	☑ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail: N/A

N/A

N/A

II.C. General background information about the district / school:

Weld County School District 6 (the District) is a political subdivision of the State of Colorado and a corporate body organized in 1870. The District owns approximately 450 acres of land and includes 37 schools and support sites. Our 33 schools and support facilities total 2.1 million square feet of building space and range in age of establishment from 1910-2022. The District boundaries have been redrawn numerous times over the last 135 years, the previous redistricting occurring in 1964, enlarging District 6 to its current 75 square miles.

The District is an independent school district that is a public corporation duly organized and existing under the constitution and laws of the State of Colorado. Approximately 17,200 students attend school at the District's 33 schools and educational programs. The educational makeup of Weld County School District 6 includes eleven traditional elementary schools (K-5), six K-8 schools, four middle schools, one alternative middle school, three traditional high schools, two alternative high schools, one high school of innovation, and one online school.

Weld County School District 6 serves a diverse and growing population of minority and immigrant students. The school district provides 63.45% (including charter schools) of the student body with free and reduced meals. The non-charter FRL serves 71.12%of the student population. Bella Romero Academy alone serves 80.25% of its student body with a free and reduced breakfast and lunch.

II.D. Deficiencies associated with this project:

The flat roofs on the classroom sections of the school that have been identified for replacement date back to original construction in 1996. The existing roof systems are fully adhered EPDM and have a serviceable life that ranges from 20 to 25 years. The EPDM membrane is universally shrinking and is not reparable. Once this phenomenon begins it is irreversible and may lead to catastrophic failure. In several areas, the membrane has shrunk to a point that the flashing material and metal counterflashing has completely pulled off walls. Additionally, drainage mechanisms for these roofs are inadequate or non-existent. As a result, during the winter months, ice builds up in shady areas which creates hazards to the students and staff.

Repairing roofs of this vintage and condition are temporary at best and the ongoing maintenance nuisance strains School District resources that are already stretched thin. These roof systems are 27 years old, are at the end of their useful lives and need to be replaced as soon as possible.

The gym on the west end of the school has a sloped metal roof on the gym that dates back to original construction in 1969. This section of the school is a modular metal building where the roof and roof deck are one in the same. Rust on the roof panels in some areas is apparent and sealants have long past failed.

II.E. Diligence undertaken to determine the deficiencies stated above:

Grimditch Design & Consulting (GDC) was engaged in 2022 to assess the School District's assets to prioritize which schools are the most in need of roof replacement. Three schools were identified as a critical need and GDC prepared an audit report that included the following:

- Archive research.
- Visual inspection of each roof section at the school.
- Surface photos, drone photos and drone video.
- Roof sampling to determine the existing roof assemblies & the presence of wet insulation.
- Code compliance research.
- State facility assessment.

District 6 directed GDC to look at the possibility of designing and competitively bidding these projects for 2023 replacement. District 6 opted to pursue BEST Grants for Bella Romero Academy K-3 and Monfort Elementary School. Jefferson Jr. School is the third school project that will be funded through the successful mill levy override request put in front of the voters last November. GDC will incorporate the information gathered for the audit to create Contract Documents and competitively bid the projects to qualified contractors.

II.F. Proposed solution to address the deficiencies stated above:

The flat roofs on the classroom sections of the school will be replaced with a new fully adhered 60mil EPDM system that includes new insulation to supplement the existing, roof accessories and sheet metal. The sheet metal package will include new gutters and downspouts to improve the drainage around the school. The school district prefers EPDM roof systems for its longevity, moderate expense and ease of maintenance. New ladders will be installed to ease movement for school district personnel, contractors and preventative maintenance teams throughout the school's roofs.

The gym is a modular metal building where the roof and roof deck are one in the same which makes removal and replacement difficult. An elastomeric coating has been identified as a good application for this this roof. The existing metal panels will be cleaned, rust removed, details stripped in with layered flashing material followed by the application of multiple coats of fluid applied elastomeric coating.

The International Building Code, The State of Colorado and The Colorado Department of Education Guidelines will be adhered to in the design of the new roofing system. Building Code provisions include, but are not limited to:

- Structural analysis of each roof section by a State of Colorado licensed Structural Engineer.
- Installation of ladders where roof to roof transitions exceed 30".

• Energy requirements for roofs.
• Compliance with minimum roof slope requirements.
• Limitations on ballast which is dependent on local adopted wind speeds.
• Guard rails at HVAC units within ten feet of roof edges.
• Guard rails at roof hatches within ten feet of roof edges.

II.G. Due diligence undertaken in defining the stated solution:

Grimditch Design & Consulting (GDC) used the roof audit described in the inspection and diligence section above to recommend to School District personnel the most appropriate roof replacement option.

The proposed solution considers:
• Climate.
• Building Code provisions & local ordinances.
• Budget.
• Longevity of materials.
• Ease of maintenance.
• Access surrounding the school.
• Ongoing volatile labor and material costs.
• Project phasing.
• Existing roof assemblies.
• Clear design intent.
• Competitive bidding to competent contractors.
• Warranties that are favorable to the school district.

The existing roof insulation will remain in place and supplemented with new to comply with the International Energy Efficiency Code. During the due-diligence phase, it was determined that the existing insulation can be reused based on its type and condition. Reusing insulation reduces the construction cost & keeps perfectly good material out of the landfill. With any project there is a chance that the roofer will discover limited amounts of wet insulation, so as part of the bid documents, a unit price for removing and replacing 100 square feet of insulation was required.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The roofing system has passed the end of its useful life, is barely serviceable and should be replaced during the summer of 2023, if possible. The active roof leaks at the school are a nuisance for staff who occasionally need to relocate students to other areas of the building. This disruption is detrimental to the learning environment. Additionally, concerns around indoor air quality have heightened as witnessed by increased work orders from the school's staff. The maintenance team must respond to each crisis which takes them away from away from preventive maintenance operations throughout the school district.

Safety issues result from the placement of buckets throughout the school. Apart from safety concerns, continued leaks can cause damage to the school's structure, the building’s interior and valuable educational materials. Furthermore, roof leaks are a distraction to the learning environment as school resources have to be refocused to manage the leaks.

If the BEST Grant is awarded, the project will occur during the summer of 2023. If the BEST Grant isn't successful, then the School District will reallocate funds that are slated for other critical school district projects to attempt continued roof triage. D6 will apply again for a BEST Grant during the 2024/25 cycle. Until then, the safety and learning of students and staff occupying this building will continue to be impaired.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

N/A

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

School District Capital Project Funds are carefully managed and maintained to cover emergency maintenance needs,

operations, facility upgrades, and progress toward the district's master plan goals. Because the proposed replacement portion of the Bella Academy K-3 Elementary School roof has exceeded its useful life and was identified as needing to be replaced, as indicated in the Facility Master Plan, our normal budgetary operations cannot sustain the maintenance needed to continue to repair the roof. The District has community support through the passing of our Mill Levy Override and is able to commit the 39% required match for the BEST Grant. D6 does not need to supplement funding with a waiver.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The district maintains a ten-year facilities maintenance plan that is updated annually to include all projected capital renewal and maintenance costs. This document and related figures inform annual budgeting for maintenance as well as the amount transferred into capital reserves for capital renewal and new capital projects.

Upon completion of the project, the contractor will warrant the project for three and a half years and will be responsible for any roof-related issues that arise during that time period. Towards the end of the workmanship warranty period, GDC, School District personnel and the contractor will inspect the entire roof for deficiencies that the contractor will remedy. Further, the contractor will conduct a roof inspection and repair clinic for pertinent school district staff.

The manufacturer will warrant the project for a period of ten years. School District 6 has an experienced maintenance team that are well versed in all types of roofing systems and repairs. If large roof repairs are required, they will be conducted by a competent roofing contractor. The roof will be methodically inspected yearly to determine deficiencies that need to be repaired. At least two times a year school district personnel will access the roof to identify and, if possible, remedy the following:

- Punctures in the membrane.
- Debris around drains, scuppers, and other areas of the roof.
- Roof blisters.
- Membrane deterioration.
- Structure deflection.
- Obstructed drainpipes, downspouts & vents.
- Ponding water.
- Holes or cracks in seams, flashings, etc.
- Sheetmetal and mechanical damage.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Capital outlay and capital needs for facilities have historically been budgeted annually and reviewed during the mid-year budget revision to ensure the funds allocated are sufficient. Over the last few years (except 2020-2021), a minimum of $3.5 million has been allocated from the general fund to the capital projects reserve fund to support capital projects. Additionally, a minimum of $4.5 million has been allocated annually for projects from Mill Levy Override funds, since 2018.

The District was successful in passing the Mill Levy Override in 2017 and again in 2022. Therefore, Weld County School District 6 can commit the 39% required match for the BEST grant application and not submit a waiver.

III.T. How did you arrive at the estimate for this project?

Grimditch Design & Consulting prepared RFP (Request For Proposals) documents to solicit proposals from the following pre-qualified contractors:

1) Arapahoe Roofing
2) B&M Roofing
3) Front Range Roofing Systems
4) Grabau Roofing
5) Select Roofing
6) Superior Roofing
7) United Materials

The cost basis that was entered into the Detailed Project Budget was the apparent best value to the school district of the seven bids received.

III.U. Who will be overseeing the project, if known at the time of application?

The project will be overseen by Grimditch Design & Consulting, Inc. (GDC) in conjunction with select School District personnel including, but not limited to, the Assistant Superintendent of Facilities, the Building Maintenance Manager and the assigned Construction Project Manager.

GDC's Principal (Brent Grimditch) is a licensed Colorado Architect and has specialized in roofing, waterproofing and building envelope in the State of Colorado since 1998. Brent Grimditch and his Associate, Tamara Hybertson, have designed and managed multiple projects for several school districts throughout Colorado. GDC continues to build on its vast BEST Grant project experience that it has developed over the last 11 years.

GDC will conduct periodic inspections of the project while it is under construction to assure quality assurance and control. Additionally, GDC will facilitate weekly meetings with the owner and the contractor as well as produce observation reports.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

District 6 solicited for RFQs (Request For Qualifications) from consultants in January 2022. Several responses were received and reviewed. Ultimately, the review committee selected GDC to partner with the school district to assist with the BEST Grant application, designing and bidding the project as well as provide project management to see the project to completion. The school district worked with GDC to pre-qualify ten contractors to propose on the project. Seven proposals were received and, currently, we are reviewing responses to select the most qualified contractor to complete the work on behalf of the school district.

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

Specific utility costs are not relevant to this project, but District 6 has seen savings at sites that have been recently reroofed due to new insulation in the roof systems.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The school district has no plan to change the use or dispose of this facility.

Current Grant Request:	$296,010.43	**CDE Minimum Match %:**	39
Current Applicant Match:	$189,252.57	**Actual Match % Provided:**	39
Current Project Request:	$485,263.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$485,263.00	Mill Levy Override dollars will support the District's match.	
Affected Sq Ft:	21,556	**Escalation %:**	9
Affected Pupils:	409	**Construction Contingency %:**	6
Cost Per Sq Ft:	$22.51	**Owner Contingency %:**	3
Soft Costs Per Sq Ft:	$1.28	**Historical Register?**	No
Hard Costs Per Sq Ft:	$21.23	**Adverse Historical Effect?**	No
Cost Per Pupil:	$1,186	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	128	**Is a Master Plan Complete?**	Yes

If owned by a third party, explanation of ownership: **Who owns the Facility?** District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	21,798	**Bonded Debt Approved:**	$395,000,000
Assessed Valuation:	$2,511,658,094	**Year(s) Bond Approved:**	19
Statewide Median: $121,995,375			
PPAV:	$115,224	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$39,515,126	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$59,911	**Outstanding Bonded Debt:**	$257,150,451
Statewide Avg: $65,127			
Free Reduced Lunch %:	63.60%	**Total Bond Capacity:**	$502,331,619
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	13.266	**Bond Capacity Remaining:**	$245,181,168
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$5,805.77		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

GREELEY 6 - Monfort ES Partial Roof Replacement - Monfort ES - 1980

District:	Greeley 6
School Name:	Monfort ES
Address:	2101 47TH AVENUE
City:	GREELEY
Gross Area (SF):	51,955
Number of Buildings:	1
Replacement Value:	$17,147,303
Condition Budget:	$5,816,979
Total FCI:	0.34
Adequacy Index:	0.23

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,644,891	$1,705,023	0.64
Equipment	$3,341	$0	0.00
Equipment and Furnishings	$258,392	$252,924	0.98
Exterior Enclosure	$2,261,438	$1,467,714	0.65
Fire Protection	$33,047	$435,791	13.19
HVAC System	$3,546,420	$534,561	0.15
Interior Construction and Conveyance	$3,068,308	$891,593	0.29
Plumbing System	$1,166,489	$52,625	0.05
Site	$2,295,243	$898,013	0.39
Structure	$1,869,734	$0	0.00
Overall - Total	$17,147,303	$6,238,244	0.36

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: GREELEY 6 **County:** Weld

Project Title: Monfort ES Partial Roof Replacement **Applicant Previous BEST Grant(s):** 10

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $28,238,383.02

If Yes, please explain why: N/A

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

The original portion of Monfort Elementary School was constructed in 1980 and was adequate at that time. Over the preceding decades, the school has had additions and upgrades. In 1988, five additional classrooms were added to the building, and in 2005 an upgrade to the kitchen and cafeteria was completed. Two modular buildings were added in the early 90s and another was installed in 2009.

As with most school districts, funding for major capital improvement projects is limited when spread across the entire district. In addition, School District 6 has attempted to acquire capital improvement funds through bond elections. We were excited about the passage of the 2019 bond, which along with successful BEST Grants (Thank You!), has helped reduce the list of deferred maintenance projects throughout the school district. District 6 has made headway on several fronts, but we still have critical projects to complete. The proposed work at Monfort falls into that category.

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

Capital improvements are as follows: In 1988, an addition to the school was constructed, bringing the total permanent building area to 52,010 SF. In 1986 and 1994, modular classrooms were brought to the site adding 3,232 SF (55,242 SF total facility area). A Smart Lab was installed in the existing library in 2020. Three roof sections on the main building and the roof on one of the modular buildings were replaced in 2022. No other major capital projects have occurred within the last year and a half.

II.A. Project Type:

☐ **New School**	☑ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail: N/A

N/A

N/A

II.C. General background information about the district / school:

Weld County School District 6 (the District) is a political subdivision of the State of Colorado and a corporate body organized in 1870. The District owns approximately 450 acres of land and includes 37 schools and support sites. Our 33 schools and support facilities total 2.1 million square feet of building space and range in age of establishment from 1910-2022. The District boundaries have been redrawn numerous times over the last 135 years, the previous redistricting occurring in 1964, enlarging District 6 to its current 75 square miles.

The District is an independent school district that is a public corporation duly organized and existing under the constitution and laws of the State of Colorado. Approximately 17,200 students attend school at the District's 33 schools and educational programs. The educational makeup of Weld County School District 6 includes eleven traditional elementary schools (K-5), six K-8 schools, four middle schools, one alternative middle school, three traditional high schools, two alternative high schools, one

high school of innovation, and one online school.

Weld County School District 6 serves a diverse and growing population of minority and immigrant students. The school district provides 63.45% (including charter schools) of the student body with free and reduced meals. The non-charter FRL serves 71.12%of the student population. Monfort Elementary School alone serves 64.72% of its student body with a free and reduced breakfast and lunch.

II.D. Deficiencies associated with this project:

The roof sections indicated for replacement are past their life expectancy. Following a near-catastrophic event last winter in which over half of the roofing membrane on the gym delaminated and ballooned due to high winds, District 6 was forced to replace three critical roofing sections. Over the past three years, District Maintenance personnel have reported 68 roofing-related leaks throughout the building. A contributing factor to the increasing number of leaks is due to accelerated roof membrane deterioration in areas where water consistently ponds. In the winter months, leaks are extremely difficult to locate due to constant freezing and thawing conditions, this requires Maintenance personnel to remove large amounts of ice and water from the field of the roof.

The main roof section at Monfort Elementary has been identified as having emergent roofing needs significant enough to require replacement. The roof indicated for replacement was last replaced in 2003. The existing roof system is a fully adhered EPDM that has a serviceable life that ranges from 20 to 25 years.

The EPDM membrane is universally shrinking and is not reparable. Once this phenomenon begins it is irreversible and may lead to catastrophic failure. In several areas, the membrane has shrunk to a point that the flashing material and metal counterflashing has completely pulled off walls. Repairing roofs of this vintage and condition are temporary at best and the ongoing maintenance nuisance strains School District resources that are already stretched thin. This roof system is 20 years old, is at the end of its useful life and needs to be replaced.

Two of the three roof decks replaced last summer due to high winds were of the same vintage and type as the roof area slated for replacement through this grant. They were fully adhered EPDM, replaced in 2003, and located over the gym and stage areas. The third roof deck replaced
last summer was ballasted EPDM and was original to the 1988 addition.

II.E. Diligence undertaken to determine the deficiencies stated above:

Grimditch Design & Consulting (GDC) was engaged in 2022 to assess the School District's assets to prioritize which schools are the most in need of roof replacement. Three schools were identified as a critical need and GDC prepared an audit report that included the following:

- Archive research.
- Visual inspection of each roof section at the school.
- Surface photos, drone photos and drone video.
- Roof sampling to determine the existing roof assemblies & the presence of wet insulation.
- Code compliance research.
- State facility assessment.

District 6 directed GDC to look at the possibility of designing and competitively bidding these projects for 2023 replacement. District 6 opted to pursue BEST Grants for Bella Romero Academy K-3 and Monfort Elementary School. Jefferson Jr. School is the third school project that will be funded through the successful mill levy override request put in front of the voters last November. GDC will incorporate the information gathered for the audit to create Contract Documents and competitively bid the projects to qualified contractors.

II.F. Proposed solution to address the deficiencies stated above:

The roofs on the school will be replaced with a fully adhered 60mil EPDM system that includes new polyisocyanurate insulation, roof accessories and sheet metal. Tapered insulation will be installed on some roof decks due to the absence of slope built into the structure. The existing insulation can be reused due to its type as well as the structural deck. Although some of the existing insulation will remain, it will be supplemented with new to meet current State energy codes. Insulation in leak locations will be replaced.

The school district prefers EPDM roof systems for its longevity, moderate expense and ease of maintenance. New ladders will be installed to allow more efficient movement for school district personnel, contractors and preventative maintenance teams throughout the entire roof.

The International Building Code, The State of Colorado and The Colorado Department of Education Guidelines will be adhered to in the design of the new roofing system. Building Code provisions include, but are not limited to:

- Structural analysis of each roof section by a State of Colorado licensed Structural Engineer.
- Installation of ladders where roof to roof transitions exceed 30”.
- Energy requirements for roofs.
- Compliance with minimum roof slope requirements.
- Limitations on ballast which is dependent on local adopted wind speeds.
- Guard rails at HVAC units within ten feet of roof edges.
- Guard rails at roof hatches within ten feet of roof edges.

II.G. Due diligence undertaken in defining the stated solution:

Grimditch Design & Consulting (GDC) used the roof audit described in the inspection and diligence section above to recommend to School District personnel the most appropriate roof replacement option.

The proposed solution considers:
- Climate.
- Building Code provisions & local ordinances.
- Budget.
- Longevity of materials.
- Ease of maintenance.
- Access surrounding the school.
- Ongoing volatile labor and material costs.
- Project phasing.
- Existing roof assemblies.
- Clear design intent.
- Competitive bidding to competent contractors.
- Warranties that are favorable to the school district.

The existing roof insulation will remain in place and supplemented with new to comply with the International Energy Efficiency Code. During the due-diligence phase, it was determined that the existing insulation can be reused based on its type and condition. Reusing insulation reduces the construction cost & keeps perfectly good material out of the landfill. With any project there is a chance that the roofer will discover limited amounts of wet insulation, so as part of the bid documents, a unit price for removing and replacing 100 square feet of insulation was required.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The roofing system is at the end of its useful life, is difficult to service and should be replaced during the summer of 2023, if possible. The active roof leaks at the school are a nuisance for staff who occasionally have to relocate students to other areas of the building. This disruption is detrimental to the learning environment. Additionally, concerns around indoor air quality have heightened as witnessed by increased work orders from the school's staff. The maintenance team must respond to each crisis which takes them away from away from preventive maintenance operations throughout the school district.

Safety issues result from the placement of buckets throughout the school. Apart from safety concerns, continued leaks can

cause damage to the school's structure, the building's interior and valuable educational materials. Furthermore, roof leaks are a distraction to the learning environment as school resources have to be refocused to manage the leaks.

If the BEST Grant is awarded, the project will occur during the summer of 2023. If the BEST Grant is unsuccessful, then the School District will reallocate funds that are slated for other critical school district projects to continue to triage the roof at Monfort. D6 will apply again for a BEST Grant during the 2024/25 cycle. Until then, the safety and learning of students and staff occupying this building will continue to be impaired.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

N/A

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

School District Capital Project Funds are carefully managed and maintained to cover emergency maintenance needs, operations, facility upgrades, and progress toward the district's master plan goals. Because the proposed replacement portion of the Monfort Elementary School roof has exceeded its useful life and was identified as needing to be replaced, as indicated in the Facility Master Plan, our normal budgetary operations cannot sustain the maintenance needed to continue to repair the roof. The District has community support through the passing of our Mill Levy Override and is able to commit the 39% required match for the BEST Grant. D6 does not need to supplement funding with a waiver.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The district maintains a ten-year facilities maintenance plan that is updated annually to include all projected capital renewal and maintenance costs. This document and related figures inform annual budgeting for maintenance as well as the amount transferred into capital reserves for capital renewal and new capital projects.

Upon completion of the project, the contractor will warrant the project for three and a half years and will be responsible for any roof-related issues that arise during that time period. Towards the end of the workmanship warranty period, GDC, School District personnel and the contractor will inspect the entire roof for deficiencies that the contractor will remedy. Further, the contractor will conduct a roof inspection and repair clinic for pertinent school district staff.

The manufacturer will warrant the project for a period of ten years. School District 6 has an experienced maintenance team that are well versed in all types of roofing systems and repairs. If large roof repairs are required, they will be conducted by a competent roofing contractor. The roof will be methodically inspected yearly to determine deficiencies that need to be repaired. At least two times a year school district personnel will access the roof to identify and, if possible, remedy the following:

- Punctures in the membrane.
- Debris around drains, scuppers, and other areas of the roof.
- Roof blisters.
- Membrane deterioration.
- Structure deflection.
- Obstructed drainpipes, downspouts & vents.
- Ponding water.
- Holes or cracks in seams, flashings, etc.
- Sheetmetal and mechanical damage.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Capital outlay and capital needs for facilities have historically been budgeted annually and reviewed during the mid-year budget revision to ensure the funds allocated are sufficient. Over the last few years (except 2020-2021), a minimum of $3.5 million has been allocated from the general fund to the capital projects reserve fund to support capital projects. Additionally, a minimum of $4.5 million has been allocated annually for projects from Mill Levy Override funds, since 2018.

The District was successful in passing the Mill Levy Override in 2017 and again in 2022. Therefore, Weld County School District 6 can commit the 39% required match for the BEST grant application and not submit a waiver.

III.T. How did you arrive at the estimate for this project?

Grimditch Design & Consulting prepared RFP (Request For Proposals) documents to solicit proposals from the following pre-qualified contractors:

1) Arapahoe Roofing
2) B&M Roofing
3) Front Range Roofing Systems
4) Grabau Roofing
5) Select Roofing
6) Superior Roofing
7) United Materials

The cost basis that was entered into the Detailed Project Budget was the apparent best value to the school district of the seven bids received.

III.U. Who will be overseeing the project, if known at the time of application?

The project will be overseen by Grimditch Design & Consulting, Inc. (GDC) in conjunction with select School District personnel including, but not limited to, the Assistant Superintendent of Facilities, the Building Maintenance Manager and the assigned Construction Project Manager.

GDC's Principal (Brent Grimditch) is a licensed Colorado Architect and has specialized in roofing, waterproofing and building envelope in the State of Colorado since 1998. Brent Grimditch and his Associate, Tamara Hybertson, have designed and managed multiple projects for several school districts throughout Colorado. GDC continues to build on its vast BEST Grant project experience that it has developed over the last 11 years.

GDC will conduct periodic inspections of the project while it is under construction to assure quality assurance and control. Additionally, GDC will facilitate weekly meetings with the owner and the contractor as well as produce observation reports.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

District 6 solicited for RFQs (Request For Qualifications) from consultants in January 2022. Several responses were received and reviewed. Ultimately, the review committee selected GDC to partner with the school district to assist with the BEST Grant application, designing and bidding the project as well as provide project management to see the project to completion. The school district worked with GDC to pre-qualify ten contractors to propose on the project. Seven proposals were received and, currently, we are reviewing responses to select the most qualified contractor to complete the work on behalf of the school district.

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

Specific utility costs are not relevant to this project, but District 6 has seen savings at sites that have been recently reroofed due to new insulation in the roof systems.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The school district has no plan to change the use or dispose of this facility.

Current Grant Request:	$374,618.69	**CDE Minimum Match %:**	39
Current Applicant Match:	$239,510.31	**Actual Match % Provided:**	39
Current Project Request:	$614,129.00	**Is a Waiver Letter Required?**	No

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$614,129.00	Mill Levy Override dollars will support the District's match.	
Affected Sq Ft:	35,754	**Escalation %:**	9
Affected Pupils:	343	**Construction Contingency %:**	6
Cost Per Sq Ft:	$17.18	**Owner Contingency %:**	3
Soft Costs Per Sq Ft:	$0.79	**Historical Register?**	No
Hard Costs Per Sq Ft:	$16.38	**Adverse Historical Effect?**	No
Cost Per Pupil:	$1,790	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	167	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	21,798	**Bonded Debt Approved:**	$395,000,000
Assessed Valuation:	$2,511,658,094	**Year(s) Bond Approved:**	19
Statewide Median: $121,995,375			
PPAV:	$115,224	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$39,515,126	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$59,911	**Outstanding Bonded Debt:**	$257,150,451
Statewide Avg: $65,127			
Free Reduced Lunch %:	63.60%	**Total Bond Capacity:**	$502,331,619
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	13.266	**Bond Capacity Remaining:**	$245,181,168
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$5,805.77		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

GREELEY 6 - Multiple School Security Cameras - Heimen ES - 2003

District:	Greeley 6
School Name:	Heiman ES
Address:	3500 PALERMO
City:	EVANS
Gross Area (SF):	75,519
Number of Buildings:	3
Replacement Value:	$26,533,307
Condition Budget:	$5,972,989
Total FCI:	0.23
Adequacy Index:	0.11

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$4,272,519	$1,253,438	0.29
Equipment and Furnishings	$535,111	$578,504	1.08
Exterior Enclosure	$3,370,050	$0	0.00
Fire Protection	$891,712	$14,526	0.02
HVAC System	$4,420,506	$1,052,792	0.24
Interior Construction and Conveyance	$4,724,745	$1,621,381	0.34
Plumbing System	$1,384,921	$7,748	0.01
Site	$2,520,811	$1,108,587	0.44
Special Construction	$277,972	$0	0.00
Structure	$4,134,961	$336,013	0.08
Overall - Total	$26,533,307	$5,972,989	0.23

GREELEY 6 - Multiple School Security Cameras - Centennial ES - 1975

District:	Greeley 6
School Name:	Centennial ES
Address:	1400 37TH STREET
City:	EVANS
Gross Area (SF):	50,496
Number of Buildings:	6
Replacement Value:	$14,006,819
Condition Budget:	$6,055,012
Total FCI:	0.43
Adequacy Index:	0.22

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,741,662	$1,762,788	0.64
Equipment and Furnishings	$238,259	$102,620	0.43
Exterior Enclosure	$1,618,217	$302,295	0.19
Fire Protection	$527,228	$14,526	0.03
HVAC System	$1,240,171	$1,183,894	0.95
Interior Construction and Conveyance	$2,619,099	$1,674,757	0.64
Plumbing System	$764,440	$139,837	0.18
Site	$1,960,022	$791,836	0.40
Special Construction	$348,008	$153,913	0.44
Structure	$1,949,713	$31,675	0.02
Overall - Total	$14,006,819	$6,158,141	0.44

● Campuses Impacted by this Grant Application ●

GREELEY 6 - Multiple School Security Cameras - Shawsheen ES - 1975

District:	Greeley 6
School Name:	Shawsheen ES
Address:	4020 WEST 7TH STREET
City:	GREELEY
Gross Area (SF):	34,650
Number of Buildings:	1
Replacement Value:	$10,117,646
Condition Budget:	$4,787,814
Total FCI:	0.47
Adequacy Index:	0.18

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,885,820	$1,188,180	0.63
Equipment and Furnishings	$119,605	$99,672	0.83
Exterior Enclosure	$1,327,701	$305,317	0.23
Fire Protection	$432,825	$14,526	0.03
HVAC System	$874,904	$824,847	0.94
Interior Construction and Conveyance	$1,977,939	$1,493,242	0.75
Plumbing System	$650,690	$192,143	0.30
Site	$1,628,552	$666,782	0.41
Structure	$1,219,611	$3,108	0.00
Overall - Total	$10,117,646	$4,787,817	0.47

GREELEY 6 - Multiple School Security Cameras - Winograd K-8 - 2003

District:	Greeley 6
School Name:	Winograd K-8 ES
Address:	320 NORTH 71ST AVENUE
City:	GREELEY
Gross Area (SF):	76,000
Number of Buildings:	3
Replacement Value:	$28,244,374
Condition Budget:	$6,109,359
Total FCI:	0.22
Adequacy Index:	0.08

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$4,312,255	$1,431,215	0.33
Equipment and Furnishings	$611,733	$599,833	0.98
Exterior Enclosure	$3,487,617	$0	0.00
Fire Protection	$891,712	$14,526	0.02
HVAC System	$4,142,175	$1,032,256	0.25
Interior Construction and Conveyance	$4,641,078	$1,543,851	0.33
Plumbing System	$1,408,588	$7,217	0.01
Site	$4,461,109	$1,480,462	0.33
Special Construction	$320,737	$0	0.00
Structure	$3,967,369	$0	0.00
Overall - Total	$28,244,374	$6,109,360	0.22

● Campuses Impacted by this Grant Application ●

GREELEY 6 - Multiple School Security Cameras - Scott ES – 1963

District:	Greeley 6
School Name:	Scott ES
Address:	3000 13TH STREET
City:	GREELEY
Gross Area (SF):	60,987
Number of Buildings:	4
Replacement Value:	$17,456,296
Condition Budget:	$9,382,522
Total FCI:	0.54
Adequacy Index:	0.23

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,655,995	$2,320,805	0.87
Equipment and Furnishings	$280,035	$343,687	1.23
Exterior Enclosure	$1,661,602	$1,251,313	0.75
Fire Protection	$28,600	$529,265	18.51
HVAC System	$4,228,155	$968,011	0.23
Interior Construction and Conveyance	$2,760,405	$1,863,851	0.68
Plumbing System	$885,912	$1,025,512	1.16
Site	$1,537,274	$1,180,423	0.77
Special Construction	$391,038	$355,257	0.91
Structure	$3,027,279	$40,665	0.01
Overall - Total	$17,456,296	$9,878,789	0.57

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: GREELEY 6 **County:** Weld

Project Title: Multiple School Security Cameras **Applicant Previous BEST Grant(s):** 10

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $28,238,383.02

If Yes, please explain why: N/A

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

Heiman Elementary School - 0052 - Constructed in 2003, Heiman was 73,007 SF.
Centennial Elementary School - 1384 - Constructed in 1976, Centennial is 42,349 SF.
Shawsheen Elementary School - 7814 - Constructed in 1975, Shawsheen was approximately 31,500 SF.
Winograd Elementary School - 0053 - Constructed in 2004 and using the same floor plan as Heiman, Winograd is 73,007 SF.
Scott Elementary School - 7700 - Constructed in 1963 and originally known as Sherman Elementary, Scott ES was approximately 30,000 SF.

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

Heiman Elementary School - 0052 - In 2010, two modular buildings were added to the site for an additional 3,300 SF (76,307 total SF). The facility received interior upgrades in 2020 (flooring, paint, door hardware and other security upgrades).
Centennial Elementary School - 1384 - Between 1976 and 2010, eight modular classroom buildings have been added to the site for an additional 12,784 SF (55,133 total SF). There have been no capital projects within the last three years.
Shawsheen Elementary School - 7814 - In 1978 and 1983, two modular buildings were added to the site (3,840 SF). In 2006, a cafeteria addition was constructed bringing the total permanent building area to 35,545 SF (39,385 total SF). There have been no capital projects within the last three years.
Winograd Elementary School - 0053 - In 2011, two modular buildings were added to the site (3,584 SF), bringing the total facility area to 76,591 SF. There have been no capital projects within the last three years.
Scott Elementary School - 7700 - Additions to the building were made in 1988 and 2002, bringing the permanent building area to 54,764 SF. Modular classroom buildings were added in 1969, 1970 and 1972 for an additional 5,409 SF (60,173 SF total). There have been no capital projects within the last three years.

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☑ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

N/A

N/A

II.C. General background information about the district / school:

Weld County School District 6 (the District) is a political subdivision of the State of Colorado and a corporate body organized in 1870. The District owns approximately 450 acres of land and includes 37 schools and support sites. Our 33 schools and support facilities total 2.1 million square feet of building space and range in age of establishment from 1910-2022. The District boundaries have been redrawn numerous times over the last 135 years, the previous redistricting occurring in 1964, enlarging District 6 to its current 75 square miles.

The District is an independent school district that is a public corporation duly organized and existing under the constitution and laws of the State of Colorado. Approximately 17,200 students attend school at the District's 33 schools and educational programs. The educational makeup of Weld County School District 6 includes eleven traditional elementary schools (K-5), six K-8 schools, four middle schools, one alternative middle school, three traditional high schools, two alternative high schools, one high school of innovation, and one online school.

Weld County School District 6 serves a diverse and growing population of minority and immigrant students. The school district provides 63.45% (including charter schools) of the student body with free and reduced meals. The non-charter FRL serves 71.12%of the student population.

II.D. Deficiencies associated with this project:

Over the past three years, a majority of our school sites have seen a significant amount of safety and security upgrades primarily funded through 2020 bond and MLO proceeds. As of today, the safety and security upgrades have included the addition of a secured vestibules at 15 of our sites with 8 either under construction or in the planning stages. The remainder are slated to be upgraded within the next two years. Every site has access control on a minimum of 5 entry points while others, mostly new construction, have a very comprehensive access control system on the exterior as well as the interior. New door hardware throughout 13 sites have been upgraded thus far on the interior and exterior of the school buildings. Another 9 school sites will be receiving door hardware upgrades within the next 12 months with the remainder of the sites slated for the following year. Part of the hardware upgrade includes locking hardware on classrooms and offices which allows staff to lock from within the respective space without the need of opening the door. One final yet important security upgrade which has been added to as many sites as possible is the inclusion of door prop alarms on all exterior doors which does or will soon notify Admin that a door has been propped open and the location of said door.

Centennial Elementary (K through 5th Grade)
• 1400 37th St, Evans, CO 80620
• 55,133 SF (including 8 portable classrooms)
• Headstart and Child Advocacy Center (A Kids Place) are also located on the property
• Slightly over 9.25 acres
• 30 Entry points
• Perimeter Chain-link fence on three sides of the property
• Property line on the north abuts housing and a secondary city street
• Property line on the east abuts a secondary city street
• Property line to the south abuts a major city street with crosswalk
• Property line to the west abuts commercial property and housing
• Natural Surveillance
o This is very limited due to the limited amount of windows and the layout of the building.
o The Admin office is located in the center of the building which does not allow for direct viewing of the main entrance or any part of the exterior
o The interior cannot be viewed from the Admin area as there is only one window which allows a view to a very small section of one hallway.
o All of the out buildings are located on one side of the building with limited views from the main building.
o Hallways are short thus creating short sightlines throughout the building.
o The playground is located in such a location that monitoring from within the building is limited at best.
o The play field is located on the other side of the property which cannot be viewed from within the building as there are no windows facing this direction.
• No current camera system
• Secured Vestibule scheduled to be completed summer of 2024
• Visitors currently ring doorbell (Aiphone system) allowing communication with Office Staff. Once visitor is identified, Office staff unlock the exterior door allowing visitor entry which then provides visitors direct access to the office area and the rest of the interior area.

Heiman Elementary (K through 5th Grade)
• 3500 Palermo Ave, Evans, CO 80620

• 76,300 SF (Including four portable classrooms)
• There is a before and after school program at this location
• Slightly over 11.5 acres
• 19 Entry Points
• Perimeter Chain-link fencing on most of three sides of the property
• Property line on the north abuts housing
• Property line on the east abuts a ditch and greenbelt
• Property line to the south abuts a secondary road and housing
• Property line to the west abuts a secondary city street
• Natural Surveillance
o Admin staff are able to see the front entry and partial views of the main parking lot from the office windows.
o Existing secured vestibule which was installed summer of 2021 with Aiphone door entry system.
o Admin staff cannot view hallways, or three sides of the property including playground areas, fields, perimeter and Student drop off / pickup areas.
o There is only partial view of the playground from some classrooms at approximately 250 feet.
o The playfield is located on the far southern end of the property without any views from the building.
o Only the main entrance can be viewed from the office. Most all other entrances cannot be viewed by classrooms or other staff unless they are in the halls.
o Viewing of student drop off is very limited
o There are two crosswalks which cannot be viewed from building
• No current camera system
• Secured Vestibule installed summer of 2021.
• All perimeter doors have a door prop alarm with a “nuisance” alarm at the door. Once cameras are installed, this system will then provide the office staff notification of a propped door and will also provide video of said door.
• Visitors currently ring doorbell (Aiphone system) allowing communication with Office Staff. Once visitor is identified, Office staff unlock the exterior door allowing visitor entry into the vestibule. There is not a service window in the vestibule so staff then either go to the vestibule to speak with the visitor or the press the door release button to the door from the vestibule to the office allowing the visitor access to the office. The interior set of vestibule doors are secured with electronic door hardware and card reader. Access through these doors are only allowed by District Staff with proper credentials.

Scott Elementary (Pre K through 5th Grade)
• 3000 W 13th Street, Greeley, CO 80634
• 52,878 SF in the main building and another 5,200 SF with the out building which is used by Pre K students
• There is a before and after school program at this location
• Slightly over 7 acres
• 31 Entry Points
• There is no fencing around this property.
• Property line on the north abuts a busy city street
• Property line on the east abuts a city park
• Property line to the south abuts a secondary road and housing
• Property line to the west abuts a church
• Natural Surveillance
o This school is made up of four round buildings interconnected providing no direct line of sight in the hallways greater than 20 or 30 feet from within the building.
o The Admin office is located near the main entrance but cannot see the main entrance due to layout of the building.
o There are no exterior windows on the main building nor the out building with the exception of entrances.
o The interior cannot be viewed from the Admin area as there is only one window which allows a view to a very small section of one hallway.
o The out building cannot be seen from the main building except from one doorway.
o Due in part to lack of windows in building and also location on property, the playground cannot be seen from main building. Natural surveillance of the playground or fields does not exist unless actually standing on these areas.
o The play field and playground is located between the school and the 7.5 acre city park which neither can be viewed from any

part of the building.
• No current camera system
• Secured Vestibule scheduled to be completed summer of 2023
• Visitors currently ring doorbell (Aiphone system) allowing communication with Office Staff. Once visitor is identified, Office staff unlock the exterior door allowing visitor entry which then provides visitors direct access to the office area and the rest of the interior area.

Shawsheen Elementary (Pre K through 5th Grade)
4020 W 7th St, Greeley, CO 80634
34,795 SF main building
Out buildings account for another additional 3,840 SF and four additional classrooms
Headstart is also located on the property
Slightly under 9 acres
25 Entry Points
Perimeter Chain-link fence on three sides of the property with housing on two sides and secondary city streets on the other two sides.

Natural Surveillance:
This is very limited due to the limited amount of windows and the layout of the building.
The Admin office is located in the center of the building which does not allow for direct viewing of the main entrance or any part of the exterior
Utilizing bond proceeds, during the summer of 2023 the building will be receiving a small addition and the main part of the admin area will be moved to the front of the building providing an improved sight line of the main entrance and a portion of the parking lot.
The interior cannot be viewed from the Admin area as there is only one window which allows a view to a very small section of one hallway. The changes to the office area summer of 2023 will not improve the interior sight lines from the admin area.
All of the out buildings are located on one side of the building with limited views from the main building. These buildings are scheduled to be removed with the renovation occurring summer of 2023
Hallways are short thus creating short sightlines throughout the building.
The playground is located in such a location that monitoring from within the building is limited at best from just a couple of classrooms.
There are two play fields located on the east and west side of the property. One abuts housing and the other abuts the city street. Neither of these can been seen from the building due to lack of windows and locations.

No current camera system
Secured Vestibule scheduled to be completed summer of 2023
Door prop alarms with local nuisance alarms will be added summer of 2023
Staff notification of door prop alarms will be completed with the addition of a new camera system
Visitors currently ring doorbell (Aiphone system) allowing communication with Office Staff. Once visitor is identified, Office staff unlock the exterior door allowing visitor entry which then provides visitors direct access to the office area and the rest of the interior area.

Winograd K - 8 (K through 8th Grade)
320 N 71st Ave, Greeley, CO 80634
76,300 SF (Including four portable classrooms)
There is a before and after school program at this location
Slightly under 18 acres
19 Entry Points
There is no chain link fencing around the perimeter of the property
Property line on the north abuts a secondary city street
Property line on the east abuts high school athletic fields
Property line to the south abuts a High School

Property line to the west abuts a busy city street
Student pickup and drop off are a considerable distance from the building
There is a crosswalk which crosses the main busy street

Natural Surveillance:
Admin staff are able to see the front entry and partial views of the main parking lot from the office windows.
Existing secured vestibule which was installed summer of 2021 with Aiphone door entry system.
Admin staff cannot view hallways, or three sides of the property including playground areas, fields, perimeter and Student drop off / pickup areas.
There is only partial view of the playground from some classrooms at approximately 125 feet.
The other two playgrounds cannot be viewed from the buiding
The playfield is located on the east side of the property without any views from the building.
Only the main entrance can be viewed from the office. Most all other entrances cannot be viewed by classrooms or other staff unless they are in the halls.

No current camera system
Secured Vestibule installed summer of 2021.
All perimeter doors have a door prop alarm with a “nuisance” alarm at the door. Once cameras are installed, this system will then provide the office staff notification of a propped door and will also provide video of said door.

Visitors currently ring doorbell (Aiphone system) allowing communication with Office Staff. Once visitor is identified, Office staff unlock the exterior door allowing visitor entry into the vestibule. There is not a service window in the vestibule so staff then either go to the vestibule to speak with the visitor or the press the door release button to the door from the vestibule to the office allowing the visitor access to the office. The interior set of vestibule doors are secured with electronic door hardware and card reader. Access through these doors are only allowed by District Staff with proper credentials.

II.E. Diligence undertaken to determine the deficiencies stated above:

All of our sites, at the beginning of each school year are evaluated and given a vulnerability assessment consistent with the Safe Schools Act. The key components of this audit include the evaluation of crisis response and disaster mitigation plans, the condition and safety of our individual facilities, the use of environmental design to prevent or disrupt crime.

A comprehensive study of the sites and evaluating threat assessments have been a significant part of the security upgrades in the District. Identifying potential access points, areas of cover, student dropoff locations, overall property layout, playground locations, property perimeter vulnerabilities, parking lot locations, and parking lot entry/exit points. We have also taken into consideration the common areas of the building, which can cause potential threats of uninvited guests wandering the building, children who have wandered into the halls, mischief, etc.

II.F. Proposed solution to address the deficiencies stated above:

This project includes the installation of 248 Avigilon IP cameras, doorbell video/intercom system at secured entries and delivery locations, 5 ea. 128TB Network Video Recorder Servers, Licensing, 5 year on-site warranty on servers and labor. These cameras are designed to cover all common areas within a building, all entry points, playgrounds, fields, student drop-off areas, property perimeter, and crosswalks.

The monitoring of video from the site cameras will be done daily by the Admin and Office staff. At sites of this size, generally there are at least two staff members viewing the cameras on a consistent basis. Each staff member will generally be viewing different parts of the campus with the intent to have, at minimum, the most vulnerable areas monitored live at any given time of the school day.

There are cameras specified which will be trained directly on crosswalks monitoring the safety of the students, parents and crossing guard, not to mention the traffic. Other cameras have been specified to directly monitor the student pickup and drop off areas (Buses and Parents). This will not only help monitor the safety of the children loading and unloading, watching traffic but will also help confirm where a child went before or after school should one turn up missing. On more than a few occasions, Billie went home with a friend instead of waiting for Mom or Dad to pick them up or they rode the bus home with

Sally instead of walking home and they had been reported missing. This of course causes great anxiety for all involved and most importantly the parents. Having these cameras fixed on these pickup areas will greatly reduce the investigation time in locating Billie to learn where he really went or to confirm the worst that he did go home with a complete stranger and what are the identifying marks of the vehicle or person he left with.

The cameras specified for certain areas such as the fields or pickup areas are of higher quality with much greater range to cover the distance from the building to these areas and still provide useful information of who, what, where for those monitoring the system. Because of this, these cameras cost considerably more. These cameras will provide greater detail and provide identifying features should the need arise. Should there be a stranger enticing the children along the fence line during recess, a drug deal or whatever else we can imagine and some things we can't, the staff will have the tools to monitor

Other cameras specified are intended to record identifying features of vehicles entering/leaving the property. Features such as license plate, make and model of a vehicle, person(s) inside the vehicle.

As mentioned before, some sites have existing door prop alarms on all exterior doors with the remaining sites scheduled to get these soon. Once these are installed, the camera system and the access control system (both are Avigilon) will be integrated with one another so the camera system will be able to alert those watching the monitor that a door is indeed propped open and provide them with live video showing the door and the current events surrounding that door. It could be something as simple as it taking a little longer than normal for the educator to get the class through the door to something more serious such as a staff member blocked the door open because they forgot their credential.

These cameras will also be utilized by assigned SRO's to monitor events on site as well as First Responders in the event of a catastrophic event such as active shooter or fire. All of the Officer's in the Greeley PD and Evans PD have credentials to enter our school sites at any given time. The District is currently working on a solution for the local Dispatcher to have access to cameras at all sites within the district during an emergency. The intent is to provide the dispatcher the tools to view the cameras as responding officers are heading to the site and direct the responding officers to the nearest and safest door possible to quickly apprehend the suspect. The Dispatcher would also have the ability to view the cameras as fire trucks are responding to help identify the location of fire or smoke in the building thus providing the Responders with critical information before they arrive.

The addition of these cameras will greatly improve the monitoring of:
• All hallways and other common areas within the building
• All entry/exits will now be monitored no matter the distance from the office or how secluded they are
• Poor sightlines throughout the building will become a thing of the past. Admin/Office staff will now be able to see throughout their entire building
• Playground and fields during recess and lunchtime will be greatly improved
• The out buildings and their surrounding areas will now be possible
• The perimeter of the property will now be possible allowing Admin/Office staff to survey the property watching for roaming children or strangers on the property
• Student drop off / pickup will be possible including traffic and students

Centennial Elementary
1 ea. 128TB Camera Server
47 IP Cameras
1 ea. Audio / Video Doorbell with full recording capabilities

Heiman Elementary
1 ea. 128TB Camera Server
51 IP Cameras
1 ea. Audio / Video Doorbell with full recording capabilities

Scott Elementary

1 ea. 128TB Camera Server
51 IP Cameras
1 ea. Audio / Video Doorbell with full recording capabilities

Shawsheen Elementary
1 ea. 128TB Camera Server
46 IP Cameras
1 ea. Audio / Video Doorbell with full recording capabilities

Winograd K – 8
1 ea. 128TB Camera Server
53 IP Cameras
1 ea. Audio / Video Doorbell with full recording capabilities

The camera systems the District utilizes at all sites has analytic, appearance search, alarmed events, traffic flow monitoring, unusual motion, loitering, unauthorized persons in area capabilities to name a few. These tools will greatly enhance the staff's abilities to monitor the safety of the school as well as the surrounding areas and greatly improve the safety of all students, staff and visitors.

II.G. Due diligence undertaken in defining the stated solution:

Each site was evaluated as to its security needs. Identifying vulnerable areas of the property and ease of access from the surrounding property lines all of the way to the building entry points. Careful consideration was used to identify the need to cover the playgrounds and parking lots, including entries and exits, fields, student dropoff, and pickup locations.

The system was designed using the specifications of each camera, the field of view, and desired scene, ensuring that all areas would be adequately covered and providing identifiable information should an event occur. NVRs were sized to provide adequate storage space. The system specified (Avigilon) was chosen due to the cameras' abilities, NVRs, and software and its integration abilities with our access control system. These include analytics, appearance search, motion detection, exceptional nighttime vision, and clarity. This system will seamlessly integrate with our existing access control system allowing the ability to trigger alarms and provide a secure entry with a video/intercom to allow staff to communicate with and identify a visitor before they are allowed into the building. When integrated with the access control system, this system will also provide alarms with a camera view of doors that are propped open and unusual activity in or around the site.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Currently, there is not a camera system in place at these sites. All exterior doors are left unmonitored leaving them vulnerable to attempted unauthorized entry, propped doors, etc. Playgrounds, Fields, property perimeter, Student drop offs, crosswalks are only monitored when students and staff are scheduled to be at these locations. All other times, these areas go unmonitored since the site lines hardly exist.

Without the addtion of these camera systems, Admin staff are very limited to only natural surveillance of their building and property which that currently have available. This of course will leave the Students and Staff safety and security vulnerable, depending only on the perimeter buiding security. It is always best to identify potential threats at the earliset moments, long before they attempt to enter the building whenever possible.

The funding of the security cameras would allow for the completion of a comprehensive safety and security upgrade, mostly funded through 2020 bond proceeds. With this project, we will have completed all of the camera installation projects for all of D6 school sites leaving only supprt buildings left with needing safety and security upgrades which are scheduled to be completed with Cap funds in the coming years.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

School District Capital Project Funds are carefully managed and maintained to cover emergency maintenance needs, operations, facility upgrades, and progress toward the district's master plan goals. The Facility Master Plan, which was utilized for the 2020 bond issuance, outlined a comprehensive security update at all schools, including a secure entry vestibule, access control, interior and exterior door replacement, and interior infrastructure. The request for the security cameras is the final portion of these updates for all sites, except Centennial Elementary Schoo, which is scheduled for improvements in the summer of 2024. The District has community support through the passing of our Mill Levy Override and can commit to the 39% required match for the BEST grant application and not submit a waiver.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

It is planned to have the network video recorders on a 5 to 7-year replacement schedule unless factory warranties are extended. Replacement costs will be the hard cost for the servers and replacment will be done by D6 IT Department. These servers will be maintained and monitored by the District IT Department, specifically the System Engineers and the District Security Department. NVRs will be periodically updated with the latest software and firmware and Operating System updates. It is planned that the cameras will have a life expectancy of eight to ten-years. Cameras will be replaced only as needed since it is realistically expected that many cameras will last longer than this. There will still be however, a budgetary amount allocted each year to replace failing cameras. The costs to replace these cameras will be for the camera only and any mounting hardware should that change over the years, by D6 Security department. Approximately half of the costs for this project is for labor, cabling and miscellaneous items so the replacement costs, when needed, will be no where near the amount that is being requested in this application. The cameras will be monitored daily by school staff and will be closely monitored by the District security staff for operation and functionality. They will be cleaned, re-aimed, re-focused, relocated, and adjusted as needed by the District security staff.

District 6 recently passed a 10-year MLO. District has been using MLO to put cameras in all buildings that were not built with bond money. Safety and security are a priority of our MLO campaign. We will only replace cameras as they need to be replaced. The lifespan is 5-7 years, but most will last longer. The number of cameras in these buildings is consistent with other elementary or K8 buildings within our district.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Capital outlay and capital needs for facilities have historically been budgeted annually and reviewed during the mid-year budget revision to ensure the funds allocated are sufficient. Over the last few years (except 2020-2021), a minimum of $3.5 million has been allocated from the general fund to the capital projects reserve fund to support capital projects. Additionally, a minimum of $4.5 million has been allocated annually for projects from Mill Levy Override funds since 2018. A large portion of the MLO allocation has been used for the installation of security cameras at our high and middle schools.

III.T. How did you arrive at the estimate for this project?

Greeley-Evans School District 6 issued a Request for Proposal through BidNet soliciting proposals for the project. The following vendors responded -

HSS
Grace Technologies
NNSI
JCI
ADT Commercial

All proposals were evaluated with budget and experience, with the district being the top consideration for awarding the proposal. HSS was the lowest bid and was selected for the project.

III.U. Who will be overseeing the project, if known at the time of application?

The Districts Department Manager of Access Control and Security (John Tait) will oversee this project's installation. He has designed each Camera and Access Control system currently in the District. He will be monitoring the contractor and their staff on a daily basis during the entire installation.

He has 42 years of experience in the security industry, including system design, installation, and maintenance of surveillance systems, access control, fire alarms, burglar alarms, and physical security (door hardware). He has provided services in

residential, commercial (including big box stores), banks, health care facilities such as nursing homes, Alzheimer facilities, schools, daycare facilities, law enforcement agencies, and industrial facilities.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

District 6 requires a competitive bidding process for any purchases greater than $10,000. The project manager wrote the solicitation, including a thorough review of each school identifying the location of all the cameras internally and externally on the building. These documents were included with the RFP when submitted through BidNet. This process was done in December 2022. The RFP required a pre-bid walk-through of each facility followed by an opportunity to submit questions for further clarification and final bids due January 6, 2023. The bids were reviewed with a primary emphasis on cost and previous experience with the vendor.

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

Specific utility costs are not relevant to this project, but District 6 has seen savings at sites that have been recently reroofed due to new insulation in the roof systems.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The school district has no plan to change the use or dispose of these facilities.

Current Grant Request:	$677,796.62	**CDE Minimum Match %:**	39
Current Applicant Match:	$433,345.38	**Actual Match % Provided:**	39
Current Project Request:	$1,111,142.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$1,111,142.00	Mill Levy Override dollars will support the District's match.	
Affected Sq Ft:	307,589	**Escalation %:**	15
Affected Pupils:	2,494	**Construction Contingency %:**	3
Cost Per Sq Ft:	$3.61	**Owner Contingency %:**	10
Soft Costs Per Sq Ft:	$0.34	**Historical Register?**	No
Hard Costs Per Sq Ft:	$3.28	**Adverse Historical Effect?**	No
Cost Per Pupil:	$446	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	123	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	21,798	**Bonded Debt Approved:**	$395,000,000
Assessed Valuation:	$2,511,658,094	**Year(s) Bond Approved:**	19
Statewide Median: $121,995,375			
PPAV:	$115,224	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$39,515,126	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Median Household Income:	$59,911	**Outstanding Bonded Debt:**	$257,150,451
Statewide Avg: $65,127			
Free Reduced Lunch %:	63.60%	**Total Bond Capacity:**	$502,331,619
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	13.266	**Bond Capacity Remaining:**	$245,181,168
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$5,805.77		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

ALAMOSA RE-11J - Alamosa ES HVAC Phase 2 - Alamosa ES - 2010

District:	Alamosa RE-11J
School Name:	Alamosa ES
Address:	1707 West 10th Street
City:	Alamosa
Gross Area (SF):	158,500
Number of Buildings:	2
Replacement Value:	$61,367,722
Condition Budget:	$7,766,781
Total FCI:	0.13
Adequacy Index:	0.07

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$6,713,473	$3,768,338	0.56
Equipment and Furnishings	$2,073,099	$0	0.00
Exterior Enclosure	$9,846,504	$0	0.00
Fire Protection	$1,670,054	$0	0.00
HVAC System	$12,316,170	$52,460	0.00
Interior Construction and Conveyance	$11,409,059	$2,906,098	0.25
Plumbing System	$2,971,551	$774,333	0.26
Site	$5,985,895	$265,559	0.04
Structure	$8,381,916	$0	0.00
Overall - Total	$61,367,722	$7,766,788	0.13

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: ALAMOSA RE-11J **County:** Alamosa

Project Title: Alamosa ES HVAC Phase 2 **Applicant Previous BEST Grant(s):** 5

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $41,787,162.57

If Yes, please explain why:

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

Alamosa Elementary K-2 and 3-5 were constructed in 2010: The District acknowledges and is grateful for the BEST funds we were awarded to build these two schools in 2010. At the time these two schools were constructed, they were in accordance with all current Building Codes. During the development of these two schools, it was determined it was not necessary for air conditioning to be installed. Now, due to the current conditions that the global pandemic has caused and providing an equally positive impact for each student across the district, we are seeking to add air conditioning to the remaining non-classroom areas (the BEST Grant 2022 funding request focused on traditional classroom spaces) located at K2/35 Elementary buildings (gym, cafeteria, and library). These two schools are mirror images of each other which is enabling efficient air conditioning design lowering the overall cost to our District. Each building has 40 classrooms, a gym, a library, a cafeteria, and a central office. Combined, both schools are 158,500 square feet.

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

ALAMOSA ELEMENTARY K-2 & 3-5 (Constr. 2010 BEST Grant Assistance/District Bond)
- Replaced 6 Failed VFD Drives (failed after lightning strike): 3 years, $68,000+, District Funds
- Concrete Paving Crack Filling & Caulking (not done when built): 3 years, $60,000+, District Funds
- Boiler Repairs (heat crack repairs to (2) boilers): 3 years, $30,000, District Funds
- Replaced all Playground Matting (deteriorated and unsafe): 2 years, $30,000+, District Funds
- Replaced all Playground Safety Engineered Wood Fiber: 2 years, $20,000+, District Funds
- Added air conditioning to all traditional classrooms: upcoming this summer, $1M+, BEST Grant

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☑ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

As the largest school district within the San Luis Valley, the Alamosa School District currently serves 2,116 students in grades kindergarten through twelve. Current data shows 64% of students reporting as Hispanic or Latino, 30% reporting as White, while the other 6% of students report as representing the rest of the ethnicity groups combined. Of these students, 56.7% qualify for free or reduced lunch via documentation. Approximately 16.8% of the student population are English Learners (ELs). Student achievement data before the pandemic fell within the Accredited with an Improvement Plan range for CMAS scores. The Colorado Education Initiative team is also leading the Alamosa community through the process of co-creating a Strategic Action Plan and a Profile of a Graduate to determine a plan of action, mission, vision, core beliefs, embedding research-based educational strategies, and defining community goals for our students and graduates.

Providing and updating the air quality within our schools parallels the need to provide a safe and comfortable learning environment for our students. For many of our students, our schools are a safe refuge due to documented generational

abuse. Adding quality air circulation in all school buildings in all areas adds an additional layer of comfort and equity for our students. The Alamosa School District has excelled in taking care of old equipment including: HVAC equipment, plumbing, and electrical equipment, lighting, ACM's, doors, windows, flooring, structural conditions, and even accomplishing this at Ortega Middle School which is a 59 year old building.

If awarded the BEST Grant, we commit ourselves to maintain this new equipment with the same professionalism, same care, same dedication using each of our talents and strengths to maintain this equipment. State Inspectors have asked us how we have managed to make our equipment last so long and how have we continually exceeded the life cycle costs of our equipment. They recognize the effort to maintain our equipment for so long.

II.D. Deficiencies associated with this project:

Our district submitted a BEST Grant in 2022 for the ability to address safety and health concerns in each classroom at every school within the district. With this request being funded by BEST, we have accomplished this at 3 of our 4 schools and we hope to have the last school, the High School, also receive this same upgrade upon successful funding of our 2023 supplemental BEST Grant request (this is being requested due to unprecedented inflation and some unforeseen design changes from schematic to construction documents). Due to the urgency of the concern in each of our classrooms, the majority of our request in 2022 focused on the traditional classroom spaces. Now, after the work for the 2022 grant is complete (approximately September of 2023), every classroom at K2/35 Elementary schools will have air conditioning.

Our community and District are ecstatic and so thankful for the funding in the 2022 grant to address this glaring need but now, this grant request is focusing on the remainder of the non-traditional classroom spaces (the gym, cafeteria, and library). After the onset of COVID-19, it was discovered that the mechanical systems in each of our school buildings were not able to meet the recommended guidance from ASHRAE (HVAC industry authority) or the CDC through a 3rd party indoor air quality assessment performed by AVIRIQ. Due to the types of systems serving these remaining areas, we are not able to implement the guidance from ASHRAE and the CDC.

Although COVID isn't in the news like it has been in the past 3 years, our district in the remaining areas at the K2/35 Elementary Schools still has an indoor air quality deficiency. In our 2022 BEST Grant submission we referenced detailed information from ASHRAE and the CDC stating the importance of indoor air quality and occupant safety. The report from AVIRIQ showed that we were not meeting these requirements.

Our District has not needed to implement air conditioning into the design of our buildings due to our favorable climate. But, due to the pandemic, we have and are trying to assist each and every student that needs additional help with credit recovery. To address learning loss, the district has extended summer school opportunities to meet these educational requirements. As this has caused our school usage to increase, the temperatures and indoor environmental standards recommended by ASHRAE are not achievable in these remaining areas.

Elementary K-2 and 3-5: The District acknowledges and is grateful for the BEST funds we were awarded to build these two schools in the 2009 grant cycle and also the funding in 2022 to add air conditioning to each classroom in both schools. At the time these two schools were constructed, they were in accordance with all current Building Codes. During the development of these two schools, it was determined it was not necessary for air conditioning to be installed (as none of the other schools also did not have air conditioning). Now, due to the current conditions that the global pandemic has caused and providing an equally positive impact for each student across the district, we are seeking to add air conditioning to the remaining areas (library, cafeteria, gym) in these buildings as we are not able to meet the temperature and ventilation requirements set by ASHRAE.

Currently, these areas of the building requiring an air conditioning upgrade are served by air handlers with a heating cooling and a fan. To follow ASHRAE and CDC guidelines, the controls need to be updated on these units for our facilities team to disable the demand control ventilation because this is hindering us from always delivering the proper ACHs to these areas. Also, this is preventing us from programming a purge sequence to help bring outdoor air into these areas of the building to perform a fresh air flush.

Additionally, to accommodate for learning loss, additional summer school opportunities have been added for all students in

grades Kindergarten through twelve resulting in more students in our classrooms across all buildings. The K2/35 gym, and cafeteria are utilized during the summer for summer school, Migrant Education Program, San Luis Valley Boys and Girls Club and La Puente Youth Group for the summer lunch program.

As a part of our due diligence, we had AVIRIQ perform an indoor air quality assessment of the school. The assessment results showed 100% of the square footage is not able to meet the ASHRAE recommended air changes per hour. The square footage that was out of specification, was on average around 40 - 50% under the recommendation. These test results substantiate the temperature complaints that we receive in the cafeteria and gym when we host larger community gathers in these locations.

The current mechanical assets are not able to provide cooling which is causing elevated temperatures increasing the risk of virus transmission and jeopardizing the health and safety of our staff, students, and teachers.

II.E. Diligence undertaken to determine the deficiencies stated above:

The Alamosa facilities team started developing a plan to upgrade their facilities in May of 2021 after noting the advice from ASHRAE and CDC. In partnership with Trane and Bridgers and Paxton (MEP Engineer), our selected design/build partner through OMNIA Partners, we have collaboratively investigated the deficiencies and developed a solution that will meet ASHRAE and CDC guidelines. The funding request is based on permit-ready construction documents allowing for an accurate funding request.

Due to the need for indoor air quality improvement in each classroom in the District and how much funding we had available at the time, we choose to forgo these remaining areas at K2/35 and to put our funding to focus on where it would make the broadest impact on each and every student. During the development of this grant, construction documents have been generated showing the upgrade needed at each elementary school in these areas to add cooling.

We followed a three-step process that led us to the solution we are requesting funding for in this application; Assess, Mitigate, and Manage.

Assess: We started with a baseline indoor air quality assessment (attached to our submission). Along with our indoor air quality assessment, we gathered information from each school to fully understand the system's current state in each building. Multiple site walks were performed, and pictures were documented for the development of the solution. The result of this was an asset plan that was used to help us budget the solution.

Charlie Jackson, Facilities Manager, who has been with the district for over 32 years was a wealth of knowledge for our internal staff and our selected partners. His involvement in the identification of the deficiencies and development of the solution was essential. The district is extremely thankful for his institutional knowledge, experience, and expertise.

Mitigate: After understanding the current state, we then needed to understand what about our system was causing us not to meet the guidelines.

Manage: Based on our location, we needed to ensure we developed a solution that was going to be sustainable to maintain, adaptable to meet future guidance and ensure we had the proper support from internal staff and local contractors. The solution described below meets the needs and intent of the ASHRAE standards and our team feels confident we can maintain these results for the future.

After completing our assessment, identifying the mitigation strategies our systems could not perform, and creating a plan to manage the results for the future, we were able to develop a solution that would make a lasting positive impact on our students, staff, and teachers and reduce the risk of virus transmission in these remaining areas.

At OMS in 2022, we completed 12 classrooms. To confirm their new system is working how designed and described in our original 2022 BEST Grant narrative, we had AVIRIQ come back out and perform a post-test. Room 211 was one of the classrooms that was able to get tested both times. Pre-project completion, room 211 could provide 18% the adequate ventilation and the post-project test shows it now can handle 130% of the ventilation requirements. A 112% improvement! The due diligence we performed is accurate and our solution is working.

We are following the same logic we utilized in the development of the classroom spaces in these remaining areas to ensure proper indoor air quality.

II.F. Proposed solution to address the deficiencies stated above:

The equipment utilized in these areas at the K2/35 elementary schools are 12 years old- about halfway through their anticipated life cycle. Due to this, our design/build team was able to design a very cost-effective solution for these areas. The solution will allow the District to implement all of the ASHRAE, CDC, and EPA guidelines to help lower transmission risk of infectious diseases and provide a healthier and safer environment for our students, teachers, and staff.

Cafeteria: The cafeteria is served by a single air handler with a heating cooling and fan to provide temperature tempering for the colder winter months. Currently, the air handler has no means of providing air conditioning. To add air conditioning, this AHU will be will be retrofitted with a DX cooling coil with a remote condensing unit located on the roof adjacent to the AHU mechanical room. The combination of new controls and the DX cooling coil will allow the AHU to now supply cooling to the cafeteria space.

Gym: The gym is served by 2 air handlers with heating coils and fans to provide temperature tempering for the colder winter months. Currently, the air handlers have no means of providing air conditioning. To add air conditioning, will be retrofitted with a DX cooling coil with a remote condensing unit located on the roof adjacent to the AHU mechanical room. The combination of new controls and the DX cooling coils will allow the AHUs to supply cooling to the Gym space.

Library: The library is served by a single air handler with a heating cooling and fan to provide temperature tempering for the colder winter months. Currently, the air handler has no means of providing air conditioning. The current AHU and duct design were not conducive to the addition of a DX coil. Therefore, no DX coil will be added to the library AHU and only new controls will be installed on the AHU. Air conditioning will be added to this space through the addition of ductless split systems like the ones being installed in the classrooms. The library mini splits will supply the cooling to the space while the AHU will continue to supply fresh air to the space. The new controls on the library AHU will be integrated into the controls of the mini splits to allow these units to work in unison with one another.

The mechanical systems installed in 2010 are well taken care of and operating as they were designed for providing heating to the building. This is enabling a seamless retrofit to provide cooling to these remaining spaces. Controls will be added to the units for the air conditioning and will be added into the same controls system providing the cooling for the classrooms.

We believe that these projects for the remaining areas of this school are necessary and of high importance to the students, teachers, staff, and parents of the Alamosa School District. Now is the time to take action to provide a healthy and safe environment for these remaining areas.

II.G. Due diligence undertaken in defining the stated solution:

The funding request for this grant is based upon construction document permit level ready documents. Allowing us to submit this grant with confidence in the requested amount.

Like our previous and current grant requests, throughout the development of the solution, we were extremely cognizant of applicable construction standards. We have implemented all these standards into our permit-ready construction documents. The team wanted to ensure that the solution we are requesting funding for is going to work exceptionally and be a great investment for the next twenty-plus years. Right now, amidst the post-pandemic world, following code has never been more important to ensure the safety of the students, teachers, and staff in the classroom.

Our team is also familiar that the project must be built to the Department of Education's Public School Facility Construction Guidelines, 1 CCR 303-1. This document lists many different references from ASHRAE, IECC, NFPA, and others and the MEP and architectural team we have selected is familiar with and works with these codes daily.

Alamosa and Trane both have experience working with the Division of Fire Prevention and Control to obtain the proper building permits to be compliant with the State's permitting process.

The most important part of our due diligence was an indoor air quality analysis at each school showing the current mechanical and control systems were not able to meet the current ASHRAE and CDC recommendations.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

We believe retrofitting the remaining mechanical assets with modern cooling capabilities that can meet ASHRAE's recommendations dramatically decreases the risk of virus transmission in all areas of our elementary schools. This would give our community full peace of mind. Although COVID isn't talked about every day like it has been in the past 3 years, many of teachers, parents of students, and even students have continued to express their concerns about not feeling safe at school. We have also had parents of students express their gratitude for making in-class learning a priority as this has positively impacted their child's well-being and academic progression.

Without this supplemental BEST Grant, we wouldn't be making an equitable investment in indoor air quality and mitigating the spread of viruses across the district in all areas. If the grant were not awarded, adding cooling to the cafeteria, gym, and library would take a couple of additional years of saving for the district to have a sufficient balance in our general fund to pay for this needed investment. Through a successful BEST Grant award, BEST would enable an equitable investment across the entire district for every single area of each school. To express a timeframe of when this project must be resolved before failure is difficult to do because as of today, these remaining areas at K2/35 are already failing to meet the ASHRAE and CDC recommendations.

These remaining areas at K2/35 would be pursued with the same tenacity as we have done with our 2022 BEST grant (over 200,000 square feet of HVAC upgrades in less than 2 years). This project would be on the schedule for installation during the summer of 2024.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Alamosa School District has been blessed by a very supportive community that understands the importance of funding our schools. We have been blessed with the passage of bond issues to build each one of our schools. As the school leadership, we want to show our community and give them the assurance we are using our funding wisely to help make each school a safe environment.

The global pandemic was something our district did not anticipate and are extremely grateful for the funding available through the American Rescue Plan - Elementary and Secondary School Emergency Relief (ESSER III) Fund. The heart of this funding is to help address learning loss, invest in educational technology, and make school environments safer for students, teachers, and staff. It has been proven by the industry experts that upgrading a building's HVAC system to the ASHRAE recommendations will make buildings safer for all occupants.

Under the new leadership of our superintendent, bond refinancing occurred to take advantage of historic low-interest rates and have reduced our interest rate from 4.135204% to 1.771972% and a savings of $75,081.26 annually in avoided interest payments. This interest savings is allowing us to build our capital reserves for future projects. Due to the urgency of the concern, we believe utilizing a variety of funds for this priority one project. Child nutrition surplus funds will be utilized to cover the costs for the kitchens and cafeterias. The 2022 BEST Grant set aside funds, capital reserve funds and potential remaining ESSER funds left after prioritized and final expenditures have been completed. We believe that combining the funds for the match is the most impactful way to make an equitable investment in our schools that will help each one of students, teachers, and staff members to feel safer and more comfortable coming to school.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Maintenance Plan to Maximize the Life of the project: Our district's facilities team is led by Charlie Jackson who has over 32 years of experience working for our district. Charlie takes pride in teaching his team of five maintenance staff how to take care of their equipment properly. This is evident that the 1964 equipment at the middle school is still able to provide heat to all of the classrooms.

It was important during the development phase to ensure an energy-efficient system was chosen while being sensitive to first cost and ongoing maintenance. All components of the new system can be maintained by our in-house maintenance staff.

One of the key factors to maintaining the indoor air quality metrics set by ASHRAE is the HVAC controls that will be installed. These modern control systems work like your cell phone in that they require periodic software updates. This is a cost that our district will carry in our maintenance budget as this is a small cost to pay to ensure our classroom environments are adequate and safe for everyone.

As a part of the project and requested budget, we have requested training of our staff after the installation is complete. This is something we have done in the past and has helped us tremendously and helped us extend the life of our equipment using our in-house resources.

Capital Renewal Budget. How will budget an appropriate amount of funding to replace project at end of useful life: The Alamosa School District Board of Education is aware of the conditions to receive BEST Grant funds. We understand our responsibility to set-aside Capital Reserve funds for maintenance, replacement parts or equipment renewal of this equipment when it has met its life cycle expectancy.

We are committed to the yearly Capital Renewal budget for these purposes. We understand that these funds can be accessed for any other Capital Reserve Projects within the district. Then replenished with another set-aside the following year. We will set-aside 1.5% of our per pupil (with current population at 2,116 that would be $293,432 yearly) funding each year. The set-aside will be based on the October count every year. This is to be done yearly with no sunset requirements.

The Board of Education will set-aside these funds just as they have for all previously awarded BEST Grants. The following is a list of those funds kept for our previously awarded Grants to our district:
Alamosa Elementary K-2 & 3-5: 12 years, $950,000
OMS Roof Grant: 6 years, $35,000
AHS Roof Grant: 5 years, $30,000
OMS Security Grant: 4 years, $250,000
AHS Security Grant: 3 years, $250,000
BEST Grant – HVAC: 1 year, $281,093

Our district has performed and proven our due diligence by adhering to these Capital Renewal requirements. We therefore will abide by these requirements if the grant is awarded to assist us in making all of our schools as safe, healthy, and technologically up-to-date and having created a comfortable environment for our students.

Intended Warranties on New Equipment: The entire project will have a 1 year workmanship warranty. The new additions to the mechanical equipment will have at a minimum a 5 year parts and labor warranty. The controls will have a 5 year software update agreement included to make sure the system stays operating properly (after the 5th year, the district will budget for the continuation of service).

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The Alamosa School District Board of Education, District Accountability Committee, Site Accountability Committees, Facilities Advisory Committee and the Administration Team all meet several times yearly to discuss Capital Reserve projects and costs. These meetings are to establish a list of needed Capital Reserve projects and then discussion begins about securing funding for these needs.
Once a project has been approved and funded, the project is placed on the District's ledgers so that costs can be tracked and accountability maintained.
In the previous sections, we have outlined the projects that have taken place in the past 3-5 years. This list is extremely helpful in showing how much the BOE is dedicated to Capital Reserve projects. Our BOE would desire to be self-sustaining in our funding and not to have to use alternate funding for our projects. The reality is that our rural community cannot fund the tax base of our urban counterparts. Therefore, we have had to find alternate funding sources so that our students would have the same quality of infrastructure afforded other students in the State.

If you look at those numbers and projects the District has in the past 5 years dedicated approximately $3,000,000 for Capital projects. We have also during that same time put in our Matching funds for BEST grant projects that we are so lucky to receive. On an average year our district places $300,000 to $400,000 yearly into the Capital Reserve accounts for the District which at our current attendance is close to $175 per pupil.
We are frugal with the BEST Grant funding we receive just as we are with our local, state and federal funds. Alamosa School District has historically purchased quality materials, met the schedule and adhered to the proposed budget costs. We are committed to provide our students with a safe and healthy environment. Additionally, the Alamosa School District has never had to request additional funds due an overage of the budget until the supplemental request. Previously, schedules and budgets were met. The support from the BEST Grant has already made an impact in the air quality for our staff and student. If this Grant is awarded, we will continue to be good stewards of the funds and follow the protocols associated with the grant.

III.T. How did you arrive at the estimate for this project?

During the 2022 BEST Grant application the District and Design/Build partner learned many lessons about what types of systems can add cooling most efficiently to our school buildings in all areas. Our design/build partner chosen through OMNIA carefully walked through all aspects of the project to with the bidders for the installation.

As described earlier in the application, our guiding principle for developing the scope of work was the “Assess, Mitigate, Manage” process that we followed to conduct our due diligence. The results of the due diligence performed were the starting point for the creation of our estimate. We started with a list of new assets that would need to be installed and received a budgetary price on the equipment and modifications to be made. We then figured out the logistics to install this equipment and then received budgetary pricing from our partners. Project timeline, constructability, schedule coordination, supply chain risks, code compliance, design fees, escalation, and budget contingency have all been considered to develop the project estimate for a truly turnkey project.

The district believes the sub-standard indoor air quality issue is a concern to be addressed right away. By following our district’s procurement guidelines, we have elected to use a cooperative purchasing vehicle (OMNIA Partners) that will allow us to have transparent pricing conversations with our partner of choice. In addition, this will allow the district to implement the solution on an expedited timeline which will already start to impart positive impacts to our students starting in August of 2024.

We have partnered with Trane as a design/build contractor through their OMNIA Partners contract because all HVAC-related services needed that were identified through our Assess, Mitigate, and Maintain process are all incorporated on their pre-bid contract. Having the 3rd party verification through OMNIA Partners will allow the district the comfort that our estimate for the project can be met.

III.U. Who will be overseeing the project, if known at the time of application?

The supply chain concerns affecting our world today are making project management more important than ever. Especially with the importance of implementing the project quickly to make our schools safer for all our students, teachers, and staff. This project affects the remaining traditional classroom square footage of the district and therefore we must be sure the project can get done without impacting the educational mission of the school. Exceptional project management is going to be key to the implementation of a successful project.

Trane will provide a dedicated project manager and project superintendent to oversee all details and coordination of the scope. Trane’s project management team is led by a certified Project Management Professional (PMP) and is supported by 15 installing technicians who all have their Mech IV licenses. Our district’s internal project team will meet with the Trane staff once/week to review project progress, quality control, upcoming tasks, and schedule coordination.

Completing the full gut, remodel, and installation of new HVAC assets at Ortega Middle School was a lot of work to get done in a very short amount of time. The District was led by Charlie Jackson and supported by our Design/Build team’s dedicated project manager and site superintendent that enabled this project to be implemented successfully. We conducted on-site, in-person, weekly update meetings to ensure that all trades were staying on schedule. We will follow the same rigor for this phase of the project in the gym, cafeteria, and library.

The district will contract with a 3rd party inspector to receive the State of Colorado building permit. In addition, we will also

contract with AVIRIQ for a "post test," validating that the additions and improvements have overcome the deficiencies identified in the original report. Our district would be willing to provide these post-project results to the Colorado Department of Education.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

Our District has spoken with our BEST Regional Program Manager regarding our procurement plan. The procurement plan described below has been formally approved by the Alamosa School Board for this project specifically on 1/20/2022. Based on the unique aspects of this project, our District has elected to leverage Trane's OMNIA Partners Cooperative Purchasing Contract for the HVAC portions of the scope. Trane's contract with OMNIA was awarded through a competitive solicitation process and detailed evaluation conducted by a lead public agency, Harford County Public Schools in Maryland. Trane's design/build turnkey install services have been pre-bid through this RFP allowing the district to utilize the National RFP that was performed. Through leveraging this contract, Trane will be under 3rd party supervision to ensure contract compliance and industry best pricing. In addition, Trane will conduct a secondary competitive selection process for all trades involved for the completion of the scope. Cooperative Procurement is allowable per Colorado State Statute: § 24-110-201. The primary scope of work involves replacing past life cycle HVAC equipment, which Trane manufactures. In addition to the 3rd party oversight to guarantee industry-best pricing, Trane provides their clients their equipment at factory direct pricing eliminating unneeded layers of markup on a large portion of the project. This is enabling our match and potential BEST Grant award dollars to go further.

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

K-2 Elementary:
- Electricity: $39,827, Natural Gas: $10,876, W/S/T: $15,680

3-5 Elementary:
- Electricity: $41,980, Natural Gas: $11,653, W/S/T: $16,043

Until this past summer, our school district has never had air conditioning. We understand that by adding air conditioning to our district, there will be an increase and ongoing cost that will need to be budgeted for on an annual basis. While in our development process, we ensured to consider the life cycle cost analysis of potential systems. For example, we could have completely replaced the units serving the Cafeteria and the Gym but the first cost would have been double or triple just modifying the existing assets with marginal if any on-going energy savings.

We also understand the State's desire for energy efficiency and making our schools sustainable. We followed the guidance in the requirements of the High Building Performance Certification (although not required), "The project considers the true cost of a building through the life-cycle assessment of each individual building component." Our team has done through our due diligence process.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$1,244,561.84	**CDE Minimum Match %:**	29
Current Applicant Match:	$508,342.16	**Actual Match % Provided:**	29
Current Project Request:	$1,752,904.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$1,752,904.00	Capital Reserves Indirect Costs Child Nutrition Funding K2/35 Set Aside	
Affected Sq Ft:	80,000	**Escalation %:**	5

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Affected Pupils:	937	**Construction Contingency %:**	5
Cost Per Sq Ft:	$21.91	**Owner Contingency %:**	3
Soft Costs Per Sq Ft:	$1.59	**Historical Register?**	No
Hard Costs Per Sq Ft:	$20.32	**Adverse Historical Effect?**	No
Cost Per Pupil:	$1,871	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	169	**Is a Master Plan Complete?**	Underway
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	2,102	**Bonded Debt Approved:**	
Assessed Valuation:	$157,290,313	**Year(s) Bond Approved:**	
Statewide Median: $121,995,375			
PPAV:	$74,829	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$7,628,985	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$45,124	**Outstanding Bonded Debt:**	$8,985,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	56.70%	**Total Bond Capacity:**	$31,458,063
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	11.894	**Bond Capacity Remaining:**	$22,473,063
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$1,290.56		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

ADAMS-ARAPAHOE 28J - Hinkley HS Mascot Removal - Hinkley HS - 1963

District:	Adams-Arapahoe 28J
School Name:	Hinkley HS
Address:	1250 CHAMBERS ROAD
City:	AURORA
Gross Area (SF):	309,736
Number of Buildings:	1
Replacement Value:	$112,773,824
Condition Budget:	$24,859,986
Total FCI:	0.22
Adequacy Index:	0.09

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$14,204,587	$6,629,396	0.47
Equipment and Furnishings	$6,059,182	$1,191,868	0.20
Exterior Enclosure	$8,609,992	$539,500	0.06
Fire Protection	$3,897,677	$58,104	0.01
HVAC System	$24,620,139	$269,004	0.01
Interior Construction and Conveyance	$18,978,350	$8,947,842	0.47
Plumbing System	$6,351,455	$72,920	0.01
Site	$10,990,914	$7,151,350	0.65
Special Construction	$1,032,901	$0	0.00
Structure	$18,028,627	$0	0.00
Overall - Total	$112,773,824	$24,859,984	0.22

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: ADAMS-ARAPAHOE 28J **County:** Arapahoe

Project Title: Hinkley HS Mascot Removal **Applicant Previous BEST Grant(s):** 8

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $43,634,021.94

If Yes, please explain why:

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

Hinkley High School Building was originally built and opened in 1963. It is located on a 309,736 sq.ft site on Chambers Road in between the intersection of 6th Avenue and Colfax Avenue. When it was constructed it was the second high school built in the school district. From 1949 to 1957 the Aurora School District had gone from serving 1,000 students to having nearly 10,000 students. During the 1950s the district was building multiple schools each year to try to keep up with this growth. At that time Hinkley High School was built for Air Force officer's children from nearby Buckley Air Force Base with the progressive educational building standards the district had developed. It had multiple classrooms, offices, gymnasium, cafeteria and special rooms, with a capacity of 1,000 students.

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

The district owns schools built from 1932 to 2020. The buildings have traditionally been built and maintained by the district. The district has a yearly capital reserve budget used primarily for emergency or urgent projects and relies on bond programs for deferred maintenance, educational equity and capacity improvement projects.

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

N/A

II.C. General background information about the district / school:

Founded in 1885, the Aurora Public School District (APS) is the fifth largest school district in the State of Colorado, covering two counties with a world of diversity. APS celebrates a significantly diverse student population with 57% Hispanic, 13% White, 18% Black, 5% Asian, 1% Native American, 1% Hawaiian/Pacific Islander and 6% two or more races. APS students come from more than 130 countries and speak more than 160 languages. Thirty-four percent (34%) of students speak English as a second language, 13% of students benefit from special education programs and 5% have been identified as gifted and talented. Seventy-four percent (74%) of APS students qualify for free or reduced lunch.
Hinkley High School was opened in 1963, the second large comprehensive high school in Aurora Public Schools. Hinkley High School is a large comprehensive high school of approximately 1700 students and 180 staff members. Hinkley High School has a range of academic programs offered such as the International Baccalaureate Program including the Middle Years Programme and the Diploma Programme as well as a thriving Concurrent Enrollment program in collaboration with the Community College of Aurora which sees over 300 students in grades 9-12 enrolled. Furthermore we have multiple athletic programs including football, boys and girls volleyball, track and field, cross-country, swimming, golf, baseball, lacrosse, boys and girls soccer, and boys and girls tennis. Additionally, we have numerous extra-curricular activities including student council, PILOTs, anime club, sewing club and culture clubs such as AALOT. Hinkley has a student body of 74% Hispanic, 5% White, 12% Black, 4% Asian, 1% Native American, 1% Hawaiian/Pacific Islander and 3 two or more races. APS students come from more than 130

countries and speak more than 160 languages.

II.D. Deficiencies associated with this project:

Due to the changing of the mascot in order to be in line with CRS 22-1-113 we must remove and replace multiple items that have the previous mascot, the thunderbird, in various locations. Multiple locations, especially athletic areas, need to have the mascot painted over or banners removed and replaced. At the high school level, the size of the building, the long history of the building (60 year anniversary this year) means there are many thunderbird signs to remove or cover. Additionally we have outdoor directional signs with the thunderbird logo to replace, walls with the thunderbird tiled in, murals to paint over and a crest and time capsule to alter. We have already removed everything possible that does not entail major construction however, removal is just one part of the project. Next we will need to repair the areas in which items were removed and often replace them with the new mascot. These areas include adding the new logo to the gym floors, gym walls, and other prominent areas. We also will need to replace signage, with or without the new logo, for safety and replace the athletic banners.

II.E. Diligence undertaken to determine the deficiencies stated above:

Aurora Public Schools met as a team inspected the site on October 27th. In that meeting was the Director of Maintenance and Operations, Luis Arroyo, Manager of Maintenance, Mark Van Cleave and Head Custodian Jeffery Ortega. During the walk the team Identified numerous areas that have the mascot and would require removal for compliance. Further, the scope of the project was discussed who would be the appropriate contractor and what role APS Maintenance and Operations will have in the execution of the project. From that meeting, it was decided that three elements will need to be subcontracted out to support the project. Maintenance and operations staff will support the removal of items that are fixed to the building via some sort of fastener. Those identified elements that are adhered to the building that require a multistep process in removal will be subcontracted. APS maintenance and Operation Identified over 50 plus signs and elements that they will be responsible for removing. APS will subcontract out the balance.

II.F. Proposed solution to address the deficiencies stated above:

The three elements that will be contracted out are the Gym floor, covering the mosaics, and painting of the gym to cover a large mascot on a brick wall. The gym floor scope will be as follows: Sand floor with minimum of three different grits of paper and screens. Apply two coats of Advantage Jump Start water base sealer. Apply court markings: 3 - BB, 3-VB, 6 - Pickleball Courts. All game lines to be 2", per CHASSA rules.

The covering of the mosaics process is as follows: MMD Natural Accents® stone-look Refinishing Process. The preparation: mask all areas not being refinished, for appropriate protection. An exhaust system must be in place for the protection of the workers as the building staff. Designated window/door will be used for ventilation. Application of Miracle Method's 2-step deep cleaning process to remove any residues from surfaces and create a neutral PH for proper adhesion of new coatings to the existing mosaic. The refinishing requires the application of Miracle Method's proprietary MM-4 bonding agent to assure maximum adhesion. Application of 2 or more coats of appropriately tinted primer coats to the bonded surface. Application of 2 or more coats of Natural Accents® stone-look finish to the primed surface. Application of 2 or more coats of a clear advanced acrylic urethane with optional anti-microbial
additive.

Painting of the mascot in the main gym will involve the following: South brick wall with mural. All brick from ceiling to transition to tile, from corner to corner. Priming all brick with Prep Rite Block Filler by Sherwin Williams. Painting 2 full coats of Pro Mar 200(more if necessary over mural for
complete coverage). The west wall above bleachers, from soffit to top of bleachers, from corner to corner, priming or removing existing logos as necessary. Painting wall
with Pro Mar 200 2 full coats (more if necessary over logos for complete
coverage). Wall above gym entrance on North side with logos will be painter over.
Priming or removing logos as necessary. Painting wall with 2 full
coats of Pro Mar 200 (more if necessary over mural for complete
coverage). Small wall above lockers in hallway with "Senior" logo. Removing Vinyl lettering, priming as necessary. Painting 2 full coats of Pro Mar 200(more if necessary over logos for complete coverage).

For the BEST Grant request, the Scope of Work will include the gym floor and removal of the mosaics. Miracle Method will provide repairs and
surface refinishing of the mosaic tile Thunderbird walls using Miracle Method's unique and proprietary products and processes.

II.G. Due diligence undertaken in defining the stated solution:

APS walked the building and identified numerous logs that will require removal or concealment.

In doing this process of identification, assessment, and inspection, the following Departments have been deployed and consulted: Maintenance and Operations, Construction Management, Hinkley HS Custodial Department, APS Custodial Operations, APS Electrical Department. There have been no less that 25 APS personnel involved, consulted and met with to gather the necessary information to execute the removal of the logo to be in compliance with the statute.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The decision to add Hinkley High School and the Thunderbird mascot to the list of schools that were out of compliance with SB 21-116 in May of 2022. Due to the timing of the decision and the mandate of removal by June of 2023 we have had an extremely short time to be able to remove the Thunderbird without significant disruption to regular school business and without funds allocated to do so. We also have to work with the community as a school mascot is an important symbol for high schools in athletics, graduations, alumni circles, etc. so the additional costs of time and money to choose and implement a new mascot with a new logo is urgent to minimize disruption to school. The disruption to summer practices, building rentals and maintenance will be impacted but is preferred to ongoing maintenance and replacement of items. Furthermore, due to the timing of the decision we were unable to apply to the BEST grant as the date for application had already passed.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

We are not aware of any other grant or rebate programs that can be used for gym floor replacement.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The physical assets of a school represent a large investment, and this investment must be managed with the same care as other valuable assets. Because the high school is generally thought of as existing in perpetuity, there is a tendency to think that the facilities should also exist in perpetuity. Therefore, Maintenance Operations along with Construction Management conduct annual inspections of the property to ensure accurate building condition and serviceability of the asset.

Preventive maintenance is the cornerstone of preserving a building's real property assets and ensuring that physical facilities support the institution's mission in the most cost-effective way. It is the guiding philosophy of our effective maintenance organization. Because preventive maintenance is accomplished on a scheduled, predictable basis, it is the maintenance activity that is least visible to the community. APS facilities managers lead the preventive maintenance program.

In addition to maintaining buildings and grounds and structural, electrical, and mechanical systems, APS's effective maintenance program provides housekeeping, grounds care, and maintenance activities such as painting and window washing that ensure the aesthetics and general attractiveness of facilities. Because campuses are generally open to the public, and because much of the ultimate success of the institution depends on the perception that students, parents, faculty, staff, and visitors gain while on campus, the appearance of facilities is essential to the success of the institution's mission.

At Hinkley High School renovations and construction activities are constantly in progress. Maintenance of new or renovated facilities are the responsibility of the facilities maintenance organization. To ensure that these facilities can be effectively maintained and to maximize their contribution to the school's mission, the maintenance management staff is involved in their planning and construction. This helps ensure compatibility with existing systems, allow maintenance workforces to receive any special maintenance training needed, and expedite putting the facilities into service.

As APS strives to become more cost-effective, cost concerns are properly addressed to the facilities management organization, and facilities managers make cost-effective business decisions. Again, plans and actions support the larger district mission. APS Maintenance and Operations have traditionally provided basic maintenance services with in-house workforces.
APS will have a 2 year warranty on both parts and labor for each project. For the life of the floor system a qualified technician will maintain it. If something does need to be repaired the technician will repair or contract it to the correct contractor. The goal of APS is to receive the full expected lifetime out of every finish we choose. Management of the requested repairs and improvements will fall under the responsibility of the district's Maintenance and Operations team and will be accomplished under our normal facility management processes. APS 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) two interdisciplinary teams, 2) exterior operations, 3) life safety systems, 4) energy and building optimization and 5) a support team. Their goal is to provide a level of building maintenance that promotes and complements learning environments.

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 2016.
The district's Long Range Facilities Advisory Committee meets on a regular basis and advises the board of education on facility project needs.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

As part of the annual budget development process, the APS Chief Operations Officer and members of the Support Services leadership team reviews facility condition data and prioritizes the data as part of preparing the annual Capital Projects Budget. Data is reviewed from SchoolDude (the district's order software program) and our VFA facility condition software program. Furthermore, members of the Maintenance and Operations and Construction Management teams conduct in person site inspections of all of the district facilities and comparisons of the in person assessments and data from the aforementioned software programs. Once all of the data has been collected, analyzed and ranked, the Chief Operations Officer will make the final decisions regarding which facilities projects will be prioritized and funded for the upcoming year. Again, this is a process that is continuous and ongoing. The COO and M&O project team will utilize general funds available from the Maintenance and Operation budget.

III.T. How did you arrive at the estimate for this project?

We have collected 3 bids to support the project, if the single scope of the project exceeded $20,000. Maintenance and Operations follows APS Purchasing Guidelines. (see section X below for the Vendor Selection Guidelines.

III.U. Who will be overseeing the project, if known at the time of application?

Name:Mark Van Cleave
Years with District: 16 yr employee
Title: Maintenance Manager
Education: 2 Graduate degrees and a BA.
Experience: Mr. Van Cleave has 20+ years of Project Management experience
License(s) Type B Builders Lic. Professional Principal Lic., Professional Teacher Lic., Vocational Director Lic.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The Director of Materials Management shall establish bid/proposal terms and conditions that govern all procurement transactions. Unsolicited bids/proposals and bids/proposals from unapproved or non-prequalified vendors shall not be considered unless the Director of Materials Management determines that it is in the best interest of the district to accept such bids/proposals. The Director of Materials Management or designee must approve all awards included purchases of $20,000 up to $100,000: Informal Procurement Procedures Formal bid/proposal. The Director of Materials Management or designee

must approve all awards. Certain types of goods and/or services are exempt from competitive solicitation. Any procurement of goods or services exceeding $20,000 but not exceeding $100,000 may be awarded in accordance with informal procurement procedures. A contract awarded pursuant to these procedures may be amended to exceed $100,000 only if the amendment is necessary to the fulfillment of the contract and the basis for the need to amend is not reasonably foreseeable at the time of the original award. Amendments with the aggregate total of 10 percent or less of the original contract price will be presumed to be reasonable.. When conducting an informal procurement, the purchaser shall seek at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The purchaser shall keep a written record of the sources and terms of the quotes or proposals received. If three quotes or proposals are not reasonably available, fewer will suffice, but the purchaser shall create a written record of the effort made to obtain the quotes or proposals. If a contract is awarded, the purchaser shall award the contract to the offeror whose quote or proposal will best serve the interests of the contracting agency, taking into account price as well as considerations including, but not limited to, experience, expertise, product functionality, suitability for a particular purpose and contractor responsibility.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$45,572.80	**CDE Minimum Match %:**	35
Current Applicant Match:	$24,539.20	**Actual Match % Provided:**	35
Current Project Request:	$70,112.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	Funds will be drawn from the district's general fund.
Total of All Phases:	$70,112.00		
Affected Sq Ft:	11,000	**Escalation %:**	0
Affected Pupils:	1,687	**Construction Contingency %:**	0
Cost Per Sq Ft:	$6.37	**Owner Contingency %:**	0
Soft Costs Per Sq Ft:	$0.00	**Historical Register?**	No
Hard Costs Per Sq Ft:	$6.37	**Adverse Historical Effect?**	N/A
Cost Per Pupil:	$42	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	184	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

NA

Financial Data (School District Applicants)

District FTE Count:	36,948	**Bonded Debt Approved:**	$300,000,000
Assessed Valuation:	$3,921,434,484	**Year(s) Bond Approved:**	16
Statewide Median: $121,995,375			
PPAV:	$106,134	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$24,538,016	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Median Household Income:	$64,964	**Outstanding Bonded Debt:**	$389,186,136
Statewide Avg: $65,127			
Free Reduced Lunch %:	71.40%	**Total Bond Capacity:**	$784,286,897
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	23	**Bond Capacity Remaining:**	$395,100,761
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$3,217.86		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

DELTA COUNTY 50(J) - DW HS Safety/Security/Fire/Mechanical Upgrades - Delta HS - 1981

District:	Delta County 50-J
School Name:	Delta HS
Address:	1400 PIONEER ROAD
City:	DELTA
Gross Area (SF):	98,081
Number of Buildings:	3
Replacement Value:	$32,066,721
Condition Budget:	$18,908,191
Total FCI:	0.59
Adequacy Index:	0.38

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,932,179	$3,454,668	0.88
Equipment and Furnishings	$2,523,641	$2,011,689	0.80
Exterior Enclosure	$3,270,684	$895,541	0.27
Fire Protection	$93,859	$1,237,997	13.19
HVAC System	$5,952,262	$5,888,631	0.99
Interior Construction and Conveyance	$4,851,581	$3,261,414	0.67
Plumbing System	$1,560,417	$1,044,151	0.67
Site	$5,895,341	$2,178,853	0.37
Special Construction	$155,020	$57,184	0.37
Structure	$3,831,736	$0	0.00
Overall - Total	$32,066,721	$20,030,128	0.62

DELTA COUNTY 50(J) - DW HS Safety/Security/Fire/Mechanical Upgrades - North Fork HS - 1981

District:	Delta County 50-J
School Name:	North Fork HS
Address:	438 BULLDOG ST
City:	HOTCHKISS
Gross Area (SF):	61,708
Number of Buildings:	1
Replacement Value:	$20,118,327
Condition Budget:	$13,202,501
Total FCI:	0.66
Adequacy Index:	0.41

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,332,125	$2,060,371	0.88
Equipment and Furnishings	$1,627,883	$1,436,720	0.88
Exterior Enclosure	$2,382,435	$835,103	0.35
Fire Protection	$87,006	$509,464	5.86
HVAC System	$3,865,065	$3,648,051	0.94
Interior Construction and Conveyance	$3,119,021	$2,179,077	0.70
Plumbing System	$963,188	$672,733	0.70
Site	$3,447,567	$2,262,286	0.66
Structure	$2,294,038	$0	0.00
Overall - Total	$20,118,327	$13,603,805	0.68

● Campuses Impacted by this Grant Application ●

DELTA COUNTY 50(J) - DW HS Safety/Security/Fire/Mechanical Upgrades - Cedaredge HS – 1981

District:	Delta County 50-J
School Name:	Cedaredge HS
Address:	575 SE DEER CREEK DR
City:	CEDAREDGE
Gross Area (SF):	66,489
Number of Buildings:	1
Replacement Value:	$21,426,411
Condition Budget:	$14,540,334
Total FCI:	0.68
Adequacy Index:	0.40

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,424,904	$2,156,883	0.89
Equipment and Furnishings	$1,887,683	$1,829,534	0.97
Exterior Enclosure	$2,239,350	$746,977	0.33
Fire Protection	$80,869	$525,946	6.50
HVAC System	$4,497,018	$4,328,370	0.96
Interior Construction and Conveyance	$3,052,190	$2,365,530	0.78
Plumbing System	$1,014,472	$761,322	0.75
Site	$3,612,413	$2,194,010	0.61
Special Construction	$49,725	$57,184	1.15
Structure	$2,567,786	$0	0.00
Overall - Total	$21,426,411	$14,965,756	0.70

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: DELTA COUNTY 50(J) **County:** Delta

Project Title: DW HS Safety/Security/Fire/Mechanical Upgrades **Applicant Previous BEST Grant(s):** 4

Has this project been previously applied for and not funded? Yes **Total of Previous BEST Awards:** $19,470,328.55

If Yes, please explain why: The project was submitted in part for Delta High School A wing - Submitted with Security Entrance and "A" wing Mechanical in conjunction ESSER FUNDING- The project was listed as #3 backup project and did not receive funding- The ESSER Portion of this project was removed from the best application due the the ESSER III funded project is required to be underway prior to this grant approval. The District is resubmitting this application to also include two additional High School in the district due to each of the other school of the same design.

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

The four high schools (Cedaredge, Delta, Hotchkiss, and Paonia) of Delta County School District were built simultaneously. Under architect WC Muchow, the designs of these schools were identical or mirror images of each other. Construction for these facilities was completed in 1981 and students from the four communities entered for the first time that fall semester. Through the design being identical and the schools being constructed at the same time, there was equity to all communities with high schools throughout the school district. These high schools were the pride of the community and replaced much older buildings.

The importance of a single, secure entrance to the school was not identified at the time of construction. The high schools were built with multiple entry points found on each side of these buildings. Convenience for entering and exiting the building for students and staff was a component of this design. We now understand the difficulties associated with multiple entrances and have partially addressed this issue through building access control methods instituted through grant and district funds.

The design of these buildings also allowed for expansion to meet the needs of the school. Forward thinking technology labs were added to these schools less than ten years after opening to support the impending need for computer skills in post-secondary education and the workforce. The smart initial design provided the capacity to expand to meet the needs of each building.

Secure entrances will be another evolution of these buildings to accommodate the changing needs of our schools. Following the successful implementation of whole school buildings over forty years ago, having an architect design the same structure (or mirrored design) for each of our high schools makes sense. These proposed entrances will provide continuity throughout the school district, but even more importantly, security for our students and staff within our schools. Due to the rural nature of our area and the amount of time an emergency response will take to respond to an emergency, it is imperative that we renovate the entryways to the existing three high school buildings to increase security at all times.

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

Delta County Schools has to prioritize the capital construction projects as it has over 1,000,000 sq ft of buildings within the District and is funded at 152nd out of 178 school districts in the state per-pupil funding. The District has combined two of its high schools forming North Fork High School in the past two years to try and help with the efficiency of buildings. Prioritization of these projects is paramount with the improvements being made. The security entrances to these three high schools built in 1981 are not safe for our students or staff and are the top priority in our capital improvements.

In the past three years, we have continually upgraded the intercom systems for safety notifications and camera systems for each facility. We have also invested over a million dollars to replace our access control system for all buildings allowing key card control and lockdown of all doors. The District pursued grants for these projects and was awarded multiple grants in 2020. These two systems addressed the immediate safety concerns because they allow our staff to communicate and lock down the building by concealing each wing independently. These projects are significant in the improvement of our overall safety, but still do not address the CPTED and School Violence for entryways to these high schools. Until we can address the supervision and control of the entrance in these schools, it is almost impossible to have our access control systems work effectively. An example of this is last year when a parent entered the building and went directly down the academic hallway to a classroom and confronted a teacher in an occupied classroom. This event became not only traumatic for the teacher but all of the students in that classroom. Law enforcement had to assist in escorting this individual from the building and we are

still dealing with the effects of students and staff not feeling safe.
The District remodeled the North Fork High School tech lab area, in 2022, to make three classrooms and a library for additional classroom space. This project was necessary to support the consolidation of Hotchkiss and Paonia High Schools in 2021. This project was prioritized because of the need for classroom space based on the consolidation. District funds and ESSER funding exceeding $1.45 million was used to complete this project.
At Cedaredge High School, the District was able to add additional physical education space, a wrestling room, and restrooms in 2021-22. Because of restricted space, our students were traveling off campus to an old cafeteria at the elementary school for practice. The new space allows the students to stay on campus and provides a much safer environment for physical education classes and wrestling practice.
In all three the LED exterior lighting was replaced as well as most of the interior lighting providing better quality light and becoming more energy efficient. Adding access controls to building entry doors, exterior bleachers to provide code-compliant seating, hot water boiler replacements, roof replacement, boiler upgraded to 90%+ efficiencies, gym floor replacement, Cat 6 wire upgrades, and asphalt parking lot resurfacing.
Current projects with ESSER funding and the Renew America School Grant, a federal grant, are in the schematic design phase which will address the air quality involving high carbon dioxide levels throughout our buildings. These projects to improve air quality are scheduled for construction in the summer of 2023.
Ensuring the safety of our students and staff by meeting the CPTED and School Violence standards is our top priority. With a successful BEST application in conjunction with additional district and grant funding, we will be able to simultaneously initiate and finish these projects, reduce our costs, and more importantly, improve the safety and health of our students.

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☑ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☑ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☑ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

Delta County School District's motto is "Caring, Challenging, Learning… Every Student, Every Day!", and we live by this motto. This motto is completely centered around our students and staff. Academically it is always our goal to provide the best education to all students so they have as many opportunities as possible upon graduation. We accomplish this by monitoring the academic growth of each student on a regular basis. As a District, we know this can not be accomplished without providing a safe and secure environment and that starts with caring about our students through relationships. We have committed to increasing our counseling department over the past six years to 10 FTE counselors to address mental health issues. In addition, every current staff member has been trained in Capturing Kids Hearts and all new staff members are trained during their orientation. We have also been awarded a grant for licensed social workers in our buildings. The focus on student health has been a significant funding commitment for student mental health and overall wellness.
Building these new entryways in conjunction with all of the recent mental health and wellness additions will create a safer environment for students and staff. These new entries will also allow us to renovate the existing office space, located in the middle of the buildings, to become a wellness resource center for all.
Delta County School District is very proud to say we are a performance School District on our SPF and continue to strive for excellence. DCSD's graduation rate of 90.4% for 2022 exceeds the state's rate of 82.3%. Approximately 48% of graduates plan on matriculating to post-secondary education. These positive outcomes cannot happen without the high expectations for all students and staff as well as providing a safe and secure environment.

II.D. Deficiencies associated with this project:

The public and student entrances, as well as the office locations, of the three high schools constructed in 1981, under the direction of Architect WC Muchow, are the same design. The building characteristics are equal in each of the 3 facilities with

the current office located in the center of the building with no access or visibility to the entrance or people entering the facility. The existing entrance provides visitors direct access to the common space and cafeteria and it also allows direct access to the academic hallways, gymnasium, and technology area without ever coming in visible contact with the administration office staff. The existing entry doors and frame are aluminum structures sitting partially on the footing and foundations at the entry and the exterior walks outside the building. Over time the doors have moved from their original installations creating latching and closure issues to secure the doors. The movement of the exterior concrete entrance has heaved, allowing water to enter the space in high rain conditions creating potential catastrophic issues for the future.

With the current offices in the center of the building, the administration and secretaries have no line of sight on the outside entrance of the building including the parking lot areas. The lack of sight or control of these high-traffic areas has created an unmanageable manpower shortage because we have to position someone outside the building to monitor the doors for the majority of the day. The District, along with local law enforcement, is not able to fund a full-time SRO for each of our 16 school buildings in our four communities. Therefore, the burden is on the building administration to monitor our entryways and outside environment taking them away from their assigned duties. This also does not allow us to monitor the facility in an efficient manner as these administrators need to be creating effective relationships in the hallways and classrooms and positively impact instruction. If administrators are able to return to the hallways and classrooms there will be an increased sense of security which will allow students to focus on academic achievement instead of basic safety needs.

Currently, the schools are not able to shut off the academic portions of our buildings during events or activities due to the design. All spectators for events enter through the main entrance, creating a very unsafe environment in unsupervised areas during these events. This also allows direct interaction from visitors or unwanted guests to our classrooms and students. The direct access also creates an issue with vandalism due to the inability to secure portions of the building during these events. We have had to replace tables, chairs, and glass trophy cases in these unsecured areas.

Our current buildings, though well maintained, are not physically designed to meet the current safety needs we have in today's world. The District has addressed the internal issues such as access systems and communication systems but needs assistance in altering the design of our schools' structure to accommodate these safety needs. Referring to the Homeland Security assessments in Appendix A, the safety deficiencies are clearly defined with our current entrances.

The mass notification system is not currently up to code as it is limited throughout the schools to the classroom spaces only. Students in other spaces, such as restrooms and hallways, are not properly notified in the case of an emergency. The current fire alarm system is not voice command and needs to be replaced due to the components being obsolete and not being able to be replaced on the existing system. We have had to do a fire watch this past year for several days because we were unable to repair or replace the existing system due to the code requirements to upgrade to the voice system if replaced. We have fixed it currently but could be down at any given time causing us to fall into an extended period of time on fire watch. In addition, the current buildings are only partially sprinkled with fire sprinklers. The existing commons area and any newer additions are fully sprinkled but the classroom wings are non-sprinkled. This creates an unsafe egress pattern of exiting the buildings from the academic wing. These deficiencies create a very unacceptable and unsafe environment for our students and staff.

Each of the 3 schools has similar deficiencies with FCI rating from-.59-.66 most of which are related to mechanical and electrical issues throughout the facilities. The air quality and CO2 levels far exceed industry standards exceeding 2000 ppm in different locations. The classroom wing of these facilities is radiant heaters in the classroom that provide no fresh air into the learning space. The mechanical deficiency, although not part of this grant application, are factors in the project that is scheduled to be addressed with funding outside of this grant through alternate funding sources. All of these factors negatively impact student academic performance.

The three high schools do not have air conditioning in the current system which is a huge issue at the beginning and end of the school year when temperatures are high. Some of the existing classrooms are consistently over 80 degrees. These temperatures take away from student learning and the quality of instruction. It also creates spaces that students do not want to attend and causes them to miss school.

The skylight in the cafeteria/entrance area has exceeded the expected life. The lights are a fiberglass-constructed material that has deteriorated and become soft. Our district has applied a coating to extend the life of the fiberglass membrane, but the system area is weak and potentially could fail in extreme weather conditions or fail if students access the roof and come in contact with the skylights.

II.E. Diligence undertaken to determine the deficiencies stated above:

The District Administration, Facilities Director, and design professionals have reviewed this facility. The deficiencies of the Facility State-Wide Assessment 4/2015 & the current 12/2021 audit coincide with similar concerns as the district facility

planning that has been in effect for more than 20 years. Multiple architects, law enforcement, and school security experts such as Homeland Security (Appendix A) and the ALICE Training experts have also reviewed the security of the entrances and access to the building and have presented optional corrections on the building issues as discussed in the deficiency outline. In 2020, the district received a grant to assist in the access control system security and lockdown ability of the school. The entrance was a major topic in the development of access control systems. Although access control systems were implemented, funding was not available to address security entrances, building notification systems, and fire sprinklers on the completion of the project.

Mechanical engineers have reviewed the major issues of ventilation and provided design and input for systems as discussed. These issues were addressed in ESSER and the 2022 bond our community approved. We have continued to develop plans for air quality in all facilities and need to address this issue at the three high schools in the district. DCSD has understood the importance of air quality for several years, looking at different systems to address these specific issues. Now with the technology of the VRF systems and Energy Recovery Ventilation systems, these systems make economic sense due to the volume of air required and limited plenum space.

RTA Architecture has provided DCSD with a report (see attachment) on fire safety and the need to install fire sprinklers throughout each of these three buildings. The amount of water required for the safety of students far exceeds most rural municipal water systems. A fully sprinkled system reduces the amount of water necessary by 25%. Other benefits include:

- No longer a requirement for rated corridors,
- Exit path lengths are increased,
- No longer the requirement for fire areas that do not exceed 12,000sf
- Allowed dead-end corridor length is increased.

II.F. Proposed solution to address the deficiencies stated above:

The current configuration of our three high schools does not allow us to be in compliance with the new CPTED for School Violence guidelines and does not create a safe environment for our students and staff. Building a new entrance to these high schools allows us to place the administration with a line of sight to everyone who is entering the building as well as a line of sight to our parking lots. This will dramatically increase the security of our buildings knowing who is in our building at all times. It will also allow us to build a layered approach to the security entrance following the CPTED for School Violence guidelines, which forces visitors to check in at the office and show proof of identification before entering the building. It will allow the administration to handle any type of angry parent or dangerous situation by controlling their access prior to entrance. This layered approach will also allow administrators to lock the next section of the building if an unauthorized visitor is able to pass the initially secured vestibule. As small communities, our high schools are the hub of the community in many ways and the facilities are used by not only our students but throughout the night for events.

These new secure entrances and administration office locations will allow us to secure our building's academic wings and common area from activities or events. The design of these entries will allow athletic events to be taking place in our gyms while school is still in session and not allow attendees to disrupt or endanger any of our students. The design will also allow the administration to have a line of sight for everyone entering the building and parking lots. The layout designates a controlled point of the entrance where individuals entering the building will have direct access to our administration area separated by a resistant glass screen with full visibility. At that point, the visitor can be screened and provided access to the academic portion of the athletic portion of the school. The administration area will have direct access to an office where individuals or families can meet directly with the administration without providing access to the building at this location. De-escalation can occur where issues can be solved in a controlled environment separated from students, staff, and the public. The secure entry will have access control (buzz-in access) to the building creating a more inviting environment of access with locked doors outside the building which will improve the culture of the school welcoming visitors with a safe entry.

Replacement of the fire alarm system requires a voice notification to all areas in the school buildings. This notification system will also serve as a second way to relay a mass communication message to all students and staff. Currently, the system only reaches classrooms and common areas like cafeterias and halls but does not include restrooms and other isolated areas. Replacement of this system will increase the safety for all as stated in the Homeland Security assessment.

Equally as important to the fire alarm and notification system will be the installation of a fire sprinkler system building-wide. The installation of a new sprinkler system will allow adequate time for students and staff to exit the buildings safely. Installing the fire sprinkler system will also have additional benefits such as the reduction of water flow required to safely protect the facility and students in a rural setting.

We will add a DOAS unit to the 1981 portion of each building which will bring fresh air into the building and allow us to monitor the quantity of the CO2 levels in the classrooms. By reducing the amount of CO2 in the classroom, students will feel

more energized and able to focus at a higher level. This will also allow us to filter the air brought into the classroom to remove unwanted pathogens for health benefits. The proposed VRF system brings a higher level of efficiency by allowing energy transfer from room to room. The VRF will also allow the temperature to be tempered evenly across the classrooms. These mechanical improvements are very important for the overall safety and health of our students and will be funded through other District funds and grants.
Skylight replacement provides multiple benefits. First, the existing fiberglass skylights are delaminating and leaking. Due to the current condition of these skylights, they create a very dangerous setting if there were to be a significant load such as wind or snow. Natural daylight is critical for overall student health. The replacement of these deteriorating skylights will increase natural light as well as the energy efficiency of these existing uninsulated panels.

II.G. Due diligence undertaken in defining the stated solution:

Delta School District has a ten-year facility plan that is updated on an annual basis for almost 20 years. The security of these three high schools has been an issue discussed for several years and became a priority as we have had more incidents that have become harder to manage. Discussions have been numerous with many different entities. For example, at our quarterly law enforcement meetings this topic comes up repeatedly, and also at our monthly parent accountability meetings. District leadership also discusses the topic of safety and security regularly leading to a Homeland Security assessment of these buildings. Regardless of the group, the number one concern for safety is the entrances to the schools. All groups believe the existing configuration does not adequately meet the needs of our school community for safety reasons.
Throughout the years with multiple additions that have been made, there was a focus on necessary academic space because classroom space was needed due to population or consolidation without addressing the safety of students exiting and entering the buildings. The existing space does not meet the requirements for exiting a building because of the length of the corridor and lack of sprinkler systems. These concerns must be addressed as we look to update the safety of our students and staff. Installing the fire sprinkler systems along with the other proposed updates will allow the District to internally make smaller renovations that are needed for an aging building.
We have consulted multiple architects, contractors, and engineers analyzing our buildings to determine if the shell and structures warrant upgrading to meet current requirements or constructing a new building. With effective maintenance and upkeep over the past 40-plus years, as well as sound structure, the determination has been made to renovate the current building by spending less than half the dollar amount to build new. This becomes the most effective use of taxpayer dollars.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

This project is a top priority and needs to be completed for student and staff safety immediately. We hope that we never need to address “the why wasn’t this in place” or “the if you would have had…”. The District believes it is our responsibility and obligation to provide the safest possible environment at all times. As a District, we have made many provisions and upgrades regarding safety, but have not been able to address the building configuration needs due to cost.
The district approach with multiple projects simultaneously addresses a variety of safety and health needs in our three rural high schools. While projects are separately tracked and funded, the alignment of the entities required to perform the projects is essential in coordinating each component necessary to complete multiple projects in the most cost-effective manner. Throughout our planning for these projects, the District has included the funding as a major component to make the biggest impact on overall safety and wellness for our students and staff. Therefore, the District has gone to the taxpayers, written additional federal grants, written security grants, and committed general fund dollars to make these health and safety projects possible. If we are unable to secure the BEST funding, the District will reduce the scope of work which will directly impact student health and staff safety as well as cost additional dollars to meet these needs in the future. Delta County School District has done its due diligence to not put the burden on one entity such as BEST for all of the funding. Rather we have committed ourselves and secured additional funding through multiple sources to reach our common goal of ensuring health and safety.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

This project is a top priority and needs to be completed for student and staff safety immediately. We hope that we never need to address “the why wasn’t this in place” or “the if you would have had…”. The District believes it is our responsibility and o

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

Delta County Schools successfully secured additional funding for the project through ESSER II, ESSER III, BOND 2022, and is in the application process for Renew America's School Grant and FEMA'S nonprofit Security Grant. DCSD was awarded the Colorado Homeland Security grant that allowed for access controls and systems throughout each of the sites submitted in this application

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The Delta County School District has a planned program for the maintenance and operation of the school facilities. This comprehensive plan for the maintenance of buildings, grounds, and equipment is designed to provide for the optimum safety and comfort of the occupants. Equally important, this plan is also designed to guarantee the maximum efficiency of each building and equipment and to minimize the need for major repairs or replacements.
The characteristics of this maintenance plan are predicated primarily on prevention, which allows for optimal plant capabilities. It also provides for a more deliberate approach to funding the maintenance and operations sections of the budget. The District commits time and manufacture training for our staff so we are not outsourcing work and to enable ongoing maintenance and repairs in rural settings.
Objectives of Maintenance: The primary objective of the maintenance program is to have the optimal plant running capability with a vigilant eye on the proper conservation of energy and manpower. Corrective maintenance and preventive maintenance are expected during the 40-year life expectancy of the building. Repairs or replacements are necessary to maintain the buildings, grounds, and fixed equipment in an operable condition. Specifically, this can be further broken down as follows:
1. To provide buildings that function at optimal efficiency and safety.
2. To maintain the buildings and grounds and fixed equipment in such a manner as to eliminate or reduce to acceptable levels, fires, accidents, and safety hazards.
3. To provide continuous use of facilities without disruptions to the educational program.
4. To protect public property by planned, scheduled, and repair maintenance.
5. To conserve energy by ensuring that the maximum results are obtained with a minimal expenditure of energy. An award system is in place for schools that conserve electricity.
6. To provide maintenance programs that will produce the maximum amount of maintenance for the dollars expended.
7. To be vigilant in all facility inspections. Certification: Boiler and Pressure Vessel certification is performed annually by our insurance carrier. The Colorado Pressure Vessel also performs unscheduled, on-site audits to insure that the Delta County School District maintains a safe environment in compliance with major regulatory requirements.
Environmental matters that relate to indoor air quality, water quality, and other environmental safeguards are managed by the Director of School Facilities, specific maintenance workers, and when needed, independent testing laboratories. When questions regarding environmental issues are presented, the appropriate maintenance workers and/or appropriate testing laboratories are contracted to perform and subsequently monitor issues that may emanate from specific schools. Reports and findings are returned to the schools and corrective measures are taken, if so warranted.
Delta County Joint School District annual budget and historical maintenance figures for the Delta Schools
Maintenance: $186,864
Custodian supplies: $202,775
Inspections: $34,125
Kitchen Maintenance: $88,831
Delta County Capital Fund is a minimum of $300 per student allocated to the District General Capital Construction fund 2015/16 total 4978 students $1,493,400. This fund is allocated to major projects throughout the district. Included in the attachments are the capital project funded in the past two years: 2015-16: $1,891,377 and 2014-15: $1,728,009, 2019-20 - $1,650,772 2020-21 - $4,027,936. 2022-23 $4,877,989, As agreed in the documents provided, Delta County School will commit an additional $100/student out of this fund for this project capital program at the three high schools proposed in this application.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The district allocated funding based on the faculty plan, setting aside a minimum of $300.00 per student annually for the Capital fund. In order to plan for larger projects, portions of that funding may be carried over and accumulated over multiple years for larger projects.

- FY14-15 $1,728,009
- FY15-16 $2,610,614
- FY16-17 $3,811,958
- FY17-18 $2,124,815
- FY18-19 $1,316,766
- FY19-20 $1,658,772
- FY20-21 $4,027,936
- FY21-22 $3,899,352
- FY2022-23 $4,877,989

As you can see, FY20-21 is significantly higher than in previous years.
A grant-funded Access Control Project was included in this timeline.
In order to further detail the project, a major addition/renovation was performed at the Delta Middle School Project using BEST funds from the FY19/20 which is shown above as building funds; this was a separate account set up for the detailing of the Delta Middle School Project. This $10m grant fund is not listed in the account of FY 2019 or 2020.
As demonstrated above, Delta County School District commits significant funding for the facilities. Committing assets to keep facilities in the best condition possible.
In FY 20/21/22 the school district anticipated and expended significant funds to date dealing with our 17 facilities throughout the district. Delta County School District has performed a lock replacement with PREMSYS access control system district-wide which included 1,115 locks. The replacement of all classroom and exterior door access control hardware and monitor systems, with the additional installation of position sensors for exterior door protection. The referenced Lock Project was installed by maintenance personnel and high school students here in our district. Delta County School District also performed the software programming for the system throughout the district. The total material cost for this project is in excess of $1.2 million, parts of which is grant funded outside of the BEST program with the match of all district labor for installation.
Another major project in 2020-2021-2022 included the consolidation of Hotchkiss High School and Paonia High School creating the new North Fork High School. Consolidation also created Paonia Elementary School to now include the 7th and 8th-grade students creating the Paonia K8 school which is located at the former Paonia Jr/Sr High School built in 1981. This then allowed our existing alternative school, located at the previous Paonia Elementary School, to expand its program. This school is known as the North Fork School of Integrated Studies. FY2021-2022 funding listed above is the majority of the remaining balances allocated to the North Fork High School Tech Lab renovation which is similar to a portion of this project submitted.
Previous funded BEST grant projects as required by the BEST project: Delta Middle and Cedaredge Elementary School
Delta Middle School addition capital funding for facility upgrades from FY2016 through FY2023 totals $953,795
Cedaredge Elementary School - FY2016- FY2023 for a total of $83,728 SPECIFIC ALLOCATION OF $100/student annually

III.T. How did you arrive at the estimate for this project?

The estimate for this project is a combination of multiple architects, and design professionals, general contractors, mechanical contractors, fire sprinkler contractor, mechanical equipment manufactures, in conjunction with actual projects cost verification of multiple project completed in 2022. In additions DCSD uses BNI cost estimation, RS Means estimating, industry standards from DODGE on escalation. Historically this method of collaborative cost analysis have proven extremely accurate allowing DCSD to refund escalation cost and contingency funding of our previous two best project for close to one millions dollars at each of the previous projects.

III.U. Who will be overseeing the project, if known at the time of application?

DCSD will hire an owners representative with minimum of 5 years experience in school construction.
Responsibilities include: RFP coordination and creation, job tracking, cost analysis, BEST fund request, change order and close out

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The district utilizes a comprehensive matrix process that evaluates experience, project approach, understanding of project and personnel assigned to the the project. The district has policies in place required for bid procedures requiring a competitive bid process.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$7,939,530.91	**CDE Minimum Match %:**	47
Current Applicant Match:	$7,040,716.09	**Actual Match % Provided:**	47
Current Project Request:	$14,980,247.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$14,980,247.00	Secured bond funds from November 2022 and district Capital Construction Fund	
Affected Sq Ft:	132,568	**Escalation %:**	16
Affected Pupils:	1,225	**Construction Contingency %:**	5
Cost Per Sq Ft:	$113.00	**Owner Contingency %:**	10
Soft Costs Per Sq Ft:	$8.31	**Historical Register?**	No
Hard Costs Per Sq Ft:	$104.69	**Adverse Historical Effect?**	No
Cost Per Pupil:	$12,229	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	180	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

NA

Financial Data (School District Applicants)

District FTE Count:	4,271	**Bonded Debt Approved:**	$27,700,000
Assessed Valuation:	$435,646,439	**Year(s) Bond Approved:**	22
Statewide Median: $121,995,375			
PPAV:	$102,001	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$7,097,100	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$51,830	**Outstanding Bonded Debt:**	$32,850,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	40.70%	**Total Bond Capacity:**	$87,129,288
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	4.424	**Bond Capacity Remaining:**	$54,279,288
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$2,309.44		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

HARRISON 2 - Panorama MS Safety and Mechanical Upgrades - Panorama MS - 1973

District:	Harrison 2
School Name:	Panorama MS
Address:	2145 SOUTH CHELTON
City:	COLORADO SPRINGS
Gross Area (SF):	138,540
Number of Buildings:	1
Replacement Value:	$34,922,457
Condition Budget:	$20,805,235
Total FCI:	0.60
Adequacy Index:	0.17

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$5,567,878	$4,240,374	0.76
Equipment and Furnishings	$1,703,245	$628,282	0.37
Exterior Enclosure	$4,553,150	$2,939,786	0.65
Fire Protection	$5,774	$1,664,353	288.26
HVAC System	$4,720,386	$3,526,999	0.75
Interior Construction and Conveyance	$8,487,858	$4,716,224	0.56
Plumbing System	$2,869,841	$2,834,568	0.99
Site	$2,516,569	$1,879,005	0.75
Structure	$4,497,755	$40,000	0.01
Overall - Total	$34,922,457	$22,469,591	0.64

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: HARRISON 2 **County:** El Paso

Project Title: Panorama MS Safety and Mechanical Upgrades **Applicant Previous BEST Grant(s):** 2

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $4,196,534.22

If Yes, please explain why:

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

Panorama Middle School was originally built in 1973 and has received two expansions through the years. The first expansion was completed in 1988 which added 22,000 square feet to the facility. The second expansion was completed in 1997 which added 26,652 additional square feet to the building. At the time, additional space was needed to accommodate the growing population within the District.

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

Panorama Middle School was originally built in 1973 and has received two expansions through the years. The first expansion was completed in 1988 which added 22,000 square feet to the facility. The second expansion was completed in 1997 which added 26,652 additional square feet to the building. Over the last 3 years, the school has undergone the following capital projects. In 2019, we replaced the Kewanee boilers, caulked all of the facility windows, water-sealed the exterior of the building, and made asphalt repairs to the parking lot. In 2020, the District restriped the parking lot, replaced the kitchen MakeUp Air Unit, and replaced a backflow device. in 2021, we replaced one classroom door and also provided the installation of a new floor in the gymnasium which included mercury abatement. In 2022, the District made irrigation system repairs and did a master valve replacement on the grounds. We also installed a new cricket system for a roof repair on one section of the roof. Finally, we were able to water seal the building exterior.

II.A. Project Type:

☐ New School	☐ Roof	☐ Asbestos Abatement	☐ Water Systems
☐ School Replacement	☐ Fire Alarm	☐ Lighting	☐ Facility Sitework
☑ Renovation	☐ Boiler Replacement	☐ Electrical Upgrade	☐ Land Purchase
☑ Addition	☑ HVAC	☐ Energy Savings	☐ Technology
☑ Security	☐ ADA	☐ Window Replacement	☐ Supplemental
☐ CTE:		☐ Other:	

Additional Detail:

II.C. General background information about the district / school:

Harrison School District Two (HSD2) serves over 13,000 students and resides in southeast Colorado Springs, which has historically represented a higher proportion of low socioeconomic families, as well as English language learners, and students with disabilities. HSD2 is the most ethnically diverse in El Paso County with approximately 76% of the students qualifying for free and reduced meals. HSD2 includes 12 elementary schools, two K-8 schools, three middle schools, one Alternative Education Campus, two high schools, an online K-8 school, three charter school systems, and a home-school program. The District follows a traditional curriculum with e two recent curriculum adoptions, including English Language Arts-Study Sync curriculum and Math-Eureka curriculum.

Panorama Middle School was built in 1973 and was originally 90,875 square feet. In 1988, an addition of 22,000 square feet was completed, and then again in 1997, an expansion of 26,652 square feet was completed resulting in a total of 139,527 square feet for the school. Panorama currently serves grades 6-8 with a current population of 403 students. The school has been well maintained over the years through our full-time maintenance and custodial programs. The school's mechanical systems are operating within the expected parameters, but some equipment is reaching the end of its lifecycle. Cosmetically, the school has had repairs over the years which have led to a general appearance of patchwork repairs. In the past, the

District has completed capital construction projects on Panorama Middle School, including the replacement of boilers, window caulking, water sealing of the building's exterior, asphalt repairs and restriping, replacing backflows, replacing the kitchen MakeUp Air Unit, mercury abatement and installation of a new gym floor and installation of a new Cricket system for a roof repair on a section of the roof.

II.D. Deficiencies associated with this project:

Recent audits of the building identified quite a few deficiencies at Panorama Middle School. In this application, we are focusing on our most critical needs which are a safe and secure building vestibule, security doors throughout the school, and rooftop mechanical (HVAC) equipment. The existing condition and detail of deficiencies are as follows.

1. Safe and Secure building entrance vestibule
Panorama Middle School currently uses a single door at the entrance of the building. They rely on a camera and door buzzer activation system at this entrance to allow access to students, staff, and visitors. Upon entrance to the building, guests are standing in the front administration office with access to the rest of the building. There are currently no secure vestibule or safe transaction windows that allow the administration to better evaluate our guests before granting them access to the building.

2. Security doors
Barriers or layers of protection around the school are essential for security, and secure doors are arguably the most important layer of protection against threats, and often the first line of protection against internal threats to students and staff inside a school. Panorama Middle School currently has doors that date back to the original construction of the school. There are not many secure doors located around the school that would provide safety to the students and staff in the building. By installing these needed doors, the district is placing the safety of the students as our number one priority.

3. HVAC units
The COVID-19 pandemic exposed our existing HVAC units at Panorama Middle School, showing the serious need for air quality improvements. Although many may think that heating and cooling systems are only about temperature control, more modernized ventilation systems would provide an important public health function that filtrates the air and reduce airborne contaminants, including particles containing viruses. The coronavirus pandemic made this a top priority for our District, as numerous studies have shown for years that indoor air quality impacts student performance.

II.E. Diligence undertaken to determine the deficiencies stated above:

Harrison School District Two's security department conducts safety and security reviews each year on our schools. It is standard practice to have safe entry and security at all schools and Panorama Middle School does not currently have a safe entrance vestibule or security doors throughout the school. Our District Environmental Health and Safety Manager has also conducted bi-annual site visits and reviews of the air and water quality of the school. With this in mind, the District has hired RTA Architects and Bryan Construction to look into how we could implement safety and security measures throughout the school. The 3 deficiencies that rose to the top were a safe and secure entrance vestibule, school security doors, and the air quality of the school for students.

II.F. Proposed solution to address the deficiencies stated above:

1. Safe and Secure building entrance vestibule
The addition of a safe and secure building entrance vestibule would assist in effective access control to the building. The school currently relies on a camera and door buzzer activation system at this entrance to allow access to students, staff, and visitors. This vestibule will greatly enhance security layering and screening, providing the school the ability to provide quick response in a lockdown situation.

2. Security doors
As stated above, barriers or layers of protection around the school are essential for security, and secure doors are arguably the most important layer of protection against threats, and often the first line of protection against internal threats to students and staff inside a school. The installation of these doors will help secure the building so that, in the event of a security issue around the school, the access in which intruders can enter is severely restricted and contained.

3. HVAC units
Installation of more modernized HVAC systems would provide an important public health function that filtrates the air and reduce airborne contaminants, including particles containing viruses. Improved air quality has been demonstrated to improve student performance and has resulted in less student absenteeism. These units are essential for a safe and healthy school and will provide adequate ventilation for much improved indoor air quality resulting in better student performance.

II.G. Due diligence undertaken in defining the stated solution:

The District hired RTA Architects and Bryan Construction through our competitive RFP process for our bond. These groups have come together, alongside the District, to determine what areas need to be addressed in the renovation of Panorama Middle School. Site analysis indicated that the school needed a safe and secure entrance vestibule as there is not currently one in place. This would allow the administration to better evaluate our guests before granting them access to the building. The analysis also indicated the lack of secure doors around the building. This leaves the building without a secure preventative system in place. Finally, the analysis determined that the building does not have modernized HVAC units that provide better ventilation systems to the building. The addition of new modernized units would help to provide an important public health function that filtrates the air and reduce airborne contaminants, including particles containing viruses. Students spend half of their day inside our schools and improving the air quality helps our students learn in the healthiest environment possible.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The timeframe in which the deficiencies must be resolved is August 2024. If this project is not awarded, we will not be able to provide the needed safety and security measures as determined in our safety and security assessment, and this would result in the completion of these items being pushed many years into the future.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

The voters of Harrison School District Two approved a $180 million bond issue in November 2018.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The District budgets $107,700 annually in the general fund for maintenance and repairs of equipment. The District also budgets another $2.3 million a year in Capital Reserve funds for maintenance, repairs, and/or replacement of capital equipment. The District has an aggressive preventative maintenance program to maximize the life of the equipment and consistently operates and maintains equipment well past the design life expectancy. The District utilizes FMX - an interactive building work order system, to schedule preventative maintenance and identified repairs. Utilizing this system, the District manages maintenance on a daily basis. The District also has a strong training program for building custodial and maintenance staff to identify and correct potential issues at the earliest stage. The District requires daily inspections of mechanical equipment and conducts annual inspections as part of the Capital Reserve process. There is a 1-year warranty on the vestibule and a 1-year parts and labor warranty on the mechanical units.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The District-wide Capital Reserve Capital Projects Funding is received annually as a transfer from the General Fund. Due to the economic impacts from COVID 19, the transfer to Capital Reserve was suspended for one year only in Fiscal Year 2020-2021. The transfer for 2021-2022 and 2022-2023 has been restored to $1,077,275. An increase in the transfer is planned for 2023-2024 and 2024-2025 to $2,327,275, representing an increase of 116 percent. Expenditures for future years are based on available funds and needs assessment. The District is developing a 5 year capital projects plan that will be used to address the needs listed in the assessment. The District was successful in passing a bond election in November, 2018. This will provide funding to be allocated for capital projects within the Building Fund and will alleviate some capital project needs in the Capital Reserve Fund. Future year expenditures will be planned in conjunction with the funds available in the Building Fund, to provide resources for capital expenditures. The capital projects are replacing existing items and therefore the financial impact on operating budgets are not considered to be material. HSD2 has developed an in-depth analysis and review of the long-range capital improvement plan to identify the funding needs of projects in the Capital Reserve Fund. The prioritization process reviews safety, health, environment, and security issues as top priorities in conjunction with ADA compliance needs. An intentional draw down of accumulated fund balance has been planned for operational expenses.

III.T. How did you arrive at the estimate for this project?

Bryan Construction was brought on board as the Construction Manager for this project and has provided the estimate for this project with the assistance of the District's representative Wember, Inc., and the District Representative Levi Schroder.

III.U. Who will be overseeing the project, if known at the time of application?

Wember, Inc. will be leading the coordination between Bryan Construction and RTA Architects. Wember, Inc. has been an owner's representative for over 20 years and has successfully managed over 120 projects in Colorado and Wyoming. Internal oversight will come from the District's Director of Operations (Levi Schroder).

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

Harrison School District Two has completed a competitive RFP process, and through this process has selected Bryan Construction, RTA Architects, and Wember, Inc.

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

NA

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$1,754,782.76	**CDE Minimum Match %:**	27
Current Applicant Match:	$649,029.24	**Actual Match % Provided:**	27
Current Project Request:	$2,403,812.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$2,403,812.00	The District successfully passed a $180 million bond in November 2018. The bond would be used as a match for this project.	
Affected Sq Ft:	139,527	**Escalation %:**	10
Affected Pupils:	403	**Construction Contingency %:**	5
Cost Per Sq Ft:	$17.23	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$0.42	**Historical Register?**	No
Hard Costs Per Sq Ft:	$16.81	**Adverse Historical Effect?**	No
Cost Per Pupil:	$5,965	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	346	**Is a Master Plan Complete?**	Underway
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	12,483	**Bonded Debt Approved:**	$180,000,000
Assessed Valuation:	$826,099,180	**Year(s) Bond Approved:**	18
Statewide Median: $121,995,375			
PPAV:	$66,178	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$17,673,964	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Median Household Income:	$51,656	**Outstanding Bonded Debt:**	$112,075,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	60.60%	**Total Bond Capacity:**	$165,219,836
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	17.758	**Bond Capacity Remaining:**	$53,144,836
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$4,852.28		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

COTOPAXI RE-3 - DW HVAC and Electrical Upgrades - Cotopaxi ES/JR/Sr HS - 1938

District:	Cotopaxi RE-3
School Name:	Cotopaxi ES/Jr/Sr HS
Address:	345 COUNTY ROAD 12
City:	COTOPAXI
Gross Area (SF):	76,186
Number of Buildings:	4
Replacement Value:	$20,805,587
Condition Budget:	$10,388,231
Total FCI:	0.50
Adequacy Index:	0.27

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,622,798	$2,035,457	0.78
Equipment and Furnishings	$1,325,143	$464,204	0.35
Exterior Enclosure	$4,674,559	$909,948	0.19
Fire Protection	$14,747	$876,697	59.45
HVAC System	$2,144,022	$1,413,152	0.66
Interior Construction and Conveyance	$3,362,693	$2,800,118	0.83
Plumbing System	$1,246,891	$1,043,632	0.84
Site	$2,277,547	$1,601,862	0.70
Special Construction	$53,403	$53,403	1.00
Structure	$3,083,785	$66,448	0.02
Overall - Total	$20,805,587	$11,264,921	0.54

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: COTOPAXI RE-3 **County:** Fremont

Project Title: DW HVAC and Electrical Upgrades **Applicant Previous BEST Grant(s):** 2*

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $2,325,809.62

If Yes, please explain why:

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

The original part of the elementary school building was constructed in 1938. It is located at the southernmost end of today's larger campus. This building was brand new and in great condition at the time it was constructed. It originally served all grades at Cotopaxi, until they ran out of space.

The original building underwent six additions between 1960 and 1996 to increase overall space. Today, these additions make up classrooms, a gym, a theater, a library, a wood shop, and the district's administration offices.

Today, the above facility detailed in this application serves the district's kindergarten, elementary, and middle school students, along with the district's administration. The high school and cafeteria are now both entirely separate buildings, and are not included in this application.

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

CAPITAL IMPROVEMENTS

New security cameras, new intercom phone system, and new interior doors - Summer 2022

Water Filtration System Upgrade - Summer 2021

LED Conversion and lights on baseball field - Summer 2020

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☑ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☑ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☑ **HVAC**	☑ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

I. GENERAL BACKGROUND INFORMATION

Cotopaxi was founded in 1882 by Henry Thomas, an early prospector to the western territory in the mid-nineteenth century. Cotopaxi and Cotopaxi School District now serve to unite five small communities along the Arkansas River at the base of the Sangre de Cristo Mountain Range, all located within a twelve-mile boundary. Cotopaxi is located between the towns of Salida, CO. and Canon City, CO.

At present, the district has one Pre-K building, one building serving as the Elementary School, Middle School, and District Administration, and one building serving as the High School, with a total enrollment of 194 students.

II. ACADEMICS/ EDUCATIONAL PROGRAMMING
Cotopaxi School District currently offers programming at the elementary, middle, and high school levels that are primarily consistent with the Colorado Academic Standards at comprehensive health, physical education, English language proficiency, mathematics, music, reading, writing, communicating, science, social studies, visual arts, and world languages.

The district also offers programs outside of the Colorado model content, including wood shop, basic shop, and welding.

III. AFFECTED FACILITIES
The affected facility currently serves Cotopaxi's elementary, middle and high school students, along with the district's administration. This facility has undergone six additions since its original construction in 1938 and is located at the southernmost end of the district campus.

IV. MAINTENANCE PROGRAMS
The district currently employs one full-time maintenance director/ head custodian named Calvin Troutman. He has worked at the district for years and knows the facilities better than anyone, having grown up in the area as well. Although the district is very small in size, the maintenance department is definitely understaffed.

V. PAST CAPITAL CONSTRUCTION PROJECTS
The most recent major capital improvement project for the district was the construction of the high school in 1996. However, the recent projects for the facility in question are detailed previously in the application.

II.D. Deficiencies associated with this project:

The specific deficiencies outlined below represent the top priorities for the district. The deferred maintenance affecting each deficiency has reached a point of critical intervention. All of the corresponding solutions are pieces to a much more expansive strategy, which the district has spent the past year developing.

I. HEALTH DEFICIENCES (INDOOR AIR QUALITY, THERMAL COMFORT, MECHANICAL & VENTILATION SYSTEM)

OVERVIEW
One of the elementary school buildings is served by a gas heat rooftop unit that was recently replaced in 2022 due to the failure of the existing unit. This unit provides heating only. The other elementary school buildings are served by two propane gas boilers that provide heating in the buildings. The boilers provide heating hot water to unit vents located in the perimeters of the buildings. The middleschool classrooms are served by in-ceiling furnaces with propane heating but no cooling. The high school is served by two new RTUs that were replaced recently due to the failure of the existing RTUs. These RTUs provide heating and ventilation but not cooling due to insufficient t electrical capacity.

NO COOLING IN THE BUILDINGS
All the HVAC equipment in the elementary and middleschool buildings is only operated when there is a demand for heating, leading to uncomfortable indoor temperatures and air quality issues due to lack of cooling and inadequate ventilation. The lack of proper cooling equipment in the schools can have significant impacts on the health, comfort, and academic performance of students and teachers making it essential to address this issue.

INADEQUATE VENTILATION
The HVAC system serving the buildings are only operated when there is a demand for heating, leading to a lack of proper ventilation throughout the year. This means that the air in the building may become stagnant, leading to an accumulation of pollutants and poor air quality. This can have serious consequences for health of both students and teachers. Poor air quality is a major concern in these buildings, and it is imperative to bring the school up to modern comfort and indoor air quality standards.

HIGH CO2 LEVELS

Aviriq performed the CO2 assessment at Cotopaxi school. Based on their assessment, if the capacity in the spaces is above 19%, the ventilation is inadequate in the spaces. This suggests that the building's mechanical equipment is not providing enough ventilation air at all times. This data also shows that there is room for improving the indoor air quality of the classrooms across all the buildings through design and implementation of improved HVAC systems and controls.
**Please refer to CO2 analysis section of the following question for further details

HIGHER RISK OF INFECTIOUS DISEASE
Studies have shown that we can decrease the risk of spreading infection by utilizing proper mechanical ventilation rates, with stale contaminated indoor air exhausted and replaced with fresh outside air. Current Mechanical Code requires at least 3 outdoor air changes per hour (ACH), meaning the entire volume of air inside occupied spaces should be replaced with outside air every 20 minutes. Targeting 3-6 (ACH) is typically ideal as there are diminishing returns with ventilation rates beyond 6 ACH due to excessive capital, operational, and maintenance costs associated with high ventilation rates.

INEFFECTIVE HONEYWELL CONTROLS
The buildings are managed by a Honeywell control system that was installed in 2009. The control component includes Honeywell's thermostats throughout the buildings and electric control valves. This system does not allow for implementation of modern energy efficient controls strategies and does not provide remote accessibility from the facilities office. The school district is currently installing new Trane controllers in the elementary school buildings. The school district should expand the control system district-wide to improve the HVAC control. Ineffective control system can result in ineffective and inefficient operation of the HVAC equipment, leading to higher energy costs, potential equipment damages, and reduced air quality, which can negatively impact the health and comfort of students and staffs.

II. BUILDING ENVELOPE, INFRASTRUCTURE & SITE DEFICIENCIES

UNDERSIZED ELECTRICAL CAPACITY
The main electrical service distribution panels at Cotopaxi elementary school were installed in 1998, at the middle school in 1975, and at the high school in 1996. Although the systems are still functional, the panels at the middle school have exceeded their expected useful life of 30 years, and those at the elementary and the high schools are nearing the end of their useful life. Currently, the distribution panels do not have enough capacity to incorporate mechanical cooling to the HVAC system. This limits the ability to improve comfort and indoor air quality for students and teachers.

III. BUILDING SAFETY AND SECURITY DEFICIENCIES

FAILING FIRE ALARM PANEL.
The existing fire alarm panel that serves the elementary school and middle school shows errors frequently and is at risk of failing completely. The panel is operating beyond is useful life. Frequent maintenance and upkeep as not addressed the near constant errors displayed by the fire alarm panel. Should the panel fail before the system can be replaced, the district will have to implement a fire-watch program until the panel can be replaced. Additionally, none of the classrooms contain fire alarm horns or strobes. Horns and strobes are only located in corridors at this time. The existing placement of horns and strobe does not align with current code requirements and is a great health and life safety risk for the build occupants. Furthermore, the proposed HVAC system will require additional point of the fire alarm system that the current system cannot support.

II.E. Diligence undertaken to determine the deficiencies stated above:

STRATEGIC PLANNING AND FACILITY MASTER PLAN DEVELOPMENT'
Throughout the 2022 calendar year, the district underwent a comprehensive strategic planning and facility master planning effort. As it relates to the specific projects and needs outlined in this grant, it was led by a team of professionally licensed mechanical and electrical engineers, and experienced general contractors.

The assessment looked at all district facilities, identifying and prioritizing facility needs for both the short- and long-term. It spanned multiple site visits over a six-month period to fully understand how all of the systems at Cotopaxi interact. This included but was not limited to a detailed investigation of major MEP systems, building envelope, school security, site conditions, and code compliance. Core issues and applicable solutions and recommendations throughout the facilities were

then identified to form a long-term vision.

Using this information, the district and master planning team worked collaboratively with staff down to the teacher level to develop a long-term strategic plan to add context to their informed decision-making process.

CO2 ANALYSIS
As part of the development of the Master Plan and BEST Grant application, an assessment was performed that measured the concentrations of carbon dioxide (CO2) in a sample of four classrooms.

AVIRIQ, a third-party company performed the CO2 assessment at the elementary, middle and high school buildings. Based on the Carbon Dioxide Assessment report provided by AVIRIQ, six (6) representative locations were selected for testing throughout the facility based on general configuration, connection to different ventilation systems, solar gain, and space use, Selections represent 10% of the total gross square footage of the facility. Aviriq used the following testing protocol:

For each test space, a minimum of two (2) commercial air assessment monitors are placed. Placement is targeted on opposite sides of the room on surfaces 2-5 feet above the ground. Monitors are set in place and allowed to acclimate for a minimum of 20 minutes before ventilation testing begins. Rooms may be either occupied or unoccupied as found and doors and windows are left in their found condition to measure conditions as experienced.

Industrial or Food grade CO2 (>99% purity) is released into each space to bring in-room concentration levels to 2,500 – 3,000 ppm as observed on monitors and verified by instantaneous-read hand-held CO2 wand. Air within the room is mixed using installed fans and/or hand-held fans to ensure even distribution of CO2 concentration levels. Monitors are left in place a minimum of 25 minutes to measure CO2 levels in 10-second increments. An average of the in-room monitors is used to calculate outside air exchange rates. Average readings from the monitors 10 minutes prior to testing are used to establish baseline air characteristics for each space.

As per their assessment, if the capacity in the spaces is above 19%, the ventilation is inadequate in the spaces. Air characteristics were acceptable as measured with limited occupancy. Full occupancy on the main floor would likely result in unacceptable air quality.

This suggests that the building's mechanical equipment is not providing enough ventilation air at all times. This data also shows that there is room for improving the indoor air quality of the classrooms across both buildings through design and implementation of improved HVAC systems and controls.

II.F. Proposed solution to address the deficiencies stated above:

I. HEALTH SOLUTIONS (INDOOR AIR QUALITY, THERMAL COMFORT, MECHANICAL & VENTILATION SYSTEM)

INSTALL NEW HVAC EQUIPMENT IN THE ELEMENTARY AND MIDDLE SCHOOL
Currently, there is no cooling equipment in the elementary and middle school buildings. Therefore, the district master planning partner proposed installing high efficiency, all electric, HVAC systems that includes a heat pump air handler, VRF units, DOAS units, and split AC units to condition the elementary and middle school.

A packaged heat pump air handler will condition the multipurpose room of the elementary school building. Ideally, the air handler will be located on the roof above the multi-purpose and new supply and return ductwork will be installed to distribute the airflow in the space. An economizer and barometric relief damper will be included to help provide ventilation to the space. Provisions will be made to structurally re-enforce the roof structure as needed. The existing radiant heaters will remain for back-up and emergency heat. The heat pump will be supplied with integral energy recovery wheel, variable speed compressor and variable speed fan for single zone VAV control. A dedicated VRF system will also be installed to serve a number of classrooms, offices, and the library, and split system units will be installed to serve the computer lab in the elementary school buildings.

A separate dedicated VRF system will be installed to condition the middle school building. The basis of design shall be a Mitsubishi Hyper Heat system which operate a sufficiently cold outside air temperature for the Cotopaxi climate.

VRF systems allow for precise temperature control in different zones, leading to a comfortable indoor environment for occupants, are equipped with air filtration systems that can improve the indoor air quality, and can be more cost effective than installing multiple individual RTU units. Heat pump systems are highly energy-efficient system and use a small amount of electricity to move heat from one place to another, resulting in lower energy consumption.

ACTIVATION OF COOLING

The existing RTU serving the elementary wing in the far south will have cooling added once the electrical capacity as been upgraded. This will involve charging the existing DX cooling coil, configuring the RTU controls for cooling, and balancing the cooling airflow. Activating cooling in the RTU will provide occupants comfort, however, it will increase energy consumption in the building.

INSTALL DEDICATED OUTDOOR AIR SYSTEMS

To provide the outdoor air ventilation rates required for educational spaces, dedicate outdoor air systems (DOAS) unit with be installed alongside the new VRF systems in the elementary and middle school mentioned above. All new ductwork will be installed to transport the ventilation air to the necessary spaces. The DOAS units will contain energy recovery wheels to improve efficiency. Additionally, the DOAS units will utilize integral heat pumps to temper the outside air to 70 degrees.

DOAS units will provide proper ventilation, greatly improving the indoor air quality throughout the elementary and middle schools. This will result in a more comfortable and healthier environments for building occupants.

EXPAND BUILDING MANAGEMENT SYSTEM

The buildings are managed by a Honeywell control system that was installed in 2009. This system does not allow for implementation of modern energy efficient controls strategies and does not provide remote accessibility from the facilities office The school district is currently installing new Trane controllers in the elementary school buildings. Along with the HVAC improvements described above, Willdan recommends expanding the Trane building management system to:

• Incorporate all new VRF, heat pump, DOAS equipment, and exhaust fans summarized above.
• Incorporate the existing hydronic heating plant consisting of two boilers and four pumps.
• Optimize the BMS to implement advance efficiency controls measures such as economizer, optimal start based on outdoor air conditions, demand-based ventilation controls, optimized scheduling, and duct static pressure resets.

A modern building management system can help regulate heating and cooling system to reduce energy consumption and cost, can control the indoor environment by ensuring that it is comfortable and providing clean air for occupants, and will allow maintenance staff to monitor and schedule equipment remotely which will reduce maintenance costs.

FULL SYSTEMS COMMISSIONING

The new HVAC and control systems will undergo a rigorous 3rd party commissioning process, which ensures the adherence of the work to the design intent and acts as a method of quality control. In general, projects which are commissioned use 16% less energy, resulting in more comfortable buildings, and have far fewer issues after construction.

INCREASED FILTRATION

A number of strategies are being proposed to mitigate the spread of infectious disease within occupied spaces. Higher efficiency filtration should be added to the packaged RTUs. This involves upgrading the standard air filters that would typically come with the units to higher Minimum Efficiency Reporting Values (MERV ratings). It is important to note that filters with higher MERV ratings require supply fans to work harder to move air through them. This means that some fans and motors may need to be further upgraded to handle the additional static pressure.

ABOVE-CODE VENTILATION DESIGN

All the proposed equipment will be designed and implemented to deliver above code ventilation rates of 4-6 ACH depending on the space types being served. The exact quantity of fresh air will depend on the actual number of occupants that are expected to be present in each space. These fresh air quantities will be determined during the detailed design phase.

Finally, additional controls strategies will be implemented to further mitigate the spread of infectious disease. Controls strategies such as a pre- and post-occupancy flush with 100% outside air and increasing minimum outside air damper positions during occupancy will be implemented.

II. BUILDING ENVELOPE, INFRASTRUCTURE & SITE SOLUTIONS

ELECTRICAL DISTRIBUTION SYSTEM UPGRADES
To accommodate the implementation of the new HVAC system, adding cooling to the buildings, and bringing the ventilation rate up to and beyond code requirements, all of the elementary and middle schools electrical distribution system must be upgrade. Primarily, this includes replacing the current electrical distribution equipment such as panelboards and the main distribution panels to safely handle the increased electrical load.

III. BUILDING SAFETY AND SECURITY SOLUTIONS

INSTALL FIRE ALARM HORNS AND STROBES.
The fire alarm system serving the elementary and middle schools will be completed replaced with a modern system that will include all horns, strobes, the fire alarm panel, and necessary wire runs. Horns and strobes will be added to all classrooms and common use areas of the elementary and middle schools to ensure the safety and well-being of students and staff in case of a fire emergency.

II.G. Due diligence undertaken in defining the stated solution:

LIFE CYCLE COST ANALYSIS FOR HVAC SYSTEMS
Three options for a replacement HVAC system were considered to effectively address the lack of cooling and poor ventilation.

One viable option – Combination of Air-source VRF with Dedicated Outdoor Air System and Heat Pumps– represents the best qualitative fit and was quantitatively analyzed through a Life-Cycle Cost Analysis (LCCA) exercise. An LCCA accounts for such factors as annual maintenance and energy costs, in addition to the first cost. This analysis created an overall picture of the true cost of ownership and operating each system, not just the installed first cost.

School security contractors were consulted with for the proposed security improvements to develop a comprehensive list of projects that will increase the overall safety of the students and staff.

EQUIPMENT SELECTION
Detailed site walks were completed by the MEP design team. Floor plans were created and space uses and occupancy data was collected. For the HVAC upgrades, initial load and ventilation calculations for the proposed HVAC systems were completed and used to size the proposed equipment. The equipment sizes were checked and verified by equipment reps and budgetary equipment pricing was provided for the estimates.
For the fire alarm system, all necessary building and space use data was collected and provided to a qualified fire alarm system contractor who provided feedback on the system requirements and budgetary pricing which was confirmed by a second contractor.

INCENTIVES
The district and the MEP design team met with the local utility provider to solicit input on any available incentives for HVAC projects. In this initial meeting, the MEP design learned of numerous incentive opportunities for electrification of the sites HVAC systems. These potential incentive were a driving factor in proposing an all electric heap pump system. The utility provider informed the MEP design team that the existing, on site transformer capacity was sufficiently sized to accommodate the increase electrical load. The electrical infrastructure down stream of the transformers will still require upgrade but there is huge cost savings associated with using existing transformers. Additionally, through the installation of submeters, the utility informed the team there is potential to move the facilities to lower tier electrical rate structure that would eliminate demand charges al together.

While none of these incentives or utility cost savings measures are guaranteed, the district and design team will pursue these

opportunities aggressively.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

As the facility stands today, the following areas have already reached a point of failure:

1. PORTIONS OF THE MECHANICAL HVAC SYSTEMS
Being reactive instead of proactive this past year turned into a lesson that the district does not want to learn twice, when multiple portions of the HVAC systems failed and caused the district to require an emergency grant. The emergency grant replaced one RTU at the elementary school and two RTUs at the high school.

This grant application WILL NOT duplicate or redo any of the work completed. This grant will add cooling to that new RTU at the elementary school by enabling existing DX cooling coils included in the RTUs. The cooling cannot be enabled until the electrical infrastructure has been upgraded as part of this grant. Larger MERV filter sometimes requires a larger filter rack holder, which is a very small cost to add.

Not only have a large portion of the HVAC systems already reached a point of failure, but they also continue to cause large amounts of unnecessary spending. Continuing a one-for-one replacement strategy, such as the recent RTU's, is not sustainable and no longer fiscally wise to pursue. Most importantly, it is not responsible in our role as custodian of taxpayer money.

2. FIRE ALARM SYSTEMS IN THE ELEMENTARY AND MIDDLE SCHOOL
The fire alarm systems reached total failure quite some time ago. It goes without saying how big of an issue this is for the safety of our parents, students, and staff, if not immediately addressed.

Systems on a path of expected or imminent failure, if not immediately addressed, include:

1. ELECTRICAL SYSTEMS
The implementation of new HVAC upgrades is impossible without also updating the extremely old and outdated electrical system.

FALL 2023 BOND CAMPAIGN
Not being awarded this project would have a major negative impact on the upcoming general obligation bond, which the district will be pursuing in the fall. There is another list of scopes and issues that need to be addressed immediately after this phase of projects, and the district simply cannot afford to wait another year to delay things further. Being awarded a BEST grant will give Cotopaxi School District the momentum we need for a successful bond campaign and crucial capital improvements many years into the future.

SYNERGY
All of these improvements, in one way or another, impact the health and safety of our students – as well as the learning of our students – and all improvements must be addressed immediately and comprehensively. This will produce a combined effect greater than the sum of their separate effects. Which also leads to economies of scale below.

ECONOMIES OF SCALE
Addressing this all at once eliminates the quantitative costs inherent in a multi-phased approach. Overall budget and timeliness of projects can be maximized by avoiding such additional factors as the annual inflation of construction costs (especially as this intensifies), availability of qualified contractors, the remobilization of major trades, one-off project developments of professional services such as design and construction management, gaps in project management, changes in district leadership, and changing economic conditions. Streamlining these many interrelated projects ultimately delivers the highest value and return on investment.

Most importantly, however, the district's ability to wholly address critical HVAC, electrical and fire systems at Cotopaxi Elementary and Middle School allows us to continue the pursuit of the strategic plan of the Facility Maintenance Master Plan and focus on other Tier I and Tier II projects, most notably, the facility needs for a major addition to rebuild the cafeteria and

increase safety for our preschool students.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Cotopaxi RE-3 has explored all available and impactful options for funding regarding these necessary capital improvements. We used a large chunk of capital reserves to fund the emergency project in 2021, and now need the help of the CDE.

We have been stewards of our funds and have the required amount available to make payments on a lease purchase to match the BEST Grant, but we have nowhere near the amount needed to pay for the other improvements outlined in the Master Plan scope.

Additionally, this is why the district plans to pursue a General Obligation Bond following this grant cycle for the critical capital improvement projects outlined in our Facility Maintenance Master Plan.

We need the BEST Grant funds and the momentum of a Phase I project before the election to obtain the necessary leverage for passing this bond. The community needs to see that we are being proactive and doing everything we can with the budgeted funds that we have. These replacements, and others, are paramount for the health, safety, and security of students and teachers within Cotopaxi School District RE-3.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

CAPITAL RENEWAL BUDGET
The district has strived over the years to increase our overall fund balance in the general fund to support long-term needs and capital upkeep. The District will include a capital renewal budget at a minimum of $70 per student per year into the districtwide capital reserves to provide direct funding toward the annual preventative maintenance of this project's systems and major components, as well as all planned bond projects that will be included in the fall 2023 election.

The funds will be used to maximize the life of the project and ensure funding for future replacement costs, which, according to ASHRAE and manufacturer data is approximately 20-25 years for major equipment. The district has recently implemented a few new best practices, such as keeping an inventory of building components and assessing their conditions to prioritize capital renewal projects.

With assistance from BEST to complete these major projects, current operational expenditures would be freed up to serve as an additional funding source toward capital renewal and proactive maintenance. We would no longer need to spend on the upkeep of obsolete systems and equipment, but instead would be able to effectively budget and maintain building systems and infrastructure as intended.

PREVENTATIVE MAINTENANCE PLAN
The district's annual expenditures on reactive capital costs on the specific systems planned for replacement exceed $25,000 per year. Once these major systems are replaced, budgeted funds currently used in a reactive manner will be reallocated into a Preventative Maintenance Plan, specific to Cotopaxi Elementary and Middle School. The proactive upkeep of these major systems will include regular seasonal servicing and inspections, filter replacement, and cleaning, and will build additional cash reserves for unexpected repair such as parts replacement after warranties expire.
In summary, we will commit to reallocating an estimated $6,000 towards the proactive upkeep of major systems, including regular seasonal servicing and inspections, filter replacement, and cleaning, and will build additional cash reserves for unexpected repair such as parts replacement after warranties expire.

Additional annual net operational savings are expected as a result of our current and future O&M costs, and these funds will remain in the district's operations and maintenance budget, and be allocated to additional proactive measures, deferred maintenance, and increased support for the Cotopaxi School District Maintenance Staff.

**A copy of this preventative maintenance plan has been submitted as a supplemental document with this application.

SYSTEMS COMMISSIONING & OWNER TRAINING
New HVAC systems installed will also undergo a rigorous commissioning process, which ensures that common operational issues are identified and remedied before installing contractors leave the site. District staff will receive dedicated training, support and on-boarding of the new HVAC and Fire Alarm Systems during and after the project.

SUMMARY
If Cotopaxi School District is awarded this grant, it will give us the campaigning reassurance that we need to pass a general obligation bond in November and complete a project next year. The pressure on our current maintenance program would be relieved. Many deferred maintenance expenditures currently used to maintain our facilities and building systems would be eliminated. Additional funding would then be designated in annual appropriations for the standard maintenance and upkeep that goes along with the implementation of new systems. We will incorporate all manufacturer recommendations for proper service and maintenance, as well as determine the need for supplemental staff support. We also plan to involve additional maintenance personnel in the decision-making and communication of facility needs.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

During 2021-2022 Fiscal Year, approximately $100/FTE was spent by the district toward capital outlay projects, which were primarily made up of emergency repairs, proactive upkeep, and reactive upkeep of current systems.

To best prepare for the upcoming year's capital projects and facility needs, the district collaborates with our Head of Facilities and maintenance personnel, administrators, principles, and school board members to prioritize and commit towards anticipated capital outlay projects.

III.T. How did you arrive at the estimate for this project?

OVERVIEW
The Detailed Project Budget was collaboratively developed with the expertise of professional cost-estimators, trade contractors, construction management professionals, and registered design professionals specializing in historic preservation architecture, structural, mechanical and electrical engineering design and planning. Each has extensive industry and specialized experience, a detailed understanding of our district's needs spanning nearly two years, and knowledge of the current construction landscape in the State of Colorado.

PROFESSIONALS ON DEVELOPMENT TEAM
The Cotopaxi RE-3 development team has worked together for nearly two years. They are a collective of professionally-licensed design professionals of mechanical and electrical engineers and construction managers.

METHODOLOGY
Initial estimates were derived from the most recent R.S. Means nationally utilized database for new construction and renovation costs. The database reflects a pool of actual project costs from hundreds of cities across the country, and costs reported from contractors, designers, and building owners. Construction data is updated every quarter to provide the most accurate, up-to-date costs available.

Detailing and refinement of estimates by our development team applied their internal project databases of recently completed projects of similar scope, actual project costs and hard-bids, and contractor quotes, consideration of regional market conditions, and their experience in a variation in professional disciplines and specialty expertise.

Schematic design details, quantities and unit costs in the comprehensive estimates are unique to current conditions and anticipated projects of Cotopaxi Elementary and Middle School. They derived from designers' own field measurements, dedicated site visits, dimensional floor plans, and scaled floor plans and supported by an in-depth scope development process, collaborative planning, and extensive feedback from key district staff. Estimates include all hard costs and soft costs relevant to the scopes of work, from project development and professional design through to implementation and post-construction services.

SCOPE VALIDATIONS

Major scopes of work were estimated in collaboration with, or reviewed by, independent trade contractors specializing the scopes of work. This included professional opinion and/or validation of:

1. Mechanical & Electrical
2. Fire Alarm Systems

ESCALATIONS & CONTINGENCIES
Anticipated cost escalations were factored into the estimated project scope given the rising construction demands and shortage of skilled labor in the State of Colorado and nationally. Escalation also factors that actual pricing for work would be secured in the latter part of 2023 at the earliest. Appropriate construction and estimating contingency are included due to the conceptual level of project development and volatile industry trends.

Owner's contingency was included to anticipate changes in scope throughout design and implementation. Design costs were estimated relevant to applicable division costs, and expenses for bonds, insurance and general contractor fees were accounted for.

III.U. Who will be overseeing the project, if known at the time of application?

The Design-Build team will include, at minimum, a professional architect, engineers and construction management to lead and manage the project. We anticipate utilizing an AIA-141 contract, which will provide the district a team of experts who are directly accountable for the design, implementation and successful outcome of this project.

It is important to the district that the integrated project team will work synergistically throughout the entirety of the project timeline, report directly to our committee on a weekly basis, keep our project on time and on budget, certify the execution and operational performance of the improvements, and deliver to the highest-quality implementation of our capital improvement project.

It is anticipated that this project will be implemented throughout 2024, without the need to temporarily relocate affected students, although we have contingency plans and funds for temporary relocation if needed. A high-level Project Schedule has been provided with this application as a supplementary document. In summary, we plan to select a firm in early Fall 2023 and continue schematic design and finalize the details of the intended scopes of work, complete professional design and competitive bid solicitation through Winter 2023 and Spring 2024 and commence construction in the Summer of 2024.

Invasive scopes of work will be completed prior to the start of the 2024 school year (for example, mechanical, roofing, and electrical), and scopes of work that are less-invasive to our operations will continue into the Fall 2024 months.
All scopes of work will begin during the summer to ensure that Fall 2024 construction is already well underway, and preparations for walking paths and building access are established. Obviously, there is extensive detail and specificity to properly plan and manage this project plan that is not described here. Upon request, additional information can be provided to the CDE and CCAB.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

In conjunction with our responsibility to our community in asking for approval of a general obligation bond in November of 2023, Cotopaxi School District RE-3 is committed to pursuing a competitive and transparent selection process for professional services, subcontractors and other consultants as part of We will select the firm best qualified to deliver this and other construction projects by the issuance of a Request for Qualifications, anticipated to take place in the Spring of 2024, and in accordance with district procurement bylaws and preferences. A detailed in-house vetting process by district administration, Board of Education, and Director of Facilities and BEST Grant Committee will select the most qualified firm to provide the development, professional design, contractor procurement, competitive pricing management, onsite construction management, and post-project support services for the projects detailed in this grant application under a Guaranteed Maximum Price (GMP) contract.

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

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$3,233,716.09	**CDE Minimum Match %:**	53
Current Applicant Match:	$3,646,530.91	**Actual Match % Provided:**	53
Current Project Request:	$6,880,247.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$6,880,247.00	The district will utilize lease purchase financing for the match.	
Affected Sq Ft:	43,222	**Escalation %:**	10
Affected Pupils:	190	**Construction Contingency %:**	12
Cost Per Sq Ft:	$159.18	**Owner Contingency %:**	6
Soft Costs Per Sq Ft:	$11.31	**Historical Register?**	No
Hard Costs Per Sq Ft:	$147.87	**Adverse Historical Effect?**	No
Cost Per Pupil:	$36,212	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	227	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

The district has already met with multiple financial professionals to confirm requirements and approval for the other portion of the funding. The district holds no current debt obligations and has confirmed that repayment terms are perfectly within limits of the district's overall budget.

Financial Data (School District Applicants)

District FTE Count:	174	**Bonded Debt Approved:**	
Assessed Valuation:	$76,843,061	**Year(s) Bond Approved:**	
Statewide Median: $121,995,375			
PPAV:	$441,627	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$3,232,561	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$42,469	**Outstanding Bonded Debt:**	$0
Statewide Avg: $65,127			
Free Reduced Lunch %:	58.20%	**Total Bond Capacity:**	$15,368,612
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	0	**Bond Capacity Remaining:**	$15,368,612
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$3,736.43		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

Carbondale Community School - K-8 Safety/Security & Roof Replacement - Carbondale Community School - 1998

District:	Roaring Fork RE-1
School Name:	Carbondale Community Charter School
Address:	1505 SATANK ROAD
City:	CARBONDALE
Gross Area (SF):	14,450
Number of Buildings:	2
Replacement Value:	$5,033,100
Condition Budget:	$2,519,427
Total FCI:	0.50
Adequacy Index:	0.39

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$613,336	$676,354	1.10
Equipment and Furnishings	$79,861	$78,190	0.98
Exterior Enclosure	$799,417	$230,040	0.29
Fire Protection	$19,909	$286,818	14.41
HVAC System	$314,779	$244,937	0.78
Interior Construction and Conveyance	$655,864	$367,672	0.56
Plumbing System	$213,736	$159,915	0.75
Site	$1,450,900	$761,779	0.53
Structure	$885,299	$0	0.00
Overall - Total	$5,033,100	$2,805,705	0.56

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: Carbondale Community School **County:** Garfield

Project Title: K-8 Safety/Security & Roof Replacement **# of Previous BEST Grant(s):** 0

Has this project been previously applied for and not funded? No **Total Amount of Previous Awards:** $0.00

If Yes, please explain why:

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

Carbondale Community School (CCS) was founded in 1996 and the school building was constructed in 1998 for the current purpose as a K-8 public charter school. CCS is one of the two schools of Compass for Lifelong Discovery with a mission of fostering lifelong learning and empowering individuals to take responsibility for themselves, their learning and their community and was founded as a public alternative to conventional district run public schools.

It is believed the 1998 main building was funded through a combination of capital campaign, land donation and financing.

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

We have had no significant capital improvements over the last three years.

The last major project was the addition of the Stranahan Building in 2017 that was constructed with an RFSD Bond to construct additional classroom space that houses our Art and Music classrooms. The school also received support from a Garfield County Mineral District Grant to connect the school to municipal sewer and decommission the septic system in 2017. Finally, CCS received support from the Gates Family Foundation and Wend Ventures to enhance ADA access to our school and playground in 2019.

II.A. Project Type:

☐ **New School**	☑ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☑ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☑ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

CCS K-8 public charter school of the Roaring Fork School District that was founded in 1996. The school is run by Compass…for Lifelong Discovery, which also operates the Aspen Community School under the same umbrella. With 138 students including 22% that qualify for Free and Reduced Lunch and 36% with Primary Home Language Other than English, CCS provides a balanced, integrated curriculum that encourages inquisitive, independent and self-motivated learners, incorporating strong academic skills woven into project-based learning opportunities. This curriculum is achieved within the context of community, service, social-emotional development, outdoor education, and the visual and performing arts.

CCS strives to maintain a healthy social, emotional, and physical environment with high educational standards and a focus on the four guiding points of our school's compass: Social Justice, Community, Responsibility and Lifelong Learning.

In addition to what are generally considered core academic curricula, our program offers arts, social/emotional programming, physical education, health education and experiential education.

We are a true "community" school: we work to develop a respect for and involvement in both the school community and the community at large. Each student is personally involved in the successful functioning of the community through learning conflict resolution skills as well as performing daily chores. Community work days, the 8th grade student internship program, and outreach programs all serve to involve the community at large in the culture of the school. Each learning center also takes part in a service project in the Roaring Fork Valley.

II.D. Deficiencies associated with this project:

CCS consists of two buildings on a small site with play areas. CCS is surrounded by residential housing and commercial property. The main building is a 1-story, 22,450 SF building with general classroom spaces, small residential style kitchen, and an open commons area for gatherings. The Stranahan Bldg. is one story, 4,000 SF, with a basement.

CDE updated the facility assessment for our existing school, in January of 2020. Per this report, the total FCI for the 1998 building is 0.30.

The deficiencies at CCS we are asking to be funded are Priority 1 and include security, fire safety and roofing.

SECURITY
Overall security of the building is well below current security standards for schools. The office has no view of the driveway approaching the school or any protection to the school. There is no transaction window to the administration area for visitors to check in prior to being admitted to the building. The entry vestibule is unprotected and open to full access during school hours. The exterior doors can only be locked or unlocked from the outside of the building. With only the ability to lock/unlock the exterior doors from the outside, it is not possible to lockdown the building in an emergency situation. The building has no access control system, including card readers. The building does not have a video surveillance system.

In the 22-23 school year alone, there were two incidents in which Roaring Fork Schools were in lockdown. These situations proved stressful for our staff to attempt to keep the building secure. In these two cases, the threats were eliminated when individuals were taken into custody by law enforcement and no harm was done to schools.

FIRE SAFETY
Fire Alarm: The fire alarm system in the main building is original to the building and does not meet current code for voice evacuation. The main building fire alarm system needs to be updated to a voice evacuation capable system. The new system will require a new Fire Alarm Control Panel and voice capable speaker/strobe light devices.

Fire Inspection Violation: The local fire marshal recently toured our school for an inspection. He found our non-structural partitions for our library space to be non-code compliant and a potential flammable danger. These partitions were constructed with the original building in 1998.

ROOFING
The school engaged a roofing consultant to provide an evaluation of the existing roof. There are numerous leaks throughout the learning environment. The original roof membrane, believed to be a CSPE (Chlorosulfonate Polyethylene) membrane, was installed in 1998. CSPE is very slick under frost or dew conditions. It shows various signs of wear for a 24 year-old roof and is in need of replacement. The roof condition will only get worse rather quickly.

The remainder of the roofs, also built in 1998, are sloped corrugated metal roofing with exposed fasteners. As this roof has aged the fasteners have become loose, the neoprene washers became brittle, and this is the cause of most of the roof leaks. The corrugated roof panels show visible signs of rust.

II.E. Diligence undertaken to determine the deficiencies stated above:

CCS engaged in a facilities master planning process in 2022 with A4 Architects.

Facility assessments were completed by civil, structural, mechanical, electrical, plumbing, technology, and roofing engineers/consultants. All consultants/engineers came to the site for an investigation of existing systems.

An Owner's Representative was hired to manage the process and keep CDE's Regional Program Manager up to date with activities related to the grant application.

II.F. Proposed solution to address the deficiencies stated above:

The proposed solution will address the deficiencies requested in this application.

SECURITY SOLUTION
Vestibule: The existing vestibule will have a transaction window added so that visitors may not access the school facility without first checking in with the administration. The second set of doors can be locked with a new access control system until a visitor is granted access into the school.

Hardwired panic buttons will be installed in the main office and designated locations by the owner.

Access Control System: A new Access Control System will be installed on all exterior entry doors, telecommunications room door, main office entry doors to include security vestibule doors. All doors to be controlled through a lockdown initiation via a lockdown button located in the main office and the principal's office. The lockdown button may be connected to the intrusion alarm system to send out notification to the central monitoring station and to the paging system for notification throughout the school.

Video Surveillance: A new IP CCTV system will be provided for video surveillance of the exterior of the school, all entry doors, security vestibule, major corridors, and areas of large gatherings of students. The cameras will allow for visibility to see anyone approaching the building.

FIRE SAFETY SOLUTION:
Fire Alarm: A new code compliant fire alarm system will be installed with voice evacuation. The new system will require a new fire alarm control panel and voice capable speaker/strobe light devices.

Partitions: Existing partitions will be addressed to meet Class B flame spread and smoke development requirements. The proposed solution is to add drywall to the exposed wood framing and replace the frosted plastic with frosted glass.

ROOF SOLUTION:
A roof replacement is proposed to address the roof beyond its useful life. This will include demo and haul off of the existing roof, new 60 mil EPDM fully adhered roofing with R-38 insulation. Roof cover board, vapor barrier, perimeter flashing, walkway pads, expansion joints and roof drains. Metal sloped roofing will be removed and replaced including polyiso, ice and water shield, perimeter soffits and snow fencing.

II.G. Due diligence undertaken in defining the stated solution:

Based on the facility assessments, the engineers and consultants provided recommendations addressing the deficiencies.

The roofing consultant procured three roofing estimates from roofing contractors.

A CM/GC was engaged to provide cost estimating for all scopes of work.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

CCS has urgent needs that must be addressed. First and foremost, the security upgrades need to happen ASAP. In the past week, all schools in the Roaring Fork School District were placed on lockdown because of a threat made by a man local to the area on social media. Unfortunately, this is a reality in which we all live. We want to increase the security for every one of our students and staff and make sure they feel safe when they come to campus each day.

Second, the roof leaks are a cause for concern. We have had mold in our building in the past from water infiltration that was remediated. We want to make sure the indoor air quality is healthy and safe.

Finally, the fire safety to bring the alarm into code compliance is also of utmost importance and impacts the safety of our students and staff and must be addressed immediately.

If the grant is not awarded, we would have to attempt to prioritize these items, which is an almost impossible task when looking at security, health and safety. We would only be able to accomplish a portion of these items.

Our school has thoughtfully sought a BEST grant to address these critical needs. As most schools are experiencing, we have many more facility needs to be confronted. This application only addresses our most urgent needs.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

In 2015, CCS was included in the Roaring Fork School District's bond program which was supported by voters. It was with these funds, we were able to construct the much needed Stanahan building for educational programming and storage space.

We have a collaborative relationship with the school district and have approached them about capital improvement project funding. They do not anticipate asking the voters for bond dollars for several years. We are hopeful we will be included in future bond measures with the school district, however the needs outlined in this application are urgent.

We were awarded grant funding from Gates Family Foundation and Wend Ventures for ADA improvements to address those deficiencies at our campus.

We used ESSER funds for small capital improvements for air filters, bottle fillers and hand washing sinks.

Over the years we have been successful with Garfield County's Federal Mineral Lease grant funding for capital projects and will continue to pursue this grant for other less urgent capital projects.

As a charter school, we always look for ways to leverage our dollars to make them go further. We will continue to pursue grants with the above organizations as well as DOLA, GOCO and local non-profits.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

CCS commits to regular maintenance of our facilities to extend their value to our students, staff and community for as long as possible.

We currently budget approximately $47,000 per year from our reserve fund for capital maintenance and projects, or $340 per student per year. The amount budgeted is, on average, the amount we spend each year in maintenance and projects. We plan to continue budgeting each year at this rate.

The improvements will be under warranty by the general contractor for the first year. The contractor will provide training and information on recommended maintenance on each system to be sure any extended warranties remain intact.

The roof will have a minimum of a 20 year warranty.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Compass carries a fund reserve that partially funds capital projects. Our total capital reserve amount from fund balance is $102,091. The per pupil fund balance available based on student count is approximately $740/student.

Our current maintenance operating budget for CCS is approximately $47,000 or $340/student based on the above student count. We budget approximately $340/student for maintenance and capital for CCS and plan to continue at similar levels in the future. These figures are for CCS only.

III.T. How did you arrive at the estimate for this project?

FCI Constructors provided the estimate for the security and safety upgrades as well as for the roof replacement based on the roof report from Cave Consultant, engineering reports from IMEG and JVA, and the Master plan from A4 Architects. The roofing consultant, Cave Consulting, requested the estimates from CMC Commercial Roofing and Superior Roofing based on the roofing report prepared by Cave Consulting.

Our owner's representative, Dynamic Program Management (DPM), prepared the overall budget for the project. DPM completed due diligence for the soft costs, recommended escalation and contingency for the project. Construction escalation has been monitored in our market and adjusted upward accordingly for a projected 2024 construction start.

III.U. Who will be overseeing the project, if known at the time of application?

Our plan for project management would have several facets. We plan to keep our executive committee structure including the executive director, maintenance director, Board representatives and school principal to help guide the day-to-day decisions on behalf of the district. This group will work with the project team to report to the Board of Directors and community of project progress.

We competitively procured an Owner's Representative to manage the schedule, budget and quality from pre-construction through warranty.

If awarded, we will immediately procure a design team and general contractor with experience in similar projects. These teams will be responsible for managing their core competencies in design, code compliance and best construction practices within the industry.

Other consultants will be responsible for managing the scopes of work under their expertise.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

We intend to procure the design consultants, contractor and other consultants competitively. We will work closely with our Owner's Representative (previously competitively procured), CDE's Regional Program Manager to ensure a fair and transparent process.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$956,473.42	**CDE Minimum Match %:**	59
Current Applicant Match:	$1,376,388.58	**Actual Match % Provided:**	59
Current Project Request:	$2,332,862.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$2,332,862.00	Our match will come from a combination of our general fund and financing. We have submitted a letter with this application from Choice Advisors indicating we are pre-approved for financing. We currently have $100k in available funds for this project to	
Affected Sq Ft:	22,450	**Escalation %:**	15
Affected Pupils:	138	**Construction Contingency %:**	10
Cost Per Sq Ft:	$103.91	**Owner Contingency %:**	8

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Soft Costs Per Sq Ft:	$19.60	**Historical Register?**	No
Hard Costs Per Sq Ft:	$84.31	**Adverse Historical Effect?**	No
Cost Per Pupil:	$16,905	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	163	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	Charter School

If match is financed, explanation of financing terms:

We have provided a pre-approval letter for financing. Our plan would be to competitively procure a finance company for a loan. The terms we are pre-approved for have two possible financing products, but the school is leaning towards the following: A bond issuance with a 30 year term with a fixed interest rate near 7%. 24 months of interest only payments. All cost of issuance are paid from proceeds. The debt service would be approximately $90k per year and would come from the general fund. CCS has an excellent track record of raising funds through a capital campaign. We would offset the costs of financing or pay off the loan early with these efforts. Repayment terms for both options are feasible within our general fund.

Financial Data (Charter Applicants)

Authorizer Min Match %:	58	**CECFA or financing attempts:**	0
< 10% district bond capacity?	N	**Enrollment as % of district:**	2.47
Authorizer Bond Attempts:	1	**Free Reduced Lunch %** Statewide Avg: 42.17%	16.3
Authorizer MLO Attempts:	0	**% of PPR on Facilities:**	2.7
Non-BEST Capital Grants:	2	**FY22-23 CSCC Allocation:**	$48,416.86
3yr Avg OMFAC/Pupil: Applicants Median: $2,381	$987.39	**Unreserved Fund Bal 20-21:** Charter Applicant Median: $437,755.50	$437,755.50

Who will facility revert to if school ceases to exist? Per the charter, the facility transfers to Roaring Fork School District

● Campuses Impacted by this Grant Application ●

EAST GRAND 2 - Fraser Valley ES Safety/Roof Improvements - Fraser ES - 1979

District:	East Grand 2
School Name:	Fraser ES
Address:	125 EASTOM
City:	FRASER
Gross Area (SF):	52,910
Number of Buildings:	1
Replacement Value:	$16,603,702
Condition Budget:	$11,380,292
Total FCI:	0.69
Adequacy Index:	0.19

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,899,937	$2,201,183	1.16
Equipment and Furnishings	$432,539	$321,547	0.74
Exterior Enclosure	$2,063,271	$1,155,267	0.56
Fire Protection	$416,437	$105,695	0.25
HVAC System	$3,124,827	$3,055,681	0.98
Interior Construction and Conveyance	$3,918,883	$2,866,268	0.73
Plumbing System	$841,394	$785,546	0.93
Site	$1,608,000	$992,481	0.62
Structure	$2,298,415	$0	0.00
Overall - Total	$16,603,702	$11,483,668	0.69

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: EAST GRAND 2 **County:** Grand

Project Title: Fraser Valley ES Safety/Roof Improvements **Applicant Previous BEST Grant(s):** 3*

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $2,816,627.42

If Yes, please explain why:

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

FVES was constructed by the school district in 1979.

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

There were additions constructed in 1998 and 2008.

A security upgrade was completed in 2021 including a secure vestibule and security cameras.

No other significant capital improvements have been made at FVES in the past three years.

II.A. Project Type:

☐ New School	☑ Roof	☑ Asbestos Abatement	☑ Water Systems
☐ School Replacement	☑ Fire Alarm	☐ Lighting	☑ Facility Sitework
☐ Renovation	☐ Boiler Replacement	☐ Electrical Upgrade	☐ Land Purchase
☐ Addition	☑ HVAC	☐ Energy Savings	☐ Technology
☐ Security	☐ ADA	☑ Window Replacement	☐ Supplemental
☐ CTE:		☐ Other:	

Additional Detail:

II.C. General background information about the district / school:

East Grand School District (EGSD) is a high-performing district serving about 1350 students in Granby, Fraser, Winter Park, Hot Sulphur Springs and Grand Lake. The district includes two elementary schools, one middle school, and one high school. The local economy relies heavily on tourism, remote working and agriculture. The district serves a growing population of students, over 27% of whom are eligible for free and reduced lunch.

Fraser Valley Elementary (FVES) is located within the Town of Fraser, and is the only school in our district located outside of the Town of Granby. The school serves 256 students in pre-k through 5th grades. FVES has been awarded the John Irwin School of Excellence Award four times. FVES was named the Healthiest School in Colorado in 2018. FVE credits its healthy climate to strong parent and community partnerships, as well as a healthy nutrition program, physical activities, health education, after school programming and positive student and staff relationships. FVE's preschool has received the highest quality rating in the Colorado Shines system. 15% of FVE students are English Language Learners and 10% are SPED/504.

While our two person maintenance crew does a tremendous job keeping the buildings in great condition, some systems at FVES are beyond their useful life.

II.D. Deficiencies associated with this project:

Fraser Valley Elementary school is a 54,400 SF 2-story steel and masonry building, completed in 1979. CDE last updated the facility assessment for FVES in 2021 indicating the FCI of the building was rated at 0.52 and the Site at 0.61. The original school building has had 2 major additions (1998, 2008) that added classrooms and a gymnasium.

As a component of the 2018 district master plan process, engineers and architects provided a facility assessment identifying

some deficiencies below among others present at the time. A safety and security BEST Grant in 2019 led to the correction of some secure entry and supervision deficiencies; however, numerous building and site issues remained following that security-focused effort. Since then, maintenance staff have battled additional facility deterioration.

The FVES deficiencies listed below are now Priority 1 items, are critical and need to be addressed in a timely manner.

Structural Systems:
During a 2022 design-phase structural analysis of FVES' newer classroom addition, the structural engineer discovered that the existing structural conditions do not adequately account for lateral forces in the south classroom wing (1998 Addition.) The existing lateral systems of the south wing from the 1998 addition are largely undefined. The design team could not find in the existing 1998 construction documents or in the existing construction, any moment frames, braced frames, or shear walls at the upper level other than the masonry wall at the north end of the wing. There are masonry walls at the lower level shown on the documents in the east west direction at the north end and along each side of the main hallway corridor in the north south direction. The structural engineer notes that there are several instances of structural designs created prior to about the 1990's that did not directly address lateral loads. The existing south wing of this building requires a definitive lateral system.

Fire Safety:
The existing FVES school building is almost fully sprinkled. The current building design relies on the full sprinkler system to meet code and fire safety requirements. Recently, maintenance staff has determined that the domestic water and fire sprinkler supply line located to the west of the school (Norgren Road) has been periodically freezing due to its shallow depth below the street. When the water line freezes, the school's sprinkler system is not functional, presenting a regular, critical and unpredictable life safety issue for the occupants.

Water Supply and Plumbing Issues:
The public-access restrooms at the school lobby, serving gymnasium occupants during events as well as students during the school day, are also impacted by the freezing water line. Sinks and toilets do not function when the line is frozen. These restrooms provide the majority of the ADA-accessible toilet fixtures for the building.

Safety:
Exterior concrete sidewalks leading to the school's main entry have deteriorated to the point of becoming tripping hazards. These older concrete walks on site have experienced cracking and slab movement causing safety issues and snow-removal difficulties along the 350 feet of path from carline to the school's front door.

Roof and Building Envelope:
Roof: The roof is single ply EPDM membrane. About half of the roofing has been replaced either as part of the 1998 work or installed more recently. The roof in the area of the original 1979 building (classrooms and old gym) is, however, beyond its useful life and its warranty. The roof over the gym consists of an EPDM membrane and the CDE facility report noted this roof should be replaced by 2021. To access the gym roof, one must walk up the metal panel roof surface at the southeast corner of the building. When maintenance personnel are walking on the gym roof, the cover board beneath the roof membrane cracks and pops, which is not typical for a roof system that is properly functioning. The roof membrane is tented and has de-bonded from the cover board in several areas. Sandbags have been placed on the roof as ballast to keep the membrane secured to the deck.

Leaks are widespread throughout the gym, including down the north and south exterior walls, as well as in random locations throughout the middle of the gym. A 5-gallon bucket has been rigged to a bar joist beneath the roof to catch leaks above the basketball court. The internal roof drains freeze closed where they discharge at the southern end of the east exterior wall of the gym. Stains are observed within light fixtures at the gym. Drip stains are widespread throughout the south wall. Corrosion is present on the underside of the metal roof deck from water infiltration. The EPDM roof membrane has delaminated at least in part from the underlying cover board substrate. Delamination of the membrane from the substrate renders it susceptible to damage from wind uplift, putting it at risk of blowing off during a high wind event. Furthermore, delamination and resultant tenting of the membrane can result in leaks at seams in the membrane. Continued leaks will hasten the delamination process, further shortening the lifespan of the roof system. The above conditions, combined with interior leaks

present at multiple areas within the gym indicate the roof system is past its effective service life, and should be replaced.

The standing seam roof throughout the remainder of the facility needs to have a few key deficiencies addressed. The valleys in the metal roof have multiple leaks. There are also insufficient snow guards or clips on the roof causing an unsafe condition in the event of a snow slide. Snow continues to slide off the roof around the entire building. As a result, the west doors of the cafeteria have been permanently closed as this is the most dangerous location for snow fall. This is also contributing to the proximity of snow adjacent to the building foundations and potential water infiltration around the perimeter of the foundation.

Roof Insulation: The roof assemblies at both the standing seam metal and built up roofing have an equivalent of R-28 rigid insulation. The code minimum R-Value for this climate zone is R-35 which equates to 6" of rigid polyisocyanurate insulation.

Roof Drainage: The piped roof drain and overflow drain for the north classroom wing terminates at the base of the exterior wall adjacent to the preschool playground. The flow of the roof drain is deposited in and around a swale that is (1) Too close to the building exterior, risking damage to the foundation, (2) overflowing onto the sidewalk which serves multiple paths of egress away from the school, (3) causing damage to and unsafe tripping / slipping conditions at the adjacent preschool playground fall surface. Being on the north side of the gym, this area is subject to almost constant freezing during the school year.

Windows: The windows in the 1979 portion of the building are aluminum-clad wood, single hung, insulated units. These windows are consistent in several of the buildings throughout the district. Several windows no longer operate, and replacement parts are not available from the manufacturer. There are numerous locations where the windows are leaky and drafty. It is recommended to replace these windows to improve indoor comfort and reduce mechanical heating costs, as each of the classrooms is served by unit ventilators in the same location as the failing windows.

Heating and Ventilation Systems:
Ventilation and Economizer Mode: The HVAC system at Fraser Valley Elementary School utilizes classroom unit ventilators with wall mounted outside air louvers for fresh air. 3 of these units are beyond repair and require complete replacement. Additionally, based on our recent assessments, it does not appear that the system includes a relief air path to allow the system to operate in economizer mode. Economizer mode is intended to bring in fresh air to improve ventilation effectiveness and provide free cooling when the outside air temperature is less than the return air temperature. The additional fresh air is especially valuable in this specific climate, but also for providing additional ventilation within the school to help combat any airborne pathogens. Without a pathway to allow the additional fresh air to leave the building, the building will become over pressurized and cause exterior doors to struggle to remain closed during the school day. This presents an additional concern as it relates to safety and security of the building.

Health / Hazardous Materials: The AHERA report has identified known and assumed asbestos containing materials at FVE. This includes gypsum wallboard, joint compound, 30 interior doors and mastic beneath floor tile.

II.E. Diligence undertaken to determine the deficiencies stated above:

EGSD engaged in a comprehensive facilities master plan process in 2018. This included facility assessments by a team of design professionals.
In 2021, EGSD passed a bond for facility improvements. Since the bond passage, EGSD has competitively procured a design and construction team for the program. The design professionals have visited the FVES site and have provided the deficiencies based on their observations in the summer of 2022.

The district utilized the assessment from CDE, engaged a master plan team of architects and engineers to assess the building, and interviewed maintenance personnel to identify deficiencies. The district is also planning a small classroom addition for the school, and that Schematic Design phase has allowed a more detailed study of the structural, HVAC and civil- plumbing issues. The SD analysis has resulted in a targeted solution for the problems. The project's Construction Manager / General Contractor has provided estimates based on a Schematic Design package and additional progress drawings.

EGSD has engaged an environmental consultant for the identification of hazardous materials.

II.F. Proposed solution to address the deficiencies stated above:

Structural Systems: The existing south wing of this building requires a definitive lateral system that will need to be provided at the upper and lower levels in the existing building. The new lateral system will likely include new masonry shear walls and braced frames between existing columns. The upper level will need lateral resistance provided at the east, west and south sides of the building and masonry shear walls above the existing lower-level masonry wall at the east side of the corridor. The lower level will need lateral resistance at the west and south sides of the building and on the east side of the one-story classroom at the south-east corner of the existing wing. Since these improvements are in occupied areas of the building, additional effort will be required to refinish the areas of work with new wall finishes, furring, soffits and ceilings.

Fire Safety: The engineering team has determined that the existing water line needs to be excavated and relocated at least 6 feet below grade. This approach would be necessary for a length of approximately 265 feet, from the building to the nearest hydrant. This solution will ensure that the sprinkler system will be protected from freezing conditions and will be reliably operational.

Water Supply and Plumbing Issues: The solution above for fire safety is also applicable here.

Safety: To address the deteriorated sidewalks, the solution is to demolish and replace approximately 2625 square feet of existing exterior concrete sidewalks leading to the school's main entry. New concrete walks to be sloped away from the building with a minimum of 2% of slope.

Roof and Building Envelope:
Roof: Approximately 22,500 square feet of EPDM roof in the area of the original 1979 building is beyond its useful life and should be completely replaced. The scope of work will include the full assembly down to the roof deck. The replacement will also require a new expansion joint assembly between the classroom wing and the original gym, as well as new prefinished metal parapet cap for the entire perimeter of the replacement.

The proposed new roof assembly will include the following components: Code required substrate board over existing deck, vapor retarder, 2 layers of poly-isocyanurate insulation totaling a minimum R-value of R-35, cover board, and 90 mil fleece backed hook and loop EPDM membrane (60 mil EPDM over 55 mil fleece backing).

Additional considerations during roof replacement include the installation of an access hatch or ladder to the roof so that maintenance may be safely performed during winter months. In addition, modifications will be made to the enclosure around the internal drainpipe (such as the application of heat tape or exposure to ambient air within the gym) to prevent icing and subsequent closure of the drainpipe during the winter months.

On the sloped standing roof area, snow guards to be added at the leading edge of the roof above all entries to help prevent snow from sliding to grade.

At the roof edge, below all areas where existing or new snow guards are installed, new gutters with downspouts will be installed. Gutters and downspouts will be equipped with electric heat trace wiring. Downspouts will direct water beyond the building adjacent concrete walks. This solution will allow the snow to melt without creating ice damming at the roof edge or ice build up at grade.

The landscape areas around the building will be modified to ensure positive drainage.
To repair the leaks at the valleys in the sloped standing seam roof, the solution is to remove the roof panels that tie into the valley, remove the valley pan flashing, repair and replace the waterproof underlayment followed by reinstallation of the valley pan and roof panels.

Roof Drainage: The piped roof drain and overflow drain for the north classroom wing will be re-routed through the interior ceiling space of the school and will drain storm water to an existing site drainage path away from the playground and underneath nearby paths of egress.

Windows: To improve classroom comfort and energy efficiency, the old aluminum-clad wood windows will be replaced with new aluminum storefront, in 12 window locations totaling 625 square feet.

Heating and Ventilation Systems:
IAQ Ventilation and Economizer Mode: The engineer's recommendation is to provide a relief air path via an exhaust fan with building pressure controls to optimize the key features of the existing unit ventilators. 3 inoperable unit ventilators are to be removed and replaced with new equipment in the same location as existing units.

Hazardous Materials: Any ACM will be abated appropriately for the renovation scope by an approved abatement contractor and under the supervision of an environmental consultant.

II.G. Due diligence undertaken in defining the stated solution:

As noted, EGSD has engaged a full service team of design and construction professionals who have provided the recommended solutions. Our team includes a design team, owner's representative, CM/GC, geotechnical engineer, surveyor and environmental consultant.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

These projects at FVES are urgent to address the health and safety of our students and staff and the learning environments.

The newly discovered structural issues, fire line, fire alarm, drainage and trip and fall hazards must be addressed immediately. The leaking roof has the potential to lead to mold formation and deteriorate indoor air quality.

When we asked our community for support, we committed to leveraging the local bond dollars by applying for grants. As pricing for our bond program was completed in late 2020 and early 2021, we have seen an increase in construction cost escalation that is unprecedented and need to stretch our dollars as best possible to fulfill our commitment to our community and complete the scope promised. Without the grant funding, we will not be able to complete the scope of work to address our facility needs.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Our voters supported a bond measure on the 2021 ballot, and from these funds the match will come for these projects at EGMS. If needed, we could also contribute Federal Forest Secure Rural Schools Grant dollars towards the match for these necessary improvements. The District has also applied for a Homeland Security Safety grant to leverage bond dollars. It is because of these funding sources for match dollars, we have increased our match percentage to 70% from the calculated match of 65%

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Over the last three years, on average approximately 8.4% or $965,000 of the General Fund Budget has been expended on the maintenance of facilities in the district. A yearly average of $782,000 is spent at District Schools. Approximately $129,000 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 costs of filters, valves, blowers and motors, etc. is funded by the maintenance department budget with the labor provided by district maintenance staff.

Approximately $1,180,000 annually is projected to be needed for continued maintenance of the District's facility systems and grounds, and will be reflected in our maintenance department budget. In addition to the General Fund expenditures, the district has also spent over $989,000 on district facilities in the past three years out of Capital Reserve Funds.

There is currently a $850,000 balance in our Capital Reserve 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 3% or $360,000 of the General

Fund annually, to the Capital Reserve Fund for the continued preventative maintenance of systems and infrastructure for the facilities proposed. This is approximately $300/pupil each year.

At the start of the 2021 bond program, our facilities manager has created a district standards manual for all facility related items across the district. Per CDE's recommendations, we will implement a facilities maintenance plan across the district. This plan will provide documentation and direction on the facility maintenance strategy. The maintenance plan will be formulated by engaging stakeholders within our district and community. We will develop short, medium- and long-term goals with the plan to clearly identify which maintenance actions need to be taken and within what timeframe. These items will be identified in four categories: emergency, routine, preventative and predictive. Our staff will be trained to understand the document and what actions need to be taken to keep it updated. We will work to develop a system for documenting work orders and measuring time to address the work orders against the goals within our plan. Our plan will be a guiding document to appropriately budget each year the maintenance to be performed. It will provide a strategy on how to catch up in the event maintenance needs to be deferred. Every three years the plan will be updated and we will work to continually improve the plan as we become familiar with our new facility and plan to keep it in the best condition as it ages over time.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The District has been able to fund its annual capital needs from the additional funds it has received from the Federal Forest Service School and Roads Grant that is passed through the State to the County. The District is hopeful that this funding source will continue to be authorized at the Federal level. This funding source totals $360,000 or $300.00 per FTE, and is transferred into the Capital Fund to pay for its District wide capital needs.

III.T. How did you arrive at the estimate for this project?

EGSD has engaged a team of construction professionals. This team developed the estimate.

The CM/GC, JHL Constructors, was able to provide constructability input and provide construction hard cost estimates. Teh CM/GC is currently working on other projects in Grand County and is familiar with the escalation specific to this market.

The Owner's Representative, Dynamic Program Management, prepared the overall budget, including soft costs, escalation, abatement and contingency

The project is expected to start in the summer of 2023, therefore escalation is carried for only a few months from BEST grant submission. This project is 'shovel ready'.

III.U. Who will be overseeing the project, if known at the time of application?

The District has engaged an experienced Owner's Rep to provide project management services. In addition, the design team has executed a robust design contract with standard oversight responsibilities. District facilities staff will provide direction and decisions to the team. A CM/GC has been under contract working with the district for the bond program and will provide construction management duties. The project team will report to an executive committee composed of the superintendent, business manager, Board of Education member and facilities director.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

All team members for the 2021 bond program were competitively procured.

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

NA

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$921,252.30	**CDE Minimum Match %:**	65
Current Applicant Match:	$2,149,588.70	**Actual Match % Provided:**	70

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Current Project Request:	$3,070,841.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$3,070,841.00	Our voters supported a bond measure on the 2021 ballot, and from these funds the match will come for these projects at EGMS. If needed, we could also contribute Federal Forest Secure Rural Schools Grant dollars towards the match for these necessary impro	
Affected Sq Ft:	55,759	**Escalation %:**	6
Affected Pupils:	256	**Construction Contingency %:**	9
Cost Per Sq Ft:	$55.07	**Owner Contingency %:**	7
Soft Costs Per Sq Ft:	$0.00	**Historical Register?**	No
Hard Costs Per Sq Ft:	$190.78	**Adverse Historical Effect?**	No
Cost Per Pupil:	$11,995	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	218	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	1,232	**Bonded Debt Approved:**	$85,000,000
Assessed Valuation:	$831,773,830	**Year(s) Bond Approved:**	21
Statewide Median: $121,995,375			
PPAV:	$675,141	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$5,109,843	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$68,670	**Outstanding Bonded Debt:**	$17,325,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	27.30%	**Total Bond Capacity:**	$166,354,766
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	8.4	**Bond Capacity Remaining:**	$149,029,766
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$4,581.39		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

EAST GRAND 2 - Middle Park HS Safety/HVAC Improvements - Middle Park HS - 1980

District:	East Grand 2
School Name:	Middle Park HS
Address:	765 NORTH 2ND STREET
City:	GRANBY
Gross Area (SF):	122,481
Number of Buildings:	2
Replacement Value:	$40,329,852
Condition Budget:	$20,682,862
Total FCI:	0.51
Adequacy Index:	0.15

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$4,539,671	$5,083,680	1.12
Equipment and Furnishings	$3,094,186	$1,216,336	0.39
Exterior Enclosure	$5,055,285	$826,457	0.16
Fire Protection	$1,333,870	$59,045	0.04
HVAC System	$6,522,496	$5,004,247	0.77
Interior Construction and Conveyance	$7,972,887	$4,837,218	0.61
Plumbing System	$2,172,256	$1,441,148	0.66
Site	$5,586,289	$2,229,252	0.40
Structure	$4,052,913	$30,000	0.01
Overall - Total	$40,329,852	$20,727,383	0.51

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: EAST GRAND 2 **County:** Grand

Project Title: Middle Park HS Safety/HVAC Improvements **Applicant Previous BEST Grant(s):** 3*

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $2,816,627.42

If Yes, please explain why:

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

MPHS was originally constructed in 1980.

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

In 1998, the building received an addition of an instructional wing. In 2008, an addition to MPHS was constructed including a commons addition, front office and new gymnasium.

A security upgrade was completed in 2021 including upgrades to the existing entry vestibule.

No other significant capital improvements have been made at MPHS in the past three years.

II.A. Project Type:

☐ **New School**	☐ **Roof**	☑ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☑ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☑ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

East Grand School District (EGSD) is a high-performing district serving about 1350 students in Granby, Fraser, Winter Park, Hot Sulphur Springs and Grand Lake. The district includes two elementary schools, one middle school, and one high school. The local economy relies heavily on tourism, remote working and agriculture. The district serves a growing population of students, over 27% of whom are eligible for free and reduced lunch.

Middle Park High School (MPHS) is centrally located within the town of Granby and is adjacent to East Grand Middle School. The school serves approximately 400 students in ninth through twelfth grades. With an emphasis on student engagement the school uses Project Based Learning and provides many extra-curricular opportunities for the students. Our students are also engaged in many community projects working with various agencies to test water quality, work on improving fish habitats, volunteering at the National Sports Center for the Disabled as well as doing one community wide project each year. While our two person maintenance crew does a tremendous job keeping the buildings in great condition, some systems at MPHS are beyond their useful life.

II.D. Deficiencies associated with this project:

CDE provided a facility report in 2021, noting the FCI of the facility to be 0.42. In addition, a design team has been procured to address facility deficiencies across our district for our 2021 bond program. Engineers have provided assessments for the failing systems at MPHS.

The deficiencies we are asking to be addressed in this grant at MPHS are Priority 1 items: HVAC system failure and safety deficiencies.

HVAC System:

A building assessment conducted in June 2022 indicated that the school's mechanical equipment consists of several systems installed during the 1980 original construction as well as renovations/additions in 1998 and 2008. There is not any cooling within the building. The 1980 area of the building is served by a heating and ventilation air handling unit and perimeter hydronic baseboard heaters. All of this equipment is at the end of its useful life and should be replaced. The 1998 and 2008 renovation/addition areas are served by constant air volume air holding units with reheat coils. Air handling units in these areas were observed to be in okay condition in some areas and poor condition in others. Also note that these units are no longer in compliance with the current energy codes and should be updated. It was noted that the Air Handling Unit for Room 411A is undersized and doesn't provide enough heat to the space and Air Handling Unit, AHU-4 has had coil freezing issues. HVAC controls are outdated and in need of replacement. In addition, there are several areas where the reheat coils are installed in locations that don't allow for maintenance. It's recommended that these coils be relocated.

Safety:
Generator: The building assessment indicated that the existing indoor 18kW diesel fuel generator was installed in 1980. This is well beyond the useful life and it was observed to be leaking oil and generally in poor condition. This generator is only sized to provide backup to selected egress lighting. During the visit, the school district indicated that the condition of the generator has continued to deteriorate and a small fire was noted causing damage to the unit and not allowing the generator to operate effectively. In addition, the ventilation associated with the indoor generator also appeared to be installed in 1980 and is also well beyond its useful life. Refer to Exhibit 1 for more information.

Exterior lighting/egress: The building assessment indicated that the existing exterior pole lights are in decent condition, but the lenses on the wall packs have yellowed, causing a reduction in lighting output. In addition, it appeared that some of the existing fixtures were fed with battery packs that were approximately 10 years old. Batteries of that age are prone to failure. During the visit, it was observed that the wall packs were noted to be operating in the daytime, indicating a failure in the lighting controls.

Scuppers/downspouts: The original building construction incorporated internal roof drains around the school for rooftop drainage. This is an effective method to remove snowmelt and rain from a building roof, especially in a cold weather climate. Newer classroom additions were constructed with sloped roofs to allow snowmelt to run off the roof, not utilizing a drainage system. The school district maintenance staff has continually had to maintain these roof drains. The drains freeze, causing ice damming to clog the roof drains leading to frequent pipe damage and interior building leaks. Facilities staff have incorporated heat trace to these drains but without appropriate electrical connections to available and adequately sized electrical breakers. Therefore, the heat trace often trips the supporting breakers and is unable to keep the roof drains from continuing to freeze.

Fire gate: In the fall of 2022 construction began on a new Career and Technical Education Center adjacent to the high school on the north side of the facility. The addition of this CTE center required updates to site circulation and access to services and programmatic spaces on this side of the school. An existing parking lot provides access to the district wide production kitchen, serving food for all schools in the district. Trash removal as well as exterior work spaces for the wood shop and metals shop students also happen in this north lot. Finally, fire department access is required through this lot for access around the building. There are significant safety concerns with students working in an unsecure yard while building projects, along with building services trucks, trash trucks also sharing this same paved lot.

II.E. Diligence undertaken to determine the deficiencies stated above:

EGSD engaged in a comprehensive facilities master plan process in 2019. This included facility assessments by a team of design professionals.

In 2021, EGSD passed a bond for facility improvements. Since the bond passage, EGSD has competitively procured a design and construction team for the program. The design professionals have visited the MPHS site and have provided the deficiencies based on their observations in the summer of 2022.

II.F. Proposed solution to address the deficiencies stated above:

HVAC Solution
Due to the age and condition of the various existing air handling units, the mechanical engineer recommends strategic replacement of the existing systems. Units in the poorest condition would be replaced in their entirety, including all associated zone coils, duct and pipe connections and temperature controls. This would include adding variable air volume boxes with reheat coils for code compliant zone control and also adding climate driven heat recovery. On the unit noted in "okay" condition, replacement of the existing actuators, dampers and control valves would be prioritized, extending the life of the existing units. Coils that are located in inaccessible areas would be replaced in the full unit replacement or relocated in the refurbishment of the remaining units. This effort would not only extend the life of the existing units but allow for the poorest units to be brought up to current codes for ventilation and energy use.

Safety Solution
Generator solution: Due to the age and condition of the existing generator, the electrical engineer recommends replacing the existing generator with a new exterior natural gas generator designed to accommodate all existing loads, as well as all emergency lighting (some existing wall packs utilize integral battery packs). This replacement will provide new equipment to provide reliable power to emergency equipment, lighting and services to maintain school operations in the event of a power loss.

Exterior lighting/egress solution: Due to the reduction in lighting output and lack of lighting controls, the electrical engineer recommends replacing the existing wall packs with new LED wall packs with code compliant lighting levels for egress pathways and code compliant lighting controls. In addition, the engineer recommends wiring these new wall packs to the standby generator to minimize the yearly maintenance associated with integral battery packs.

Maintaining adequate exterior building lighting around the entire facility is critical to providing safe egress routes in the event of a building emergency. It is also necessary for daily operations of the school for staff, students and visitors. Night events in the school including athletic events, theatrical performances and parent/teacher conferences all require safe and accessible access to the school provided by adequate lighting around the building.

Scuppers/downspouts solution: Maintaining proper roof drainage is critical to the success of the building envelope. If snow melt continues to stand on the roof without the ability to drain, there is a higher probability of roof leaks on ongoing roofing maintenance. It is the recommendation of the architect and plumbing engineer to replace all heat trace in the interior roof drains and properly wire them to adequately sized breakers to ensure that the electrical connections are functional and code compliant. All damaged interior roof drain piping, elbows and fittings to be replaced to prevent future building leaks. All damaged drywall finishes will be repaired.

Fire gate solution: In an effort to separate services, fire department access and provide a safe and secure work yard for the CTE students, the design team in collaboration with the local fire department has been exploring opportunities to incorporate a fenced enclosure for the woods and metals students, separating them from the building services. This fenced enclosure will require fire department access with the use of a motorized gate operated by remote control. Snow can often be a hindrance to the operation of site gates and it is critical the fire department can operate the gate and access all locations of the school site without the impediment of snow. This gated enclosure will allow students to build construction projects in a safe environment, while building services can still occur as necessary in a safe and accessible way for fire department access.

II.G. Due diligence undertaken in defining the stated solution:

As noted, EGSD has engaged a full service team of design and construction professionals who have provided the recommended solutions. Our team includes a design team, owner's representative, CM/GC, geotechnical engineer, surveyor and environmental consultant.

The CM/GC was able to provide constructability input and provide cost estimates. The CM/GC is currently working on other projects in Granby and is familiar with the escalation specific to this market.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

These projects at MPHS are urgent to address the health and safety of our students and staff. The HVAC must be addressed as many components are beyond their useful life and failure will directly impact the learning environment.

The generator, exterior lighting, fire gate and scuppers/downspouts must be addressed as immediate safety deficiencies.

When we asked our community for support, we committed to leveraging the local bond dollars by applying for grants. As pricing for our bond program was completed in late 2020 and early 2021, we have seen an increase in construction cost escalation that is unprecedented and need to stretch our dollars as best possible to fulfill our commitment to our community and complete the scope promised.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Our community has supported a ballot measure. The District has applied for a Homeland Security Safety grant to leverage bond dollars. It is because of these funding sources for match dollars, we have increased our match percentage to 70% from the calculated match of 65%.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Over the last three years, on average approximately 8.4% or $965,000 of the General Fund Budget has been expended on the maintenance of facilities in the district. A yearly average of $782,000 is spent at District Schools. Approximately $129,000 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 costs of filters, valves, blowers and motors, etc. is funded by the maintenance department budget with the labor provided by district maintenance staff.

Approximately $1,180,000 annually is projected to be needed for continued maintenance of the District's facility systems and grounds, and will be reflected in our maintenance department budget. In addition to the General Fund expenditures, the district has also spent over $989,000 on district facilities in the past three years out of Capital Reserve Funds.

There is currently a $850,000 balance in our Capital Reserve 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 3% or $360,000 of the General Fund annually, to the Capital Reserve Fund for the continued preventative maintenance of systems and infrastructure for the facilities proposed. This is approximately $300/pupil each year.

At the start of the 2021 bond program, our facilities manager has created a district standards manual for all facility related items across the district. Per CDE's recommendations, we will implement a facilities maintenance plan across the district. This plan will provide documentation and direction on the facility maintenance strategy. The maintenance plan will be formulated by engaging stakeholders within our district and community. We will develop short, medium- and long-term goals with the plan to clearly identify which maintenance actions need to be taken and within what timeframe. These items will be identified in four categories: emergency, routine, preventative and predictive. Our staff will be trained to understand the document and what actions need to be taken to keep it updated. We will work to develop a system for documenting work orders and measuring time to address the work orders against the goals within our plan. Our plan will be a guiding document to appropriately budget each year the maintenance to be performed. It will provide a strategy on how to catch up in the event maintenance needs to be deferred. Every three years the plan will be updated and we will work to continually improve the plan as we become familiar with our new facility and plan to keep it in the best condition as it ages over time.

All new systems will be under warranty through the CM/GC contract for one year. Any extended warranties on materials will be transferred to the district.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The District has been able to fund its annual capital needs from the additional funds it has received from the Federal Forest Service School and Roads Grant that is passed through the State to the County. The District is hopeful that this funding source

will continue to be authorized at the Federal level. This funding source totals $360,000 or $300.00 per FTE, and is transferred into the Capital Fund to pay for its District wide capital needs.

III.T. How did you arrive at the estimate for this project?

EGSD has engaged a team of construction professionals. This team developed the estimate.

The CM/GC, JHL Constructors, was able to provide constructability input and provide construction hard cost estimates. The CM/GC is currently working on other projects in Granby and is familiar with the escalation specific to this market.

The Owner's Representative, Dynamic Program Management, prepared the overall budget, including soft costs, escalation, abatement and contingency.

III.U. Who will be overseeing the project, if known at the time of application?

The District has engaged an experienced Owner's Rep to provide project management services. In addition, the design team has executed a robust design contract with standard oversight responsibilities. District facilities staff will provide direction and decisions to the team. A CM/GC has been under contract working with the district for the bond program and will provide construction management duties. The project team will report to an executive committee composed of the superintendent, business manager, Board of Education member and facilities director.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

All team members for this project have been competitively procured by EGSD for the bond program.

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

NA

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$1,030,555.50	**CDE Minimum Match %:**	65
Current Applicant Match:	$2,404,629.50	**Actual Match % Provided:**	70
Current Project Request:	$3,435,185.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$3,435,185.00	Our voters supported a bond measure on the 2021 ballot, and from these funds the match will come for these projects. If needed, we could also contribute Federal Forest Secure Rural Schools Grant dollars towards the match for these necessary improvements.	
Affected Sq Ft:	123,024	**Escalation %:**	6
Affected Pupils:	406	**Construction Contingency %:**	9
Cost Per Sq Ft:	$27.92	**Owner Contingency %:**	7
Soft Costs Per Sq Ft:	$4.89	**Historical Register?**	No
Hard Costs Per Sq Ft:	$23.03	**Adverse Historical Effect?**	No
Cost Per Pupil:	$8,461	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	303	**Is a Master Plan Complete?**	Yes

If owned by a third party, explanation of ownership: **Who owns the Facility?** District

If match is financed, explanation of financing terms:

NA

Financial Data (School District Applicants)

District FTE Count:	1,232	**Bonded Debt Approved:**	$85,000,000
Assessed Valuation: Statewide Median: $121,995,375	$831,773,830	**Year(s) Bond Approved:**	21
PPAV: Statewide PPAV: $182,813	$675,141	**Bonded Debt Failed:**	
Unreserved Fund Bal 20-21: Statewide Median: $3,107,630	$5,109,843	**Year(s) Bond Failed:**	
Median Household Income: Statewide Avg: $65,127	$68,670	**Outstanding Bonded Debt:**	$17,325,000
Free Reduced Lunch %: Statewide Avg: 42.17%	27.30%	**Total Bond Capacity:** Statewide Median: $24,399,075	$166,354,766
Existing Bond Mill Levy: Statewide Avg: 6.19	8.4	**Bond Capacity Remaining:** Statewide Median: $12,478,184	$149,029,766
3yr Avg OMFAC/Pupil: Applicants Median: $2,381	$4,581.39		

● Campuses Impacted by this Grant Application ●

HUERFANO RE-1 - Peakview ES and Gardner ES Roof/HVAC Upgrades - Peakview School - 2004

District:	Huerfano RE-1
School Name:	Peakview School
Address:	375 WEST PINE STREET
City:	WALSENBURG
Gross Area (SF):	74,612
Number of Buildings:	1
Replacement Value:	$22,226,577
Condition Budget:	$7,882,698
Total FCI:	0.35
Adequacy Index:	0.16

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,151,238	$2,345,589	0.74
Equipment and Furnishings	$1,079,838	$106,756	0.10
Exterior Enclosure	$2,081,681	$923,858	0.44
Fire Protection	$809,376	$14,526	0.02
HVAC System	$1,679,598	$1,950,688	1.16
Interior Construction and Conveyance	$3,992,867	$2,054,740	0.51
Plumbing System	$1,096,328	$76,105	0.07
Site	$1,802,705	$380,433	0.21
Structure	$6,532,946	$30,000	0.00
Overall - Total	$22,226,577	$7,882,695	0.35

HUERFANO RE-1 - Peakview ES and Gardner ES Roof/HVAC Upgrades - Gardner ES - 1930

District:	Huerfano RE-1
School Name:	Gardner ES
Address:	25421 HIGHWAY 69
City:	GARDNER
Gross Area (SF):	24,022
Number of Buildings:	1
Replacement Value:	$6,974,893
Condition Budget:	$5,556,286
Total FCI:	0.80
Adequacy Index:	0.49

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,025,600	$1,218,825	1.19
Equipment and Furnishings	$392,330	$261,043	0.67
Exterior Enclosure	$878,938	$489,511	0.56
Fire Protection	$12,625	$288,259	22.83
HVAC System	$986,729	$1,132,832	1.15
Interior Construction and Conveyance	$1,236,731	$1,059,340	0.86
Plumbing System	$459,999	$391,362	0.85
Site	$956,920	$985,886	1.03
Structure	$1,025,021	$17,484	0.02
Overall - Total	$6,974,893	$5,844,542	0.84

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: HUERFANO RE-1 **County:** Huerfano

Project Title: Peakview ES and Gardner ES Roof/HVAC Upgrades **Applicant Previous BEST Grant(s):** 3

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $22,338,726.79

If Yes, please explain why:

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

Huerfano School District owns three school facilities, and two school district support buildings. The three schools are Peakview School serving PK-8 students in Walsenburg, John Mall High School serving 9-12 students across the district, and Gardner Valley Charter School serving PK-8 students in Gardner. The two district support buildings include the district administrative building and the transportation center both located in Walsenburg. Huerfano School District RE-1 is in the process of constructing a replacement of John Mall High School with a new Walsenburg Jr. Sr. High School with financial support from the BEST program. All school district facilities were constructed in compliance with the codes and standards of the time. We are only pursuing funding for improvements to Gardner Valley Charter School and Peakview School.

Gardner Valley Charter School
Originally constructed in 1930, Gardner Valley Charter School was constructed to replace multiple one classroom buildings in Gardner. The building served as a high school and consisted of only 4 classrooms with no restrooms. The age and construction quality has since earned the school a place on the Colorado historical register. At the time of construction, Gardner was a separate school district, and it would be several decades before consolidation with Walsenburg to form Huerfano School District RE-1 occurred. Gardner school remained a four-classroom building until the 1960's. Though Gardner Valley Charter School is a District Charter School, the facility is owned by Huerfano School District.

Peakview School
Constructed in 2004 to replace the existing Walsenburg Middle School, which was constructed in 1920, Peakview School opened as a joint elementary school and middle school. The two-story facility was built on the same site as John Mall High School. Walsenburg Middle School now functions as the main branch of the Spanish Peaks Library.

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

Gardner Valley Charter School
In the more than 90 years of its operation, Gardner School has seen a multitude of additions and renovations. All of these efforts have been made to ensure that a school exists in Gardner, because it acts as an anchor for the community.
The first improvements were made in the 1960's when two classrooms and restroom facilities were constructed on the south side of the school. In 1975, a pre-engineered metal building was constructed for a gym on the east side of the school. In 1977, a small stand-alone octagon shaped building, now referred to as the "hippy hut," was constructed along with a greenhouse. In 1982, a bond was passed to connect these two buildings to the main Gardner School and construct the gym that is used today. Shortly thereafter, a kitchen was constructed, and the pre-engineered metal building was converted into a cafeteria. The most recent improvements to the school were the construction of a science classroom and pre-k classroom as part of a bond measure passed in 2000. In 2010, the school district installed a metal seam roof and the single membrane bitumen roof over the 1970's portion of the school. No major improvements have been made to Gardner school since.

Peakview School
In 2007 a two story 20,000 square foot addition was constructed on the southeast corner of Peakview School. The addition was construction per the codes and standards of the time but in 2019, the school district filed an insurance claim to replace the roughly 13,500 square foot roof. Due to the limited funds available at the time, only the roof for the new addition was replaced. The improvements noted in this grant application do not include the 2007 addition.

II.A. Project Type:

☐ **New School** ☑ **Roof** ☑ **Asbestos Abatement** ☐ **Water Systems**

BEST FY2023-24 GRANT APPLICATION SUMMARIES

☐ School Replacement	☐ Fire Alarm	☐ Lighting	☐ Facility Sitework
☐ Renovation	☑ Boiler Replacement	☑ Electrical Upgrade	☐ Land Purchase
☐ Addition	☑ HVAC	☑ Energy Savings	☐ Technology
☐ Security	☐ ADA	☐ Window Replacement	☐ Supplemental
☐ CTE:		☐ Other:	

Additional Detail:

The proposed improvements at both Peakview and Gardner will improve spaces used for career and technical education, but do not specifically address technology or programs in these spaces.

N/A

II.C. General background information about the district / school:

Huerfano School District RE-1 encompasses the majority of Huerfano County with the exclusion of the area surrounding La Veta. With a median age of 55 (a significantly higher median age compared to the national average age of 38), the largest industry sector is healthcare and social services. Additionally, the median household income for the County is $45,724 and 18.6% live under the poverty threshold. Peakview School serves PK-8 students and Gardner Valley Charter School serves students in grades PK-8.

In November of 2020, our community supported a $16.4 million bond measure to replace John Mall High School and make improvements to Peakview School and Gardner Valley Charter School. This bond was written to be dependent on a successful BEST Grant for the John Mall High School replacement school.

Huerfano School District RE-1 was fortunate to receive a BEST Grant in 2021 and supplemental BEST Grant in 2022 for the replacement of John Mall. Realizing the enormous benefit the BEST program has provided our district, we can appreciate the need for equity across the state of Colorado for safe schools that accommodate 21st century learning. However, when the 2020 bond measure was written, neither we nor our team of experts could predict the unprecedented cost escalation resulting from a Global Pandemic. This bond program was planned to require a BEST Grant for the new John Mall High School, but cost escalations of roughly 25% since our bond passed have jeopardized work for the other school facilities. These unique circumstances brought about by the COVID are the reason our district is humbly asking for additional financial assistance on the critical school needs described below for both Peakview and Gardner School.

II.D. Deficiencies associated with this project:

Gardner Valley Charter School

Roof

Gardner School is in dire need of improvements to the flat roof sections of its school building. Not only has our school sustained substantial leaks resulting in the disruption of classes, but many of the building's interior components have had to be replaced as a result of severe degradation of the roof structure.

The existing flat roof consists of two roof types, a modified bitumen roof system and a built-up roof system. The majority of the roof is a torched down bitumen roof system that has failed. The flat roof sections of the building were installed with minimal slope and only a single layer of styrene-butadiene-styrene (SBS) membrane installed with a blow torch. This type of roof system has a short life span of 10-20 years, making it one of the lowest life expectancy commercial flat roof systems available. Even given the age of the roof, its deteriorated condition exceeds standard wear and tear. We conducted an assessment of the roof with JRC roofing, Nunn Construction, Wold Architects, and Artaic Group. We were told parts of the modified bitumen roof were in one of the worst conditions JRC or Nunn Construction have seen.

The other roof type on the building is a built-up roof system. This roof type has not held up much better than the bitumen roof system and is also showing signs of failure. The built-up roof system consists of deck insulation and above this, alternating layers of asphalt and felt fabric. The top of the roof is covered in a thin layer of gravel sealed in place by asphalt.

The modified bitumen roof system has eroded in places, exposing the thin layer of fiberglass reinforcement and insulation below. This deterioration was so extreme that when inspecting the roof several spots were soft enough to depress over an inch under the weight of an average person. Our team immediately inspected the decking below the roof out of fear a person may fall through these soft spots. Fortunately, the deck is still in acceptable condition, but if the roof is not replaced soon the deck will also be compromised. All insulation layers of the roof have become saturated and are failing.

Leaks occur every time the school experiences precipitation. We have seen significant leaks in three of our classrooms, and our largest storage closet has been rendered unusable. These leaks have caused damage to furniture and have even damaged sensitive administrative records. Last school year water seeped through the ceiling and nearly short circuited a classroom projector. There is concern that if immediate repairs to the roof are not taken, water may make its way into electric wiring or junction boxes. This could lead to tripping circuits, and due to the age of some of our electrical systems, there is a fear that water can cause an unexpected shock from an outlet. Lastly, the amount of moisture in the walls of the school could lead to mold growth and become a health hazard for students and staff. This is of heightened concern with the age of the original plaster walls and the limited air flow in the building as a result of aging HVAC systems. Rain and snow events have routinely posed disruptions to education. We have had to relocate furniture in the middle of class especially in the spring after a large snow storm.

Finally, there is concern about the overall energy efficiency as our HVAC equipment must work harder to maintain temperatures because our roof is less insulated.

HVAC System

The mechanical system at Gardner reflects the overall history of the school building. Many of the radiators, unit ventilators, and hot water piping date back to the 1960's or 1970's. Each new addition has included its own standalone mechanical system that makes maintenance nearly impossible. The building automation system does not function and not every classroom has ventilation.

It is nearly impossible to regulate temperatures and classrooms are not consistently heated or cooled. This is especially prevalent in the fall and spring when ambient outdoor temperatures require heating and cooling in the same day. In the winter months, some classrooms will have an ambient temperature in the low 60's, significantly impacting the student's learning environment. We have seen a drop in student energy levels when our classrooms are not properly conditioned.

The lack of air flow and ventilation in seven classroom spaces is a significant health concern. We have been able to quantify the potential impact to students by taking multiple carbon dioxide readings using a Gain Express indoor air quality meter in every classroom after two hours of being occupied. Out of our 14 instructional spaces, three classrooms averaged carbon dioxide readings above 1,400 ppm, four classrooms averaged readings above 900 ppm and the other classrooms averaged above 500 ppm. According to the University of Colorado Air Quality Inquiry program, the instructional areas with CO2 levels exceeding 1000 ppm affect student's ability to learn by causing fatigue and headaches. In addition, the accumulation of indoor pollutants such as volatile organic compounds, bacteria, and carbon monoxide can negatively impact human health. We have had complaints from a teacher in one of the classrooms with CO2 readings above 1400 ppm that she is experiencing headaches. We have worked to provide fans, but this is just a temporary solution. There is significant concern that the lack of airflow in these classrooms can decrease concentration and productivity in our students. If our school were to experience another health crisis such as COVID 19, we do not feel our facilities could adequately protect our students and slow transmission with proper air exchange rates or air filtration.

Many of these classrooms are able to ventilate in the warmer months by opening windows, but this is not an option during the colder months of the year when most of the school session occurs. Two of the classrooms of concern are located in the basement and were part of the original building construction in 1930. They do not have the option to open windows for ventilation.

Also of concern, the electrical panels throughout the school are past their useful life and many circuits are overloaded causing breakers to trip. Not only is our staff limited in the quantity of electrical devices in their classrooms, but there is increased concern about the potential for fires given the age of these systems.

Peakview School

Roof

The built-up roof system in Peakview School is at the end of its life cycle and has begun to impact the learning environment of our students. With the multiple layers of asphalt and fiberglass installed over the deck insulation, it is difficult to identify leaks and seal them. This has led to an average repair time of two or three weeks until leaks can be addressed. Due to the rural nature of our district, we rely on maintenance staff to perform these repairs. We no longer have a warranty in place to call upon a certified manufacturer to assist us with repairs or routine maintenance.

Our roof leaks are most acute in the Spring when Walsenburg experiences the highest rate of rain and snow. During these months, staff proactively place trash cans in the gym and the main foyer. This does not take into account the multiple acoustic ceiling tiles we replace in classrooms every month as a result of water staining.

In speaking with our roofing consultant, Rooftek, the built-up roof system at Peakview had an expected lifespan of 15-20

years. We are now nearing 20 years and seeing other signs of failure. We conducted an inspection with JRC Roofing, and they noted the following deficiencies with the roof:
- blistering and cracking on the surface membrane
- a significant number of leaks in the building
- signs of granules form the roof appear in downspouts and gutters
- evident sagging in places of the roof leading to ponding water

Finally, JRC roofing noted that many of the downspouts do not contain sediment traps and are not in compliance with current codes. They also noted that the support for the gas line across the roof is also out of compliance and will need to be replaced.

II.E. Diligence undertaken to determine the deficiencies stated above:

The investigation for this project dates back as early as 2019. Our district procured Wold Architects to conduct a district wide Master Plan for all facilities, who identified the need for the replacement of John Mall High School and also noted the roofs at Peakview and Gardner School, and the HVAC system at Gardner as priorities. After a successful 2020 bond program, we procured an Owner's Rep, Architect, and General Contractor for the Bond Project as a whole following the procurement guidelines adopted by our Board of Education. The urgency at John Mall High School was escalated when a DFPC inspector deemed the school unsafe and ordered it temporarily closed. The improvements for Peakview and Gardner school were established as a second phase of the bond project to address the urgent needs at John Mall first. Artaic Group, Wold Architects, and Nunn Construction have been working over the past several months reevaluating the masterplan assessment and confirming previous assumptions. Their primary efforts have been to investigate the conditions of the roofs and HVAC systems at Peakview and Gardner and have guided our staff on why these items are a priority. These firms have engaged multiple subconsultants and subcontractors to determine the most urgent items to repair or replace.

These recent efforts began with multiple in-person meetings with the heads of maintenance and principals at each school to understand the issues and problems they have experienced to date. Wold Architects then conducted multiple site walks which included in-house electrical and mechanical engineers. In order to better assess existing conditions and constructability concerns, Nunn Construction also attended these walks. The team evaluated these projects as a whole- investigating structural components, existing infrastructure, and the potential for hazardous materials.

II.F. Proposed solution to address the deficiencies stated above:

Gardner School

Roof

The condition of the roof at Gardner School is so severe, our district is taking measures to temporarily repair the roof. In the spring, once temperatures allow, we will apply an acrylic sealer across the existing Bitumen roof to avoid further damage and create a waterproof seal while we prepare for the re-roof project in the summer of 2024.

The permanent solution to address roof leaks will be to remove all roof layers down to the existing decking. To meet code, we will raise the parapet with through wall primary drains to downspouts along the south and east section of the flat roof. All curbs will be exposed to the wood studs and modified to meet required heights. No structural reinforcing will be required as the new roof system will weigh less than the existing systems.

Once the deck is exposed, we will have our roofing contractor install the fully adhered EPDM Roof System. This will entail the following installation procedure:

1. This will start with thoroughly cleaning the existing deck and checking for any areas of deterioration which, if they exist, will be repaired.
2. A minimum of 6 inches of rigid foam insulation will then be mechanically fastened with self-tapping screws and plates. The insulation will be installed such that a ⅛ : 12 inch slope is maintained to all roof drains.
3. A Primer will be applied to improve adhesion to the EPDM membrane.
4. A certified roofer will roll out and cut the 60 mil EPDM membrane allowing for adequate overhang and overlapping seams.
5. Seams between the EPDM membrane pieces will be joined with a welding process or seam adhesive.
6. The EPDM membrane will be fully adhered using a specialized adhesive applied in a continuous layer over the entire roof surface.
7. Any penetrations, parapets, and curbs will be properly flashed and sealed.
8. The roof manufacturer will inspect the installation to ensure conformance with warranty requirements.

Once the new EPDM membrane is installed, we will test the flashing on the edge of the standing seam metal roof system. Our selected roofing subcontractor will then address any required repairs to ensure the entire roof system performs as designed.

HVAC Upgrades

Due to the age and condition of the mechanical systems, our engineers have developed a uniform HVAC system that can integrate with the existing infrastructure of the school. Our approach is to replace nearly all HVAC equipment as it has exceeded its intended useful lifespan.

This will start in the mechanical room with a replacement of the boiler plant. This includes two new Lochinvar condensing boilers. To support these boilers, we will also replace the glycol make-up unit, expansion tank, and the two hot water pumps. This boiler system will provide heating to many of the unit ventilators, and heaters throughout the building. In order to make the building more energy efficient, these boilers will be fully electric, saving on propane used by the existing boiler.

The other scope of work will be to significantly improve the HVAC distribution system. This project will work to utilize existing ductwork, hot water piping, building penetrations, and dampers to the fullest extent possible. However, in order to accommodate the new equipment, areas of hot water piping will need to be replaced. In order to provide air flow to classrooms, we are proposing multiple new unit ventilators to replace aging cast iron radiators and classrooms with only finned tube baseboard heaters. Specifically, this will include eight (8) new vertical unit ventilators and five (5) console style unit ventilators with hydronic heat and DX cooling. The finned tube piping and controls will be removed and replaced with two-row finned tube heaters. Because this will serve elementary students these baseboards will have a heavy-duty top enclosure. The two rooftop units serving Pre-K and Science will also be replaced. The three (3) horizontal ceiling hung unit ventilators will be replaced in the gym. Finally, a new controls system will regulate all new equipment and the existing pneumatic controls for existing ventilators will be removed.

The water system will also be upgraded with a new domestic hot water tank, expansion tank, circulation pump and master mixing valve. This equipment will be housed in the mechanical room along with the new boilers and supporting equipment.

The new equipment will require additional electrical loads than what currently are available. We have already engaged San Isabel Electric and they have confirmed they are able to increase the load with a new transformer for the existing three phase electric service. Additionally, the age of the existing electrical panels in the school poses a danger to students and breakers are frequently tripped. The added electrical load with the new unit ventilators will put additional strain on this infrastructure. To avoid this, a new 1600-amp switchboard will be installed with proper surge protection and grounding. This will supplement a newer 600-amp switchboard that was installed with the new Pre-K and Science classroom. Existing panels will be replaced and upsized where needed.

Peakview

Roof

The new roof at Peakview will be the same system with the same installation method as the flat roof at Gardner Valley School. This will be a fully adhered 60 mil EPDM roof. However, the existing gas piping supports will also need to be repaired. Also, the roof drains do not have proper sediment traps and are not enclosed. New drains and sediment traps will be installed after the built-up roof layer has been removed and before the insulation is installed on the deck. Because the building was constructed in 2004, the parapets are code compliant. The inlet to the roof drains will be set to ensure a slope of ⅛ : 12 across all sections of the roof.

Our consultants have confirmed the existing built-up roof is heavier than the proposed EPDM system so no structural modifications will be needed at Peakview School. For efficiency and ease of maintenance the same warranty and installer will be used at Peakview as Gardner School.

II.G. Due diligence undertaken in defining the stated solution:

The proposed solutions for both Peakview School and Gardner Valley Charter School were developed in a collaborative manner with the assistance of our Owner's Rep Artaic Group, Architect Wold Architects, and General Contractor Nunn Construction. These consultants conducted multiple site investigations and engaged with industry experts to provide recommended improvements that will provide the best long term cost benefit to the district.

ROOF

Wold Architects worked in collaboration with Rooftek to develop a preliminary design for the schools using a fully adhered EPDM roof system. These recommendations were based on the high temperature variations, occasional heavy precipitation events, and comparisons to similar locations in Colorado. Several other roof systems were considered including a TPO system. Ultimately, we understand a fully adhered EPDM system was recommended for longevity and durability. Nunn Construction assessed roof conditions of both schools with a roofing contractor, JRC Roofing.

To produce cost estimates, Nunn construction was able to engage local subcontractors for cost estimates on the conceptual plans prepared by Wold Architects. Because the roof projects are the largest scope of work, Nunn construction was able to

engage two other roofing subcontractors to provide a total of three estimates and opinions on recommended roofing systems. These subcontractors contributed to input on raising parapets, how to achieve required slopes on flat roof sections, and recommendations for temporary solutions to address leaks at Gardner School.

HVAC
Our team conducted three walkthroughs of Gardner School to evaluate the condition of the HVAC system. Spearheading this effort were a mechanical engineer and electrical engineer working for Wold Architects. They were able to assess the highest needs and priorities for the school and determining how to support the new equipment.
Finally, our district has procured the Farnsworth Group as a commissioning agent for the 2020 Bond Program. They will not only oversee retro commissioning efforts, but we have engaged them for monitoring and verification activities for the duration of the warranty period. Farnsworth is providing guidance on the overall Gardner HVAC design approach and helping to engage our facilities and maintenance staff through the process.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Unfortunately, in a disadvantaged community such as ours, the school is one of the few public places kids can access. This is a safe, predictable, and comfortable place for kids who often cannot rely on similar conditions at home. Our mission statement is “to provide a safe-learning environment and exceptional educational opportunities for all students to succeed in an ever-changing world.” We are submitting this grant application to provide this safe learning environment. For Walsenburg and Gardner specifically, the need for a stable place for students where they feel appreciated is critical.

The highest priority for our project is the roof at Gardner Valley Charter School. The condition of the roof has surpassed the point where it is disrupting student activity and is now risking substantial costs to repair water damage to the interior of the building. We are taking emergency steps to use an acrylic seal application on the roof that should minimize leaks for the next year. However, this is not a tenable long term solution and the roof will need to be replaced.

Though not as urgent as Gardner School, the Roof at Peakview School is of high importance to replace. Every year our maintenance staff must spend more and more time addressing leaks, taking them away from their other responsibilities to the school. This is especially acute in the Gym, where staff must often monitor leaks by capturing water in large trash cans and buckets. We have had near misses with water spilling onto our wood gym floor causing the boards to warp. Our staff has shown remarkable commitment to staying late and showing up early to monitor these leaks and replace buckets. This is most problematic in the spring. We have had multiple leaks in the foyer of the school also requiring trash cans to capture water. This is the first thing our students and parents see when they enter the school.

The current HVAC system at Gardner School is a health concern for our students and staff. The lack of air flow is problematic to ensure a safe learning environment for our staff and students. We have been able to provide temporary solutions with ESSR funding during the worst periods of the COVID pandemic, but this experience has also laid bare the urgency in having a functioning HVAC system in our school. Not only were we unable to install appropriate air filters in our classrooms with ventilation, but most of our classrooms did not have ventilation.

Huerfano School District is a rural district with limited bonding capacity and opportunities to address large capital needs projects. We are dependent on programs such as the BEST Program to help finance these improvements despite the diligent planning and budgeting our district undertakes to prepare for these costly repairs.

We have been incredibly fortunate to have received significant assistance on the John Mall High School replacement project, but still require help to meet the needs of all our students. Our district will not be able to complete the full scope of work as described in this grant application without a BEST Grant.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Our district has leveraged all grant opportunities at our disposal to make up for the cost escalation that has occurred since passing our bond measure. Most of these grants do not directly target the scope of work described in the grant but rather

target other work associated with our bond program that allows the reallocation of funding for Peakview and Gardner.
SSD Grant - We recently submitted an application for the School Security Disbursement Grant program. Peakview School does not have a secure vestibule or access control system. We were originally planning to include this scope of work as part of the BEST Grant application but were able to pursue funding through the SSD Grant instead.
GOCO Grant - Our district is collaborating with the City of Walsenburg and Huerfano Parks and Rec District to apply for a GOCO Community Impact Grant for a new park between Peakview School and the new Walsenburg Jr. Sr. High School. We have had multiple community meetings and discussions with our GOCO local representative. Understanding this grant has become more competitive in recent years, we are collaborating with multiple stakeholders and will submit as part of the August cycle.
E-Rate Funding - We are leveraging all of our available E-Rate funding to offset the cost of network infrastructure as part of our Bond Project Scope. Most of this funding will be applied to the new Walsenburg Jr. Sr. High School, but this frees up money to apply to the Peakview and Gardner roof projects.
ESSR Funding - Our district had intended to pursue HVAC improvements at Peakview School as part of the BEST Grant application. However, as a result of available ESSR II And III funding, our district was able to make improvements to Peakview and are not including that scope of work in the BEST Grant.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Our district is taking the added step of engaging a General Contractor, and Architect for both the HVAC projects and Roof projects. Though this may cause added costs during construction our intention is to better develop a cohesive maintenance plan across our district with the guidance of these two firms. Our General Contractor will be responsible for providing detailed Operations and Maintenance Documentation with warranty information and required maintenance procedures.

Huerfano School District maintains a strong relationship with Gardner Valley Charter School. The existing contract between the district and the charter school requires both entities to work in conjunction for any construction or improvement. The facility is owned by the district, but Gardner School is responsible for routine maintenance. Staff from both the district and charter school will be involved with trainings, inspections, and tracking warranties. Both entities have made collaboration a priority and will continue to do so.

Huerfano School District has previously committed to an annual capital renewal commitment of 1.5% of per pupil funding. The district has seen recent annual funding of roughly $9,500 per pupil which has afforded the district an annual contribution of $75,000.00.

Because we are working with an Owner's Rep, we are engaging them to assist with anticipated annualized costs to not only maintain these roof and HVAC systems but also to prepare for when these systems reach end of life. We will work with Artaic to develop a schedule estimating capital improvement and maintenance costs on a yearly basis to help guide annual budgeting efforts. Much of the information to guide this schedule will be taken from the project operations and maintenance manuals developed by our contractor.

Our district will work to annually allocate funding to properly maintain systems and extend their lifespan. However, due to the high replacement costs, our district will anticipate a future bond effort to finance replacement costs.

Roofs
Our district will procure the roof projects so the general contractor carries a one (1) year warranty, the roofing contractor will carry a three (3) year warranty, and the roofing manufacturer will carry a thirty (30) year warranty following the completion of the project. The district will require annual warranty walks with the roofing contractor, a certified roofing manufacturer instructor, and at least two maintenance staff members. Additionally, selected School District personnel will be trained by the roofing contractor to complete simple roof repairs. More substantial roof repairs will be performed by the roofing contractor. No work will occur that jeopardizes the roof manufacturer's warranty. At least two times a year School District personnel will access the roof to remove debris from drains, drainage scuppers and other areas on the roof.
District maintenance staff will attend multiple trainings with the roofing contractor to identify warranty issues with the roof. These include but are not limited to blistering, cracking, deflection, obstructed drains or scuppers, or ponding water.
HVAC Equipment
The new HVAC equipment at Gardner will carry a one (1) year warranty from the general contractor. The RoofTop Units, Unit

Ventilators, Boilers, and Compressors will all carry a 5 - 10 year manufacturers warranty. The district will establish a service agreement with the mechanical contractor that includes technical support on the controls system, routine inspections, and equipment replacement. Similar to the roof, maintenance staff will attend multiple trainings and will be given an operations and maintenance manual.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

In the 2019 and 2020 fiscal year our district was able to contribute $50,000 to a designated capital reserve fund. Upon being awarded a BEST Grant for the replacement of John Mall High School, our district increased the annual contribution to $75,650 for last year's budget. Our district has a designated Capital Projects Capital Reserve Fund 43 that was established to maintain building systems.

III.T. How did you arrive at the estimate for this project?

The cost estimates for our project were a collaborative effort between our general contractor Nunn Construction and our Owner's Rep Artaic Group. All hard costs were compiled by our General Contractor Nunn Construction, and all Soft Costs were prepared by our Owner's Rep, Artaic Group.

Nunn Construction was able to engage local subcontractors for more accurate estimates. The mechanical and plumbing estimates were provided by Vision Mechanical. All Electrical work was priced by Gonzales Electric. Because the majority of our project is roof replacements Nunn construction was able to engage three roofing subcontractors. JRC Roofing was able to conduct site walks for the project. Two other roofing contractors provided estimates. One of the subcontractors was able to confirm estimates within 10%. The other roofing contractor presented higher cost estimates, but Nunn Construction confirmed this roofing contractor has a reputation of estimating higher numbers for conceptual or schematic designs.

Artaic Group estimated soft costs were also by engaging consultants for estimates on commissioning, design services, inspections and permitting.

For determining cost escalation, our district spoke to Nunn Construction and other General Contractors to guess pricing trends in the construction market. We heard that before the Covid pandemic, cost escalation was estimated at ¾% a month. Our team is recommending budgeting for 1% escalation per month. Based on the current projected backlog for contractors and subcontractors labor rates will still be high when our project occurs in the summer of 2024 based on high demand. However, we understand that the rate of escalation the past two years is expected to be less in the upcoming year. This is largely in part to fewer supply chain disruptions for equipment and materials.

Our estimate for abatement comes from Broadbent Environmental. They conducted a site assessment of Gardner School and reviewed existing AHERA reports to develop a cost estimate for abatement required for the proposed HVAC upgrades. No ACM is suspect at Peakveiw School as it was constructed in 2004.

Our team will be able to complete the described scope of work for the budget submitted if awarded a grant.

III.U. Who will be overseeing the project, if known at the time of application?

As a school district we will take full responsibility for the oversight and direction of this project. However, we are engaging industry experts to help us with the day-to-day management and recommendations. Artaic Group is our previously procured Owners Representative and will be engaged throughout the duration of the project. Wold Architects will be responsible for all design deliverables and Nunn Construction will oversee all construction activities.

We have chosen to procure an Owner's Rep and a General Contractor because these projects are part of a larger bond project. We are able to achieve efficiencies saving money in General Conditions, trip charges, and overall time spent on the project by utilizing the same team members. Additionally, our district simply does not have the staff available currently to manage these projects in house. We realize this approach may be more expensive, but we feel it can save us time and money overall by having a well-managed project that can reduce unforeseen conditions or budget overruns.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

Our school district understands its responsibility to be good stewards of taxpayer money. This is why our Board of Education has adopted strict requirements that "all contractual services and purchases of supplies, materials and equipment in the amount of $5,000 or more shall be put to bid." This is why our district ran competitive procurements for Owner's Rep, General Contractor and in the masterplan phase, Architect. At the time our district ran these procurements the scope of work encompassed the full bond project affecting the new Walsenburg Jr. Sr. High School, Peakview School, and Gardner Valley Charter School. Because of this previous procurement effort, we are not running a secondary procurement for the scope of work included in this grant application. We will make sure all subcontractors are competitively procured under our General Contractor Nunn Construction. This will include public advertisement of all procurement documents and directive for our contractor to obtain a minimum of three bids for each scope of work.

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

We are not anticipating significant changes in the utility costs for Peakview School. However, we are anticipating that annual utility costs for Gardner will improve overall.

The past two years Gardner has budgeted $2,400 annually for water and sewer services. We are not anticipating increased demand and will continue to appropriate $2,400 pending costs increased by the utility provider.

The school has spent on average, $20,000 annually on propane gas the past two years. We anticipate this cost will be reduced by 60% once the new HVAC equipment is installed. Two of the Rooftop Units will still utilize gas as well as kitchen equipment, but all other HVAC equipment will be powered by electricity.

Electric costs have averaged $15,000 annually at Gardner School. We anticipate these costs to increase by roughly 25% with new fully electric boilers being the primary increase in demand. Additionally, the load provided to the school will be higher overall. By switching from electric to propane our district is furthering our sustainability goals.

Internet, and Disposal fees are not anticipated to be impacted by the project.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$4,718,712.60	**CDE Minimum Match %:**	28
Current Applicant Match:	$2,022,305.40	**Actual Match % Provided:**	30
Current Project Request:	$6,741,018.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$6,741,018.00	All matching funds are provided by a successful 2020 Bond Effort. Our district has decided to increase our match from the required 28% to 30%. This is not only to demonstrate the need for these improvements, but also as a recognition of the many other cap	
Affected Sq Ft:	78,600	**Escalation %:**	12
Affected Pupils:	320	**Construction Contingency %:**	6
Cost Per Sq Ft:	$85.76	**Owner Contingency %:**	6
Soft Costs Per Sq Ft:	$13.48	**Historical Register?**	No
Hard Costs Per Sq Ft:	$72.28	**Adverse Historical Effect?**	No
Cost Per Pupil:	$21,066	**Does this Qualify for HPCP?**	No

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Gross Sq Ft Per Pupil:	246	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	454	**Bonded Debt Approved:**	$16,400,000
Assessed Valuation:	$112,415,475	**Year(s) Bond Approved:**	20
Statewide Median: $121,995,375			
PPAV:	$247,611	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$2,166,054	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$43,220	**Outstanding Bonded Debt:**	$780,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	80.60%	**Total Bond Capacity:**	$22,483,095
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	11.818	**Bond Capacity Remaining:**	$21,703,095
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$2,697.24		
Applicants Median: $2,381			

Gardner Valley School
25421 Hwy 69
Gardner, CO 81040

Capital Construction Assistance Board
Colorado Dept. of Education
201 East Colfax Ave.
Denver, CO 80203

January 26, 2023

To: Capital Construction Assistance Board for Consideration of the BEST Grant

As a representative of Gardner Valley Charter School in Gardner CO, its students, and its community, we are pursuing your support for much needed improvements. We need to repair the roofing and update the heating and ventilation in the school because it is crucial for a good learning environment. The need to repair the roof is important because precipitation is leaking into the school and damaging school work or ruining students and teachers supplies. The leaking roof also damages the structure of the building which makes it unpredictable. It is also hazardous because someone can slip and injure themself. A leaking roof is a distraction when you're trying to learn because the sound of dripping water can be distracting, and disruptive especially when it forces students out of a classroom.

There are some families that attend this school that are financially challenged and they are not able to afford nice and warm clothing. The school works extra hard to provide a warm safe environment. The health factor of the heating is a primary concern. It is also a lot easier to concentrate and work when you're in a warm environment. We also need new ventilation because the ventilation in our school is poor. Having good ventilation helps keep people healthy, it helps people alternate temperature and it keeps the air fresh, providing an optimal environment for students to learn and staff to work. Our school serves the community in many ways. Gardner Valley School is one of the few places the community can gather in our area and it is very important that the school is taken care of.

Who we are! Gardner Valley School is more like a family to most of the kids. GVS provides a safe and comforting environment. Our school is really special. It does a lot for the kids and our community. Gardner Valley School helps provide clothing for kids, they give a Thanksgiving feast around Thanksgiving, and they even give presents around Christmas time. The staff make a huge difference too. The staff and teachers at GVS act as parents in some ways. One of the teachers gives kids a ride to school and even home after school sports. I was sick one day and my parents were working and couldn't find a way to get home so one of the teachers took me home so I could get feeling better. Gardner Valley School is such a good school and some families travel 30 miles or more just to attend it. That's why Gardner Valley School deserves your consideration for this grant.

Thank you,

Payton Salas

Payton Salas 8th grader at GVS

Gardner Valley School

25421 CO-69
PO Box 181
Gardner, CO 81040
719-746-2446

January 31, 2023

Capital Construction Assistance Board (CCAB)
Colorado Dept. of Education
201 East Colfax Ave.
Denver, CO 80203

Dear Members of the Board,

Gardner Valley School is a small charter school (Pre-K - 8th grade) located in Huerfano County along State Highway 69, about 30 miles northwest of Walsenburg, perfectly situated to complement our focus on agricultural and environmental sciences. It is a vital and integral part of the wider community, serving as the major employer and as a community hub.

As a Charter Board, we are very dedicated to our students and community. As we are a fairly new charter school, opened in 2020, we have had discussions with Huerfano RE-1 school district regarding the building and a new roof for it. Our community was a great supporter of the BEST Grant Bond that was passed in our county to build a new high school in Walsenburg, make upgrades to Peakview School, and get a new roof for the Gardner School building.

The Gardner school building that we are leasing from Huerfano RE-1 was constructed in the 1930's and has been the only school building in the Gardner area for 92 years. There have been several upgrades and additions to the building over the years. However, the flat portions of the roof are now beyond repair and need to be replaced. The leaks along the walls of the flat roof, and new leaks in some areas of the metal roof continue to grow and cause damage that, if left, could cause major damage to the building. We feel it is very important to protect the building and the future of our students.

After our building was inspected, other needs were brought to our attention. As you can imagine, in older buildings the heating system is subpar and there are different heating systems in different areas of the building (as new additions were added). We have a boiler system in the original building, some forced air in the additions, and air conditioning in only 2 classrooms (newest addition of a science lab and preschool room).

A new HVAC system would greatly improve the circulation of air throughout the building and make the learning environment more comfortable for students and staff, as some areas are cold in the winter months and others get very warm in the spring and summer. It would also afford the opportunity to be more environmentally friendly.

We are grateful that Huerfano RE-1 has reached out to us for support in this endeavor to secure funding that would greatly benefit the students of Huerfano County.

We ask that you give favorable consideration to this application and thank you for your continued support of rural schools.

Sincerely,

Jackie Williams

Jackie Williams
Gardner Valley School Board
President

Gardner valley School
25421 Hwy 69
Gardner, CO 81040

Capital Construction Assistance Board
Colorado Dept. of Education
201 East Colfax Ave.
Denver, Co 82083

January 26, 2023

To: Capital Construction Assistance Board for Consideration of the BEST Grant

As an eighth grader representing Gardner Valley Charter School we are seeking your help for much needed improvements in our school. Our roof is in dire need of repair, a black water like substance leaks out into the halls and classrooms, and there are stains on the roof panels because of this.

During our work day the heating does not always work. Some students in our school are less fortunate and can't always have good coats so not having proper heating is not a good thing. Our school isn't the best because it is smaller and older than most schools, but we try. Some of our students come about thirty or more miles just to attend.

Our school helps our community by hosting events for the town to enjoy and participate in. Our school helps students have items like backpacks, clothes, gifts at Christmas, and food at Thanksgiving.

Gardner Valley Charter School could use your support.

Thank you for reading my letter and giving consideration to Gardner Valley School for the BEST Grant,

Lugh Ranzinger

Lugh Ranzinger Eighth Grader of GVS

Gardner valley school
252421 Hwy,69
Gardner,CO 81040

Capital Construction Assistance Board
Colorado Dept.of Education
201 East Colfax Ave.
Denver, CO 82083

January 26, 2023

To: Capital Construction Assistance Board for Consideration of the BEST Grant

I am writing on behalf of Gardner Valley Charter school, its students, and community members. I'm an 8th grader at Gardner Valley charter school in Gardner, Colorado.

We are seeking a grant because our school is in great need of structural improvements.

The issues my school has are that the ceilings are leaking and have mildew all over and some of the rooms are starting to smell like mildew.

There is also the ventilation system which often doesn't work in the morning when it gets so cold, or it doesn't work at all in some of the rooms. Also the halls are starting to get mildew and this is a hazard for everyone.This is especially a problem for the little ones in the elementary classes because their rooms have some of the worst leaks. This can be dangerous and a health hazard.

We could use your help and support.

Thank you for your help and your consideration,

Primitivo, Vialpando

Primitivo Vialpando 8 grader GVS

Jayden Hibpshman

Gardner Valley School
25421 Hwy 69
Gardner CO 81040

Capital Construction Assistance Board
Colorado Dept of Education
201 East Colfax Ave
Denver, CO 80203

January 26, 2023

To: Capital Construction Assistance Board For Consideration of the Best Grant

As a representative 8th grade student of Gardner Valley School we are seeking your support as a recipient for your grant for much needed improvements.

I am a newer person to this school and I have noticed how cold or hot the classrooms get. This is a struggle for me even though I love to work in the cold. It feels more comfortable to me and easier to focus but sometimes it will get too cold in the room I'm working in. Sometimes the classrooms will get too hot if we turn the heaters on.

There are many leaks in many areas and some places smell really bad because of it. There are a lot of things that need to be fixed as much as possible. It is very needed. Like I said I just moved to this school about two months ago from Pueblo, and in Pueblo I had straight F's in all of my classes. I never did work. I was failing. But, this school gave me a second chance. Now I do not have a single F and I'm passing all of my classes and working on my sports and doing better in life than I was. I love this school but it needs a lot of help from you.

There are a lot of things that can affect the way us students work, and our health. Sometimes it finally gets so warm, I will end up dozing off and falling asleep. I get the minimum of 6-7 hours of sleep at night and I wake up at 6:30 am every day, so staying awake is not a problem for me but in some rooms I get really tired and fall asleep. Inconsistent temperature can affect our health, sleep, and ability to work. Our school could use your help.

Thank you for your consideration,

Jayden Hibpshman
Jayden L Hibpshman 8th grade student at GVS.

Gardner valley school

25421 Hwy 69

Gardner Co 18040

Capital Construction Assistance Board

Colorado Dept. Of Education

201 East Colfax Ave

Denver, Co 80203

January 26, 2023

To: Capital Construction Assistance Board for grant Recipient Review for the BEST Grant

Hi, I am a student in the 8th grade, at Gardner valley school in Gardner Co. Our school is seeking help for new repairs.

Some repairs that our school needs are new ventilation, and heating, the walls are dripping, and the roof leaks when it rains or when it snows. We help the community by assisting families with their children, and by providing a safe school environment.

Thank you for your consideration,

Lelend Espinoza
Lelend Espinoza 8th Grader at GVSchool

Gardner Valley school
25421 Hwy 69
Gardner Co 81040

Capital Construction Assistance Board
Colorado Dept. of Education
201 East Colfax Ave.
Denver, CO 80203

January 29, 2023

To: Capital Construction Assistance Board for Grant Recipients Review for the Best Grant

As a representative 8th-grade student of Gardner Valley Charter school in Gardner CO, we the students, staff, and community, are pursuing your support for much-needed improvements.

We need to repair the ceiling, heating, and ventilation in GVS. It gets incredibly freezing in the rooms, especially downstairs. It's very challenging to work in a cold room and stay focused. In some of the classrooms and hallways, there is mold growing on the ceiling. The mold causes the ceilings to leak and be a distraction. Mold is a safety hazard, especially in a school full of kids. Mold causes allergy-like symptoms and can make it hard to breathe, also triggering asthma.

The heating needs repair. It gets really cold and makes it a difficult workspace. If we have to stay at school all day it should at least be warm. Some kids don't always have a big warm jacket to stay warm. When a classroom is cold students lose focus and tend to focus more on how cold and uncomfortable it is. In our boiler room, the ceiling looks like it could collapse, not to mention the mold that's growing on the ceiling of the boiler room.

GVS is such a good school and very special to many of the students. Our school does so much for our kids and for our community and has such amazing teachers. Many kids travel 30 miles or more to attend GVS. This School helps so many kids in so many different ways. It's important we improve and fix some of the issues we have here at GVS. This is why Gardner Valley School deserves your consideration for this grant.

Thank you,

Clarissa Archuleta 8th grader at GVS

● Campuses Impacted by this Grant Application ●

Excel Academy Charter School - K-8 Safety & Security Upgrades - Excel Charter Academy - 2004

District:	Jefferson County R-1
School Name:	Excel Academy Charter
Address:	11500 W 84th Ave
City:	Arvada
Gross Area (SF):	51,079
Number of Buildings:	1
Replacement Value:	$13,234,217
Condition Budget:	$3,414,646
Total FCI:	0.26
Adequacy Index:	0.12

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,317,167	$666,467	0.29
Equipment and Furnishings	$207,861	$79,965	0.38
Exterior Enclosure	$2,001,150	$0	0.00
Fire Protection	$532,764	$0	0.00
HVAC System	$1,134,057	$1,136,865	1.00
Interior Construction and Conveyance	$2,895,969	$1,088,281	0.38
Plumbing System	$719,427	$43,012	0.06
Site	$1,614,962	$400,057	0.25
Structure	$1,810,860	$0	0.00
Overall - Total	$13,234,217	$3,414,647	0.26

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: Excel Academy Charter School **County:** Jefferson

Project Title: K-8 Safety & Security Upgrades **# of Previous BEST Grant(s):** 0

Has this project been previously applied for and not funded? No **Total Amount of Previous Awards:** $0.00

If Yes, please explain why: N/A

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

In 2004, Excel Academy was completed, and in new condition when we began utilizing the facility. Moving to our current campus was necessary once our community had outgrown our original 1995 building. This was a large milestone for Excel Academy, which allowed us to expand our curriculum and grow our student body, which now includes our Middle School.

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

We take a proactive but conservative approach to our preventative maintenance plans for all major systems on campus. This mindset has allowed us to retain much of our capital reserves for investments back into the building. We recently completed a full LED retrofit of the entire campus, which will considerably reduce maintenance and utility costs. We were also fortunate to receive a portion of the 2018 Jefferson County School 5B bond funds. These funds were used to construct the new four-classroom addition, modifications to our current floor plan to accommodate the new addition, new access control technology, and 17 new security cameras. In addition to this work, we continue to invest in preventative maintenance measures including annual floor refinishing, tile replacements, HVAC servicing, and frequent storm water management. Within the last five years, Excel Academy has also integrated box-light displays to our teaching walls and shifted to one-to-one Chromebook use by our students. We are proud of our commitment to capital improvements, and we hold our community's trust to provide a suitable environment for all our students.

II.A. Project Type:

☐ New School	☐ Roof	☐ Asbestos Abatement	☐ Water Systems
☐ School Replacement	☑ Fire Alarm	☐ Lighting	☐ Facility Sitework
☑ Renovation	☐ Boiler Replacement	☑ Electrical Upgrade	☐ Land Purchase
☐ Addition	☐ HVAC	☐ Energy Savings	☐ Technology
☑ Security	☐ ADA	☐ Window Replacement	☐ Supplemental
☐ CTE:		☑ Other:	

Additional Detail: Secure vestibule upgrades and classroom isolation renovations

N/A

N/A

II.C. General background information about the district / school:

Excel Academy is part of Jefferson County R-1 School District and is located 30 minutes northwest of metro Denver. Our school was established in 1995 by parents and teachers to promote excellence through an engaging learning experience, which can be delivered in a flexible and appropriate manner for each child. We believe this Mission is a key tenant of the success that we've found in achieving above average District standardized MAP testing results.

Excel Academy has one large building on campus which serves our entire student body of 477 Elementary and Middle School Students. Our students participate in a rigorous curriculum which incorporates PBL (project-based learning) and foreign language immersion in addition to typical offerings like Art, Physical Education, and Music. We've been fortunate to conduct out-of-state field studies with our PBL students, and we're always looking for ways to grow our programs. We are proud of the programming we've developed since conception, which includes Gifted & Talented, Social & Emotional Support, STEM, Debate, and other after school enrichment activities.

Our facility is comprised of our original 44,045 SF building constructed in 2004 and a new 7,040 SF addition completed in May of 2021. The exterior envelope of the original building and the new addition are both constructed primarily of concrete tilt-up panels. The interior ceiling systems are primarily lay-in acoustic ceiling tiles with a suspended grid system and painted metal in high bay spaces like the gymnasium and art. The interior walls are primarily drywall, and flooring is a mix of luxury vinyl tile, vinyl composition tile, sealed concrete, and carpet. Our facility management team is constantly maintaining our facility and addressing any deficiencies as they appear. All wall finishes are patched and painted every summer as needed, and our VCT is also sealed and waxed on a regular basis.

II.D. Deficiencies associated with this project:

Excel Academy is pursuing a BEST Grant to address our largest health safety and security risk on campus, which is the unrestricted access in the facility. Safety and security deficiencies represent the top statutory priority of the BEST Grant, and it is also one of our top priorities. Our unrestricted accessibility on campus is something we are ready to address.

The first deficiency that we have elected to resolve is the main point of entry of our facility. We are fortunate to have our administration located adjacent to our main entry, but we're unable to take identification or otherwise verify credentials prior to visitors entering the school. The current vestibule configuration includes two sets of doors – one interior and one exterior – for which there is only two-way wired communication to the exterior doors. The interior doors do not have an electronic locking mechanism and therefore cannot be used as a "man-trap" vestibule. The check-in desk for our facility is approximately twenty feet inside the second set of doors, meaning all visitors have to enter the school to have their credentials reviewed. Furthermore, the administrative entrance is between the second set of vestibule doors and the check-in desk, meaning visitors have access to the administration suite prior to having their credentials reviewed. The administrative staff relies on a compromised line of site and the two-way wired communication for all deliveries, visitors, and student entry. While added cameras could alleviate some of the problems, we're aware that adding more technology to an already deficient vestibule configuration will not solve the health or security issues presented.

In addition to the visitor check-in challenges, the administrative suite is also cumbersome to navigate. Visitors, staff, and students must walk through or wait in the middle of the administration area to access leadership offices. This is a high traffic area in which staff regularly take calls, print, and administer assistance to all of the people in the school.

Our current layout includes an overhead coiling door at the counter-height check-in station desk. This equipment is original to the building and is reaching the end of its useful life. This overhead coiling door also acts as a smoke barrier in the event of a fire and is connected to our fire alarm notification system. These connections are also original and could be prone to failure. In the event of a false alarm, the door would come down at full speed and could damage or sever someone's arm or fingers.

Our second major deficiency that we have elected to address is the ability for possible threats to move between classrooms. Our current classroom configuration has nine affected areas that consist of two classrooms acting as one space in a "pod," with a shared storage space between them. This shared storage space allows for personnel to travel between the two classrooms without going into the hallway, which presents a significant security risk in more than 80% of our facility's classrooms (18 of 22 total). Furthermore, the openings do not have doors, and the storage/office rooms are set into a wall with harsh 90-degree angles. These angles allow for certain areas of the room to be obstructed not only from the teacher's station, but also from the hallway security windows.

Replacement of these walls and their shared storage space has been a pressing need for our facility since the building's construction, as we became aware of the immediate safety concern presented by the ability for a potentially threatening individual to hide in the "blind" corner of the room. However, the urgency of the correction was substantially heightened due to comments provided by local police, fire, and school district security personnel. On our annual security lockdown and safety authority walkthrough, our administrative staff was sternly reminded about the dangers of having adjoining classrooms. Our school board and administrative leaders determined that these spaces can be security horrors in times of crisis, and they resolved to mitigate any potential logistical pitfalls.

Unfortunately, Excel Academy is no stranger to potentially violent situations in our facility, including an assault on our executive director by an aggravated parent who was in the process of being removed from the building. During the last few years of operation alone, multiple members of our student body, teaching staff, and administration alike have witnessed

threatening behavior, substance abuse, “pirate language” and other inappropriate actions due to the lack of a “man-trap” vestibule in the lobby of our school.

On one occasion, our facility entered into a lockdown protocol, but there were students in the parking lot area. When they re-entered the existing vestibule, they were unable to get into the school, as the interior doors were locked. Because the two-way radio communication is on the exterior of our school but not in the vestibule, and because there is not a transaction window in the vestibule, administrators were not able to communicate with the students to tell them to take shelter elsewhere. The students stayed in the vestibule until the police arrived, which confused law enforcement and slowed the emergency response. After this event, the magnetic lock that was installed on the interior door was relocated to the exterior door, which is our facility’s current locking configuration.

However, this set-up has caused new problems to arise. On another occasion, the mother of a student was able to physically overpower the exterior doors of our facility. Because the second set of doors was not locked, she was able to enter our school and threaten staff and students. In events like this – which are rare but unfortunately do happen – the police have been called to our facility to remove badgering individuals. However, because there is nowhere to contain them that is also isolated from our staff, the harassers are able to leave the facility without consequences for their actions.

And unfortunately, Excel Academy has had to mitigate many situations that involved weapons reportedly entering school grounds. In the recent wake of information surrounding the shooting in Newport News, VA, we believe that the presence of a man-trap vestibule is vital to disarm, apprehend, or otherwise de-escalate potentially violent individuals.

Though these and other events did not cause any permanent harm to our team, all of them served as timely reminders that the tragedies in Uvalde, TX and Parkland, FL can happen anywhere and at any time. In order to keep our students safe, we need to be able to ensure their security from door to classroom and beyond. After these security threats were identified and quantified, our School Board pushed us to begin to budget and plan for these capital improvements.

We’ve defined the type of vestibule for the purposes of this application as a component of the building floorplan, which provides additional protection by adding a secured space. We’ve defined vestibules as secured spaces with two or more sets of electronically lockable doors and an office sign-in area. Once a visitor has signed in and been identified as an authorized visitor, the doors from the sign-in area to the school are electronically unlocked.

Any dollars we receive in BEST Grant assistance will be applied towards these security improvements to restrict access; however, we are already moving forward with construction to better provide this additional safety and security for our staff, faculty, and students.

According to the School Survey on Crime and Safety, 97% of surveyed schools now have some form of controlled access, but many like Excel Academy are lacking in secure vestibules. Because of this, national safety agencies like the National Institute of Justice have begun recommending locking vestibules as an appropriate and effective use of security technologies in U.S. schools. The largest Board of Education for the largest school district in Virginia has recently mandated secure vestibules be constructed at all their facilities, and the State of Michigan’s Safety in Schools Commission has recommended secure vestibules at all state-run education facilities since 2018. Based on recent reporting from the Department of Justice, in 2020–21, there were a total of 93 school shootings with casualties which was the highest number since 2000–01. This included 43 school shootings with deaths and 50 school shootings with injuries only. The year 2020–21 was the first since data collection began in which fewer than half of schools that had shootings were high schools. We recognize that our student body is now in the majority demographic for victims of violence in schools which makes this project an urgent and practical use of BEST funding.

A locking secure entry vestibule is a visible deterrent for those wishing to commit violence. However, this second line of defense also provides other benefits like a sealed screening area for infectious visitors. We have previously performed temperature screenings at our front desk, but in some cases that allowed the virus to enter our building. We’ve been forced to close school in the past and we lack the control to prevent virus transmission from our frequent visitors. Multiple studies support the learning loss all schools experienced during the lockdown, and we have committed to mitigating any future school

closures as much as possible.

Having this second line of defense is vital to the schooling experience we want to foster, but the project will also provide numerous other benefits, including utility costs. We continue to see utility bills increase over the last few years and have taken steps to lower these costs. Heat loss through primary entrances is one area we've identified as a primary cost driver. Providing an airlock will address utility invoices and heat loss while helping to maintain a comfortable constant temperature in the rest of the school. A large vestibule will also allow us to provide walk off mats to prevent dirt, debris, and other elements from entering the building.

II.E. Diligence undertaken to determine the deficiencies stated above:

We understand that a building is only as strong as its weakest point, and so we've taken a holistic approach to ensuring safety and security across the entire campus. A secure vestibule and unconnected classrooms are needed, but we know not all crime is preventable, and one level of protection does not guarantee safety and security in and of itself. The vestibule as a security measure works hand in hand with many other means of security, including site layout like the current classroom configuration. Our site is already well situated for safety, with no obvious entrance points other than the main entrance at our parking lot and drop-off loop. This results in little to no foot traffic elsewhere on campus, and we've determined that securing our main entry will improve campus safety overall. All exterior doors other than the main entrance remain locked during the school day, and all interior doors are also locked during active instruction.

While our vestibule and pod classrooms are currently not meeting our expectations, we've made great strides in other areas to address safety and security. We recently installed 16 new cameras in addition to our existing cameras which are all integrated onto one monitoring network. This latest investment in security also included numerous motion sensors, card readers, and smart-locking exterior entrance crash bar replacements.

We have made policy changes in addition to these capital investments. We now train parents on proper pickup procedures every year to ensure every student is retrieved in the same manner each day. We continue to interface with local police, fire, and school district security personnel to align our policies and procedures regarding standard safety procedures and emergency protocols. We collaborated with these agencies in developing our School Security Plan, and we have participated in threat assessment and reporting training to stay informed on these best practices. Our School Resource Officer is a vital component to this process, and their presence has significantly improved the public's perception of our overall security. All of these efforts above have improved our security, but limiting unrestricted access further will thusly enhance our current tools. As noted above, we've independently addressed many health, safety, and security priorities, but we would truly value assistance from CDE as we focus on site-specific, spot security upgrades.

As previously noted, we are moving forward with this vestibule project regardless of BEST Grant assistance. MOA Architecture and Fransen Pittman General Contractors were contracted last year and have been immersed in this project for months. They have provided numerous iterations of plans and estimates as we work towards an approved scope of work. Our current design has been optimized to ensure that work can proceed with minimal demolition, specifically in reference to leaving all mechanical equipment in place, even in the shared classrooms. We plan to complete the vestibule portion of this design component by utilizing the existing vestibule framed openings as well as entire sections of existing glass partitions.

We have also conducted site visits and pre-emptive procurement for new security access control from Stone Security, including an additional card reader at the new vestibule doors. This will allow for the vestibule to serve as a mantrap. A new transaction window was integrated into the design as well, which will allow for two-way communication and direct line of site to the building's vestibule and entry.

II.F. Proposed solution to address the deficiencies stated above:

We intend to make a number of new wall installations and new door relocations to address the current safety deficiencies onsite. Numerous engineers, contractors, architects, and other stakeholders have participated in this process thus far to ensure the design is as efficient and effective as possible.

In the classrooms, our solution is a simple one. We will remove the zig-zag walls and shared storage/office space between classrooms. A new, straight wall will then be installed to re-separate the rooms. This approach will require some acoustical

ceiling tile replacement as well as sprinkler head reconfigurations. Our lighting system will also be affected, as there is currently an existing light in each of the shared storage spaces. These lights will be relocated into one of the shared pod classrooms, and the other classroom's lighting will be shifted to accommodate for the slightly less-lit area. Electrical outlets in each of the eighteen classrooms will also be affected, which gives us the unique opportunity to be an early adopter of the International Energy Conservation Code of 2021. This code change includes the introduction of timed outlets, which will save on energy, costs, and potential safety hazards. We are excited to explore these benefits as part of our safety and security upgrades.

Renovating these angled walls will provide clear lines of site from the teacher station and the hallway security windows while also removing means of travel between classrooms, which addresses one of our top priorities.

On the vestibule scope of work, we have more challenges and therefore more opportunities to keep scope limited. One efficiency we've employed in our design involves reusing a 12' wide existing hollow metal door frame and adjacent sidelights to function as the new man-trap door in the lobby, which will have a new card reader access control node so the doors can be electronically locked. The design includes a framed wall above, which will extend to 12' above the finished floor. The easily lockable man-trap vestibule will serve many purposes, including health containment, safety and security containment, de-escalation space, more walk-off mat dust and dirt mitigation, and weather protection.

Our proposed scope includes demolishing our existing overhead coiling door and counter in the entry foyer, which currently functions as our security checkpoint. This existing framed opening will be replaced with new double doors leading into the administration suite. This new layout will relocate the administrative entrance to a safer position away from the main doors and beyond the newly lockable vestibule doors. It will also facilitate safer and more streamlined movement inside the administrative office while providing a more secure waiting area for the administrative suite.

All visitors will need to pass through the vestibule before having access to the school or the administration suite. A new transaction window is included in our scope to allow for visitor validating while they're still located in the man-trap vestibule. This transaction window functions with two layers of impact-resistant glass on standoffs to allow sound transfer as well as a deal tray for sliding an ID back and forth or any other documentation. This design will provide an equitable solution to what Jefferson County R-1 School District has adopted for all their traditional schools, including uncompromised line of site to entry and communication inside the vestibule. The existing walkway will now formally and permanently serve as the administrative side of a transaction window, where a dedicated staff member can check-in visitors, deliveries, late students, substitute staff, etc. The addition of the transaction window will allow staff to better facilitate visitor oversight as well as student supervision when they are required to be in administrative spaces. Getting a trained staff member unimpeded visual and auditory access to all visitors will allow for quicker, better, and safer transactions for the benefit of our students.

Our existing security system will be modified to adapt to our new vestibule. These modifications include an additional security camera, an electric door strike for the new vestibule entry, door contacts for access control, a new request to exit sensor, and new card readers both to enter and exit the vestibule. New exit devices will also be installed on the exterior doors, meaning they will be less susceptible to physical overpowering.

The security and fire alarm system sequence of operation for our new entry doors will also be implemented in addition to mapping, reprogramming, and integrating this new equipment.

Part of this process also includes relocating the defibrillator, epi-pen, and bleed blanket to our main corridor.

II.G. Due diligence undertaken in defining the stated solution:

The additional security at the Excel Academy has been a priority for the facility for the past few years. In regards to the vestibule, we have made a number of security modifications, including adding security film to the existing glazing and relocating the magnetic lock to the exterior set of doors. The School was also in the process of contracting Stone Security to add an additional card reader and electronic strike to the existing interior doors.

Prior to the purchase of these security upgrades, Excel Academy chose to invest in the classroom security upgrades as well as some other site improvements. We conducted a competitive procurement and ultimately contracted with Fransen Pittman

and MOA Architecture in a joint design build venture to complete the upgrades in our facility. The scope of the project included the vestibule and the pod upgrades as security improvements; however, it also included parking lot and drive lane improvements, a rain garden, stormwater improvements, and dividing a room that is currently larger than necessary.

Since the design build procurement, MOA Architecture has designed and re-designed the proposed new secure vestibule. In their multiples visits to the site, MOA Architecture and their sub-consultants (mechanical, fire sprinkler, and electrical) reviewed the existing doors into the facility, the entrance to adjacent administration office, and all applicable building systems. They then designed a vestibule that allowed for the delivery of materials and information without allowing the visitor to enter the facility's lobby area.

The security upgrades have already been re-designed from Schematic Drawings to Construction Drawings to better suit Excel Academy's needs and budget, and multiple pricing exercises (facilitated by Fransen Pittman) have been conducted to ensure that no unnecessary modifications were being included. With this in mind, MOA Architecture and their sub-consultants have ensured that systems that can be left unmodified will remain that way, including the mechanical in all areas and fire sprinkler in the vestibule. They have accomplished this design without compromising the design deliverables set out by the School.

The final pricing exercise was conducted when Fransen Pittman presented their Bid Summary was provided at the GMP presentation. We reviewed multiple bids for each applicable division and ultimately decided on a list of subcontractors based on cost, merit, past performance, etc. However, as the BEST-eligible scope is part of a larger project, these subcontractor bids included scope that is not applicable to this grant application. Percentages were applied to the awarded subcontractors' total contracts to delineate costs to be included in this application, and a separate SOV would be generated if we are able to move forward with BEST assistance.

Fransen Pittman's awarded subcontractors (Stone Security, Diversified Drywallers, and Colorado Doorways) have reviewed the site as well, coordinating and communicating possible construction methods for classroom wall removal, the relocation of the existing administration entrance door, secure transaction window installation, and the storefront installation. They are ready to facilitate MOA's succinct design in an economical and strategic summer schedule.

In regards to scheduling, we are planning to execute 20% of project scope prior to July 15th. However, classes will commence in the building on August 15th. As we are intending to proceed with or without BEST assistance, we are confident in our ability to get this work completed without impacting curriculum this fall. This may be achieved through different factors, including liquidated damages, schedule mitigation during construction, conversations with local AHJs, etc. Fransen Pittman will ultimately build and facilitate the construction sequencing.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

It's incredibly important that we implement these security upgrades as soon as possible. Classroom-to-classroom travel and the secure vestibule concerns have been communicated by our community of parents, teachers, staff, and Excel Leadership as an urgent matter, and we want to respond to this new mandate. Our community has stated a variety of reasons for this capital improvement project, including health concerns, the rising crime in our area, heat and energy loss, and the ever-present increasing levels of violence in schools. Our team feels great empathy for the community of Sandy Hook and countless others who are unfortunate victims of the fact that this violence is now skewing more towards schools with younger students. We are of the opinion that if these measures can prevent one death or even one injury, it will be worth the investment.

As previously indicated in our application, Excel Academy is not without its safety and security incidents. Many of these involve irate or aggrieved adults who are from the surrounding areas or are related to a student inside the facility. Without the man-trap vestibule, all members of our community are at risk of being harmed by dangerous individuals. Due to these recent threats to administrative staff, teachers, and students at the facility, we are asking BEST to consider our security improvements as an urgent priority, as we have.

Excel Academy firmly believes that BEST's allocation of dollars should be conducted in conjunction with a facility's needs, and restricting access is the primary need for our facility's continuous evolution of site security. We are aware that this grant request is not as large as other BEST Grant applicant needs, and we have plans to pursue this project regardless of the CCAB's determination. However, this project cost exceeds our target budget, and BEST Grant assistance is urgently required to ensure

this project can proceed on schedule.

In addition to keeping schedule, receiving recuperation for funds spent would mean that Excel Academy could reinvest those savings in other health and safety systems that will need to be upgraded in the upcoming years. We are mindful that our HVAC system will require replacement soon, and we would like to apply these savings to any maintenance reserves required to keep our system running in the meantime.

While not failing in the sense that equipment is past useful life, the administrative suite and the classroom designs are outdated and unable to effectively serve our staff. The classrooms' noise levels impact each other in their pods, and the distracting and chaotic nature of sound transference could add to confusion in a crisis scenario. Limiting noise between rooms will allow for better communication in the event that something may need to be communicated quickly and efficiently to either classroom.

Likewise, the current administrative configuration is not optimized. In its existing state, students, staff, and visitors are required to walk through the middle of the suite, which is not only ineffective but also unsafe. The relocation of the administrative passageway is a matter of urgency for the facility specifically in regards to the new waiting area that will be created. The new waiting area will inhibit the spread of illness by isolating sick students to a lesser trafficked area. It will also allow for safer storage of deliveries. In conjunction with the efficiencies provided by the new transaction window and visitor check-in area, the new administrative suite design is integral to optimal administrative workflow.

Implementing this change is also urgent so that we can realize maximum energy savings as soon as possible. We have already pursued all other areas of heat loss including sealing cracks, replacing windows, wall reconfiguring, roof sealant, and insulation replacements. Eliminating heat loss at our main entry is now the last remaining priority to ensure maximum energy efficiency.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

The MOA Architecture Construction Documents produced for this scope have been compiled to be in compliance with all relevant and up-to-date codes, including the 2021 International Energy Conservation Code, 2021 International Plumbing Code, 2021 Internatio

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

N/A

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

We will integrate these new construction modifications into our maintenance plan to ensure we maximize the expected life of all systems, including the vestibule's carpet and our glass wall partitions.

We've allocated close to $5,000,000.00 into our capital renewal budget for the next 8 years. We are proactively planning to replace major systems like the roofing, furniture, and mechanical systems prior to any failures while also budgeting towards upgrades for projects such as expanding our parking lot, upgrading our fiber internet, and improving classroom technology.

This conservative long-range approach to maintenance and capital renewal ensures that we will always retain sufficient funds to address any emergency issues while also reserving funds for the eventual replacement of major systems.

The expanded secure entry vestibule will be carpeted. We've found success maintaining our existing carpet across campus using traditional extraction and vacuuming equipment. We've made sure to specify hardware, door materials, and glazing that will require limited upkeep and replacements. New walls will be re-painted with quality paint on a regular basis. The longevity of quality products was not sacrificed in our attempt to limit costs on this project.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Historically, we have relied on our internal committees when developing budgets for capital expenses. Our primary committee involved with capital investments is our Facility Committee made up of industry professionals and dedicated parents. This committee collaborates with our Board and Administration staff on a regular basis to discuss needs, review options, and plan

long-term strategies. We are without a formal long range facility master plan; however we are a single campus network, and our facilities team is intimately familiar with life cycle costs, preventative maintenance, and other planning strategies.

We refresh our Capital Construction Forecasting budgets on an annual basis, and this process always includes a formal Board presentation and approval. Our current forecast calls for $4,376,050.00 in capital projects going through 2030-2031, which allows us to prepare for future work while adapting to any unforeseen issues.

Our capital outlay strategy also includes a bond principal payment which is applied towards our building purchase, which is still being financed.

III.T. How did you arrive at the estimate for this project?

This estimate was provided by Fransen Pittman, who is the General Contractor for the project. Using their Guaranteed Maximum Pricing hard costs and their applied soft cost percentage, we were able to estimate the cost of work off of unpermitted 100% Construction Documents.

III.U. Who will be overseeing the project, if known at the time of application?

Internal staff and an external consultant (Cooperative Strategies) will oversee the project. Our internal staff is comprised of the Facility Manager Vincent Yanker and Executive Director Dr. Susan-Marie Farmen, both of whom are intimately familiar with operations, maintenance, budget management, and the scope of the construction project. Their responsibilities will include attending regular construction meetings, final approval of financial documents (including pay applications and change orders) and providing final decisions on contingency use.

Cooperative Strategies will provide budgetary oversight, cost mitigation, and construction management, specifically in regard to advising the owner on contingency use, reviewing financial documents, reviewing construction progress, and proposing alternate construction methods if required. This Owner's Representative was selected based on their experience with construction project oversight on numerous other projects, including seven previously awarded BEST projects.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

Fransen Pittman and MOA Architecture have already been selected as the Design Build project team for this scope of work. They were selected using a competitive RFP process conducted last autumn. Both companies have experience with BEST Grant requirements, including split schedule of values and/or separate pay applications.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$126,520.32	**CDE Minimum Match %:**	68
Current Applicant Match:	$268,855.68	**Actual Match % Provided:**	68
Current Project Request:	$395,376.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$395,376.00	Matching funds will be procured from Excel Academy's capital reserve funds. We have this match secured and have already received Board authorization on our long range fiscal plan.	
Affected Sq Ft:	15,406	**Escalation %:**	5
Affected Pupils:	477	**Construction Contingency %:**	3

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Cost Per Sq Ft:	$25.66	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$4.73	**Historical Register?**	No
Hard Costs Per Sq Ft:	$20.93	**Adverse Historical Effect?**	No
Cost Per Pupil:	$829	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	107	**Is a Master Plan Complete?**	No

If owned by a third party, explanation of ownership: **Who owns the Facility?** OtherFacilities

Our building is owned by a 3rd Party, the “Excel Academy Building Corporation", and is financed via bond repayments. We retain the right to own and make any improvements.

If match is financed, explanation of financing terms:

N/A

Financial Data (Charter Applicants)

Authorizer Min Match %:	70	**CECFA or financing attempts:**	0
< 10% district bond capacity?	N	**Enrollment as % of district:**	0.65
Authorizer Bond Attempts:	2	**Free Reduced Lunch %** Statewide Avg: 42.17%	12.6
Authorizer MLO Attempts:	0	**% of PPR on Facilities:**	21
Non-BEST Capital Grants:	1	**FY22-23 CSCC Allocation:**	$181,473.56
3yr Avg OMFAC/Pupil: Applicants Median: $2,381	$3,093.41	**Unreserved Fund Bal 20-21:** Charter Applicant Median: $437,755.50	$3,435,249.00

Who will facility revert to if school ceases to exist? In the highly unlikely event that Excel Academy relocates or ceases to exist, the facility would likely be assumed by our authorizer. We would expect the campus to continue functioning as a school for the foreseeable future, and so any investment we make in safety and security now will benefit the community for years to come, with or without Excel Academy.

● Campuses Impacted by this Grant Application ●

STRATTON R-4 - DW Safety & Security and Gym Roof - Stratton ES - 1976

District:	Stratton R-4
School Name:	Stratton ES
Address:	219 ILLINOIS AVENUE
City:	STRATTON
Gross Area (SF):	22,820
Number of Buildings:	1
Replacement Value:	$6,652,861
Condition Budget:	$3,428,344
Total FCI:	0.52
Adequacy Index:	0.09

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,110,031	$766,707	0.69
Equipment and Furnishings	$177,874	$208,819	1.17
Exterior Enclosure	$1,132,669	$0	0.00
Fire Protection	$12,571	$281,787	22.41
HVAC System	$543,488	$666,971	1.23
Interior Construction and Conveyance	$955,284	$849,335	0.89
Plumbing System	$385,897	$260,358	0.67
Site	$1,548,449	$661,632	0.43
Structure	$786,597	$0	0.00
Overall - Total	$6,652,861	$3,695,609	0.56

STRATTON R-4 - DW Safety & Security and Gym Roof - Stratton MS/HS - 1961

District:	Stratton R-4
School Name:	Stratton MS/HS
Address:	219 ILLINOIS AVENUE
City:	STRATTON
Gross Area (SF):	57,140
Number of Buildings:	2
Replacement Value:	$13,862,739
Condition Budget:	$8,105,995
Total FCI:	0.58
Adequacy Index:	0.10

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,532,846	$2,034,611	0.80
Equipment and Furnishings	$1,058,127	$435,042	0.41
Exterior Enclosure	$1,814,724	$387,700	0.21
Fire Protection	$14,001	$683,733	48.83
HVAC System	$1,272,402	$1,196,754	0.94
Interior Construction and Conveyance	$3,022,079	$2,444,126	0.81
Plumbing System	$1,160,582	$960,854	0.83
Site	$883,909	$632,385	0.72
Structure	$2,104,069	$0	0.00
Overall - Total	$13,862,739	$8,775,205	0.63

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: STRATTON R-4 **County:** Kit Carson

Project Title: DW Safety & Security and Gym Roof **Applicant Previous BEST Grant(s):** 1

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $787,152.80

If Yes, please explain why:

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

The main classroom portions of the Jr-Sr High School were originally constructed in 1961 as a 31,905 sq ft building. A 4,279 sq ft courtyard infill that currently contains the library and computer lab was built in 1976 along with a 3,565 sq ft locker room and weight room addition. In 1991, two additions totaling 11,363 sq ft were constructed – the front offices, music room, and wrestling room; and the kitchen and cafeteria. This brings the building to its current size of 51,112 sq ft.

A 1,250 sq ft maintenance building and 5,600 VoAg shop are also located on the site of the Jr-Sr High School just to the east of the main building.
The Elementary School is a 22,500 square foot building constructed in 1976. This was a replacement for the original elementary school built in the 1920s.

The facilities were in new condition and have been upkept in subsequent years because of due diligence by the District to ensure that maintenance measures and overall care of the buildings has been prioritized.

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

Jr-Sr High School –. In 1976 the atrium was enclosed and made into the library, board room, computer lab, counselor's office and business lab. In 1991 the front offices, entry way, music room, stage and cafeteria were added. An energy performance contract was completed in 2001 where the old hot water boiler system was replaced with rooftop units for heating and cooling. Additionally, old T12 fluorescent lighting was replaced with more efficient T8 lamps. In July and August of 2008, a new roof was put on the MS/HS building. In 2008, air conditioning was added to the gymnasium and the cafeteria. In October and November of 2008 new A/C and heating controls were put in the gymnasium. In the summer of 2018, asbestos tile abatement was completed and new carpet installed in the MS/HS building. In total, 7 of the 21 rooftop HVAC units were replaced in 2008. Two additional units were replaced in 2018. A custom built ventilation system was added to the VO-AG shop in 2018.

Elementary School - In 2005, new carpet was installed in the elementary school. In July and August of 2008, a new roof was put on the elementary school by WeatherSure along with 14 new rooftop units. In October and November of 2008 new A/C and heating controls were put in at the elementary. There has not been any capital improvements made to the elementary school within the last 3 years.

In 2020 the District implemented a comprehensive upgrade to HVAC and electrical infrastructure for both schools, funded through a BEST grant.
All rooftop units from 2001 were replaced with new, high efficiency, multi-stage units. These units were integrated into the existing building automation system, and are now able to provide proper levels of thermal comfort control and assure appropriate ventilation to all classrooms throughout both facilities.

The main distribution panel (MDP) located in the basement was completely replaced with modern, code compliant equipment. A new grounding system was installed to meet current NEC requirements.

All panels served from the MDP were replaced, and all feeders were re-run in accessible areas with separate ground and neutral wires. Proper short circuit fault current analysis was performed, and new equipment was installed with adequate fault current ratings. Additionally, the District secured a Safe Schools Reopening Grant to provide equipment upgrades with our gymnasium HVAC system. This improved the health and safety of our students with better air quality.

BEST FY2023-24 GRANT APPLICATION SUMMARIES

II.A. Project Type:

☐ New School	☑ Roof	☐ Asbestos Abatement	☑ Water Systems
☐ School Replacement	☑ Fire Alarm	☐ Lighting	☐ Facility Sitework
☐ Renovation	☐ Boiler Replacement	☐ Electrical Upgrade	☐ Land Purchase
☐ Addition	☐ HVAC	☐ Energy Savings	☐ Technology
☑ Security	☐ ADA	☑ Window Replacement	☐ Supplemental
☐ CTE:		☐ Other:	

Additional Detail:

II.C. General background information about the district / school:

Stratton School District R-4 is a small, rural school district located on the eastern plains of Colorado with an enrollment of 222 students PK-12. This enrollment number characterizes a 10% decrease in students over the last three years. Forty-seven percent of the students are eligible to receive free and reduced lunches. This has been a 95% increase in students who are eligible to receive free and reduced lunch prices over the last 10 years. The school buildings are the hub of activities for Stratton. The community supports their schools and wants to maintain the facility as long as feasible. For over 30 years, the District has maintained the school facilities with a small maintenance staff of two full-time custodians. Their vigilant maintenance of the building and its systems has allowed the district to focus funds on the education of its students, while also maintaining important programs, such as music, art, vocational agriculture, business and many other activities.

The District's greatest asset is its people, a tightly knit, hard-working community known for its friendly and caring atmosphere. A mix of fourth-generation ranchers, longtime local, and new residents, Stratton is filled with both citizens and students, all of whom have a strong sense of community pride and tradition. It is the District's hope that a BEST Grant would give the district the ability to continue to ensure a safe and secure environment for our students, staff and community members with the goal of continuous improvement towards a high-quality education and satisfying, healthy experience for students and community members for the long-term future.

Stratton School District is in need of financial assistance in regards to upgrading additional health, safety and roofing measures not completed in the previous BEST project. We have taken great pride in the past of maintaining our facilities; however, over the many years of financial recessions from the state of Colorado, we have not had the funding to complete these improvements. These further measures will continue to support improvements to student health, safety and provide an adequate learning environment for both staff and students.

II.D. Deficiencies associated with this project:

The systems sought to be improved by this grant request are a combination of health, safety and security measures, achieved by facility improvements necessary to assure a healthy, safe and secure learning environment for the students and staff. As detailed below, these are in need of improvements in order to perform the basic functions required of a modern K-12 school.

Proper school safety and security is important now more than ever. Societal implications have caused schools to rethink how to best protect students and staff in the event of a crisis. In doing so, we discovered a variety of gaps in our school safety and security measures that have been deemed priority improvements by our school administration, staff, and Board of Education.

Due to the geographic distance between our elementary and middle/high school buildings, we have identified communication installation and upgrades as essential components of our initial Stratton Schools Safety Plan (SSSP). To be included in this plan are key stakeholders, Kit Carson County Sheriff's Department, Kit Carson County Ambulance Service, and Colorado State Patrol as they are the primary responders in the event of a crisis. Due to our geographic location, it is probable that we would have a wait time of 15 minutes before they could arrive to assist in an emergency.

A recent security and safety survey noted the following deficiencies: The Stratton Elementary and High School buildings and grounds surrounding are lacking in the areas of deterrence, detection, delay, and response required for protecting the occupants. These schools lack properly functioning communication devices and equipment, failed security system and

components, failed video surveillance, access control does not function, and lack of doorway lockdown. Our fire alarm system in both buildings is in need of replacement due to outdated conventional panels that are no longer supported by their repsective manufacturers.

Observations during our initial evaluation to identify projects revealed a serious lack of security and safety based on the ALPHA vulnerability assessment methodology as published in School Security: How to Build and Strengthen a School Safety Program, Editions 1 and 2, authored by Paul Timm. A further in-depth analysis is required for assessing this building and our safety and security practices and infrastructure, and we are requesting this be conducted with school security and safety industry experts. This is in reference to final commissioning and integration of the systems and processes once the system is installed. Items from the experts could include evaluation of landscaping, system testing, evaluation of lighting, safe haven, door locks, and staff knowledge and experience. It was reported that response to by emergency services is close to 30 minutes.

The VoIP systems need to be installed along with any infrastructure requirements. Security systems with motion detectors and door switches at a minimum need to be installed. A common point in the main office needs to be installed that will close and lock all doors in the building. Security vestibules need to be designed to delay and keep all visitors securely out of the building until a background check and authorization is provided to enter the building.

In recent years, we have experienced a variety of issues that we are committed to addressing through installation of new surveillance, communications and security technology systems and updating and integrating the existing systems. By having the ability to assess student behaviors in the hallway in real-time, our administration and staff can be proactive and intervene before a fight breaks out. We will also have the ability to observe suspicious or inappropriate activity and take action before a situation occurs or escalates. This includes substance use or exchange, taunting, bullying, and harassment. Vandalism to school property could be curtailed by having the ability to observe students during transition periods and throughout the school day when not witnesses are around. We host several school athletic and activity functions throughout the school year and would benefit from a camera system to observe spectators and visitors in our school and intervene as needed based on our observations from a remote area.

Key issues that we have experienced due to lack of adequate and real-time video surveillance:

Vandalism to our football field on four occasions by a vehicle. This caused a lot of damage and the perpetrator was never identified due to our lack of adequate surveillance.

Vandalism to the exterior and interior of the high school building with a break-in through a window and then into the main office area.

Loitering by unauthorized persons on school property during the school day. Adequate video surveillance could have helped us determine where and when this person entered District property.

Theft of school property by a former staff member. Regular key access to the building and lack of proper surveillance meant the District could not substantiate the claim.

Physical violence of students in the hallways, resulting in suspensions, would have been easier for administration to verify facts through video surveillance.

Inability to access classrooms and offices because the key fob system failed to work. Our maintenance staff has had to cause structural damage to the doors and building in order to gain access to classrooms and offices.

Inability to communicate with elementary teachers and staff at the same time due to no working intercom system.

In addition to the technology related system improvements, the following facility improvements are needed to ensure a healthy and safe educational environment for students and staff.

The gym roof has reached the end of its life and currently leaks causing hazardous conditions via slippery surfaces, adds a risk of mold growth and internal air quality issues along with deterioration of the building components.

The windows in the gym are a safety and security concern where they have been damaged in the past and are now temporarily boarded up. There is no way to securely lock these covered windows to provide a secure facility. The windows leak water when it rains and snows, causing a build-up of pooled water in the boarded up sections. This also creates the potential for mold growth.

In addition, the windows that remain create unsafe glare conditions during sports activities. There is asbestos in the window frame seals preventing maintenance on the windows and frames to be performed.

Details from the roof inspection noted the following:
Life expectancy of the type of roof we have is 15-20 years, this roof has exceeded that time.
The rubber roofing material loses the plasticizers over time due to exposure to the elements and harsh weather and this roof has become brittle.
The oil in the roofing material membrane dissipates and rubber material becomes dehydrated, shrinks and cracks which is an irreversible process. This roof has lost its integrity in the current membrane because of age and repairs to fix the leaks that have resulted would not improve the integrity and more leaks will form each year.
The many gaps that have formed in the seams cannot be patched because the rubber material cannot be cleaned well enough for the patching substance to stick long-term.
There was water noted in the eaves and multiple leaks identifies in the roof inspection which is indicative of water getting into the deck creating mold and deterioration of the roof structure.
IBC standards require that the roof be brought up to code. Thus a layover cannot be completed unless it is taken to the deck.
Cover board is suggested to add longevity to the roof, although it is not required.
Overall to protect the health and safety of the building occupants for the next 15 to 20 years, the roof is recommended to be replaced.

The domestic water system at both schools is in need of treatment fixtures to provide healthy and safe water for students and staff. The kitchen water systems are not filtered resulting in food preparation being at risk for contamination. The included water report details the most recent nitrate findings, which are on the upper end of the contamination scale. In our area, we have experienced tap drinking water limitations for babies and the elderly due to high nitrate levels. As noted in the water board letter, there is also a higher level of calcium and magnesium which both contribute to scale build-up on the appliances. By providing a proper filtration system, we would be able to safely and confidently prepare food and operate our water drinking systems without fear of contaminants and corrosion.

II.E. Diligence undertaken to determine the deficiencies stated above:

The deficiencies listed in this BEST grant were compiled through a facility audit and assessment consisting of a combination of site visits, systems analysis, plan reviews and staff interviews. A full building walkthrough was conducted by Iconergy Professional Engineers and construction staff to evaluate each and every system mentioned in the report. In addition, Iconergy engaged the assistance of Facility Engineering Associates (FEA). FEA is nationally recognized expert in School Facility Security focusing on physical security, safe operational practices, and well prepared and practiced emergency preparedness response. For systems listed, each piece of equipment was inspected to confirm condition. District staff of various roles ranging from teacher to facility manager, to principal and superintendent, were interviewed to thoroughly understand the building conditions and environment. Facility drawings were also collected and reviewed.

II.F. Proposed solution to address the deficiencies stated above:

Grant funds will be used to implement solutions to the deficiencies as described above. The overall goal of the security technologies is to provide adequate and timely communication between and within our two schools as well as to provide secure access to our buildings for staff members and emergency responders. The District will strengthen relationships and communication protocols with key partners through the development of a Stratton Schools Safety Plan (SSSP), which is in

progress. Iconergy conducted a survey and identified gaps in safety, security and maintenance needs throughout the district. A comprehensive list of these gaps and resolutions was developed in collaboration with school administrators and district maintenance director. This comprehensive list was shared with the Board of Education, who provided guidance about which projects needed to be prioritized for a BEST Grant proposal. Currently, the District works with the Kit Carson County Sheriff's Department on training for crisis situations; however, our collaboration will also need to update our Emergency Crisis Management Plan in order to establish consistency and sustainability. Our district applied for security technologies as listed above through the School Security and Disbursement Grant (SSD). Funding was requested and received, although it does not fund all of the security scope in full. The SSD awarded grant funds will be applied toward the district match.

Solutions for the deficiencies include: Install a fully functional camera and security system to replace and upgrade the current antiquated systems at both schools. The new system will include additional access devices, a Keyscan 8 door access control system, software, RCI emergency pull stations, recessed door contacts, BEST cylindrical lever locks, and all associated hardware to provide a complete installation. Access control for the District's exterior and interior doors will be included. This technological improvement will allow the District to funnel all visitors to a single point of entry at the Main Entrance of each building, while allowing staff members to access their assigned areas using access control badges. Due to the nature of our campus, we will implement advanced security features to unlock doors during passing periods where students are traveling between buildings. The system will have the capability to instantly lock doors upon identification of an emergency situation and we will be alerted to any open, compromised doors during unoccupied times. Install video surveillance to monitor the interior and exterior of each of the District's school building. Video monitoring will enable the administration and designees to immediately identify threats and provide detailed information to responding authorities. Video surveillance will provide explicit and accurate documentation of activities to provide assurance if a threat occurs. We have too few cameras installed and the ones that are installed are of various brands and quality where this will be solved by the new equipment and installation. The video feedback we get is blurred and finding the contents that we need is very difficult which will be corrected by installing a new system. Our office secretaries will monitor the new cameras in real-time to protect students and prevent safety/security issues. They can immediately notify school administration if anything concerning is observed. Administrators will also monitor the cameras periodically throughout the day as they are in and out of the office.

We will install a VOIP Communication System Replacement and Upgrade at both schools and integrate the systems. The voice/alarm communication for the fire alarm system are required by IFC. The intercom system installed is based on a Bogen Nyquist educational intercom system. A universal intercom system with call buttons into classrooms will be installed. This will allow school administrators and other designees the ability to conduct emergency announcements schoolwide and/or districtwide in an emergency situation. Teachers and students would also have the ability to request assistance for individual classrooms in an emergency. The intercom system at the middle/high school system is dated and works independently from our VOIP system. At this time, we are not able to get mass communication out to our teachers, staff, and students because of a lack of needed intercom upgrades.

We will upgrade current fire panels and fire alarm components that are no longer supported by their respective manufacturers. Please reference the enclosed letter from Marshall Steininger with Nebraska Fire and Safety Equipment.

We will cover and encapsulate the existing windows in the JR/SR high school gymnasium. The window replacement to install new panels will improve safety and security from the damaged 1961 windows. The window replacement panels will provide benefits to include improved building security, safety from broken glass, improved look aesthetics (from the existing plywood patching), encapsulation of asbestos found in window frames, and improved energy savings due to improved insulation values.

We will install impact resistant window film on main entrance and exterior windows at the Stratton High School and Elementary School for added safety and security from intruders.

The current roof has two layers with insulation that will be removed to the deck to meet code with a new roof being installed. The leaking and failed gym roof will be replaced with a new roof with improved insulation to improve the thermal comfort saving energy and protect the asset. The new roof will utilize 2 layers of 2.6 inch iso R-30 insulation fully adhered to the deck. A layer of ½ inch HD iso board will then be adhered to help provide proper membrane adhesion and hail resistance. A fully

adhered 60 mil EPDM roof will then be adhered to complete the roof. There will be a full-tear off to the deck with insulation replacement. The new roof will utilize 2 layers of 2.6 inch iso R-30 insulation fully adhered to the deck. A layer of ½ inch HD iso board will then be adhered to help provide proper membrane adhesion and hail resistance. There is no drainage work needed as the roof is sloped. We were provided with a roof budget after a site visit and roof inspection.

The drinking water systems at both schools will have point of use dispensers replaced with modern filtered point of use dispensers. This filtered water will provide safe hydration for students and staff during the school hours. The kitchen will have a reverse osmosis system installed to remove particulates such as calcium, nitrates and magnesium while providing improved water quality for use in food preparation.

II.G. Due diligence undertaken in defining the stated solution:

The solutions as presented are based on best practices following industry guidelines and standards with solutions vetted internally with Iconergy Professional Engineering staff with a combined experience of more than 75 years along with Facilities Engineering Associates (FEA), school security professionals.

Contractor availability is limited due to this rural location and current economic conditions which caused a challenge for obtaining multiple bids. During contractor site visits and interviews which were conducted to gather quotes on pricing, each contractor was given the opportunity to review the scope and provide comments. Line items for each major scope of work items were estimated by contractors specific to those trades including security, plumbing, roofing, asbestos abatement, and general construction. This allows for those closest to the materials and technology to add useful insight as well. All cost quotes and construction plans are vetted through Iconergy GC and project management team personnel.
The cost estimates are comprehensive, including all anticipated costs to complete the work from planning and design through construction and post construction services. Line items for each major scope items were estimated by contractors specific to those trades including security, plumbing, roofing, asbestos abatement, and general construction/renovation. Each contractor visited the site and reviewed the preliminary scope of work with the engineer involved in the conceptual design. This provided valuable contractor feedback on the scope as well as gave the contractor a sound understanding of the scope which is the basis for accurate pricing. The following contractors provided estimates for major scope items:

Security: All Secure Lock and Security
Fire Alarm and Intercom: Nebraska Safety and Fire Equipment
Gym Windows: Skarko Design
Roofing: Farha Roofing
Domestic Water Treatment: Innovative Water Technologies

Less significant scope items have been estimated by the professional engineers and construction services teams who have been working as consultants for the District and derived from cost databases, historical cost data from previous projects, and vendor guidance.

Appropriate construction contingency was added to account for variability in final design. Owner's contingency was included for potential adjustments in scope and escalation is in line with the current supply chain, labor and inflation variability for these project measures.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

As stated in the deficiencies section, numerous areas of the Districts safety and security are falling short of meeting current standards.

We have determined the urgency of many of the key projects in this scope. In particular, the fire alarm systems that are needing urgently replaced in both of our schools because they have outdated conventional panels that are no longer supported by their respective manufacturers. The notification devices in both buildings are horns and horn strobes and there are areas in both schools that are lacking proper notification coverage. In the event of an actual fire, it is possible that our teachers, staff, and students would not be properly notified of the danger. Our intercom system is linked to the fire alarm system and having no means of mass communication within our elementary school is extremely concerning and is an urgent

deficiency.

Our gym roof is in disrepair as evidenced by the included, captioned photos. The surface has been patched several times and is at the point of needing a full replacement before we have extensive leaks into our gymnasium that would potentially ruin the entire roof structure as well as the interior wood floor. We have put this project off for a few years to take care of other urgent captial needs, although the gym roof has now elevated to one of the top priorities of needing replaced.

In addition, the gym roof is leaking and well beyond repair and each year has been becoming progressively worse. The gym windows continue to provide security risk, glare and risk of exposed asbestos. Drinking water is not currently treated or filtered and the fixtures are failing. The situation worsens each year as the equipment continues to age. The continued reactive upkeep and repairs of the older systems are no longer fiscally wise for us to pursue, nor is it responsible in our role as custodian of taxpayer money.

If the grant request is not awarded, these noted improvements will not be able to be made resulting with the district to delay these improvement for another year or two. These delays will mean continued health, safety and security risk for the district students and staff. Due to continued budget shortfalls and inflation the district will be more challenged to provide the grant match each year that the renovations are delayed.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Stratton has applied for and received funding for a portion of our total RFP for the School Security Disbursement Grant. We have applied for safety and security support through Convergint, a non-profit organization that partners with manufacturers and vendors to provide technology and other equipment for school's needs although we are waiting for their response to our request.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The District has historically maintained its facility and equipment well, which is why most of the building systems have operated well beyond their rated useful life. The District will continue this tradition of operation and maintenance. For the Security systems and technology equipment, Stratton is dedicated to utilizing a low-maintenance system that can be updated to extend its life beyond its rated useful life. The district will allocate annual funding to a reserve account specifically coded for camera and security system maintenance. This will allow the district to replace and update equipment, as needed, annually, in order to maintain usage of the systems and get the most useful life out of the equipment. Nebraska Fire and Safety will provide annual manufacturer's recommended maintenance. They will also provide on-call maintenance of equipment if issues arise. We work with technology contractors who will be able to provide support and maintenance with the electronic systems.

We utilize life cycle cost analysis to determine which systems provide the overall lowest cost to the district and has selected the solutions in this project accordingly. This provides the most effective use of both BEST and Stratton's funds. The security, water systems, roof and gym window upgrades will upgrade these critical components and bring these Schools up to current health, safety and security standards. Stratton employs a full time maintenance person who will be performing an annual inspection and preventative maintenance tasks as needed. When support is needed, the vendor installing the roof will be utilized to inspect and perform needed repairs as required on a call out basis. Funding will come from the maintenance budget. Stratton will continue to allocate $225.00 per student per fiscal year to the district's capital renewal reserve fund per State requirements. With Stratton's current enrollment, this creates a minimum allocation of $49,950 per year. Stratton will continue to look first toward using its own resources to the greatest extent possible to keep up with future capital demands at the facility.

Equally important to financial resources is Stratton's continued attention to operations and maintenance (O&M). Stratton has always been able to maintain its equipment so the equipment reaches – and often exceeds – the equipment's rated useful life. This dedicated O&M effort will continue to play a key role in how Stratton is able to maximize the value of its facility's equipment. As part of this O&M effort, Stratton allocates approximately $110.000.00 per year for O&M (in current fiscal year

dollars) as shown below:

- $57,000.00 – electricity utilities
- $27,000.00 – natural gas utilities
- $30,000.00 – O&M third party labor for mechanical/electrical/plumbing (MEP), controls, other facilities support services
- $26,000.00 – O&M supplies and other facilities support services

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Stratton School District takes an annual approach of budgeting $225.00 per student per year for the purpose of annual capital outlay and expenditures. We also maintain a district wide annual maintenance budget of $85,000.00.

III.T. How did you arrive at the estimate for this project?

In the fall of 2019 Stratton SD selected Iconergy to provide professional services to evaluate needed improvements and funding strategies to implement facility improvements to the Districts facilities. The District Utilized the procurement information and results from the recent Haxtun School Districts project and the competitive qualification process from the Colorado Energy office EPC program to approve the selection of Iconergy for the turn key implementation of this project following our District guidelines. Iconergy developed the scopes of work and preliminary cost estimates for the project. Iconergy then engaged potential subcontractors for the project to provide more detailed cost estimates. As a part of that process and due to the difficulty of getting qualified contractors to provide estimates for Stratton, the Iconergy internal project team has provided detailed cost estimates for the project scopes of work. These cost estimates were then presented to the district for review and acceptance.

III.U. Who will be overseeing the project, if known at the time of application?

Iconergy will provide complete project management and oversight for this project. Iconergy has a team of over 20 engineers and construction managers and is a firm that specializes in commercial building retrofit design and construction, including schools. Iconergy has expertise with building automation and technology systems and will utilize additional expertise from Facility Engineering Associates (FEA) for safety and security systems consulting and oversight. The average number of years of experience of an Iconergy staff member is nearly 20 years. Iconergy's staff includes multiple Colorado licensed professional engineers. FEA's team is nationally renowned as school district safety and security experts. Iconergy will be responsible for design, specification, engineering, construction, commissioning and performance assurance.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The District procured Iconergy as the primary provider for a District wide facility improvement program through a competitive selection process meeting Board requirements in 2019. Iconergy has continuously executed work scopes for the identified deficiencies in Phases, as funding from multiple sources has become available. Iconergy will continue to provide turn-key project engineering, equipment specifications, procurement of equipment, project management, commissioning services and performance verification for the District until all the improvements are funded and completed. Following similar procedures used for the previous CARES Act, ARPA and BEST grant funded project scopes, Iconergy will competitively procure the subcontracted work scopes (included in the SSD and BEST grant applications) following the requirements of the District and those of the granting authorities. This process has proven to provide excellent results for budget, timeline and system performance on all completed project scopes. Iconergy will self-perform project engineering, equipment specifications, procurement of equipment, project management, commissioning services and performance verification for the District. Successful integration of each additional phase with previous phases is a critical component of this program and is being accomplished through this ongoing programmatic approach. Iconergy has continuously been providing work scopes for the district in Phases, following their selection by the District for the 2020 BEST grant scopes. Iconergy will continue to provide turn-key project engineering, equipment specifications, procurement of equipment, installations and commissioning services. Following the procedures used for the previous CARES Act and BEST grant project scope completed for the District, the work scopes will be competitively procured following the requirements of the District and those of the granting authorities. This process has proven to provide excellent results for budget, timeline and system performance on those past project scopes. This is Phase II of our safety, security, and maintenance upgrades. We had a positive working relationship with Iconergy

during Phase I, of which our Board procured, so our intention is to continue working with Iconergy because of the breadth and depth of their understanding of our district's needs as well as thorough knowledge of the buildings and their components. Since we do not have the funding to complete all of our projects at once, we are hopeful to transition to another project with successful integration of our Phase I projects. Additionally, we live in a rural area where we are very limited on contractors, and working with Iconergy has provided us with quality contractors whose work has met or exceeded our district's expectations.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$1,344,269.56	**CDE Minimum Match %:**	48
Current Applicant Match:	$632,597.44	**Actual Match % Provided:**	32
Current Project Request:	$1,976,867.00	**Is a Waiver Letter Required?**	Yes
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$1,976,867.00	The match will come from the School Security Disbursement Grant funding we received in the amount of $281,401 and the remaining will be from district the General Fund account.	
Affected Sq Ft:	80,462	**Escalation %:**	5
Affected Pupils:	222	**Construction Contingency %:**	5
Cost Per Sq Ft:	$24.57	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$1.63	**Historical Register?**	No
Hard Costs Per Sq Ft:	$22.94	**Adverse Historical Effect?**	No
Cost Per Pupil:	$8,905	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	362	**Is a Master Plan Complete?**	No
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	201	**Bonded Debt Approved:**	
Assessed Valuation:	$23,013,186	**Year(s) Bond Approved:**	
Statewide Median: $121,995,375			
PPAV:	$114,493	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$2,504,894	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$49,271	**Outstanding Bonded Debt:**	$0
Statewide Avg: $65,127			
Free Reduced Lunch %:	44.90%	**Total Bond Capacity:**	$4,602,637
Statewide Avg: 42.17%		Statewide Median: $24,399,075	

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Existing Bond Mill Levy: 0
Statewide Avg: 6.19

Bond Capacity Remaining: $4,602,637
Statewide Median: $12,478,184

3yr Avg OMFAC/Pupil: $3,170.72
Applicants Median: $2,381

COLORADO
Department of Education
Division of Capital Construction

BEST School District and BOCES Grant Waiver Application

District or BOCES Name: Stratton R-4

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

A waiver reduction of the matching contribution would significantly enhance educational opportunities within our schools. We would be able to consider a competitive salary increase for our dedicated teachers as our District has a relatively low salary base in comparison to neighboring districts. We strive to retain quality teachers by offering them a salary and benefits package that encourages them to remain in our district, which in turn creates consistency with our instructional practices as well as sustainability of our programming. We believe that our teachers and personnel are key leaders in our schools and that if we are able to prioritize our funds to compensate them for their service to our students and district, then we will be enhancing the educational opportunities within our district. In order to do this, we have to determine the best way to allocate funds for personnel and capital expenditures. We provide full-day kindergarten and with the State's changes to our preschool program through UPK, we will be losing funding, while maintaining the same costs to run our program. We have music, art and many extracurricular programs not often funded in rural schools. We prioritize these as our students' mental health needs rely on activities like these that help them feel valued and part of something.

The cost of complying with the matching contribution would significantly and negatively affect our educational opportunities. We would not be able to keep up with cost of living adjustments for our personnel due to inflationary increases. Our health benefit contributions as well as property insurance rates increase steadily each year, further complicating our ability to commit to a reasonable cost of living increase. When you add capital improvements costs on top of that, the impact shows up in the classroom with teacher turnover, inadequate technology, lack of research-based and current curriculum, resulting in a decrease in the quality of education. We are also at the end of the Small Rural Grant funding which equates to about $85,000.

Like other districts, we are encountering pricing increases through food orders, bus transportation, and everyday resources needed in a school setting. Our bus route costs have nearly doubled in three years and our transportation costs for athletic and academic activities have been minimized due to the substantial increase in fuel costs. This impacts educational field trips including Knowledge Bowl, FBLA, FFA, and grade level visits to zoos, museums, camps, etc… These costs, coupled with the costs of daily maintenance of our school buildings, takes a toll on the district budget. Our district is committed to maintaining academic excellence and in order to do that, we need to be able to prioritize our academic programs with adequate resources and quality teachers. We are able to provide those things when we aren't stretched to fund capital improvements at a high rate.

(3000 characters max)

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

We have a few extenuating circumstances which we would like you to consider when determining the appropriateness of a reduction in our matching contribution. Due to the excessive amount of miles that our transportation fleet experiences on a daily basis for routes and athletic events, we are in need of replacing our 1993 route bus and 2002 activity bus. We have been diligent with providing proper maintenance for our transportation fleet; however, in these instances, we are unable to get the needed parts for our 1993 bus because they are no longer available. Two years ago, we were able to replace a 2009 bus with a new bus for $98,000. That same bus has risen in cost this year to $125,000. Increases like that impact a district budget in a critical way and cause concern for other costs that will be necessary in the near future.

Historically, our district has broken even with our breakfast and lunch programs. Due to rising food costs, we are now using General Funds to compensate for the deficit in our food budget. Everytime that money is used out of the General Fund, it impacts students directly or indirectly.

An extenuating circumstance that has required us to reevaluate our athletic programs is that our co-op with a neighboring district was dissolved. This resulted in our district losing one-third to one-half of the financial support needed to run our athletic programs. The district we co-oped with simply could not afford to remain in partnership with our district. When this happened, we were in a position to replace all athletic uniforms so they complied with CHSAA's rules. We were also in a position to fully pay for coaches and all other athletic needs such as equipment and officials.

Due to the nature of preserving our schools and not looking to build new facilities, we are aware that unforeseen capital expenditures will occur and we want to make sure we have been good stewards of the funding to cover those urgent or emergency situations when they arise.

We have reservations about imposing a financial burden on our community through requesting a Bond Redemption Mill as our taxpayers are already supporting a 7.5 Mill Levy Override. The MLO was intended to help the District restore and support academic programs, purchase instructional technology, recruit and retain high quality teachers and staff, and replace school buses and other vehicles in the fleet. When our community is struggling financially, it transcends to the district as well because we recognize the financial impact such a request would have on our community.

To further express our need for a reduction in the matching contribution, we received an Assessed Valuation that was 2.8 million less than the previous year. This is unsettling because we do not yet know the full impact this will have on our District in the short or long-term.

(3000 characters max)

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible. Refer to How Matching Percentages are Calculated for background on the influence of these factors on your match.*

Match Factor (To be Completed by CDE)	***Figure Used in Match Calculation***	***Weighted %***	***Out of Weighted Max%***
Per Pupil Assessed Value	$114,493.46	1.89	8% max
Median Household Income	$49,271.00	4.25	18% max
Free and Reduced Lunch %	44.9%	9.30	23% max
Bond Elections in the last 10 years	0	0	-1% per attempt
Bond Mill Levy	0	23.0	23% max
Remaining Bond Capacity	$4,602,637	6.07	23% max
Unreserved Fund Balance as a % of Annual Budget	63.98%	3.62	5% max
	Total CDE Minimum Match	**48**	100%

2.a. Please identify which, if any, of the above match factors you believe inaccurately or inadequately reflect your financial capacity due unique conditions in your district, which justify a reduction of the weighted percentage used.

There are a few factors that we believe are inaccurate. Our reported free and reduced percent is 47%, as reported to the Colorado Department of Education through the Data Pipeline in October 2022. In reality, we have a higher percentage of students who fall in the low socioeconomic category, but their families have chosen not to complete the necessary paperwork to establish their eligibility. Despite requests to do so, we have not been able to get all of our families to participate. Knowing our families and their situations, we estimate that our free/reduced number is closer to 55%.

As mentioned previously, our taxpayers are already subject to a Mill Levy Override that doesn't sunset. Adding more financial burden to them by requesting a bond at this time would be devastating for many of our families.

In a small, rural school, it is imperative to keep and maintain a healthy reserve for capital projects, especially since we are striving to maintain our existing buildings. We anticipate that we will have unforeseen expenses due to the age of our facilities, as part of typical wear and age of things.

(3000 characters max)

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

We have made efforts to help leverage our ability to contribute financial assistance to the project. We applied for and received $281,401 from the School Security Disbursement (SSD) grant to include several safety and security measures for our schools. We hope to leverage that amount as matching funds with the BEST Grant.

We have applied for safety and security support through Convergint, a non-profit organization that partners with manufacturers and vendors to provide technology and other equipment for school's needs. We have not received any confirmation from them about whether we are a recipient of their resources.

(3000 characters max)

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match percentage	48
Match Percentage Requested	32
Amount of requested reduction from CDE Minimum	16

Is a Statutory Limit Waiver also being submitted? ☐ Y ☑ N

Town of Stratton
918 Colorado Avenue
Stratton, Colorado 80836
719-348-5612

March 8,2023

Dear Grant Review Committee

The Town of Stratton Colorado supports the efforts the Stratton School district is attempting.

With a possible grant to improve the water quality within their buildings.

The town's water meets all health department requirements, but a water softening system would

That would reduce the calcium and magnesium which would help reduce water spots and scale buildup,

And should increase the life of appliances and the general plumbing.

The Town of Stratton is in full support of the school's proposed project to improve the water quality

At the school.

Sincerely,

Dannie McMillan,

Town Manager

townclerk@strattoncolorado.com

NEBRASKA SAFETY and FIRE EQUIPMENT

Stratton School District
219 Illinois Avenue
Stratton, CO 80836

To Whom It May Concern:

The fire alarm systems at both Stratton Elementary School and Stratton High School are in need of replacement. Both schools have outdated conventional panels that are no longer supported by their respective manufacturers.

The existing fire alarm panels provide limited information in the event of a fire alarm and are not user friendly. Also, the current notification devices in both buildings are horns or horn strobes and there are areas in both schools that are lacking proper notification coverage.

Replacing these fire alarm systems with new addressable fire alarm systems with emergency voice/alarm communication system would be greatly beneficial to the school district and bring them up to current NFPA, ADA, and IFC code requirements.

Sincerely,

Marshall Steininger

P.O. BOX 1229 NORTH PLATTE, NE 69103-1229 800-504-0053 FAX 308-532-9413
www.nebraskasafetyandfire.com

● Campuses Impacted by this Grant Application ●

ESTES PARK R-3 - Estes Park HS Safety Renovation - Estes Park HS - 1974

District:	Estes Park R-3
School Name:	Estes Park ES/MS/HS
Address:	1500 MANFORD AVENUE
City:	ESTES PARK
Gross Area (SF):	241,866
Number of Buildings:	4
Replacement Value:	$85,256,187
Condition Budget:	$36,227,537
Total FCI:	0.42
Adequacy Index:	0.12

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$11,563,323	$10,873,734	0.94
Equipment and Furnishings	$3,290,072	$773,295	0.24
Exterior Enclosure	$11,785,000	$1,262,787	0.11
Fire Protection	$2,767,846	$32,652	0.01
HVAC System	$11,547,658	$6,609,973	0.57
Interior Construction and Conveyance	$18,623,169	$12,003,164	0.64
Plumbing System	$4,723,472	$3,305,132	0.70
Site	$6,615,955	$1,301,348	0.20
Structure	$14,339,690	$65,451	0.00
Overall - Total	$85,256,187	$36,227,536	0.42

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: ESTES PARK R-3 **County:** Larimer

Project Title: Estes Park HS Safety Renovation **Applicant Previous BEST Grant(s):** 1

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $188,789.85

If Yes, please explain why:

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

The Estes Park High School building was constructed in 1974 and met the requirements of the time. The facilities and maintenance staff continuously review and evaluate needed improvements and upgrades for compliance, safety, security, comfort and convenience of students, staff and visitors.

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

In the last three years the District added and completed the construction of the Career Technology Education building.
In 2020, the Career Technical Education building opened next to the High School building adding 6,500 square feet of workspace and 1,500 square space for a greenhouse. This building has two components: the main building houses a classroom and lab space, and the greenhouse for horticulture. The main area includes a woodworking shop, wielding space and a bay area for vehicle maintenance. The greenhouse area includes a large fish tank.

II.A. Project Type:

☐ New School	☐ Roof	☐ Asbestos Abatement	☐ Water Systems
☐ School Replacement	☐ Fire Alarm	☐ Lighting	☐ Facility Sitework
☑ Renovation	☐ Boiler Replacement	☐ Electrical Upgrade	☐ Land Purchase
☐ Addition	☐ HVAC	☐ Energy Savings	☐ Technology
☐ Security	☑ ADA	☐ Window Replacement	☐ Supplemental
☐ CTE:		☐ Other:	

Additional Detail:

II.C. General background information about the district / school:

The District issued a bond in 2006 to update the academic portion of the facility which was completed in 2007.
The District mission is to meet the needs of the Whole Child. We will prepare all learners to excel as citizens in a diverse and technological society, through a curriculum that meets our Ends and supports our Global Outcomes.
The District includes elementary, middle and high schools. Enrollment is 1,021. The School Board is comprised by five elected members.
The student body is 67% White, 0.5% Black, 2.2% Asian or Asian/Pacific Islander, 28.8% Hispanic/Latino, and 0.8% American Indian or Alaska Native. In addition, 0.8% of students are two or more races. Also, 48% are female, and 52% are male.
Students eligible to participate in the federal free and reduced price meal program is at 27.3%. English language learners is at 11.6%.
Teachers with licenses make up 88.9%, and 100.0% have three or more years of experience. The student-to-teacher ratio is lower than the state average, at 13:1. There is 1 full-time counselor on staff.
Academic achievement:
Elementary: 34% tested at or above the proficient level for reading and 19% tested at or above that level for math
Middle: 46% tested at or above the proficient level for reading and 24% tested at or above that level for math
High: 67% tested at or above the proficient level for reading and 46% tested at or above that level for math
The District spends $13,730 per student each year. It has an annual revenue of $17,032,000. Overall, the district spends $6,876.9 million on instruction, $5,126.7 million on support services and $412.8 million on other expenses.
The School District has nearly 500,000 square feet of buildings on 46 areas, and the campus includes k-12.

II.D. Deficiencies associated with this project:

There were a few deficiencies identified during a grant monitoring review. For The BEST Grant program and to meet the required match percent, as well as being efficient with a contractor, the District is focusing on two bathrooms in the high school girls and boys locker rooms, an additional gender neutral restroom, and auditorium seating improvements.

District staff acknowledge that The BEST Grant Program does not fund accessibility projects; however, we are especially concerned about the safety, health and wellbeing of our students with disabilities using less than adequate facilities.

The locker room 2 bathrooms will be renovated for meet the safety, health and wellbeing needs of our students with disabilities. The renovation will include modifications of doors, toilets, sinks, showers and other fixtures and features to meet their safety needs.

Students with disabilities who do not have access to safe and accommodating facilities, have make do, make their own way, or worse, do without. This can lead to injuries if they are trying to make the facilities work them rather than the facilities working in their favor. Student with disabilities who use a shower stall that does not include handrails or have a threshold they must navigate, are prone to tripping, falls and injuries. Students with disabilities who are unable to access sinks, soap dispensers and paper towel dispensers are unable to property wash their hands and is a sanitation issue. This is especially important considering how viruses spread in schools.

The gender neutral bathroom provides a safe place for students who do not strictly identify with one gender or another and is for their health and wellbeing. The auditorium seating improvements clearly send an inclusion message to students who can safely and comfortably participate in all activities.

II.E. Diligence undertaken to determine the deficiencies stated above:

The investigation and diligence that resulted in the identification of these deficiencies included a grant monitoring audit that was conducted by the Colorado Community College System (CCCS) in 2021. This was a direct result from receiving federal grant funds from the US Department of Education for our new Career Technical Education (CTE) building and programs. The District staff in concert with High School staff responded with an action plan that outlined tasks and timelines.

District staff also located a facilities master plan and although this document is somewhat dated, it was reviewed for historical context and provided information that has been helpful in the staff's planning process.

The District's Director of Business Services conducted a review of Capital Investment Project budget and plans and reserve funds. This provided information on how much construction could be conducted with the funds on hand and a timeframe on possibility completing additional projects in the years to come. This is also provided information on meeting cost share requirement with potential grants.

This investigation and diligence allowed District staff to determine project priorities. It would not be possible to complete all the projects in one year. Consideration must be given to the budget as well as school construction disrupting school classes and services. Planning construction over a few years seem prudent and reasonable.

II.F. Proposed solution to address the deficiencies stated above:

The solution to addressing the safety concerns of our students with disabilities is to renovate the girls and boys locker rooms, an addition of a gender neutral restroom, improvements in the auditorium for students with difference abilities. This will include accommodating bathrooms that are safer for students with disabilities. While we acknowledge accessibility is not a priority of The BEST Grant Program, we feel this request fits with the safety and health priorities. Students with disabilities who do not have access to safe and accommodating facilities, have make do, make their own way, or worse, do without. This can lead to injuries if they are trying to make the facilities work them rather than the facilities working in their favor. Student with disabilities who use a shower stall that does not include handrails or have a threshold they must navigate, are prone to tripping, falls and injuries. Students with disabilities who are unable to access sinks, soap dispensers and paper towel dispensers are unable to property wash their hands and is a sanitation issue. This is especially important considering how viruses spread in schools.

The gender neutral restroom will be a new addition, renovating an existing office.
The auditorium improvements includes removing some fixed seating and removing some arms on existing seats for easier access.

All of these improvements will include new signage.

II.G. Due diligence undertaken in defining the stated solution:

We have meet with architectural firms and construction companies to come up with the best possible solution we can afford at this time.

In preparation of this grant application, EPSD conducted several meetings among staff to determine next steps. This included a plan of action and prioritizing projects. District staff also reviewed the previous facilities master plan that is now a dated document; however, the review was helpful for historical context.

District staff met with Sean Donahue, CDE Regional Program Manager. This meeting was especially helpful in obtain clarification on The BEST Grant program, requirements, expectations and resources. Sean was available to tour the High School.

Further preparation included the work presented by the architectural firm and follow up with a structural engineer. The discussion that followed added value to determine not only costs but also priorities.

Understanding the importance of these projects for the School and its students, the District decided to contract with a professional grant writer. As with many small schools, staff are stretched with multiple roles and responsibilities and adding to this would not be possible. The additional of this contract position clearly indicates the urgency, importance and value, District staff place on submitting this grant application to CDE.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The urgency to address these deficiencies is a matter of safety and timeliness to support our students, staff and visitor who have limited physical abilities. There are several required renovations and through a prioritization process, the District is working to resolve this over time. Those projects which have the greatest impact including safety and frequently used facilities, are high on the priority list.

Other deficiencies will met using District resources and some such as what is being requested for this grant application require outsourcing. The District needs to strategically plan these improvements for when school is out and for budget purposes.

The urgency for completing this project for the health and wellbeing of our students with disabilities makes this funding request highest on the priority list. Accommodating these students goes well beyond the law. It is what is right and good and in keeping them safe from injuries from using facilities that do not meet their needs. Students who have to adjust are more at risk for injuries and prone to falls. This sends a clear message that students are valued and matter and the District is interested in meeting their needs. It is about equity and inclusion, students feeling welcomed; and providing a caring and understand environment what will enhance learning and not distract from their educational goals. The same goes for staff and the public using the facilities.

It has been documented by OSHA that the physical environment of facilities (schools, workplaces, etc.) can pose access challenges and safety hazards to people with and without disabilities (https://askearn.org/page/ada-and-workplace-safety). These environments should be reviewed according to potential of hazards which could cause illness or injury.

Physical care is extremely important; however, the mental and emotional wellbeing of students and others with disabilities must also be considered. Adolescence has its challenges regardless of abilities so making those with disabilities feel welcomed, valued and safe is a role the schools can play well. Feeling undervalued, insecure and afraid can also lead to challenges in learning. Creating an environment that is supportive and safe is critical and is the goal for EPSD.

Students get hurt. Injuries can be from sports, recreation, outdoor adventures, etc. Estes Park, as the primary gateway

community to the fourth busiest National Park in our country, is an outdoor mecca. As such it is also important to consider temporary disabilities from injuries. Accommodating these students allows them to continue in their education while recovering. This aids in their physical, mental and emotional wellbeing.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

We are using available MLO and general fund monies to cover capital projects.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

This will fall under continued evaluation for maintenance and improvements as needed.
Maintenance for these renovations will be incorporated in the District's continued maintenance plan.
District facilities staff conducts routine maintenance on its facilities that are within its scope and resources.
The District utilizes professional services including cleaning, plumbing and electrical. These meet standards and guarantee their work. The cleaning service is regular and frequent while other services are on an on-call basis.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Historically these types of projects are funded through general fund transfers which have been funded with a portion of the district's voter approved MLO.

III.T. How did you arrive at the estimate for this project?

Our figures are based off of a projected cost proposal from Sunders Heath construction.

III.U. Who will be overseeing the project, if known at the time of application?

Saunders Heath Construction

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The district reached out to several contractors and only received one proposal back on the project.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$117,194.10	**CDE Minimum Match %:**	70
Current Applicant Match:	$273,452.90	**Actual Match % Provided:**	70
Current Project Request:	$390,647.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$390,647.00	General fund transfer to the district's capital projects fund 43. The district has funds available this year to cover the cost of the project.	
Affected Sq Ft:	804	**Escalation %:**	1
Affected Pupils:	326	**Construction Contingency %:**	3
Cost Per Sq Ft:	$485.88	**Owner Contingency %:**	3
Soft Costs Per Sq Ft:	$0.00	**Historical Register?**	No
Hard Costs Per Sq Ft:	$485.88	**Adverse Historical Effect?**	No

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Cost Per Pupil:	$1,198	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	298	**Is a Master Plan Complete?**	Underway
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	1,009	**Bonded Debt Approved:**	
Assessed Valuation:	$466,832,311	**Year(s) Bond Approved:**	
Statewide Median: $121,995,375			
PPAV:	$462,668	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$3,071,970	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$85,483	**Outstanding Bonded Debt:**	$15,320,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	30.10%	**Total Bond Capacity:**	$93,366,462
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	3.55	**Bond Capacity Remaining:**	$78,046,462
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$1,860.69		
Applicants Median: $2,381			

TOWN OF ESTES PARK

RE: Letter of Support for The BEST Grant Application

Dear Ms. Bode:

As the School Resource Officer, I am sending this letter of support for your grant application to the Colorado Department of Education and their capital improvement grant program, Capital Construction Assistance Grants. Your effort to make the High School building safer for students with disabilities is important. There are few incidents worse than when a student suffers injuries when they are just trying to navigate their way through daily tasks – when facilities are not accommodating.

It is my understanding that among the projects you are considering this request for funds includes remodeling of the girls and boys locker room with safer bathroom and shower features. Locker rooms are often hard to navigate not the least is because water can make floors slippery.

In addition to students with disabilities, visitors will also benefit from your efforts as well as students who maybe experience temporary mobility challenges from recreation or sport injuries.

The Estes Park Police Department provides a School Resource Officer (SRO) during each school year. This year I am serving as the SRO and work with students and staff daily to provide a safe learning environment and faster response to emergencies.

I hope that the review team for your application finds it favorable and you are able to receive funds to support your plan to improve the safety of our students. If there is anything else I can do to support this effort, please do not hesitate to ask.

Sincerely,

Paul Mieszala

School Resource Officer

Estes Park Police Department

Estes Park School District

170 MACGREGOR AVE. P.O. BOX 1287 ESTES PARK, CO 80517 www.estes.org

Police Department
David Hayes, Chief of Police

970-586-4000
www.estes.org/pd

ESTES PARK HEALTH

555 Prospect Ave.
Estes Park, CO 80517
p: 970-586-2317
eph.org

February 3, 2023

Ruby Bode, Superintendent
Estes Park School District
1605 Brodie Ave.
Estes Park, CO 80517

RE: Support letter for The BEST Grant Application

Dear Ms. Bode:

Estes Park Health EMS is pleased to present this letter of support to you for your grant application to the Colorado Department of Education's BEST grant program. Every emergency call is critical, and emergencies from educational institutions can present variables of a very broad scope. Often, the absence of handrails and the presence of tripping hazards are common examples that can make simple tasks difficult for individuals with disabilities and often resulting in traumatic injuries. It's important to note accommodations are imperative for those recovering from injuries and utilizing aids such as walkers, crutches, scooters, or wheelchairs.

Residing near Rocky Mountain National Park and the Arapahoe-Roosevelt National Forest, recreation opportunities abound and unfortunately at times, events present resulting injuries.
Your efforts to accommodate safe and accessible access for all students, staff, and visitors having permanent or temporary disabilities, is testament to your dedication to support all individuals. We applaud you for this and send our support.

We hope that the grant application evaluation team at CDE reviews your application favorably and we wish you the best with your BEST grant application. Please don't hesitate if further correspondence or review is determined.

Sincerely,

Guy Beesley

Guy Beesley
Senior Director
Estes Park Health EMS

● Campuses Impacted by this Grant Application ●

THOMPSON R2-J - Multiple School Security Upgrades - Berthoud ES - 1920

District:	Thompson R-2J
School Name:	Berthoud ES
Address:	560 BUNYAN AVENUE
City:	BERTHOUD
Gross Area (SF):	61,487
Number of Buildings:	3
Replacement Value:	$17,240,701
Condition Budget:	$12,049,399
Total FCI:	0.70
Adequacy Index:	0.08

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,823,555	$2,616,998	0.93
Equipment and Furnishings	$345,481	$301,886	0.87
Exterior Enclosure	$1,860,324	$818,696	0.44
Fire Protection	$2,395	$466,418	194.71
HVAC System	$3,293,158	$3,392,008	1.03
Interior Construction and Conveyance	$4,170,978	$2,796,677	0.67
Plumbing System	$980,252	$918,770	0.94
Site	$1,342,145	$1,075,250	0.80
Special Construction	$218,245	$109,122	0.50
Structure	$2,204,167	$17,684	0.01
Overall - Total	$17,240,701	$12,513,509	0.73

THOMPSON R2-J - Multiple School Security Upgrades - Lincoln ES - 1962

District:	Thompson R-2J
School Name:	Lincoln ES
Address:	3312 NORTH DOUGLAS AVENUE
City:	LOVELAND
Gross Area (SF):	43,416
Number of Buildings:	3
Replacement Value:	$13,493,823
Condition Budget:	$11,334,095
Total FCI:	0.84
Adequacy Index:	0.04

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,307,269	$2,675,504	1.16
Equipment and Furnishings	$306,942	$383,678	1.25
Exterior Enclosure	$1,525,053	$916,406	0.60
Fire Protection	$1,645	$480,192	291.90
HVAC System	$2,514,383	$3,140,327	1.25
Interior Construction and Conveyance	$2,029,916	$1,692,293	0.83
Plumbing System	$659,284	$575,799	0.87
Site	$2,338,319	$1,930,677	0.83
Special Construction	$109,230	$0	0.00
Structure	$1,701,780	$17,684	0.01
Overall - Total	$13,493,823	$11,812,560	0.88

● Campuses Impacted by this Grant Application ●

THOMPSON R2-J - Multiple School Security Upgrades - Cottonwood Plains ES - 1963

District:	Thompson R-2J
School Name:	Cottonwood Plains ES
Address:	525 TURMAN DRIVE
City:	FT COLLINS
Gross Area (SF):	59,306
Number of Buildings:	1
Replacement Value:	$18,974,506
Condition Budget:	$11,719,403
Total FCI:	0.62
Adequacy Index:	0.04

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,249,883	$3,303,494	1.02
Equipment and Furnishings	$446,650	$106,647	0.24
Exterior Enclosure	$2,264,782	$338,287	0.15
Fire Protection	$15,089	$539,982	35.79
HVAC System	$4,527,774	$3,632,266	0.80
Interior Construction and Conveyance	$3,129,817	$1,845,166	0.59
Plumbing System	$658,829	$436,222	0.66
Site	$2,551,807	$2,041,548	0.80
Structure	$2,129,875	$0	0.00
Overall - Total	$18,974,506	$12,243,612	0.65

THOMPSON R2-J - Multiple School Security Upgrades - Mountain View HS - 1969

District:	Thompson R-2J
School Name:	Mountain View HS
Address:	3500 MOUNTAIN LION DRIVE
City:	LOVELAND
Gross Area (SF):	238,365
Number of Buildings:	1
Replacement Value:	$88,623,351
Condition Budget:	$22,838,130
Total FCI:	0.26
Adequacy Index:	0.14

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$9,855,309	$3,922,246	0.40
Equipment and Furnishings	$3,525,162	$106,647	0.03
Exterior Enclosure	$5,866,871	$6,650	0.00
Fire Protection	$2,909,177	$14,526	0.00
HVAC System	$23,100,359	$8,645,345	0.37
Interior Construction and Conveyance	$9,708,705	$4,642,317	0.48
Plumbing System	$4,308,740	$192,823	0.04
Site	$14,168,871	$3,369,122	0.24
Special Construction	$1,550,765	$1,938,457	1.25
Structure	$13,629,391	$0	0.00
Overall - Total	$88,623,351	$22,838,133	0.26

● Campuses Impacted by this Grant Application ●

THOMPSON R2-J - Multiple School Security Upgrades - BF Kitchen ES - 1971

District:	Thompson R-2J
School Name:	BF Kitchen ES
Address:	915 DEBORAH DRIVE
City:	LOVELAND
Gross Area (SF):	30,297
Number of Buildings:	1
Replacement Value:	$10,481,364
Condition Budget:	$5,284,254
Total FCI:	0.50
Adequacy Index:	0.07

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,440,960	$855,405	0.59
Equipment and Furnishings	$282,070	$172,098	0.61
Exterior Enclosure	$1,573,395	$233,448	0.15
Fire Protection	$1,262	$302,263	239.53
HVAC System	$1,484,716	$1,255,438	0.85
Interior Construction and Conveyance	$1,808,916	$1,530,648	0.85
Plumbing System	$584,333	$399,674	0.68
Site	$2,070,114	$836,218	0.40
Structure	$1,235,598	$0	0.00
Overall - Total	$10,481,364	$5,585,192	0.53

THOMPSON R2-J - Multiple School Security Upgrades - Centennial ES - 1973

District:	Thompson R-2J
School Name:	Centennial ES
Address:	1555 WEST 37TH STREET
City:	LOVELAND
Gross Area (SF):	59,565
Number of Buildings:	2
Replacement Value:	$20,144,521
Condition Budget:	$9,905,281
Total FCI:	0.49
Adequacy Index:	0.03

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,906,274	$2,478,168	0.85
Equipment and Furnishings	$342,061	$365,237	1.07
Exterior Enclosure	$2,309,824	$215,793	0.09
Fire Protection	$638,702	$15,928	0.02
HVAC System	$5,199,840	$2,882,276	0.55
Interior Construction and Conveyance	$3,099,959	$2,270,870	0.73
Plumbing System	$1,126,907	$649,153	0.58
Site	$2,450,800	$959,134	0.39
Special Construction	$54,561	$54,561	1.00
Structure	$2,015,593	$14,164	0.01
Overall - Total	$20,144,521	$9,905,284	0.49

● Campuses Impacted by this Grant Application ●

THOMPSON R2-J - Multiple School Security Upgrades - Lucile Erwin MS - 1976

District:	Thompson R-2J
School Name:	Lucile Erwin MS
Address:	4700 LUCERNE AVENUE
City:	LOVELAND
Gross Area (SF):	119,246
Number of Buildings:	3
Replacement Value:	$40,821,949
Condition Budget:	$32,255,942
Total FCI:	0.79
Adequacy Index:	0.03

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$6,492,171	$7,702,289	1.19
Equipment and Furnishings	$1,710,216	$1,370,054	0.80
Exterior Enclosure	$3,020,438	$2,232,858	0.74
Fire Protection	$1,261,856	$19,514	0.02
HVAC System	$9,610,216	$11,972,790	1.25
Interior Construction and Conveyance	$5,513,222	$4,030,873	0.73
Plumbing System	$2,179,171	$1,658,981	0.76
Site	$5,153,432	$3,250,906	0.63
Special Construction	$109,122	$0	0.00
Structure	$5,772,106	$17,684	0.00
Overall - Total	$40,821,949	$32,255,949	0.79

THOMPSON R2-J - Multiple School Security Upgrades - Turner MS - 1978

District:	Thompson R-2J
School Name:	Turner MS
Address:	950 MASSACHUSETTS AVENUE
City:	BERTHOUD
Gross Area (SF):	76,007
Number of Buildings:	2
Replacement Value:	$23,070,121
Condition Budget:	$13,175,378
Total FCI:	0.57
Adequacy Index:	0.07

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$4,245,034	$2,783,738	0.66
Equipment and Furnishings	$1,620,391	$965,941	0.60
Exterior Enclosure	$2,880,419	$421,049	0.15
Fire Protection	$470,023	$216,072	0.46
HVAC System	$3,068,635	$3,312,064	1.08
Interior Construction and Conveyance	$3,081,455	$2,844,758	0.92
Plumbing System	$1,027,736	$1,083,525	1.05
Site	$3,920,249	$1,654,184	0.42
Special Construction	$54,615	$54,615	1.00
Structure	$2,701,565	$55,504	0.02
Overall - Total	$23,070,121	$13,391,450	0.58

● Campuses Impacted by this Grant Application ●

THOMPSON R2-J - Multiple School Security Upgrades - Walt Clark MS - 1992

District:	Thompson R-2J
School Name:	Walt Clark MS
Address:	2605 CARLISLE DRIVE
City:	LOVELAND
Gross Area (SF):	96,840
Number of Buildings:	1
Replacement Value:	$32,754,967
Condition Budget:	$15,875,022
Total FCI:	0.48
Adequacy Index:	0.13

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$4,233,079	$4,075,974	0.96
Equipment and Furnishings	$1,620,357	$869,463	0.54
Exterior Enclosure	$2,871,390	$1,907,645	0.66
Fire Protection	$15,855	$785,943	49.57
HVAC System	$5,970,769	$2,341,772	0.39
Interior Construction and Conveyance	$5,070,826	$3,597,162	0.71
Plumbing System	$1,756,852	$782,559	0.45
Site	$3,861,059	$2,281,433	0.59
Structure	$7,354,780	$0	0.00
Overall - Total	$32,754,967	$16,641,951	0.51

THOMPSON R2-J - Multiple School Security Upgrades - Loveland HS - 1998

District:	Thompson R-2J
School Name:	Loveland HS
Address:	920 WEST 29TH STREET
City:	LOVELAND
Gross Area (SF):	213,912
Number of Buildings:	3
Replacement Value:	$57,628,230
Condition Budget:	$41,384,955
Total FCI:	0.72
Adequacy Index:	0.09

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$9,016,528	$9,907,992	1.10
Equipment and Furnishings	$2,465,443	$2,245,855	0.91
Exterior Enclosure	$7,029,713	$4,219,534	0.60
Fire Protection	$179,005	$2,588,313	14.46
HVAC System	$12,045,559	$11,197,177	0.93
Interior Construction and Conveyance	$10,032,171	$7,100,120	0.71
Plumbing System	$3,813,928	$2,468,599	0.65
Site	$6,391,119	$4,019,027	0.63
Special Construction	$132,408	$0	0.00
Structure	$6,522,357	$13,874	0.00
Overall - Total	$57,628,230	$43,760,491	0.76

● Campuses Impacted by this Grant Application ●

THOMPSON R2-J - Multiple School Security Upgrades - Thompson Valley HS – 2000

District:	Thompson R-2J
School Name:	Thompson Valley HS
Address:	1669 EAGLE DRIVE
City:	LOVELAND
Gross Area (SF):	258,308
Number of Buildings:	7
Replacement Value:	$92,858,812
Condition Budget:	$69,002,970
Total FCI:	0.74
Adequacy Index:	0.15

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$13,082,517	$13,433,589	1.03
Equipment and Furnishings	$4,226,912	$2,264,379	0.54
Exterior Enclosure	$6,895,502	$5,849,032	0.85
Fire Protection	$124,343	$3,057,426	24.59
HVAC System	$20,899,577	$26,121,108	1.25
Interior Construction and Conveyance	$13,780,222	$8,361,451	0.61
Plumbing System	$4,520,573	$5,297,735	1.17
Site	$7,557,902	$6,038,472	0.80
Special Construction	$1,306,919	$1,456,149	1.11
Structure	$20,464,344	$44,210	0.00
Overall - Total	$92,858,812	$71,923,551	0.77

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: THOMPSON R2-J **County:** Larimer

Project Title: Multiple School Security Upgrades **Applicant Previous BEST Grant(s):** 9*

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $13,096,492.39

If Yes, please explain why:

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

The schools where these upgrades will take place were constructed by the school district at different times. The schools were built following the district's construction guidelines but overtime some of the exterior openings have become hard to secure due to aging systems and/or site conditions.

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

Thompson School District had not been able to pass a bond election in many years. Finally in 2018 they passed a bond to address their most pressing needs. The following is a list of projects that illustrates the district's investments and focus within the last three years in the priority schools for exterior door replacement:

Berthoud Elementary School = $5,181,926
- 4 classroom addition to alleviate overcrowding
- Asbestos abatement
- New fire panel
- Improved lighting throughout
- Asphalt improvements in parking lot
- Partial roofing replacements
- HVAC/Building comfort
- ADA accessibility
- Access Control

Lincoln Elementary School = $1,239,487
- Parking lot asphalt improvements
- Exterior envelope improvements
- Play pad drainage
- New ramps to modular classrooms
- Security upgrades

Cottonwood Plains Elementary School = $1,627,504
- ADA compliance
- AHU repairs and replacements
- HVAC Controls

Mountain View High School = $6,073,465
- 2 Score boards
- Track resurfacing
- New sod at fields
- Lighting control repairs
- Boiler replacements
- Chiller storage tanks
- Exterior envelope improvements
- Security upgrades

BF Kitchen Elementary School = $1,998,218.50
- Parking Lot Asphalt Improvement
- New sod/reseed at fields
- Security upgrades - Interior space improvements
- ADA compliant signage
- flooring replacement in gym
- Building plumbing & heating upgrades
- Roof top unit
- Restroom fixtures and classroom sinks

Centennial Elementary School = $1,280,806.50
- Asbestos flooring replacement
- sod/reseed 2 fields
- duct cleaning, security upgrades
- asbestos abatement of floor tile/mastic, pipe insulation
- asphalt on parking lot & playpad improvements
- upgrade interior space
- replace classroom partitions
- ADA compliance
- signage Electrical & Mechanical upgrades

Lucile Erwin Middle School = $2,592,599.50
- Playpad asphalt improvements
- Mechanical blinds in cafeteria
- Drainage improvements by playpad
- Sod/reseed at field
- Mechanical boilers & chillers upgrades
- Interior space improvements
- Flooring repair in locker room
- ADA compliance signage
- Upgrade restroom lighting
- HVAC over gym repair goosenecks $40,466.00 Extensions $12,818.99
- Lagging insulation $38,569.93
- Gym floor replaced $600,000

Turner Middle School = $2,889,124.41
- Fire panel upgrade
- Replace RTU
- Roof repairs
- Asphalt upgrades parking lot/ playpad
- Sod/reseed track
- Drainage upgrades to playpad
- LVT in corridors, cafeteria & auditorium
- Gym floor refinishing
- Duct cleaning
- Security upgrades
- Interior space improvements
- ADA compliant signage
- Replace student lockers

Walt Clark Middle School = $3,468,547.50
- Asbestos abatement

- Mechanical equipment repair & replacement
- Kiln enclosure & exhaust
- Asphalt upgrades for play pad & parking lot
- Replaced carpet & tile and polished concrete in corridors, science & art rooms
- Sod/reseed and level field
- Duct cleaning
- Security upgrades
- Interior space improvements
- Mechanical & plumbing upgrades

Loveland High School = $7,567,642.80
- Asphalt upgrades to parking lot
- Auditorium upgrade house lighting
- Mechanical & Plumbing upgrades
- Resurface track
- Update practice field with turf
- Replace gym bleachers
- Drainage upgrades
- Electrical updates
- Flooring replace ment
- Duct cleaning
- Security upgrades
- Asbestos abatement throughout school
- Interior space improvement
- Auditorium band shell
- Replace mechanical Equipment AC, RTU, DDC & Unit ventilators

Thompson Valley High School = $9,518,243.00
- Asbestos Abatement
- Fire system upgrades
- Asphalt improvement in parking lot
- Resurface track, sod/re-sod/level & fix drainage at Baseball & Track fields (2)
- Replace dimmer rack in Auditorium
- Replace flooring
- Security upgrades
- Interior space improvements
- Pool retile
- Repair of t-beams in auditorium $363,595.085

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☑ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☑ **Other:**	

Additional Detail: This project will address priority exterior doors that do not allow for proper securing and in other cases do not allow for egress.

II.C. General background information about the district / school:

Thompson School District is the 17th largest school district in Colorado, encompassing 362 square miles and serving approximately 15,000 students. The district's territory includes all of Loveland and Berthoud, as well as sections of Fort Collins, Windsor, Johnstown and unincorporated land in Larimer, Weld and Boulder counties.

TSD serves students in Pre-K through 12th grade with fifteen school-based early childhood programs, a dedicated early childhood building, two Pre-K-8 schools, eighteen elementary schools, five middle schools, five high schools, a career technical education-alternative high school building, a transition program for students 18-21 who are receiving special education services, as well as two charter schools that are managed independently.

Thompson School District schools are well maintained but are feeling the strains of aging facilities. Unlike neighboring school districts, Thompson's conservative voters have been less willing to pass bond issues that would allow for the capital improvements that are needed. Voter reluctance, coupled with budget stabilization, have made updating facilities a challenge. After failed attempts in 2012 and 2016, Thompson voters approved a bond with a focus on deferred maintenance and security improvements in 2018. This funding is slated to address immediate facility needs (0-2 years), however, the District identified $300M+ needed in the next 10 years. Given how far the District was behind (need far outweighing resources) the bond has only scratched the surface and cannot address all of the needs that exist in the district.

Regarding Maintenance, the District utilizes a work order-based software system to track both preventative and responsive needs in buildings. This allows maintenance staff to address immediate facility needs reported by building staff and plan for scheduled preventative maintenance to keep our systems in good shape. Preventative maintenance schedules vary from monthly to annual inspections, depending on the system needs.

II.D. Deficiencies associated with this project:

This very targeted project addresses safety and security issues arising from aging or malfunctioning exterior doors that impede being able to latch and secure the perimeter and in other cases diminish the ability of school occupants from exiting the building.

Deficiencies described in reference to the CCAB Construction Guidelines are as follows:

4.1.11 Security - Securing the School Perimeter
Making sure schools can maintain a secure perimeter by being able to lock exterior doors is imperative for school security. The district had been tracking this issue in their older buildings together with the multitude of deferred maintenance deficiencies that have a direct impact on instruction and is ready to implement these repairs as soon as the funding is in place to address all the surveyed conditions.

4.1.9 Means of Egress - Allowing for Uninterrupted and Safe Egress
In a similar manner than being able to provide a secure perimeter, the district had been tracking that some egress pathways were being compromised by aging conditions on exterior doors and hardware. These openings require invasive repairs to stabilize the surrounding conditions and prevent this from happening again.

Thompson School District has studied every condition proposed to be fixed and has also earmarked funding in order to implement these repairs.

II.E. Diligence undertaken to determine the deficiencies stated above:

After the tragedy in Uvalde in May of 2022, the district commissioned a survey of exterior doors.
District staff reviewed doors in every building to assess the condition of each opening and determine the specific solutions required to reinstate proper operability. Five sites were found to be the most deficient and this grant request focuses on those sites. This information was documented and reviewed with FCI Constructors in order to assess constructability and estimated costs.

II.F. Proposed solution to address the deficiencies stated above:

This project will fully replace select exterior door systems at the identified priority schools.
Following is an explanation of the proposed solution:

* Mountain View HS, Berthoud ES, Cottonwood Plains ES, Lincoln ES, BF Kitchen ES, Centennial ES, Lucile Erwin MS, Turner MS, Walt Clark MS, and Loveland HS, (single & double HM doors):
- Demo & remove existing HM doors, frames and hardware
- Install new galvanized HM doors and frames
- Install new door hardware including: door hardware, closer, HD hinges, panic hardware, exterior trim plate, stiffened threshold and rain guard
- Grouting of new HM frames
- New ½ lite door glazing kit at each door/leaf
- Paint new HM doors and frames
- Installation of door, frame and hardware
- Patch and repair existing drywall
- Sawcut, demo and remove existing concrete at each opening (assumed to first control joint from each opening location)
- New concrete material and placement to infill locations removed listed above

Mountain View HS (Pool Area) and Thompson Valley HS:
- Demo & remove existing pairs of aluminum doors, frames and hardware
- Install new aluminum doors and frames
- Install new door hardware including: door hardware, closer, HD hinges, panic hardware, exterior trim plate, and stiffened threshold
- Grouting of new HM frames
- New ½ lite door glazing kit at each door/leaf
- Paint new HM doors and frames
- Installation of door, frame and hardware
- Patch and repair existing drywall

Mountain View HS (East and West main entrance storefront)
- Demo & remove all existing storefont glazing, framing and storefront doors below the header
- Provide new storefront doors with door and panic hardware
- New storefront glazing below the header to complete the storefront entrance system
- Sawcut, demo and remove existing concrete at each opening (assumed to first control joint from each opening location)
- New concrete material and placement to infill locations removed listed above

II.G. Due diligence undertaken in defining the stated solution:

The District went through a master planning process and published an update in 2020.

The district maintains an up to date capital maintenance list for all buildings. Information from that list was compared to the CDE assessments and third party engineers reports to understand building deficiencies. The identified deficiencies were not captured in the CDE assessments.

The District's demographer has completed in house enrollment and demographic projections across the District. The district is experiencing areas of growth as well as areas of declining enrollment. These numbers led the District into looking at ways to consolidate students and improve operations. The proposed repairs take place in schools that have a thriving student population.

The solution for this project was prepared by first assessing the condition of the doors. When each situation was found to be somewhat unique the district engaged FCI Constructors and Wold Architects to assess the proper and most efficient way to repair the door opening and re-establish their operability. It is important for the Thompson School District to follow their construction standards. The standards establish a level of quality for exterior doors and hardware and are similar to other school districts in the Front Range.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The School District would like to initiate these important repairs as soon as the funding is secured. The district has earmarked

$500k for this priority project out of their Capital Reserves but is hopeful further assistance from BEST can be secured in order to address of the priority exterior openings.

If this project is not awarded, the district will implement repairs with the funding allocated to this issue but wont be able to address all of the identified priority exterior openings.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

N/A

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

This financial assistance will allow the School District to immediately address the highest priorities regarding this identified security issue. As it is common with many districts, there is a back-log of deferred maintenance items that continue to be systematically addressed as funding becomes available.

The District maintains a Facilities Services Department general fund and capital project budget of approximately $2.5 million annually. This includes dollars allocated for departments including custodial, environmental, resource management, security systems, building maintenance, grounds maintenance, and small projects, as all of these departments work toward the upkeep of our buildings and grounds.

The new openings will be maintained in accordance with the rest of our district buildings through both responsive and preventative maintenance work orders in order to keep them in good working condition for the users. In addition to our work order system, we also maintain a capital forecasting system in which we track assets on both a system and component level so that we can plan for their replacement in our annual capital and maintenance budgeting efforts. The components and systems will be tracked in the capital forecasting system to ensure we are planning for replacement.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Thompson School District R2-J includes planning for capital projects as part of the annual budgeting exercise. Consideration for expenditure of these finite funds involves thoughtful review of the many requests in an effort to balance needed attention for a particular facility or project with the overall mission and needs of the District. This is not a process that is begun anew each year but rather an ongoing source of information regarding age, condition, technology and risk that allows a view into not only what has been recently addressed in this area but also to better anticipate what is going to require investment over the coming 1-5 years.

When evaluating requests, the requirement of maintaining a safe and comfortable environment that is conducive to learning is top priority. Extending the useful life of assets and protecting what is already owned is also of great importance, whether that be repairing/replacing building roofs, making heating and cooling systems more modern and efficient, or making athletic/activity surfaces and facilities as safe as possible for participants.

For the last three fiscal years Thompson School District R2-J budgeted between $3-5 million for capital projects. These expenditures translate to roughly $1,700 - $2,280 per FTE across all facilities and projects within the District.

III.T. How did you arrive at the estimate for this project?

FCI Constructors has been recently working in the district on many projects and helped determine costs.
Wold A&E helped determine soft costs and completed the detailed cost estimate.

III.U. Who will be overseeing the project, if known at the time of application?

This project will be managed by one of the School District's internal project managers.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

An open and competitive selection will be conducted following Thompson School District procurement guidelines.

BEST FY2023-24 GRANT APPLICATION SUMMARIES

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$246,268.77	**CDE Minimum Match %:**	67
Current Applicant Match:	$500,000.23	**Actual Match % Provided:**	67
Current Project Request:	$746,269.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	Capital Reserve
Total of All Phases:	$746,269.00		
Affected Sq Ft:	451,836	**Escalation %:**	2
Affected Pupils:	6,899	**Construction Contingency %:**	5
Cost Per Sq Ft:	$1.65	**Owner Contingency %:**	1
Soft Costs Per Sq Ft:	$0.13	**Historical Register?**	No
Hard Costs Per Sq Ft:	$1.52	**Adverse Historical Effect?**	No
Cost Per Pupil:	$108	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	182	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	14,511	**Bonded Debt Approved:**	$149,000,000
Assessed Valuation:	$2,682,606,963	**Year(s) Bond Approved:**	18
Statewide Median: $121,995,375			
PPAV:	$184,867	**Bonded Debt Failed:**	$288,000,000
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$29,743,900	**Year(s) Bond Failed:**	16
Statewide Median: $3,107,630			
Median Household Income:	$84,092	**Outstanding Bonded Debt:**	$198,370,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	24.60%	**Total Bond Capacity:**	$536,521,393
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	7.79	**Bond Capacity Remaining:**	$338,151,393
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$4,896.62		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

BRUSH RE-2(J) - Thomson Primary School HVAC Replacement - Thompson Primary ES - 2005

District:	Brush RE-2(J)
School Name:	Thomson Primary ES
Address:	422 RAY STREET
City:	BRUSH
Gross Area (SF):	63,552
Number of Buildings:	1
Replacement Value:	$21,000,986
Condition Budget:	$4,653,764
Total FCI:	0.22
Adequacy Index:	0.16

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,054,325	$1,612,583	0.53
Equipment and Furnishings	$532,602	$53,319	0.10
Exterior Enclosure	$2,367,821	$0	0.00
Fire Protection	$674,573	$14,526	0.02
HVAC System	$4,714,306	$571,640	0.12
Interior Construction and Conveyance	$3,503,644	$1,383,445	0.39
Plumbing System	$1,063,427	$7,086	0.01
Site	$2,856,472	$1,011,168	0.35
Structure	$2,233,817	$0	0.00
Overall - Total	$21,000,986	$4,653,767	0.22

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: BRUSH RE-2(J) **County:** Morgan

Project Title: Thomson Primary School HVAC Replacement **Applicant Previous BEST Grant(s):** 3

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $29,093,009.30

If Yes, please explain why: N/A

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

In August of 2005 Thomson Primary Elementary School was completed and was in new condition when the School District began utilizing the facility.

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

Our major recent capital improvements to this campus include constructing and furnishing our 12,030 SF six-classroom addition, which now serves as our storm shelter. This investment was needed for the safety of our community, and this expansion also helped us maintain smaller classrooms more suitable for students. These classrooms were furnished with new furniture and technology.
Other recent capital improvements include the replacement of fifteen hot water loop actuators and one hot water pump at one of the boilers. We've invested in patching and repairs to our asphalt parking lot and have another parking lot repair scheduled for next year.

II.A. Project Type:

☐ New School	☐ Roof	☐ Asbestos Abatement	☑ Water Systems
☐ School Replacement	☐ Fire Alarm	☐ Lighting	☐ Facility Sitework
☐ Renovation	☑ Boiler Replacement	☐ Electrical Upgrade	☐ Land Purchase
☐ Addition	☑ HVAC	☑ Energy Savings	☐ Technology
☐ Security	☐ ADA	☐ Window Replacement	☐ Supplemental
☐ CTE:		☐ Other:	

Additional Detail:

N/A

N/A

II.C. General background information about the district / school:

Brush School District is located 90 minutes northeast of Denver. We have two primary schools along with our secondary campus. We are proud of our prestigious FFA program, which trains the next generation of leaders in agriculture and ranching, the largest sectors of our local economy. The Morgan County Fair showcases the community's 4H projects and livestock and is always well attended by our student body and faculty. The Brush School District sigil includes a beet knife, signifying the importance of the annual sugar beet crop. The football team, winner of multiple state championships, plays its games at Beet Digger Stadium. Past capital construction projects across the District include HVAC renovations at Beaver Valley Elementary and construction of the Secondary Campus, both of which were funded in part through the BEST Grant. We've also recently completed storm shelter additions for our two elementary schools, which were funded without BEST Grant support.

Thomson Primary School is a one story 63,429 SF building serving 440 students in grades Pre-K through 2nd grade. Heating and cooling at TPS are primarily achieved through our 43 four pipe air handlers and fan coil units located above the ceiling in the hallways . The gym, library, and cafeteria are all served by dedicated rooftop air handlers with economizers. All other air handlers do not have economizers. The chilled water loop is served by a liquid screw compressor, or chiller, and water is circulated throughout the cold loop by two constant speed pumps. An induced draft cooling tower is located on the roof and supports this loop. The hot water loop is served by two standard efficiency forced draft boilers and two standard water heaters. The boilers utilize an outside air reset control strategy, and hot water is circulated through the loop by two constant

speed pumps. Controls are all tied to a Metasys system which controls operable components. These systems are all monitored at a workstation onsite.

II.D. Deficiencies associated with this project:

Brush School District knows that the current national health climate urges us to make capital improvements throughout our District for the health and safety of our staff, faculty, and students. Our need is critical, especially at Thomson Primary, which has the oldest mechanical equipment in the entire District. As a major gathering point for our city, TPS will host a variety of events throughout the year, and maintaining a clean healthy space is vital so that teachers can safely and comfortably collaborate with families and community partners. Although Thomson was constructed in 2005, we view our campus as a modern school, and we value the heating and cooling solutions needed to create an optimal learning environment for students and staff.

Our Facility Master Plan rated Thomson's HVAC infrastructure as a 6 out of 10, which was the building's lowest scoring system. No major replacements have occurred since this report, and our score could now be 5 or lower. The Operations Team at Thomson Primary have effectively maintained many of our building systems that are currently past their useful life. However, despite keeping units in operation, we've seen a rise in teacher complaints and a lower degree of control over building-wide temperatures.

Components of the TPS HVAC and plumbing infrastructure include boilers, water heaters, one chiller, a cooling tower, water loop actuators, pumps, and air handler units, most of which are past their useful serviceable life and need to be replaced. In-room temperature controls are also outdated and failing in select areas even when air handlers are functioning properly. The current air handling system is operable, but highly inefficient and must be optimized along with the cooling tower, pumps, boilers, and temperature controls. Replacing these major components will maximize student health, comfort, and energy efficiency while reducing continual maintenance issues.

Our Facilities Team has responded to almost 200 HVAC complaints from Thomson staff and faculty over the last three years. A significant amount of service requests were tied to temperature fluctuations in the classrooms, cafeteria, library, and gym. Reports show temperatures ranging from 58 to 84 degrees, with some temperatures even exceeding that maximum during the summer or during lunch periods. These problems were attributed to poor controls and failing fans and coils inside the air handlers. We addressed these issues with investments in new pumps and actuator replacements, which has improved the worst conditions, but fan boxes have not been repaired or replaced. We have done our best to maintain our HVAC systems, but these frequent issues are jeopardizing our suitable learning environment. Faculty and students are getting sick at higher rates and a full replacement is now required.

Replacing pumps and actuators have kept most units functional, but they have reduced our budgetary capacity to address preventative maintenance and upgrades to other systems. The cooling tower, and boilers are a few examples of postponed upgrades driven by differed maintenance and increased reserves for controls and these air handler units. Thomson still utilizes its original hot water boilers, which are not only inefficient but oversized for our school. The boilers can only achieve efficiencies up to 80%, which is low by modern standards. They now operate below 80% efficiency, and the hot water loop relies on three-way valves with constant speed pumps to maintain adequate water circulation, which is an outdated and inefficient design. This means the pumps are always operating at full power when the building is occupied. This approach wastes energy and prematurely wears out the pumps, actuators, and all other equipment leaving us vulnerable to system failure, and a disruption in hot water supply to our study body at this facility. The boilers are not currently beyond their useful life, but they are inefficient. We intend to replace this equipment while other HVAC work is being completed to maximize the contractor's efficiencies. These replacements will proactively address components prior to major failures, which would disrupt student learning.

Below is a detailed list of all the deficiencies we must address to provide safe, secure, and suitable learning environments for our students during these unprecedented times:

Thomson Rooftop Air Handler Units:

The 43 above-ceiling piped air handler units throughout the school are in fair condition. However, the heating actuators in the

fan coils are going bad and need to be replaced. None of these ceiling units have economizers, and so they can cause excessive noise and get disruptive to students in addition to growing more inefficient and vulnerable to failure. These units represent the largest proportion of our HVAC system and replacing these aging units will improve ventilation and indoor air quality throughout the building. Units are difficult to access and the labor costs to replace components made repairs cost prohibitive. The most economical solution is to replace the entire packaged unit with all new internal components.

All air handler units were manufactured by Magic Aire, which has since been acquired by another company. The District would benefit from units that are consistent with the new equipment installed at our other facilities. Supplier company stability, with both parts and service, will be critical to maintain effective HVAC operations in this building moving forward and would bring this facility in line with the other schools in the district.

Thomson Controls:

All units and controls are currently outdated and managed on a system from 2005, preventing us from monitoring and controlling system performance. As previously mentioned, the thermal actuators continue to fail, causing a lack of communication between our control system and the mechanical systems. This failure requires immediate and expedited replacement as most of the digital outputs go through these actuators, making them critical to our building controls. Maintenance costs have begun to escalate, which is why repairs are needed now. This does not include the inflated and increasing utility fees we are paying for inefficiencies on all the mechanical and plumbing systems.

The school has dealt with systemic failures with our mechanical controls for years. We have no control over most of the internal building temperatures, even if the air handling units are functional, making controls replacement the most critical component of this project. Failing controls present the largest issue for our smaller air handlers located near our classrooms. Teachers have noted temperatures exceeding 90 degrees in their classrooms during certain months, but in other seasons they need to bring blankets into the room because it is too cold for students to concentrate. District staff has logged close to 200 complaints directly related to poor indoor air quality since May of 2019. School administration knows these unpredictable temperature fluctuations have directly contributed to student illness and intermittent attendance.

Thomson Cooling Tower:

Our cooling tower, which is original to the building, has failed in the past and is approaching the end of its useful life. The current design supplies condenser water at a constant temperature which is inefficient, however we have made proactive improvements to this system since it was installed. The tower is no longer connected to our walk-in freezer and cooler, so the system can now be drained over the winter, and we've installed a variable speed fan. The fan allows the chiller plant to use excess cooling tower capacity when not at peak demand, which has improved efficiency while saving on fan energy. This investment extended the tower's useful life, but that extension is still limited by excessive use. The tower is also exposed to the elements contributing to excessive rust and overall wear.

Thomson Boilers:

Our boilers are original to the building and will soon be past their useful life. We have been able to extend system longevity through regular preventative maintenance and repairs, but the design is outdated. One boiler cannot maintain the entire facility if temperatures drop below 32F, meaning both units must be operational and cannot be serviced for months at a time. This leaves the building vulnerable during the winter, and a boiler failure would likely close the school. Another large deficiency in this system is our inefficient energy utilization. The hot water loop is supported by two constant speed pumps causing premature wear and excessive energy consumption. The boilers are not currently deficient, but the amount of energy spent, and subsequent cost of operation and maintenance that will be required to operate this system through its useful life, are far outweighed by the benefits to health and safety that would accompany a modern design.

II.E. Diligence undertaken to determine the deficiencies stated above:

Brush School District has employed engineers and architects to review our facilities and provide insight into our deficiencies. In early 2016, our district commissioned a new Facility Master Planning study from 360 Energy Engineers. This study helped our team identify a comprehensive list of possible projects based on their impact to the learning environment, urgency for

improvements, reliability and failure risk, impact on comfort, reduction in energy, and reductions in operational costs as well as feedback from District Administration on our needs and issues.

The Facility Master Plan involved an energy use analysis showing Thomson with an Energy Use Intensity (EUI) score of 51.5. The EUI score is calculated by dividing the total energy consumed by the building in one year by the total gross floor area of the building. Thomson's HVAC system is now the worst of all of our buildings in the District, and this report demonstrated that utility costs could be reduced, which was attributed to the HVAC infrastructure reaching the end of its normal life.

Utility costs were approaching $50,000.00 as of this report, and these expenses from our last fiscal year now exceed any recent annual totals. This investigation supports the need for capital replacements to mitigate increasing prices from utilities and the growing inefficiencies of our major systems. 360's report provided high level recommendations for the HVAC needs at the Thomson facility, which included: replacing the cooling tower, implementing an updated digital control systems which can be monitored remotely, replacing our inefficient hot water boilers with modern condensing units and pumps, and replacing all air handlers. Faculty and staff temperature control feedback over the last three years have supported these conclusions.

The district intends to follow the recommendations provided by 360 Energy Engineers to improve the environmental health and safety for our faculty, staff, and students; however, we also have a financial incentive to complete this work. These costs were rough estimates prior to any design, so we're confident that our proposed upgrades will provide much more savings than originally estimated in 2016. The report does not account for failing inefficient AHU's which will significantly improve air quality and reduce the overall strain on this system. . Anticipated savings should exceed the total amount spent on HVAC repairs at this facility for all of FY-21/22, making these improvements vital to our long-term budget management strategies.

II.F. Proposed solution to address the deficiencies stated above:

Brush School District will face major issues with Thomson Primary if we don't replace expired equipment in the coming years. Our HVAC system is beyond its useful life, and our capital renewal budget is not sufficient to address all our priority projects. Upgrades are needed now to avoid future failures, which will impact the air quality, health, and comfort for our students. We're also incentivized to take on these replacements from a financial perspective as our Facility Master Plan estimates an annual savings in energy costs after implementing their recommended changes. We anticipate putting these savings towards other health and safety systems that need to be replaced in the immediate future. For example: our security system was recently updated, but the fire alarm system is still original and could be updated with surplus funds found through energy savings. All other savings will be reserved to ensure a sustainable and adequate maintenance budget for all future initiatives at this building.

As stated, all these proposed solutions fall in-line with the previous Facility Master Plan recommendations. Work includes replacing equipment that has exceeded its useful life, including controls, all air handler units above the ceiling, the induced draft cooling tower,, and two boilers. If funds allow, we will also pursue improvements to the chiller, water heaters, cabinet unit heaters, and the make-up air unit in our kitchen. The building's hot and cold-water systems are supported by four constant-speed pumps, which will be replaced with variable speed pumps that can adapt to fluctuating capacity. Boilers will be replaced with condensing models which are smaller and can operate at 90% efficiency or higher. The new cooling tower will be equipped with modern variable speed fans for even greater effectiveness. The tower will also be resized based on the volume of our chilled water loop for greater efficiency improvements. Our current design has been optimized to ensure that work can proceed with minimal demolition while maximizing reliability and comfort. All ductworks will remain in place, and all replacement air handlers will remain in the existing locations. All other infrastructure will be reviewed by our design partners, and we will focus on streamlined designs to mitigate total costs.

Controls:

New Direct Digital Controls (DDC) components were proposed as the best solution to address our outdated building controls. The current, unreliable DDC thermostats and actuators will all be removed and replaced with updated DDC components. All HVAC controls will then be tied into a modern digital building automation control system. The BAS (Building Automation System) will provide consistent controls, scheduling, and other energy conserving features throughout the building. This will enable the maintenance staff to monitor the entire building through a web-accessible front-end computer program. The new system will also integrate Thomson data with metrics from all other facilities in the District which is critical to managing the

system comprehensively.

Cooling Tower :

The cooling tower is oversized, and the loop is lacking in volume, which leads to excessive cycling and premature failures. Replacing our aging cooling tower will adequately address the deficiencies with both the cooling system and system capacity. We regularly receive complaints that spaces are too warm due to our malfunctioning cooling systems, and these repairs will ensure our ability to maintain healthy, comfortable temperatures in all classrooms. The new cooling tower will be designed to utilize modern simple cost-effective energy efficiency measures, such as condenser water temperature reset controls and modern variable speed fans. Running these fans will draw less energy than our current fans, and the chiller energy savings would more than offset the fan energy used to regulate temperatures. Variable speed fans are critical to our design as they modulate based on total system loads, which will result in a large reduction in energy consumption and lower strain on the overall system which is vital to overall longevity and dependability.

Boilers:

Installing condensing hot water boilers will adequately address this aging system. Our design includes removing two boilers and all associated piping and flues. These units will be replaced with new high efficiency boilers systems. The updated boiler system will be properly sized for our building, optimizing their intended life span. Engineers will verify gallons per minute and required capacity during design, but we intend to replace our system with three smaller more efficient boilers to allow for redundancies and ensure the building is never without boiler service, especially during the winter. Shifting to three boilers will also allow the building system to function if one needs to be taken offline.

While the boilers are not currently past their useful life, they will need to be replaced soon, and we've determined it would be practical to replace this system concurrently with our controls to realize maximum energy and maintenance savings. This system is not past its useful life but upgrading to high efficiency condensing boilers will decrease long term utility and maintenance costs. High-efficiency boilers will reduce our utility budget and allow more funding to be available for preventative maintenance on other systems and reinvestments in our staff and students.

II.G. Due diligence undertaken in defining the stated solution:

Brush School District will engage our historical architect partner on this project, Gibson Mancini Carmichael & Nelson and their MEP engineers (Integrated Consulting Engineers), as part of our process to take on these capital replacements within the applicable IECC 2021 design and construction standards. Our architect and engineer team previously worked on plans for the Thomson Primary School storm shelter addition, so they are very familiar with our district and this particular facility. Our design team will use the Facility Master Planning report from 360 Energy Engineers as their basis of design when planning these required improvements. On past projects with this team, the district realized that it was more cost efficient to replace many of our major components rather than repair and that is our intent with this project. We've been effective at finding efficiencies with previous designs and plan to implement those strategies here at TPS. We understand that BEST funds are fixed and we value a simple streamlined design as the best way to steward these state dollars.

If Thomson ES is fortunate enough to be selected as a recipient of BEST Grant funds, design will commence immediately. Construction Documents will be completed in October '23, and we are prepared to immediately begin bidding and soliciting contractors to purchase equipment at that time. We are confident in our consultants and have been assured that our design will be the most economical and effective solution for our building. Efficiency will be our primary goal during this planning process, and our design team will simplify these upgrades to their fullest extent. We will be replacing air handler plenum boxes at a 1:1 ratio, which allows us to maintain all ductwork inside the building. We will ensure that our design will require little to no modification to the electrical runs as well. Our team will collaborate with a structural engineer to ensure the new units will be adequately supported by our structure. This analysis has not been completed prior to design, but we've decided to hold additional costs as a conservative and proactive measure.

Our roof is coming due for replacement, but we can fund this roofing replacement work independently to demonstrate our District investment towards capital improvements at this site.

Our maintenance team has reviewed the proposed scope and will be able to perform any preventative maintenance required. Our entire operations team will collaborate with design to ensure all equipment meets our expectations for service, maintenance, and functionality. Our District has spoken with local contractors who are willing and able to provide service and support for future work that is not able to be performed in-house.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

This project would not move forward without matching funds from the BEST Grant. Of all priorities in the District, this project is our most urgent. Thomson Primary School lacks the mechanical and plumbing systems needed to effectively keep our building within tolerable heat and cooling ranges. As of Spring 2023, 40 Coloradans are being admitted to the hospital for COVID each week and climate control is our best strategy to keep students healthy and in school while combatting the COVID-19 spread. These mechanical and plumbing systems at TPS also routinely fail, causing recurring expenses which prevent us from being able to effectively manage our annual maintenance budget.

We have continued spending our reserve funds on these systems to keep our building operational, but this approach is unsustainable and puts our students' health and safety at risk. Evidence confirms that the coronavirus can remain airborne for longer times and for further distances than originally thought. In addition to close contact with infected people and contaminated surfaces, spread of Covid-19 may also occur via airborne particles in indoor environments, in some circumstances beyond the 6-foot range encouraged by social distancing recommendations.

Although improvements to ventilation and air cleaning cannot on their own eliminate the risk of airborne transmission of this virus, the EPA recommends increasing ventilation with outdoor air and air filtration as important components of a longer anti-viral plan. We are making substantial efforts with our behavior modifications; however, our lack of robust equipment has limited the district's ability to prevent illness from spreading inside this building. Operable windows cannot be used during winter months, and we've seen an increase from past years in staff and students missing school. More efficient air circulation is required now before these conditions get worse.

Recent research suggests that a school's physical environment can play a major role in academic performance. HVAC issues can trigger a host of health problems, including asthma and allergies, which increase absenteeism and reduce academic performance. Research links these key environmental factors to health outcomes and students' ability to perform. Good mechanical and plumbing designs produce more comfortable environments with proper lighting, air temperature, humidity, and noise levels. This reduces distractions and creates environments where students and teachers can see clearly, hear accurately, and not feel too warm or too cold. We believe that the HVAC improvements at Thomson ES will enhance academic performance, as well as teacher and staff productivity and retention, all while addressing our most urgent health and safety needs in our post-2020 environment.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

Plans generated for this project will be consistent with the Public-School Facility Construction Guidelines established in the applicable sections as well as all 2021 code updates.

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

N/A

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

We were recently able to pass an MLO in 2020, of which $500,000 is typically dedicated to capital renewal and maintenance plans for buildings throughout the district each year. This equates to over $300.00 per student. Our annual budget is typically sufficient for all our maintenance needs; however, the increased reserves for anticipated HVAC problems at Thomson Primary have deferred other scheduled projects for one or more years.

Our Board and administration began making significant budget cuts in 2010 and are committed to a conservative and proactive approach to facility management, ending the old practice of deferred maintenance. Part of this approach involves holding extra contingency in our general fund each year. We are currently levying close to $2,000,000 annually, but this has never been fully expended.

Our Middle School and High School were recently replaced as part of the FY 2017-2018 BEST Grant program, and our maintenance burdens have been significantly reduced since we moved into that building in late 2019. We are maintaining a Capital Renewal Budget at this campus and so emergencies at this campus will not impact reserves at Thomson Primary School.

Our third campus, Beaver Valley Elementary School, also recently replaced their HVAC equipment. This makes Thomson Primary the least efficient, most unpredictable, and most unreliable HVAC system in our district. It requires the most upkeep and, subsequently, the most expenditures on preventative maintenance.

Having upgrades to our heating and cooling systems provided through a BEST Grant would not only allow us to effectively manage our maintenance budget, but it would also help us set aside additional funding for future repairs when they become needed in next ten years. Our new equipment is expected to last 20+ years with proper maintenance, and we intend to utilize our warranties for any immediate claims following installation. Air handling unit manufacturers such as Daiken or Carrier provide units with a 5-year warranty for parts, and the warranty period for labor will be mutually agreed to by the district, design team, and our contractors. By utilizing these warranties, we will be able to sustainably maintain our entire district's HVAC systems. We will review our current maintenance plan and make revisions as needed to adequately support the new equipment. We have reliable service contractors who can perform any work which we cannot complete in-house. We will have an opportunity to revise maintenance allocations at TPS each year and can increase funds for service and support from our contingency as needed. Thompson is not a substantial construction project, as determined by BEST, however the District will still strive to maintain a Capital Renewal Fund for this project of at least 1.5% of Per Pupil Revenue based on our October 2022 count of 440.5 FTE ($68,055.20). This will be in addition to values reserved for all other capital repairs onsite.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

We have historically taken a conservative approach to our annual capital outlay budget which is currently carrying a contingency of $414,000 in addition to allowances for all priority projects forecasted out over ten years. We also hold $25,000.00 in an emergency HVAC fund for the Secondary Campus despite that system being less than 10 years old, further demonstrating our conservative approach to maintenance and repairs across the District. Regular preventative maintenance ensures these contingency dollars are rarely spent and continue to grow and carry forward into future fiscal years. The Secondary Campus was a substantial project funded by BEST and so we are also maintaining a Capital Renewal Reserve fund of 1.5% of Per Pupil Revenue in addition to the Capital Outlay Budget and contingencies. This is all factored into a Facility Plan which is regularly updated by our faculty.
Our lead Facility Manager develops a 10-year Facility Plan each year which is approved annually by the Board after collaboration with our Superintendent. This Facility Plan is always scrutinized for fiscal reasonableness and is typically revised prior to receiving Board approvals. We spend between $250,000.00 and $500,000.00 annually across the District on capital renewal and preventative maintenance programs. Recent capital investments across the District include a scissor lift purchase, gym flooring replacements, new asphalt, and concrete replacements, along with phased LED parking light upgrades.
Our 22-23 annual budget for District-wide maintenance and capital repairs totals $356,400.00 including $80,000 for a new gym floor which is being funded entirely through our proactive approach to capital renewal. Next year's Facility Plan has also been finalized with $200,000.00 allocated towards a new track at the Secondary Campus. We're planning for over $350,000 in other maintenance just at Thomson Primary School over the next ten years with close to $100,000 occurring prior to FY24-25. The yearly allocation towards Thomson is increasing to address our growing capital needs, and repairs would help us return to a more proactive maintenance approach.

III.T. How did you arrive at the estimate for this project?

Design will commence during Summer '23, and stamped drawings will be put out to bid in October '23. We used costs from recent mechanical projects in this region as well as direct input from numerous different mechanical subcontractors to inform our current estimate. We know our Facility Report is growing more outdated, and while the recommendations are still valid, we have relied on current resources for more relevant pricing. We understand that increased demand and supply chain disruptions have contributed to cost escalations since the pandemic began, and we've included allowances to absorb any unforeseen price increases. All bids will be reviewed for completeness and the most qualified and cost-effective contractor will be selected.

We have elected to hold costs for structural reinforcement as a proactive measure. We've based this structural allowance on recent engineering costs for similar air handler replacement reinforcement modifications that were required on one of our other projects. We've held small allowances for a legal counsel, furniture for the new controls' workstation, fire proofing at any new penetrations, and welding costs for any steel reinforcements.

We intend to pursue a third-party engineering company that can provide construction material testing reports and conduct inspections during construction. Our current estimate for this service is based on fees incurred for a similar scope at another district facility. All other soft costs were developed in conjunction with the District's Owner's Representative. We've already received proposals from our preferred Owner's Representative, Architect, Mechanical Engineer, and Commissioning Agent. These sums are held in our estimate as confirmed costs.

III.U. Who will be overseeing the project, if known at the time of application?

The project will be managed by Cooperative Strategies, LLC (CS) on behalf of the School District. These external consultants were previously competitively procured and awarded Owner's Representative contracts for our Middle School / High School Secondary Campus project, the storm shelter additions at both our primary schools, and the HVAC capital replacement project at Beaver Valley Elementary. CS will be responsible for providing weekly updates to District staff, and monthly updates to the District Board of Education.
CS will conduct competitive procurements for all relevant consultants and contractors, and they will facilitate any interviews or proposal scoring workshops to arrive at our awarded project team.
During design, CS will ensure that consultants maintain our project priorities, keeping all modifications simple and serviceable. CS will use the estimates obtained during this grant application process to inform our master budget and manage the awarded contractor to ensure delivery of a project that meets our operational and financial goals. CS will review overall schedules with the project team early in design to discuss the probability of completing work over the summer, or options for phasing the project.
During construction, CS will develop student safety plans, conduct weekly site visits, expedite information requests, negotiate cost disputes, and review monthly pay applications. CS will manage the master budget for the entire project and submit all monthly fund requests to our CDE Regional Representative.
Post construction, CS will prepare and review all closeout packages including warranties, operation manuals, and all required BEST Grant closeout documentation. CS will attend the 11-month warranty walk and will remain available to support any long-term issues.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

We as a District are very thoughtful about who we bring on as long-term partners for our capital improvement needs. We have had unsatisfactory service from select service companies in the past, so we now highly value our partnerships and emphasize historical relationships. This is why we have elected to pursue contracts for design, engineering, and owner's representation with our past consultants. Gibson Mancini Carmichael & Nelson and their MEP engineers (Integrated Consulting Engineers) have designed all new structures in our District for the last 10 years. This includes a bus barn and stadium buildings in addition to the storm shelters, new secondary campus, and previous HVAC replacements already discussed in this application. This entire project team was competitively procured prior to our secondary campus project, and since then, we have continued to work on many of our capital projects together in accordance with BSD School Board policy. Once the design is complete, we will go out to the market for competitive bids on mechanical, plumbing, and electrical equipment and installation labor to ensure we are maximizing this BEST Grant award. We will conduct a qualifications-based procurement and the awarded contractors will be selected based on their resume of school experience, approach to safety, bonding capacity, and warranty support among other factors.

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

Our electric costs are associated with cooling, but not for heating or domestic hot water. Annual electricity costs total $45,264.70. Our natural gas costs are tied to heating and domestic hot water. Annual electricity costs total $4,795.32. Water and Internet costs have all remained relatively stable over the last 5 years. We continue to pursue E-Rate discounts for technology services and replace fixtures with energy efficient models to help mitigate rising utility costs in these categories.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

BEST FY2023-24 GRANT APPLICATION SUMMARIES

N/A

Current Grant Request:	$1,511,984.65	**CDE Minimum Match %:**	45
Current Applicant Match:	$1,237,078.35	**Actual Match % Provided:**	45
Current Project Request:	$2,749,063.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$2,749,063.00	The match will be provided through Capital Reserves. Conservative budget management strategies have allowed the district to provide this match without any budgetary restrictions.	
Affected Sq Ft:	63,429	**Escalation %:**	5
Affected Pupils:	390	**Construction Contingency %:**	5
Cost Per Sq Ft:	$43.34	**Owner Contingency %:**	8
Soft Costs Per Sq Ft:	$3.94	**Historical Register?**	No
Hard Costs Per Sq Ft:	$39.40	**Adverse Historical Effect?**	No
Cost Per Pupil:	$7,049	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	163	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	1,281	**Bonded Debt Approved:**	$38,500,000
Assessed Valuation:	$257,721,593	**Year(s) Bond Approved:**	16
Statewide Median: $121,995,375			
PPAV:	$201,188	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$10,331,783	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$64,063	**Outstanding Bonded Debt:**	$6,055,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	47.30%	**Total Bond Capacity:**	$51,544,319
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	11.85	**Bond Capacity Remaining:**	$45,489,319
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$7,854.50		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

FORT MORGAN RE-3 - DW Health and Safety Upgrades - Columbine ES - 1961

District:	Fort Morgan RE-3
School Name:	Columbine ES
Address:	815 WEST STREET
City:	FORT MORGAN
Gross Area (SF):	45,316
Number of Buildings:	1
Replacement Value:	$13,573,244
Condition Budget:	$3,628,654
Total FCI:	0.27
Adequacy Index:	0.11

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,995,749	$1,056,874	0.53
Equipment and Furnishings	$348,894	$53,759	0.15
Exterior Enclosure	$1,896,521	$0	0.00
Fire Protection	$13,508	$548,019	40.57
HVAC System	$3,161,991	$119,437	0.04
Interior Construction and Conveyance	$2,140,637	$1,544,335	0.72
Plumbing System	$766,435	$18,897	0.02
Site	$1,588,365	$810,984	0.51
Structure	$1,661,143	$9,842	0.01
Overall - Total	$13,573,244	$4,162,147	0.31

FORT MORGAN RE-3 - DW Health and Safety Upgrades - Baker Central School - 1997

District:	Fort Morgan RE-3
School Name:	Baker Central School
Address:	300 LAKE STREET
City:	FORT MORGAN
Gross Area (SF):	66,480
Number of Buildings:	1
Replacement Value:	$22,953,177
Condition Budget:	$15,149,687
Total FCI:	0.66
Adequacy Index:	0.08

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,153,494	$3,374,616	1.07
Equipment and Furnishings	$529,214	$390,992	0.74
Exterior Enclosure	$1,601,979	$447,737	0.28
Fire Protection	$792,984	$14,526	0.02
HVAC System	$5,444,901	$5,311,075	0.98
Interior Construction and Conveyance	$3,261,688	$2,337,671	0.72
Plumbing System	$1,001,626	$817,842	0.82
Site	$2,496,429	$2,455,230	0.98
Structure	$4,670,862	$0	0.00
Overall - Total	$22,953,177	$15,149,689	0.66

● Campuses Impacted by this Grant Application ●

FORT MORGAN RE-3 - DW Health and Safety Upgrades - Lincoln HS - 2006

District:	Fort Morgan RE-3
School Name:	Lincoln HS
Address:	230 WALNUT STREET
City:	FORT MORGAN
Gross Area (SF):	9,350
Number of Buildings:	1
Replacement Value:	$2,663,931
Condition Budget:	$944,172
Total FCI:	0.35
Adequacy Index:	0.21

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$466,243	$308,332	0.66
Equipment and Furnishings	$65,874	$0	0.00
Exterior Enclosure	$394,986	$0	0.00
Fire Protection	$38,387	$0	0.00
HVAC System	$549,132	$262,684	0.48
Interior Construction and Conveyance	$426,403	$292,123	0.69
Plumbing System	$133,726	$6,134	0.05
Site	$243,238	$74,899	0.31
Structure	$345,943	$0	0.00
Overall - Total	$2,663,931	$944,172	0.35

FORT MORGAN RE-3 - DW Health and Safety Upgrades - Sherman ECC - 1955

District:	Fort Morgan RE-3
School Name:	Sherman ECC
Address:	300 SHERMAN STREET
City:	FORT MORGAN
Gross Area (SF):	45,565
Number of Buildings:	1
Replacement Value:	$13,771,635
Condition Budget:	$4,928,226
Total FCI:	0.36
Adequacy Index:	0.07

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,222,167	$1,546,113	0.70
Equipment and Furnishings	$307,019	$383,775	1.25
Exterior Enclosure	$2,419,623	$0	0.00
Fire Protection	$13,519	$548,170	40.55
HVAC System	$2,204,708	$560,895	0.25
Interior Construction and Conveyance	$2,376,717	$1,246,835	0.52
Plumbing System	$762,117	$9,448	0.01
Site	$1,579,797	$1,166,637	0.74
Structure	$1,885,969	$0	0.00
Overall - Total	$13,771,635	$5,461,873	0.40

● Campuses Impacted by this Grant Application ●

FORT MORGAN RE-3 - DW Health and Safety Upgrades - Pioneer ES - 1991

District:	Fort Morgan RE-3
School Name:	Pioneer ES
Address:	415 SOUTH SPRUCE STREET
City:	FORT MORGAN
Gross Area (SF):	49,400
Number of Buildings:	2
Replacement Value:	$15,287,997
Condition Budget:	$8,917,435
Total FCI:	0.58
Adequacy Index:	0.06

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,209,613	$1,660,615	0.75
Equipment and Furnishings	$252,953	$256,509	1.01
Exterior Enclosure	$1,967,441	$86,316	0.04
Fire Protection	$22,981	$558,446	24.30
HVAC System	$3,779,616	$3,982,232	1.05
Interior Construction and Conveyance	$2,431,571	$1,346,896	0.55
Plumbing System	$772,621	$327,934	0.42
Site	$2,033,412	$1,060,848	0.52
Special Construction	$167,362	$167,362	1.00
Structure	$1,650,428	$0	0.00
Overall - Total	$15,287,997	$9,447,158	0.62

FORT MORGAN RE-3 - DW Health and Safety Upgrades - Fort Morgan HS - 1965

District:	Fort Morgan RE-3
School Name:	Ft Morgan HS
Address:	709 EAST RIVERVIEW AVENUE
City:	FORT MORGAN
Gross Area (SF):	217,030
Number of Buildings:	1
Replacement Value:	$69,052,767
Condition Budget:	$28,486,494
Total FCI:	0.41
Adequacy Index:	0.20

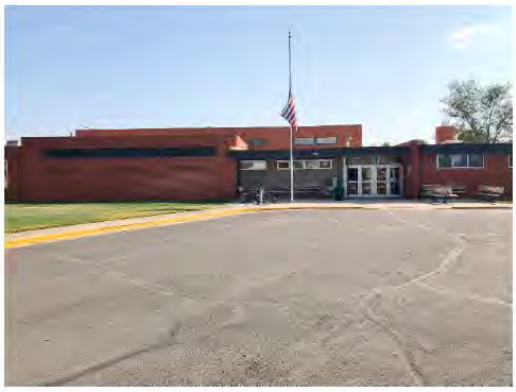
Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$9,349,124	$7,379,067	0.79
Equipment and Furnishings	$4,500,841	$589,244	0.13
Exterior Enclosure	$5,830,930	$3,046,609	0.52
Fire Protection	$20,661	$2,801,326	135.59
HVAC System	$20,945,893	$4,921,284	0.23
Interior Construction and Conveyance	$8,885,131	$7,777,103	0.88
Plumbing System	$4,268,961	$1,993,995	0.47
Site	$4,737,200	$2,739,483	0.58
Structure	$10,514,027	$25,183	0.00
Overall - Total	$69,052,767	$31,273,294	0.45

● Campuses Impacted by this Grant Application ●

FORT MORGAN RE-3 - DW Health and Safety Upgrades - Green Acres ES - 1955

District:	Fort Morgan RE-3
School Name:	Green Acres ES
Address:	930 SHERMAN STREET
City:	FORT MORGAN
Gross Area (SF):	44,450
Number of Buildings:	1
Replacement Value:	$13,359,064
Condition Budget:	$5,862,233
Total FCI:	0.44
Adequacy Index:	0.19



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,081,061	$1,607,824	0.77
Equipment and Furnishings	$235,659	$72,691	0.31
Exterior Enclosure	$2,022,047	$251,204	0.12
Fire Protection	$13,472	$535,111	39.72
HVAC System	$2,274,670	$1,358,630	0.60
Interior Construction and Conveyance	$2,414,246	$1,838,029	0.76
Plumbing System	$755,177	$22,331	0.03
Site	$1,605,320	$687,160	0.43
Structure	$1,957,414	$9,842	0.01
Overall - Total	$13,359,064	$6,382,822	0.48

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: FORT MORGAN RE-3 **County:** Morgan

Project Title: DW Health and Safety Upgrades **Applicant Previous BEST Grant(s):** 3

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $28,297,456.84

If Yes, please explain why:

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

Baker: Built in 1996, most of the facility's HVAC equipment was constant volume reheat, with three DX/hot water air handlers and hot water reheat. The gymnasium is served by a heating only hydronic air handler, making it particularly uncomfortable during warmer weather.

Columbine: Built before 1961, Columbine has seen many changes over the years. The original HVAC system consisted of hydronic unit ventilators. Most of the facility has been retrofitted to water-source heat pumps, a far more efficient system. The cooling tower serving this facility is beyond its expected lifespan and has begun failing. In 1990 an addition was added to the south of the facility, adding nine classrooms and offices. This area of the facility is served by a Multizone rooftop with DX cooling and hydronic heating.

Green Acres: Built in 1954, Green Acres is the sister school to Columbine, mirroring the design. The original HVAC system was a large furnace. Much like Columbine, this has been replaced with water-source heat pumps capable of heating and cooling. This system has a central plant with a boiler and cooling tower. Unfortunately, the kitchen has seen minimal improvements and lacks critical ventilation capabilities with no makeup air creating indoor air quality concerns.

Pioneer: Built in 1990, Pioneer is one of the newer facilities in the district. With minimal improvements since opening, there are many opportunities to improve the facility as equipment nears end-of-life. The HVAC system consists of hydronic air handlers that supply constant volume air to multiple zones with hot water reheat. The Cafeteria struggles to receive adequate ventilation. Furthermore, the kitchen make up air unit is beyond its usable life and can no longer provide adequate ventilation.

Sherman: Built in 1957 as an elementary, Sherman has seen significant changes. Presently, the school serves pre-k and kindergarten students. Due to the facility’s numerous additions, the HVAC equipment is varied. A central plant consisting of two air-cooled chillers and four condensing boilers serves the hydronic four-pipe unit ventilators in classrooms and the gymnasium. The admin offices and library are served by packaged single-zone rooftops installed in 1999. The 2019 day-care addition is served by a packaged VAV air handler with hydronic reheat.

High School: The High School was built in 1964. In 1987 the athletic facilities addition was completed, adding significant space. From 1999 through the early 2000s, the school underwent substantial renovations and expansions. A hydronic central plant, including two air-cooled chillers and eight condensing boilers, serves unit ventilators and hydronic air handlers throughout the original construction. Many of the additions are served by packaged rooftop units. Sizable exhaust fans throughout the facility are well past their useful life, and some are completely inoperable. The cafeteria/commons air handler is not equipped with cooling, making the space extremely uncomfortable and limiting the ability of the system to properly ventilate this densely populated space.

Lincoln Alt. High School: Built in the late 1990s, Lincoln Alternative High School provides specialized learning opportunities to its students. The small facility is served by water-source heat pumps, with a central plant consisting of boilers and a small cooling tower that has reached the end of its expected life.

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

The overall condition of the facilities is good, considering the age of the properties. Most educational facilities were built in the 1950s and 1960s and have been well maintained with the resources available, especially many of the core mechanical systems across the district. Most of the equipment being addressed as part of this project are supplemental systems targeted

in specific areas within the facilities. Many of these systems have reached or are past their expected lifespan. This equipment has become difficult to maintain due to limited parts availability. Even if maintained, the current systems have significant limitations described in the deficiencies section of this application. The remaining systems, not addressed as part of this project, have significant life left and will continue to be maintained to provide many years of service to the district.

The newest facility, Fort Morgan Middle School, was built in 2016 with the assistance of a BEST Grant. Green technology and long-term solutions were high priorities during this build, which will pay dividends for the community for years to come.

In 2019, Sherman Early Childhood Center received a new addition to the Northeast that added space for a day-care facility, something the district and the community desperately needed.

In 2020, the BEST Grant was utilized to address the security and safety at the High School for the District's students and staff. This project included an addition with a new secured entrance and front office for guest check-in. District funds also were allocated to ensure ADA compliance with this upgrade. Other than the High School addition, no major capital improvements have been made in the last three years.

Of the District's 11 buildings, this BEST Grant is geared towards upgrading critical HVAC equipment in eight school buildings. The district office mechanical upgrade, which has been a need for quite some time, is being addressed through a separate project that is not part of this application and will require no state funding. Also included in that project is significant energy savings across the district resulting from an LED lighting upgrade, building automation controls updates, and other improvements to central plant equipment. This project is projected to be nearly self-funding, with an estimated $100,000 in direct energy and maintenance savings. Instead of including all the proposed projects in this grant application, the District has focused this project on improvements that have a direct impact on health and safety. It is worth noting that the energy savings project will not limit the Districts ability to fund the required match for this project.

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☑ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

Morgan County Schools is a rural district in eastern Colorado. Fort Morgan has grown into one of CO's few majority-minority cities, with 49% of its residents identifying as White, 43% Hispanic, and 6% Black. Additionally, 19% of the residents are foreign-born (2nd highest % in CO), and 39% of households speak languages other than English (the highest in Colorado).

The state assessment data paints a picture of a district impacted by COVID. Morgan County Schools is not currently meeting academic achievement. The District is approaching academic growth and also approaching postsecondary and workforce readiness. The District is meeting the 95% accountability participation rate. Regarding disaggregated groups, Morgan County Schools struggles to meet academic growth in ELA at the elementary level. While the District is approaching ELP and meeting on track to EL proficiency, the data indicates it is not meeting academic achievement. Fort Morgan students were scoring closer to meeting grade level expectations pre-pandemic.

The District needs to improve Math scores. This data is reflected in the District's CMAS growth. Morgan County Schools is approaching growth but not meeting achievement at the elementary level. At the high school, the District is not meeting achievement in math; however, it is approaching growth. The District's local data, including NWEA and DIBELS, also indicate a need for fulfilling instructional gaps due to COVID.

Regarding Postsecondary and Workforce Readiness, the District has noted a decrease in students at Fort Morgan High School in grades 6-12 enrolled in a 2-year, 4-year, or career and tech ed course. This percentage moved down from 64% to 63% over a year.

Past recent projects have included building a new Middle School with BEST funds and a safety renovation at the high school using BEST funds. The HVAC in all buildings, except for the middle school, is included in this BEST Grant request.

II.D. Deficiencies associated with this project:

The primary concerns throughout all facilities are related to the health and safety of students and staff. In virtually all buildings, the greatest deficiency is the supplemental mechanical systems' inability to provide healthy, code-required levels of ventilation air. Some spaces entirely lack any source of healthy ventilation air. In many cases, the existing equipment is beyond its useful life and operates well below original performance specifications. A lack of cooling in critical spaces in several buildings has made them difficult to occupy comfortably year-round. Often ventilation to these spaces is severely reduced or entirely shut off in warmer weather to minimize unwanted warm outside air from entering the facility. This helps improve comfort during those times but at the expense of code-required, healthy levels of fresh treated ventilation air. Finally, there are multiple serious challenges the building operations staff faces in both operating and maintaining equipment, from antiquated and inoperable controls to a lack of safe equipment access.

Nearly all kitchens throughout the district lack proper ventilation capabilities. Kitchens are often overlooked in capital improvement projects since students do not directly occupy them. However, the health and well-being of the kitchen staff are integral to the wellness of students and staff. All kitchens, except the newly constructed Middle School, utilize dilapidated make-up air equipment or have no mechanical ventilation, resulting in make-up air required for the exhaust fan operation to be pulled from adjacent spaces. This arrangement is inappropriate for kitchen operations since the air borrowed from adjacent spaces may be contaminated and rarely possesses the air quality needed to maintain a hygienic and safe environment in a cooking space. Furthermore, it creates issues with building pressurization, which will change when the kitchen fume hoods are enabled and disabled. It is likely that whenever food preparation is underway, most buildings in the district are drawing in unconditioned, unfiltered air via unintended infiltration through exhaust fans or building relief dampers that are designed to discharge unsanitary or contaminated air rendering these systems useless.

Several of the district's kitchens entirely lack mechanical make-up air systems or have make-up air equipment that have not functioned properly for some time, making these spaces suffer from uncomfortable and unhealthy thermal and indoor air quality conditions. These kitchens include Fort Morgan High School (the largest kitchen in the district), Columbine and Green Acres Elementary Schools (all of which have never had make-up air systems since their construction, which is typical for this era of construction), and Pioneer Elementary School whose make-up air unit has recently failed. Additionally, Columbine Elementary School has a water-source heat pump to serve its thermal load; however, the water line to the unit is too small to transfer adequate thermal energy from the compressor to the central system loop, rendering it only partially effective. Green Acres Elementary School lacks a dedicated exhaust hood for the dishwasher so discharged heat and moisture from this piece of equipment are eroding the air quality, damaging interior finishes, and creating the opportunity for mold to grow in the very space where food is prepared for the entire school's student population. Finally, the make-up air units at Baker Elementary School and Sherman Early Childhood Center are well beyond their useful service lives and need to be replaced before they fail and create similarly unsanitary conditions in those kitchens.

The school district has a variety of HVAC equipment throughout its numerous facilities. Packaged rooftop equipment is present at almost every facility and is reliably utilized in schools nationwide. Cooling towers at Columbine Elementary, Green Acres Elementary, and Lincoln Alternative High School all serve to reject heat for the water-source heat pump central loops at these buildings. In addition to being near their end-of-life, cooling towers are often poor choices for school districts with tight maintenance budgets and shortages in staffing. Cooling towers are open to the atmosphere and allow outside contaminants to be introduced to the water in the loop creating maintenance challenges. Sherman Early Childhood Center has two air-cooled chillers, one of which is well beyond its useful service life, resulting in additional load and fatigue on the one remaining, albeit newer, chiller. This leaves the school vulnerable should either chiller fail. The two chilled and two hot water pumps at this building are also well past their expected life and require continuous maintenance from building operators to remain functional.

Facility staff has diligently maintained equipment throughout the District, allowing much of it to operate past the expected service life. However, to compensate for the declining condition and performance of this aging equipment, outside air dampers have, in many cases, been shut to maximize the thermal comfort for occupants. Ultimately, this trades thermal comfort for healthy indoor air quality of the staff and students, which is a terrible choice for facilities personnel to have to make. This and various other equipment across the district are in desperate need of replacement to improve the reliability of healthy indoor air quality levels and avoid the challenges that will arise should this equipment catastrophically fail and require costly emergency repairs. Repairs that ultimately will not address these core deficiencies. Built-up air handlers at several schools need significant attention to improve performance. Baker Elementary, Pioneer Elementary, and Fort Morgan High School have air handlers that require significant costly repairs to bring them back to full capacity, including substantial refurbishment and, in some cases, replacement of condensing units that serve the direct expansion cooling coils. Exhaust fans and building relief hoods at several buildings also need to be rebalanced or replaced in order to maintain correct building pressurization and proper ventilation rates.

Maintenance access to equipment is a challenge at many schools, physically and virtually. Unfortunately, building operator access is only sometimes given significant consideration in facility construction or improvement projects. Fort Morgan High School has three air handlers serving its auditorium, stage, and drama areas. All three of these pieces of equipment are located in cramped mechanical spaces, which were literally constructed around them when the building was first built. As a result, they are incredibly difficult to access and nearly impossible to maintain and repair given the lack of clearance around them (sometimes mere inches). Building operators have maintained this equipment as best they can, but they have reached the point where they need costly repairs that will still not resolve the underlying maintainability challenges. Baker Elementary School also lacks safe and reliable roof access to several pieces of equipment when the original design could have easily provided doors directly from adjacent mechanical spaces onto the problematic roofs. At all of these facilities, portable or makeshift ladders have been utilized to access equipment on roofs or poorly placed mezzanines, which pose a serious risk to the safety and well-being of the maintenance personnel.

Meanwhile, virtual access to numerous schools needs improvement. Building automation equipment at the schools is aging out of viability and is not well supported by the manufacturer, if at all. This means that building operators cannot effectively monitor or control the critical equipment at their facilities. As a result, equipment is not operated optimally, issues cannot be identified or diagnosed early before they cascade, and building operators spend significant time manually checking and maintaining equipment across the district. District staff has already identified a building automation platform they can procure support for in the coming years locally and are desirous of expanding that platform districtwide.

The gymnasiums at Pioneer Elementary, the cafeteria and commons area at Fort Morgan High School, and the gymnasium and cafeteria at Baker Elementary are served by air handlers that lack any cooling capabilities. When this equipment was installed, it may not have been required to serve the needs of these spaces, but that is no longer the case. In addition to operating during warmer months to serve the students and staff, these spaces are now frequently used year-round to serve extracurricular activities and as community gathering places. Without a source of cooling, these spaces again are subject to restrictions of adequate ventilation in the perilous trade-off between thermal comfort and healthy air quality.

II.E. Diligence undertaken to determine the deficiencies stated above:

The District's diligence in the investigation portion of this project dates back to late 2021, when the District engaged a consulting firm to design specific equipment additions, replacements, and refurbishments in an attempt to address indoor air quality concerns and aging mechanical systems across the District. That project ultimately did not proceed due to concerns about insufficient design, lack of funding, and minimal accountability for the results. However, the District did not give up and decided to pursue other avenues for implementation.

In the Fall of 2022 the district engaged an engineering and construction firm, with significant experience in K12 facility retrofits to take a holistic view of all district facilities. This team conducted multiple site visits, gathering all data needed to make sound recommendations for the project scope. This team has also thoroughly reviewed all available original building and renovation plans of the District's buildings to understand the existing systems on a deeper level than possible if they relied only on information visible on a site walk. The team generated 3D models of various buildings from these plans to better understand their current operations and deficiencies. Rather than generate these models based only on the blueprints, the team gathered

two years of utility data (gas, electricity, and water), and calibrated the models to this usage, raising the confidence level in their understanding of the District's facilities.

A list of projects was developed to address all identified deficiencies and improvement opportunities. The District administration and maintenance staff reviewed the engineer's findings and ultimately agreed to spilt the projects into two parts. One, this BEST grant focused on student health and safety and another focused on energy efficiency and future cost savings. District stakeholders ultimately agreed upon the two projects and the team began developing the BEST project scope for this application. Attached to this application are the District Facilities Plan and the schematic level design that has been developed for this project to date. This information was ultimately used to inform area contractors that assisted in providing contractor pricing validation, also attached in this application.

The District understands that healthy indoor air quality must be taken seriously. As part of a thorough and detailed investigation, the team has deployed indoor air quality monitors to take sample data in areas of concern. Due to the limited time since deploying these monitors, the data is not available for review at the time of this application, but it will be used to inform design decisions later in development and establish a performance baseline against which improvements can be compared. The team is going to take measurements in both cooler and warmer months and expects to see considerable deviations from recommended air quality in the warmer months as would be expected given the deficiencies described in a different section of this application.

II.F. Proposed solution to address the deficiencies stated above:

A team of engineers, designers, and construction experts worked with district staff to identify the best solutions for each building and each deficiency identified. Initial capital costs of projects were weighed against the continued operational costs and future maintenance and replacement costs to ensure that undue burden was not placed on future facility staff. The result is a list of cost-effective improvements, renovations, and replacements that will effectively address the concerns at these buildings.

To address ventilation in kitchens at the facilities, the make-up air systems will be replaced with updated models designed to meet the needs of the food preparation space where those systems exist, namely: Baker Elementary, Pioneer Elementary, and Sherman Early Childhood Center. For three schools–Columbine Elementary, Green Acres Elementary, and Fort Morgan High School–make-up air systems will be installed for the first time. All new make-up air systems are intended to include mechanical cooling as a best practice, but in particular, the make-up air system for Fort Morgan High School will be equipped with a slightly oversized cooling capacity to address the abysmal thermal and humidity conditions there. Columbine Elementary School’s kitchen water-source heat pump will be replaced and the water line serving it upsized to meet the space’s cooling needs. Green Acres Elementary School’s kitchen will have a new exhaust hood installed above the dishwasher to properly eliminate the heat and moisture problem. Rebalancing or replacing exhaust fans at Baker Elementary and the High School and capping old building relief dampers at Sherman are also important elements of correcting the ventilation and building pressurization issues at these particular buildings.

Identified underperforming and antiquated HVAC equipment throughout facilities will be replaced so that equipment can be operated for both thermal comfort and desirable indoor air quality. Aging packaged rooftop equipment will be replaced at Baker Elementary, Columbine Elementary, Green Acres Elementary, Sherman Early Childhood Center, and Fort Morgan High School. The replacement equipment will be sized to serve required loads and provide needed ventilation air as well as be easy to maintain for facility staff. Corroded cooling towers at Columbine Elementary School, Green Acres Elementary, and Lincoln Alternative High School will be replaced with lower-maintenance fluid coolers better equipped to serve the water-source heat pumps at those facilities. The old, failing chiller as well as the chilled and hot water pumps at Sherman Early Childhood Center will be replaced to restore needed redundancy. Built-up air handlers at Baker Elementary, Pioneer Elementary, and Fort Morgan High School will be refurbished which includes fan bearing replacement, belt and pulley replacement and alignment, damper motor replacement, coil combing, and filter rack rebuilding and sealing. In addition, the DX condensing units for this equipment will be replaced as they are at the end of their life. This work will greatly improve the performance and capacity of this equipment for years to come.

Addressing the problematic maintenance access issues for each school requires a number of solutions, which have, in many cases, been specifically selected to address the unique concerns at each building. Roof access at Baker Elementary will be

addressed by installing roof access doors from adjacent mechanical spaces, requiring no additional external ladders. For the three air handlers at Fort Morgan High School that are nearly impossible to adequately access for maintenance, the District plans to replace those with new units installed on the rooftop above or nearby their existing locations. This will allow maintenance staff much easier access to the units so they can effectively perform all preventative maintenance tasks, resulting in better unit performance and longer equipment life. As for virtual access to equipment, the district has already identified and begun installing a building automation platform at specific schools, which the building staff is extremely confident in operating. Furthermore, the controls platform, Loytec, is supported by local contractors and vendors, which can provide much-needed assistance to the building operators in a timely fashion. One of the intentions of this project is to complete the upgrades of the building automation systems across the buildings that remain on antiquated controls.

Adding or improving cooling to under-ventilated gymnasiums and cafeterias is also important to properly serve the students and community with comfortable and healthy spaces. For the gymnasium equipment at Baker Elementary and Pioneer Elementary, cooling will be added by installing condensing units on the rooftops near the respective air handlers. New direct expansion coils will be installed in the existing air handlers to provide cooling capability. The cafeteria of Pioneer Elementary is chronically under-ventilated and uncomfortable because of improper zoning in its original design. This project will remove Pioneer's cafeteria from its existing air-handling system and install a dedicated rooftop, packaged HVAC unit for this space. As for the cafeteria air handler at Fort Morgan High School, the building's central chilled water supply and return lines run relatively close to the unit, making it ideal to tap directly into those lines and install a new chilled water coil in the existing unit, significantly reducing upfront costs.

II.G. Due diligence undertaken in defining the stated solution:

Due to the shortfalls neighboring districts have experienced with retrofit projects and its own challenges of hiring a consulting firm to address deficiencies, Morgan County Schools seeks an alternative delivery model with performance accountability.

A previous design effort, completed in early 2022 by area consultants, left the District with a project that was over budget, likely to underperform, was without accountability, and would not fully meet the District's air quality and other project goals. Because of this, the District shifted focus in the Winter of 2022 drafting an RFQ with the territory manager's assistance, to select a turn-key design-build firm to identify and address the building deficiencies and take full accountability for the solutions and their performance. The District received two proposals for consideration. Both responding firms had significant experience in facility retrofits and teams capable of resolving existing deficiencies. The District selected a company with demonstrated experience in districts similar to Morgan County Schools that would stick with the District long-term and prove the performance of the newly installed equipment.

After selecting the District's preferred partner,the project team and key stakeholders conducted a charette to determine the goals and objectives of the project. Based on the previous attempts to bid out the project, utilizing the consultant's 2022 design, the District knew that the project was well beyond the reach of its available funds. To validate that assumption, a thorough estimate was developed confirming that the $2.1M in ESSER III funds would not be sufficient to accomplish all the project's goals and agreed that a BEST Grant was the best option to utilize the available funding and still accomplish all of the project's goals and requirements.

Once the goals and objectives of the project were solidified, the team completed a facility assessment that proposed two distinct projects — one for addressing student health and safety, and another to minimize wasted utility expenditures. Based on this analysis, the team began developing the health and safety project with a holistic approach to identifying solutions that would address the District's needs. An update meeting was held, and District stakeholders agreed upon the solutions that should be pursued. The team began developing the schematic design with the hopes of creating a project that would be obtainable for the District, pending CDE approval. The earlier consultant's design did not fully address the project's goals, thus other improvements or approaches were needed. For example, it was originally suggested to refurbish a number of units to improve their ventilation capacity, but those units cannot be effectively maintained due to their location and significant space constraints, meaning this effort would provide only temporary relief and retain issues for maintenance staff. At the request of the district maintenance staff, the engineers made the necessary changes to the design and identified additional measures that were not originally included in the proposed project. As scope was added, the budget was continually updated to account for all anticipated costs.

Once the final project was conceptualized and estimated, the project team reached out to area contractors to receive contractor pricing validation to verify their cost estimates raising the District's confidence level concerning the ability to complete the project within the established budget.

In order to fund the required matching contribution, the Morgan County Schools will utilize the remaining ESSER III funds. The District has been extremely diligent in utilizing ESSER I and II funds for high-quality educational experience improvements. ESSER I ($415,000) and ESSER II ($1,784,680) were primarily spent on remote learning support, learning loss, and addressing mental health needs and support. Lastly, ESSER III is targeted towards facility improvements, primarily the match portion of this grant, which will make a significant impact on the daily lives of students and staff for many years to come.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The equipment and concerns addressed in this project have been selected primarily due to the high priority and nature of this equipment. Replacing or repairing the impacted equipment is necessary due to anticipated imminent failures and the urgency in improving the healthy and safe conditions in these facilities. Equipment is being replaced, renovated, or added where it previously didn't exist in order to improve conditions that fail to meet modern standards of health and safety. All antiquated equipment being replaced is at or beyond its expected service life, meaning that the timeframe for catastrophic failures is most likely imminent. In some facilities, rather than just replacing the equipment with like-for-like equipment, significant improvements can be made with modest engineering design and equipment changes that increase performance and maintainability. Finally, the safety and access deficiencies being addressed represent daily risks to the facility staff that could result in a tragic accident at any time.

Should this project not be awarded, the day-to-day operations of the District would appear to be much the same as they are currently, with the potential to get worse. Maintenance staff will continue to spend excessive time manually verifying system operation and taking burdensome precautions to perform as much preventative maintenance and repairs on problematic equipment as safely possible. However, the ventilation in key spaces throughout the schools will remain inadequate, likely leading to greater incidences of illness, poor academic performance, and absence than could have been realized with the improvements envisioned here.

For now, the skilled maintenance staff is able to keep their older equipment operable, but the growing scarcity of parts and older refrigerants puts a strain on budgets and stresses an already overburdened team. Should a catastrophic failure occur, or a needed part or specific refrigerant become unavailable, even temporarily, entire sections of buildings could become uninhabitable during certain seasons and unhealthy for the rest of the year. As a result, schools will be forced to find space for displaced students resulting in overcrowding in the operable portions of buildings, which will further exacerbate the ventilation problems in troublesome areas.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Morgan Schools has exhausted all options to identify additional funding sources for the proposed improvements. In lieu of the new federal funding programs made available through the Inflation Reduction Act (IRA), and the Infrastructure Investment and Jobs Act (IIJA), the District was hoping to find other avenues to fund the proposed projects but has not found an option that allows for funding for these types of projects at this time.

In early 2022, the District engaged a consultant to develop a project to address indoor air quality and student health and safety improvements. Many of the projects proposed today were included or a part of this original design. The District provided the consultant with a budget number that could be afforded utilizing available ESSER funds. Upon receiving bids from area contractors based on the early design development plans, the project was significantly more expensive than anticipated, and the bids received were highly variable, reducing the District's confidence in the plan as presented. The District was not pleased with this potential outcome and looked for other options. The District reached out to Brian Christensen at Akron Schools, who discussed the merit of turn-key project delivery leading the district to issue an RFQ in anticipation of this application.

Please be advised that the District's funding levels are among the lowest for the State of Colorado. The District is required to use a 27-mill multiplier (the maximum as allowed by state statute) due to its compromised assessed valuation ($309,896,280). For 2021-2022, the District generated revenues at $34,574,723, overrode its Mill Levy at $548,209 for maintenance and other expenses, and generated per student spending at $9,692. The District's current bonding capacity is at $25,410,000 and pays annual debt service at approximately $2,737,347.

In 2014, the District issued $7 million in General Obligation bonds to finance a secured entryway and utility infrastructure improvements at its four (4) elementary school campuses. In addition, the District issued $11 million in General Obligation bonds for its match-requirement for the construction of the new middle school in conjunction with a BEST Capital Construction grant.

In 2019, the District issued a $3 million lease/purchase agreement to buy-out the federal interest in a newly-constructed Head Start wing addition to the Sherman Early Childhood Center. The center had been financed by a federal Head Start capital construction grant in 2018. In addition, the District spent $1 million in General Fund resources to cover wing addition construction costs in excess of the Head Start grant.

In summary, the District has spent $29.3M of its reserves and voter-approved initiatives to finance building improvements, security additions, and new school construction. Given the unstable state of school finance, taking on additional debt for this project would not be fiscally responsible for the district at this time.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The district is committed to maintaining the newly installed equipment and will work with the selected installation firm to develop a robust and detailed annual maintenance guide and budget. This plan will better define yearly maintenance costs and identify major maintenance intervals and timelines. Once the new equipment is installed, the district will have roughly 15-20 years with predictable expenditures for preventative maintenance, allowing the district to grow its capital outlay funds to sufficiently fund the next large capital project expense. Funds for both the maintenance of the newly installed equipment as well as future capital costs will be reflected in the district's annual operating budget in the future.

The majority of the mechanical equipment replacements and refurbishment scopes included in this project are to replace or renovate existing equipment that the district has already been diligently maintaining. We expect to see a modest decrease in maintenance expenditures associated with those scope items because all of that equipment is at or past its expected service life and is becoming problematic and a burden to maintain. In 2022, the district spent roughly $110,000 on all of our facilities maintenance. A conservative estimate of reducing that figure by around 10% because of all these equipment replacements and refurbishments would result in annual maintenance cost savings of roughly $10,000 for the next 15 years.

On the other hand, this project proposes adding a handful of new mechanical equipment where none like it existed before, such as the make-up air units on three kitchens, two new condensing units and DX coils to add cooling to air handlers that did not have cooling before, and a new, dedicated rooftop HVAC unit for the cafeteria at Pioneer. Assuming an average yearly maintenance cost of $2,000 for each new piece of packaged equipment (the RTU and 3 MAUs) and $1,000 per year for each of the new condensing units results in an expenditure increase for maintaining new equipment that is directly offset by the expected reduction in maintenance costs for replacing all of the old, failing equipment. Of course, these new maintenance costs won't be felt immediately while the equipment is under 5-year manufacturer warranties and relatively young in its service life. So in the short term, we expect this project to result in a net decrease in maintenance costs while over the long term total average maintenance costs should normalize again around the same level that we have been paying recently.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The District incorporates a detailed nine-year capital infrastructure replacement plan for all elements of the District's operations and 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 around $550,000 annually for capital replacement projects in routine District maintenance. The second source is an annual allocation from the General Fund to Capital Reserve 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 General Fund to Reserve Fund in the amount of $519,000 per year. The District has made the full 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.

To best prepare for the upcoming year's capital projects and facility needs, the district collaborates with the maintenance director and maintenance personnel, administrators, and principals on how to best prioritize and commit towards anticipated capital outlay projects.

Throughout Covid, the District has been intentional about the spending of ESSER dollars and best utilizing them to provide adequate facilities and educational programming for staff and students. In preparation for this BEST Grant application, the District developed a plan for the remaining ESSER funds including ESSER III obligating over $2.1M to these necessary capital improvements. Without this critical government funding and the support from the CDE, these necessary updates, to all District facilities, to address safety and comfort for students and staff would not be possible.

III.T. How did you arrive at the estimate for this project?

In preparation for this BEST grant application, Morgan Schools worked with an engineering and construction firm for pre-application services. The team completed a detailed estimate of the cost of work utilizing the RS Means construction cost database for the District's region. These estimates were compared to recent projects completed in similar facilities with similar scopes of work. The team also worked with equipment suppliers to provide equipment budget numbers for proposed solutions. Conceptual design drawings were provided to several area contractors to validate the internal estimates that were provided. Once all the information was received, the project team finalized the project budget, including all necessary permitting, insurance, equipment costs, subcontractor labor, design fees, construction management costs, and post-construction services. This estimate as well as the validation from area contractors is attached to this application for review.

III.U. Who will be overseeing the project, if known at the time of application?

Morgan Schools sees significant value in completing complex renovation work through a turn-key design-build construction model. In preparation for this BEST application, the District used the CDE Procurement Guidelines and assistance from its regional manager to develop an RFQ to select a design-build firm capable of developing the project in its entirety. The goal was to select a firm that would include full engineering design, construction management, and post-construction support services. Due to the need for funding, Morgan County Schools contracted with Millig Design Build for BEST Grant application support services. Pending the approval of this grant request, the District will enter contract negotiations for the remaining services necessary for a successful design-build project.

Millig Design Build is a turnkey engineering and construction firm that specializes in facility retrofits and improvements with a heavy focus on the K12 market in rural America. Millig’s project team has completed more than 100 projects totaling more than $240M in improvements across 8 states over the last 10 years. Many team members have played key roles in the development and implementation of seven BEST grant-funded projects totaling over $55M in work over the past five years.

Upon a successful BEST grant, Millig’s Denver-based engineering team will take the completed schematic-level design documents and further develop those designs into full bid/construction plan sets. The Millig construction team will take the developed plans and assist Morgan Schools by procuring subcontractors to execute the given scope. Millig’s construction manager and site superintendent will manage all aspects of the project, including permitting, planning, subcontractor procurement, and work scheduling. Concurrent with the construction activities, the commissioning team will begin developing the necessary testing procedures. Once the equipment is installed, the team will conduct site visits completing all pre-functional tests before startup commences. Once the system is started up, full commissioning will begin.

As a turn-key service provider, Millig will be responsible for all aspects of the project, including ongoing performance. Millig will remain engaged with the District for one year post-project completion to assist with any warranty issues, complete training for building staff and maintenance personnel, continually monitor the systems, and complete seasonal commissioning. Millig develops reports to demonstrate the effectiveness of the installed systems, whether that is through

M&V reporting and/or comfort surveys sent out to building occupants.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

As described above in Project Management, the District prefers project development through a turn-key design-build approach. Upon a successful BEST Grant award, the District will negotiate a design-build contract with Millig Design Build for design, construction management, and post-construction support services. This selection will be based on the RFQ process that was conducted prior to this project's application. The Millig engineering and construction team will develop full specifications and bid sets that would be utilized to solicit competitive pricing from area contractors. Upon receipt of the required bids from mechanical, electrical, plumbing, and other trade contractors, the project team will select the team responsible for implementing the project construction under the supervision and direction of Millig's construction managers.

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

The below utility expenses represent all District Educational Facilities included in this application minus Lincoln Alternative High School.

Weather Normalized Baseline Annual Electricity Usage: 3,466,749 kWh
Average Annual Electricity Cost: $311,204
Average Blended Electricity Rate: $0.0903 / kWh
Average Consumption Rate: $0.0626 / kWh
Average Demand Rate: $ 10.22 / kW

Due to the continued operation of antiquated equipment, and archaic control systems at specific schools these buildings are being operated more than should be required to maintain their space conditions. However, improving the inadequate ventilation at these facilities will require additional energy. The modifications, replacements, new equipment and controls being recommended will produce energy savings in some cases, such as newer, more efficient package equipment and controls, and additional energy usage in others, such as added cooling in spaces where it previously did not exist and improved ventilation. As a result, there are no appreciable electricity savings expected from this project.

Weather Normalized Baseline Annual Natural Gas Usage: 174,473 Therms
Annual Annual Natural Gas Cost: $97,284
Average Natural Gas Rate: $0.557 / Therm

Heating systems throughout the facilities have been upgraded over the years when capital improvements could be made, and many facilities have made significant strides in energy efficiency on this front. Accordingly, this project will only have a marginal impact on the heating energy systems at these buildings, primarily relating to unitary and packaged heating equipment that is being replaced or added, which is expected to be more efficient than the existing outmoded machinery. Furthermore, it is expected that the improved control and visibility of systems through the updated controls platform will result in some degree of energy savings. However, improving ventilation at these schools will increase the heating energy required during the winter months. As a result, there are no natural gas savings expected from this project.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$2,783,758.02	**CDE Minimum Match %:**	43
Current Applicant Match:	$2,100,027.98	**Actual Match % Provided:**	43
Current Project Request:	$4,883,786.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$4,883,786.00	The District has been preparing for this project for several years. During Covid, the District was extremely diligent about its	

approach to spending federal ESSER dollars. The district plans to obligate the required match of $2,100,027.98 from remaining E

Affected Sq Ft:	336,627	**Escalation %:**	8
Affected Pupils:	2,516	**Construction Contingency %:**	10
Cost Per Sq Ft:	$14.51	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$2.30	**Historical Register?**	No
Hard Costs Per Sq Ft:	$12.21	**Adverse Historical Effect?**	No
Cost Per Pupil:	$1,941	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	184	**Is a Master Plan Complete?**	No
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

No financing or utility savings will be required to fund the proposed project.

Financial Data (School District Applicants)

District FTE Count:	3,184	**Bonded Debt Approved:**	$31,222,888
Assessed Valuation:	$309,198,470	**Year(s) Bond Approved:**	13,21
Statewide Median: $121,995,375			
PPAV:	$97,110	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$8,249,336	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$61,173	**Outstanding Bonded Debt:**	$16,940,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	43.50%	**Total Bond Capacity:**	$61,839,694
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	8.967	**Bond Capacity Remaining:**	$44,899,694
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$1,947.84		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

WIGGINS RE-50(J) - Wiggins ES and Event Center HVAC - Wiggins ES - 1964

District:	Wiggins RE-50(J)
School Name:	Wiggins ES
Address:	415 Main Street
City:	Wiggins
Gross Area (SF):	43,779
Number of Buildings:	3
Replacement Value:	$11,111,552
Condition Budget:	$3,402,447
Total FCI:	0.31
Adequacy Index:	0.21

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,779,886	$633,416	0.36
Equipment and Furnishings	$169,207	$190,708	1.13
Exterior Enclosure	$1,510,007	$10,829	0.01
Fire Protection	$13,244	$471,028	35.56
HVAC System	$1,959,859	$1,123,076	0.57
Interior Construction and Conveyance	$2,141,741	$1,136,143	0.53
Plumbing System	$607,690	$159,881	0.26
Site	$1,499,206	$133,867	0.09
Structure	$1,430,711	$0	0.00
Overall - Total	$11,111,552	$3,858,948	0.35

WIGGINS RE-50(J) - Wiggins ES and Event Center HVAC - Wiggins MS/HS - 2002

District:	Wiggins RE-50(J)
School Name:	Wiggins MS/HS
Address:	201 Tiger Way
City:	Wiggins
Gross Area (SF):	86,791
Number of Buildings:	1
Replacement Value:	$28,422,804
Condition Budget:	$3,472,777
Total FCI:	0.12
Adequacy Index:	0.06

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$4,399,375	$1,531,550	0.35
Equipment and Furnishings	$1,643,306	$148,972	0.09
Exterior Enclosure	$3,673,844	$513,117	0.14
Fire Protection	$1,031,706	$0	0.00
HVAC System	$2,507,517	$722,942	0.29
Interior Construction and Conveyance	$4,238,268	$539,299	0.13
Plumbing System	$1,552,982	$0	0.00
Site	$4,381,677	$16,898	0.00
Structure	$4,994,128	$0	0.00
Overall - Total	$28,422,804	$3,472,778	0.12

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: WIGGINS RE-50(J) **County:** Morgan

Project Title: Wiggins ES and Event Center HVAC **Applicant Previous BEST Grant(s):** 3

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $1,164,771.44

If Yes, please explain why:

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

The current Wiggins Elementary School was constructed in 1964. In 1974 an additional wing was added to make room for additional student classrooms. The addition had an open floor plan with a library in the middle. As instructional practices changed, the district asked the voters to vote on a bond that would allow for a remodel to the wing constructed in 1974. The voters approved and the remodel took place in 2002. In 2013 the district was awarded the BEST grant to replace the roof on the current elementary school. In 2017 the district was once again awarded the BEST grant to attach a safe and secure entrance onto the elementary school. This safe entrance encompassed a much needed nurses station, administration office, and circulation desk for student pick up and drop off.

Part of the 2002 bond went toward a dedicated gym and cafetorium. This building, known as the "Event Center" was completed in 2003. In 2016 the voters of Wiggins supported another bond project. A new 72,000 sqft secondary building housing 7-12 grade was attached to the "Event Center".

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

Wiggins School District has gone through a complete overhaul beginning in 2002. Wiggins constituents understand the value of education and support the district in its mission to provide each student with a safe, secure, and positive learning experience. This support is seen through the passing of three bond initiatives in a 19 year span. In 2002 the community members voted to remodel the elementary school, turn a metal building used for locker rooms, weights class, and wrestling practice into a middle school, and to build a much needed gym, cafeteria, weight room, wrestling room, and stage area.
In 2016 voters approved a new 530 student secondary building complete with 20 classrooms, a theater, Ag shop, greenhouse, and auxiliary gym attached to the "Event Center".
This bond also funded the remodel of the middle school, turning this space into administrative offices and updated classrooms.
The remodeled Middle School maintained and updated five classrooms for spill over from the current elementary school and the secondary building due to growth while converting three classrooms into the districts central administrative offices.
Wiggins School District secured a $631,274 BEST grant in 2013 for a new roof on the current elementary school. In 2017 the district purchased an HVAC unit on the gym of this building, replacing a failing unit.
Wiggins Elementary School was awarded a BEST grant in in 2018. This grant was granted for a safe and secure entrance on the elementary school. The new area has built in bollards in front of the main entrance, a heated vestibule, main office complete with a nurses clinic, receptionist area, principals office, and windows allowing for excellent visibility.

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☑ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

BEST FY2023-24 GRANT APPLICATION SUMMARIES

II.C. General background information about the district / school:

Wiggins School District RE-50J is a rural school district in Northeast Colorado. In 2016 the town of Wiggins welcomed a 350 home development that began to build and sell homes. Numerous other developments have been popping up both in and outside of city limits luring more families to move into the district. Since 2016 the school district has grown by more than 300 students. Although available housing has played a part in getting people to move to Wiggins, the districts history of high achievement has attracted many of the new families.

Do to the amount of growth the district has seen over the past five years, the elementary school has reached its building capacity. Noticing the need for more classrooms, the community voted to build a new 3-6 building allowing for K-2 students to stay in the current elementary. The current elementary building is in great shape but needs new HVAC units.

The other building that needs new HVAC units was built in 2002 and is referred to as the "Event Center". This building connects directly to the secondary school, which was built onto the "Event Center" in 2018. This portion of the secondary building consists of a weight room, gym, cafeteria, storage area, and four locker rooms. Students use these areas during the instructional day for physical education classes, class meetings, and to eat lunch. These spaces are also used for middle school and high school sports practices, dances, club dinners, movie nights, interscholastic sports games, concerts, and community meetings. The district also offers access to the weight room and gym for community members who pay a monthly fee. Individuals are allowed to enter the space in the morning before 6:00 a.m. and in the evening after 6:00 p.m. for weight lifting, running, and to run youth sports practices.

II.D. Deficiencies associated with this project:

The existing rooftop units have passed their usable life, most of them were installed in 2003, making them approximately 20 years old. They have become both a maintenance, educational, and health and safety concern due to their failures and required upkeep. We have had major break downs of compressors as well as condenser coils, the condenser coils are not possible to solder and repair due to the complexity of the routing through the front of the cabinets, The compressors have failed twice in certain large machines, which serves 4-5 class rooms. The health of the students through COVID, and illness transmission was in question with the failures due to the inability of cleaning through the filtration of the HVAC's system that were down for long periods of time. The long period of time being down is due to the large commercial systems that Morgan county has no companies local that can handle and service these commercial machines. The repairs are scheduled with companies that are between 45 and 70 miles away. If the need to move that many students, (64-80 students for comfort reason) there is a great burden to find enough room for them. Last year with record temperatures. and with school activity starting the first week of August, the cooling season has increased in duration to close to 3 months of school in the fall, as well as 2 months in the spring.

II.E. Diligence undertaken to determine the deficiencies stated above:

Wiggins RE-50J has had a licensed architect and engineer inspect the existing conditions, make recommendations, and create a construction set of documents. Hord Coplan and Macht Architects have thoroughly investigated the facility and deficiencies along with code requirements. Envision Engineers have investigated the mechanical system and conclude that the units are at the end of their useful life. HCM has designed the door and RTU replacement and coordinated the architectural finishes that will be impacted by the unit replacement. The school district's maintenance staff has also recommended an end of life replacement and several mechanical contractors have done site investigations as well.

II.F. Proposed solution to address the deficiencies stated above:

The proposed work completed in this BEST grant is to replace 10 rooftop units at the elementary school and 11 units at the Event Center. The team also considered alternative mechanical systems however the extent of the additional architectural impacts and renovations required, lack of existing ceiling space and other infrastructure upgrades required to accomplish this would make any energy savings payback unviable.
There are ten (10) rooftop units that will be replaced as part of the scope at the elementary school and there are (11) RTUs at the gymnasium and locker room (event center). The existing elementary gymnasium unit was recently replaced and remain in place. The existing units will be replaced with like for like capacity and tonnage. CO detection will be added to the existing units at the school as part of the 2021 IEBC 308.1.
The existing gymnasium unit was recently replaced and remains in place. The existing units will be replaced with like for like capacity and tonnage. CO detection will be added to the existing units at the school as part of the 2021 IEBC 308.1.

RTU system summary:
o RTU-1: A 5400 cfm/15-ton VAV air handler will be located on the roof above the corridor of the south facing 2nd grade classrooms. The unit will serve the south facing 2nd grade classrooms.
o RTU-2: A 4,000 cfm/ 10- ton single zone VAV air handler will be located on the roof above the restroom group E109/E110. The unit will serve the east facing 1st grade classrooms and hallway.
o RTU-3: 2,400 cfm/7.5-ton will be located on the NE part of south section of roof and will serve the north facing library.
o RTU-4: 1,800 cfm/5- ton will be located on the NE part of the south section roof and will serve the workrooms.
o RTU-5: 6,800 cfm/15-ton will be centrally located on the south section of roof and will serve the music, small group/sped, fl ex 3, and the north facing art and 1st grade classrooms.
o RTU-6: 4,800 cfm/12.5-ton in the middle of the north section of roof and will serve the kindergarten classrooms.
o RTU-7: 4,000 cfm/12.5-ton is located on the north section of roof and will serve the fl ex kindergarten, and flex 2.
o RTU-8: 3,600 cfm/10-ton is located on the east side of the north section of roof and will serve the STEM classroom and nearby offices.
o RTU-10; 2,000 cfm/5-ton is located on the south side of the building and serves offices near the kitchen area.
o RTU-11; 1,600 cfm/ 4 tons is located on the north side of the building and the preschool room

II.G. Due diligence undertaken in defining the stated solution:

HCM and Envision Engineers started their investigations in summer of 2021. They gathered all of the data from the existing units and then solicited different unit manufacturers to find viable replacement options. During this investigation, they noted areas that will be impacted architecturally and involved a structural engineer to evaluate the weight of the new units and the adequacy of the existing structure. Wiggins RE- 50J hired a construction manager to assist with the process. The CM was hired through a competitive process during the last project. The CM (AP) solicited multiple contractors to bid on mechanical equipment. The mechanical vendors did a site walk and investigation prior to bidding, and Wiggins chose the most competitive contractor to work with. As the drawings were finished the contractors compared cost and lead times from multiple vendors and ultimately all RTUs would have to wait until 2023 based on lead times, so the most competitive vendor has been through the submittal process. The drawings for the elementary school have been through the permitting process and all of the architectural and structural impacts have been coordinated and evaluated.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

This project is urgent as the RTUs are currently under constant watch due to failure. If this project doesn't happen, there may be periods where students cannot attend class in these areas while RTUs are down, There was a time for a 3 week period in the fall of 2022 where HVAC was down and there was no other place to move the children, each class had a large fan which hindered education with noise and discomfort, with a few students becoming flush and dizzy, ultimately having to be moved to the sick area for rehab. Waiting for parts that are difficult to find in a timely manner is becoming more of a challenge.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Wiggins School District Board of Education and Wiggins City Council have come to an agreement on fees in lieu of land. The sum determined through a thorough investigation completed by Great Western Demographics is $1,080 per residential home and $820 per apartment unit. Currently the school has been paid nearly $40,000 of fees to be used for only capital improvement projects.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The district will maintain the RTUs in accordance with the manufacturer's recommended maintenance schedules. The RTU's have a variety of inspections and maintenance that are required every year, right now they are estimated to need approximately $15,600/ year for maintenance and inspections. The proposed RTU's have a 1-year factory warranty.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

After the budget cuts of 2010 Wiggins School District stopped placing per pupil money into capital reserves until 2018. During these years the district encouraged staff to save 2-3% of their yearly budgets. The money remaining at the end of each year was then placed into the Reserve Account. The district was able to place between $12,000 and $70,000 depending on the year into the Reserve Account. In 2018 the BOE voted to place $100,000 per year into the Capitol Improvement Account. Wiggins

School District was able to place $100,000 into this account through 2021 then voted in August of 2022 to increase this number to $150,000 per year. Currently the district has $550,000 in its Capital Improvement Account.
Noticing how city growth is impacting the school, the town board and school board came together to discuss implementing impact fees for all new building projects. Beginning in 2021, all new residential homes began to pay the district $1080. The district has acquired nearly $40,000 from impact fees in this short time. This money can only be used for capitol improvement projects.
With Bond proceeds from the 2016 bond the district was able to take care of some facility needs. The district was able to purchase 13 acres for future growth, build a baseball field, and a physical education field for the students. The district also retained $850,000 to be matching funds for this HVAC project.
Wiggins School District has over $3,500,000 in it's Reserve Account. These funds have been accrued to help fund teacher salaries if the budget doesn't allow for staff to move up a step and to help fund facility maintenance projects.
When the new 3-6 Elementary school is built, the district is anticipating to have nearly $1,000,000 in bond proceeds. This money will be used to update the K-2 playground, refinish parking lots, repaint the K-2 classrooms, and purchase new flooring for the K-2 building.

III.T. How did you arrive at the estimate for this project?

The estimate is bid from multiple subcontractors and construction documents. Adolfson and Peterson aided in the process.

III.U. Who will be overseeing the project, if known at the time of application?

An external consultant will be the Owner's Representative. They will be someone with experience in this type of work and they will be responsible for coordinating all work between architect and CMGC.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The primary consultants have already completed their contract documents and they were utilized based on a competive proposal stage for other projects. The same is true of the CMGC, all work has been competitively bid among multiple subcontractors and vendors.

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

While relevant to the project, Wiggins School District does not anticipate savings due to having new HVAC units installed.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The plan for the current elementary is to continue to educate children in these spaces for many years to come. The building will be used for students in grades K-2 with plenty of space for STEM, music, and art classes. The children will be housed in one secure location without needing to travel to another building for specials classes.
The Event Center will continue to serve its role as the cafeteria, main gym for physical education and sporting events, and community center. This space will be used for both the school district and act as a community center housing town recreational and club volleyball, basketball, and weight training activities.

Current Grant Request:	$1,263,764.92	**CDE Minimum Match %:**	56
Current Applicant Match:	$1,608,428.08	**Actual Match % Provided:**	56
Current Project Request:	$2,872,193.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$2,872,193.00	With Bond proceeds from the 2016 bond the district was able to take care of numerous facility needs including retaining $850,000 to be matching funds for this HVAC project. Wiggins School District has also placed $150,000 from ESSER funds to go toward th	

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Affected Sq Ft:	67,068	**Escalation %:**	4
Affected Pupils:	862	**Construction Contingency %:**	3
Cost Per Sq Ft:	$42.83	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$4.80	**Historical Register?**	No
Hard Costs Per Sq Ft:	$38.03	**Adverse Historical Effect?**	No
Cost Per Pupil:	$3,332	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	151	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	781	**Bonded Debt Approved:**	$60,900,000
Assessed Valuation:	$305,651,780	**Year(s) Bond Approved:**	16,21
Statewide Median: $121,995,375			
PPAV:	$391,360	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$7,533,404	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$90,341	**Outstanding Bonded Debt:**	$26,280,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	32.20%	**Total Bond Capacity:**	$61,130,356
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	14.695	**Bond Capacity Remaining:**	$34,850,356
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$3,108.93		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

Chavez Huerta K-12 Preparatory Academy - Cesar Chavez ES Roof & HVAC Replacement - Cesar Chavez Academy - 1954

District:	Pueblo City 60
School Name:	Cesar Chavez Academy
Address:	2500 W 18TH STREET
City:	PUEBLO
Gross Area (SF):	84,300
Number of Buildings:	15
Replacement Value:	$16,561,980
Condition Budget:	$8,784,022
Total FCI:	0.53
Adequacy Index:	0.26

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,621,198	$2,005,045	0.76
Equipment and Furnishings	$351,334	$224,968	0.64
Exterior Enclosure	$1,941,094	$1,056,500	0.54
Fire Protection	$2,300	$633,078	275.25
HVAC System	$1,294,867	$1,434,526	1.11
Interior Construction and Conveyance	$3,246,562	$2,291,883	0.71
Plumbing System	$1,001,747	$410,959	0.41
Site	$1,729,866	$1,291,103	0.75
Special Construction	$1,483,045	$0	0.00
Structure	$2,889,966	$69,030	0.02
Overall - Total	$16,561,980	$9,417,092	0.57

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: Chavez Huerta K-12 Preparatory Academy **County:** Pueblo

Project Title: Cesar Chavez ES Roof & HVAC Replacement **# of Previous BEST Grant(s):** 1

Has this project been previously applied for and not funded? No **Total Amount of Previous Awards:** $30,135,956.61

If Yes, please explain why:

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

The CCA Elemetary campus is the former District 60 Hyde Park Elementary school that was closed and shuttered in 1992-93. In 1994, CHPA started it predecessor Cesar Chavez Academy Charter School. CHPA has a contract with Pueblo D60, its charter authorizer, to utilize the facility with not rent with the mandate CHPA maintain and insure the facility. The building has had numerous upgrades as the result of COVID and overall capital maintenance needs. All of the flooring, windows, electrical, bathrooms and administration areas have been upgraded. The roof has been partially replace above the gym and the cafeteria. However, the balance of the roof is the original roof that has been patched an maintained since the inception of CCA-CHPA. Some of the HVAC units have been replaced. However, there is a group of four units 19,20,21.&22 have been problem units due to their extended age. The tunits are 27 years older. They make a great deal of noise for the class rrooms there currently serve.

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

The building has had numerous upgrades as the result of COVID and overall capital maintenance needs. All of the flooring, windows, lighting, electrical, bathrooms and administration areas have been upgraded. The roof has been partially replace above the gym and the cafeteria in 2021. However, the balance of the roof is the original roof that has been patched an maintained since the inception of CCA-CHPA. In 2020, CHPA desired to purchase the building that was appraised for $3.2 million. All of the value has been added by CHPA. Due to a reverter clause CHPA elected not to but the building. Some of the HVAC units have been replaced. However, there is a group of four units 19,20,21.&22 have been problem units due to their extended age. The units are 27 years older. They make a great deal of noise for the class rrooms there currently serve.

II.A. Project Type:

☐ **New School**	☑ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☑ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

n/a

n/a

II.C. General background information about the district / school:

Chavez Huerta Preparatory Academy in Pueblo, Colorado is a public k-12 charter school, celebrating its 20th anniversary, as it was established in 2000. CHPA is authorized under Pueblo School District 60. The CHPA student population is 996 students as of the FTE count in October 2022. The entire K-12 program is housed in three academies and seventeen (17) different buildings on two campuses that are adjacent to each other, separated by 18th Street. Currently, CHPA has three permanent academies - the Cesar Chavez Elementary Academy (CCA), Ersilia Cruz Middle School (ECMS), and the Dolores Huerta Preparatory Academy (DHPH). CCA and ECMS are housed in the south campus, while DHPH is located on the northern campus. CHPA serves approximately 6.7% of the entire District 60 14,421 student FTE count. CHPA serves a student population were 80% of its students are on free and reduced lunch and 85% Hispanic. The CCA Elementary campus serves annually approximately 400 K-5 students. Currently, CHPA serves 996 students in 2022-2023. Now that the new transistionl

Middle school is Open CHPa anticipates growing to 1050 students in 2023-2024.

II.D. Deficiencies associated with this project:

Due to the age of the roof and the HVCA units on the north section of the elementary building both of these capital assets need to be replaced. The current roof was installed in 2003 when CCA remodel the administration-office area. Some of the CCA Elementary School HVAC units have been replaced over the past 15 years. However, there is a group of four units 19,20,21,&22 on the northern most section of the roof that have been problem units due to their extended age. The units are 27 years older. They make a great deal of noise for the class rrooms there currently serve. The roof covering is a ballasted built-up roofing system with deck insulation. This system is approaching the end of its useful life and should be budgeted for repair/replacement. There are several areas if the roff deck that are heaving and some soft spots exits. This indicates an upgraded is needed. In 2019, CHPA installed a spray covering over the roof area to delay replacement. The patch does not appear to work since the roof still has nail protruding out with RUST. Each year when it rains or when we have a big snow storm the roof has severe leaks in many classrooms, conference areas, Library and media center.

II.E. Diligence undertaken to determine the deficiencies stated above:

In 2018 CHPA and its maintenance team previewed the facility. It was apprent then the roof was approaching a need for a new roof. After reviewing the roof with Drury Brothers, rooing, A&K Roofing and Bauen Roofingit became apparent the CCA Elementary campus roof needs to be replaced. Due to the COVID issue the roof was ignored for a year or so. After the COVID issue CHPA had numerous leaks and running water down the wall in the classroom pod. As a result, in 2022 and early 2023, CHPA had three roofing contractor review the status of the roof; most recently in Ocotober 2022 and December 2022 to assess the condition. The roofs nails are popping out and are rusting. During this same period the HVA units on the end of the building. CHPA has ultilized a HVAC consultant to review the heating and cooling for the classrooms. After the review by the contractor it became apparent these units need to be replaced.

II.F. Proposed solution to address the deficiencies stated above:

install a new roof for this building are to eliminate the inherent water issues issues with a leaking roof in in classrooms and breakout room. The roof decks are separated where the can be repaired in sections. Install four new HVAC units for the current 19, 20 , 21 &22 units. The HVAC system has had many repairs for maintenance over the past four years. The units are at least 27 years old and the maintenance team beilives our authorizer D60 provided these untit at the time th charter school was beginning in 1996-97. The units are make a great deal of noice when the wind blow, which most of the springs months. The overall wear and tear due to the age of the units are causing repairs to be more expensive. In the fall of 2022 CHPA refreshed each of the units with belts and grease to extend the useful life of the hvac units.

II.G. Due diligence undertaken in defining the stated solution:

CHPA has had roofing and HVAC consultants and contractor on campus to review the status of the roof, the roof deck and the hvac units on several occasion. Prior to the COVID issues in 2020, the roof and Hvacc units were inspected. Based the overall assessment from the contractors it was apparent the roof needed to be repaired. In 2021, District 60 passed a $218 million bond and CHPA recevied $1 million. The roof was a scheduled project that was submitted to D60. Due to the price tag of the new roof the overall roof replacement was delayed until funds became available. This year CHPA planned to use its remaining funds for the BEST grant required match. to replace the roof, and four roof tops.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

Due to the age and condition of the CCA elementary roof and the working conditon of the hvac units the roof and will need to be replaced soon. The city of Pueblo does receive to much rain or snow. However, whrn it does CHPA will have 6-12 staff members call and notify the maintenance team it needs a cleanup or a bucket to collet the rain and keep student/staff away from the area. If the BEST grant is not obtained CHPA will have to arrange and bandid fix keep the roof from leaking and find some parts that will extend the useful life of the four HVAC units. CHPA would prefer to obtain the BEST grant to install a new roof on the leased building since the authorizer does not review the D60 asset.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

CHPA has its match avaliable from the Pueblo School District 60 bond 2019 funds. No other sources have been obtained

beyond the bond funds.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

CHPA will continue to maintain the facility on behalf of Pueblo District 60. Our on site maintenance & facilities team will continue to maintain these assets in optimum condition. Each year in late spring CHPA will continues to address facility and capital improvement through its annual budgeting process. Capital funds are being set aside for future replacement of these assets through budget reserves. The roof will have a 20 year warranty so this will keep the over maintenance costs down during the warranty period.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Each year the CHPA leadership team assesses its capital needs during its budgeting process. These recommendations are proposed to the Board of Directors. All capital expenditures are securitized a second time by the CEO, the CFO and the board ofdirectors to detemine the rationale for replacement or addition due to the per pupil revenue that may be utilized in place of spending these funds on education needs for the students. Annually funds are set aside for capital needs through the use of budget reserves.

III.T. How did you arrive at the estimate for this project?

A contactor/HVAC consultant provided a review and estimate replacement budget for the roof and the HVAC units. The contingencies were the added to the overall project budget

III.U. Who will be overseeing the project, if known at the time of application?

Teh internal Operations and Facilites director will manage the completion of the project. The Grant manager will orchestrate the RFP, invoicing and commissioning process.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

CHPA will use and RFP process to select and vendors or contractors needed for the project if awarded.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

CHPA plan to continue using the CCA building for its current elementary campus until the transitional new building is vacated by the current middle school in June 2024. The new BEST middle school and remodel DHPH high school will open in then. Once all of the moving of campus has been completed CHPA plan to use the building for the 3-4 year preschool program, administration space and a training center.

Current Grant Request:	$892,535.56	**CDE Minimum Match %:**	12
Current Applicant Match:	$121,709.40	**Actual Match % Provided:**	12
Current Project Request:	$1,014,244.96	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$1,014,244.96	CHPA has set aside $2.5 million of captial improvement previosu bond funds to address captial needs for its capital assets.	
Affected Sq Ft:	22,502	**Escalation %:**	10
Affected Pupils:	385	**Construction Contingency %:**	2
Cost Per Sq Ft:	$45.07	**Owner Contingency %:**	2
Soft Costs Per Sq Ft:	$0.53	**Historical Register?**	No
Hard Costs Per Sq Ft:	$44.54	**Adverse Historical Effect?**	No

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Cost Per Pupil:	$2,634	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	142	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

n/a

Financial Data (Charter Applicants)

Authorizer Min Match %:	17	**CECFA or financing attempts:**	1
< 10% district bond capacity?	Y	**Enrollment as % of district:**	7
Authorizer Bond Attempts:	1	**Free Reduced Lunch %** Statewide Avg: 42.17%	77.3
Authorizer MLO Attempts:	0	**% of PPR on Facilities:**	14.48
Non-BEST Capital Grants:	1	**FY22-23 CSCC Allocation:**	$364,381.69
3yr Avg OMFAC/Pupil: Applicants Median: $2,381	$10,829.04	**Unreserved Fund Bal 20-21:** Charter Applicant Median: $437,755.50	$1,961,404.20

Who will facility revert to if school ceases to exist? The facility would revert to Pueblo School District 60 since D60 is the CHPA authorizer

● Campuses Impacted by this Grant Application ●

PUEBLO COUNTY 70 - DW Fire Alarm Upgrades - Avondale ES - 1972

District:	Pueblo County 70
School Name:	Avondale ES
Address:	213 Highway 50 East
City:	Avondale
Gross Area (SF):	39,570
Number of Buildings:	1
Replacement Value:	$26,661,820
Condition Budget:	$22,395,537
Total FCI:	0.84
Adequacy Index:	0.23

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,008,886	$1,769,663	0.88
Equipment and Furnishings	$506,108	$629,613	1.24
Exterior Enclosure	$2,225,259	$365,877	0.16
Fire Protection	$247,581	$520,405	2.10
HVAC System	$13,587,231	$14,801,606	1.09
Interior Construction and Conveyance	$2,318,840	$2,047,437	0.88
Plumbing System	$704,127	$666,329	0.95
Site	$3,534,772	$1,806,536	0.51
Structure	$1,529,018	$1,072	0.00
Overall - Total	$26,661,820	$22,608,538	0.85

PUEBLO COUNTY 70 - DW Fire Alarm Upgrades - Beulah School of Natural Sciences - 1959

District:	Pueblo County 70
School Name:	Beulah School of Natural Sciences
Address:	8734 SCHOOLHOUSE LANE
City:	BEULAH
Gross Area (SF):	40,900
Number of Buildings:	1
Replacement Value:	$14,987,913
Condition Budget:	$10,966,792
Total FCI:	0.73
Adequacy Index:	0.17

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,415,292	$2,650,442	1.10
Equipment and Furnishings	$732,729	$821,266	1.12
Exterior Enclosure	$1,567,709	$423,179	0.27
Fire Protection	$13,331	$507,118	38.04
HVAC System	$2,561,537	$3,164,015	1.24
Interior Construction and Conveyance	$2,403,719	$2,104,009	0.88
Plumbing System	$873,227	$991,315	1.14
Site	$1,757,419	$791,065	0.45
Structure	$2,662,951	$5,176	0.00
Overall - Total	$14,987,913	$11,457,585	0.76

● Campuses Impacted by this Grant Application ●

PUEBLO COUNTY 70 - DW Fire Alarm Upgrades - Craver MS - 1976

District:	Pueblo County 70
School Name:	Craver MS
Address:	4850 Crow Cut Off Road
City:	Colorado City
Gross Area (SF):	40,000
Number of Buildings:	1
Replacement Value:	$15,699,929
Condition Budget:	$10,678,125
Total FCI:	0.68
Adequacy Index:	0.17

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,972,350	$2,077,774	1.05
Equipment and Furnishings	$1,148,581	$1,054,044	0.92
Exterior Enclosure	$1,276,452	$271,071	0.21
Fire Protection	$14,985	$483,219	32.25
HVAC System	$3,423,870	$2,811,398	0.82
Interior Construction and Conveyance	$2,136,463	$2,092,727	0.98
Plumbing System	$913,538	$990,139	1.08
Site	$2,053,502	$1,330,655	0.65
Structure	$2,760,187	$32,093	0.01
Overall - Total	$15,699,929	$11,143,120	0.71

PUEBLO COUNTY 70 - DW Fire Alarm Upgrades - Liberty Point ES -1974

District:	Pueblo County 70
School Name:	Liberty Point ES
Address:	386 East Hahns Peak Avenue
City:	Pueblo West
Gross Area (SF):	50,600
Number of Buildings:	1
Replacement Value:	$14,461,462
Condition Budget:	$6,968,857
Total FCI:	0.48
Adequacy Index:	0.12

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,493,673	$2,352,045	0.94
Equipment and Furnishings	$420,194	$308,046	0.73
Exterior Enclosure	$1,571,455	$112,504	0.07
Fire Protection	$29,712	$557,421	18.76
HVAC System	$1,348,869	$72,034	0.05
Interior Construction and Conveyance	$4,087,034	$2,446,420	0.60
Plumbing System	$915,462	$634,959	0.69
Site	$1,622,179	$1,008,357	0.62
Structure	$1,972,884	$0	0.00
Overall - Total	$14,461,462	$7,491,786	0.52

● Campuses Impacted by this Grant Application ●

PUEBLO COUNTY 70 - DW Fire Alarm Upgrades - North Mesa ES - 1934

District:	Pueblo County 70
School Name:	North Mesa ES
Address:	28881 Gale Rd
City:	Pueblo
Gross Area (SF):	51,200
Number of Buildings:	2
Replacement Value:	$16,832,582
Condition Budget:	$8,542,513
Total FCI:	0.51
Adequacy Index:	0.17

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,250,533	$2,111,086	0.94
Equipment and Furnishings	$536,274	$534,908	1.00
Exterior Enclosure	$2,810,726	$959,033	0.34
Fire Protection	$23,441	$553,722	23.62
HVAC System	$1,347,912	$468,966	0.35
Interior Construction and Conveyance	$3,401,471	$2,173,312	0.64
Plumbing System	$938,126	$751,012	0.80
Site	$3,376,793	$1,492,516	0.44
Structure	$2,147,305	$35,549	0.02
Overall - Total	$16,832,582	$9,080,104	0.54

PUEBLO COUNTY 70 - DW Fire Alarm Upgrades - Rye ES - 1965

District:	Pueblo County 70
School Name:	Rye ES
Address:	8120 Highway 165 West
City:	Rye
Gross Area (SF):	38,760
Number of Buildings:	1
Replacement Value:	$13,555,806
Condition Budget:	$5,304,683
Total FCI:	0.39
Adequacy Index:	0.27

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,872,673	$1,254,038	0.67
Equipment and Furnishings	$367,139	$338,620	0.92
Exterior Enclosure	$2,012,270	$278,451	0.14
Fire Protection	$12,537	$416,805	33.25
HVAC System	$1,066,441	$0	0.00
Interior Construction and Conveyance	$2,227,832	$1,772,771	0.80
Plumbing System	$560,552	$475,675	0.85
Site	$2,581,056	$1,119,478	0.43
Structure	$2,855,306	$50,728	0.02
Overall - Total	$13,555,806	$5,706,566	0.42

● Campuses Impacted by this Grant Application ●

PUEBLO COUNTY 70 - DW Fire Alarm Upgrades - Rye HS - 1960

District:	Pueblo County 70
School Name:	Rye HS
Address:	1 High School Drive
City:	Rye
Gross Area (SF):	71,578
Number of Buildings:	2
Replacement Value:	$27,746,575
Condition Budget:	$8,437,172
Total FCI:	0.30
Adequacy Index:	0.16

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,618,398	$2,732,900	0.76
Equipment and Furnishings	$1,522,937	$516,967	0.34
Exterior Enclosure	$2,602,539	$248,725	0.10
Fire Protection	$29,663	$787,351	26.54
HVAC System	$2,247,650	$167,483	0.07
Interior Construction and Conveyance	$4,859,982	$2,463,884	0.51
Plumbing System	$1,234,393	$979,216	0.79
Site	$7,025,331	$1,292,372	0.18
Structure	$4,605,682	$0	0.00
Overall - Total	$27,746,575	$9,188,898	0.33

PUEBLO COUNTY 70 - DW Fire Alarm Upgrades - South Mesa ES - 1965

District:	Pueblo County 70
School Name:	South Mesa ES
Address:	23701 E Preston Road
City:	Pueblo
Gross Area (SF):	47,550
Number of Buildings:	2
Replacement Value:	$17,537,927
Condition Budget:	$9,491,671
Total FCI:	0.54
Adequacy Index:	0.18

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,267,437	$2,266,346	1.00
Equipment and Furnishings	$552,025	$192,045	0.35
Exterior Enclosure	$2,689,618	$727,739	0.27
Fire Protection	$17,897	$553,365	30.92
HVAC System	$2,505,626	$1,285,159	0.51
Interior Construction and Conveyance	$3,285,595	$2,388,073	0.73
Plumbing System	$848,139	$849,301	1.00
Site	$3,427,862	$1,615,563	0.47
Special Construction	$133,553	$133,553	1.00
Structure	$1,810,176	$13,921	0.01
Overall - Total	$17,537,927	$10,025,065	0.57

● Campuses Impacted by this Grant Application ●

PUEBLO COUNTY 70 - DW Fire Alarm Upgrades - Vineland ES – 1959

District:	Pueblo County 70
School Name:	Vineland ES
Address:	35777 Iris Road
City:	Pueblo
Gross Area (SF):	39,600
Number of Buildings:	2
Replacement Value:	$13,659,328
Condition Budget:	$7,306,732
Total FCI:	0.53
Adequacy Index:	0.19

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,913,345	$1,778,090	0.93
Equipment and Furnishings	$499,791	$587,919	1.18
Exterior Enclosure	$1,980,613	$611,024	0.31
Fire Protection	$17,589	$395,123	22.46
HVAC System	$1,076,121	$231,373	0.22
Interior Construction and Conveyance	$2,903,925	$2,014,192	0.69
Plumbing System	$706,376	$629,418	0.89
Site	$2,863,957	$1,333,384	0.47
Special Construction	$106,843	$106,843	1.00
Structure	$1,590,768	$15,529	0.01
Overall - Total	$13,659,328	$7,702,895	0.56

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: PUEBLO COUNTY 70 **County:** Pueblo

Project Title: DW Fire Alarm Upgrades **Applicant Previous BEST Grant(s):** 3

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $26,724,627.09

If Yes, please explain why:

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

District 70 has 27 schools, including eleven elementary schools, six middle schools, six charter schools, three high schools, and one alternative school. With the exception of the charter schools, the District owns all of the school buildings. All of the schools listed in this proposal were built prior to 1976, and four of the schools were built prior to 1960. Each of these buildings has been used solely as a District 70 school.

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

The following improvements have been completed during the last three years. Some were funded through the District 70 Bond 4A (2020) and some were completed as part of the District's facility matrix. Additionally, some upgrades were part of a $14.5M district wide self-funding Energy Performance Contract that allowed some of our schools to have their lighting upgraded to LED flat panel lighting fixtures.

Avondale Elementary:
New LED Lighting throughout the building
New TPO roof / Gutter system
New HVAC FCU installed / new controls
New Low E windows in the front entrance
New Paint in the classrooms
Paved parking lot and installed fence near traffic loop

Beulah K-8:
New TPO Roof and Gutters
Replaced roof top units
Replaced air handling units
New geodesic greenhouse
New ADA concrete parking lot south end of the building
New storm drains in the back of the building
Asbestos abatement in the elementary

Craver Middle School:
New LED lighting throughout the building
New paint in the cafeteria
New geodesic greenhouse
Installed window film
New TPO roof and gutters
Installed new HVAC and BAS systems
New VFDs

Liberty Point Elementary:
New paint in cafeteria and gym
New TPO roof and gutter
New VRF system for front office area
Corrected drainage in northwest corner of building

Installed new exterior facade panels
Installed VFDs on HVAC equipment

North Mesa Elementary:
New LED Lighting throughout the building
New TPO roof and gutter System
New HVAC and BAS systems
New RTU replacement on older units
Renovated ESS/audiology room
Paved the parking lot and added safety fence around parking lot

Rye Elementary:
New LED lighting throughout building
New Low E Windows replacing old single pane in office and front of school
New TPO roof and gutters
New paint in the cafeteria
New casework in 14 classrooms
Installed window film in select rooms
Upgraded classroom storage
Installed access controls on select doors
Upgraded electrical infrastructure

Rye High School:
New LED lighting throughout the building
New paint in the gym
New scoreboard auxiliary gym
Replaced garage door in the shop
Repaired water damage in outdoor restrooms
Repaired water-damaged wall and repainted
New concrete drainage by stadium
New TPO roof and gutters
New curb ramp at south-east entrance
New ADA ramp west entrance
Paved dirt parking lot
Upgraded gym A/V
Repaved behind press box
Installed window film in select rooms
Replaced older RTUs

South Mesa Elementary:
New LED lighting throughout the building
New exterior doors and closers
New playground equipment
New TPO roof and gutter system
New HVAC System
Upgraded electrical infrastructure
Secured roof access

Vineland Elementary:
New LED lighting throughout the building
New thermoplastic polyolefin (TPO) roof and gutter system
New access control for east doors

New outdoor classroom / landscaping
New sidewalk paths to outdoor classroom
New sidewalk in front of the school
New luxury vinyl tile (LVY) in front/north corridor
Replaced rooftop units (RTUs) with Building Automation Systems (BAS)

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☑ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☐ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

II.C. General background information about the district / school:

Pueblo County School District 70 (D70) serves a diverse population of approximately 10,400 students in three distinct geographic regions of Pueblo County: Pueblo West (suburban), Mesa (primarily rural), and rural mountain areas of Colorado City, Rye, and Beulah. These communities comprise the outside boundaries of city limits, encompassing the surrounding areas of Pueblo County. An approximate 45-minute drive separates each community served by the district. The district has 27 schools, including eleven elementary schools, six middle schools, six charter schools, three high schools, and one alternative school.

D70 has a strong history of academic success and currently has 1,173 employees, with 746 staff members dedicated to the instructional component of the district. Achievement is one of the district's core values and requires that everyone contributes and, to that end, all employees are valued. The large percentage of employees with more than 20 years of service with the District is a testament to the welcoming environment that D70 provides to all staff members.

District 70 is an accredited district, with 17 schools (excluding charter) earning a rating of Performance during the 2021-2022 academic year. District 70's graduation rate is well-above the state average at 90.3%, while the dropout rate is also far-below at 0.8%. D70 offers multiple opportunities for student enrichment, including concurrent enrollment; Career and Technical Education; Postsecondary Pathways; Academies of Manufacturing, Art, and Construction; School-to-Employment Program; and International Baccaulerate Diploma and Middle Years Program.

The district's maintenance department employs 26 full-time staff members, including one director and two supervisors (maintenance/grounds). The maintenance and custodial staff have an annual operating budget of $3,358,007. Their responsibilities include the general maintenance of district facilities and grounds. Within the maintenance team, the District employs 3 electricians, including one master electrician.

In 2020, this District successfully passed Bond 4A. These funds are helping to provide much-needed improvements to our district and schools.

II.D. Deficiencies associated with this project:

There are not any D70 schools with fire alarm panels that comply with current code regulations. Our systems have been grandfathered in and many of them have parts and wiring that date back to the original construction of the schools which, in some cases, is over 60 years. The District has been able to complete repairs as needed to keep the systems functioning, but the schools listed in this proposal are in dire need of replacement and have systems that are already obsolete or becoming obsolete.

As these systems are no longer manufactured, we are struggling to obtain parts for any needed repairs. The fire panels are no

longer supported and spare or replacement parts cannot be ordered for them; they are no longer manufactured and are not available. As noted by our local fire chief, our systems have caused numerous false calls and a system failure could result in the school being placed on fire watch or shut down until a new system is installed.

II.E. Diligence undertaken to determine the deficiencies stated above:

Under the direction of D70s new Director of Facilities and Maintenance, the District created a Facilities Matrix that includes a tiered system for replacement of the fire alarm panels within each of the District's schools. In creating this matrix, our electrician team members noted their difficulties in keeping the current fire panels operational. They cannot repair them, as spare and replacement parts are unavailable.

Members of the District Maintenance Department, in consultation with Johnson Controls, acted swiftly to identify the current status of each school's panel. This resulted in nine schools being placed into the top tiers of the matrix, as they are not in compliance with current code and they have Simplex systems that are obsolete or becoming obsolete. These systems were identified as high priority for a fire panel replacement.

Listed within the top tiers are the schools within this proposal: Avondale Elementary (1972), Buelah K-8 (1959), Craver Middle School (1976), Liberty Point Elementary (1985), North Mesa Elementary (1965), Rye Elementary (1960), Rye High School (1965), South Mesa Elementary (1959), and Vineland Elementary (1959). This proposal requests replacement panels for these schools. All remaining District schools have been placed in the matrix with a 3-year cycle of replacement for future tiers.

II.F. Proposed solution to address the deficiencies stated above:

A fire alarm control panel (FACP) is critical to any fire alarm system, as the control panel controls the fire alarm system. Without a well-functioning control panel, the pull stations, audible devices, and other fire alarm hardware will not operate as designed.

As the District is struggling to keep its current fire alarm panels operational, these devices must be replaced to ensure the safety and well-being of students and staff, and to ensure minimal disruptions to the school environment (ie. potential closures). These fire alarm systems have been grandfathered in, but they do meet current state or federal fire code requirements. The replacement for these systems is the 4010ES. When a panel is upgraded in a K-12 school building (Type E Occupancy), the State of Colorado and the local AHJ require the facility to be brought up to current code, which is a voice evacuation fire alarm system. The panel that is used for a voice activation upgrade is the Simplex 4100ES. To be in compliance with these requirements and to ensure the safety of our students and staff, the only solution is the replacement of the fire panels with the 4100ES model.

II.G. Due diligence undertaken in defining the stated solution:

During the creation of the D70 Facilities Matrix, the District's electricians noted the urgency of the fire panel replacements, as they are struggling to keep the fire alarm systems of many of our schools functioning. As the panels fail, they are unable to order spare or replacement parts for these aged systems.

Upon identification of this problem, the new D70 Facilities Director contacted Johnson Controls International (JCI), the proprietor of the Simplex Fire Alarm Systems. Collaboratively, these entities participated in a site analysis of our schools. It was determined that nine schools have very aged systems that are obsolete or becoming obsolete. Replacement parts are unavailable for these systems, which are not in compliance with current fire alarm code requirements.

As part of their analysis and in collaboration with the District facilities/electrician team and technology staff, JCI designed the electrical plans needed to upgrade these systems. They noted the best placement of the systems, identified all deficiencies, and outlined work and equipment needed. JCI and our Facilities Director coordinated a bid walk, which occurred in October 2022 and included 3 local vendors: Adams Electric, Harrison Electric, and Pueblo Electric.

District administration has also had multiple conversations with our local fire chief, regarding the inability of the District to repair or replace these aged systems. The fire chief expressed dire concern regarding the fire prevention and safety standpoint, noting that these systems could and have gone down or had system failures or malfunctions. He also noted that these systems have caused numerous false calls. He supports our proactive approach to remedying this situation prior to him

having to shut a school down for a system failure that could lead to something worse.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The significant deterioration of the fire panels within District 70 is of the highest priority and urgency, specifically within the schools listed in this proposal. These systems have entered an "end of life" stage and are no longer supported. The systems continuously need repairs and updates, and the maintenance staff and electrician team are struggling to keep the systems functioning. Due to the age of the systems, we are unable to purchase replacement parts, as they are no longer manufactured.

Most of these panels were installed during the construction of the school building, and have surpassed their useful life. As these systems continue to deteriorate, they will routinely create new maintenance issues for our already-stretched staff to deal with. The safety of our students and staff is of utmost importance and these safety issues must be dealt with as quickly as possible.

The District needs financial support to replace these systems. Should this project not be awarded and a fire panel fails, the school would be placed in a fire watch situation, or possibly even shut down, until a new system is installed. The identified fire panels must be replaced as quickly as possible, as they are among the most dire safety needs and concerns within District 70.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

The District is not aware of, and has not pursued, any grant or other funding opportunities for this project. The District will be able to allocate matching funds within its voter-approved 2020 Bond 4A.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The District's Facilities Matrix outlines the necessary preventative and proactive care of all district buildings. This plan ensures that the capital improvement needs of all buildings are completed and addressed in a fair and equitable manner, while addressing any emergent needs. It is the responsibility of the Director of Facilities and Maintenance, along with the Facilities Supervisor and the Grounds Supervisor, to make sure that this matrix is followed with fidelity and that any revisions or additions to District facilities are incorporated and documented within the plan.

The newly-installed fire panels will have a one-year unconditional warranty for parts and labor. Once installed, annually, a qualified technician will test each device to ensure functionality of the system. Preventative maintenance inspections will also be performed by the district's electricians two times per month. These checkups will test the systems and identify any potential problems or maintenance needs. Any required work will be completed by the D70 electrician team or, when necessary, in collaboration with JCI. These tasks will ensure a program of routine, emergency, and preventative maintenance of all district facilities, which will allow D70 to extend the working life of these systems and prioritize the safety of students and staff.

Once installed, budgeted funds currently used in a reactive manner will be reallocated into a system specific to the upkeep and replacement of the fire panels. The proactive upkeep of these systems will build additional cash reserves for unexpected repairs to other school systems and for replacement parts after warranties expire. These funds will remain in the district's operations and maintenance budget to be allocated to proactive measures, addressing deferred maintenance, and increased support for facilities and maintenance staff.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Approximately 10,400 students are enrolled in District 70. D70 budgets $404/FTE (districtwide) towards planned, as well as, unexpected capital outlay projects, which are primarily dedicated to the proactive upkeep of current, preventative maintenance plans of new systems and unanticipated emergency repairs throughout the year. In order to keep the Facilities Matrix accurate and to prepare for upcoming capital projects and facility needs, district collaboration includes facilities and

maintenance department personnel, central office administrators, school board members, and principals.

III.T. How did you arrive at the estimate for this project?

The project and associated estimated costs are a result of a bid walk that occurred in October 2022. As the proprietor of the Simplex Fire Alarm Systems, Johnson Controls International (JCI) collaborated with our Director of Facilities and Maintenance to coordinate the fire alarm panel bid walk for D70. Vendors included in this process were Adams Electric, Harris Electric, and Pueblo Electric. Bids obtained through this process were used to arrive at the proposed estimated costs for this project. The D70 Director of Maintenance, Director of Business Services, and Grants Coordinator collaborated to review the bids and determine the estimated costs.

III.U. Who will be overseeing the project, if known at the time of application?

D70 has a strong central administration team that models transparency and open communication in all projects. Members of this internal team will work collaboratively to oversee this grant project. The Grants Coordinator will oversee all aspects of grant reporting and compliance, The Director of Facilities and Maintenance will supervise the completion of the work (installation of panels and associated parts) and ensure effectiveness of the systems, and the Director of Business Services will be accountable for all financial aspects of this grant.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

District 70 utilizes Simplex Fire Alarm Systems in all of its schools. Johnson Controls International is the proprietor of Simplex. Per D70 Policy DJB-R (Federal Procurement), single source procurement is justified when the item is only available from a single source. In accordance with this policy, JCI, as the proprietor of Simplex, will be retained to complete the work for this grant project. As part of this process, JCI will assist in the project oversight and provide all necessary plans, parts, and equipment. The vendors who participated in the bid walk will complete the installation of the panels. D70 administration has collaborated with our BEST Regional Program Manager to discuss the proprietary status of Simplex and is committed to pursuing a transparent process regarding all aspects of this grant and project.

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

N/A

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$540,378.77	**CDE Minimum Match %:**	59
Current Applicant Match:	$777,618.23	**Actual Match % Provided:**	59
Current Project Request:	$1,317,997.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$1,317,997.00	The match will come from District 70 Bond 4A, which was passed in 2020.	
Affected Sq Ft:	373,911	**Escalation %:**	5
Affected Pupils:	2,538	**Construction Contingency %:**	10
Cost Per Sq Ft:	$3.52	**Owner Contingency %:**	10
Soft Costs Per Sq Ft:	$0.56	**Historical Register?**	No
Hard Costs Per Sq Ft:	$2.96	**Adverse Historical Effect?**	N/A
Cost Per Pupil:	$519	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	147	**Is a Master Plan Complete?**	Yes

If owned by a third party, explanation of ownership: **Who owns the Facility?** District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	10,135	**Bonded Debt Approved:**	$75,000,000
Assessed Valuation: Statewide Median: $121,995,375	$868,647,923	**Year(s) Bond Approved:**	20
PPAV: Statewide PPAV: $182,813	$85,708	**Bonded Debt Failed:**	$60,000,000
Unreserved Fund Bal 20-21: Statewide Median: $3,107,630	$11,215,929	**Year(s) Bond Failed:**	19
Median Household Income: Statewide Avg: $65,127	$69,990	**Outstanding Bonded Debt:**	$132,690,000
Free Reduced Lunch %: Statewide Avg: 42.17%	45.30%	**Total Bond Capacity:** Statewide Median: $24,399,075	$173,729,585
Existing Bond Mill Levy: Statewide Avg: 6.19	0	**Bond Capacity Remaining:** Statewide Median: $12,478,184	$41,039,584
3yr Avg OMFAC/Pupil: Applicants Median: $2,381	$2,151.49		

● Campuses Impacted by this Grant Application ●

RANGELY RE-4 - DW Roofing and Security Upgrades - Rangely JR/SR HS - 1986

District:	Rangely RE-4
School Name:	Rangely Jr/Sr HS
Address:	234 South Jones Avenue
City:	Rangely
Gross Area (SF):	113,161
Number of Buildings:	2
Replacement Value:	$44,084,820
Condition Budget:	$10,566,457
Total FCI:	0.24
Adequacy Index:	0.14

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$4,589,280	$3,628,788	0.79
Equipment and Furnishings	$1,438,662	$179,553	0.12
Exterior Enclosure	$4,643,857	$372,703	0.08
Fire Protection	$1,229,334	$460	0.00
HVAC System	$10,434,510	$791,334	0.08
Interior Construction and Conveyance	$6,245,808	$2,476,784	0.40
Plumbing System	$2,083,674	$987,360	0.47
Site	$3,964,685	$2,104,824	0.53
Structure	$9,455,010	$24,653	0.00
Overall - Total	$44,084,820	$10,566,459	0.24

RANGELY RE-4 - DW Roofing and Security Upgrades - Parkview ES - 1984

District:	Rangely RE-4
School Name:	Parkview ES
Address:	550 River Road
City:	Rangely
Gross Area (SF):	61,787
Number of Buildings:	1
Replacement Value:	$31,258,486
Condition Budget:	$11,080,028
Total FCI:	0.35
Adequacy Index:	0.24

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,708,285	$2,599,064	0.96
Equipment and Furnishings	$2,173,876	$1,983,848	0.91
Exterior Enclosure	$3,694,305	$96,698	0.03
Fire Protection	$682,849	$0	0.00
HVAC System	$6,083,073	$1,998,937	0.33
Interior Construction and Conveyance	$5,573,374	$1,730,361	0.31
Plumbing System	$1,127,201	$517,253	0.46
Site	$3,141,661	$2,123,868	0.68
Structure	$6,073,861	$30,000	0.00
Overall - Total	$31,258,486	$11,080,029	0.35

● Campuses Impacted by this Grant Application ●

RANGELY RE-4 - DW Roofing and Security Upgrades - Rangely Early Education Center/Admin – 1960

District:	Rangely RE-4
School Name:	Rangely Early Education Center/Admin
Address:	402 W Main St
City:	Rangely
Gross Area (SF):	28,784
Number of Buildings:	1
Replacement Value:	$12,170,898
Condition Budget:	$6,175,989
Total FCI:	0.51
Adequacy Index:	0.22

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,222,044	$997,306	0.82
Equipment and Furnishings	$376,335	$279,404	0.74
Exterior Enclosure	$1,548,313	$484,879	0.31
Fire Protection	$312,697	$0	0.00
HVAC System	$2,241,886	$1,680,818	0.75
Interior Construction and Conveyance	$1,232,151	$888,075	0.72
Plumbing System	$505,826	$29,659	0.06
Site	$2,005,315	$1,815,852	0.91
Structure	$2,726,331	$30,000	0.01
Overall - Total	$12,170,898	$6,205,993	0.51

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: RANGELY RE-4 **County:** Rio Blanco

Project Title: DW Roofing and Security Upgrades **Applicant Previous BEST Grant(s):** 0

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $0.00

If Yes, please explain why:

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

The modern-day Parkview Elementary School facility was constructed in 1984 as the district's new middle school facility. In the mid 2000's it became an elementary school. It stretches over 61,787 square feet.

Rangely JR/SR High School was constructed in 1986, originally serving as a senior high school, before being combined with the middle school in the mid 2000's. This facility covers over 102,691 square feet.

The AG Shop was built long before both other facilities, in 1952. It totals about 10,470 square feet. The AG Shop is currently part of Rangely JR/SR High School.

The Early Education Center was originally constructed in 1960 and served as a junior high school. In 2000, the building received a major renovation and was converted to the Early Education Center, for Pre-K and District Administration.

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

PARKVIEW ES CAPITAL IMPROVEMENTS
2007 – Boiler replacement project
2009 – New HVAC System, funded via a general obligation bond
2012 – Roof flashing project

RANGELY JR/SR HS CAPITAL IMPROVEMENTS
2009 - New HVAC System, funded via a general obligation bond
2011 – Upgrades to the auditorium
2012 – Gym settling issues were addressed

EARLY EDUCATION CENTER CAPITAL IMPROVEMENTS
2000 – Replacement of exterior windows, new HVAC system, new fire suppression system
Past decade – constant repairs by staff to the roof, especially the seams
Past decade – constant HVAC system maintenance/ upkeep to no avail

LAST THREE YEARS FOR PARKVIEW ES
2019 - LED lights installed in gym
2020 – New security cameras installed throughout building
2021 – One new boiler installed

LAST THREE YEARS FOR RANGELY JR/SR HS
2020 – New security cameras installed throughout building
2021 – Single ADA bathroom renovation for special needs students

LAST THREE YEARS FOR EARLY EDUCATION CENTER
No major capital improvements undertaken in past three years

II.A. Project Type:

☐ **New School** ☑ **Roof** ☐ **Asbestos Abatement** ☐ **Water Systems**

BEST FY2023-24 GRANT APPLICATION SUMMARIES

☐ School Replacement	☐ Fire Alarm	☐ Lighting	☐ Facility Sitework
☐ Renovation	☐ Boiler Replacement	☐ Electrical Upgrade	☐ Land Purchase
☐ Addition	☐ HVAC	☐ Energy Savings	☐ Technology
☑ Security	☐ ADA	☐ Window Replacement	☐ Supplemental
☐ CTE:		☑ Other:	

Additional Detail: Multiple Facilities

II.C. General background information about the district / school:

DISTRICT OVERVIEW & HISTORY
Rangely was founded in 1947 after an oil boom brought many to what was called an "oil field camp." Rangely now produces about a third of the oil production in Colorado. Rangely School District began enrollment in 1958. The original school building is no longer in use nor owned by the district. At present, the district has one Pre-K/ administration building, one elementary school housing grades 1-5, and one junior/senior high school housing grades 6-12, with a total enrollment of 473 students.

AFFECTED FACILITIES
The AG Shop, Rangely JR/SR HS, the Early Education Center, and Parkview Elementary School are all focus points of this application in differing ways. The roofs of the AG Shop and EEC are in dire need of repair, while all four facilities in the district are severely lacking modern-day security measures. The extreme remoteness of this district exacerbates the issue.

CURRENT MAINTENANCE PROGRAM
Rangely employs three full-time maintenance staff with support of six full-time custodial staff to manage the operations and maintenance in the district. Jose Crushshon, Rangely's Facilities Director, leads this dedicated, although understaffed, maintenance team. Most recently, a master electrician was added to the staff in 2019 with a focus on improvements to the maintenance plan. The general responsibilities of the district's maintenance team include performing routine maintenance on the interior and exterior of each building, maintaining athletic facilities and preparing for athletic events, and seasonal mowing and snow removal at each school campus.

ACADEMICS AND EDUCATIONAL PROGRAMMING
Rangely RE-4 helps K-12 students develop life skills relevant to their community and the world. The district prepares students to enjoy and excel in academics, arts, and extracurricular activities while recognizing their civic responsibilities. We offer programming for every student with choices from traditional schools, to charter schools, to specialized programs within schools. Rangely School District is a proud member of the Rio Blanco County Board of Cooperative Educational Services (BOCES). This allows for a more expansive range of services and programs to be offered.

II.D. Deficiencies associated with this project:

These schools have a significant need to improve the quality of life and safety. Many elements of the facilities are failing, which has already led to dire situations that put the students in harm's way and removed the students from their learning environment.

I. HEALTH DEFICIENCES (INDOOR AIR QUALITY, THERMAL COMFORT, MECHANICAL & VENTILATION SYSTEM) OVERVIEW
Excessive moister from leaking roofs is causing a musty smells in areas of the Early Education Center and Ag Shop. No mold has yet been discovered, but persistent leaks have the potential to cause mold growth.

II. BUILDING ENVELOPE, INFRASTRUCTURE & SITE DEFICIENCIES \

FAILING ROOFS
Multiple buildings in the district suffer water damage issues from leaking and failing roofs. The roofs at the Ag Shop and the Early Education Center are the highest priorities of all building envelope deficiencies in the district and are the worst offenders when it comes to leaks. The failing and leaking roofs have led to building wide maintenance nightmares and frustrating infrastructure challenges. The Early Education Center has an outdated single-ply membrane on the majority of the building's

roofs. It also contains a section of modified bitumen material, far beyond its useful life. The Ag shop roof also consists of single-ply, outdated membrane roofs. There are two different ages of roof on the Ag Shop due to an addition that was constructed in 1995. The east side of the building's membrane roof is in fair conditions with no reported leaks, but the west side has considerable damage due to unresolved maintenance issues.

The facilities staff has attempted to patch and repair these roofs using several different methods. All of their spot-repair and patch solutions have failed after more than a few months. These repairs have been unsuccessful for two main reasons. Firstly, the existing membrane installed on these roofs is no longer manufactured so matching patch materials are unavailable. Secondly, the existing membrane has proven extremely resistance to allowing any adhesives to properly adhere to the membrane. This has caused all patches to fail and detach from the existing roof surface shortly after they are applied.

WATER INFILTRATION FROM OUTDATED MATERIALS
The inability to properly repair or maintain the membrane roofs has led to water infiltration into interior spaces, poor drainage, and compaction of the underlying insulation. Compaction leads to worse drainage and more standing water on the roof, which then exacerbates the water infiltration issues. When it rains or snows, the leaks from these roofs overtax the facilities staff, spreading the team thinly across the district while they chase down and attend to leaks. This delays or prevents the small facilities team from focusing on their regular maintenance and upkeep duties.

Water infiltration is already causing interior damage, as evident in damaged ceiling tiles and damaged hard ceilings, and it's only a matter of time to more serious issues like mold. This interior damage leads to increasingly expensive maintenance costs. Damaged drop ceiling tiles in fire rated egress paths should be replaced as soon as they are damaged since the damage negatively impacts their fire rating. Immediate replacement is not always feasible due to persistent leaks that would inevitably damage the new ceiling tile.

III. BUILDING SAFETY AND SECURITY DEFICIENCIES

PRE-COLUMBINE SECURITY MEASURES AT ALL BUILDINGS
The overarching school security elements currently in place are of pre-Columbine design, which is to say significantly out of date. The existing key card entry systems that is installed on high-use exterior entry doors is unreliable and experience frequent failures. The existing key card system also does not allow for centralized deprogramming of specific key cards that the district no longer wants to allow to be used to access the facilities. The inability to quickly revoke access to a specific key card has caused serious safety concerns with district administrators.

Additionally, none of the district's school sites have any form of panic alarm or push-button intruder alert system. Due to Rangely's remote location and minimal police force, it is imperative that the schools have the ability to quickly go into lockdown, and alert necessary staff to an intruder's presence, to contain site security threats until help can arrive. Relying on existing radio, phone, or public address systems for communication of a lockdown is a slower process when initial identification of a threat comes from outside of one of the front offices. The threat must be relayed to a staff member with a radio, or called in via phone or public address, to the front office before the front office can then make a site wide announcement of a lockdown. This delay can waste precious moments when reacting to an emergency.

II.E. Diligence undertaken to determine the deficiencies stated above:

Throughout the 2020 calendar year, the district underwent a comprehensive strategic planning and facility master planning effort led by the professional design-build firm Willdan Performance Engineering, which specializes in long-term strategic planning and infrastructure improvement projects for educational facilities.

The assessment looked at all district facilities, identifying and prioritizing facility needs for both the short- and long-term. It spanned multiple site visits over a three-month period to fully understand how all of the systems interacted. This included but was not limited to a detailed investigation of major MEP systems, building envelope, school security, site conditions, and code compliance. Core issues and applicable solutions and recommendations throughout the facilities were then identified to form a long-term vision for improvements.

The district was successful at securing a BEST Grant for a large HVAC and roofing project based on this investigation, due

diligence, and master planning effort in the Fiscal Year 2021-2021 grant cycle. However, the grant was dependent on the district passing a general obligation bond in November 2021 for the matching funds which was unsuccessful.

The master plan was updated in late 2021 for another BEST Grant attempt for similar project. This attempt was unsuccessful, and a BEST grant was not awarded.

For the current BEST Grant cycle, the facility master plan was updated in late 2022. The district decided it does not want to have to rely on the passing of a bond to fund a successful BEST Grant's matching funds. Therefore, a scaled back scope of work that focuses on the most direr needs of the district has been developed for this grant cycle. The project was sized to keep the matching funds within the district budget and will be paid out of cash reserves. The district still intends to pursue a bond in the near future to fund additional Tier I projects outline in the master plan.

Updated scope narratives and cost estimates for the top priority projects included in this application were sent to multiple contractors for review and validation of costs. Multiple roofing contractors performed initial roofing assessments and provided more detailed bids based on their assessments.

II.F. Proposed solution to address the deficiencies stated above:

I. HEALTH SOLUTIONS (INDOOR AIR QUALITY, THERMAL COMFORT, MECHANICAL & VENTILATION SYSTEM) \

Address all roof leaks at the Ag Shop and Early Education Center to eliminate water infiltration and moisture build-up in interior spaces. Details provided in the next section.

II. BUILDING ENVELOPE, INFRASTRUCTURE & SITE SOLUTIONS

TPO ROOFING SYSTEMS
A TPO layover is proposed for the existing roofs at the Early Education Center. A partial tear off and replacement of half of the roof area, and layover of the remaining roof area, with TPO is proposed for the Ag shop.

The scope of work for layovers includes containment and removal of all refuse on the existing roofs. Any existing metal caps and flashings will be removed as needed and new flashings and other metal components will be installed as required. Half inch, mechanically fasten HD ISO cover board will be installed over the top of the existing rood systems. 60 mil reinforced TPO membrane will be installed utilizing Rhino Bond induction weld fastening system for a long lasting and secure installation. Parapet walls will be fully wrapped with a 60 mil TPO membrane. Termination of TPO cover sheet will utilize termination bar, sealant, and counter flashing where a complete wrap is not consistent with building architecture. Diamond plate 80 mil walkway pads will be installed at all roof hatches and on the service side of HVAC units to minimize damage from foot traffic and repairs.

The layover method proposed here is cost effective, long lasting, and will fully address all existing roof leaks. As an additional precaution, thermal imaging scans will be performed to identify any locations needing deeper repairs prior to installing the layover. This scan is done closer to the time of installation as weather conditions and material lead time can impact the results of the scans.

Due to the existing condition and the number of identified issues, a full replacement of one section of the Ag Shop roof is proposed. The current roofing systems will be removed down to the existing deck and replaced with a new TPO roofing system, including welded seams, flashing, penetration boots, and pitch pans.

Areas A and B on the included Ag Shop roof layout provided by one of the roofing contractors are the areas that will receive full replacement. All remaining areas at the Early Education Center and Ag Shop will receive layovers.

A TPO roofing system will allow for consistency throughout the various roofing planes and yield the equivalent of a single monolithic system once installed.

III. BUILDING SAFETY AND SECURITY SOLUTIONS

IMPROVE SCHOOL SECURITY DISTRICT WIDE
The overarching school security systems must be brought up to a modern standard to improve district-wide school safety. An IP based card access system will be implemented for controlled entry at each of the major school entry points and at each classroom door. The new system should allow for centralized control of each card so the district administrator my disable any access card as needed to prevent unwanted entry.

To further increase the security of each site, panic alarm and push button intruder alert systems will be installed for each classroom and the front offices. This system will trigger a distinguishable alarm that will notify students and staff of a lockdown event and notify the authorities of the situation. This simple, yet effective solution will speed up the reaction time for non-fire emergency notification and response. In this remote district, shorten reaction times are critical to improving the district self-reliance until first responder can arrive.

II.G. Due diligence undertaken in defining the stated solution:

NEW ROOFS
As previously described, the master planning effort began in 2020, with updates made in 2021 and 2022 by Willdan, while working closely with district stakeholders. Once the roofing and security deficiencies were identified and stakeholders were in agreement that addressing these deficiencies were the top priority of the district, scoping details were developed. These details include square footage take-off by roof type and location, desired material types for the new roofs, and approximate desired timelines for implementation that align with the BEST Grant cycle and typical weather patterns desirable for roof work. For the roofing projects, roofing contractor were invited to the sites to walk the roofs and preform preliminary roof assessments. These assessments were the backbone of the roofing solutions describe above and were used by the potential contractor to fully develop their bids. The assessments and the bid were then reviewed by the district and Willdan, the districts master planning partner, to ensure the bids met the intention of the proposed roofing projects. During the bid and review process, both full tear-off and layover were considered. Ultimately, based on findings from the roof assessments, it was determined that layover on all areas expect half of the Ag Shop roof was the correct, cost effective approach to take.

SECURITY UPGRADES
For the security projects, square footage for each site was documented, scope narratives were prepared, and classroom, office, and entry point quantities were recorded. This data was used to create a project cost estimate based on similar work recently perform by Willdan and their partners. The scope data and estimates were then sent to contractor specializing in school security for review and feedback on the type of work and overall costs.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

ROOFS
Roofs included in this application have reached a critical point of failure and the current membrane material that the roofs were constructed from is no longer available on the market. Until the roof replacement and layovers are completed, water leaks will continue compounding damage to the building infrastructure and put the district further behind in deferred maintenance spending. The District does not have enough funding without a BEST grant to address both the Ag Shop and Early Education Center roofs in a timely manner. Addressing the roofing issues must take place in the late summer or early fall of 2023 and roofing contractor have confirm material availability to meet this timeline.

SECURITY IMPROVEMENTS
Addressing security concerns, especially in a rural district where first response time can be slow, can never happen soon enough. Continuing to delay implementation of the security improvement outlined above due to lack of funding as become unacceptable to the district and families the district serves.

Based on the conditions of the Ag Shop and Early Education Center roofs, the district must complete the roof projects at these sites as soon as possible to avoid further damage and costly interior repairs. If this grant is not awarded, the district will be forced to proceed with the roof projects but we be unable to fully complete the proposed security upgrades, leaving sites vulnerable until the district can budget for the improvements. Receiving this grant will allow the district to address its most important needs more immediately.

BEST FY2023-24 GRANT APPLICATION SUMMARIES

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Rangely RE-4 has explored all available and impactful options for funding regarding these necessary capital improvements. We began a foundation that has provided over $200,000 to the district over the past three years, as well as the pursuit of grants from certain businesses.

In the end, we have increased our fund balance and have the required amount available to match the BEST Grant, but we have nowhere near the amount needed to pay for the other improvements outlined in the Master Plan scope.

Additionally, this is why the district plans to pursue a General Obligation Bond following this grant cycle for the critical capital improvement projects outlined in our Facility Maintenance Master Plan.

We need the BEST Grant funds and the momentum of a Phase I project before the election to obtain the necessary leverage for passing this bond. The community needs to see that we are being proactive and doing everything we can with the budgeted funds that we have. These replacements, and others, are paramount for the health, safety, and security of students and teachers within Rangely School District RE-4.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

CAPITAL RENEWAL BUDGET

The district has strived over the years to increase our overall fund balance in the general fund to support long-term needs and capital upkeep. The District will include a capital renewal budget at a minimum of $140 per student per year into the districtwide capital reserves to provide direct funding toward the annual preventative maintenance of this project's systems and major components, as well as all planned bond projects that will be included in the fall 2023 election.

The funds will be used to maximize the life of the project and ensure funding for future replacement costs, which, according to ASHRAE and manufacturer data is approximately 20-25 years for major equipment. The district has recently implemented a few new best practices, such as keeping an inventory of building components and assessing their conditions to prioritize capital renewal projects.

With assistance from BEST to complete these major projects, current operational expenditures would be freed up to serve as an additional funding source toward capital renewal and proactive maintenance. We would no longer need to spend on the upkeep of obsolete systems and equipment, but instead would be able to effectively budget and maintain building systems and infrastructure as intended.

PREVENTATIVE MAINTENANCE PLAN

The district's annual expenditures on reactive capital costs on the specific systems planned for replacement exceed $45,000 per year. Once these major systems are replaced, budgeted funds currently used in a reactive manner will be reallocated into a Preventative Maintenance Plan for the AG Shop, the EEC, Parkview Elementary School, and Rangely JR/SR High School. The proactive upkeep of these major systems will include regular seasonal servicing and inspections, filter replacement, and cleaning, and will build additional cash reserves for unexpected repair such as parts replacement after warranties expire.

In summary, we will commit to reallocating an estimated $14,000 towards the proactive upkeep of major systems, including regular seasonal servicing and inspections, filter replacement, and cleaning, and will build additional cash reserves for unexpected repair such as parts replacement after warranties expire.

Additional annual net operational savings are expected as a result of our current and future O&M costs, and these funds will remain in the district's operations and maintenance budget, and be allocated to additional proactive measures, deferred maintenance, and increased support for the Rangely School District Maintenance Staff.

**A copy of this preventative maintenance plan has been submitted as a supplemental document with this application.

SYSTEMS COMMISSIONING & OWNER TRAINING
New HVAC and control systems installed will also undergo a rigorous commissioning process, which ensures that common operational issues are identified and remedied before installing contractors leave the site. District staff will receive dedicated training, support and on-boarding of the new HVAC and Building Management Systems during and after the project.

SUMMARY
If Rangely School District is awarded this grant, it will give us the campaigning reassurance that we need to pass a general obligation bond in November and complete the project next year. The pressure on our current maintenance program would be relieved. Many deferred maintenance expenditures currently used to maintain our facilities and building systems would be eliminated. Additional funding would then be designated in annual appropriations for the standard maintenance and upkeep that goes along with the implementation of new systems. We will incorporate all manufacturer recommendations for proper service and maintenance, as well as determine the need for supplemental staff support. We also plan to involve additional maintenance personnel in the decision-making and communication of facility needs.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

During 2021-2022 Fiscal Year, approximately $610/FTE was spent by the district toward capital outlay projects, which were primarily made up of emergency repairs, proactive upkeep, and reactive upkeep of current systems.

To best prepare for the upcoming year's capital projects and facility needs, the district collaborates with our Head of Facilities and maintenance personnel, administrators, principles, and school board members to prioritize and commit towards anticipated capital outlay projects.

III.T. How did you arrive at the estimate for this project?

OVERVIEW
The Detailed Project Budget was collaboratively developed with the expertise of professional cost-estimators, trade contractors, construction management professionals, and registered design professionals specializing in historic preservation architecture, structural, mechanical and electrical engineering design and planning. Each has extensive industry and specialized experience, a detailed understanding of our district's needs spanning nearly two years, and knowledge of the current construction landscape in the State of Colorado.

PROFESSIONALS ON DEVELOPMENT TEAM
The Rangely RE-4 development team has worked together for nearly three years. They are a collective of professionally-licensed design professionals of mechanical and electrical engineers and construction managers.

METHODOLOGY
Initial estimates were derived from the most recent R.S. Means nationally utilized database for new construction and renovation costs. The database reflects a pool of actual project costs from hundreds of cities across the country, and costs reported from contractors, designers, and building owners. Construction data is updated every quarter to provide the most accurate, up-to-date costs available.

Detailing and refinement of estimates by our development team applied their internal project databases of recently completed projects of similar scope, actual project costs and hard-bids, and contractor quotes, consideration of regional market conditions, and their experience in a variation in professional disciplines and specialty expertise.

Schematic design details, quantities and unit costs in the comprehensive estimates are unique to current conditions and anticipated projects of Parkview ES, The Ag Shop, Rangely JR/SR HS, and The Early Education Center. They derived from designers' own field measurements, dedicated site visits, dimensional floor plans, and scaled floor plans and supported by an in-depth scope development process, collaborative planning, and extensive feedback from key district staff. Estimates include all hard costs and soft costs relevant to the scopes of work, from project development and professional design through to implementation and post-construction services.

SCOPE VALIDATIONS
Major scopes of work were estimated in collaboration with, or reviewed by, independent trade contractors specializing the scopes of work. This included professional opinion and/or validation of:

1. Roofing
2. Security Improvements

ESCALATIONS & CONTINGENCIES
Anticipated cost escalations were factored into the estimated project scope given the rising construction demands and shortage of skilled labor in the State of Colorado and nationally. Escalation also factors that actual pricing for work would be secured in the latter part of 2023 at the earliest. Appropriate construction and estimating contingency are included due to the conceptual level of project development and volatile industry trends. Owner's contingency was included to anticipate changes in scope throughout design and implementation. Design costs were estimated relevant to applicable division costs, and expenses for bonds, insurance and general contractor fees were accounted for.

III.U. Who will be overseeing the project, if known at the time of application?

The Design-Build team will include, at minimum, a professional architect, engineers and construction management to lead and manage the project. We anticipate utilizing an AIA-141 contract, which will provide the district a team of experts who are directly accountable for the design, implementation and successful outcome of this project.

It is important to the district that the integrated project team will work synergistically throughout the entirety of the project timeline, report directly to our committee on a weekly basis, keep our project on time and on budget, certify the execution and operational performance of the improvements, and deliver to the highest-quality implementation of our capital improvement project.

It is anticipated that this project will be implemented throughout 2024, without the need to temporarily relocate affected students, although we have contingency plans and funds for temporary relocation if needed. A high-level Project Schedule has been provided with this application as a supplementary document. In summary, we plan to select a firm in early Fall 2023 and continue schematic design and finalize the details of the intended scopes of work, complete professional design and competitive bid solicitation through Winter 2023 and Spring 2024 and commence construction in the Summer of 2024.

Invasive scopes of work will be completed prior to the start of the 2024 school year (for example, mechanical, roofing, and electrical), and scopes of work that are less-invasive to our operations will continue into the Fall 2024 months.

All scopes of work will begin during the summer to ensure that Fall 2024 construction is already well underway, and preparations for walking paths and building access are established. Obviously, there is extensive detail and specificity to properly plan and manage this project plan that is not described here. Upon request, additional information can be provided to the CDE and CCAB.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

In conjunction with our responsibility to our community in asking for approval of a general obligation bond in November of 2023, Rangely School District RE-4 is committed to pursuing a competitive and transparent selection process for professional services, subcontractors and other consultants. We will select the firm best qualified to deliver this and other construction projects by the issuance of a Request for Qualifications, anticipated to take place in the Spring of 2024, and in accordance with district procurement bylaws and preferences. A detailed in-house vetting process by district administration, Board of Education, and Director of Facilities and BEST Grant Committee will select the most qualified firm to provide the development, professional design, contractor procurement, competitive pricing management, onsite construction management, and post-project support services for the projects detailed in this grant application under a Guaranteed Maximum Price (GMP) contract.

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

BEST FY2023-24 GRANT APPLICATION SUMMARIES

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$464,582.61	**CDE Minimum Match %:**	71
Current Applicant Match:	$1,137,426.39	**Actual Match % Provided:**	71
Current Project Request:	$1,602,009.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$0.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$0.00	**Source of Match:**	
Total of All Phases:	$1,602,009.00	The district will fund the entire match via their capital reserve fund. At present, the district has no outstanding debt, having concluded a previous bond issue initially undertaken in 2008 and paid off in 2019. These projects are only the tip of the iceb	
Affected Sq Ft:	203,732	**Escalation %:**	10
Affected Pupils:	488	**Construction Contingency %:**	12
Cost Per Sq Ft:	$7.86	**Owner Contingency %:**	6
Soft Costs Per Sq Ft:	$0.21	**Historical Register?**	No
Hard Costs Per Sq Ft:	$7.65	**Adverse Historical Effect?**	No
Cost Per Pupil:	$3,283	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	417	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	457	**Bonded Debt Approved:**	
Assessed Valuation:	$274,192,770	**Year(s) Bond Approved:**	
Statewide Median: $121,995,375			
PPAV:	$599,984	**Bonded Debt Failed:**	$26,000,000
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$5,487,551	**Year(s) Bond Failed:**	21
Statewide Median: $3,107,630			
Median Household Income:	$59,718	**Outstanding Bonded Debt:**	$0
Statewide Avg: $65,127			
Free Reduced Lunch %:	37.70%	**Total Bond Capacity:**	$54,838,554
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	0	**Bond Capacity Remaining:**	$54,838,554
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$2,153.58		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

ALAMOSA RE-11J - Supplemental FY23 DW HVAC Upgrades - Ortega MS - 1964

District:	Alamosa RE-11J
School Name:	Ortega MS
Address:	401 Victoria Avenue
City:	Alamosa
Gross Area (SF):	131,600
Number of Buildings:	3
Replacement Value:	$43,367,902
Condition Budget:	$30,160,681
Total FCI:	0.70
Adequacy Index:	0.23

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$5,317,750	$5,674,254	1.07
Equipment and Furnishings	$3,339,004	$1,398,325	0.42
Exterior Enclosure	$7,049,973	$394,140	0.06
Fire Protection	$38,867	$989,127	25.45
HVAC System	$7,330,282	$8,531,331	1.16
Interior Construction and Conveyance	$7,581,856	$6,839,449	0.90
Plumbing System	$2,635,228	$3,033,814	1.15
Site	$5,228,903	$4,289,373	0.82
Structure	$4,846,039	$0	0.00
Overall - Total	$43,367,902	$31,149,813	0.72

ALAMOSA RE-11J - Supplemental FY23 DW HVAC Upgrades - Alamosa HS - 1997

District:	Alamosa RE-11J
School Name:	Alamosa HS
Address:	805 Craft Drive
City:	Alamosa
Gross Area (SF):	133,000
Number of Buildings:	3
Replacement Value:	$51,681,843
Condition Budget:	$30,671,305
Total FCI:	0.59
Adequacy Index:	0.15

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$5,740,706	$6,143,747	1.07
Equipment and Furnishings	$2,767,256	$1,850,932	0.67
Exterior Enclosure	$5,560,415	$1,174,264	0.21
Fire Protection	$37,882	$945,448	24.96
HVAC System	$7,984,841	$9,843,891	1.23
Interior Construction and Conveyance	$9,560,859	$5,815,856	0.61
Plumbing System	$2,828,398	$2,253,947	0.80
Site	$11,643,612	$3,568,693	0.31
Structure	$5,557,873	$0	0.00
Overall - Total	$51,681,843	$31,596,778	0.61

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: ALAMOSA RE-11J **County:** Alamosa

Project Title: Supplemental FY23 DW HVAC Upgrades **Applicant Previous BEST Grant(s):** 5

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $41,787,162.57

If Yes, please explain why:

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

Our District is very thankful for the award of 2022 BEST Grant award to add conditioning to all our classrooms across the entire District. Due to unprecedented inflationary pressures and some unforeseen design changes, our District, after value engineering, had to be selective of which schools and which areas received HVAC upgrades (more information on this in the deficiency section). Through our detailed analysis, we have remaining work to be completed at portions of Ortega Middle School and Alamosa High School originally requested from the original 2022 grant.

Ortega Middle School (OMS) was constructed in 1964: In 1964, this building was constructed as the original High School for the District. At the time, no school buildings were designed with air conditioning and therefore adequate for the time. Being of this age, ACBM's (asbestos-containing building materials) were used in many of the construction materials. With the funding received from the 2022 grant, all asbestos in all classrooms has been removed (12 classrooms in summer of 2022 and remaining in summer of 2023). In 1997, the new high school was constructed, and this building became the Middle School. The school has a main gym, an auxiliary gym, a cafeteria, a library, 45 classrooms, an auditorium, and a central office. This school site is a total of (3) separate buildings on the same campus with the Building Sq. Ft. totaling 125,200 sq. ft. The breakdown is as follows: Main Building 100,300 sq. ft. Building #2 Wood Shop/ Art/ 2-Computer Labs 10,500 sq.ft.. Building #3 Gymnastics/Auto Shop/1 Computer Lab/@ Classrooms 14,400 sq. ft.

Alamosa High School was constructed in 1997: At the time it was constructed, it followed all current Building Codes required in 1997. The design did not include air conditioning because the district did not use these schools for education in the hotter summer months. Specific room temperatures were not recommended as they are now, so constructing the school without air conditioning was approved and accepted by the State. The school consists of 43 classrooms, the main gym, a practice gym, a wrestling room, a cafeteria, and a central office. This school is 124,000 sq.ft.

Alamosa High School Ag/Ed building was constructed in 2014: This school was specifically built for Ag/Ed courses of study. The size of the building is 6,000 sq.ft. with a classroom, kitchen, tool room, an Ag/Ed lab, restrooms, janitorial closet, teacher's office, and work area for carpentry, electrical, welding, auto repairs, metal bending, livestock management, and other town/farm/ranch/individual activities. There is a 2,000+ sq.ft. greenhouse, also built-in 2014, attached to this facility. It serves as an integral strategy in teaching Ag/Ed to our students at Alamosa High School by giving students access to horticulture, aquaculture, procedures for growing flowers, potato tuber care, and numerous other activities. These buildings were also built-in accordance with every Building Code when constructed. Like all the other schools, no cooling was included in the design for this building. Cooling has become a greater and greater need as we continue to support the students and staff at this school.

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

Alamosa High School (Constructed in 1997 with District Bond. BEST Grant Assistance and District Match)
- Complete Re-sanding and Re-painting of Main Gym Floor. 3 years ago, $38,000, District Funds
- Installed 40 New Glass Marker Boards to replace original boards (ghosting), 2 years ago, $20,000, District Funds
- Purchased Air Cooled Chiller and Chilled Water Coils for High School air conditioning System: 1 year ago, $501,000, 2022 BEST Grant

Ortega Middle School (Constructed 1964 District Bond (BEST Grant Assistance and District Match
- Installed New Safety Fencing at Baseball Field (replace 1964 unsafe fence): 3 years ago, $160,000+, District Funds
- Construct New ADA Special Needs Restrooms (when built not designed for these), 2 years ago, $360,000+, District Funds

- Remodel Girl's Locker Room, Asbestos Abatement (replaced original 1964 lockers), 2 years, $160,000+, District Funds
- Install Propylene Glycol to Boiler System (installed for the first time since 1964), 2 years ago, $36,000+, District Funds
- Removal of all ACM in all classroom spaces, 1 year ago, $315,000, 2022 BEST Grant
- Addition of Cooling to all traditional classrooms, 1 year ago, 2022 BEST Grant

II.A. Project Type:

☐ **New School**	☐ **Roof**	☑ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☑ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☐ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

Unprecedented Inflation and unforeseen design modifications

II.C. General background information about the district / school:

As the largest school district within the San Luis Valley, ASD currently serves 2,116 students in grades K-12. 64% of students reporting as Hispanic or Latino, 30% reporting as White, while the other 6% of students report as representing the rest of the ethnicity groups combined. Of these students, 56.7% qualify for free or reduced lunch via documentation. Approximately 16.8% of the student population are English Learners (ELs). Student achievement data fell into turnaround status for Ortega Middle School and Priority Improvement for the 3-5 school. The CO Education Initiative team recently led the Alamosa community through the process of co-creating a Strategic Action Plan and a Profile of a Graduate to determine a plan of action, mission, vision, core beliefs, embedding research-based educational strategies, and defining community goals for our students and graduates.

Providing and updating the air quality within the HS and remaining areas at OMS enables a safe and comfortable learning environment for our students. For many of our students, our schools are a safe refuge due to documented generational abuse. Adding quality air circulation within the High School adds an additional layer of comfort and equity for all our students.

The Alamosa School District has excelled in taking care of our equipment. Our oldest building in the district, Ortega Middle School, until last summer and this upcoming summer, the traditional classrooms were served by 58-year-old heating-only units that we have effectively maintained even through all the parts being discontinued. If awarded the Supplemental BEST Grant, we commit ourselves to maintain this new equipment with the same professionalism, same care, and same dedication. State Inspectors have asked us how we have managed to make our equipment last so long and how have we continually exceeded the life cycle costs of our equipment. They recognize the effort to maintain our equipment for so long.

II.D. Deficiencies associated with this project:

Our district submitted a BEST Grant in 2022 for the ability to address safety and health concerns in each classroom at every school within the district. After the onset of COVID-19, it was discovered that the mechanical systems in each of our school buildings were not able to meet the recommended guidance from ASHRAE (HVAC industry authority) or the CDC through a 3rd party indoor air quality assessment performed by AVIRIQ. Along with not being able to implement the guidance from ASHRAE and the CDC, all the equipment identified for replacement or retrofit in this application, is past its recommended life cycle. Due to this, the risk of failure increases year over year, and many of the parts and associated control components contained in this equipment are no longer manufactured and/or supported.

With our 2022 BEST Grant, we were able to accomplish the majority of this goal in all traditional classroom spaces at Ortega Middle School, Elementary K2, and Elementary 3-5, and purchase the mechanical assets needed for the High School air conditioning system. As many of us know, the construction industry experienced unprecedented escalation. According to a CBRE article written on July 6th, 2022, they forecasted that construction costs would increase 14.1%. After multiple rounds of value engineering and removal of the non-traditional classroom spaces at OMS (auxiliary gym, main gym, cafeteria, and

auditorium) together with our design/build partner we were able to get the total cost of the project down to about ~11% over the budget total.

However, we were still 11% over budget and were forced to make a difficult decision on which schools could receive funding. After considering the supply chain issue for all assets needed in each school, the high school systems, specifically the air-cooled chiller, had the longest lead time (45-60 weeks). Also, since the 2022 BEST grant submission, the air-cooled chiller cost had increased 24%. After considering these important factors, it was decided to remove the installation of the air-cooled chiller at the High School. Due to the long lead time, our district would not be able to install the air-cooled chiller at the High School until the summer of 2024 and therefore the installation of the air-cooled at the High School made the most sense to remove. Although we couldn't install the air-cooled chiller with the funding we had available, we wanted to mitigate any future inflationary increases so we decided to still order the air-cooled chiller to lock in our price. Through doing this, we were able to get the project back in alignment with our 2022 BEST Grant award.

Although COVID isn't in the news like it has been in the past 3 years, our district in the remaining areas at OMS and at the High School still has an indoor air quality deficiency. In our 2022 BEST Grant submission we referenced detailed information from ASHRAE and the CDC stating the importance of indoor air quality and occupant safety. The report from AVIRIQ showed that we were not meeting these requirements.
In the past, our District has not needed to implement air conditioning into the design of our buildings due to our favorable climate. But, due to the pandemic, we have and are trying to assist each and every student that needs additional help with credit recovery. To address learning loss, the district has extended summer school opportunities to meet these educational requirements. As this has caused our school usage to increase, the temperatures and indoor environmental standards recommended by ASHRAE are not achievable with our current systems.
High School: The High School was built in 1997 and still uses the air handling equipment that was originally installed. According to the Colorado Department of Education Facility Insight Dashboard, Alamosa High School has an FCI score of .68. The central air handling equipment and the other components discussed below are listed for repair/replacement as well.

The building is served by nineteen, twenty-three-year-old past life cycle air handlers that contain a hot water heating coil and have a cubic foot per minute (CFM) range of 2,500 to 27,000. Each AHU also is equipped with twenty-three-year-old Direct Digital Controls (DDC) that are no longer supported and replacement parts are no longer available. These nineteen AHUs send tempered air to each of the classrooms. Each classroom has its own reheat coil to bring the classroom to the desired temperature by utilizing twenty-three-year-old pneumatic controls.

The current building automation system installed on the AHUs does not allow the district to perform any type of building purge sequence or any temperature reset controls to improve the energy efficiency of the building. Additionally, the current AHUs were designed with heating-only coils. Without the presence of a cooling coil or air conditioning, we are not able to meet the temperature requirements set by ASHRAE for a suitable learning environment with a decreased risk of virus transmission. Since the controls in the classrooms are pneumatic, the facilities team is not notified if a particular classroom is out of ASHRAE's guidance because the thermostat does not report back to a central building automation system. Without mechanical cooling, the classrooms are out of ASHRAE specifications once the outdoor air temperature is above 75 degrees. Due to this, we have seen the classroom reach well above 85 degrees many days in a row.

The current mechanical assets are not able to provide cooling which is causing elevated temperatures increasing the risk of virus transmission and jeopardizing the health and safety of our staff, students, and teachers.

Ortega Middle School: As mentioned above, one of our first budget reduction actions was to remove the scope associated with non-traditional classroom areas (auxiliary gym, main gym, cafeteria, and auditorium). These areas of the school still serve students but in a less frequent or larger area and the removal of this scope was deemed necessary to keep the rest of the project on budget. But, in these areas, there is still an indoor air quality concern. There is also a minimal asbestos abatement need that will need to take place in each work area as identified by a certified environmental engineer.

As a part of our due diligence, we had AVIRIQ perform an indoor air quality assessment of the school. The assessment showed drastic temperature differences between each classroom pointing towards the inadequacy of the controls to maintain the

proper temperatures per ASHRAE, even on a 30F day. The assessment results showed 100% of the square footage is not able to meet the ASHRAE recommended air changes per hour. The square footage that was out of specification, was on average around 40 - 50% under the recommendation.

OMS Auxiliary Gym: This gym is served by two heating only makeup air units that only operate in colder months with no control ability to circulate air in warmer months. This causes no air changes per hour causing a major indoor air quality concern whenever the outdoor ambient temperature is above 65 degrees.

OMS Main Gym: This gym is served by (4) Exhaust fans and (6) unit heaters controlled by pneumatics controls that operate manually. If these are manually adjusted and turned back on properly, with no digital alarm available, it can cause indoor air quality to suffer.
OMS Cafeteria and Auditorium: Both areas are each served by 58-year-old heating only, air handler with pneumatic controls. The auditorium and cafeteria are not only used by students and staff but are also used by the community for meetings. With a large influx of people, the air handlers do not provide sufficient air exchanges or cooling to these areas.

II.E. Diligence undertaken to determine the deficiencies stated above:

The due diligence we followed in our 2022 BEST Grant submission is still valid and therefore why the remaining areas still need their scope performed through the funding from this requested supplemental grant application. The only reason these remaining areas requested in this supplemental grant were not complete was due to construction inflationary concerns.

Due to the timeline constraints associated with our 2022 BEST Grant and the urgent need of improved indoor air quality, our fund request was based mainly on a narrative design. After our submission in February of 2022 and the start of construction in May of 2022, the design team continued to develop their drawings to Construction Documents (CD). Between the SD and CD design phases, many changes and requirements were added increasing our price. For this grant submission, the budget request in the application is based on Construction Document Level documents and there will be no risk of design changes.

The Alamosa facilities team started developing a plan to upgrade their facilities in May of 2021 after noting the guidance from ASHRAE and CDC. In partnership with Trane and Bridgers and Paxton (MEP Engineer), our selected design/build partner through OMNIA Partners, we have collaboratively investigated the deficiencies and developed a solution that will meet ASHRAE and CDC guidelines.

We followed a three-step process that led us to the solution we are requesting funding for in this application; Assess, Mitigate, and Manage.

Assess: We started with a baseline indoor air quality assessment (attached to our submission). Along with our indoor air quality assessment, we gathered information from each school to fully understand the system's current state in each building. Multiple site walks were performed, and pictures were documented for the development of the solution. The result of this was an asset plan that was used to help us budget the solution.
Charlie Jackson, Facilities Manager, who has been with the district for over 32 years was a wealth of knowledge for our internal staff and our selected partners. His involvement in the identification of the deficiencies and development of the solution was essential. The district is extremely thankful for his institutional knowledge, experience, and expertise.

Mitigate: After understanding the current state, we then needed to understand what about our system was causing us not to meet the guidelines.

Manage: Based on our location, we needed to ensure we developed a solution that was going to be sustainable to maintain, adaptable to meet future guidance and ensure we had the proper support from internal staff and local contractors. The solution described below meets the needs and intent of the ASHRAE standards and our team feels confident we can maintain these results for the future.

After completing our assessment, identifying the mitigation strategies our systems could not perform, and creating a plan to manage the results for the future, we were able to develop a solution that would make a lasting positive impact on our students, staff, and teachers and reduce the risk of virus transmission in these remaining areas.

At OMS in 2022, we completed 12 classrooms. To confirm their new system is working how designed and described in our original 2022 BEST Grant narrative, we had AVIRIQ come back out and perform a post-test. Room 211 was one of the classrooms that was able to get tested both times. Pre-project completion, room 211 could provide 18% the adequate ventilation and the post-project test shows it now can handle 130% of the ventilation requirements. A 112% improvement! The due diligence we performed is accurate and our solution is working.

Although our District had to go through a couple of rounds of value engineering, every solution that was considered sacrificed none of the above criteria. We were able to find a balance between providing the right temperature air and air changes per hour while optimizing our available budget.

II.F. Proposed solution to address the deficiencies stated above:

In the 2022 BEST grant we detailed a specific scope of work for each school. Our budget was based on upon an initial narrative and then as the design progressed, new requirements were implemented. In general, smaller details about how to make sure the systems work properly were overlooked. Many budgetary "$/ton" estimations were made but we found these to not be adequate as it left out many of the nuances specific to adding air conditioning to a building that previously did not have it vs. a replacement project. These items caused major budgetary issues while also incurring inflationary increases. With the help of our design/build partner, we were able to pivot and change the design at each school getting closer to the original budget and allowing us to address our needs efficiently and effectively. The funding request now is based on construction-level documents ensuring more accurate pricing.

In addition to these smaller details and inflationary pressures, more specifically:

Ortega Middle School
- Original classroom design utilized a VRF system which incurred extreme inflationary cost increases (equipment and copper) causing us to switch to a different more cost-effective system but still made us a little over the original budget.
- The original size of the electrical switchgear was increased by 30%.
- Structural requirements associated with the Auditorium and Cafeteria units.
- Double the number of air conditioning units needed to be used at the art/wood/computer building.
- Addition of needing downstream hot water reheat coils (originally were just going to use the gas at the rooftop unit for heat but this ended up not being enough heat). This increased the costing from material, install, and controls standpoint.
- Fire alarm quote received based on the narrative described was very under budget as the system ended up needing more upgrades.

Alamosa High School
- Piping intricacies associated with interconnecting the new chiller into the existing hot water piping system.
- Additional controls are needed on the (19) cabinet unit heaters to ensure the piping would not condensate during the cooling season
- Replacement of pumps or the addition of VFDs needed to make the chilled water system work properly.

K2 and 35
- Major budget concern with these schools was inflation related.
- Condensate routing ended up being more difficult to install.
- Total footage of copper line sets was miscalculated.

The solution described below for each school will replace/retrofit all past life cycle HVAC equipment located at the remaining areas at OMS and the high school for the purpose of allowing the district to implement all ASHRAE, CDC, and EPA guidelines to help lower transmission risk of infectious diseases and provide a healthier and safer environment for our students, teachers, and staff while overcoming all the deficiencies mentioned above.

In the 2022 BEST grant, the design stated for the Auditorium and Cafeteria ended up having major changes between the initial narrative and design documents due to unforeseen structural issues. Once it was discovered the 2022 project was over budget, this was one of the first areas removed from the scope. Knowing this was still an important area to add air

conditioning we continued to work with our design/build team in getting this scope back within its' original budget. The new locations proposed in this grant has been validated by a structural engineer and this structural cost is no longer needed.

The asbestos in the below areas will be mitigated per the proper State specifications.

Auditorium and Cafeteria: Our team found a new area to place the rooftop units needed for this space which greatly reduced the structural costs. These rooftop units will be placed on the roof and ducted into the space providing an adequate amount of cooling and air changes per hour.

Auxiliary Gym: The existing makeup air units will be replaced with newer, higher efficiency air handling units with factory-mounted controls allowing for adequate air changes/hour year-round.

Main Gym: The units serving this gym are operating properly and we are only going to replace the pneumatic controls with DDC controls to allow for optimized operation of this space.

High School: The most cost-effective solution to meet the ASHRAE guidelines is to retrofit the current AHUs with new DDC controls and replace the current heating coils located within the AHUs with new coils that can function as both a heating and cooling coil. Due to the location of the AHUs, the retrofit option makes the most sense for this equipment. The structural integrity and operation of the other components within the AHU are suitable. By upgrading the controls on the AHUs, it will allow the facilities team to confirm the required amounts of outside air are being brought into each classroom to reduce the risk of infectious disease transmission.

A further building controls retrofit will be installed on all classroom re-heat coils and auxiliary unit ventilators by installing new DDC control valves and classroom thermostats to eliminate the 23-year-old pneumatic controls system. The new DDC controls will allow the facilities team to provide new programming (including a purge sequence) for the AHUs to meet the building code ACH requirements while providing a way to optimize the most efficient way to operate the AHUs. This will also allow the facilities team to remotely monitor and receive alarms in classrooms that are not within the ASHRAE recommendations.

In addition to the controls retrofit, the installation of a new 250-ton air-cooled chiller (which was purchased under the 2022 BEST Grant award) with integrated factory controls will provide chilled water to the high school in the most efficient manner and will allow the classrooms to stay within the temperature specifics recommended by ASHRAE. The chiller will exceed current state efficiency code standards and have multiple stages for efficient operation at part load operation.

In our original design for the High School, a heat exchanger was used to switch from heating to cooling mode. Once pricing came back on this design, it was again over the original budget. We went back to the drawing board with our design/build team and figured out a way to remove the heat exchanger and still deliver cooling to all the classrooms. This design optimization greatly reduced the price of this scope of work.

With the implementation of the heating/cooling upgrade on all the AHU's the school will be able to meet the current ASHRAE Standard 55 and ASHRAE 62.1 specifications. The global pandemic has affected each student, staff member, and parent of this district in their own way. Performing these HVAC upgrades will not only allow the district to maintain in-person learning but also give each stakeholder within this school assurance that the district is doing everything to give students, staff, and parents a safe place to learn and work.

In Conclusion: The solution described above will not only replace the remaining past life cycle equipment as identified by the State but will also overcome the deficiencies identified by the AVIRIQ report (we are following the same logic for the remainder of the areas at these schools that enabled a 112% improvement from pre to post-test with first 12 classrooms at OMS).

We believe that these remaining areas at each school are necessary and of high importance to the students, teachers, staff, and parents of the Alamosa School District due to the increased focus on indoor air quality. Now is the time to take action to provide a healthy and safe environment.

II.G. Due diligence undertaken in defining the stated solution:

A major difference between our original BEST Grant request and this supplemental request is our budget is based upon 95% Construction Documents vs. Narrative/Schematic Drawings. This enables more accurate budget forecasting. Also, inflationary pressures are leveling out and the ability upon award the ability to order the remaining needed mechanical equipment right away reduces the risk of equipment cost increases. We are confident the funding requested in this application is adequate.

Throughout the development of the solution, we were extremely cognizant of applicable construction standards. The team wanted to ensure that the solution we are requesting funding for is going to work exceptionally and be a great investment for the next twenty-plus years. Right now, amidst the pandemic, following code has never been more important to ensure the safety of the students, teachers, and staff in the classroom.

The match we are providing is coming from General Fund, ESSER, and Capital Reserve accounts. Our district also understands with the match from BEST, we will require Davis-Bacon Act documentation (this cost is accounted for in our budget). Our team is also familiar that the project must be built to the Department of Education's Public School Facility Construction Guidelines, 1 CCR 303-1. This document lists many different references from ASHRAE, IECC, NFPA, and others and the MEP and architectural team we have selected is familiar with and works with these codes daily.

Alamosa and Trane both have experience working with the Division of Fire Prevention and Control to obtain the proper building permits to be compliant with the State's permitting process.

The most important part of our due diligence was an indoor air quality analysis at each school showing the current mechanical and control systems were not able to meet the current ASHRAE and CDC recommendations.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

We believe replacing the remaining past life cycle HVAC equipment with modern equipment that can meet ASHRAE's recommendations dramatically decreases the risk of virus transmission in all areas of our school buildings. This would give our community full peace of mind. Although COVID isn't talked about every day like it has been in the past 3 years, many of teachers, parents of students, and even students have continued to express their concerns about not feeling safe at school. We have also had parents of students express their gratitude for making in-class learning a priority as this has positively impacted their child's well-being and academic progression.

The supplemental BEST Grant supports an equitable investment in indoor air quality and mitigating the spread of viruses across the district for all students. Through a successful supplemental BEST Grant award, BEST would alleviate capital budget stress and enable an equitable investment across the entire district for every single student. To express a timeframe of when this project must be resolved before failure is difficult to do because as of today, these remaining areas at OMS and the entire high school are already failing to meet the ASHRAE and CDC recommendations.

The past life cycle systems are currently in a state where they are not able to be band-aided for any sort of improvement. A major investment must be made to meet the industry's guidance or the increased risk of virus transmission and the safety of our students and staff will continue to grow. The day-to-day repairs that are being performed now to keep the system operational are causing a financial burden to the district and through a holistic upgrade to the mechanical systems, this financial stress would be eliminated, and more monies can go back into making positive investments into our students.

To help communicate the urgency at which the District is concerned about this issue and our focus on getting this project done in a timely manner we would like to comment on the Summer of 2022. The District received notification in late May 2022 that the grant was awarded. We then immediately ordered the rooftop units needed for Ortega Middle School (the only units with a lead time that could arrive on time for construction during the summer) and started the demolition and asbestos abatement by June 1st, 2022 for 12 of our interior classrooms at Ortega Middle School. Our design/build construction team worked diligently for 12 weeks to abate the hallways/classrooms, remove floor tile, remove ceiling tiles/grid, and remove lights. Then followed this up by installing brand new duct work for the new rooftop units, buffing/polishing floors, install new grid/ceiling tiles, lights, and rooftop units. The project received a signed off permit and was able to start school on time with no delays.

The funding from the 2022 BEST Grant made an immediate positive impact on our students at Ortega Middle School (as shown by the post-project AVIRIQ report). All remaining traditional classrooms at OMS, K2 Elementary, and 35 Elementary is already on Trane's schedule to fully complete this summer to accomplish with the same tenacity as last summer utilizing the remaining 2022 BEST Grant funding.

The remaining areas at OMS and the installation of the already-on-order air-cooled chiller (slated to arrive in January of 2024) would be on the schedule for installation during the summer of 2024.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Alamosa has been working with the Rural Alliance to find subsequent funding to cover unforeseen cost increases for BEST Grant recipients as many recipients have experienced inflationary pressures on their projects. The Rural Alliance was another avenue that was pursued in trying to overcome the shortfall associated with the 2022 BEST Grant.

Alamosa School District has been blessed by a very supportive community that understands the importance of funding our schools. We have been blessed with the passage of bond issues to build each one of our schools. As the school leadership, we want to show our community and give them the assurance we are using our funding wisely to help make each school a safe environment.

The global pandemic was something our district did not anticipate and are extremely grateful for the funding available through the American Rescue Plan - Elementary and Secondary School Emergency Relief (ESSER III) Fund. We used these funds for our match in the 2022 BEST Grant application. Now that these funds are budgeted and well invested, we are now utilizing our general fund and capital reserve funds. We have been saving over the past couple of years to invest in a project like this that makes a substantial improvement in our school environment.

Under the new leadership of our superintendent, last year we refinanced our outstanding debts to take advantage of historic low-interest rates and have reduced our interest rate from 4.135204% to 1.771972% and a savings of $75,081.26 annually in avoided interest payments. These interest savings are one example that has allowed us to build our capital reserves for future projects. Due to the urgency of the concern, we believe utilizing our saved capital dollars in partnership with BEST for this priority one project is the most impactful way to finish an equitable investment in our schools that will help each one of students, teachers, and staff members to feel safer and more comfortable coming to school.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Maintenance Plan to Maximize the Life of the project: Our district's facilities team is led by Charlie Jackson who has over 32 years of experience working for our district. Charlie takes pride in teaching his team of five maintenance staff how to take care of their equipment properly. This is evident that the 1964 equipment at the middle school is still able to provide heat to all the classrooms.

It was important during the development phase to ensure an energy-efficient system was chosen while being sensitive to first cost and ongoing maintenance. Many components of the system can be maintained by our in-house maintenance staff. The air-cooled chillers require quarterly maintenance to operate properly. Three of the four manufacturer-recommended inspections can be done by the district staff, but the "annual" inspection requires specialized knowledge and equipment to perform this inspection properly. The district plans on contracting this service to a mechanical company with certified chiller technicians to ensure the longevity of the system. To account for this, we are setting aside more maintenance funds in our annual budget.

One of the key factors to maintaining the indoor air quality metrics set by ASHRAE is the HVAC controls that will be installed. These modern control systems work like your cell phone in that they require periodic software updates. This is a cost that our district will carry in our maintenance budget as this is a small cost to pay to ensure our classroom environments are adequate and safe for everyone.

As a part of the project and requested budget, we have requested training of our staff after the installation is complete. This is something we have done in the past and has helped us tremendously and helped us extend the life of our equipment using our in-house resources.

Capital Renewal Budget. How will budget an appropriate amount of funding to replace project at end of useful life: The Alamosa School District Board of Education is aware of the conditions to receive BEST Grant funds. We understand our responsibility to set aside Capital Reserve funds for maintenance, replacement parts, or equipment renewal of this equipment when it has met its life cycle expectancy.

We are committed to the yearly Capital Renewal budget for these purposes. We understand that these funds can be accessed for any other Capital Reserve Projects within the district. Then replenished with another set-aside the following year. We will set-aside 1.5% of our per pupil (with current population at 2,116 that would be $293,432 yearly) funding each year. The set-aside will be based on the October count every year. This is to be done yearly with no sunset requirements.

The Board of Education will set-aside these funds just as they have for all previously awarded BEST Grants. The following is a list of those funds kept for our previously awarded Grants to our district:
Alamosa Elementary K-2 & 3-5: 13 years, $950,000
OMS Roof Grant: 7 years, $35,000
AHS Roof Grant: 6 years, $30,000
OMS Security Grant: 5 years, $250,000
AHS Security Grant: years, $250,000
2022 BEST Grant – HVAC: 1 year, $281,093.00

Our district has performed and proven our due diligence by adhering to these Capital Renewal requirements. We therefore will abide by these requirements if the grant is awarded to assist us in making all of our schools as safe, healthy, technologically up to date and having created a comfortable environment for our students.

Intended Warranties on New Equipment: The entire project will have a 1 year workmanship warranty. The new mechanical equipment will have at a minimum a 5 year parts and labor warranty. The controls will have a 5 year software update agreement included to make sure the system stays operating properly (after the 5th year, the district will budget for the continuation of service).

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The Alamosa School District Board of Education meets several times yearly to discuss Capital Reserve projects and costs. These meetings are to establish a list of needed Capital Reserve projects and then the discussion begins about securing funding for these needs.

Once a project has been approved and funded, the project is placed on the District's ledgers so that costs can be tracked and accountability maintained.

In the previous sections, we have outlined the projects that have taken place in the past 3 years. This list is extremely helpful in showing how much the BOE is dedicated to Capital Reserve projects. Our BOE would desire to be self-sustaining in our funding and not have to use alternate funding for our projects. The reality is that our rural community cannot fund the tax base of our urban counterparts. Therefore, we have had to find alternate funding sources so that our students would have the same quality of infrastructure afforded other students in the State.

If you look at those numbers and projects the District has in the past 3-5 years dedicated approximately $2,000,000 for Capital projects. We have also during that same time put in our Matching funds for BEST grant projects that we are so blessed to receive.

On an average year, our district places $300,000 to 400,000 dollars yearly into the Capital Reserve accounts for the District which at our current attendance is close to $175 per pupil.

We are frugal with the BEST Grant funding we receive just as we are with our local, state, and federal funds. Alamosa School District has historically purchased quality materials and met the schedule. We are committed to providing our students with a safe and healthy environment. Additionally, the Alamosa School District has never had to request additional funds due to an overage of the budget, until this project- the construction industry inflationary increases impacted this project substantially. We have been thankful to CDE for their assistance in helping our small rural school district.
If this Grant is awarded, we will make sure that this money is spent wisely. We will follow the rules associated with the Grant. We will always do our part!

III.T. How did you arrive at the estimate for this project?

After realizing inflationary pressures on the construction industry were going to negatively affect our ability to perform the full scope of our 2022 grant, we used the lessons we learned during our multiple rounds of value engineering to solidify our fund request for this supplemental grant. We continued to work with Trane (installing contractor) and Bridgers and Paxton (engineer of record) monitored by OMNIA Partners to ensure industry rate pricing to develop the fund request for this supplemental grant.

As described earlier in the application, we discussed our “Assess, Mitigate, Manage” process that we followed to conduct our due diligence. The results of the due diligence performed were the starting point for the creation of our estimate. We started with a list of new assets that would need to be installed and received a budgetary price on the equipment. We then figured out the logistics to install this equipment and then received budgetary pricing from our partners. Project timeline, constructability, schedule coordination, supply chain risks, code compliance, design fees, escalation, and budget contingency have all been considered to develop the project estimate for a truly turnkey project.

The district believes the sub-standard indoor air quality issue is a concern to be addressed right away. By following our district’s procurement guidelines, we have elected to use a cooperative purchasing vehicle (OMNIA Partners) that will allow us to have transparent pricing conversations with our partner of choice specifically related to the HVAC scope. For the asbestos and general contracting portions of the work, this will need to go out to a publicly advertised, competitive bid. The district used this process for the work done in 2022 and being done in 2023. The partners used in 2022 and 2023 have provided budgetary estimates. In addition, this will allow the district to implement the solution on an expedited timeline which will already start to impart positive impacts to our students starting in August of 2022.

We have partnered with Trane as a design/build contractor through their OMNIA Partners contract because all HVAC-related services needed that were identified through our Assess, Mitigate, and Maintain process are all incorporated on their pre-bid contract. Having the 3rd party verification through OMNIA Partners will allow the district the comfort that our estimate for the project can be met.

III.U. Who will be overseeing the project, if known at the time of application?

The supply chain concerns affecting our world today are making project management more important than ever. Especially with the importance of implementing the project quickly to make our schools safer for all our students, teachers, and staff. This project affects the remaining traditional classroom square footage of the district and therefore we must be sure the project can get done without impacting the educational mission of the school. Exceptional project management is going to be key to the implementation of a successful project.

Trane will provide a dedicated project manager and project superintendent to oversee all details and coordination of the scope. Trane’s project management team is led by a certified Project Management Professional (PMP) and is supported by 15 installing technicians who all have their Mech IV licenses. Our district’s internal project team will meet with the Trane staff once/week to review project progress, quality control, upcoming tasks, and schedule coordination.

Completing the full gut, remodel, and installation of new HVAC assets at Ortega Middle School was a lot of work to get done in a very short amount of time. The District was led by Charlie Jackson and supported by our Design/Build team’s dedicated project manager and site superintendent that enabled this project to be implemented successfully. We conducted on-site, in-person, weekly update meetings to ensure that all trades were staying on schedule. We will follow the same rigor for this phase of the project.

The district will contract with a 3rd party inspector to receive the State of Colorado building permit. In addition, we will also contract with AVIRIQ for a "post test," validating that the additions and improvements have overcome the deficiencies identified in the original report (like we did this past year showing a 112% increase and 30% over the ASHRAE code requirement). Our district would be willing to provide these post-project results to the Colorado Department of Education.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

Our District has spoken with our BEST Regional Program Manager regarding our procurement plan. The procurement path described below is in line with our District's procurement policy and has formally been approved by the School Board for this project specifically on 1/20/2022. Based on the unique aspects of this project, our District has elected to leverage Trane's OMNIA Partners Cooperative Purchasing Contract for the HVAC portions of the scope. Trane's contract with OMNIA was awarded through a competitive solicitation process and detailed evaluation conducted by a lead public agency, Harford County Public Schools in Maryland. Trane's design/build turnkey install services have been pre-bid through this RFP allowing the district to utilize the National RFP that was performed. Through leveraging this contract, Trane will be under 3rd party supervision to ensure contract compliance and industry-best pricing. In addition, Trane will conduct a secondary competitive selection process for all trades involved for the completion of the scope. Cooperative Procurement is allowable per District's procurement rules and Colorado State Statute: § 24-110-201. The primary scope of work involves replacing past life cycle HVAC equipment, which Trane manufactures. In addition to the 3rd party oversight to guarantee industry-best pricing, Trane provides their clients their equipment at factory direct pricing eliminating unneeded layers of markup on a large portion of the project. This is enabling our match and potential BEST Grant award dollars to go further. The needed general contracting and asbestos work will be awarded through a competitive RFP process.

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

Our annual utility costs at each school are listed below:
- High School: Electricity - ~$117,224, Natural Gas - ~$34,978, Water/Sewer/Trash - ~$94,620
- AHS VoAg: Electricity - ~$6,215, Natural Gas - ~$3,640
- Ortega Middle School: Electricity - $61,428, Natural Gas- $47,197, W/S/T- $69,387

Until this past summer, our school district has never had air conditioning. We understand that by adding air conditioning to our district, there will be an increase and ongoing cost that will need to be budgeted for on an annual basis. While in our development process, we ensured to consider the life cycle cost analysis of potential systems. For example, we could have installed individual split systems in each classroom at the middle school but the energy consumption and ongoing maintenance cost were going to be immense. By switching to High-Efficiency Rooftop units for a negligible first cost difference, we can lower our annual energy consumption substantially, decrease our maintenance spending, and reduce the risk of failure.

We also understand the State's desire for energy efficiency and making our schools sustainable. We followed the guidance in the requirements of the High Building Performance Certification (allow not required), "The project considers the true cost of a building through the life-cycle assessment of each individual building component." Our team has done through our due diligence process.

Also, the project would replace 27-year-old and 58-year-old equipment. The basic efficiency increase in technology advances since the installation of this equipment alone will produce and provide energy savings for our district. Replacing the remaining T8 lights with new LED lights at the Middle school will generate substantial electrical savings (at least a 30% annual savings). As described in the deficiencies section, all the building controls within the district are past their life cycle. Modern DDC controls can enable energy-efficient programming strategies while still prioritizing meeting ASHRAE's indoor air quality specifications.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

N/A

Current Grant Request:	$2,465,092.31	**CDE Minimum Match %:**	29
Current Applicant Match:	$1,006,868.69	**Actual Match % Provided:**	29

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Current Project Request:	$3,471,961.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$7,576,600.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$2,392,610.00	**Source of Match:**	
Total of All Phases:	$13,441,171.00	Capital Reserves Child Nutrition Funding	
Affected Sq Ft:	389,200	**Escalation %:**	5
Affected Pupils:	2,059	**Construction Contingency %:**	5
Cost Per Sq Ft:	$34.54	**Owner Contingency %:**	3
Soft Costs Per Sq Ft:	$3.97	**Historical Register?**	No
Hard Costs Per Sq Ft:	$30.57	**Adverse Historical Effect?**	No
Cost Per Pupil:	$1,686	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	189	**Is a Master Plan Complete?**	Underway
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	2,102	**Bonded Debt Approved:**	
Assessed Valuation: Statewide Median: $121,995,375	$157,290,313	**Year(s) Bond Approved:**	
PPAV: Statewide PPAV: $182,813	$74,829	**Bonded Debt Failed:**	
Unreserved Fund Bal 20-21: Statewide Median: $3,107,630	$7,628,985	**Year(s) Bond Failed:**	
Median Household Income: Statewide Avg: $65,127	$45,124	**Outstanding Bonded Debt:**	$8,985,000
Free Reduced Lunch %: Statewide Avg: 42.17%	56.70%	**Total Bond Capacity:** Statewide Median: $24,399,075	$31,458,063
Existing Bond Mill Levy: Statewide Avg: 6.19	11.894	**Bond Capacity Remaining:** Statewide Median: $12,478,184	$22,473,063
3yr Avg OMFAC/Pupil: Applicants Median: $2,381	$1,290.56		

● Campuses Impacted by this Grant Application ●

WALSH RE-1 - Supplemental FY22 PK-12 School Replacement - Walsh ES - 1931

District:	Walsh RE-1
School Name:	Walsh ES
Address:	301 North Poplar Street
City:	Walsh
Gross Area (SF):	35,728
Number of Buildings:	2
Replacement Value:	$9,889,838
Condition Budget:	$5,026,673
Total FCI:	0.51
Adequacy Index:	0.12

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,345,964	$1,163,894	0.86
Equipment and Furnishings	$377,623	$226,982	0.60
Exterior Enclosure	$1,762,628	$333,127	0.19
Fire Protection	$1,494	$428,736	286.93
HVAC System	$712,170	$479,631	0.67
Interior Construction and Conveyance	$2,713,400	$1,651,800	0.61
Plumbing System	$626,764	$566,198	0.90
Site	$879,513	$583,223	0.66
Structure	$1,470,283	$21,817	0.01
Overall - Total	$9,889,838	$5,455,408	0.55

WALSH RE-1 - Supplemental FY22 PK-12 School Replacement - Walsh Jr/Sr HS - 1960

District:	Walsh RE-1
School Name:	Walsh Jr/Sr HS
Address:	300 CALIFORNIA STREET
City:	WALSH
Gross Area (SF):	54,785
Number of Buildings:	2
Replacement Value:	$15,619,839
Condition Budget:	$7,102,743
Total FCI:	0.45
Adequacy Index:	0.22

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,435,520	$2,511,388	1.03
Equipment and Furnishings	$1,858,742	$780,077	0.42
Exterior Enclosure	$3,234,188	$266,513	0.08
Fire Protection	$2,291	$659,515	287.85
HVAC System	$912,246	$1,056,460	1.16
Interior Construction and Conveyance	$2,318,009	$857,272	0.37
Plumbing System	$1,015,689	$927,009	0.91
Site	$1,916,892	$986,122	0.51
Structure	$1,926,263	$0	0.00
Overall - Total	$15,619,839	$8,044,356	0.52

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: WALSH RE-1 **County:** Baca

Project Title: Supplemental FY22 PK-12 School Replacement **Applicant Previous BEST Grant(s):** 2

Has this project been previously applied for and not funded? Yes **Total of Previous BEST Awards:** $27,495,005.12

If Yes, please explain why: Walsh School District was fortunate to be awarded a BEST grant in the spring of 2021 and is again requesting assistance through the Supplemental Grant Program. The failure to receive a supplemental grant in 2022 has only increased our need based on continuing facility safety issues, access to essential programs, price escalations, and the urgency of the construction timeline that is in place. The reason, to our understanding, for failing to be awarded a grant in 2022, was the belief that we were in a position to support more of the burden with local funds.

Our community has already approved a bond in excess of six million dollars and have reached our bonded capacity. In an effort to maximize our local contribution, the district explored capitalization of a state match of our mill levy override. Unfortunately, the potential income stream would not effectively support a significant contribution to the project. We have spent months and countless reviews and conversations determining elements of the project that could be eliminated in order to save funds. The district also is seeking other sources of support (grants) that would help to provide some assistance in meeting some of the needs.

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

Walsh School District RE-1, located in the extreme southeast corner of the state, was originally a single-building school constructed in 1928. This building was originally deemed unsafe and condemned, then decommissioned by the Baca County Department of Health in 1970. However, the unused, decommissioned 1928 building is still standing and attached to Walsh Elementary School at the north end of a dead-end hallway. A gymnasium was added in 1931 and is the current location of the elementary physical education classes. Locker rooms in the old gym are unsafe and no longer in use and because of out-of-date design the gym has unsafe beams very close to the gym floor. The 1931 gym is structurally in poor condition with missing mortar and water penetrations. The only accessible entrance into the old gym is by travelling outside and around the building to a makeshift ramp.

In 1959, the districts of Buffalo, Bartlett, Stonington, Konantz, Mitchell and Walsh were forced to consolidate into the larger Walsh School District RE-1. As a result, the student population ballooned, and the resources and strain placed on the facilities grew exponentially. The current high school was built on a separate site in 1960, and an elementary addition was added in 1969. At that time, the district served 585 students. Over time, both campuses have had numerous additions and upgrades to provide for the changing educational needs of students.

Because of this abrupt student population increase, Walsh constructed all necessary buildings quickly. At the time of original construction, all buildings were in compliance with the building codes of the period. However, they were all built rapidly on a limited budget to accommodate a sudden increase in student enrollment after the forced consolidation in the 1960s, which meant the need for a quick and viable solution to the increased facility needs.

There have not been any substantial changes to Walsh's infrastructure since the late 1970s. The student population has grown and reduced cyclically and is currently on the upswing. The current student count is 183 students. The facilities that are in current use vary between 50 and nearly 80 years old. Continued repair issues and associated costs highlight the need for a new generation of infrastructure in order to accommodate the future needs of the community and its children.

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

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

Walsh Elementary School Campus: The Elementary facility is a 40,824-sf building. The original building was constructed in 1928 and is still standing but was decommissioned in 1970 after being deemed unsafe by the Baca County health department. The building is currently being used as a storage space and does provide egress for other parts of the school.

The Vocational/Agricultural building is a metal building that is 5,755 SF and was built in 1969. No significant re-investments have been made since its construction. Under the provisions of the awarded BEST grant, this building will be demolished starting March 23, 2023 after a period of abatement.

The Bus Barn is a 4,000 SF metal building erected at an unknown date. No significant re-investments have been made since its construction. Under the provisions of the awarded BEST grant, this building will be demolished starting March 23. 2023 after a period of abatement.

The gym was built in 1931 and connected to the original building with an addition in 1956. Additional classrooms were added in 1977.

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

The following is a list of repairs and upgrades to the high school campus over the past few years:
- New storefront frames were installed in 2004
- In 2017-2018, a new roof was installed at the high school and new coating to roofs of the vocational and bus barn facilities. Also new screens were added on exterior windows at the high school and new LED lights installed at high school football field.
- In 2018 new VoIP phone and intercom system installed at both main campuses and all exterior buildings
- New storefront and locks were placed on all existing doors and access control was added at two locations in 2019.
- In 2019 a sprinkler system was installed on football field
- In 2019 exterior gas lines replaced-lines were leaking causing a serious safety concern.
- In 2019-2020 AI phone/card system, was installed and a new front entrance storefront installed. All exterior doors rekeyed.
- The fire control panel failed in 2022 and was replaced with a similar panel in order to render the alarm system operational.

The following is a list of repairs and upgrades to the elementary campus over the past few years:
- In 2017-2018 a new roof installed on the new portion of the elementary building; new roof coatings on original 1928 building and gym area; seven new AC units installed; 11 new windows installed; new carpet in one classroom.
- In 2018 new VoIP phone and intercom system installed at both main campuses and all exterior buildings
- New locks were placed on all existing doors and access control was added at two locations in 2019.
- New storefront and new locks were placed on all existing doors and access control was added at two locations in 2019.
- In 2019-2020 AI phone/card system was installed and new front entrance storefront added. All exterior doors rekeyed.
- In 2020-2021 four bottle fill water fountains were added to the elementary school and one to the cafeteria. Three walk-behind floor moppers were purchased to more effectively and efficiently mop and sanitize tile and gym floors - In fall 2022 and early 2023 repairs had to be done to the elementary building due to classroom flooding, electrical problems, gas leaks and a near-fire in the attic insulation
- In fall 2022 and early 2023 repairs had to be done to the elementary building due to classroom flooding, electrical problems, gas leaks, and a near fire in the attic insulation.

In 2020 and 2021 a few modifications were made to all buildings as resources went to Covid-19 prevention.

II.A. Project Type:

☑ **New School**	☑ **Roof**	☑ **Asbestos Abatement**	☑ **Water Systems**
☑ **School Replacement**	☑ **Fire Alarm**	☑ **Lighting**	☑ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☑ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☑ **HVAC**	☑ **Energy Savings**	☑ **Technology**
☑ **Security**	☑ **ADA**	☑ **Window Replacement**	☑ **Supplemental**
☑ **CTE:**		☐ **Other:**	

Additional Detail:

Agricultural Courses, General Shop, and Construction Courses

This request is necessitated by spiraling escalation costs which have been compounded by continuing geographic and labor challenges

II.C. General background information about the district / school:

Walsh School District is a high-achieving, rural district in Southeast Colorado that serves 183 students in grades Pre-K through 12. We operate and maintain two separate school campuses with a third building for food service encompassing approximately 89,000 sf of facilities and an average building age of 59 years.

The staff and community place high value on the diverse opportunities for students in the Walsh School District. Everything from dual college credit to leathercraft are offered to high school students, as well as extracurricular opportunities including athletics teams, FFA and Student Council. We are proud of the effectiveness of our district and how it impacts the lives of the citizens in our community.

We have worked extremely hard in supporting our students' success by keeping the buildings and grounds well maintained. The community has demonstrated support for investing in this district by approving the construction bond in 2021 and maintaining a 10-mill levy devoted to present and future needs of the school district.

We received a smaller BEST grant in 2018. This addressed corroded and leaking buried gas lines at the high school. The grant also included a few limited security upgrades at both schools, and added a new electrical circuit in the HS concession area. Walsh is a town with strong traditions backed by a strong sense of community. Since early 2018, the Board of Education has appointed and supported a 15-member community planning team to make recommendations about facilities.

II.D. Deficiencies associated with this project:

The deficiencies listed in our original grant still exist and are captioned below. Since being awarded the BEST Grant in 2021, the fire alarm in the JH/HS School was damaged by a lightning strike and the District operated under Fire Watch for nearly 4 months while salvaged parts and equipment was sourced by our vendor in line of $34K in replacement and upgrade costs to meet the current voice enunciated evacuation requirements of the Code. Similarly, the Elementary School recently experienced an extended loss of power caused by overheating of electrical equipment and damaged circuits because the antiquated fuses failed. While this turned out to be a significant inconvenience it did not escalate into a health and safety emergency. Additionally, a long term problem is that both schools, especially the elementary campus, requires students of all ages to cross active traffic-filled streets in order to access the main door of each campus (and every door at the elementary).

(Text of the original grant is below, edited for length)
While conducting studies on our facilities, we have concluded that deficiencies described below are more significant than first thought, and our FCI scores don't fully encompass the health and safety concerns of our facilities. An example of this is the condemned 1928 structure that is the only path of emergency egress in a dead-end hallway. This emergency exit is blocked off, because we feel it is more dangerous for the students to have access to the building than to fix the code violation of a blocked egress. In this situation, both choices are hazardous to our student population. It is not an exaggeration to say we fear each day for the safety of our students because of the location of this condemned building, which is not included in the FCI score.

The greatest life, health and safety concerns in our district are site and building safety, outdated building systems throughout, and hazardous materials.

SITE SAFETY
Students travelling between campuses are exposed to natural elements and potential bad actors as Walsh facilities are spread across three city blocks. Students move between buildings all day which creates a health, safety and supervision challenge. In addition, students lose valuable academic instruction time while traveling between buildings.
All students must travel outside their school to the cafeteria, no matter the weather. Some elementary students travel each day over three blocks to the WJSH for academic programming. A portion of this trip consists of two city streets without

sidewalks, exposing children to traffic risks. There are no security cameras, the office does not have a view of the students, and there aren't outside notification systems to warn children of danger.
These issues are combined with serious pick up and drop off challenges. There are no bus lanes for the schools. The parent drop off is located in the public street near the front door and students must walk through both visitor and staff parking in order to go to their classes or leave at the end of the day. Because of poor grading, a large pool of water consistently gathers and freezes at the north facing front door of the elementary, causing a falling hazard. The bus loop is in back of the building and shares a service access road with trash service and food delivery. We try to avoid mixing these large trucks with small children; however, this separation is not always possible.
Site lighting near the main entry and in parking lots is inadequate around all buildings. Dark parking lots and door areas make monitoring by police challenging. Critical utilities are located in unsecured and unprotected areas. In several places, gas mains are located directly in front of parking areas with no bollards or protective fencing.

BUILDING SAFETY
In both schools, there are no secure vestibules, minimal control over access, and no line of sight from the office to parking areas. Security for our buildings is a challenge as some doors don't close completely, and perhaps even more alarming, at times some of our emergency exits don't open. Because the building has shifted and moved over time, door frames are racked and can no longer be securely closed. Occasionally, exterior doors have been left ajar throughout the night. Unsecured doors provide free access to the school, posing a serious risk for staff and to everyone throughout the school day, especially since the buildings themselves are not consolidated into one campus. This is of immediate concern as a known meth house is within 50 yards of the WE campus (per Baca County Sheriff). Residents of this house have been caught checking doors of houses and vehicles in the area and one has even been taken into custody on the ES playground. Once the doors are opened, a person with nefarious intent could go anywhere in the school. Entry is very possible, considering the settling of the aging building and the lack of a consistent security system ensuring control over entry. The 11 exterior doors WE and 8 exterior doors at WJSH make this an even more critical issue.
Both schools have dangerous dead-end hallways. Emergency egress through the standing 1928 building is extremely hazardous. The building has collapsed ceilings and holes in the floor so we have chosen to lock the doors, believing the building is too unsafe for students to enter in any circumstance. However, since the building is still standing, in proximity to the school, and the door frames and locks are deficient, it is still possible for students to enter. In the high school, there is simply no egress from the dead-end hallway.

HVAC SYSTEMS
The buildings have outdated heating & cooling systems that not only fail to properly heat and cool but also provide inadequate fresh air. At the WJSH, classrooms are heated and cooled with "through wall" residential units that aren't recommended for use in schools, and aren't designed to bring fresh air into the classrooms. In both schools, multiple classrooms have NO outside air flow unless windows are opened, which is a safety concern and is not practical during winter months. At the request of CDE, a complete inspection of all HVAC systems was completed by a licensed mechanical engineer, who also measured CO2 levels at each school. It was discovered that CO2 levels are as high as 1740ppl in WEl. According to the Kane study, levels over 1000ppl begin to cause drowsiness and fatigue in students.
Engineers' inspection determined that the majority of the HVAC units had exceeded their life cycle. The current systems provide little outside air and subpar filtration of dangerous particulates. Additionally, these units cannot evenly distribute heat or cooling, which means the learning environment will be affected in the classroom, without even taking into consideration the building's temperature as a whole. The current systems are difficult to improve due to low ceilings and a high level of asbestos. Also, there is no ventilation in any corridor, so the hallways of both buildings have no fresh air.
The lack of fresh air creates air quality that is already poor and harmful to students and staff. In addition to all of these problems, the issue of COVID-19 has added one more danger to this environment. The CDC recommends installing filtration levels of MERV 13, but that is out of the question because of the age of the units (many installed in 1997). The units cannot be modified to allow for more air flow, and they will further fail to heat or cool the space.
Fire Suppression systems don't exist. The facilities have unreliable fire alarms which fail often. We have spent over $18,000 over just two fiscal years to maintain these systems.

PLUMBING
The hallways, classrooms and cafeteria flood with sewage and sewer gas smells due to clogs in the sanitary system. Sanitary

and Direct Water Lines issues rank high on the CDE Facility Assessment for WE. Custodians and maintenance personnel deal with regularly clogged and flooding toilets in this building.
Plumbing issues are also a major concern in WJSH, and certain toilets and sinks are perpetually out of order. The principal has found three inches of raw sewage in the locker rooms on more than one occasion. The smell of sewer gases is always present in the locker room area, signifying an extensive problem with sewer gas ventilation.
Sewage often collects in the food prep area, as the sewer line going away from the cafeteria has failed. Most notably, the line in front of the oven is not open, so there is a constant sewer gas smell in the cafeteria. Multiple attempts have been made by local plumbers to open the line but the problem returns, signifying a deeper issue.
Direct service water lines have also deteriorated and are coated with calcium from hard water. These lines will need to be replaced within five years if the BEST Grant is not successful. The district has no RO system for water even though the Town of Walsh recommends not drinking the water due to high levels of nitrates. However, since the school district is on the town's dwindling water supply, the community does not have a choice. Additionally, in the event of a fire, the lack of support of water availability will make an already disastrous situation even worse.

ELECTRICAL SAFETY
Both the State Facility Assessment and an investigation by mechanical engineers as part of the Facility Master Plan cite alarming issues with the electrical system at both schools. The systems are original to the buildings, undersized, and overdue for replacement. The high school principal notes sparking light switches in the small gym and continual blowing of the breakers throughout the school. Local electricians blame limited capability of the outdated system to support modern necessities.

HAZARDOUS MATERIALS
Landmark Consulting completed an investigation of hazardous materials, and two materials of concern were identified: asbestos and mercury. They found friable asbestos in both schools, in a joint compound, duct wrapping, insulation, white felt associated with linoleum, tinfoil heat shielding on lighting, white and gray surfacing, electrical wire insulation, drywall, and plaster throughout the building. The report went on to say due to the age of the building, we should assume that it is also in the buried ductwork

II.E. Diligence undertaken to determine the deficiencies stated above:

We have worked diligently for over three years to evaluate the building deficiencies and the overall safety and quality of the learning environment. In this time, we have learned a great deal about the deficiencies of our buildings & that our problems are only accelerating as our buildings age. Actions taken to date to gather deficiencies information include:
- CDE assessment reports, reviewed & updated by planning team
- Third party engineering assessments during master planning - DCS (owner's representative) Wold Architects and Maxson Engineers
- Sewer scoping - Home-Town Solutions
- Radon testing - Radon Measurement Labs LLC
- CO2 monitoring - Wold Mechanical Engineering Team
- Asbestos testing - Landmark Consulting
- Second third party engineer hired to evaluate systems through the lens of ventilation and COVID19-Wold Mechanical Team - Mercury-Colorado School District Self-Insurance Pool
- Safety Plans-Baca County Sheriff & Baca County Emergency Management

Using the Colorado Department of Education's Facility Assessment as our guide, we hired these consultants to help further understand the extents & magnitude of our deficiencies & their impacts on our students. Through these additional due diligence investigations, it is apparent that our health & safety concerns continue to grow & are of greater significance than first suspected. The results of these investigations are referenced & described in the deficiencies section.

II.F. Proposed solution to address the deficiencies stated above:

In the face of our budget shortfall, our team has diligently studied and priced multiple options for reducing cost. The following concessions were also agreed to:
- Switch to a 100% precast building
- Reduced square footage to the facility

- Reduction to funds available for site reclamation and elimination of athletic practice field
- 70% reduction in funds for site landscaping and signage
- Elimination of asphalt paving

Also, without additional funding we will be unable to complete the portion of the school containing our vocational programs and music and athletic facilities.

(Text of the original grant is below)
Walsh School District is requesting assistance to build a new PreK-12th grade school on the site of Walsh Junior/Senior High School. The plan is to build the new school on the practice field south of the Junior/Senior High School, demo both existing schools and the cafeteria, and reseed the area where the current Junior/Senior High School sets. What follows is how the district and community came to this crucial decision:
Consolidation is the right option because having all students under a single roof instead of walking across town is important and student safety was ultimately the most important factor in the community's decision.
Consolidation will only work at the high school site. The ES site is only 3.6 acres, far too small.
After agreeing that consolidating was desired, the district considered two options: a remodel and addition to the current WJSH, or a new stand-alone PK-12 building.

The Walsh Board of Education and planning team carefully evaluated the options. The magnitude of deficiencies at WJSH including the age and condition of the sewer lines, HVAC systems, and electrical service made a new build more cost effective than an extensive remodel of the existing high school. The extent of ACMs throughout the building makes renovations costly and challenging. Additionally, the layout and configuration of the WJSH contain many inadequacies, including dead end corridors, the location of the administration area, accessibility challenges, outdated learning environments, lack of clinic and student support spaces for special ed and BOCES support programs, and more. A cost analysis by our consultants determined the difference between a new build and renovation and addition was approximately $2,000,000.

After considering all this information, it was determined by the Walsh Facility Team and Board of Education that this solution will most effectively address ALL the primary deficiencies: building safety, outdated building systems throughout, and hazardous materials. The community support for this project has grown over time, as, once again, the Walsh Community shows its support for their schools and students.

II.G. Due diligence undertaken in defining the stated solution:

(Text of the original 2021 grant is below)

2019-20 grant cycle - The District went through facilities master planning process in alignment with CDE published master planning guidelines. Our team conducted robust assessments of our buildings and facilitated an inclusive planning process with significant stakeholder and community input. Site analysis was done to consider potential locations for projects. All programming analysis was done using CDE published Guidelines for Public School Construction. Potential project pricing was developed based on those same guidelines and on current codes and sustainability requirements.

2020-21 grant cycle - The District reflected on input and scores from CCAB and CDE representatives and reconvened the planning group to reconsider addition/ remodel vs new build.

2021-22 grant cycle - After gathering additional data around ventilation, sanitary lines, and radon, as described in the deficiency's due diligence section, the Walsh BoE once again decided to resubmit for a BEST grant to support a new PK-12 school building.

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

comprehensive solution to more of the facility challenges.

The Walsh Board of Education convened a Facility Planning Team, hired an owner's representative and an architect/engineering firm. Together using the State's Facility Assessment as a guide, the collective team did a complete analysis of all buildings and each site and started the community on a Master Planning process.

The Facility Planning Team met a total of six times with architects and the owner's representative. A complete list of major deficiencies and corresponding cost estimates was presented, the team then developed a list of criteria (see below) by which to guide the team's decision-making process.
The Community's support and input is critical. The Plan should consider the community's and state's long-term effectiveness and not short-term fixes while finding opportunities to reduce operating costs in a 21st Century Learning Environment. The plan should assume that the district will continue to exist with no significant change in enrollment.

With these criteria as a starting point, the team investigated eight possible solutions to address the needs of the district. Each of the options was scored by team members on a 10-point scale. The tallies appear below:
Wait and Repair as things breakdown (3 points)
Repair a couple of deficiencies (5 points)
Repair primary deficiencies (5.5 points)
Repair all Deficiencies (6.5 points)
Consolidate using a lower end addition (metal building) (6 points)
Consolidate using a high-end design (10 points)
New Pre-K-12th Grade building (10 points)
Consolidate with no additions (6.5 points)

The Board then hosted two community meetings—both attended by well over 60 people—to ascertain whether the community would support the building of a new PreK-12 school. Almost unanimously, the community was in favor of moving forward with the plan of building a new PreK-12 facility on the site of the current Walsh High Walsh School District is not able to fund this project without the assistance of the BEST Grant.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

As one can see from the provided information, the challenge has been significant and only increases with the passage of time. We have done our best to consider every efficiency and reduction that we feel our community can accept. The real urgency will come to reality should additional funding not be procured.

In just over a month, demolition of structures begins and the construction of what we are calling Areas A and B will commence. Thanks to the previously awarded grant and the investment of our local community, we have the funds to complete our academic and administrative complex. However, without additional support we will be unable to complete Area C; the vocational, music, and athletic complex. Without this funding now, the project will come to a halt, the equipment will be packed up to possibly return at some future date. Our students will be left to attend school at a perpetual construction site and the district will have to scramble to find some way to house a vocational program and provide facilities for our athletes to compete.

(Text of the original grant is below)
If this grant is not awarded, we will continue to apply "band aids" on these issues as best we can, and continue to fall further and further behind as systems continue to age. Every building in the district has outlived its useful life, and the assistance of the BEST Grant will help to maintain a safe and suitable school for Walsh's students.

If not awarded, our students will continue to be exposed to the elements and safety concerns as they move from building to building and between our two campuses. Ensuring the safety of students moving across town from building to building is critical as our town is seeing more and more nefarious individuals that have become bolder in their communities due to lack of law enforcement and isolation. As mentioned earlier in the application, not long ago, a student who had dropped out fired a rifle at the house of the former principal. Fortunately, no students were in the line of fire, but it is hard to feel confident that this will not continue to be a danger in the future. Having students move between buildings is not always a safety issue, but

paired with the close proximity of dangerous environments, such as the stray dogs and the neighborhood issues, it is clear that a secure PK12 school is the only viable solution.

Without the help of the state, the resources to address these challenges are out of reach, as all reports indicate problems with direct water and sewer lines, mechanical, and the electrical systems will begin to worsen within the next five years. The rate of system failures is beginning to accelerate. The threat of COVID has only heightened awareness of our outdated HVAC units.

Our plumbing is becoming more and more unreliable as sewage overflows are appearing in new locations and sinks and toilets are taken off-line. The need for a larger more reliable electrical service becomes apparent with lights that don't function and breakers that continually trip. Additionally, a more reliable electrical system is necessary as technology continues to play a major role in student learning and the pull-on electricity will only increase. The funding of this project is so urgent and important that the Board of Education has taken the step of committing an additional $400,000 of our appropriated reserves to this project.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

N/A

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

(Text of the original 2021 grant is below with additions)
2016 State Library Grant $3,500 (library books), Monsanto Innovation Grant $10,000 (math and technology education)
2017 State Library Grant $3,500 (library books), Monsanto Innovation Grant $10,000 (math and technology education), State Cafeteria Equipment Grant $6,386 (new hot line), AIM-XL $77,040 (over the course of 2 years to develop a comprehensive health and wellness policy), Bernard C. and Hazel Neill Foundation $8,000 (vocational agriculture greenhouse)
2018 State Library Grant $3,500, BEST Grant $279,428 (gas line, electrical, security upgrades), Bernard C. and Hazel Neill Foundation $228,343 (did NOT receive - BEST Matching)
2019 Library Grant $4,500, Cooper-Clark Foundation $5,221 (graphing calculators), Emma Belle Tolbert Charitable Trust $32,834 (plasma cutter for VoAg class), Konkel Foundation $10,559 (sprinkler system on football field) , Make It Happen Grant $114,588 (over the course of 2 years to implement comprehensive health and wellness plan)
2020 Library Grant $4,500, Lance Turner Memorial Scholarship (Scoreboard replacement- $8,000) Make It Happen Grant $114,588 (Year 2) , Bernard C. and Hazel Neill Foundation $46,831 (Wood CNC machine) Konkel Foundation $3,863 (Technology for teachers)
2021: ESSER III Funds - $70,000 - Digital Boards for all classrooms (new building)
2022: ESSER II Funds - $95,000 - New Computes for all labs/teacher desktops (new building), Considered capitalization of state match for mill levy override
2023: USDA Distance Learning and Telemedicine Grant - Request Pending - $300,000 for classroom distance learning and science/counseling support (new building)

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

(Text of the original 2021 grant is below)
The district has a permanent, flexible 10 mill levy override to provide additional funding for any district needs. In the past three years the levy override has ranged from 6-8 of the available 10 mills, and generates approximately $225,000 of additional revenue for the district annually, depending on need. We have committed a minimum of $100,000 per year for capital construction/renewal projects for the last 5 budget cycles and plan to continue to have this $100,000 minimum set aside into the future.

In 2019-2020, $100,000 was budgeted for capital construction/renewal in addition to the $228,343 budgeted in the building fund for our BEST Grant project. In the 2019-2020 budget cycle, $92,388 has been committed to the building fund, as well as having $100,000 budgeted for capital construction/renewal. The district will continue to support the capital improvement funds at the current levels after the building of our new school building.

Walsh Schools has demonstrated their commitment to the long-term care of buildings and facilities. As noted previously, while the buildings have outlived their lives and the majority of issues require significant capital investment, the significant

issues noted are not a result of lack of maintenance but rather shifting and/or settling grounds resulting in significant impacts to sewer, water, tiling and drainage and natural end of usable life for cast iron sewer pipes and 1960's electrical wiring. Additionally, if these issues are left without being addressed, money will need to be invested no matter what, and it would be ideal to give students a new educational environment that is worth maintaining, rather than expecting students and teachers alike to continue to endure a subpar learning structure.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The district historically has maintained substantial resources through a healthy general fund and access to revenue generated through local and state sources which exist for any potential repair or upgrade. The following is a list of some of the more substantial occasions over the past 6-7 years:

2016-17: Replacement of bus barn garage doors, high school carpet, and a new Suburban
2017-18: Installation of a new phone system, carpet in the elementary and LED lighting at the football field
2018-19: Completion of a facilities master plan and the aforementioned phone system install, tree removal, installation of a sprinkler system at the football field
2019-20: Replacement and repair of elementary AC units, fire alarm repairs and interior lock rekeying
2020-21: Installation of new water stations/fountains
2021-22: COVID Upgrades: vacuums, air purifiers, floor scrubbers
2022-23: Replacement of JH/HS fire panel, repairs to gas lines at elementary school

III.T. How did you arrive at the estimate for this project?

We utilized our selected CM/GC firm to provide construction cost data and advice on escalation and contingency figures. We believe these figures are responsible and assign risk to the appropriate parties. Our Owners Rep and Architect reviewed the costs and together they worked to develop a VE list, and assign items that can be added later to a wish list.

III.U. Who will be overseeing the project, if known at the time of application?

(Text of the original 2021 grant is below)
DCS, Inc. has been assisting Walsh SD since 2017 and successfully implemented the Safety and Security Project in 2019. The Board of Education selected DCS to lead the current project and they will remain a vital part of the project team. DCS provides broad oversight and assistance to the Superintendent and Board of Education on all things related to development, planning, design, construction, building finance and building operations. They are currently under contract to provide typical Owners Rep services including the CDE recommended Scope of Services.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

All consultants were previously selected and will continue under this supplemental award.

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

NA

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

If the project is fully funded, the two existing school buildings will be demolished and the land will be restored using funds itemized for site restoration and landscaping.

Current Grant Request:	$14,828,679.20	**CDE Minimum Match %:**	18
Current Applicant Match:	$838,176.80	**Actual Match % Provided:**	5.35
Current Project Request:	$15,666,856.00	**Is a Waiver Letter Required?**	Statutory
Previous Grant Awards:	$27,215,129.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$6,077,076.00	**Source of Match:**	Cash Reserves
Total of All Phases:	$48,959,061.00		
Affected Sq Ft:	64,028	**Escalation %:**	10

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Affected Pupils:	183	**Construction Contingency %:**	3
Cost Per Sq Ft:	$764.65	**Owner Contingency %:**	3
Soft Costs Per Sq Ft:	$104.18	**Historical Register?**	No
Hard Costs Per Sq Ft:	$660.48	**Adverse Historical Effect?**	No
Cost Per Pupil:	$85,611	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	350	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	164	**Bonded Debt Approved:**	$6,077,000
Assessed Valuation:	$29,335,716	**Year(s) Bond Approved:**	21
Statewide Median: $121,995,375			
PPAV:	$178,876	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$2,562,486	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$35,893	**Outstanding Bonded Debt:**	$6,077,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	52.40%	**Total Bond Capacity:**	$5,867,143
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	13.586	**Bond Capacity Remaining:**	($209,857)
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$2,733.79		
Applicants Median: $2,381			

COLORADO
Department of Education

Division of Capital Construction

District Statutory Limit Waiver for BEST Grant

A partial / full (circle one) district match reduction is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

A.	Applicant required minimum match for this project based on CDE's minimum listed percent *(Line items A * C from grant application cost summary)*	$ 2,820,035
B.	School District's certified FY2022/23 Assessed Value	$ 29,335,716
C.	District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. *(Line B x 20%):*	$ 5,867,143
D.	Current outstanding bonded indebtedness:	$ 6,077,000
E.	Total available bonded indebtedness (Line C-D).	$ -209,857
F.	**Proposed match/new bonded indebtedness if the grant is awarded (Statutory Limit):** *(This should equal line)*	**$ 0 ***

*The proposed match will not be taken from bonded funds.

School District: Walsh School District
Project: Supplemental FY23 Walsh PK-12 School Replacement
Date: February 6, 2023

Signed by Superintendent:

Printed Name: Dr. Corey S. Weiss

Signed by School Board Officer:

Printed Name: Mr. Tim Hume

Title: Board Chairman

● Campuses Impacted by this Grant Application ●

THOMPSON R2-J - Supplemental FY22 MS Renovation & K-5 Addition - Conrad Ball MS - 1963

District:	Thompson R-2J
School Name:	Conrad Ball MS
Address:	2660 NORTH MONROE AVENUE
City:	LOVELAND
Gross Area (SF):	95,090
Number of Buildings:	2
Replacement Value:	$28,784,254
Condition Budget:	$20,812,085
Total FCI:	0.72
Adequacy Index:	0.05

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$5,165,522	$6,259,391	1.21
Equipment and Furnishings	$1,722,950	$835,109	0.48
Exterior Enclosure	$2,507,922	$331,163	0.13
Fire Protection	$1,003,977	$0	0.00
HVAC System	$5,818,953	$5,635,303	0.97
Interior Construction and Conveyance	$4,519,333	$3,816,685	0.84
Plumbing System	$1,465,832	$1,357,579	0.93
Site	$3,637,210	$2,568,017	0.71
Special Construction	$54,615	$0	0.00
Structure	$2,887,940	$8,842	0.00
Overall - Total	$28,784,254	$20,812,089	0.72

THOMPSON R2-J - Supplemental FY22 MS Renovation & K-5 Addition - Mary Blair ES - 1973

District:	Thompson R-2J
School Name:	Mary Blair ES
Address:	860 EAST 29 STREET
City:	LOVELAND
Gross Area (SF):	50,866
Number of Buildings:	2
Replacement Value:	$15,112,458
Condition Budget:	$11,957,063
Total FCI:	0.79
Adequacy Index:	0.06

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,523,624	$2,634,894	1.04
Equipment and Furnishings	$304,204	$380,254	1.25
Exterior Enclosure	$1,934,809	$1,293,970	0.67
Fire Protection	$2,037	$407,375	199.99
HVAC System	$3,248,467	$3,218,928	0.99
Interior Construction and Conveyance	$2,757,779	$2,314,759	0.84
Plumbing System	$856,276	$906,261	1.06
Site	$1,521,203	$1,197,018	0.79
Special Construction	$54,561	$0	0.00
Structure	$1,909,498	$8,842	0.00
Overall - Total	$15,112,458	$12,362,301	0.82

● Campuses Impacted by this Grant Application ●

THOMPSON R2-J - Supplemental FY22 MS Renovation & K-5 Addition - Monroe ES – 2009

District:	Thompson R-2J
School Name:	Monroe ES
Address:	1500 MONROE AVENUE
City:	LOVELAND
Gross Area (SF):	57,036
Number of Buildings:	2
Replacement Value:	$19,023,727
Condition Budget:	$13,363,633
Total FCI:	0.70
Adequacy Index:	0.06

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$2,725,504	$2,666,843	0.98
Equipment and Furnishings	$553,208	$614,735	1.11
Exterior Enclosure	$2,429,569	$1,297,298	0.53
Fire Protection	$2,376	$502,224	211.41
HVAC System	$3,084,199	$3,286,744	1.07
Interior Construction and Conveyance	$3,954,287	$2,031,921	0.51
Plumbing System	$1,008,236	$889,726	0.88
Site	$3,016,874	$2,574,162	0.85
Structure	$2,249,473	$0	0.00
Overall - Total	$19,023,727	$13,863,653	0.73

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: THOMPSON R2-J **County:** Larimer

Project Title: Supplemental FY22 MS Renovation & K-5 Addition **Applicant Previous BEST Grant(s):** 9*

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $13,096,492.39

If Yes, please explain why:

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

All three schools were constructed by Thompson School District in accordance with the building code and standards of the time.

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

Outside of the limited amount of bond work completed thus far, funding has not been available for large capital improvements in the past three years; however, we have a diligent maintenance team that has developed priorities to address some of the greatest needs in our buildings and stretch the life of mechanical systems. Small replacements and projects are completed when necessary, and as budget allows. Examples of this work, as well as smaller-scale projects are broken out by school below:

Conrad Ball Middle School was built in 1973
-Addition of five classrooms in 1990.
-Roof of the gymnasium replaced in 1991.
In the past three years, the following capital improvements have been made to the building:
-2018 Bond Work:
-Security system: access control and video surveillance upgrades
-Roof section replacement
-Door hardware upgrades
-Maintenance work:
-replaced small sections of flooring as it has failed (tiles, carpet transitions, etc.),
-rebuilt/replaced motors/compressors;
-replaced/repaired plumbing fixtures and parts of the systems such as sections of water line
-Consistent roof repairs during and following moisture events due to sections of roof past their expected lifespan.
-Lighting repairs/replacement--in particular exterior lighting replacements for safety

-Small projects:
-Picnic table area
-Scooter/skateboard area

Mary Blair Elementary School was built in 1972
-Addition of 10 classrooms, and media center in 1990
-Expansion of irrigation system in 1993
-Remodel to create ADA restroom in 2002
-Partial roof replacement in 2014
In the past three years, the following capital improvements have been made to the building:
-2018 Bond Work:
-Security system: access control and video surveillance upgrades
-Door hardware upgrades
-Maintenance work:
Replaced sections of drainpipe / waterlines & replaced faucets

Constant repairs/replacement of return fan bearings/ replace exhaust fans/hvac motor/boiler pumps
Repaired pump on boilers
Replaced broken floor tiles
Installed water bottle filling stations throughout the school to replace faulty water fountains

-Small Projects:
Front foyer improvement

Monroe Elementary School was built in 1962
- Addition of 9 classrooms, three multi-purpose rooms, and media center in 1990
-New fire alarm panel in 2008
-Partial roof replacement in 2012
-Irrigation system extension in 2014
In the past three years, the following capital improvements have been made to the building:
-2018 Bond Work:
-Site drainage upgrades
-Flooring abatement and replacement
-Updated building signage
-New dishwasher
-Electrical panel replacement
-Playground upgrades
-Security system: access control and video surveillance upgrades
-Door hardware upgrades
-Maintenance work:
Installed water bottle filling stations throughout the school to replace faulty water fountains
Constant repairs/replacement of return fan bearings/ replace exhaust fans/hvac motor
Drywall replacement due to water damage/replacement of water lines
Replace small section of flooring (carpet transitions)
Replaced numerous diaphragms and sensors due to leaking

-Small Projects:
De-escalation space constructed
Student regulation room improvements

II.A. Project Type:

☐ **New School**	☐ **Roof**	☑ **Asbestos Abatement**	☐ **Water Systems**
☑ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**
☑ **Addition**	☑ **HVAC**	☐ **Energy Savings**	☐ **Technology**
☐ **Security**	☐ **ADA**	☐ **Window Replacement**	☑ **Supplemental**
☐ **CTE:**		☐ **Other:**	

Additional Detail:

Unprecidented cost escalations as described in upcoming sections of the application

II.C. General background information about the district / school:

Thompson School District is the 17th largest school district in Colorado, encompassing 362 square miles and serving approximately 15,000 students. The district's territory includes all of Loveland and Berthoud, as well as sections of Fort Collins, Windsor, Johnstown and unincorporated land in Larimer, Weld and Boulder counties.
TSD serves students in Pre-K through 12th grade with fifteen school-based early childhood programs, a dedicated early

childhood building, one Pre-K-8 school, eighteen elementary schools, five middle schools, five high schools, a career technical education-alternative high school building, a transition program for students 18-21 who are receiving special education services, as well as two charter schools that are managed independently. In addition, we have a Pre-K-8 building under construction to be completed 2021.

District enrollment has increased by approximately 1000 students over the past 10 years. However, recent trends have shown student populations leveling out. Residents are moving from the central part of the School District to the East and South edges.

Monroe ES, Mary Blair ES, and Conrad Ball MS are within the same feeder system and represent three of the top five schools with the highest Free and Reduced Meal (FARM) population within the District.

Monroe ES - 68% FARM
Mary Blair ES - 51.7% FARM
Conrad Ball MS- 53.4% FARM
District Average: 25.5% FARM

Both Conrad Ball MS and Monroe ES rank #1 for their respective grade levels in homeless population and special education students.

Thompson School District has program of choice options to fit the needs of students and families. Many of the programs have an elementary, middle and high school feeder system component. Here is a list of programs at each of the schools identified in this grant:

-Conrad Ball Middle School: Next Generation Learning; Learning Center (LC), Intensive Learning Center (ILC), Affective Needs (AN)
-Monroe Elementary School: Deaf and Hard of Hearing Program, LC
-Mary Blair Elementary: LC, ILC

II.D. Deficiencies associated with this project:

Our successful BEST grant application in 2021 was meant to address all identified deficiencies in all three of the associated buildings by providing funding to design and renovate Conrad Ball Middle School into a K-8 facility. However, due to market conditions including supply chain issues, material shortages and labor availability, the construction market has seen an unprecedented rise in cost escalation. Our project has not been immune to this issue, and it has led to a significant funding shortage for the project.

Currently, we are not able to deliver the same quality and project scope promised as part of the BEST Grant. The District has worked very hard to resolve as many deficiencies as possible that were articulated in the original grant, but there are many items that are no longer able to be funded due to these escalations.

To understand the scale of the market escalations impacting us we gathered information from our building partner and from the Associated General Contractors of America (AGC). They report the following:

Scale of Escalation:
AGC reports that national escalations from May 2021 to May 2022 were at a 15.5% increase on price and employment cost indexes. They also reported that prices of construction materials jumped more than 20 percent from January 2021 to January 2022. Examples of material cost increases include: “The price index for steel mill products soared 112.7 percent over 12 months despite declining 1.6 percent in January.“ and “the index for aluminum mill shapes jumped 5.6 percent in January and 32.7 percent over 12 months” These are just a couple examples of the cost increases they identify.

Prior to our significant cost reduction efforts, our budget shortfall was $6.19M or 42.67%. It is difficult to calculate precisely which portion of our shortfall was due to escalation, given the scope complexities of a major remodel project. With all of the unforeseen conditions that can occur when you open up a building of this age, we acknowledge that some of the cost increases we have experienced are not simply from escalation. However, in conversations with our building team, we

conservatively estimate that our escalation is very much in line with the national and state trends of 25-30% during the time frame.

Our previous application and BEST Grant award was originally meant to address the following deficiencies:

SAFETY & SECURITY RISKS

Mary Blair and Monroe Elementary Schools are both located along major 4 lane thoroughfares with heavy traffic. The area also has a high homeless and transient population which leads to serious crimes. On multiple occasions people experiencing homelessness have been found sleeping in bushes, doorways or under stairs around the buildings during school hours. On these occasions, the Police Department is called to the school, and the building is placed on lockout. In one instance, a homeless man was found living on the roof. After he was vacated, staff had to remove days worth of feces and belongings.

On more than one occasion, police have chased suspects through school property causing the schools to go into immediate lockout. Unfortunately, during one of those events the suspect was shot on the campus by police. This context amplifies all of our safety and security concerns and challenges.

Both Mary Blair and Monroe staff have reported 3 to 4 incidents a year where students have run out of the buildings and towards the busy four lane roads. On a daily basis, staff and administration feel the anxiety of a student getting hit and must remain constantly vigilant as the arterials become busier each year.

Mary Blair ES - does not have a secure vestibule. Visitors enter directly into the main hallway for the school and have direct access to the entire school from there. The administration office and visitor check-in is located across the main hallway, and has limited visibility to the exterior of the building. We have no ability to successfully screen who is coming in. We have had issues with irate parents entering the building, and with no way to control their access to students once they have entered the building. In a memorable instance, a parent attacked the principal, and the results of that encounter led to criminal charges on the parent.

Inadequate student pick up and drop off places students in risky situations, snarls traffic for blocks and has become an extreme challenge for the staff to supervise. Because of their adjacency to major thoroughfares, three buildings sharing the small amount of urban space, and that there are no separate drop off and pick up zones, students pedestrians, auto and bus traffic intersect. Parents are directed to drive through the middle school parking lot that accesses the rear of the building to drop off their children due to inadequate space at the front of the building. This route is not intuitive as it is not visible from the Elementary School, and requires parents to drive to the other side of the block. This arrangement makes staff supervision a challenge. Because of the congestion, traffic is often backed up for blocks and impatient parents will on occasion pull into the median and drop their children off leaving the children to cross two lanes of traffic on a major road. Although the schools have experienced some close calls, it is no small wonder that a child has not been seriously injured by challenges created by these tight urban spaces with heavy traffic flow.

VENTILATION SYSTEM DEFICIENCIES

The mechanical systems for all three of these buildings are original and far beyond their expected service life. In many instances, the units are so old that replacement parts are no longer manufactured and are only able to run due to the ingenuity and expertise of the District facility staff, who have resorted to individually engineering parts to solve issues as they arise.This effort requires an undue burden on facility staff. Many of these units are located within the interior walls or ceilings of the buildings, in lieu of on the roof, and if and when these units fail, extensive interior demolition and rework will need to occur in order to replace them.

Due to the neighborhood context, as described above, school staff are discouraged from opening windows and doors. However, at both buildings, there are many undersized or non-functional exhaust vents, making for a positively pressurized building. Because of this, many of our exterior doors are difficult to latch or will even come unlatched unknowingly. We have an exterior door in each one of our classrooms that come unlatched frequently and this issue poses a real security risk, despite the diligence of our staff to keep the building secure. Neither of these schools have cooling, and classroom temperatures frequently exceed 80 degrees and have been recorded as high as 90. When temperatures get to this point, it is inevitable that

staff and students will open up the building to gain relief, but this in turn creates real security concerns.

Monroe and Mary Blair ES - The majority of the classrooms are heated and ventilated by unit ventilators that are beyond their expected life span. The dampers don't function properly, and existing piping is corroded. Due to dampers that don't seal properly, it is difficult to keep classrooms warm in the winter time, and it is not uncommon to find classrooms with students in their coats.

A portion of these unit ventilators are located in the ceiling plenum space in classrooms. When these units fail, which occurs once or twice a year, the classroom has to be vacated for a day or two while the units are being repaired. Ceiling mounted unit ventilation systems are not insulated as a result of limited plenum space. Due to their age, the frequency of vibrations and shaking has increased throughout the years. Teachers have had to pause teaching or move their students to another space due to the noise when the units turn on. There is not much beyond a full replacement of the system that our facilities maintenance staff can offer as a solution.

Monroe ES - various areas of the school are ventilated by central air handlers with induction displacement units. This system utilizes the school corridors as the return air pathway back to the central air handlers; which is not allowed by current mechanical code. This type of system allows the circulation of airborne particles, including viruses, throughout the main corridors of the building, instead of being contained within ductwork as would be typical of a modern ventilation system. The unnecessary mixing of air within the main corridors is concerning, especially during the times of COVID-19.

One of the largest deficiencies with the induction displacement units is that they have controls that constantly fail, whether the control valve is stuck open or closed resulting in overheating or underheating of the classroom. The control valves are no longer manufactured, and the District has a stock supply of these discontinued units. However, the frequent replacement of the control valves has dwindled their supply.

PLUMBING DEFICIENCIES
Mary Blair ES - Our issues with the sanitary lines in the original building are severe. Floor drains in the group toilets have backed up so badly that we have standing sewage in the toilet rooms. When this occurs, the smell permeates the hallways. We have been unable to use the classroom sinks for handwashing (a major concern in the year of COVID) due to the frequency of them backing up and flooding our counters and floors.

Many of the sanitary issues at this building originate from the water main not being upgraded appropriately for the 1990 classroom and media center addition. The undersized water main has caused water flow issues, particularly regarding successful flushing of toilets within the building. Building staff have had to cordon off entire sets of group bathrooms because all of the toilets are backed up, resulting in half of the building's toilets being taken off-line for the day. Coupled with poor ventilation, standing sewage in toilets and sometimes on floors, create an unpleasant environment for students and staff.

ELECTRICAL DEFICIENCIES
Both Monroe and Mary Blair ES have had several power outages to the buildings that have been caused by poor underground wiring feeding the school, but owned by the City of Loveland. The most recent of these outages occurred at Monroe ES in 2019. On four separate occasions in that year, the power failed and required us to close the building and suspend classes each time until the power was restored. These maintenance issues are not within our jurisdiction to fix, but have caused huge disruptions to our student population. Vacating these buildings would remove us from these uncontrollable situations.

ASBESTOS & HAZARDOUS MATERIALS
All three buildings have asbestos containing materials in their flooring walls, and duct insulation. Due to the presence of asbestos containing block filler, mechanical ventilation updates require extensive abatement, and is an additional cost prohibitive barrier.

Monroe ES : In December of 2020, the District performed a radon test. Twenty two of thirty six spaces within the building tested above the EPA's recommended action level for remediation, which is 4.0 pCi/L. Some as high as 14.5 pCi/L. The District has taken immediate steps to gain the services of a radon mitigation specialist and put into place short term mitigation

measures. The long term solutions to this issue involve updating the entire mechanical system for improved ventilation and depressurizing the existing slab on grade.

II.E. Diligence undertaken to determine the deficiencies stated above:

We came to understand the magnitude of this financial challenge during the design process.

Our CM/GC partner was engaged with multiple subs throughout the process, giving us real time feedback on our design situation and decision making. To monitor the cost of the project in real time, a trend log was developed, maintained and actively reviewed. Costs on the trend log were informed by constant communication between our builder and their network of sub contractors. We met weekly with the principal, district leadership, and the project team to identify and prioritize potential reductions. We knew from the start we were faced with a significant challenge. The Design Advisory Group and school stakeholders were kept up to speed and provided valuable input all the way through. Multiple DAG and community meetings were held to maintain transparency and buy-in.

In addition to this ongoing cost tracking effort, formal pricing from sub contractors was gathered at each design milestone. We did our best to seek efficiencies in design, program, and building systems all along the way and always prioritized student health and safety as decisions were being made.

II.F. Proposed solution to address the deficiencies stated above:

After studying the problem and recovering from the shock of the cost increases, we worked collaboratively with the entire project team to overcome the shortfall.

We went through a rigorous VE process to trim the project and identified nearly $4M of items that were removed from the scope of work. A detailed list has been provided. In summary these items included:
- Removing 3,000sf of addition space by reducing admin, eliminating a classroom, and choosing to remodel more efficiently
- Reducing the interior learning environment improvements such as eliminating new lighting and improvements to any of the grade 6-8 classrooms
- Targeted Mechanical and Electrical system reductions
- Reductions to landscaping and exterior improvements

Additionally, we have worked hard to bring as many of our dollars out of soft costs into the hard costs as possible, adding up to just under $500,000.

Through these efforts we were able to reduce our shortfall from $6.1M to $1.1M. The District has brought forward an additional $1.1M from the sale of Monroe Elementary School to allow a GMP to be signed so the project can move forward.

However, much of the original scope of work remains outside of the project. We have developed a list of potential scope items totaling over $1.8M that we would hope to add back if possible. The list includes items such as roofing work, new lighting, improvements to the middle school classrooms, mechanical equipment and more (a detailed list has been provided.)

Given that our match has already been used as part of the GMP, with your help, we will have $556,567 with which to attempt to bring some of this excluded scope back in. However, given that we have only just started construction it is not possible to entirely predict how far into our list of work we can get. For certain, without these additional BEST funds, none of it will occur.

In conclusion, through a painful process of value engineering including: significant reduction in the size of our additions, changes in building systems and materials, along with reducing our soft costs by $.5M we have reduced our overall project cost by $5.06M. By bringing forward our $1.13M match we were able to sign a GMP. As stated before, our GMP does not cover the original scope of work. Your contribution will help us get a little closer.

The original grant application scope of work is as follows:

In order to support the consolidation, we propose additions and renovations to support the following programs:
-Three appropriately sized Kindergarten rooms with toilets.

-Repurposing MS classrooms to elementary school classrooms.
-A four additional elementary classrooms
-New playground with site fencing

Extensive updates to the existing middle school would also take place as part of this project:
-Full mechanical system replacement
-Electrical system upgrades
-Flooring abatement and replacement
-Ceiling abatement and replacement
-Finish upgrades to common areas
-Learning environment improvements

II.G. Due diligence undertaken in defining the stated solution:

In addition to what has been described in the deficiencies and solution sections, the District undertook the following to prepare the proposed solution:

We defined our GMP in phases and as soon as possible. By issuing part of the scope early we were able to lock in subs to avoid any further escalations.

We encouraged our building partner to aggressively engage the subcontractor market. Our GC reached out to subcontractors at Concept, SD, DD & GMP pricing in order to get actual market numbers, rather than relying on historical cost data.

We have made real and significant scope and SF reductions. As previously described, our project scope has been significantly reduced when compared to the scope of work applied for with the BEST Grant.

We have maintained ongoing conversations with our Board of Education and school stakeholders to ensure all proposed solutions have buy-in

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

As stated in our original grant application, the time for this project is now, as we work with the BEST program to provide an adequate and healthy learning environment for some of the District's most under-resourced students. This building sits in the old part of town and serves a greater percentage of lower income and minority students than any of our others. We are doing our best to provide a safe and healthy learning environment for these students that is equitable to other schools in the State and District.

We have a GMP in place and have a "plan B" to move forward should additional funds not become available. However, the original scope of work proposed is no longer entirely in the project. Several of our basic deficiencies such as roofing improvements and lighting replacements that are part of the list noted earlier are out, and with your help, we hope to add as many of them back in as possible.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Outside of BEST grant funding, this project will utilize bond funding secured with the 2018 Bond. The award of BEST grant funding to this project will increase the District's capacity to remedy facility deficiencies and make improvements to support equity in the District that could not be addressed solely within the 2018 bond dollars. We currently allocate approximately $2.5 million annually in our General Fund and Capital Improvement Budget that goes towards keeping our 32 school and program buildings up and running.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

The additions and renovations will be maintained in accordance with the rest of our district buildings through both responsive and preventative maintenance work orders in order to keep them in good working condition for the users. In addition to our work order system, we also maintain a capital forecasting system in which we track assets on both a system and component

level so that we can plan for their replacement in our annual capital and maintenance budgeting efforts. The components and systems will be tracked in the capital forecasting system to ensure we are planning for replacement.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The District maintains a Facilities Services Department general fund and capital project budget of approximately $2.5 million annually. This includes dollars allocated for departments including custodial, environmental, resource management, security systems, building maintenance, grounds maintenance, and small projects, as all of these departments work toward the upkeep of our buildings and grounds.

III.T. How did you arrive at the estimate for this project?

The estimate was compiled in a partnership with the District, and Wold Architects and Engineers. This budget has been informed by independent estimates completed by FCI Constructors.

III.U. Who will be overseeing the project, if known at the time of application?

The District Bond Department, hired by the District to oversee the spending of the 2018 Bond.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The CM/GC and design team were previously hired through a competitive selection process associated with our 2018 bond.

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

We will no longer be incurring utility costs for Mary Blair and Monroe Elementary Schools. The total utility costs, including electrical, natural gas, water, sewer, telecommunications, and internet are:
Mary Blair ES: $59,276/year
Monroe ES: $66,048/ year
The expected annual utility costs for the building additions onto Conrad Ball Middle School are: $22,145.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

Update from previous application: Monroe Elementary has been sold and proceeds from that sale are being used as our match to this supplemental grant application.

Text from original grant application below describes our process:
The District has a process in place to determine the disposition of closed buildings. The process involves considering options and reviewing them with our community, Master Planning Committee and Board of Education. This process is underway and takes into consideration availability of potential buyers, the location of the building, options for potential reuse, current evaluation for adequacies, market value of the building and others. If the buildings are determined to be no longer needed by the District, our plan would be to sell them. We are already in conversation with several interested buyers. We do not wish to budget currently for abatement and demolition for these buildings due to limited access to funds and the high likelihood of selling the buildings. We have engaged our abatement specialists and building partners and estimate the cost for abatement and demolition to be:
Monroe ES Abatement and Demolition: $1,599,650.00.
Mary Blair ES Abatement and Demolition: $750,882.00
We are committed to moving forward with a solution within the next five years, as to not leave the buildings vacant indefinitely.

Current Grant Request:	$556,567.11	**CDE Minimum Match %:**	67
Current Applicant Match:	$1,129,999.89	**Actual Match % Provided:**	67
Current Project Request:	$1,686,567.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$5,207,873.07	**Contingent on a 2023 Bond?**	No
Previous Matches:	$12,750,309.93	**Source of Match:**	
Total of All Phases:	$19,644,750.00	Bond election and the sale of Monroe Elementary School already committed.	

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Affected Sq Ft:	102,972	**Escalation %:**	1
Affected Pupils:	722	**Construction Contingency %:**	0
Cost Per Sq Ft:	$190.78	**Owner Contingency %:**	1
Soft Costs Per Sq Ft:	$0.00	**Historical Register?**	No
Hard Costs Per Sq Ft:	$16.06	**Adverse Historical Effect?**	No
Cost Per Pupil:	$2,336	**Does this Qualify for HPCP?**	No
Gross Sq Ft Per Pupil:	143	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	14,511	**Bonded Debt Approved:**	$149,000,000
Assessed Valuation:	$2,682,606,963	**Year(s) Bond Approved:**	18
Statewide Median: $121,995,375			
PPAV:	$184,867	**Bonded Debt Failed:**	$288,000,000
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$29,743,900	**Year(s) Bond Failed:**	16
Statewide Median: $3,107,630			
Median Household Income:	$84,092	**Outstanding Bonded Debt:**	$198,370,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	24.60%	**Total Bond Capacity:**	$536,521,393
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	7.79	**Bond Capacity Remaining:**	$338,151,393
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$4,896.62		
Applicants Median: $2,381			

● Campuses Impacted by this Grant Application ●

WEST END RE-2 - Supplemental FY22 New PK-12 - Nucla Jr/Sr HS - 1955

District:	West End RE-2
School Name:	Nucla Jr/Sr HS
Address:	225 West 4th Street
City:	Nucla
Gross Area (SF):	56,730
Number of Buildings:	4
Replacement Value:	$24,475,449
Condition Budget:	$14,593,016
Total FCI:	0.60
Adequacy Index:	0.14

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,993,682	$2,326,515	1.17
Equipment and Furnishings	$908,616	$891,935	0.98
Exterior Enclosure	$3,889,094	$1,314,194	0.34
Fire Protection	$2,370	$456,355	192.58
HVAC System	$2,220,935	$2,363,440	1.06
Interior Construction and Conveyance	$7,676,343	$3,390,126	0.44
Plumbing System	$1,019,707	$1,184,928	1.16
Site	$3,973,482	$3,091,127	0.78
Structure	$2,791,220	$30,750	0.01
Overall - Total	$24,475,449	$15,049,370	0.61

WEST END RE-2 - Supplemental FY22 New PK-12 - Naturita ES - 1971

District:	West End RE-2
School Name:	Naturita ES
Address:	141 West Main Street
City:	Naturita
Gross Area (SF):	38,715
Number of Buildings:	4
Replacement Value:	$12,679,042
Condition Budget:	$8,143,258
Total FCI:	0.64
Adequacy Index:	0.36

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$1,407,509	$1,374,572	0.98
Equipment and Furnishings	$499,820	$540,204	1.08
Exterior Enclosure	$1,879,770	$549,671	0.29
Fire Protection	$12,954	$346,230	26.73
HVAC System	$1,209,481	$1,343,676	1.11
Interior Construction and Conveyance	$2,185,488	$1,630,011	0.75
Plumbing System	$583,178	$374,892	0.64
Site	$2,585,050	$2,165,480	0.84
Special Construction	$150,407	$150,408	1.00
Structure	$2,165,385	$0	0.00
Overall - Total	$12,679,042	$8,475,144	0.67

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: WEST END RE-2 **County:** Montrose

Project Title: Supplemental FY22 New PK-12 **Applicant Previous BEST Grant(s):** 2

Has this project been previously applied for and not funded? Yes **Total of Previous BEST Awards:** $37,608,383.70

If Yes, please explain why: Applied for and not awarded 2009/10, 2010/11, 2011/12, 2020/21 - Limited funds available for cycles.
Awarded funding in 2012/13 - Bond Election Failed
Awarded New PK-12 Replacement Project in 2021/22 - In Progress

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

The existing schools were constructed new and were deemed adequate for the district at the time of construction. There have been subsequent additions to the original structures to accommodate the need for a growing student enrollment with programming change needs. With the age of the buildings being 50 to 80 years, the district has made various program changes over the years. For the past 30 years with a declining enrollment, the district finds trying to maintain several buildings with outdated systems a tremendous financial burden.

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

Since the original 2021 BEST grant was awarded and design and construction has begun on the replacement project, West End Public Schools RE-2 continues to plan and implement needed capital improvement projects to keep facilities maintained for adequate programming for students but has ceased long term maintenance planning on the existing facilities now that construction of the New PK-12 is underway.
Prior to 2021 and per our 2021 application, a list of past capital improvements are:
- Naturita ES Gym Roof Replacement (2016)
- Garber Roof Overlay (2016)
- Naturita Main Building Roof Replacement (2019)
- District-Wide LED lighting Project (2018-2019)
- Naturita ES Gym Floor Replacement (2016)
- Nucla HS Main Building Carpet Layover to encapsulate asbestos tile (2017)
- Water Fountain/Hydration Unit District-Wide (2018-2019)
- Playground Upgrades & Maintenance (Codes & Regulations) (2016-2018)

II.A. Project Type:

☑ **New School**	☑ **Roof**	☑ **Asbestos Abatement**	☑ **Water Systems**
☑ **School Replacement**	☑ **Fire Alarm**	☑ **Lighting**	☑ **Facility Sitework**
☐ **Renovation**	☑ **Boiler Replacement**	☑ **Electrical Upgrade**	☐ **Land Purchase**
☐ **Addition**	☑ **HVAC**	☑ **Energy Savings**	☑ **Technology**
☑ **Security**	☑ **ADA**	☐ **Window Replacement**	☑ **Supplemental**
☑ **CTE:**		☐ **Other:**	

Additional Detail:

Without a supplemental grant, most of our current FF&E budget,including CTE equipment and technology, has been eliminated in order to fund the approved phase 1 initial GMP. Because of this we will not be able to provide any new CTE equipment. MEP enginee

The West End Public Schools, and the entire construction industry at large, experienced substantial budget impacts due to unprecedented, 25%+ escalation across labor and materials.

II.C. General background information about the district / school:

The West End Public Schools District RE-2 was awarded a BEST grant in 2021/22 for several reasons consistent with the

primary focus areas of the BEST grant program. Numerous health and safety issues were identified in our existing facilities. Based on the information contained in the updated CDE Statewide Facility Assessment and after assessing the results of our updated master plan, a new building was the district's only practical option.

The district maintains and operates two school campuses, the Middle/High School in Nucla and the PK-6 school in Naturita, including an Infant/Toddler program. Administration offices are located in the high school building. In addition the Paradox Valley Charter School in Paradox provides a PK-12 program. Transportation and bus maintenance facilities are located in Naturita. The district has an unoccupied elementary school in the town of Nucla. It was closed in 2004.
Many factors have contributed to the current conditions, although age is the strongest contributor. In the two affected school facilities the ages of the buildings range from 50 to 80 years old. The major existing building systems do not perform at a level close to current energy standards. The failure of these systems not only results in excessive energy consumption, but also takes away from building maintenance program funds.

Both the Middle/High School and the PK-6 schools have deficiencies in their educational programming. The district's substitute spaces do not perform (acoustics, lighting, physical size or configuration, available technology or power) at the level intended for specific educational programs, often resulting in a compromised educational delivery. The lack of technologies limits our teacher's and student's access to many resources available to others in new facilities and less remote geographical locations. The access is there, the infrastructure in our current buildings is not.

II.D. Deficiencies associated with this project:

Below you will find a summary of the facilities' conditions previously submitted in 2021. With regards to this 2023 supplemental application and to complete the project originally awarded, our current deficiencies are extensive. In general, during the design phase our project experienced 25-30% escalation. When we received our first round of SD pricing in February 2022 the project already appeared to be substantially over budget and we knew more escalation was on the way. We methodically slowed design and worked with the team to reevaluate everything. Through extensive VE efforts, redesigns and repricing, we tackled over $10M+ in cost increases over the course of 8 months and still costs continued to escalate. Ultimately, after aggressive additional VE and a break out of a phase 2 consisting of 51 mostly essential scope alternates, we received approval from the CCAB to proceed with a phase 1 GMP.

Our phase 1 approved solution allowed us to begin construction with a plan that would deliver a mostly completed school facility (less the core and shell areas) but made substantial, devastating cuts leaving deficiencies across the board by eliminating essential scope such as critical safety and security systems and program related scope. Attached to this application is the extensive tracking of cost estimates, value engineering efforts and an alternate list that was submitted to the CCAB in August '22. Per CCAB approval at that time, we were able to split our project into two primary phases with the first phase reaching a GMP within the originally awarded budget but it left us with a substantially incomplete scope of work per the original grant. We now have no security systems, almost no FF&E, playgrounds or site work and a lengthy list of alternates ("Phase 2") that we have hoped to fund with additional grant pursuits beyond BEST, the selective use of owner contingency and this supplemental grant. We have tirelessly pursued additional grants and other funding sources over the last six months with some success that has allowed us to provide our match funding for this application.

The remaining scope deficiencies left to be completed are quite difficult to imagine if we are not successfully awarded a supplemental grant. Our deficiencies include the following scopes that were cut from the original project:

- No security systems such as access controls, window glazing, CCTV cameras
- The Elementary School gymnasium and District Wrestling rooms will only be cored and shelled with no finishes or programmatic needs such as a divider curtain or mat hoist
- No site work including asphalt (for both phases), curbs and concrete
- Unfinished entry and drop off lanes
- Unpaved parking lots
- Currently phase 1 does not include any asphalt either, just site prep
- No playgrounds
- No landscaping or site furnishings
- Almost no new FF&E or technology

- No new CTE equipment
- No AV systems
- Substantial cuts have been made to casework
- No student lockers
- No clock system
- No bleachers for our community in either gymnasium
- Substantial cuts have been made to resilient wall protection in hallways and restrooms reducing some of our planned asset protection
- We lack sufficient daylighting due to cutting tubular skylights (infrastructure curbs are in the GMP) This has CHPS implications.
- Our campus will have no monument signage
- Operable walls and curtains and associated rigging have been eliminated from performance and community meeting spaces
- The solutions section below will contain information about additional alternates, some of which will remain alternates and are not included in this request.

Summary of Deficiencies of our Current Facilities per our 2021 Application:
During our Master Plan investigation and discussions, the existing district facilities could not meet required criteria without spending significant dollars. There are several key concerns with the existing facilities that led to the option to create a new PK-12 campus. The existing educational facilities (Naturita Elementary School PK-6 and Nucla Middle/High School 7-12) need significant repair and renovation to adequately address issues of life safety, ADA access, technology/infrastructure, energy consumption, and rising maintenance costs.
Many facilities showed signs of deterioration, while others still maintain some level of the usable functions for which they were originally designed. A few areas of concern include, but are not limited to traffic circulation, accessibility, and safety. At some of the sites the separation between public and school traffic is not clearly defined. The uneven grades and topography of the sites also create difficult conditions for handicap accessibility.
Signs of stress, moisture penetration and decay are present. The general condition and provisions of the mechanical, electrical, and plumbing systems are less than what is recommended by generally accepted educational standards and specifications. Heating controls, exhaust fans, plumbing fixtures and electrical service are a few of the many that need upgrading. As for the general adequacy of the schools, we found that some are more fit at handling the capacity of students and providing the required learning atmosphere than others. We have highlighted some of the more significant deficiencies below.

NUCLA MIDDLE/HIGH SCHOOL CAMPUS:
- Comprises five separate buildings with severe grade differences between the buildings. This creates safety (and time) issues for students moving between class periods during inclement weather.
- There are no existing exit or emergency lights
- Exposed wiring has been installed above the ceilings in many locations. This unsafe installation practice can lead to fires in a concealed space.
- This fire hazard is amplified by the fact the building does not have an automatic fire suppression system (no sprinklers)
- Many corridors have exposed vinyl asbestos tile
- The existing buildings do not have adequate power or cabling to meet the needs of the technology program.
- No accessible toilet facilities exist in the building. Modifications to bring the building into compliance would require complete fixture replacement, loss of fixture count, and modification to doors, frames and corridor wall
- The Locker Rooms are not accessible except via stairs
- Locker room showers are not accessible
- No doors meet accessibility codes
- The science laboratories do not meet accessibility codes
- Door hardware is non-compliant
- Interior signage does not meet code
- Handrails on all stairs are non-compliant
- The building is accessible by fire and emergency vehicles on one side only
- Portions of the existing fire access drive exceed a slope of 11%, which exceeds the maximum slope allowed by the

International Fire Code.

PRIMARY NUCLA HIGH SCHOOL BUILDING:
- The current condition of all primary utility systems serving the main building warrants full replacement of major componentsOnly two (2) accessible toilet facilities exist in the building
- Locker room showers are not accessible
- Few doors meet accessibility codes
- The science laboratories on the lower level do not meet accessibility codes
- Interior signage does not meet code
- Handrails on all stairs are non-compliant. They must be modified or replaced.
- There is no accessible route from drop-off to the building
- The facility is not equipped with an automatic fire protection system
- The existing Music classroom in the High school is located directly below the gymnasium. The lack of acoustic separation between the floors renders the Music Room useless during athletic activities or events. The Music Room is not ADA compliant. It lacks instrument storage and practice rooms.

NUCLA JR/SR HIGH SCHOOL TRADES BUILDING:
- Quonset building located on the high school site. - This building was demolished in phase 1

NATURITA ELEMENTARY SCHOOL PK-6:
- Multiple exits in the building
- Visitor parking presents a significant security issue as the area is virtually unmonitored for most of the day.
- The unpaved lot has a single point of access. This access is also used for service and deliveries. This interaction of service vehicles with visitors and parents is a safety hazard.
- There is no designated location for parents to load and unload their children.
- The primary exterior building system has health and safety concerns. Water damage has led to mold generation at the exterior base of the wall in several locations.
- Significant foundation movement has created large cracks in a corner of the exterior wall.
- Current facility does not meet ADA / 2009 IBC accessibility standards
- Fire department does not have full access to perimeter
- Pre-Kinder and Kindergarten rooms are currently housed in modular classrooms, separated from the main building Inadequate lighting in instructional areas

II.E. Diligence undertaken to determine the deficiencies stated above:

At a time when our district should be celebrating the future and focused on delivering a great school for our community, we have spent a significant amount of time and effort through the design and kick-off of our project dealing with the impact of this unprecedented escalation. We are happy to say throughout all of this, our project team has remained a group of dedicated partners helping us navigate this complicated and at times overwhelming situation.

While the initial BEST Grant approved hard costs (GMP) budget total was $29,866,579.19, after some initial contract buy out, and working with our CDE rep, we reallocated funds to increase the GMP budget by $2M to $31.9M. Unfortunately, our initial Schematic Design pricing came in at $36,953,436. The entire project team worked together and through an extensive VE process we believed we got the project back to $31.9M. Another estimate on March 31 showed costs continuing to skyrocket and increased again by $2M to $33,706,516. We continued VE and worked with HCM to deliver a scaled back Design Development package believing we would hit $31.9 again. DD pricing was presented on April 29 and once again, pricing had increased substantially to $36,429,821.00. Painful VE continued and subsequent estimates came in on June 6 at $33.6M and then July 13 at $34.6M. Each time we priced further reduced scope, we experienced even higher costs.

After $10M+ in cuts and with no other choice, the team broke out a bare bones minimum scope for a phase 1 GMP total of $33,198,149 and moved the remaining, already value engineered scope, to an alternate list that we classified as a necessary phase 2 for the district to complete ASAP. When this plan was approved by the CCAB (see letter included in our attachments) in August our alternates/phase 2 hard costs total was $5.6M not including further escalation, the schedule extension or any associated soft costs all while costs continue to escalate.

As a reminder of the due diligence notes from our 2021 application - After receiving the new CDE facility assessments in August of 2018, our administration and board of education agreed we needed to address our facility deficiencies immediately with a thoughtful process. Since 2004, the district had always had a master plan in place, but the last revision was in 2012. An architect was hired to help revise the outdated master plan and the district accountability committee was charged with being the BEST committee. Representatives of the master planning team met with the accountability committee, district staff and members of the school board to identify goals and other conditions of satisfaction. The discussion focused on those elements that the group believed was necessary to create a successful master plan. The primary goals and elements of success identified were:

- Improve student safety
- Create handicap accessible buildings and sites
- Improve Line-of-sight for administration
- Minimize entry points to school buildings
- Review heating systems – provide adequate control over interior environments.
- Make the facilities more desirable to students and staff
- Make facilities more technologically advanced
- LEED objectives - Incorporate sustainable design
- Energy efficient – follow LEED

West End Public Schools stakeholders and the master planning team created work sessions that identified the following outcomes:

1. Comparative analysis of existing conditions and the conditions as reported in the State Assessment
2. Review & discussion of the Facility Condition Index and the School Scores.
3. Review of current enrollment and space utilization districtwide along with site analysis.
4. Update the 2012 Master Plan document with modifications and deficiencies identified.

II.F. Proposed solution to address the deficiencies stated above:

DESIGN SOLUTION FOR THE NEW PK-12 FACILITY COMPLETE WITH PHASES 1 & 2:

The final design solution is a safe, secure and healthy, 74,644 sf facility that our community can thrive in and be proud of for generations to come. To emphasize the importance of the school as a joint-use, community facility, the design strives not only to provide direct access to the public spaces, but also to provide views between them. To maximize the shared-use nature of the design, visual connections between the library level, main entry level, and the commons / gymnasium floors are maintained.

All the spaces have views through to the other levels in a cross-sectional relationship. The concept of a “visual chain” is carried through the rest of the school. Informal student gathering areas flanking the main office suite look directly out across the entry court, the historic school plaza and across the play areas to the east. Direct views through multiple areas again reinforce a sense of community, this time with the common thread of “student-owned” areas.

The exterior design of the building strives to find its place in the rich historic context of the West End area of Colorado. The forms of the building hug the site’s rolling hill, a geography common to the region. Interior classroom wings are given their own individual character, each based on the varied history of the area, including the Tabaguache, Rimrockers, Miners and other local heritage.

The exterior materials and composition of the building are derived from the rustic, historic and agricultural buildings in the surrounding landscape, taking stone, siding, and some natural wood and concrete for the materials palette and combining them into forms with a more civic nature, expressing the building as both a school and a community center.

PHASING SOLUTION TO COMPLETE THE ORIGINAL SCOPE OF WORK & MAXIMIZE THE EFFICIENCY OF EVERY BEST GRANT DOLLAR:

We utilized a multifaceted approach in an effort to minimize the impact of the escalation on our project. Our efforts include but are not limited to value engineering, complicated scope cuts/ budget reallocations and the break out of a phase 2. Per the CCAB approval in August we proceeded with the following solution for phase 1:

BEST FY2023-24 GRANT APPLICATION SUMMARIES

PHASE 1 - CONSTRUCT THE NEW PK -12 BUILDING AS VALUE ENGINEERED:
- We provided a complete list of add alternates to illustrate the detailed value engineering and cuts that were made
- Core & Shell the elementary gymnasium and the wrestling rooms
- Partially complete Phase 1 site work including grading only around the building, establish utility connections to the building and construct the southwest parking lot, bus drop off, west drive, northwest parking lot. No asphalt paving included.
- Exclude phase 2 site work including all asphalt, community entry drive and drop off lane, new main parking lot, new Pre-K parking lot.
- Exclude all pre-k, elementary and middle school play areas (including playground equipment)
- Exclude all landscaping and irrigation identified as part of the Phase 2 site (we have provided a site plan delineating the break between phase 1 and phase 2 site work)
- Reduce the FF&E budget to $95k, reallocate $700,000 to Phase 1 GMP
- Utilize $500k proceeds from sale of Naturita School rather than demolish the structure

PHASE 2 - COMPLETE ALL ESSENTIAL ALTERNATES, REPLENISH TECHNOLOGY & FF&E BUDGET:
If we are successfully awarded this supplemental grant our plan is to complete this full scope of work as promised to our community and awarded by the CCAB in 2021. We have worked carefully to identify and only include the most essential alternates in this supplementary application. Any items that were deemed less essential will be carried forward on the alternates list and have been excluded from this request. The phase 2 solution is a supplementary BEST grant to fund our most essential alternates as follows:
ALTERNATE 02: Provide folding partition wall between music/stage and gym
ALTERNATE 03: Provide protective wainscot tile throughout corridors
ALTERNATE 04A: Provide wall tile in toilet rooms on wet walls in lieu of paint
ALTERNATE 04B: Provide protective wall tile on remaining restroom walls
ALTERNATE 05: Provide additional 3’ of casework in classrooms
ALTERNATE 06: Provide student lockers
ALTERNATE 07: Provide student cubby storage
ALTERNATE 10: Provide electronic messaging at monument signs
ALTERNATE 12: Provide bleacher seating in elementary gym
ALTERNATE 14: Provide divider curtain in main gym
ALTERNATE 17: Provide 15 tubular skylights
ALTERNATE 18: Provide acoustical wall panels
ALTERNATE 20: Mech fastened insulation and fully adhered roofing assembly
ALTERNATE 23: Paint exposed ceilings
ALTERNATE 24: Elementary gymnasium finishes
ALTERNATE 25: Wrestling room finishes
ALTERNATE 26: Security access control - card access locksets
ALTERNATE 27: Hoist in elementary gym
ALTERNATE 28: Complete all phase 2 site work (detail attached)
ALTERNATE 29: Replace unsafe stair and railing at lower lot
ALTERNATE 31: Security glazing at 13 doors and 9 storefronts
ALTERNATE 32: Daycare playground equipment
ALTERNATE 33: Pre-k/ K playground equipment
ALTERNATE 34: Trash enclosure
ALTERNATE 36: Flag pole
ALTERNATE 37: Training room casework
ALTERNATE 38: Furnish and install shade structures
ALTERNATE 39: Phase one landscaping and mow band
ALTERNATE 40: Site monument sign
ALTERNATE 41: Stage curtains and rigging
ALTERNATE 42: Furnish and install site furnishings
ALTERNATE 43: Main gymnasium bleachers
ALTERNATE 44: Protective roofing walkways

ALTERNATE 45: Phase one asphalt
ALTERNATE 47: AV system
ALTERNATE 48: CCTV system
ALTERNATE 49: Wood paneling
ALTERNATE 50: Mechanical platform in lieu of unsafe ladder access
ALTERNATE 51: Precast site benches

In addition to this list of essential scope alternates, we are also requesting to replenish the technology and FF&E budgets to the previously awarded amount and replace the $700,000 that was reallocated to the phase 1 GMP. Likewise, if we are able to proceed with phase 2, the project schedule will extend an additional 10 months. This would be simply due to the timing of the BEST grant process, a potential grant award and then the ability to proceed once funded. Even if we are fortunate enough to be able to fund phase 2 in June of 2023, this does not allow enough time to complete the scope, which is heavily site work based, prior to the phase 1 project completion in November 2023. A detailed schedule showing the relationship between phases 1 and 2 is submitted as backup to this application. Likewise, all of these costs are detailed further in the submitted budget workbook.

While escalation does seem to be slowing we are still experiencing uncomfortable cost increases which makes completing our project seem even further out of reach without this supplemental grant. To address this, in addition to these hard and soft costs noted above, in this application we have budgeted the standard 6% escalation to accommodate the 5-6 months it will be before the district would learn if we are successful with this request. We firmly believe that if awarded this supplemental grant, we will be able to complete our project without needing to return for another supplemental request in the future.

However, we have NOT included any owner's contingency for phase 2. Until we learn the outcome of this supplemental grant process, we have had to be extremely guarded with the phase 1 contingency. If we are not awarded, we will have to diligently analyze the alternates list by priority and spend our remaining contingency as efficiently as we are able. However, if awarded this supplemental grant, we believe our current contingency will be enough to help us complete our project.

II.G. Due diligence undertaken in defining the stated solution:

Throughout this process, we remained committed to delivering a complete design and therefore the entire project was brought to 100% CDs. This allowed us to receive 100% permitting for the entire project, including phase 2, so that if successfully awarded a supplemental grant, we can immediately buy out phase 2 and get the most efficient use of the awarded dollars while we still have the team on site, avoiding additional mobilization and escalation costs.

We included phase 2 in the construction documents but identified all associated scopes of work as alternates. This provided a competitive bid environment for our CMGC to provide thorough pricing for our base scope/phase 1 project without having to ask subs to price additional scopes once contracts were awarded. Our project team has continued to monitor the alternates list at our weekly OAC meetings and with careful analysis and ultimately with approval from our CDE regional representative we have purchased some of the most urgent alternates utilizing owner contingency. This is risky because without this supplemental grant and our match, the remaining owner contingency is all we will have to purchase any of the essential phase 2 scope. These decisions were mostly due to long lead times or critical infrastructure. The scopes of work that have been authorized since the August '22 CCAB are as follows:

- Additional hand wash sinks at classrooms
  - Health and safety concern coming out of the pandemic
- Slabs for Elementary gym and wrestling rooms
  - In core and shell areas
- Structural beam to support partition wall separating the stage from the gymnasium
  - Reduces the cost and impact of adding the partition wall later
  - This is for an essential community meeting space as well as the ES performance location
- Rooftops curbs at skylight locations
  - Curbs only
- Vapor shield membrane for the roof
  - This was best practice driven and strongly advised by the design team

For this application, our CMGC (FCI) has provided detailed, updated pricing as of February 1, 2023 (attached.) We removed the less essential alternates such as casework in the concessions area, environmental signage/vinyl wall coverings and the gymnasium batting cage, to reduce the amount we are requesting and also be as disciplined with our critical requests as possible when we know available BEST funds are limited. These scopes of work are still very desirable for the project but we may reconsider them at the end of the project IF there are any remaining contingency funds.

We are confident that the 6% escalation included will help bridge the 5-6 months it will be before the district would learn if we are successful with this request. We firmly believe that if awarded this supplemental grant, we will be able to complete our project without needing to return for another supplemental request in the future.

For a reminder per our 2021 Application - Through the design phase of creating the new school concept the school and community stakeholders came to the conclusion that the only site that offered the total program needs would be the current high school location. This site consists of 16- acres with various elevation changes along with rock outcroppings. The topography of the site was similar to a BEST school that had been built and opened in 2014. The west end administration and school board took a trip to see the New Elbert 200 school and spent a full day with the Elbert School staff. After a detailed walk-through we confirmed we had the ability to copy the building plans. Our Architect visited the Elbert School and worked with the district to design the plan to work in our location. Conceptual plans were created with the topography of the site.. Final site plan and conceptual designs were completed with just a few changes from the Elbert 200 design. Two more trips to Elbert Schools with other stakeholders during the design phase and the district has a completed concept design on the only location that would meet the construction and educational needs of the total program.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The urgency is that we need to provide our kids with a safe, healthy learning environment which the new school will provide, BUT it won't be complete. It will lack security systems, playgrounds and other essential scope as noted throughout this application. We're going to be forced to reuse failing, aged and broken FF&E, we don't have the money to buy new CTE equipment. Of the equipment we do have, half of it can't be used in the new bldg. because it doesn't have a UL rating, is old and presents hazards of its own if used. It goes without saying that even while we continue to seek out and pursue numerous additional grant and funding opportunities, as we consider the substantial amount needed to complete our project and the limited and competitive nature of the funds that are out there, we believe a supplementary BEST grant award as our only viable solution. This is primarily due to two factors:
1. We are not aware of any other grant sources that could consider such a large request.
2. The timing is critical. Construction is in progress. We have a team contracted and on site. The design is complete and permitted. This BEST cycle is our best chance for the most efficient use of project funding. If awarded, we can immediately buy out the complete scope of work via change orders to existing contracts. This would be tremendous in that alternatively, if we had to wait for a later cycle or an alternative funding source, phase 2 would become an entirely separate project, leading to added mobilizations, escalation, general conditions, etc., diluting the efficiency of the existing grant dollars we are spending.

We have done everything we can to manage the unprecedented escalation and are unfortunately also bearing the brunt of a schedule extension. Please help us deliver this project for our community. We were awarded once because our need is so great. Please now consider our urgent need to deliver on the promises we made to the West End community together with CDE.

For a summary of the urgency expressed in our original application:
The CDE School Facility Assessment Audit for the Nucla Middle/High School rates this facility with a SCI of 0.54. The SCI categories that are close to or exceed 100% are also the categories that place this school at a significant health and safety risk. Given the nature of the deficiencies, it was recommended that these items be corrected within a five year period. Requirement cost for that five year period is estimated at $11,204,545 million. Replacement Value as of August of 2018 for the facility is estimated at $20,628,581.00.
The Naturita Elementary PK-6 comes in with a SCI of 0.63. The SCI categories that are close to or exceed 100% are also the categories that place this school at a significant health and safety risk. Given the nature of the deficiencies, it was recommended that these items be corrected within a five year period. Requirement Cost for that five year period is estimated at $6,788,411 million. Replacement Value as of August of 2018 for the facility is estimated at $10,758,699.00.
Urgency exists in the need for the district to provide a safe and healthy learning environment for our students. Requirement

costs over the next five years of both facilities total $17,992,956 million. Replacement value to move to one site with one PK-12 facility minus 8 different buildings is estimated to be $31,387,280 in the CDE Facilities Assessments Audit Reports dated August of 2018.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

As soon as our team encountered the insurmountable cost escalations, we shifted gears to cast a wide net on all possible outside funding sources both due to the urgency of our project but also out of an understanding of how much pressure is on the BEST grant this year. We have spent the last six months in active pursuit of additional funds. A summary of our efforts to date include the following applications we submitted in 2022:
- Congressional Directed Spending via Senator John Hickenlooper's office - Not Awarded
- GoCo grant teamed with Town of Nucla - Not Awarded
- DOLA Energy & Mineral Impact Assistance Fund Grant - AWARDED $750,000
- Dept. of Homeland Security - Safety & Security Disbursement Grant - Not Awarded. Over $90M in requests with only $5M funding.

As per the 2021 awarded BEST grant the West End Public Schools contributed the following
funding to the project budget:
- The district committed $1,000,000 out of the general fund balance.
- We received $450,000 as a program related investment (PRI) towards the BEST grant match. The PRI is an unsecured loan that renews annually. The -
  - PRI will consist of $250,000 at a 3.5% interest rate and $250,000 at a 2.5% interest rate both with a ten-year term.
- Our local community taxpayers voted to approve a 20-year General Obligation Bond in the amount of $1,000,000.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

When the new PK-12 facilities are completed and ready for the district to accept responsibility, the district will assure they are properly maintained. Sufficient monies will be budgeted to maintain, repair, replace and sustain the facilities for the life of the buildings. The District maintenance staff will be able to maintain the buildings in a manner that will promote the lowest anticipated life cycle costs. Training for the maintenance staff will be provided for the care of the high-performance building. Additionally, high performance processes, procedures and equipment will be adapted to the new facilities. All necessary training for the staff and custodians of the new facilities will be implemented with annual reinforcements and all school personnel will be trained in how to best care for the new school. Training will be included as part of the initial commissioning of the building after its completion.

As part of the maintenance of the new facility the District will:

1. Develop a maintenance plan for the new facility. This will involve routine maintenance of the building's primary building systems including mechanical and electrical components. It will also include inspection of caulking, roofs, exterior walls, interior walls, Interior doors, exterior doors, hardware, floors, and ceilings. It will include testing of fire alarm and control systems, fire suppression systems, intercom, etc. Periodic inspections will be performed, and reports provided at intervals recommended in the maintenance manuals for each of the system components. It is anticipated some systems shall require quarterly or biannual inspections and adjustments to maintain proper high performance operating standards.
2. The plan will include routine inspection and periodic adjustment of alternative energy systems installed in the school as required to maintain optimum performance levels.
3. A painting program for the interior and exterior of the building on a revolving, ongoing basis.
4. Infrared inspections of the primary structural systems shall be conducted as recommended after the initial project completion and then again on a periodic basis for comparison to the original installed condition. Construction inspection reports shall be kept on file as additional reference.
5. Seek to develop staffing based on the International Facilities Management Association recommendations.
6. As part of the original construction contract, establish a scope and obtain bidding from subcontractors to provide ongoing service, maintenance and repair of mechanical, and other appropriate systems as recommended by product and manufacturer specifications. The District maintenance supervisor will oversee these contractors.

7. Any non-emergency repairs or maintenance of major systems affecting school operations will be scheduled to take over summer breaks.

8. Inspections will be established by a predetermined schedule and will be performed with the goal of establishing a five-year plan for maintenance and repairs. This will help establish budgets for the District well in advance of work occurring resulting in a planned effort to replace or repair items in the building rather than performing maintenance in a reactive mode.
9. Rules, procedures, and regulations will be developed for those using the school facilities after hours.
The West End District has reviewed forecasts by various media outlets. Based on those forecasts, current state budget cuts, declining property values and as such, it is in the best economic interest of the District to contribute an initial amount of $50,000 or 1.5% of yearly FTE to the major mechanical replacement/repair via the capital reserve fund in the 2021-2022 school year. The District will contribute $50,000 or 1.5% FTE in subsequent years as well.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The district budgets annually for small renovation and major renovation projects. The Districts funds are allocated from the General Fund for Capital Improvements. District Major Renovation budget is $100,000 equaling $405/FTE. This will be enough to cover Renewal Reserves and normal maintenance.

III.T. How did you arrive at the estimate for this project?

As soon as our bond passed in 2021, our Owner's Representative executed a thorough procurement process and we were able to have our AE and GC selected and were into contract negotiations in December 2021. Since January 2022, our design team led by HCM Architects, our General Contractor, FCI and owner's rep, Artaic Group, have worked exhaustive efforts to navigate the unbelievable escalation and helped track multiple moving estimates (those were presented to the CCAB in August 2022) and ultimately locked down a phase 1 GMP as well as helped us prepare the cost estimate for this supplemental Phase 2.

III.U. Who will be overseeing the project, if known at the time of application?

West End Public Schools has contracted with the Artaic Group for Owner's Representative Services. Artaic is providing a complete scope of services, inline with the BEST procurement requirements.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The West End School District has selected qualified professional service providers to be our owner's representative, architect, general contractor, geotechnical engineer, environmental consultant, commissioning agent, survey, and FFE utilizing a thorough and competitive RFQ-P process. RFP-Qs were sent out for each of the professional services requested and posted via the CDE listserve. Proposals were reviewed and scored by the selection committee under the guidance of our owner's representative. Short lists of qualified consultants / vendors were identified and in-person interviews were conducted with the candidates.. During the interview process, each vendor was asked a series of questions (questions were the same for all candidates) that were included in the original RFQP, and using a scoring matrix the interview committee scored each vendor based on the answers provided. After each interview, the scores were tabulated. After each team was interviewed the scores for each were reviewed and compared and final selections were made. Within one week of making the final decision, the winning candidates were notified as well as our CDE regional representative. Decision memorandums and scoring matrices were sent (via email) to both the selected candidate and the CDE Division representative and contract negotiations began.
LOCAL REINVESTMENT: Additionally - once the CMGC was on board, we had them hold a local resource fair in the school to identify all local resources including but not limited to resident trades people, sub contractors, housing, cleaning, etc. We are committed to working with our project team to maximize local resources on the project and track these costs on a monthly basis, We include the local "reinvestment" statistics in our monthly board reports. As of December 2023, the local reinvestment in West End resources has been $883,422.

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

Per our 2021 Application - The average annual utility cost for the two affected facilities were $165,000 in 2018, $175,000 in 2019 and $177,000 in 2020. We anticipate seeing a reduction in energy and water cost with the new PK-12 School. Estimates are a reduction of 25%-35% of these cost on average. The closing of Naturita Elementary will save over $30,000.00 annually in water cost.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

Of the 4 school district properties, the two affected properties are Naturita Elementary and Nucla Middle/High School.

The transportation/maintenance facility located in Naturtia will continue to serve the district's needs as is and remain where it is currently. In 5 to 10 years from now, we plan to create a new transportation/maintenance building north of the football field on the Nucla Middle/High School site.

The closed old Nucla Grade School continues to be for sale. Several organizations and foundations involved with the school district have proposed it be converted into an affordable housing development project. The project will also include teacher housing. The school district has received a support letter from the director of Colorado Office of Just Transition and The Telluride Foundation has completed an economic impact analysis showing the positive outcomes. Progress is continuing in a positive direction.
The Naturita Elementary School (NES) is currently in use and the Gym (1956) appears to meet the criteria for listing on the State Register. The West End Economic Development Corporation (WEEDC) has been involved in the process of planning for a sustainable solution for closing this school down. However, the school board is pleased to now have a commitment from a buyer to purchase the NES for $500,000. We are so excited for the opportunity of this historical building to potentially be repurposed. This additional funding, while not included in our match for phase 2, was immediately allocated to the Phase 1 GMP approved by the CCAB in August. We are pleased discussions for the site may include repurposing the existing facility into a community use, avoiding demolition.
Nucla Middle/High School is the site of the new proposed PK-12. This 16 acre site is the only site the district owns that is capable of fitting the total program needs for the district. Demolition of existing buildings on the site will be staggered during the build process to allow for school to continue. Hard cost items are detailed in the budget. An environmental contingency is added for the unforeseeable events for the site plan.
Stone Building-Historical Significance:
Past and present district, architects, and BEST staff have researched and worked with local and state historical groups in determining the status of the Stone Building currently housed on the 16-acre site of Nucla Middle/High School.
Due to the historical significance, the Board of Education and Superintendent worked with all stakeholders, including local and state historical groups in following guidelines for documenting this historic structure, including photographs, recreated floor plans and narratives. The end solution celebrated by all stakeholders was to repurpose a substantial amount of the stone to be incorporated into our new design. As you will see in our design documents and the rendering on the cover - the new pk-12 entryway will be entirely framed by what appears to be the old stone building encompassed by our new project. The building was carefully deconstructed and is now stored safely on our site. We are really excited about this solution!

Current Grant Request:	$7,608,610.56	**CDE Minimum Match %:**	30
Current Applicant Match:	$749,744.44	**Actual Match % Provided:**	8.97
Current Project Request:	$8,358,355.00	**Is a Waiver Letter Required?**	Yes
Previous Grant Awards:	$35,143,064.00	**Contingent on a 2023 Bond?**	No
Previous Matches:	$2,451,142.29	**Source of Match:**	
Total of All Phases:	$45,952,561.29	The district will be able to provide a $750,000 match as a result of our recent DOLA grant award.	
Affected Sq Ft:	74,744	**Escalation %:**	6
Affected Pupils:	242	**Construction Contingency %:**	3
Cost Per Sq Ft:	$614.80	**Owner Contingency %:**	0
Soft Costs Per Sq Ft:	$62.99	**Historical Register?**	No
Hard Costs Per Sq Ft:	$551.81	**Adverse Historical Effect?**	No
Cost Per Pupil:	$34,539	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	309	**Is a Master Plan Complete?**	Yes

If owned by a third party, explanation of ownership: **Who owns the Facility?** District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	237	**Bonded Debt Approved:**	$1,450,000
Assessed Valuation:	$23,607,867	**Year(s) Bond Approved:**	21
Statewide Median: $121,995,375			
PPAV:	$99,611	**Bonded Debt Failed:**	
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$2,350,397	**Year(s) Bond Failed:**	
Statewide Median: $3,107,630			
Median Household Income:	$32,256	**Outstanding Bonded Debt:**	$0
Statewide Avg: $65,127			
Free Reduced Lunch %:	53.10%	**Total Bond Capacity:**	$4,721,573
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	3.48	**Bond Capacity Remaining:**	$4,721,573
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$5,467.29		
Applicants Median: $2,381			

COLORADO
Department of Education
Division of Capital Construction
BEST School District and BOCES Grant Waiver Application

District or BOCES Name: West End RE-2

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

The West End Board of Education understands this tremendous financial burden and without this waiver, the district will never be able to complete this project. The West End has taken a numerous hits to our economy with the closure of the coal mine and power plant, but our community is working hard to encourage economic growth and redevelop our area. We have recently seen one of the most impactful events in our local history. With the closures of two of the communities' largest employers, the New Horizon coal plant and the Tri-State Power Plant, our school district has lost vital funding and marks major difficulties for the future sustainability of our rural community as these plants alone provided 50-60% of the tax revenue in this region. Anticipated assessed valuations are on the decline and are anticipated to drop over 50% if additional revenue sources are not found. This devastating loss of revenue will need to be compensated for by the local property tax payers, folks who are already struggling with the loss of jobs created by the closures. When the plants closed, unemployment doubled overnight in our community and over the past few years, the average income in the West End has plummeted. Despite this, our community stepped up to pass the $1,000,000 bond in 2021 to meet our match for the BEST grant and is the best it could do in the current economic environment. Now, with the unprecedented escalation rocking the construction market, even with the BEST Grant and our matching bond, we do not have enough funding to complete our project.

(3000 characters max)

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

The two major closures notes above mark major difficulties for the future sustainability of our rural community. Net Assessed Valuations have declined from $42,228,457 in 2015 to $36,844,760 in 2019. The school district assessed valuation for 2022 is $23,607,807 a nearly 13,000,000 decrease. The Tri-State Generation (Power Plant) represented $19,277,125 in assessed value to the District in 2018. In 2019, the assessed value to the District was $19,468,559. So, Tri States 2020 contribution of the school district's assessed valuation was $4,115,863. And now they are gone. If future revenue to the district does not improve, we stand to fall off the table with our assessed valuation for years to come.

Before the closures, the West End Public School District received well over 50% to 60% of its property tax base from the power plant for numerous years which amounted to over $500,000.00 yearly. This devastating loss in revenue now needs to be compensated for by the state and local property taxpayers. The school district and Board of Education was incredibly grateful for the support from our local community with our successful $1 million bond election as well as the $450,000 RPI loan from Foundations that support our efforts for the new school. Now, after maxing out our local opportunities, we find ourselves struggling to secure additional funding. We have however pursued several other grant opportunities and will continue to do so until our project is complete. Thankfully, we secured a DOLA loan for $750,000 to fund our infant and toddler care center. This grant offsets enough of our primary budget that we can now contribute $750,000 as our match for this phase 2 supplemental request.

(3000 characters max)

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible. Refer to How Matching Percentages are Calculated for background on the influence of these factors on your match.*

Match Factor (To be Completed by CDE)	***Figure Used in Match Calculation***	***Weighted %***	***Out of Weighted Max%***
Per Pupil Assessed Value	99,611.25	1.3%	8% max
Median Household Income	$32,256	.4%	18% max
Free and Reduced Lunch %	53.1%	5.94%	23% max
Bond Elections in the last 10 years	1	-1%	-1% per attempt
Bond Mill Levy	3.48	13.18%	23% max
Remaining Bond Capacity	$4,721,573	6.46%	23% max
Unreserved Fund Balance as a % of Annual Budget	62.75%	3.57%	5% max
	Total CDE Minimum Match	**30%**	100%

2.a. Please identify which, if any, of the above match factors you believe inaccurately or inadequately reflect your financial capacity due unique conditions in your district, which justify a reduction of the weighted percentage used.

No Objections.

(3000 characters max)

Required
(To Obtain Benefit)
FORM # PSF-CC03
EDAC REVIEWED
12/05/2022 for 2022-2023

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

For the 2021 Grant, the district secured two program related investment (PRI) loans with four Foundations within Colorado to the sum of $450,000. The district also committed $1,000,000.00 out of the general fund balance and our community taxpayers approved a 20-year General Obligation Bond in the amount of $1,000,000.

To help achieve the phase 1 GMP:
- A local business owner and philanthropist committed $500,000 to purchase NES.

For this 2023 Supplemental Grant:
As soon as our team encountered the insurmountable cost escalations, we shifted gears to cast a wide net on all possible outside funding sources both due to the urgency of our project but also out of an understanding of how much pressure is on the BEST grant this year. We have spent the last six months in active pursuit of additional funds and will continue to do so as needed. A summary of our efforts to date include the following applications we submitted in 2022:
- Congressional Directed Spending via Senator John Hickenlooper's office - Not Awarded
- GoCo grant teamed with Town of Nucla - Not Awarded
- DOLA Energy & Mineral Impact Assistance Fund Grant - AWARDED $750,000
- Dept. of Homeland Security - Safety & Security Disbursement Grant - TBD March 2023

(3000 characters max)

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match percentage	30
Match Percentage Requested	8.97
Amount of requested reduction from CDE Minimum	21.03

Is a Statutory Limit Waiver also being submitted? ☐ Y ☑ N

P.O. Box 505
222 East Main St.
Naturita Co. 81422

Phone: (970) 865-2286
Fax: (970) 865-2815
Email: tnaturita@nucwireless.com

February 1, 2023

Capital Construction Assistance Board

RE: West End Public Schools BEST Supplemental

Dear Members of the Board;

The Town of Naturita would like to wholeheartedly express our support for West End School District RE-2 in applying for a BEST Supplemental Grant. Your organization is absolutely the reason we see a new K-12 school being built in Nucla. Everyone has benefited from the construction and the students are very excited for their new building. On January 26, 2023, the last beam was set. The local paper put a photo on the front page and all the students were present.

Our communities here on the West End of Montrose County are tight knit and hard working. The BEST grant mill levy was a hard fight for our voters to swallow. However, the children are the future of our community and it was apparent they deemed it important enough to give them a new school. Unfortunately, the escalation of the construction material costs hit right at the beginning of the project. The award of this grant to WEPS would alleviate budget stress and maybe bring back some of the amenities that had to be cut due to rising construction costs. You could see the disappointment in the faces of administrators, teachers, students, and the public when it was announced what they had to trim off the project.

Naturita strongly supports the West End School District in its endeavors to apply for this grant. We were delighted to learn that the supplemental grant is available, and we hope you look favorably upon their application.

Thank you for your consideration.

Sincerely;

Town of Naturita Board of Trustees : Eugene Greenwood, Mayor

Harold Cowles, Sharon Different, Jeff Sonnenberg and John Gist, Trustees

West End Economic Development Corporation

217 W. Main Street ~ PO Box 645 ~ Naturita, CO 81422 ~ 970-865-2499

www.choosewestend.org

January 30, 2023

Capital Construction Assistance Board

RE: West End Public Schools Best Supplemental Grant Application – Letter of Support

Dear Members of the Board:

This letter is in support of the West End Public Schools (WEPS) application for a BEST Supplemental grant to complete construction of the new K-12 facility in our region.

The West End's economy has been historically supported from the jobs and wealth provided by coal and power generation industries. Recent job losses in these industries have led to a focused effort to support local businesses and promote job creation in other sectors of the economy as well as foster new entrepreneurial endeavors through existing and new educational programming.

West End Economic Development Corporation believes the development of a new K-12 school in the area is not only critical to attracting new businesses (with their families) to the area but to the overall recovery and marketing of the region as a whole. Additionally, we believe the safe environment and advanced programs that could come with a new school will help entice kids to stay in the area and develop their own businesses outside of an urban area or join an existing business with high paying wages. WEPS's plans are paramount to a strategic development plan designed to turn the economy of the region toward positive growth and sustainability.

We are grateful the Board awarded WEPS a BEST grant to construct the new facility. However, with rising inflation costs across the country, WEPS's efforts have not gone unscathed. Without supplemental funding to complete the construction of the new facility, our strategic economic development plans would be hindered while we wait for completion of this facility.

We appreciate the Capital Construction Assistance Board's continued support of regional economic development efforts and helping us to build a stronger economy in a wonderful rural area of Colorado.

Sincerely,

Makayla Gordon

Interim Executive Director

CITIZENS STATE BANK

EST. 1913

Yesterday, Today & Tomorrow

www.csbcolorado.com

LETTER OF COMMITMENT

Citizens State Bank (CSB) is pleased to provide this letter of financial commitment for West End Public Schools' application for a BEST grant. CSB is committing $100,000 over the next five years to help ensure the stability and promotion of programs within the school district.

Maintaining fundamental public infrastructure such as schools is now more important than ever. The West End has experienced significant challenges in recent years as the region has lost major employers--most notably, the coal mine and power plant in Nucla, closures that have devastated the local economy.

The district's current facilities can no longer keep up with modern times. With this grant, West End Public Schools (WEPS) will be able to build on the existing broadband network to provide all the necessary tools for their students to take advantage of programs normally unavailable in rural areas.

The West End community continues to work diligently to attract new economic activity. Success in these economic development efforts is in part reliant upon maintaining a livable community with quality schools. The proposal by WEPS to develop a safe, modern, and highly functional facility is a much-needed next step to help our communities rebuild and develop a sustainable economy.

Few community assets are as essential as public schools. Citizens State Bank is committed to working with the community to further advance and leverage economic opportunities. We ask that the reviewing board for these applications consider the value of a new school in a community experiencing the economic transition currently occurring in the West End.

Thank you for your consideration.

Douglas Price

Chairman and CEO

CSBO Holdings Inc.

Ouray Bank
(970) 325-4478 • Fax (970) 325-4351
P.O. Box A • Ouray, CO 81427

Naturita Bank
(970) 865-2255 • Fax (970) 865-2834
P.O. Box 160 • Naturita, CO 81422

Ridgway Bank
(970) 626-5462 • Fax (970) 626-4278
P.O. Box 222 • Ridgway, CO 81432

Silverton Bank
(970) 387-5502 • Fax (970) 387-5315
P.O. Box 6 • Silverton, CO 81433

TOWN OF NUCLA COLORADO

320 Main Street
P.O. Box 219
Nucla, CO 81424-0219

(970) 864-7351
(970) 864-7600 fax

February 2, 2023

Capital Construction Assistance Board

RE: West End Public Schools BEST Supplemental Grant Application - Letter of Support

Dear Members of the Board:

The Town of Nucla would like to express their support for West End Public Schools (WEPS) application for a BEST supplemental grant which will assist in the escalating costs they are experiencing during construction of the new K-12 facility in our town.

The new school building is coming along with the "topping out" occurring Thursday January 26, 2023. However, with inflation and the current state of the economy prices for everything have skyrocketed. The district has been applying for every grant they can, including a DOLA grant to assist in the realization of Pre-K facilities. A joint GOCO grant with the Town being co-applicant, this grant would have assisted in the building of the outdoor recreation area for Pre-K through 12th grade during school, as well as an area for having after school and other community events and activities. Unfortunately, we were unsuccessful in obtaining that grant. The district later met with the agency to discuss ways in which the application could have been better prepared for applying to GOCO in the future.

As in our initial letter in January 2021, having a new fully functional Pre-K through 12th grade school in Nucla will help boost our economy and population.

We ask the Capital Construction Assistance Board to give favorable consideration of this application.

Sincerely

Melissa L. Lampshire
Town Manager

MONTROSE COUNTY
BOARD OF COUNTY COMMISSIONERS
317 South 2nd Street
Montrose, CO 81401
Phone: 970-249-7755
Fax: 970-249-7761

January 13, 2021

Capital Construction Assistance Board

RE: West End Public Schools BEST Grant Application - Letter of Support

Dear Members of the Board:

This letter is in support of the West End Public Schools (WEPS) application for a BEST grant to build a new K-12 facility in our region.

The West End's economy has been historically supported from the jobs and wealth provided by coal and power generation industries. Recent and upcoming job losses in these industries have led to a focused effort to support local businesses and promote job creation in other sectors of the economy as well as to foster new entrepreneurial endeavors through existing and new educational programming.

WEPS's proposal to develop a safe, modern and highly functional facility is a much-needed next step to help our communities rebuild and develop a sustainable economy. Building on the existing backbone of a sturdy broadband network, WEPS will be able to provide all the necessary tools to enable their students to take advantage of programs normally unavailable in rural areas. The existing facilities can no longer keep up with modern times.

Our Board believes the development of a new K-12 in the area is not only critical to attracting new businesses (with their families) to the area, but to the overall recovery and marketing of the region as a whole. Additionally, we believe the safe environment and advanced programs that could come with a new school will help entice kids to stay in the area and develop their own businesses outside of an urban area. WEPS's plans are paramount to a strategic development plan designed to turn the economy of the region toward positive growth and sustainability.

We appreciate the Capital Construction Assistance Board's continued support of regional economic development efforts and helping us to best take advantage of a wonderful rural area of Colorado and build a stronger economy.

Sincerely,

Sue Hansen
Chair

Keith Caddy
Vice-Chair

Roger Rash
Commissioner

● Campuses Impacted by this Grant Application ●

ROCKY FORD R-2 - Supplemental FY22 PK-12 HS Addition/Renovation - Rocky Ford Jr/Sr HS - 1963

District:	Rocky Ford R-2
School Name:	Rocky Ford Jr/Sr HS
Address:	100 West Washington
City:	Rocky Ford
Gross Area (SF):	105,700
Number of Buildings:	3
Replacement Value:	$31,255,857
Condition Budget:	$21,815,791
Total FCI:	0.70
Adequacy Index:	0.19

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$3,693,058	$3,260,083	0.88
Equipment and Furnishings	$2,227,929	$697,149	0.31
Exterior Enclosure	$3,686,922	$3,029,620	0.82
Fire Protection	$15,853	$1,286,741	81.17
HVAC System	$5,331,414	$5,947,258	1.12
Interior Construction and Conveyance	$4,669,204	$4,421,483	0.95
Plumbing System	$2,017,637	$1,764,760	0.87
Site	$6,245,657	$2,672,951	0.43
Structure	$3,368,182	$4,141	0.00
Overall - Total	$31,255,857	$23,084,186	0.74

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: ROCKY FORD R-2 **County:** Otero

Project Title: Supplemental FY22 PK-12 HS Addition/Renovation **Applicant Previous BEST Grant(s):** 3*

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $45,198,389.91

If Yes, please explain why:

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

All three of the buildings impacted by this project were built by Rocky Ford School District, and were up to codes and standards of school construction at the time.

Rocky Ford High School was built in 1963.
Jefferson Intermediate school was built in 1954, with an addition constructed in 1962.
Washington Primary School was built in 1950.

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

Rocky Ford High School was built in 1963. No major additions or renovations have taken place since that time.

- A pre-engineered metal building was added to support the VoAg program in 1965
- A pre-engineered metal building was added to support the wrestling program in 2011
- The track and field were renovated in 2019 with the help of a GoCo grant.

Jefferson Intermediate School was built in 1954, with an addition constructed in 1962.

Washington Primary School was built in 1950.

- Modular 1, early childhood, built in 1994
- Modular 2, ESL & Music, built in 1976

The following is a list of capital projects, minus the bus purchases, that were approved by the board of education in the last several years. This list does not include all of the repairs that were undertaken in addition to the approved capital projects. The repairs were a multitude of projects that addressed needs with the electric, mechanical, and roofing systems that cost less than $5,000 each and therefore were not considered capital projects.

2014-2015:

Replaced all of the air conditioning units at Jefferson Intermediate
Upgraded technology in the student computer labs across the district
Total amount spent on capital projects and repairs: $212,772.95

2015-2016:

Replaced the bleachers in the HS gym
Replaced the flooring and purchased new tables for the HS cafeteria
Renovated select bathrooms at the HS
Renovated select bathrooms at Jefferson Intermediate
Renovated select bathrooms at Washington Primary
Total amount spent on capital projects and repairs:$274,967.91

2016-2017:

Replaced the flooring in select classrooms at the HS
Renovated select bathrooms at the HS
Replaced the flooring in select classrooms at Jefferson Intermediate
Renovated select bathrooms at Jefferson Intermediate
Replaced the flooring in select classrooms at Washington Primary
Renovated select bathrooms at Washington Primary
Repaired a cement walkway outside of Washington Primary
Total amount spent on capital projects and repairs: $201,984.29

2017-2018:

Replaced cement walkways outside of Washington Primary
Replaced the lighting in the Jefferson gym with LED
Total amount spent on capital projects and repairs: $141,871.54

2018-2019:

Replaced the lighting in the HS gym with LED
Installed new exterior lights for the outdoor athletic facility at the HS
Total amount spent on capital projects and repairs: $179,390.24

2019-2020:

Made an additional payment on the new exterior lights for the outdoor athletic facility at the HS
Made ADA improvements to the Ag Shop and the locker rooms at the HS
Replaced select exterior doors across the district
Replaced the reserve tank for the boiler at Jefferson Intermediate
Improved the outdoor grass play area at Jefferson Intermediate
Replaced the gym lights at Washington Primary with LED
Replaced the carpet at the district office
Total amount spent so far on capital projects and repairs: $258,683.87

2020-2021:

The district's budget was cut $750,000 by the state due to the fiscal emergency that accompanied the pandemic. Therefore, the district has not been able to complete many facility improvement projects this year.

2021-2022:

Replaced the mechanical components in a faulty air conditioning unit at the HS: $24,610
Upgraded many areas to LED lighting: $24,907
Purchased three air purifiers for music rooms at Washington, Jefferson, and the HS: $4,500
The district was also approved for an emergency HVAC grant which allowed the district to begin a project to replace the HVAC system for the sections of the Junior Senior High School which will not be affected by the PK-12 addition/renovation project. The total cost of the project is just over $3 million.

II.A. Project Type:

☐ **New School**	☐ **Roof**	☐ **Asbestos Abatement**	☐ **Water Systems**
☐ **School Replacement**	☐ **Fire Alarm**	☐ **Lighting**	☐ **Facility Sitework**
☐ **Renovation**	☐ **Boiler Replacement**	☐ **Electrical Upgrade**	☐ **Land Purchase**

BEST FY2023-24 GRANT APPLICATION SUMMARIES

☐ **Addition** ☐ **HVAC** ☐ **Energy Savings** ☐ **Technology**

☐ **Security** ☐ **ADA** ☐ **Window Replacement** ☑ **Supplemental**

☐ **CTE:** ☐ **Other:**

Additional Detail:

Unprecedented escalation impacted the original project. Significant pieces of the projects were abandoned altogether while others were eliminated from the base project but kept as alternates.

II.C. General background information about the district / school:

The Rocky Ford School District is a small rural district in the southeastern plains of Colorado along the Arkansas River Valley. The school district is in the north central part of Otero County and covers approximately 160 square miles.

The center of the Rocky Ford School District is the town of Rocky Ford, which was founded in 1887 and built their first school in 1889. As of the 2010 Census, the town of Rocky Ford's population was 3,957. Nestled along Highway 50, which is the only coast-to-coast highway in the US, Rocky Ford has dramatic temperature swings from day to night. Thanks to this climate, melons grown in the area are particularly sweet. Today, Rocky Ford cantaloupes and watermelons have fans worldwide. The district's mascot, the Meloneer, is one of the most unique in the country and is a reflection of the community's pride in the agriculture of the area.

The School District's enrollment is 632 students as of the 2022 October count. Enrollment numbers for the district peaked in the mid 1960s at over 2300 students.

The District operates three school buildings on two separate campuses, with the school district office located on a separate third site. The youngest students are served in two schools on a shared 12 acre lot: Washington Primary School serves grades K-2, Jefferson Intermediate School serves grades 3-6. Rocky Ford Jr./Sr. High School serves grades 7-12 on a 34 acre site. In total, the District owns and operates 185,340 square feet of academic and administrative space, approximately 229 square feet per student.

This Grant application will positively impact all 632 of Rocky Fords students.

II.D. Deficiencies associated with this project:

The deficiencies of the facilities are listed below. These were listed with the original grant application in 2021 for the PK-12 Addition/Renovation project.

We have systemic health & safety concerns in all of our buildings and sites. As indicated by our high FCIs and deficiencies, we have some of the most significant facility challenges in the State. Of all the COP grant applications awarded recent years, Rocky Ford had some of the highest FCI numbers.

CDE FCI numbers:

Washington Primary School .68
Jefferson Intermediate School .68
Rocky Ford Jr./ Sr. High .74

District wide our deficiencies have been priced by contractors in excess of $80M.

This project will replace Washington and Jefferson schools with a PK-8 addition to our high school, resolving all issues at those two schools.

This project will resolve the major life safety / security concerns at the HS.

The remaining deficiencies at the HS will be resolved in coming years as capital improvement resources will be freed up from

Washington and Jefferson. We have heard clearly from our community that our HS is the site and building of greatest value. Of all of the facilities, the HS has many needs, but the building has good bones and we are committed to the HS campus for the long term.

LIFE SAFETY

Our basic life safety systems are either missing or woefully inadequate. Our fire alarm systems do not provide coverage as required by code. We have minimal initiation and notification devices in the corridors and classrooms. Our consultants have indicated that it is a high priority for us to replace the entire system. We do not have fire sprinkler systems in any of the schools.

We lack the ability to communicate effectively within and outside of all our buildings, a major concern during emergencies. Our phone systems, which also function as our PA and paging system, are far beyond useful life and function intermittently. We have difficulty communicating to staff and students during lock-downs, events and emergencies.

At Washington, a fire alarm drill was conducted recently and it was discovered that a staff member remained in the work room because she could not hear the alarm or any of the announcements. The class in the music room could not hear the announcements either. Neither of these locations has ever had a connection to the announcement system or a speaker connected to the fire alarm system.

Another concern is the elevator/ lift at Jefferson, and the potential for someone to fall into the open shaft. It can only be accessed through classrooms on both floors, which is disruptive to the instruction taking place in those rooms. It is more of a lift than an elevator, with a standard door to open and close. When a person opens the door, the shaft is completely accessible and open, which is dangerous as someone could easily fall down the open shaft. It functions intermittently.

SECURITY

Generally, our schools are not secured and we lack the ability to monitor and control who is coming in. All buildings have multiple doors, with minimal access control or monitoring. We do not have secure entrance vestibules at any of the schools. The main offices are near the front entries, but once a visitor has entered the front door, they have complete access.

In October of 2018, a staff member received threats on her life from her husband. He said he was going to find her at work and kill her. Because she works in all three of the buildings in the school district, all schools had to be secured. Due to the inability to secure the entrances at the buildings, officers from the local police department and the Sheriff's department had to be posted at the front of the schools.

HVAC SYSTEMS

All of our buildings are heated and cooled with a patchwork of systems that struggle to provide appropriate temperatures and healthy air quality. They lack centralized control, and many areas can only be adjusted by manually opening and closing valves. All buildings have single pane windows and minimal insulation in walls and roof, making controlling temperatures even more challenging. The majority of HVAC system components are beyond life expectancy, many by two or three fold. Strong odors are common throughout the schools, and during winter months student illnesses increase dramatically. It is generally believed the poor indoor air quality contributes to this. We recently worked with engineers to measure the CO2 levels in both Washington and Jefferson. Average occupied levels were 1324ppm at Washington and 1938ppm at Jefferson. At Washington, some classrooms are significantly too hot and some are too cold. Twice in the last 20 years, the boiler failed and school had to be canceled while it was replaced the first time and repaired the second time. The last failure occurred in 2016/17 and classes were canceled for four days. When classes resumed, the boiler was still being repaired and a temporary solution had to be utilized. To provide temporary heat, external gas heaters were rented and hot air was blown into the building through hoses that were connected to plywood barriers that were cut precisely enough to allow the hot air to come in while trying to block the gas fumes from the external heaters. The smell of gas permeated the building.

At Jefferson, in some rooms we reach temperatures up to 80 degrees in the winter, even though the heat has been “shut off”. These classrooms had the valves to the radiators sealed shut as a solution to stop the heat, but we still have to leave the windows open to cool them down. Conversely, the music room has had no heat in the room for 2 years, and the class has been displaced numerous times. The school district has tried multiple solutions which have all failed.

PLUMBING

We have many sanitary line issues at both Washington and Jefferson. At least once a school year, we have a backup of the sewer system and the City has to determine if it is a school district issue or a City issue. We recently hired a professional to scope the lines at Washington. His report indicates areas where the camera could not pass through, clay lines with significant root intrusions and blockage, separations in segments of the lines, cast iron lines that are heavily pinholed, corroded and the presence of root intrusions. At Jefferson, the water main and distribution lines are original to the building (1954), and so is the sanitary system. We have a sewage ejector pump in the basement that is old and needs constant upkeep. When it fails, the basement area floods. We also have several leaks from water pipes and roof drain pipes, with the most notable leaks in the admin area and the basement area. All of these are happening through asbestos materials and costs associated with abatement have made repairs prohibitive.

ELECTRICAL

Our electrical service mains have been updated in Washington and Jefferson, but nearly all wiring and panels downstream from the mains are original to the buildings and beyond useful life. Circuits are undersized for our equipment and breakers often trip. As an example, at Jefferson, refrigerators and freezers currently sit out in the cafeteria area of the school and not in the kitchen itself. The appliances could not be installed inside the kitchen because the electric system could not handle the demand.

ROOFING

We have hired a third party roofing consultant to assess all of our roofs. All were deemed “fair” or “poor” and in need of significant improvements to prevent further damage to the roof and building below. All roof warranties have expired. All three have significant ponding, frequent leaks, and require regular ongoing patching.

BUILDING ENVELOPE

At both Washington and Jefferson, we struggle with preventing water from entering the building at windows and metal panel systems. These systems are single pane, uninsulated, and original to the buildings. Our maintenance staff spends much of their time sealing up gaps and attempting to secure down failing panels.

Poor site drainage has led to water infiltration multiple times. In 2017, Washington had water backing up into the basement where the boiler is located for the heating system. The investigation uncovered a problem that resulted from work that the City had conducted on the storm drains near the school. Because of that work, Washington is now in a flood plain. Any precipitation results in the playground being flooded.

SITE SAFETY

Twice a day, we struggle to keep students safe at our constrained shared site for Washington and Jefferson. Our planning consultants report that this situation is one of the most dangerous they have seen. Parent, staff, bus, pedestrian traffic, and building services all commingle along 11th Street. This street is simultaneously a city street, a parking lot, a parent drop off zone, a bus drop off zone and the access for emergency vehicles and our receiving area, all at the same time! We do our best with traffic cones, crossing guards, and parent training, to minimize risk, Despite our efforts, students are still weaving in and out of traffic lanes and queuing lines to get to/ from the building entrance. Of all of our site challenges this is the most concerning as we struggle with it twice a day every day. We cannot begin to count the number of near misses.

Students and teachers walk outside to get to and from our modular buildings. This is a concern as we do not have card readers or electronic hardware on any of these doors. At the high school, several of our classrooms can only be accessed by walking outside. In all these cases, we have no exterior notification systems in the event of an emergency and students and staff may be locked out during lockdowns.

II.E. Diligence undertaken to determine the deficiencies stated above:

As part of the District's master planning process in 2019, mechanical engineers, electrical engineers, technology specialists, and architects walked all of our buildings and sites, interviewed our facilities staff, and reviewed the CDE assessments. Reports were published identifying prioritized lists of building deficiencies along with preliminary budgeting pricing for each. These reports were utilized during the master planning process as options were considered for future capital improvements.

Since the initial grant application in 2020, we undertook several steps to gather additional data to understand our building deficiencies. The district hired The Radon Measurements Lab, LLC to conduct radon testing. Results of this effort indicate that there is not a Radon Concern at Jefferson or Washington.

We brought back our mechanical engineering team to help analyze our buildings through the lens of ventilation, COVID-19, and CO2 levels. A report was published outlining recommendations and documenting concerns.

We also hired FlowRight plumbing to scope our sanitary lines at Washington to better understand the issues there.

II.F. Proposed solution to address the deficiencies stated above:

2023 Update:

The main problem the project is facing is the excess cost brought about by unprecedented escalation. The project has a budget shortfall of approximately $7 million, even after significant cuts and value engineering. The following equation illustrates this shortfall:

Total construction budget after 2021 Supplemental 1 (May 2022) – SD pricing (May 2022) = Total budget challenge

$40,455,567 - $47,881,000 = ($7,425,433)

To address the budget shortfall, the district eliminated the following items permanently from the project:

The square footage of the addition was reduced by 30,165 square feet.
The Junior High classrooms are no longer part of the addition.
The Special Education suite of classrooms was eliminated from the project.
The media center was reduced to ¼ of the original programmed size.
Targeted building systems reductions were identified.
The maker-space areas were eliminated.
The site and landscape work were significantly reduced.

Additionally, other items were temporarily set aside in the hope that they could return to the project. The following items are currently alternates as they could not be afforded within the base project:

7th and 8th grade classroom remodel
SPED classroom conversion in the 7/8 wing
Classroom cubbies
Music rooms casework
Solar shading on the south facing windows of the elementary wing
Corridor glazing in the 7/8 wing
Northeast visitor's parking lot and parent drop off lane
Asphalt in lieu of gravel on all driveways
Elementary school playground and play field

All site irrigation
All site plantings

Our proposed solution is to solicit sufficient funding to cover the cost of the items listed above, starting with the 7th and 8th grade classroom remodel. This list of items would not return the project to its original scope; instead, it would represent about 75% of the original scope from the 2021 grant request. However, we feel this would preserve the integrity of the academic programs and the intended function of the new facility.

II.G. Due diligence undertaken in defining the stated solution:

2023 Update:

We used a variety of meetings to determine which items needed to be eliminated from the project and which items should be temporarily set aside in the hope that they could be returned to the project. These meetings included board members, staff members, community members, along with key personnel from the architect team, our owner's rep, and the contractors. Cost estimates drove much of the conversation along with a constant comparison back to the district's mission and vision to ensure that the academic programs and services to parents & students could be preserved.

Prior to this supplemental request:

We went through a rigorous master planning process (described below) to develop this plan and submitted an application to BEST in 2020. We were an alternate for funding. We ran a bond election in November to secure our matching funds and were very disappointed that it did not pass.

We have since conducted a survey of our community and met with various prominent voters to try and understand why it did not pass. We heard loud and clear that the proposed plan was the right one. We understand that forces impacting the bond election included:

-A powerful minority of strong anti-tax voters
-A sentiment of "let's wait it out and get the waiver", as a neighboring district recently did
-Being an alternate made the prospect seem less urgent or real

After investigating why the election failed, the District remains committed to this plan and intends to continue educating the community about the facilities challenges we face and the opportunities we have available to us.

MASTER PLANNING PROCESS

Our planning committee met multiple times over the course of five months and included parents, community members, staff, and BOE members. The committee reviewed information as described in the Public School Facilities Master Plan Guidelines.

Two contractors with recent BEST project experience reviewed our deficiencies and it was estimated that resolving all of the items identified across the District would cost upwards of $80 million. Obviously, the group felt daunted by our needs and challenges, especially given that our budget currently allows for under $200,000 annually for capital improvements.

The committee held several community meetings to gather input. The meetings were attended by over 60 parents and interested community members. Participants shared priorities and concerns to inform planning conversations.

To help inform decision making, the planning committee defined a list of criteria:

- Focus on security and safety: resolve life safety, P.A. system, secure entries, drop-off/ pick-up
- Support up to date technology and learning environments throughout the District
- Community input & buy-in is essential
- Solve building deficiencies and reduce ongoing maintenance costs
- Optimize viable current resources as possible – preserve HS athletic fields and Melon Dome

- Invest in Ag, CTE, and trades training programs and provide appropriate spaces to support them.
- Consider financial reasonability/viability
- Plan should not create any abandoned buildings

The planning committee compared nine options ranging from life safety and security improvements to various building deficiency investment options to several options for school replacements. After lengthy discussion and consideration the committee and District decided to move forward with this plan, to replace Washington and Jefferson and make urgent health and safety improvements to the HS.

A site analysis was done to evaluate the feasibility. Conversations were held with the City and three different contractors were also included to walk the site with the team, give recommendations and opinions of cost.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

The PK-12 addition/renovation project has already begun. A groundbreaking was held in early January. If the items in question cannot be returned to the project soon, the window of opportunity will pass by. The remodel of the 7th and 8th grade wing is important to resolve certain safety issues. Students are still forced to enter classrooms from the outside, an interior hallway does not exist. Also, without the remodel, the district would be left with just one special education resource room for a PK-12 campus of 632 students. Beyond the academic programs, the site work is also of great concern. While it will be great to have a new facility for students, the lack of driveways, playgrounds, and landscaping would detract from the new facility. We are asking for help in order to take advantage of this window of opportunity. We would like a complete project in 2024 instead of continuing to find ways to fill in the gaps for years to come until all of the necessary pieces of the project are finally complete.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

The Rocky Ford School District has solicited and received financial assistance from many sources in the past several years to address facility needs.

The Melon Field Project, which resulted in a new all-weather track and synthetic football field facility, was funded largely through a GOCO grant. Other large funders for this project included: El Pomar, Daniels Fund, and Gates. Local fundraisers were also used.

Improvements were made to other outdoor athletic facilities through grants from El Pomar and the Southeast Council of Governments.

A new playground was installed at Jefferson Intermediate School and the funding was provided by a grant through the Colorado Health Foundation.

A new wrestling practice facility was paid for by the Foundation for Rocky Ford Schools and a variety of local fundraisers.

A greenhouse and multiple equipment purchases for the Ag shop were funded by the Foundation for Rocky Ford Schools.

A grant was received from the Colorado Energy Office to assist with an energy audit at Jefferson Intermediate School and to help make a priority list for improvements.

ESSER funding was used to assist with a major HVAC project at the Junior Senior High School which is nearing completion.

Although not necessarily facility related, the school district also has received funding support for academic programs from Otero County, El Pomar, and Tri-County Family Care Center. Financial assistance to support academic programs allows some funds to be redirected toward facility projects.

The Foundation for Rocky Ford Schools is an important partner to the school district. When some water rights were sold the

City of Aurora several years ago, a group of concerned citizens realized the impact on local property taxes which would inadvertently hurt the school district. In response to this group of citizens, Aurora gave a one-time payment of $1.5 million. A foundation was then formed to manage this money and the associated expenditures. The money was invested and the foundation has never spent any of the principal. However, the money earned off of the investments has all gone back into the schools to support programs and facility needs. The Foundation for Rocky Ford Schools will continue to be an important partner for the school district moving into the foreseeable future.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Rocky Ford School District uses planning processes at multiple levels to ensure that regular maintenance is carried out faithfully and that capital projects are identified and planned for appropriately. At the building level, administration teams will continue to work with the custodians to identify priorities. Current practices that will be carried into the future include: weekly building walkthroughs with the aid of checklists to identify problems early, annual planning for more significant projects, and identifying training or professional development that will be provided to the custodians. At the district level, both the parent accountability committee and the Board of Education engage in processes to identify facility priorities and to plan for the future. The Board of Education maintains a multi-tiered list of facility needs that are organized by time: within the next year, within the next three years, within the next five years, and beyond. The parent accountability committee provides data to inform the board of education's decisions.

In addition to the continuation of these practices, Rocky Ford School District will hire a director of maintenance if the grant is received. Currently, each building has its own set of custodians with one head custodian at each location. These custodians report to the superintendent and the business manager. If the grant is received, the district will reorganize the custodians and hire one person to be the director of maintenance which will provide more expertise and supervision over facility needs than what can currently be provided by the superintendent and the business manager. The newly appointed director of maintenance will assist the district by managing warranty issues, custodian training, as well as taking a major role in the planning processes for facility maintenance and improvement.

The school district also realizes that there will continue to be a need for facility maintenance even with new facilities. Over the past six years, the Rocky Ford School District has spent an average of approximately $220,000 between capital projects and repairs. The district will continue to budget at least this same amount if the grant is received. Also, the amount of $220,000 does not include all of the grant support nor the financial support from the Foundation for Rocky Ford Schools. The school district will continue to seek financial assistance in this way particularly when dealing with playgrounds, athletic facilities, and improvements to our agricultural education facilities.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

Rocky Ford School District maintains a list of needs for facility improvements and repairs. The list is reviewed every year for accuracy by the custodian/principal teams at the individual schools and also at the district level by the parent accountability committee and the board of education. Starting in January of each school year, the parent accountability committee considers the list of facility needs and makes recommendations to the board of education regarding the capital projects for the following school year. These recommendations are built into the budget that is then approved by the board of education every June. A needs-based budgeting approach is used for capital projects and has resulted in no less than $140,000 spent on facility needs. As stated previously, an average of $220,000 has been spent per year on district-wide facility improvements and repairs in the last 9 years, not including the year funding was affected by the pandemic. The specific dollar amounts per FTE for the years leading up to the pandemic were as follows: FY14 - $263, FY15 - $334, FY16 - $241, FY17 - $178, FY18 - $234, FY19 - $348. The district was awarded a BEST grant in 2021 for a major facility project which caused the district to reduce the amount of money spent on facility projects in order to avoid multi-year fixes for buildings that will only be used through the 2023/2024 school year. However, the district pushed forward with a $3.1 million HVAC project at the Junior Senior High School which started in 2021 and is expected to be complete by June of this year, 2023.

III.T. How did you arrive at the estimate for this project?

We utilized our owner's rep., architect and contractor who all have extensive experience within BEST and the construction of school facilities. The owner's rep evaluated the line-item costs, compared them to the proposed project scope, and aggregated the numbers to arrive at a recommended budget.

III.U. Who will be overseeing the project, if known at the time of application?

The Board recently selected our owner's representative. Working with our attorney we ensured that CDE's recommended Scope of Services for these services was an exhibit to the agreement. The owner's rep will provide full service. DCS has extensive successful experience managing education projects in Colorado for nearly 25 years. This includes several BEST Grant projects and master plans.

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

The district has already selected a contractor for the project, Fransen Pittman. Diversified Consulting Solutions and Fransen Pittman will lead these efforts for the project.

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

Our engineering consultants reviewed electricity and gas bills from the district for all three schools during the months of July 2018-June 2019. Positive Energy Solar is partnered with the district to maintain a solar plant next to the junior-senior high and another next to the primary and intermediate schools providing electricity to all three schools. Gas and additional electricity is also provided by Black Hills Energy.

Electricity bills for the year totaled to $94,693.21 for the junior-senior high, $40,917.75 for the intermediate school, and $21,543.02 for the primary school. Gas bills totaled to $30,335.81, $19,007.73, and $16,540.87 respectively as well.

Existing school district has three facilities:

Washington Primary, Jefferson Intermediate, and Rocky Ford Senior HS.

Washington and Jefferson have steam boiler systems that are inherently inefficient; their combustion efficiency is about 85% or less. For both schools, the steam piping and controls are failing and they have minimal control. This results in the over-heating of spaces, which is a waste of energy and financial resources. The proposed solution would consolidate all the schools to a single site that would be heated by a high-efficiency hot water boiler plant with combustion efficiency of about 91-93%.

The existing rooftop cooling equipment is standard efficiency and all new cooling equipment would be high-efficiency with energy recovery.

There would be a reduction in base connection charges by consolidating all the sites.

The total energy cost may be approximately the same or go up some because the increases in efficiency described above would be offset due to the fact that the new addition will be cooled, and much of the existing spaces are not. However we would expect to see a reduction in kbtu/sq/yr due to increased performance of the heating and cooling systems, as well as increased performance of the building envelope construction materials.

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The original budget accounts for demolishing both Jefferson Intermediate School and Washington Primary School, grading level, and reseeding as an open lot. The District intends to maintain ownership of the property for the time being, keeping the potential for a future baseball field as the District does not currently have one.

Current Grant Request:	$5,324,719.00	**CDE Minimum Match %:**	13
Current Applicant Match:	$0.00	**Actual Match % Provided:**	0
Current Project Request:	$5,324,719.00	**Is a Waiver Letter Required?**	Yes
Previous Grant Awards:	$43,243,044.16	**Contingent on a 2023 Bond?**	No
Previous Matches:	$7,916,807.00	**Source of Match:**	
Total of All Phases:	$56,484,570.16	The district is applying for a match waiver. The matches provided for the 2021 and 2022 grant requests, along with the emergency HVAC project, totaled more than 20% of the district's assessed	

valuation. If the waiver is denied and the district needs to c

Affected Sq Ft:	80,986	**Escalation %:**	10
Affected Pupils:	632	**Construction Contingency %:**	2
Cost Per Sq Ft:	$697.46	**Owner Contingency %:**	3
Soft Costs Per Sq Ft:	$100.46	**Historical Register?**	No
Hard Costs Per Sq Ft:	$597.00	**Adverse Historical Effect?**	No
Cost Per Pupil:	$8,425	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	128	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

Financial Data (School District Applicants)

District FTE Count:	632	**Bonded Debt Approved:**	$6,000,000
Assessed Valuation:	$38,297,240	**Year(s) Bond Approved:**	21
Statewide Median: $121,995,375			
PPAV:	$60,597	**Bonded Debt Failed:**	$12,000,000
Statewide PPAV: $182,813			
Unreserved Fund Bal 20-21:	$4,105,813	**Year(s) Bond Failed:**	16,20
Statewide Median: $3,107,630			
Median Household Income:	$35,729	**Outstanding Bonded Debt:**	$6,000,000
Statewide Avg: $65,127			
Free Reduced Lunch %:	78.70%	**Total Bond Capacity:**	$7,659,448
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	7.9	**Bond Capacity Remaining:**	$1,659,448
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$2,894.31		
Applicants Median: $2,381			

COLORADO
Department of Education
Division of Capital Construction
BEST School District and BOCES Grant Waiver Application

District or BOCES Name: Rocky Ford R2- Supplemental Waiver #2

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

The community of Rocky Ford agreed in 2021, after one failed attempt, to support a bond to qualify for BEST assistance. The match for Rocky Ford that year was approximately $7.6 million. The district contributed $1.6 million from reserves and the community passed a $6 million bond. Therefore, while the district met the required match, with the permission of the BEST Board to split it between the bond and the district's cash contribution, there is some remaining debt capacity. The district can secure up to $1.9 million more in debt. (This is up from $1.6 million because of where we are at with the bond repayment and changes to the assessed valuation.) The district's match for this supplemental request is $692,214. After pulling from reserves to contribute $1,628,804 for the original project plus $288,003 for a supplemental request in 2022, the district cannot afford to contribute any additional funding without compromising academic programs and the ability to compensate staff. Also, the community, who are already paying an extra 7.9 mills for this project, would be unlikely to support another increase.

(3000 characters max)

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

The PK-12 Addition/Renovation project was approved by BEST in 2021. At that time, the net square footage of the construction project was 94,877. Since that time, extreme escalation forced a reduction of 30,165 square feet for the project. This is a 32% reduction. This new total accounts for the reintroduction of preschool classrooms after being approved for the 2022 supplemental request. Our 2023 supplemental request is asking for assistance to recoup some of the other losses the project has suffered.

For reasons that were not caused by the school district, Rocky Ford is approaching BEST for the third time and has provided two matches all to receive approximately 80% of the original project. The matches for Rocky Ford's recent BEST grant awards are listed below:

2021 PK-12 Addition/Renovation Project - $1.6 million cash contribution, $6.0 million bond
2022 HVAC Project - $1.2 million contribution
2022 Supplemental Request - $288,000 cash contribution

Between the PK-12 Addition/Renovation Project and the supplemental request, the district and community have contributed a total of $7,916,807 which, if it were all from a bond, would exceed the debt capacity for the school district. The district had to find an innovative way to pass a bond measure and is now in a financial position that it can no longer drain reserves and put student services at risk.

(3000 characters max)

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible. Refer to How Matching Percentages are Calculated for background on the influence of these factors on your match.*

Match Factor (To be Completed by CDE)	***Figure Used in Match Calculation***	***Weighted %***	***Out of Weighted Max%***
Per Pupil Assessed Value	$60,696.90	.45%	8% max
Median Household Income	$35,729.00	.51%	18% max
Free and Reduced Lunch %	78.7%	1.03%	23% max
Bond Elections in the last 10 years	3	-3%	-1% per attempt
Bond Mill Levy	7.90	8.53%	23% max
Remaining Bond Capacity	$1,659,448	2.46%	23% max
Unreserved Fund Balance as a % of Annual Budget	55.30%	3.31%	5% max
	Total CDE Minimum Match	**13%**	100%

2.a. Please identify which, if any, of the above match factors you believe inaccurately or inadequately reflect your financial capacity due unique conditions in your district, which justify a reduction of the weighted percentage used.

The district's assessed value is $38,297,240 and an increase of one mill will result in only about $38,000 in revenue. To secure $692,214 for the match on the proposed supplemental request, voters would have to approve another mill levy increase. After struggling to pass a bond measure in 2021, it is unlikely that the community would be willing to pass another increase. From the median household income, it is evident that the community is not being stubborn and unwilling to support the school system, they simply do not have the means to continue to increase their financial support.

The number used for the unreserved fund balance appears to be from 2020/2021. Since then, the district has contributed twice to the PK-12 Addition/Renovation project. The current unreserved fund balance is $2.7 million which represents 30% of the annual budget. Even so, the unreserved fund balance as a percentage of the annual budget may look a little high but facility and fiscal emergencies in the form of boiler replacements, the Great Recession, and the COVID-19 pandemic have taught us to be conservative with our spending.

(3000 characters max)

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

Rocky Ford School District has solicited and received financial assistance from many sources in the past several years to address facility needs. The Melon Field Project, which resulted in a new all-weather track and synthetic football field, was funded largely through a GOCO grant. Other funders for this project included: El Pomar, Daniels Fund, and Gates. Local fundraisers were also utilized. A new playground was installed at Jefferson Intermediate School and the funding was provided by a grant through the Colorado Health Foundation. A new wrestling practice facility was paid for by the Foundation for Rocky Ford Schools and a variety of local fundraisers. A greenhouse and multiple equipment purchases for the Ag shop were funded by the Foundation for Rocky Ford Schools.

The Foundation for Rocky Ford Schools is an important partner to the school district. When some water rights were sold to the City of Aurora several years ago, a group of concerned citizens realized the impact on local property taxes which would inadvertently hurt the school district. In response to this concern, Aurora gave a one-time payment of $1.5 million. A foundation was then formed to manage this money and the associated expenditures. The Foundation is assisting with the annual bond repayment which is why we can keep the mill levy increase to 7.9 mills.

The Foundation for Rocky Ford Schools will continue to be an important partner for the school district moving into the foreseeable future.

(3000 characters max)

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match percentage	13
Match Percentage Requested	0
Amount of requested reduction from CDE Minimum	13

Is a Statutory Limit Waiver also being submitted? ☐ Y ☑ N

● Campuses Impacted by this Grant Application ●

JOHNSTOWN-MILLIKEN RE-5J - Supplemental FY22 HS Conversion to MS - Roosevelt HS - 1968

District:	Johnstown-Milliken RE-5J
School Name:	Roosevelt HS
Address:	616 NORTH 2ND STREET
City:	JOHNSTOWN
Gross Area (SF):	141,325
Number of Buildings:	3
Replacement Value:	$46,619,209
Condition Budget:	$23,350,739
Total FCI:	0.50
Adequacy Index:	0.08

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$6,647,062	$5,094,466	0.77
Equipment and Furnishings	$2,021,127	$545,854	0.27
Exterior Enclosure	$7,463,439	$1,838,227	0.25
Fire Protection	$5,703	$1,658,752	290.85
HVAC System	$10,294,291	$8,444,587	0.82
Interior Construction and Conveyance	$6,587,858	$4,260,247	0.65
Plumbing System	$2,617,053	$936,188	0.36
Site	$5,114,454	$2,231,170	0.44
Special Construction	$170,387	$0	0.00
Structure	$5,697,835	$0	0.00
Overall - Total	$46,619,209	$25,009,491	0.54

JOHNSTOWN-MILLIKEN RE-5J - Supplemental FY22 HS Conversion to MS - Milliken MS - 1942

District:	Johnstown-Milliken RE-5J
School Name:	Milliken MS
Address:	266 SOUTH IRENE AVENUE
City:	MILLIKEN
Gross Area (SF):	89,400
Number of Buildings:	1
Replacement Value:	$22,097,614
Condition Budget:	$8,704,464
Total FCI:	0.39
Adequacy Index:	0.16

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	$4,303,409	$2,219,470	0.52
Equipment and Furnishings	$1,054,565	$384,088	0.36
Exterior Enclosure	$4,183,945	$613,953	0.15
Fire Protection	$475,688	$622,676	1.31
HVAC System	$2,098,326	$2,383,608	1.14
Interior Construction and Conveyance	$3,911,239	$2,076,706	0.53
Plumbing System	$1,461,509	$251,971	0.17
Site	$1,553,064	$714,667	0.46
Structure	$3,055,869	$60,000	0.02
Overall - Total	$22,097,614	$9,327,139	0.42

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Applicant Name: JOHNSTOWN-MILLIKEN RE-5J **County:** Weld

Project Title: Supplemental FY22 HS Conversion to MS **Applicant Previous BEST Grant(s):** 6*

Has this project been previously applied for and not funded? No **Total of Previous BEST Awards:** $35,813,527.70

If Yes, please explain why:

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

Originally constructed as a high school that was adequate as a public school facility. It has had multiple additions since the original to add programs and improve its adequacy as a high school. The facility has many elements detailed in this grant application that are at the end of life such as mechanical units, roofs, doors / door hardware that can be upgraded with this grant.

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

Thanks to a 2019 Homeland Security School Security Grant, Roosevelt High School was included in some Districtwide improvements in access control, security cameras, door monitoring, intrusion detection, and emergency response communication. Beyond that, no significant improvements have been made to the existing Roosevelt High School within the last three years due to limitations in funding. Like most rural schools in Colorado, Weld RE-5J has been forced to operate in a "break fix model" for the last decade with the majority of any capital construction focused on additions to accommodate growth in student population.

II.A. Project Type:

☐ New School	☑ Roof	☑ Asbestos Abatement	☑ Water Systems
☐ School Replacement	☑ Fire Alarm	☑ Lighting	☑ Facility Sitework
☑ Renovation	☑ Boiler Replacement	☑ Electrical Upgrade	☐ Land Purchase
☑ Addition	☑ HVAC	☑ Energy Savings	☑ Technology
☑ Security	☑ ADA	☑ Window Replacement	☑ Supplemental
☑ CTE:		☐ Other:	

Additional Detail:

The following pathways are all supported at the current middle school: ACE (Alternative Cooperative Education); Agriculture Business; Animal Science; Plant Science; Agriculture Power, Structures, & Technical Systems; Business; Coding, Engineering and Tec

The primary reason for the supplemental request is to address the unpresented construction inflation since the original budget was developed. The details are outlined primarily in Section IID

II.C. General background information about the district / school:

Weld County RE5J is a rural school district in northern Colorado, located in both Weld and Larimer counties. Our schools serve 3,800 students in the towns of Johnstown and Milliken, and small portions of the town of Berthoud and the City of Greeley.

RE-5J places a strong emphasis on educating the whole child and inspiring our students to be lifelong learners. From kindergarten through high school, our students are empowered to be involved in their learning and to own their educational experience. We are committed to ensuring every student reaches their full potential and is prepared for college or a career when they graduate from high school. The pride of being a Roosevelt High School "Rough Rider" is instilled at all grade levels and allows our growing community to maintain a sense of pride and ownership in their schools.

The district consists of students that are 28% Hispanic, 68% White and 4% from a variety of other ethnicities. Across the district nearly 28% of students receive free or reduced lunch. In regard to students with specific needs, just over 6% of students are English Language Learners, 9% of students have an Individualized Educational Plan, and 3% of students are

identified as Gifted and Talented.

As a primarily residential community with only a 5% of our assessed value coming from commercial (excluding volatile oil and gas valuation), Johnstown and Milliken are bedroom communities supporting the fast growth in Northern Colorado.

In November 2020, the community voted to approve the bond to build the new High School, replace Letford Elementary, and renovate Roosevelt High School into the new District Middle School. The district was awarded a BEST Grant in 2021 for the HS conversion into MS project, which was intended to allow for replacement of failing portions of the building with new high performing areas to create a 50-year solution as compared to the bond only renovation and another likely 20 years of compromises.

II.D. Deficiencies associated with this project:

Our successful 2021 BEST Grant outlined multiple deficiencies of the existing district middle school in Milliken Colorado. It described that the needed capital renewal costs exceeded the value of the facility and if renewed, would still leave the facility with multiple educational, functional and safety deficiencies including an undersized site, inadequate roof structure and undersized and inappropriate educational program for the current and projected student body. The BEST Grant went on to propose renovation of the existing Roosevelt High School to become the new district middle school.

While significantly less deficiencies than Milliken Middle School, the existing Roosevelt High School also has deficiencies requiring some demolition and replacement of the oldest and least functional portions of the building and renovation of other portions to make them appropriate for the district middle school. The awarded 2021 BEST Grant was intended to address all deficiencies in the existing high school by providing funding to remove and rebuild the oldest portions of the building, ultimately resulting in a middle school facility that was to be approximately half new square footage and half remodel. However, due to the on-going pandemic, supply chain issues, material shortages and labor availability, our project, and the construction market in general, have seen an unanticipated and unprecedented rise in cost escalation. This meteoric rise has led to a significant funding shortage for the project.

In order to best identify the escalation issues our project is facing we have been tracking the national construction market, the Colorado construction market and have also seen the impacts of the rising escalation specific to our project.
It is important to note that while this project was originally awarded the BEST Grant in June of 2021, the design and construction schedule has been constrained by the design and completion of the new Roosevelt High School. That new high school began design work shortly after the District's successful November 2020 bond election, with construction beginning in fall of 2021 and scheduled completion in the summer of 2023. The associated abatement, demolition and construction of the existing Roosevelt High School conversion to the District Middle School cannot begin construction until the District can move the high school into the new building and vacate the existing in June of 2023. This was one of the reasons this project was awarded a Lease/Purchase grant to allow a few additional months of spending and construction to December of 2024. This is also the reason this project is requesting this supplemental grant this year rather than last and subsequently tracking 2 years of escalation increase.

PROJECT ESCALATION (ACTUAL) per Schematic Design = 17.2% (Our BEST ask for the Original plan was $34,518,935; our estimate for BEST Current plan in current market is $41,648,521)

After additional value engineering and scope reduction, the current Design Development Cost Model is $39,972,715. There are also another $4,710,840 of Betterments being tracked for a project total of $44,683,555 if all were accepted.

PROJECT ESCALATION (PREDICTED and included in the previous BEST Grant budget) – 3.0%

PROJECT ESCALATION AT DESIGN DEVELOPMENT (DELTA) = 14.2%

After extensive VE post-schematic design and trimming scope of work that was already compromised from the original intended scope of the project, we were able to reduce the base cost from $41,648,521 to $39,972,715, a reduction of $1,675,806. Given the amount of area in the existing school with only code-required upgrades paired with absorbing unanticipated increase in scope in a few critical areas, it was extremely difficult to find areas to save with a project that has

taken a “no frills” approach and that has prioritized safety, security, longevity and learning environments – there are essentially no premium finishes or upgraded areas within the school while maintaining existing conditions in the performing arts and athletics spaces. The extensive betterments log is evidence of this approach with so many betterments that are intended to help increase the school’s longevity.

On our specific project, we have seen this escalation greatly impact the pricing. We began schematic design in January of 2022 and spent an additional 10 weeks evaluating and estimating less costly alternatives to build less new square footage and reuse/remodel more of the existing. Our team did not move forward into design development until we were confident that we could deliver the educational program within the given established budget. We have continued VE efforts into Design Development while also conducting additional conditions assessments to portions of the building previously assumed to be demolished and replaced with new construction. As we have done additional verification, we have learned that useful life of some building components are even shorter than expected. While the design build team has been providing real-time pricing throughout the design process, they went out to the market for sub-consultant pricing at the completion of Schematic Design in early August of 2022 and again at the completion of Design Development in November of 2022. The current cost estimate with reduced scope at Design Development is $39,972,715. This estimate is based on a competitive pricing process from qualified trade partners in the Northern Colorado market that are projecting costs based on the project schedule. The participation of trade partners committed to the project have ensured that the estimate is accurate based on the parameters we have set and are not based on historical cost data, rather actual market costs. Construction Documents are currently underway with anticipated completion in March of 2023. Betterments (add alternates) are being included and tracked in hopes of securing this supplemental grant funding. Construction will begin in the summer of 2023 when the high school vacates the existing building and relocates into the new Roosevelt High School facility. The project is expected to be completed and occupied in December of 2024.

Even with significant VE efforts at every stage, we have seen an overall increase in the Project Costs of 17.2%. As part of our Grant in 2021, we assumed an escalation factor of 3%, which was within reason for escalation costs over the 10+ years prior to then. Based on the actual subcontractor bids for our Design Development Cost Model, the increase above and beyond our original grant is 14.2%.

FUTURE ESCALATION - UNKNOWN
In conversations with our Design/Builder and Owner’s Rep, they do not believe costs will trend back down in any significant way. They do expect future escalation to return to historic levels or level-off, at best. Projections for 2023 are around historic levels – most predictors are showing around 3.5-4.0%

ESCALATION CONCLUSION
The budget issues we have experienced throughout design can be directly attributed to market factors, driving material escalation and global supply- chain issues. These issues are out of our District’s control and out of our design build team’s control. We have done our best to minimize these additional costs by implementing the solutions noted below, but this has forced our project to reduce scope beyond what was originally included in the BEST Grant. In order to prevent further reduction in scope and to add base scope back to the project, additional funding is required.

Our previous application and BEST Grant award was originally meant to address the following deficiencies that are specifically not being addressed within our current redesign and budget:

Roofing
The existing roofs are a combination of built-up roof and ballasted EPDM roof systems and are well beyond their 20-year life cycle. The roof shows signs of multiple patches, ponding, cracked flashings, and loose parapet cap flashing. The exterior gutters and downspouts discharge to sidewalks creating icing and safety concerns. Roof insulation values do not meet current 2015 IEBC requirements. Evidence of the failing roof can be clearly seen in the significant number of damaged and stained ceilings throughout the building. As additions have been added around the core 1967 building the lack of roof slope has created significant ponding issues with visible areas of damage and flashing separation. A roofing consultant assessment of the roof systems and noted that all of the roofs with the exception of the 2004 addition require replacement. While the BEST Grant assumed a combination of new roof and replacement of existing roofs, the current budget only includes new roof at the

smaller new addition and only 25% of the existing to remain roofs that should be replaced.

Mechanical & Electrical
The school is heated and cooled by gas fired roof top units. The majority of the units are Dx cooled, gas heat, constant volume with economizer and powered exhaust. There are 23 existing roof top units that would have been demolished and replaced as part of the awarded BEST Grant scope but are now outside of the current project budget. There are (19) 1996 vintage gas fired roof top units are well beyond their service life and entering a time period where replacement will be required due to the risk of cracked heat exchangers and the associated dangers of CO gas build-up. There are an additional (4) 2007 vintage units that are also nearing the end of their service life. These units are also controlled by outdated mechanical controls that are not able to connect to the new building automation system (BAS). To provide desired air quality, temperature control and better manage future utility costs, we are proposing replacing these old and inefficient units and controls with new. Our current budget can only afford to replace mechanical units/systems that condition 22% of the existing building area leaving almost 80% of the building square footage with dated mechanical units that are past or close to the end of their useful life. Various electrical infrastructure is also out of date in these areas we are now renovating. One example is the existing generator whose life span is questionable and capacity only able to cover the life safety needs of the building. The District hopes to replace this generator and add some additional capacity to be able to power the kitchen to both save and protect refrigerated and frozen foods, but also to be able to run that kitchen in the event of a community disaster.

Windows
Similar to the mechanical and roofing issues of areas previously assumed to be demolished and replaced, there are multiple single pane windows that are currently outside of the current budget model. These windows should be replaced with double pane insulated glass units to improve energy efficiency, safety and security. Our current budget can only afford to replace 33% of the windows that should be replaced leaving much of the existing building with dated windows, some of which are operable, leaving much of the building with windows that do not meet current energy requirements and will leave the district with increased operating costs and potential maintenance and envelope issues.

II.E. Diligence undertaken to determine the deficiencies stated above:

The team has worked closely together since prior to the start of schematic design knowing the budget challenges we were up against given the market conditions in early 2022. We continued to see increased escalation in pricing and worked to continue to trim the project accordingly. We know this issue is not isolated to our project and are tracking similar issues in all of the school districts we're currently working in. As proven with last year's supplemental grant asks, no region of Colorado has been immune to the cost increases we've seen on materials and labor over the last two years.

The team has worked collaboratively over the last 14 months to find cost-effective solutions and balance the budget of the project with the needs of the school. The team engaged trade partners prior to putting together any preliminary pricing and has continued to trend down the cost of the project without compromising the program of the building and the bare minimum needs of the district and the new middle school.

PROJECT DUE DILIGENCE

In addition to the extended design and estimating efforts to find a balance of new and remodel construction that met both the educational program and current budget, the project team has completed extensive site investigations with the design-build team (architect and contractor), sub-consultants and trade partners along with the owner to ensure that all areas to remain and be renovated are understood and scope in the documents reflects work that needs to be completed to ensure the building serves the students at the end of the project. The betterments included are to help ensure that all parts of the building new and existing will serve the students and community for the next 20-30 years vs the next 2-5 for some of the more dated components (roof, mechanical systems, plumbing, envelope).

The project team has completed additional roof assessments, site plan ESA, testing of existing generator and electrical systems, investigation and testing of existing mechanical units, fire alarm tests, structural assessments of existing structures, camera scoping of existing sanitary and storm utility lines, water pressure tests, safety and security assessments, low voltage and telecom assessments and user group meetings with teachers, staff and students.

II.F. Proposed solution to address the deficiencies stated above:

To help overcome these cost challenges, our team has performed significant value engineering through the study and evaluation of over 30 different options to keep and remodel more of the existing facility while also maintaining the required educational program needs to convert the old high school into the district middle school. Rather than the original BEST Grant funded solution of approximately half new and half remodeled square footage, the team has found a solution that results in a much less new building square footage and the reuse and remodel of approximately 80% of the final total building square footage.

While the school board approved redesign works for the educational program and has brought the overall project back within budget, the district is left with multiple building and system compromises that are outside of the quality and project scope promised as part of the BEST Grant. A full list of the scope reductions has been provided with the application, but the significant compromises include the inability to upgrade and replace portions of roofing, mechanical and electrical systems and windows that are all approaching the end of their useful lives.

We have utilized a multi-pronged approach to attempt to minimize the impact of this cost escalation on our project. All of the following strategies have been combined to prevent the project from seeing the full impact of the 33.2% increase being tracked by Mortensen Construction at the state level. However, we are still facing a significant cost delta despite all the measures we have taken since submitting our 2021 application.

Ultimately, all evidence points to our project seeing escalation in-line with the Colorado market and this has now been verified with our Design Development Estimate. To offset this escalation we have taken the following steps:

INCREASING RENOVATION/REDUCING ADDITION ($4,857,180) During Conceptual Design the team pivoted from a large addition that included an all-new classroom wing for 7th/8th graders to a much larger renovation based on the struggles with budget. The decision made at that time was to ensure that the team could deliver a project that was buildable and would be an improved learning environment for the middle school students.

VE COST OPTIONS ($1,675,806) Given the project was over budget at Concept Design, we were forced to develop an extensive list of Value-Engineering (VE) ideas and have implemented as many of these items as possible, while also trying to minimize any impact to the quality of our new building.

BETTERMENTS ($4,710,840) We have developed over 50 betterments (additive alternates) to the project, the majority of which are items we understood to be included within the scope of the original BEST Grant but are no longer part of the project. These items include site, parking, HVAC units, generator, casework, fencing, landscaping, AV, punched openings and security glazing, etc.

SQUARE FOOTAGE REDUCTION SAVINGS = $1,001,050 After initiating the design process, we discovered that the existing auxiliary gymnasium and wrestling rooms had not been included in the BEST Grant program, but they are elements that currently exists in our District and are important to both the middle school operations and to the community. While the square footage of these two spaces totals 9,348 sf, these elements have been integrated into the design by providing a more efficient net to gross sf layout which has resulted in a total square footage increase of 6,467 sf. (123,897 sf current design) from the original 117,430 sf BEST grant. It should be noted that the District will be directly funding 100% of this additional square footage, which exceeds the total program included in the BEST Grant and that very little is being done to the existing aux gym and wrestling rooms except for upgraded life safety including the addition of sprinklers and needed upgrade of the fire alarm system. However, when removing the existing aux gym and wrestling room square footages from the total, the current design is delivering all of the BEST Grant programmed spaces in just 114,549 sf – a reduction of 2,881 sf that are not being built new or remodeled. This 2,881 sf reduction has not been taken from the classroom and learning spaces. While there is variation from space to space, the overall net classroom and learning space sf has increased 634 sf over the original BEST grant program. Ultimately this sf reduction represents a significant savings to the project and is yet another example of the work we have done to minimize the impacts of this unprecedented escalation.

UTILIZE PROJECT ESCALATION USE = $570,552

OWNER CONTINGENCY USE = $587,342

We have applied portions of both the owner and contractor contingency in order to help offset the cost escalation seen. However, given the volatile market conditions and potential for future cost increases, our project team does not advise reducing contingencies any further until after buy-out is complete and the building pad is in place.

RE-USE OF EXISTING ITEMS/FURNITURE (SAVINGS = TBD)

We are currently inventorying existing items that will be moved to the new high school and items that could be reused at both the existing high school and current Milliken Middle School. These items include: classroom technology, food service equipment, shop equipment, athletic equipment and furniture. Our BEST grant application assumed all of these items could be new at a total of $1,167,500. While we have also seen similar escalation increases in these FF&E categories, we are committed to holding and hopeful savings of these budget items. Our team is committed to the due diligence to make the most of every existing asset and available dollar.

TOTAL OF ALL SAVINGS ACHIEVED (add up all items 1-4 above) = $12,244,876

TOTAL OF ALL CONTIGENCIES APPLIES (add items 5 – 6 above) = $1,157,894

Even by creating over $12 million in savings on the project, and using escalation and contingency dollars, our GMP still exceeds the BEST Grant budget by approximately $5,880,228. We are committed to delivering the needed educational program for the available dollars, but it will leave the district with some significant unanticipated deferred maintenance items that will certainly need to be address within a few years of opening this new and remodeled facility.

TOTAL STILL NEEDED: $5,880,228

Some of the most critical items that will not be provided in the base scope if additional funding is not secured are:

Replacement of roofs at existing areas that are nearing end of life.

Replacement of failing RTUs in existing areas that are nearing end of life

Replacement of existing single pane windows that are inefficient.

New card readers and security access control (re-use existing)

Additional new security cameras (re-use existing that are functional)

These items can all be incorporated into the project without impact to the construction sequence and schedule if and when this supplemental grant is awarded.

Ultimately, we are requesting a Supplemental Grant of $5,880,228 to fund the items previously included in the BEST Grant but now considered Alternates to the project and to avoid additional scope & quality reduction to our project.

DESIGN SOLUTIONS FOR PROJECT AS PART OF BEST GRANT

Our original solution was simple, replace Milliken Middle School with a renovated Roosevelt High School that meets all current codes and takes advantage of our existing capital resource to deliver a quality education to our students for the next fifty plus years. The work was to include the demolition of approximately 67,000 square feet of the oldest portion of Roosevelt High School; the demolished areas included educational space that compromised a middle school learning environment and would be difficult to bring up to current code base on both construction type and condition of building systems. The new 58,270 sf

addition was to house the 7th and 8th grade learning communities, new cafeteria commons and new administration area with secured entry. Because of budget issues, we pivoted and redesigned utilizing more existing building space described below.

The new addition will allow reconfiguration for student drop-off and visitor parking while tying together the north and south portions of the building that will be renovated. This solution allows for the reuse of a campus and existing capital resource that will not only serve exceptionally well as a Middle School but reduce overall costs when compared to building a new campus from scratch. In the south existing building to remain, the original plan included renovation of the auxiliary gymnasium to support CTE programs while completed capital renewal to replace the roof, update mechanical and electrical systems, and bring life safety systems into compliance. The updated, revised plan includes leaving this portion of the building as an auxiliary gymnasium. To the north, the 2004 addition was to be renovated to support the 6th Grade Learning Community with updates to mechanical, electrical, and life safety systems in the original design. The updated, revised plan includes the 6th Grade area remaining as originally designed as well as renovating the remaining existing space for CTE labs. The Auditorium will be connected to the new addition with a corridor that addresses ADA compliance to the space along with a targeted architectural refresh with life safety upgrades to the area.

The current design has maintained the core educational programs with some compromise to educational layout and student observation but has dramatically reduced costs by decreasing both the amount of demolition and new sf and increasing the sf of areas to be reused and remodeled. The current design shows 30,390 sf of demolition, 21,889 sf of new and 102,008 sf of remodel. While this effort delivers on many of the original BEST Grant scope assumptions, the current design and budget does not support the needed capital renewal of all the building systems in the increased existing building area.

II.G. Due diligence undertaken in defining the stated solution:

We chose to procure our project team under the Design/Build delivery method and utilized a competitive RFP process to make the selection. In order to gain efficiencies in design and create district standards, which were not in place prior to the bond, we solicited and awarded a package that included the new Roosevelt High School as well as the conversion of the existing high school into the new Middle School. The coordination with move plans, design standards, timing of construction, etc made it practical to award the package as such, under a competitive RFP process. Because the district had to wait to start construction on the existing high school until the new Roosevelt High School is complete this summer 2023, the team elected to wait on design of the middle school conversion until late 2021 which still gave them 16-18 months for design prior to when construction could commence. The team has worked diligently together, as outlined above, to work through many iterations of concept design models to try to meet the program requirements while remaining within the original BEST grant budget. The reality is, the team has had to make many difficult decisions compromising the final look of the school as well as the program and finishes inside and out. The team is committed to delivering a project that the district will be happy with and is confident that it can do so, but concessions have been made that will shorten the lifespan of the building and ultimately cost the district money to repair and replace within 2-5 years or even less after the project is complete.

One conscious decision made at the time of the BEST Grant that has been adhered to is leaving as much of the site alone as possible to keep existing conditions and save money for the school. The existing football field and track are not being touched as part of this project and neither are the baseball field, practice fields, or auxiliary buildings. Site work is included to accommodate the demolition/addition, improve site grading and access around the building, improve pick-up/drop-off for a middle school building and create a teaching space/middle school recess amenities outside the cafeteria.

Existing utility infrastructure is being utilized wherever possible and connections are being made to new mechanical/electrical/IT closets as necessary as well as connections to the new addition space. We are keeping existing storm drainage on site and improving around the building where the worst issues exist currently. There are other issues that aren't being corrected as part of the base bid but are being tracked as betterments and would be included if a supplemental BEST Grant is awarded.

Early procurement of trade partners and close coordination with the design team has helped uncover unknowns and ensure that current pricing accurately meets the design intent in this complex renovation and addition project. Locking in those trade partners and having them committed to target budgets has kept open lines of communication and minimized scope gaps and unknown jumps in pricing. The team is on schedule to complete construction documents in mid-March 2023 and will have a completed FGMP by mid-April 2023. The team is confident with where they're at in design that there won't be any surprises in

design as long as existing conditions and equipment in the building set to remain, continue to work as required.

The true escalation for the identical project amounts to a 29% cost increase to the Direct Cost of Work with current cost/sf we are seeing in the K12 sector. By reworking the scope and plan we were able to achieve an increase of only 17.2% Because of those reductions, we are only asking for $5.8 million to make the project whole instead of $11,734,548 it would have taken to deliver this project as originally intended.

II.H. Urgency: Provide a timeframe for when this must be resolved before failure. What would happen if not awarded?

STRATEGIC PLANNING & DESIGN

As shown in the previous sections, we have worked diligently to produce a design and cost that we can build and to deliver a project for the district that will accommodate their needs. With that being said, if additional funding is not secured the district's assets will be at risk almost immediately after opening the building with outdated equipment and building envelope. This is a no-frills design that accommodates basic needs and addressed issues inside the building to improve ADA access by reducing changes in floor elevations, adding ADA ramps, improving circulation and sight lines inside the building for better monitoring of students, improving security inside the building, adding fire suppression throughout the building, updating electrical power and panels, etc. The premium cost for these non-negotiable items given escalation on raw materials and labor took money away from other scope like building envelope that is currently being limped along and is "hanging on" but could die or fail at any time. This funding will ensure that the team can replace this failing equipment and material on the building/site and set the school up for success for the next 20-30 years.

BETTERMENT (ADD ALTERNATE) IMPLEMENTATION AND EFFECT ON CONSTRUCTION SCHEDULE/DELAYS

Many of the betterments being tracked are time-bound from an equipment and material lead-time and escalation perspective. If we can secure the supplemental grant funding, the team will be able to quickly give direction to trade partners to secure equipment and material and ensure we have products and equipment on-site in time to not delay construction. As some mechanical equipment lead times on RTUs are out as far as 52 weeks and beyond, a funding decision early this summer 2023 will allow the team time to order and have on-site and still meet our construction schedule. If we cannot secure funding as soon as possible, the District may be subject to additional costs if decisions are not made and equipment cannot be order within the lead time windows that meet our construction schedule.

PREVIOUS URGENCY & NEED

The existing Milliken Middle School has multiple physical, educational and capacity deficiencies. The move to, conversion and update of the existing Roosevelt High School campus into the district middle school provides the District additional capacity and students new and needed educational opportunities.

II.I. Does this project conform with the Public School Facility Construction Guidelines? Yes

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

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

Weld RE-5J submitted a Colorado Homeland Security School Security Disbursement Grant in January 2019 to help fund Districtwide improvements in access control, security cameras, door monitoring, intrusion detection, and emergency response communication. We were notified that we have been awarded partial funding ($334,800) for improvements to Roosevelt High School and Milliken Middle School. Funds for Letford ES, Milliken ES, and Pioneer Ridge were not awarded due to demand and a lack of funding. Our District is also actively working with local businesses and developers to secure future school sites and establish Career Pathways programs with integration at all grade levels. We were awarded a BEST Grant to fund 28% of the cost of development for the Letford Elementary replacement school at $9,548,508 in 2020. Additionally, for the replacement Letford ES project we have worked with the Town of Johnstown to have the land for the School site transferred to the District at no cost (estimated value of $800,000). Similarly, we have secured 80 acres of land (at no cost) for the construction of a replacement campus for Roosevelt High School / New Weld Re5J High School (estimated value of $8,000,000). We are actively pursuing other grants in cooperation with the local municipalities for playground improvements and Safe Routes to Schools development. As a portion of 2020 Bond election, we are also targeting Districtwide Energy

Performance upgrades to improve classroom lighting efficiency and effectiveness with new led dimmable classroom lighting. We calculate a three-year payback for the electrical and building automation upgrades in addition to energy rebates estimated at $150,000. A large portion of Weld RE-5J's assessed value is built on residential property values with median home prices below our neighbors. As such, we understand the burden and difficulty the local community will have supporting a General Obligation Bond tax increase and are committed to leveraging the communities support for our District with additional grants and partnerships.

II.J. How does the applicant plan to maintain and renew the proposed project if it is awarded?

Since the 2021 BEST Grant award, the District has hired a full-time facilities director. He and his maintenance and janitorial staff members who work tirelessly to keep the buildings functioning and comfortable for students, teachers and staff. We have expanded our custodial and maintenance staff to provide the necessary workforce to maintain our aging and declining facilities.

In addition to our staffing, the school district will budget funds each year into the capital reserve account to provide adequate reserves for supporting maintenance needs as well as creating a reserve for future roof replacements and contingencies. The capital renewal budget is established such that there will be an increasing level of contribution to the capital renewal budget as the facilities age. For example in the case of roof replacement based on a 15-year life expectancy, the capital renewal fund contribution schedules such that over the 15-year span sufficient dollars would be set aside to fund the roof replacement.

As part of the maintenance of new and existing facilities, the District will:

1. Develop a facility maintenance plan for preventative maintenance. This will involve routine maintenance of the building from mechanical, to electrical, to caulking inspections, roof inspections, exterior wall inspections, inspections of interior walls, ceilings, floors, door/hardware inspections, testing of fire alarm and intercom systems, testing of fire suppression systems, etc. Periodic inspections will be performed and reports prepared at intervals appropriate to the faculty component. Some, like mechanical, will require quarterly inspections and adjustments, and others like electrical switchgear would require bi-annual inspections.

2. The plan will also address routine inspection of alternative energy systems built into the building including periodic adjustments to control systems as required to optimize efficient performance.

3. Develop a painting program to repaint/touch-up the interior and exterior of the building on a ongoing, revolving basis.

4. Do infrared inspections of the building after it is completed and then annually to compare against the completed original structure to identify changes and maintenance needed.

5. Seek to develop staffing based on the International Facilities Management Association recommendations.

6. As part of the original construction, establish a scope and obtain bidding for the mechanical, electrical, and other appropriate sub-contractors to perform service contracts at regular intervals. We will identify District personnel at each campus with our Facilities Management team to oversee these contractors.

7. Any major, non-emergency repairs of mechanical systems or other maintenance affecting school operation would be scheduled over summer breaks.

8. Inspections would be established by a predetermined schedule and would be performed with the goal of establishing 5-year plans for maintenance and repairs. This would help establish budgets for the District well in advance of work occurring, resulting in a planned effort to replace/repair different items in the buildings rather than performing maintenance in a reactive mode.

In addition to the annual repairs, maintenance, and capital equipment renewal, the District maintains a Capital Renewal Reserve (Capital Reserve) Fund for facilities. At the end of 2021-22, this fund had an ending fund balance of $1,467,397. As a percentage of District student capacity, the RE5J MS serves approximately 20% of our student population. Using this

percentage, it is appropriate to commit $407,642 through General Fund and Capital Renewal Reserve a year to be allocated to the maintenance of a new Weld Re5J Middle School (at the existing Roosevelt High School campus) with $114,163 of those funds dedicated to facility repair and maintenance. In addition, $293,479 a year will be dedicated to capital renewal from the district level Capital Renewal Reserve, further described in our response to item Y of this grant.

II.K. Historically, how do you budget annually to address capital outlay needs in your district/charter?:

The Weld RE-5J School District consists of five (5) school campuses (serving approximately 3,800 students), a District Office, and Maintenance / Transportation facility. We also have a K-8 Charter School that manages and maintains its own facility. Weld RE-5J Schools capital renewal budget allocation for the past five fiscal years for building facilities, equipment and fixtures were as follows:

2016-17 502,094
2017-18 390,410
2018-19 652,077
2019-20 776,619
2020-21 694,206
2021-22 570,815

Because Milliken Middle School serves approximately 20% of our K-12 student population in any given year (679 out of 3,146 in 2022), it is safe to say at least $114,163 of district repairs and maintenance in 2021-22 and $293,479 of the district's Capital Reserve Fund ending fund balance in 2021-22 is available for building improvements at the new Weld Re5J Middle School on an annual basis. This amounts to roughly $600 per student.

III.T. How did you arrive at the estimate for this project?

The Design Build team of TreanorHL and A&P provided the estimate for the supplemental grant request.

III.U. Who will be overseeing the project, if known at the time of application?

Anser Advisory (formerly RLH Engineering) is Weld RE5J School District's Owner's Representative for the November 2020 Bond

III.V. CDE encourages open competitive selection of vendors. What is your proposed procurement process, if awarded?

SInce this is a supplemental grant request, the project manager and design build team were all previously selected with competitive selecting processes in alignment with CDE guidelines. That competitive process will continue to be followed for additional primary consultants, vendors and contractors for this project.

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

In an audit of our utility costs for 2021, Weld Re5J currently spends a total of $195,028 for water/sewer (Town of Johnstown), gas (Xcel), electric (Xcel) at Roosevelt High School. We have excluded costs for telecom / internet since they are District-wide expenses and we do not expect any significant cost reductions with the building of a new school. Using the combined total utility costs and our current building square footage (141,325) Roosevelt High School currently costs approx. $ 1.38 / sf for service. With the original scope of our BEST Grant award and a new high performing facility, we expected utility costs to run approximately $0.93 / sf with a reduction in our utility costs by over a quarter. With the need to maintain more of the existing building and systems, we now anticipate something in-between 1.38 and .93 and largely impacted with this potential supplemental grant. Regardless, given that the program for the new Middle School is approximately 24,000 sf smaller to support the change in programs and capacity, we are currently estimating that our utility costs for operating the replacement Middle School will be significantly less for the repurposed campus. These figures do not take into consideration the additional savings in operations that the District anticipates by reducing the square footage at the current Milliken Middle School. We would also plan to pursue the one-time energy rebates from the local utility providers for the efficiency upgrades generated by renovating the facility. Those savings will be reinvested into the District's capital renewal budgets creating additional savings for improvements going forward.

BEST FY2023-24 GRANT APPLICATION SUMMARIES

II.O. If a facility is to be vacated as a result of this project, what is the plan for the affected facility?

The existing Roosevelt High School is being repurposed to serve as the New Weld RE5J Middle School. Some of the oldest portions of the building will be demolished to allow for the construction of a new secured entry, administration, commons, kitchen and a few academic spaces designed specifically for the Middle School program. The balance of the remaining Roosevelt High School will be renovated to address code and maintenance issues while adapting to the Middle School programming.

While not part of the grant scope, once the middle school is relocated to the existing Roosevelt HS site, the existing Milliken Middle School building on Irene Avenue and Elm Street will be, pending remaining bond funds, abated and partially demolished. Building materials and debris will be segregated for recycling and the areas disturbed will be seeded for use as athletic fields. The gymnasium, cafeteria, (generally the 2004 additions) along with the north shop spaces will be preserved for use by the District. In the short term we envision that these spaces will be used for District Support Services and Transportation. The existing parking lots on the south and north side of the sites will remain for parking for possible athletic events. Pending continued growth in the Milliken area, Weld Re-5J sees the need for additional Elementary School facilities in Milliken and the site could be redeveloped for a new Elementary in the future. The current 9 acres is appropriate for an Elementary campus, but it is too small to support the Middle School program.

Current Grant Request:	$3,469,334.52	**CDE Minimum Match %:**	41
Current Applicant Match:	$2,410,893.48	**Actual Match % Provided:**	41
Current Project Request:	$5,880,228.00	**Is a Waiver Letter Required?**	No
Previous Grant Awards:	$19,080,130.56	**Contingent on a 2023 Bond?**	No
Previous Matches:	$20,670,141.44	**Source of Match:**	
Total of All Phases:	$45,630,500.00	The match is in hand and will come from Bond Proceeds generated from the sale of the 2020 General Obligation Bonds approved by Weld Re5J School District voters in November 2020.	

Affected Sq Ft:	123,897	**Escalation %:**	3
Affected Pupils:	679	**Construction Contingency %:**	3
Cost Per Sq Ft:	$368.29	**Owner Contingency %:**	5
Soft Costs Per Sq Ft:	$54.36	**Historical Register?**	No
Hard Costs Per Sq Ft:	$313.94	**Adverse Historical Effect?**	No
Cost Per Pupil:	$8,660	**Does this Qualify for HPCP?**	Yes
Gross Sq Ft Per Pupil:	182	**Is a Master Plan Complete?**	Yes
If owned by a third party, explanation of ownership:		**Who owns the Facility?**	District

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	3,666	**Bonded Debt Approved:**	$149,000,000
Assessed Valuation:	$652,112,343	**Year(s) Bond Approved:**	20
Statewide Median: $121,995,375			
PPAV:	$177,881	**Bonded Debt Failed:**	$139,900,000
Statewide PPAV: $182,813			

BEST FY2023-24 GRANT APPLICATION SUMMARIES

Unreserved Fund Bal 20-21:	$4,688,865	**Year(s) Bond Failed:**	19
Statewide Median: $3,107,630			
Median Household Income:	$91,145	**Outstanding Bonded Debt:**	$153,748,305
Statewide Avg: $65,127			
Free Reduced Lunch %:	11.30%	**Total Bond Capacity:**	$130,422,469
Statewide Avg: 42.17%		Statewide Median: $24,399,075	
Existing Bond Mill Levy:	22.028	**Bond Capacity Remaining:**	($23,325,836)
Statewide Avg: 6.19		Statewide Median: $12,478,184	
3yr Avg OMFAC/Pupil:	$8,448.07		
Applicants Median: $2,381			

COLORADO
Department of Education

CAPITAL CONSTRUCTION UNIT

MAY 2023