



## Capital Construction Assistance Grant Application (Form CC-03)

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#### Instructions:

**Grant Submission** - Print one completed application for your records and one for submitting to CDE with signatures.

- **Do not:** bind the application in a 3-ring binder, report folder, or book.
- **Do not:** staple any of the pages. Dividers/tabs are acceptable, but not necessary.
- **Do not:** send the pages loose but bind the application with a paper clip, binder clip or rubber band. If the application is too large to bind with a large binder clip, then separate into sections that fit a large binder clip and number the sections for order.

A hard copy grant application with original signatures must be received at **1580 Logan St. Suite 310, Denver CO 80203**, before 4 pm on February 23, 2018.

Pursuant to 22-43.7-109(a) C.R.S., the Division may only provide financial assistance for:

- A capital construction 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
- 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.
- An applicant that is operating or will operate in the next budget year in a leased facility that is:
  - Listed on the state inventory of real property and improvements and other capital assets maintained by the office of the state architect pursuant to section 24-30-1303.5, C.R.S.; or
  - State-owned property leased by the state board of land commissioners, described in section 36-1-101.5, C.R.S., to the applicant.
- If the Actual Match on this request is less than the CDE Listed Minimum Adjusted District Match Percentage:
  - **You will need to submit a Waiver Application along with this application.**
- If the Actual Match on this request is less than 75%:
  - **This project might need to comply with Colorado's "High Performance Standard Certificate Program"**, pursuant to 24-30-1301 and 24-30-1305 C.R.S. Please call your regional program manager for additional information.
- Submit a copy of your Facility Master Plan with this application. (if available)

**Photos:** Please include an electronic copy (emailed ZIP file, CD, flash drive, etc.) of your photos with the application. The photos should be hi-resolution and in a JPEG, GIF, PNG, or TIFF format only. Paper copies, Word documents, PDFs or PowerPoints are not acceptable formats. Photos should include:

- A photo of the front of the facility;
- A photo of a typical classroom;
- A photo of a typical corridor; and;
- A site plan, architectural rendering, or drawing of the proposed solution if available;
- Up to ten additional photos specific to the project.

**Supporting Material** - The original submitted grant application must include all the supporting items on the check-list below for a complete grant application or the application may not be accepted for consideration.

#### CHECK-LIST FOR A COMPLETE GRANT APPLICATION

The following must be included in the grant application or the application **may not be accepted**. Hard copies are required unless stated otherwise.

- CC-03 grant application with original signatures
- Detailed project budget, using provided format
- Electronic photos
- Waiver application if not providing the minimum applicant match
- Submittal requirements based on project scope (electronic copies preferred)

Application: #59

Date Printed: 2/22/2018 - 10:14:30 PM

## Waiver Application Guidelines

The BEST grant is a matching grant. Each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S. The Capital Construction Assistance Board shall seek to be as equitable as practicable by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

**When filling out a waiver application, be specific when addressing each question.** Each question relates to a specific match criteria factor and the applicant must explain the issues and impacts surrounding that criterion to demonstrate why it is not properly reflective of the conditions with the applicant. Please submit meeting minutes, award/non-award letters, official communications, budget documents or other relevant documentation to support the responses provided.

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

The Assistance Board may grant a waiver or reduction if it determines:

- That the waiver or reduction would significantly enhance educational opportunity and quality within a School District, Board of Cooperative Services, or Applicant school;
- That the cost of complying with the matching moneys requirement would significantly limit educational opportunities within a School District, Board of Cooperative Services, or Applicant school, or;
- That extenuating circumstances deemed significant by the Board make a waiver appropriate.

In order to apply for a waiver or reduction in your matching moneys requirement the applicant must complete a waiver application and submit it with the grant application by the grant application due date.

School district, BOCES or CSDB applicants please click on the following link to access your waiver application: <http://www.cde.state.co.us/cdefinance/ccasdwaiverapp>. Please contact your regional program manager for additional data needed to complete the waiver.

Charter school applicants please click on the following link to access your waiver application: <http://www.cde.state.co.us/cdefinance/ccacs waiverapp>. Please contact your regional program manager for additional data needed to complete the waiver.

**Statutory Waiver:** Per 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 22-42-014, and the total amount of outstanding bonded indebtedness already incurred by the school district. Contact your Regional Program Manager if this is the case, and a Statutory Waiver form will be provided.

Application: #59

Date Printed: 2/22/2018 - 10:14:30 PM

## Submittal Requirements Based on Project Scope

Each grant application packet should include due diligence items to support the deficiencies and solution identified within the application. Below is a list of typical project scopes and the associated items. Electronic copies are preferred.

### New school, major renovation and/or addition projects

- facilities master plan (if completed)
- engineering reports (optional)
- drawings or diagrams
- detailed schedule
- space requirements, program plan, and/or ed specs

### Roof projects

- a roof audit or roof assessment
- minimum of 2 current quotes, 3 preferred
- roof projects will be reviewed in accordance with the Division's Roof Policies. [Click here to ensure your proposal meets the roof requirements](#)

### Mechanical projects (HVAC, Boiler, Indoor Air Quality, Plumbing)

- indoor air quality reports (if applicable)
- engineering reports or assessments
- minimum of 2 current quotes, 3 preferred

### Security or Safety

- [a completed safety / security grant questionnaire](#)
- minimum of 2 current quotes, 3 preferred

### Minor renovations, remodels, and all other types of projects

- scopes and estimates
- minimum of 2 current quotes, 3 preferred

### Technology Projects

- school or district technology plan
- hardware/device list with quantities, locations, and program purpose
- minimum of 2 current quotes, 3 preferred

### When applicable:

- engineering reports
- plans or specifications
- current professional cost estimates
- Facility Assessments (other than the CDE Assessment)
- Non-compliance letter(s) from authority having jurisdiction
- any other supporting documentation

**Project Expense Reimbursement Disclosure**

By submitting an Application, the Grantee agrees that for all Project Expenses incurred prior to the Effective Date of an executed Grant Agreement, in the event that the Department of Education is unable to execute a Grant Agreement due to funding or other issues, the Grantee shall not seek reimbursement from the Department for any Project Expenses. In addition, Grantee acknowledges that if it takes on a Project prior to the Effective Date of an executed Grant Agreement, that it does so with its own funding and at the risk that the Department will not be able to reimburse the Grantee for that Project. In no such case will expenses incurred prior to the closing date of the grant cycle in which the Application is submitted be considered for reimbursement.

**Lease/Purchase Project Notice Disclosure**

Major renovation and new construction projects may be selected for funding through Lease/Purchase financing at the discretion of the CCAB. Projects awarded as Lease/Purchase grants with matching funds provided by a bond not previously sold at time of CCAB recommendation will be required to structure the bond as a matching money bond to be sold by the state. Projects funded through matching money bonds will be required to use a 20-year level debt service structure. Additional restrictions or limitations on the use of financed funds may be encountered as determined by the type of financing utilized by the State Treasurer. If aware of any legal or title restrictions or liens on your property, or restrictions on previously approved bonds that may prevent your major renovation or new construction project from eligibility for lease/purchase financing, please notify your Regional Program Manager.

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## Competitive Selection Process for Vendors

The CDE strives for a fair, transparent, competitive, documented bid/selection process for construction manager / general contractors, design/builders, design consultants, owners' representatives, planners, etc.

The following is required for the selection of various professionals where BEST funds will be requested:

- **Contact your BEST regional program manager before initiating a vendor selection.**
  - Applicant will issue a detailed request for qualifications (RFQ) for each aspect of the project's scope for **all applicable vendors**. The applicant may contact CDE to request templates.
  - Applicant will send a draft RFQ to their assigned regional program manager for review and comment prior to posting/distributing the RFQ. Criteria for selection of professional should be included in the RFQ, as well as any relevant CDE documents. CDE will provide comments to the applicant on the RFQ.
  - The RFQ should be distributed to all potential bidders, posted in relevant publications and/or the capital construction listserv. The applicant shall keep records of the RFQ distribution.
  - After reviewing the RFQ responses, the School Board/Selection Committee may conduct interviews.
    - The applicant shall notify the regional program manager when interviews are taking place and if requested the regional program manager will attend the interviews.
    - School Board/Selection Committee should use a rating system, and agreed-upon criteria to select a candidate.
  - Provide a summary of the competitive process and summary rating sheet(s) prior to the award of the contract to the selected professional. Applicant should then provide feedback regarding the selection process to all applicants.
    - This summary to include the following:
      - Where the RFQ was advertised.
      - A copy of the final RFQ.
      - A written description of the selection process that includes a description of the results of the selection process (how many responses, how many interviews were conducted, how was selected vendor chosen, what questions were asked, etc.)
      - Scoring and selection process summary.
  - Prior to executing a contract with the selected vendor, send a DRAFT copy of the contract to CDE for review and comment.
  - When a project involves hard-bid selection of a contractor or installer, selection should be based on the lowest qualified bid. Contractors may be pre-qualified if deemed necessary for the scope of work. Discuss any pre-qualifications with your regional program manager. Please provide copies of bid results and analysis to your regional program manager.
  - Where board policy requires local preference, the degree of preference should be quantified in the bid documents or RFP in advance.
  - Please refer to the Consultant/Contractor Selection Guidelines for more details:  
<http://www.cde.state.co.us/cdefinance/capconstechnical>
  - If you intend to deviate from the above process, please explain your proposed process for procuring primary project vendors, including confirmation of compliance with your organization's procurement policies, below:
-

## The High Performance Certification Program (HPCP)

24-30-1305.5 C.R.S. states that a facility that is substantially renovated, designed or constructed with state moneys or with moneys guaranteed or insured by a state agency or state institution of higher education and such money constitute at least twenty-five percent of the project cost conform to the High Performance Certification Program (HPCP) policy adopted by the Office of the State Architect (OSA) if the following applies:

- The new facility, addition, or renovation project contains 5,000 or more of building square feet, and;
- The project includes an HVAC system, and;
- If a building undergoing substantial renovation cannot achieve high performance due to either the historical nature of the building or because the increased costs of renovating the building cannot be recouped from decreased operational costs within 15 years, an accredited professional shall assert in writing that, as much as possible, the substantial renovation has been consistent with the high performance standard certification program;
  - "Substantial renovation" means any renovation with a cost that exceeds twenty-five percent of the value of the building
- High Performance Certification Program Requires:
  - 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.

Projects are strongly encouraged to meet OSA's Sustainable Priorities.

If the increased costs incurred by the HPCP exceed 5% of the total cost of the project a Division of Public School Capital Construction consultant review will be required.

If your project qualifies for the HPCP then your project is required to have a qualified sustainability consultant as part of your A&E team. Ensure your project budget has costs to cover this consultant.

In all cases high performance design, scope, and cost must be considered in all grant applications.

If you are unsure whether your project must conform to the HPCP, please contact your regional program manager.



## Capital Renewal Requirement

Pursuant to 22-43.7-109(4)(d): **If the capital construction 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 maintain 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.

"Capital Renewal Reserve" means moneys set aside by an applicant for the specific purpose of replacing major public school facility systems with projected life cycles such as roofs, interior finishes, electrical systems and heating, ventilating, and air conditioning systems.

At a minimum, each qualifying grantee must contribute \$100.00 per pupil for purposes creating their annual capital renewal reserve fund. October 1 FTE pupil counts, from the facilities that were impacted by the BEST Grant, will be used to calculate the annual contribution required. The budgeted amount shall be transferred into the grantees capital renewal fund by the end of each fiscal year, starting the fiscal year after construction is complete. Grantees may contribute more if they so choose.

To review the Capital Construction Assistance Board's policy regarding maintaining a capital renewal reserve, [click here](#).

## Required Signatures

**It is important to note that a fully completed and signed application must be received by CDE by the due date and time. Please ensure you allow enough time to get the required signatures, late applications will not be accepted.**

If the application is from a **school district**, it must be **signed by**:

- The preparer of the application;
- The school district superintendent;
- A school district board officer;

If the application is from a **charter school**, it must be **signed by**:

- The preparer of the application;
- The charter school director;
- A charter school board officer;
- A representative of the authorizing school district;

If the application is from an **Institute Charter School**, it must be **signed by**:

- The preparer of the application;
- The charter school director;
- A charter school board officer;
- A representative of the Charter School Institute;

If the application is from a **BOCES**, it must be **signed by**:

- The preparer of the application;
- The BOCES director;
- A BOCES board officer;

If the application is from a **Colorado School for Deaf & Blind**, it must be **signed by**:

- The preparer of the application;
- The Colorado School for Deaf & Blind director;
- A Colorado School for Deaf & Blind board officer;

**Print 2 completed copies of this application - One for your records and one for submitting to CDE with signatures.**

**Provisions for Charter Schools**

A charter school that chooses to apply for financial assistance must apply directly to the board. A charter school shall notify its authorizer if the charter school applies for financial assistance. The authorizer for an applying charter school may submit a letter to the board stating its position on the application pursuant to 22-43.7-109(3) C.R.S.

Per the above statute, financial assistance awarded to a charter school as a matching cash grant shall be provided to the authorizer, which shall distribute all financial assistance received as a grant to the charter school and may not retain any portion of such moneys for any purpose.

**A representative of the authorizing school district or Charter School Institute must sign the application to acknowledge notification of the charter school's application for financial assistance.**

# Capital Construction Assistance Grant Application

Complete one set of Form CC-03 for each phase or stand alone project request. Additional pages may be attached as needed.

## I. Type of Financial Assistance You Are Applying For:

If a grant award results from this application the type of funding shall be determined by the Capital Construction Assistance Board and the State Board of Education.

Grant Cycle:

**FY2018-19**

Yes  No

Has this project previously been applied for and not awarded?

If "yes", what was the stated reason for the non-award?

## II. Applicant Basic Data:

- 1) Applicant: HINSDALE COUNTY RE 1  
2) County: HINSDALE  
3) Project Title: Lake City PK-12 School Security Renovation

## III. Facility Profile

If the grant application is for more than one facility, enter each facility name, the physical address and then mark "Other" for facility type & enter "multiple facilities" for the explanation.

- 1) Facility Name: Lake City Community School  
2) Facility Address(es): 614 N Silver Street  
PO Box 39  
Lake City, CO 81235  
3) Facility Type:  
 Districtwide  Senior High School  Pre-School  
 Administration  Junior High  Middle School  
 Elementary  Vocational/Agricultural  Classroom  
 Library  Media Center  Cafeteria  
 Kitchen  Auditorium  Multi-purpose room  
 Learning Center  Kindergarten  
 Other Please Explain: \_\_\_\_\_  
4) Facility Ownership: Who is the facility owned by?

We are referring to owned in this case as not having any debt, loans or liens on the facility, if the facility is currently leased or financed select either "3rd party" or if the applicant is leasing or financing from their district select "School District".

- School District  
 Charter School  
 BOCES  
 Colorado School for the Deaf and Blind  
 3rd Party - Please explain the ownership structure, including right to own and make improvements:

If the applicant is a Charter School, Institute Charter School, BOCES, or Colorado School for the Deaf and Blind, what happens to the facility if applicant relocates or ceases to exist?

(If applicant is a school district type NA)

NA

- 5) Facility Condition: 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.

**Hinsdale County School District RE-1 was formed in January of 1876, enrolling 28 students. During the 2016-2017 school year Lake City Community School has an enrollment of 111 students.**

**The first school building was built in 1880; its second story was removed in 1949. The District used this building until it was replaced by a new facility in 1986 designed for grades K-5. Two wings were added in 2003 to accommodate grades preK-12.**

### A summary of the District:

- 2.5 acres of land, of which 1.7 acres is the main campus
- 10,209 square feet of facilities in the main campus building (Lake City Community School)
- 824 square feet of faculty housing
- 511 square feet of leased space used for PreK classes
- 7,112 square feet of community buildings used for physical education, life skills, and theatre classes

### Lake City Community School

- o Original building built in 1986 (31 years old)
- o South and East additions built in 2003 (14 years old)
- o Annual maintenance & operation budget of \$171,753 in fiscal year 2017

### District Property

The District owns 2.5 acres of land within the city limits of Lake City, Colorado, consisting of three parcels of land:

- Main campus: located in the south end of block 26 (Hwy 149, Silver, 6th and 7th), 1.72 acres, 24 lots
- Soccer field: located in the north end of block 27 (Hwy 149, Henson, 6th and 7th), 0.65 acres, 9 lots
- Happy House: located in the north-west corner of block 27, 0.14 acres, 1 lot and 2 half lots

### District Facilities

#### Main Campus: Lake City Community School

The central portion of the Lake City Community School building was constructed in 1986 on the site of the original brick school house, built in 1880. The new school, intended to meet the needs of grades K-5, was 6,672 square feet in size. Today, the central portion (original building) hosts elementary classrooms, a library, administrative offices and a commons area.

In 2003, additions were made to accommodate all grades preK-12, eliminating the need to bus students to Gunnison. A new 3,967 square foot wing was added on the south end which included classrooms for math, science, social studies, and language arts. At the same time, a 3,173 square foot wing was added to the east including an art room and classroom for pre-school. The central portion was also remodeled to improve administrative spaces and functionality.

In 2016, the entire facility was upgraded to use low-energy LED lighting and a parking lot was added north of the building to accommodate District transportation vehicles.

The total size of the current facility is 14,323 square feet, resulting in 131 total square feet per student. In comparison with similar districts in Colorado, this is well below the average of 238 total square feet per student.

The main campus also includes a sports court and a playground with a play structure.

In 2015, Hinsdale County assessed the actual value of the main campus at: \$2,086,150.

### Other Facilities

#### Community Facilities

Several community buildings are utilized by the school District:

- Armory – used primarily for indoor sports, it is located 3½ blocks away in the downtown area at Bluff and 3rd. The space used in the Armory is 4,562 square feet in size; 4,233 square feet used for physical education and 329 square feet used for the Life Skills class kitchen.
- Mary Stigall Theatre – used for theatre and other productions, it is located 3 blocks away, also in the downtown area at Silver and 3rd. The theatre is approximately 2,550 square feet in size.
- Wee Care Child Care Center – leased for Pre-School classes, it is located 1 ½ blocks away at Henson and 5th. The classroom utilized is 511 square feet in size.

#### Happy House

The 'Happy House' is a residential house directly across Hwy 149 from the main campus. It has been utilized for additional classroom space, but due to the walk across Hwy 149 and resulting safety concerns, it is no longer used as a classroom. Today it is used for faculty housing.

The house was built in the 1950s and is 824 square feet in size, located on .14 acres.

In 2015, Hinsdale County assessed the actual value of the house at: \$172,130.

#### Soccer Field

The District owns .65 acres of property to the east of the school, a block away across Hwy 149. It is currently used as a soccer and sports field.

In 2015, Hinsdale County assessed the actual value of the soccer field at: \$225,000.

#### Educating District students in Gunnison

The history of school facilities in Lake City is largely affected by the decision to bus middle and high school students to Gunnison, starting in the 1967-68 school year. This continued until 2004 for a portion of the student body. K-5 classes have always been offered in Lake City and students were never bused (unless a family chose to send their children to Gunnison). In 1997 a temporary building was added to facilitate teaching middle school grades 6-8. The next year, Lake City Community School also offered classes for high school grades 9-12. Starting with the 2004-2005 school year, all students were again in Lake City and busing to Gunnison ceased.

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

**See details in preceding question. No capital improvement projects have been undertaken in the last three years.**

- 6) Facility Master Plan Status: (Check one or more of the following)
- A Facility Master Plan has been Completed.  
If you have completed a Facility Master Plan, please submit a copy with your application, unless it was submitted previously.  
 Copy attached  Copy submitted previously
- A Facility Master Plan is underway, but not yet completed.  
 A Facility Master Plan has not been completed.

Application: #59

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**IV. Integrated Program Plan Data**

- 1) Project Description:
- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Addition           | <input checked="" type="checkbox"/> Handicapped Accessibility ADA | <input checked="" type="checkbox"/> Security      |
| <input type="checkbox"/> Asbestos Abatement            | <input checked="" type="checkbox"/> HVAC                          | <input checked="" type="checkbox"/> Site Work     |
| <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Lighting                      | <input checked="" type="checkbox"/> Technology    |
| <input checked="" type="checkbox"/> Electrical Upgrade | <input checked="" type="checkbox"/> Renovation                    | <input checked="" type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> Energy Savings     | <input type="checkbox"/> Roof                                     | <input type="checkbox"/> Window Replacement       |
| <input checked="" type="checkbox"/> Fire Alarm         | <input type="checkbox"/> School Replacement                       | <input type="checkbox"/> New School               |
|  |   | <input type="checkbox"/> Land Purchase            |
- Other please explain: \_\_\_\_\_

2) Please provide general information about your district or/ school, academics, educational programming, and information about the affected facilities, maintenance programs etc. (Max 4000 characters including spaces.)

Lake City lies at 8671' in the San Juan Mountains of southwestern Colorado, 250 miles southwest of Denver and an hour southwest of Gunnison on State Highway 149. Our neighbors Silverton, Ouray, and Telluride are all within about 25 miles as the crow flies, but a three to five hour drive around the peaks of the San Juans. Creede is to our southeast, an hour's drive on Hwy. 149 over two mountain passes: Slumgullion at 11,530' with the highest grade in the state at over 9%, and Spring Creek at 10,898' on the Continental Divide. The USGS identified Hinsdale County as the most remote county in the lower 48 states. Over 96% of the county is public land including six wilderness areas and five glorious peaks over 14,000' giving our school its identity as the Fourteeners.

Lake City's summer tourist economy has outdoor recreation at its core, and things are quieter here in the winter as we do not have a ski area and many seasonal businesses are open only during the summer. Our population of 500 more than quadruples during the summer as second homeowners open their rarely-occupied homes (according to DOLA, Hinsdale County has a 77% vacancy rate). Families who call Lake City home year-round must be creative in the ways they make a living. Construction and local government follow tourism as economic drivers. Our cost of living is extremely high: Hinsdale RE-1 is in the top 7% of all districts in the state (13th of 178) for cost of living putting us in the company of Telluride, Vail, and Breckenridge, but we lack a year-round economy. Both living and building here are very expensive.

Our community loves us as indicated by a 78% approval rating in a 2015 survey. Our District has been Accredited with Distinction for nine years running, and we have repeatedly sent our cross country, basketball, track, and Knowledge Bowl teams to state championship competitions (despite not having a gym or track). But our community is full of retirees on fixed incomes; that along with our extremely high number of second home owners and very high cost of living make passing a bond in Lake City so challenging. The BEST funding we seek is absolutely essential for our needs to be met.

Our District's first school building was built in 1880; its second story was removed in 1949. The District used this building until it was replaced by a new facility in 1986 designed for grades K-5. From 1967-1997, middle and high school students were bused to Gunnison. Starting in 1997, a temporary building and a residence across town were used for secondary classrooms until two wings were added to the main school in 2003 to accommodate grades preschool-12. The 2001 bond for the addition was the only bond passed in the District's history and took two attempts. The effort resulted in a bare-bones, undersized project that does not include a gymnasium. It also was designed in the wake of Columbine when current school security features had not yet evolved, so while the addition is only 15 years old, it does not meet our needs.

The undersized addition quickly led to the need for more classroom space and the acquisition of a residence across the highway from the main campus, the Happy House, for use as a Spanish classroom. This arrangement was only marginally successful as having only one teacher in an isolated classroom that required students to cross the highway unsupervised eight times per day presented too many safety challenges. The decision to bring the Spanish classroom to the main campus resulted in the relocation of the preschool classroom 2.5 blocks from the main campus to a leased classroom within our community childcare center. This arrangement is problematic as well (details below).

In addition to leasing a preschool classroom, the District leases part of the historic Armory from the Town of Lake City to use the gymnasium for PE and athletics. The Armory is 3.5 blocks from the school and presents acute safety and security challenges, also detailed below.

3) Project Description:

Project:

**Deficiency:**

In the deficiency section describe in detail the proposed project's existing conditions, deficiencies or issues that have caused you to pursue a BEST Grant. Specifically, provide a description of any relevant health, safety, security hazards, technology deficiencies, and/or overcrowding issues that need to be addressed.

Facility assessments over the past 2 years have revealed an overwhelming number of deficiencies regarding SECURITY, SAFETY, and HEALTH. Assessments have been done by a professional consulting firm, an architectural firm, two engineering firms, our District Safety Team, our school resource officer, state and local fire inspectors, and staff, parents, and community.

With new construction in 1986 and an addition in 2003, the District has maintained our one-campus facility to the best of our ability while attempting to meet all of the basic needs for students. However, there are unnecessary challenges to providing a strong educational experience for students and staff when the facility itself does not offer fundamental security and safety features. All of the recommendations listed in this application reflect the urgent need to address glaring deficiencies in basics that should be standard to any school district in the 21st century.

**SECURITY DEFICIENCIES:**

\*The 3.5 block walk through town to and from our PE facility is not secure - Because we have no gymnasium, we lease the Town of Lake City Armory for PE classes and athletic practices. This requires that at least eight times per day, students walk through the busiest blocks of downtown Lake City with only the supervision of one PE teacher. Thoughts of a shooter taking advantage of this regularly timed, full exposure of our students keeps this administrator up at night.

\*The Armory is open to the public - Members of the public are able to wander in and out of the gym while students are using it. There is no secure, monitored entrance.

\*Inadequate communications with the Armory - We have no quick, reliable way to communicate between classes at the Armory and main campus in the event of a lockdown or lockout emergency. Teachers carry cell phones, but the added need to call either direction in the event of a lockdown or lockout is a heavy burden. There is no administrative support at the Armory.

\*Our preschool classroom is in the local childcare center, 2.5 blocks from the main campus - Due to overcrowding on our main campus, we had to move our preschool classroom from our main campus to a leased classroom in the community childcare center. This requires multiple trips weekly by our youngest students to walk to the main campus for library time, assemblies, and elementary classroom activities. As with students commuting to the Armory, this administrator loses sleep with thoughts of a shooter having open access to our 3- and 4-year-old students.

\*The local childcare center is not a secure facility - Parents and members of the public frequently enter and exit the center with no screening. They have open access to our preschool classroom.

\*Bear in preschool classroom - The preschool classroom last year had a bear break in through a window. The bear did extensive damage to casework, classroom snacks, and classroom furniture. The incident occurred very shortly before families began arriving to drop off their 3- and 4-year-olds. The off-campus location and isolation of this classroom made the incident far more challenging to manage.

\*Inadequate communications with the preschool classroom - We have no quick, reliable way to communicate between preschool class and main campus in the event of a lockdown or lockout emergency. Teachers carry cell phones, but the added need to call either direction in the event of a lockdown or lockout is a heavy burden. There is no administrative support at the preschool classroom.

\*The 3 block walk through town to and from the Lake City Arts downtown theater is not secure - Because we have no theater or music room on campus, our students walk to the local theater for theater class; performances by Creede Repertory Theater, Opera Colorado!, and Music Matters programs; and student productions. The walk through the busy part of Lake City is not secure.

\*No public announcement (PA) system - We announce lockdowns and lockouts using the intercom feature of our phone system which even at full volume is frequently inaudible in a busy classroom. There is no system for emergency announcements to reach our hallways, bathrooms, or commons. We have ten times the national occurrence of deaf/hard of hearing students (3% instead of 0.2-0.3%) and have no visual paging system for these three students. That their vulnerability is increased in an emergency is unconscionable.

\*No outdoor communication method - When students are on the playground, courtyard, or field for recess or PE, we have no communication system (PA) that reaches this area.

\*No airlock at our main entrance - Visitors are buzzed through a single door entry directly into the main office. An airlock is needed to allow us to screen visitors for safety concerns before allowing them direct access to the main hub of our building.

\*Office is not centrally located and does not provide good surveillance of school grounds - Our main entrance feels like a back door because it is tucked in the back corner of the school, far from the courtyard, playground, commons, and the five other exterior doors. Sight lines to see who is approaching the building are limited.

\*Narrow hallway from main entrance to rest of school - All traffic in and out of the main entrance is funneled through a very narrow hallway to the commons. The hallway is only 48" wide and the doorway is only 33" wide. The congestion makes evacuation challenging in an emergency.

\*No surveillance system to monitor all parts of building - We do not have video surveillance to see propped doors or people approaching the other five exterior entrances to the building. Although we expect doors to be kept locked at all times, when they are propped we have no monitoring system to know.

\*Playground on north side of building and difficult to monitor - The playground is around two corners from the exit making supervision very difficult and security a challenge.

\*Commons is not in a secure location - The commons is the heart of our building, but there is no administrative supervision and the evacuation routes are congested and unsafe. All three exit doors from the commons are only 33" single-door wide openings. The commons is a short distance from our unsecure, single door main entrance.

\*Commons is undersized and therefore congested - The commons is only 832 square feet, undersized for our student population. The arrangement of the serving counter and the lunch tables makes for bottlenecks that cause traffic flow problems every day, especially for our staff member and student who use wheelchairs and for anyone who may be using crutches. Evacuation from the commons is frighteningly challenging because of these bottlenecks.

\*MS/HS hallway is congested - Our middle and high school hallway is lined with lockers on both sides and moving through this space when classes change is very difficult. Because of a lack of hooks (and nowhere to install them), backpacks and jackets that do not fit in the lockers frequently land on the floor of the hallway making the passage very difficult for our staff member and student who use wheelchairs and for anyone who may be using crutches. Evacuation through this hallway is challenging.

\*PE equipment stored in hallway - With no gymnasium, our PE equipment is stored in the K/1/art hallway creating traffic flow problems and safety issues. Our staff member who uses a wheelchair frequently cannot get through our PE-equipment laden hallway on a day-to-day basis and evacuation would definitely be problematic. Such facility-induced vulnerability is not OK.

\*No keyless entry - Our six exterior doors are often propped open while people run quickly to their cars, which allows anyone entry to the building; a keyless entry system would mean only staff and students who are supposed to be in the building have card access and the doors would not need to be propped. Such a system would also allow for a centralized lock-down mechanism to secure the entire building from the office.

\*Window locks are broken - Windows from the 1986 part of the building are in disrepair and many are "locked" using a piece of wood to hold them closed. We cannot secure the building adequately because of this.

\*"Dead-end" lockdown locations - At least six lock-down locations - the science prep room, K/1 bathroom, staff workroom, snack closet, storage above deaf education classroom, and Counselor's bathroom - have no windows or other exits for students and staff to exit should they need to in an emergency; they are "dead-ends."

## SAFETY DEFICIENCIES:

- \*No sprinkler system - this is a major life-safety issue that should not exist in a 21st century school. Sprinklers save lives and in the event of a fire, we would be caught very short.
- \*No gas shut off switches for science or mechanical room - The only propane shut-off to the building is outside where the line enters the building which is in a difficult-to-access area because it is not near any building exits and because of heavy snow and ice buildup in the winter (on north side of building). We need a shutoff inside the building just outside of the mechanical room, and another shutoff inside the building just outside of the science room. Currently, the only shutoff for the science room is inside the classroom; in the event of a fire in there, it might not be possible to reach the shutoff.
- \*Plug-in warming trays used for hot lunch using extension cords that violate fire codes - We are in violation of International Fire Code (IFC) 2006 - 605.5 (citation included in supplementary materials) preventing long-term use of extension cords for regularly powered equipment. Many of our hot lunch meals (prepared off site at a vendor's location) are served using warming trays that must be plugged in using an extension cord across a busy walking area. The cord is covered with a heavy floor mat to help prevent tripping, but nearly every day someone trips in that area. Our commons was not well designed for lunch service.
- \*Failing heating system necessitates frequent use of space heaters which trip breakers regularly - our existing boiler system has resulted in five heating failures this season alone. Students and staff in heavy jackets and warm hats (usually prohibited in the building) are the norm. Schools should not be heated with space heaters on extension cords that trip breakers.
- \*Failing floor outlets - in both the 1986 and 2003 parts of the building, multiple floor outlets are inoperable.
- \*Door hardware violates fire code - We are in violation of Colorado Department of Fire Prevention and Control (CDFP&C) 1010.1.11 (citation included in supplementary materials) which requires that classroom hardware (doorknobs) be designed to be locked from the inside of the classroom. The purpose is to encourage classrooms to function with a closed, latched door at all times so that a fire or explosion from within a room is contained. Our existing hardware must be locked with a key from the hallway. Teachers operate in one of two ways: 1. door locked at all times, but propped with a magnet in the door frame to keep the door from latching so that students can enter the room from the hallway without interrupting class for someone to let them in. In a lockdown, teachers remove the magnet from the doorframe and latch the locked door. The magnet system does not require a teacher to enter the hallway to lock the door, but does take two hands, calm concentration, and time. Fire code frowns on the door not being latched. Option 2. door unlocked so students can enter from the hallway without interrupting class. In the event of a lockdown, the teacher has to enter the hallway and lock the door with a key. This requires having the key, exposure to a possible shooter in the hallway, calm concentration, and time. Fire code appreciates the door being latched, but safety practices frown on the teacher needing to enter the hallway to lock the door during an active shooter situation.
- \*K/1 classroom and secondary science classroom have regular ice build-up at emergency exit doors - roof lines were not designed to prevent snow and ice shed and water drip in front of these emergency exit doors; ice buildup frequently prevents these doors from opening properly.
- \*Lack of storage violates fire codes - we are in violation of IFC 2006 - 315.2 because teachers are forced to store combustible classroom supplies on top of wall-mounted cabinets within 24" of the ceiling due to the school's lack of storage.
- \*ADA violations mean we are unable to meet safety needs of current students and staff - We have a long-term staff member who uses a wheelchair, a student this year who has needed to use a wheelchair for extended periods of time throughout the year, and three students who are deaf/hard of hearing. People using wheelchairs need evacuation routes that allow for full, fast mobility of their wheelchairs to exits. The congestion in our MS/HS hallway, bottlenecks in the commons, PE equipment stored in the K/1/art hallway, and the narrow hallway to the office all mean that our staff member and student have frightening, unsafe, and wholly unfair circumstances during evacuations; they cannot move through these restrictive passageways in our school. This would also be the case for staff or students temporarily using crutches, a common occurrence. Also, while our entire student body is at risk due to our lack of any PA system, our deaf/hard of hearing students are even further disadvantaged because of the lack of any visual paging (VP) system. Unlike a fire alarm (which does have a visual blinking strobe), lockdown and lockout announcements contain further information. Our deaf/hard of hearing students do not hear this information and are unable to understand the directions unless they can see them on a screen.
- \*Undersized science classroom makes lab work unsafe - the 488 square foot classroom means students can barely get past each other to move around the classroom for equipment during labs. Heating elements and chemicals in such close quarters are unsafe.
- \*PE storage in K/1/art hallway is unsafe - while this storage situation is especially problematic for people in wheelchairs, other staff and students regularly trip over and are impeded by hula hoops, lacrosse sticks, bags of balls, pop-up nets, and all description of PE equipment that simply has no other home than the hallway. Our young K/1 students also have access to equipment that should not be within their reach, yet another safety concern.
- \*The 3.5 block walk to the Armory is unsafe due to vehicle traffic and icy roads - There are no sidewalks between the school and the Armory, and the route to the Armory from school takes students through the busiest sections of downtown Lake City. Some students ride bikes and an extremely close call nearly resulted in a middle school biker being hit by a truck. Drivers have complained about how unsafe it is to have students walking in the street, but there are no sidewalks. Icy roads have resulted in multiple injuries over the years with one middle school student missing two weeks of school due to a concussion sustained walking to PE.
- \*The 3.5 block walk to the downtown theater is unsafe due to vehicle traffic and icy roads - same as problem with walk to Armory.
- \*Dangerous wildlife are often on the walking route to the Armory and theater - In the past three years we have had one instance of a bobcat and two instances of bears in the walking route between the school and the Armory. During these times, we have put the school in heightened awareness status and have re-routed our students to the Armory. We also regularly have deer and bucks unexpectedly appear as students walk to the Armory. Incidents of deer and bucks charging humans happen on occasion and our students are exposed to this danger.
- \*The Armory is poorly maintained and full of hazards - Besides the security and safety problems just getting to the Armory, students then only have an undersized, messy, poorly maintained facility in which to do their PE class. The Town Recreation Department is understaffed and unable to put away equipment (a large inflatable slide, a bounce house, kindergarten equipment, gymnastics mats, etc.) following regular recreation department activities which results in PE teachers and athletics coaches showing up to an undersized gym floor made smaller and unsafe by all of the equipment sitting out on it. A student recently fractured her tibia and fibula when doing simple PE warm-up calisthenics because she put her foot on a left-out piece of equipment and her foot slipped under a poorly situated storage unit. Furthermore, all people



entering or exiting the Armory walk through a snow-shed zone from the high roof of the building. A sign warns cars parking there about the snow falling from the roof; a student's vehicle was severely damaged from falling snow and ice while she was at basketball practice (and we were all relieved it was a car that was damaged and not a child).

\*Our lack of a gymnasium leads to unsafe travel conditions for our athletes - Our basketball program in recent history was a co-op program with Creede which has the nearest CHSAA-regulation gymnasium. This required us to drive our students 1 - 1.5 hours each way for practice 2-3 times per week and games 2 times per week over Slumgullion (11,530', highest grade pass in the state at 9%) and Spring Creek (10,898' on Continental Divide) passes during frequently extreme winter driving conditions. Community attendance at our "home" games was dismal due to this driving challenge. Practices in Lake City are in the Armory. The court is 15 feet too narrow and 20 feet too short, baskets are not regulation height, lines are extremely close to the walls, no padded walls under the baskets exist, and the Town's equipment left out on the floor all make for very unsafe practice conditions. This year we launched our first Fourteeners CHSAA basketball program with JV teams and next year plan to have a varsity program. We are scheduling a couple of "home" games in Gunnison, an hour's drive to the north on winding, shady canyon roads in the winter. We are running this program without a gym. Our kids deserve better.

\*Off-campus preschool classroom cannot address safety and health issues - The leased classroom in the community child care center is a stand-alone situation; there is no nursing station, no administrative support, and limited staff when a health issue (sick child, emergency injury) arises.

\*Supervision on playground is difficult with current arrangement - Our existing playground is on the north side of the building, around two corners from the courtyard and play field and completely opposite the sports court. The location of the playground makes for very difficult supervision. We must provide three instead of two staff so any emergency information can be relayed if necessary.

\*Playground on north side of building ices equipment - Because of the lack of sunshine on the playground, it ices over in the winter and has to be closed.

\*Wildlife are frequently present on our playground and campus - We often have deer and bucks grazing in our playground and flower beds right by the entrance to the elementary wing. Deer and bucks are dangerous because they sometimes charge humans. When students are difficult to supervise because of the layout of the campus, the presence of wildlife is an additional unsafe element.

\*No facility to support safe CTE learning spaces - With no Career/Technical Education space at all currently, students have to travel to mentorship/internship locations like the county road and bridge shop or private garages or wood shops that are offsite and do not accommodate school safety in a controlled environment.

#### HEALTH DEFICIENCIES:

\*No nursing station - Sick students wait to be picked up on a beanbag behind the secretary's desk. There is no way to isolate a sick child. First aid supplies are kept in a cabinet in the office area. We have no hand-washing sink (outside of the high traffic office bathroom) for treating students.

\*Off-campus preschool classroom cannot address safety and health issues - The leased classroom in the community child care center is a stand-alone situation; there is no nursing station, no administrative support, and limited staff when a health issue (sick child, emergency injury) arises.

\*The Armory is not cleaned according to our standards - The cleaning of the facility is spotty at best, and sanitizing and disinfecting procedures are not followed. This is especially concerning as school is in session during flu season every year. The public is also in and out of the building increasing the health risk exposure.

\*Poor climate control - Our failing heating system and lack of an airlock at the main entrance often result in cold temperatures in the building which makes teaching and learning more challenging as staff and students are expending energy to stay warm.

\*So much travel for athletics, even for home games, results in lack of sleep for students - Sleep deprivation negatively impacts learning.

\*Bathroom capacity does not meet needs - The staff workroom was relocated so our counselor could have a space with an entrance away from the busy office so students going to the counselor had some privacy. The staff bathroom off of the old workroom is now rarely available and the only adult bathroom is right off the very busy main office. This arrangement adds stress to staff because they have no privacy. MS/HS bathrooms have no doors and students report not wanting to use them because what's happening in the bathroom can be heard in the hall.

\*Original carpet from 1986 - the negative impact on indoor air quality from old carpet makes for unhealthy learning and working conditions.

\*Indoor air quality - the 1986 part of the building has no air exchange system which results in poor indoor air quality. The design of the HVAC system in the 2003 wings of the building results in a 'short cycling' of air because the returns are very close to the vents. Two existing staff have had extended absences due to allergies and illness related to poor indoor air quality.

\*No commercial kitchen - We were one of the only two districts in the state without a federal hot lunch program until this year (Aspen is the other). We have implemented a program! The incredibly popular lunch program provides nutrition equity for all with reliable, affordable meals. The program is due to the ability of a local vendor to meet the demands of the federal guidelines and make lunch every day in their commercial kitchen. The meals are picked up by school staff and served with warming trays on campus. Our vendor just listed their business for sale. Should the sale occur, our program would likely end. A commercial kitchen on site would ensure the district's ability to maintain this important program.

\*Linoleum in bathrooms impossible to properly sanitize and disinfect - The 1986 elementary bathroom floors are cracked and peeling making keeping them clean very difficult.

\*PE facilities do not support adequate hygiene practices - the Armory has no locker rooms for students to dress out for PE.

\*No dedicated hand-washing sink in Commons - Students and staff do not have easy access to a hand-washing sink before they eat.

#### **Solution:**

In the solution section, describe in detail the solution being proposed to address the deficiencies listed above, and the due diligence taken in

arriving at the proposed solution. Note any architectural, functional, technology, or construction standards used in determining to inform the proposed solution.

The deficiencies outlined above are addressed in the Master Plan, the concept drawings, and the space program which are all the result of professionals working with two years of community and staff input as well as extensive research and work by our school board. All BEST construction standards, current building codes for Lake City, and all other applicable codes inform the proposed solution.

Our solution is an addition to and renovation of our existing building. Each major component of the addition/renovation outlined below is followed by a list of deficiencies that the solution addresses.

Gymnasium with stage – A primary feature of the addition is a full size gym with locker rooms, storage, a PE office, small weight room, officials' changing room, bleachers, bathrooms, and a stage/music room. This will keep PE classes on campus, allow for CHSAA home games, and provide a main-campus location for theater class and performances. Deficiencies addressed are numerous:

SECURITY:

- \*The 3.5 block walk through town to and from our PE facility is unsecure
- \*The Armory is open to the public
- \*Inadequate communications with the Armory
- \*PE equipment stored in hallway
- \*The 3 block walk through town to and from the Lake City Arts theater is not secure

SAFETY:

- \*PE storage in K/1/art hallway is unsafe
- \*The 3.5 block walk to the Armory is unsafe due to vehicle traffic and icy roads
- \*The 3 block walk to the downtown theater is unsafe due to vehicle traffic and icy roads
- \*Dangerous wildlife are often on the walking route to the Armory and theater
- \*The Armory is poorly maintained and full of hazards
- \*Our lack of a gymnasium leads to unsafe travel conditions for our athletes

HEALTH:

- \*The Armory is not cleaned according to our standards
- \*So much travel for athletics, even for home games, results in lack of sleep for students
- \*PE facilities do not support adequate hygiene practices
- \*Bathroom capacity does not meet needs

Preschool classroom – Another major feature of the project is bringing a preschool classroom back to our main campus. We have felt the loss of our youngest students on our main campus since that decision was made in 2014, and the off campus location continues to present security, safety, and health challenges. Deficiencies addressed with the return of a preschool classroom include:

SECURITY:

- \*Our preschool classroom is in the local childcare center, 2.5 blocks from the main campus
- \*The local childcare center is not a secure facility
- \*Bear in preschool classroom
- \*Inadequate communications with the preschool classroom

HEALTH:

- \*Preschool classroom is off campus

Administration space expanded and moved to central part of school – This relocation brings the entire main entrance to the front of the building and creates natural sight lines for people entering and exiting the building. A secure, monitored entrance with an airlock is part of the design. Evacuation routes will be wide enough. A nursing station and staff bathrooms will be included in the space. Deficiencies solved include:

SECURITY:

- \*No airlock at our main entrance
- \*Office is not centrally located and does not provide good surveillance of school grounds
- \*Narrow hallway from main entrance to rest of school

HEALTH:

- \*No nursing station
- \*Bathroom capacity does not meet needs

Renovation upgrades – The renovation will address multiple deficiencies including:

SECURITY:

- \*MS/HS hallway is congested
- \*Window locks are broken
- \*"Dead-end" lockdown locations

SAFETY:

- \*No sprinkler system
- \*No gas shut off switches for science or mechanical room
- \*Failing heating system necessitates frequent use of space heaters which trip breakers
- \*Failing floor outlets
- \*Door hardware violates fire code
- \*Lack of storage violates fire codes
- \*ADA violations mean we are unable to meet safety needs of current students and staff
- \*K/1 classroom and secondary science classroom have regular ice build-up at emergency exit doors

HEALTH:

- \*Poor climate control
- \*Original carpet from 1986
- \*Indoor air quality
- \*Linoleum in bathrooms impossible to properly sanitize and disinfect

Relocation of playground to south side of campus – With more sun exposure, this will reduce ice buildup on play equipment. The location will allow for better supervision at recess and drop off/pick up times. Deficiencies addressed include:

SECURITY:

- \*Playground on north side of building and difficult to monitor

SAFETY:

- \*Supervision on playground is difficult with current arrangement
- \*Playground on north side of building ices equipment
- \*Wildlife are frequently present on our playground and campus

Security upgrades – A public address (PA) system with visual paging (VP) will be installed to ensure emergency communications can be heard/seen in all areas of the school. Outdoor speakers will let announcements be heard campus-wide. A video surveillance system will monitor the entire campus including all exterior doors. A keyless entry system will be included in the design. This will address the following deficiencies:

**SECURITY:**

- \*No public announcement (PA) system
- \*No outdoor communication method
- \*No surveillance system to monitor all parts of building
- \*No keyless entry

Commons enlarged and adjacent to administration and gym – The commons design will allow for free traffic flow and will have supervision from the office. Lunch service will be integrated into the design. A hand-washing station will be featured. Deficiencies corrected include:

**SECURITY:**

- \*Commons is not in a secure location
- \*Commons is undersized and therefore congested

**HEALTH:**

- \*No dedicated hand-washing sink in Commons

Kitchen – A commercial kitchen will be included adjacent to the commons. Should our hot lunch off-site vendor's business sell, we will have an on-campus option for making lunch. It will also serve as a classroom for culinary arts lessons. Deficiencies addressed:

**SAFETY:**

- \*Plug-in warming trays used for hot lunch using extension cords violate fire codes

**HEALTH:**

- \*No commercial kitchen

Enlarged science classroom – Increasing the size of the science room from 488 to 800 square feet will reduce safety hazards and allow for delivery of a full lab-based science curriculum. Deficiencies addressed include:

**SAFETY:**

- \*Undersized science classroom makes lab work unsafe

Career and Technical Education classroom – Including this space in the addition program eliminates the need to place students off campus for woodworking or auto mechanics lessons. It allows for expansion of hands-on tech curriculum. Deficiencies addressed include:

**SAFETY:**

- \*No facility to support safe CTE learning spaces

**Urgency:**

In the urgency section, provide a timeframe for when the deficiency must be resolved before failure. Please explain what would happen if this project is not awarded.

Columbine. Sandy Hook. Parkland. School shootings keep happening. Our security needs could not be more urgent. We need a gymnasium and our preschool classroom on our main campus. We need adequate corridors for safe evacuation. We need a controlled entrance with good sight lines. We need surveillance and key card based security of our exterior doors. We need to be able to see our playground. We need a public address and visual paging system for emergency communications. It's urgent. We cannot improve our security features without BEST funding. These are fundamentals for a school district today. We cannot keep improvising. Our kids need better, immediately.

And how do you describe the urgency of a sprinkler system? Code-compliant classroom door hardware? Clear corridors for safe passage? Gas shutoff valves? Electrical safety corrections? A heating system that works? All of these safety issues needed to be addressed yesterday. It's urgent. We cannot make these safety corrections without BEST funding.

A healthy learning environment for our kids is also an urgent need. We are in the business of education. Kids cannot learn and teachers cannot teach in an unhealthy environment. We need a nursing station. We need improvements in indoor air quality so allergies and illness do not make staff and students absent. We need adequate bathrooms. We need hand-washing stations. We need a kitchen so we can feed our kids. It's all urgent. We cannot make these health corrections without BEST funding.

If this project is not awarded, our vulnerability remains unacceptably high. We do not want to become another story that, in hindsight, could have been prevented.

Are the architectural, functional, technology, and construction standards that are to be applied to the capital construction project consistent with the Public School Facility Construction Guidelines established by the CCAB pursuant to section 22-43.7-107? [Please review the Public School Capital Construction Guidelines](#)

Yes  No

Provide an explanation for the use of any standard that is not consistent with the guidelines:

NA

Describe **IN DETAIL** the applicants plan for maintaining the capital construction project upon completion of the grant. This **should** include a capital renewal budget and maintenance plan demonstrating how the applicant will maximize the life of the project and how the applicant will budget the appropriate amount of funding to replace the project at the end of its useful life:

With the upgraded lighting, electric, and heating elements of the project we anticipate the added cost to our maintenance budget to be within our ability to cover the expenses. We have noticed by upgrading lighting in previous years that cost savings for the district have happened. With upgrades to the facility we are hoping to realize more savings to the district as a result. We have calculated a square footage cost for

each utility and the increase in square footage will be accounted for in our budgeting process using these calculations. We have a healthy beginning fund balance of \$735,057.00 with more than \$575,000 earmarked for this project and continued maintenance of the facility.

4)

Would the condition of adjacent structures or areas surrounding the new project have adverse impacts on the new construction?

Yes  No

(If yes, please give a detailed explanation, including a plan to eliminate the hazard.  
Example: An existing roof leak would cause damage to the new ceiling project.)

5)

All areas to be renovated or demolished must be investigated for asbestos containing material (ACM) prior to submitting a grant application. If ACM exists, the costs to address the ACM must be included in this grant application. Supplemental requests for abatement costs will not be considered. This investigation should include, but not be limited to, reviewing the district's AHERA plan, contacting the district's asbestos management consultant, and discussing this with the consultants / vendors assisting with the planning for this project. CDPHE may be contacted for additional assistance.

Has the current AHERA plan been reviewed for this facility?

Yes  No

Has additional investigation beyond the AHERA report been completed?

Yes  No

Note: If there is ACM, please include a breakdown of the current costs associated with the anticipated removal of the identified ACM based on the additional investigation beyond the AHERA report.

Application: #59

Date Printed: 2/22/2018 - 10:14:30 PM

**V. Detailed Project Costs**

**Construction Type:**  New Construction *-or-*  Renovation

A. CDE Listed Minimum Adjusted Match Percentage:	58%
B. Actual match on this request. (If line B is less than line A submit a Waiver Application.)	30%
C. Project Costs (must match total project costs from the applicants detailed project budget and all costs listed in section IV)	\$13,490,690.00
D. Applicant Grant Request	\$9,443,483.00
E. Applicant Match to this Project	\$4,047,207.00
F. Previous Grant Awards to this Project	\$0.00
G. Previous Matches to this Project	\$0.00
H. Future Grant Requests to this Project	\$0.00
I. Future Matches to this Project	\$0.00
J. Total All Phases	\$13,490,690.00

Please provide the following additional information from your detailed project budget

K. Where will the match come from?  
(i.e.: bond, general fund, capital reserve fund, utility cost savings contract, gifts, grants, donations, financing, or other)

If Bond, when will election be held?

L. If the applicant is using a form of financing or utility cost savings contract as a source of match, please describe the terms of the financing, the due diligence performed to arrive at the selected financing option and how the repayment terms fit into the applicant's overall budget.

M. Project Area (Affected Square Feet):	29992
N. Gross Square Feet:	29992
O. Number of pupils in affected school(s) (from your Oct. 1 Pupil Count, not FTE):	96
P. Cost Per Square Foot (Total Project Cost/Affected sq. ft.):	\$449.81
Q. Escalation % used in your budget:	3%
R. Construction Contingency % used in your budget:	8%
S. Owner Contingency % used in your budget:	6%
T. Anticipated Start Date:	May 2019
U. Anticipated Completion Date:	Aug 2020

V. How did you arrive at the estimate for this project, and who aided in the process?

W. Project Management: Who will be overseeing the project? What are their responsibilities / qualifications, and any other information pertinent to managing the project:

X. What options outside of the BEST grant has the applicant investigated to address the school's facility needs? Please include any options that resulted in funds to more effectively leverage the applicant's ability to contribute financial assistance to this project.

Y. Please describe how you budget annually to address the facility's capital outlay, including a dollar amount expressed in dollars per FTE for the prior fiscal year. (Capital outlay for this purpose could include any funds used to purchase a fixed building asset or extend its useful life, according to your organization's accounting practices.) Please specify whether this represents the specific affected facility, or is a districtwide figure.

consuming issue the district faces yearly. The cost to maintain the heating system and other building repairs not including staff time during the 2017 fiscal year was in excess of \$31,000 or \$286.35 per FTE. This is for the specific affected facility which also constitutes a district-wide figure as we have only the one school in our district.

- Z. If relevant to your project, what are your current annualized utility costs, including electricity, natural gas, propane, water, sewer, waste removal, telecommunications, internet, or other monthly billed utility services, and what amount of reduction in such costs do you expect to result from this project? (or type NA if not applicable)

We are attaching our spreadsheet to show a three year average of our current square footage costs. As mentioned previously, we are hoping the upgrade to electricity, lighting, heating, and efficiency will result in dramatic savings for the district. Lighting alone in the current facility has saved the district almost \$2000 in the year and a half since the upgrade. Continued work and upgrades to our heating system have resulted in savings to the district of \$3000.00 in the last year alone. We hope this trend will continue as new upgrades are completed and increased efficiencies are realized with the addition to the facility.

Application: #59

Date Printed: 2/22/2018 - 10:14:30 PM

## **VI. Sample Contract for Awarded Projects**

All awarded projects will be required to sign a contract similar to the one shown below:

- [Sample Contract for BEST Cash Grant Projects](#)
- [Sample Contract for BEST Lease-Purchase Projects](#)

By clicking "Agree and Continue" you are agreeing to the requirements listed in the contracts and understand they are a condition of your grant award.

**VII. Check-List for a Complete Grant Application**

The following must be included with the grant application or the application **may not be accepted**. Hard copies are required unless stated otherwise.

- CC-03 Grant Application with original signatures
- Detailed Project Budget
- Electronic Photos
- Waiver Application if not providing the minimum applicant match
- Submittal requirements based on project scope (electronic copies preferred)

**VIII. Applicant Approval**

- If applicant is a **school district**, signatures must include: The person who prepared the application; the school district superintendent; a school district board officer.
- If applicant is a **charter school**, signatures must include: The person who prepared the application; the charter school director; a charter school board officer; a representative of the authorizing school district.
- If applicant is an **institute charter school**, signatures must include: The person who prepared the application; the charter school director; a charter school board officer; a representative of the Charter School Institute.
- If the applicant is a **BOCES**, signatures must include: the person who prepared the application; the BOCES director; a BOCES board officer.
- If applicant is the **Colorado School for the Deaf and Blind**, signatures must include: the person who prepared the application; the CSDB director; a CSDB board officer.

By signing below the applicant declares that they have read and will comply with Section VI. Sample Contracts for Awarded Projects of this application. Additionally, as of the date of the signature below, the applicant will incorporate these Sample Contracts for Awarded Projects into this grant application and associated project if a grant is awarded for the project.

By signing below the applicant certifies the accuracy of information submitted in the grant application.

By signing below the applicant certifies that all items in Section VII. Check-List for a Complete Grant Application are complete and enclosed with the original grant application with the original signatures. The applicant acknowledges that they understand that incomplete applications and/or late submissions will not be considered for grant funding.

Applicant Name:	<u>HINSDALE COUNTY RE 1</u>
County:	<u>HINSDALE</u>
Project Name:	<u>Lake City PK-12 School Security Renovation</u>
Prepared By:	<u>Leslie Nichols</u>
Prepared By - Organization (if other than school district):	<u>NA</u>
Prepared By - Phone Number:	<u>970.944.2314</u>
Prepared By - E-mail Address:	<u>leslien@lakecityschool.org</u>

		Leslie Nichols
Date	Signature of Person Who Prepared the Application	Printed Name
Leslie Nichols, Superintendent		
Date	School District Superintendent, Charter School Director, BOCES Director, or Colorado School for the Deaf and Blind Director Signature	Printed Name
Phillip Virden, School Board President		
Date	School District Board, or Charter School Board, or BOCES Board or Colorado School for the Deaf and Blind Board, Board Officer Signature	Printed Name
NA		
Date	(Charter Schools Only) Authorizing School District or Charter School Institute representative Signature	Printed Name

**By signing this BEST grant application you certifying that you support the scope and proposed project and agree to the provisions set forth in the:**

- Submittal requirements based on project scope
- Project Expense Reimbursement Disclosure
- Lease/Purchase Project Notice
- Waiver application guidelines
- Competitive selection process for vendors
- The High Performance Certification Program
- Capital Renewal Requirement
- Required signatures
- Provisions for Charter Schools





Application: #59

Date Printed: 2/22/2018 - 10:14:30 PM