



## 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 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.

**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)

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## 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.

## 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.

## 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:

**For Consultant team members that the District has not yet gone through a competitive procurement process for procurement, the District intends to do so and for consultants that have already gone through a competitive procurement process, the District reserves the right to continue working with the consultant team already in place, or to go through another round of procurement. This is in alignment with our procurement policies and the final decision will be made once we know if the project is moving forward.**

## 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: SHERIDAN 2  
2) County: ARAPAHOE  
3) Project Title: New High School

## 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: Sheridan High School

2) Facility Address(es): 3201 W. Oxford Ave.  
Englewood, CO 80110

- 3) Facility Type:
- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Districtwide    | <input checked="" type="checkbox"/> Senior High School | <input type="checkbox"/> Pre-School         |
| <input type="checkbox"/> Administration  | <input type="checkbox"/> Junior High                   | <input type="checkbox"/> Middle School      |
| <input type="checkbox"/> Elementary      | <input type="checkbox"/> Vocational/Agricultural       | <input type="checkbox"/> Classroom          |
| <input type="checkbox"/> Library         | <input type="checkbox"/> Media Center                  | <input type="checkbox"/> Cafeteria          |
| <input type="checkbox"/> Kitchen         | <input type="checkbox"/> Auditorium                    | <input type="checkbox"/> Multi-purpose room |
| <input type="checkbox"/> Learning Center | <input type="checkbox"/> Kindergarten                  |   |
| <input type="checkbox"/> 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.

**Sheridan School District's BEST grant application is for the replacement of Sheridan High School. The High School is located on a 49 acre site that was originally purchased by Sheridan School District in 1958. At that time, Fort Logan Military base was in the process of shutting down. Many soldiers, veterans and employees of Martin Marietta were moving to the area with their families, and the School District was trying to keep up with the growth. The original Union High School was located on 4107 S. Federal Blvd which later became Sheridan Middle School. During the construction of the High School in 1972, students were attending school using a split shift with high school students coming in the morning from 6 a.m. to 11 a.m. and middle school students from noon to 5 p.m. Sheridan High School received building additions in 1988 and 2008. When Sheridan High School was built it resembled a concrete bunker and remained that way until 2008 when the last addition was built and the exterior of the school was then painted. There was no endearment to the building and was referred to as Sheridan High School Prison.**

**Other buildings located on this site are:**

- Ft. Logan Northgate 3-8 School (constructed 2014)
- Transportation/Maintenance Building: This 8,400 SF building was originally a military barracks from Fort Logan Military Base built sometime between 1895 and 1920. It was re-purposed for the School District to house buses and a mechanics garage/work space in the late 1950's. It is wood pole-barn construction that has no insulation in the exterior walls. Roof leaks and moisture intrusion, roof top equipment maintenance and phone connectivity issues are ongoing deficiencies that impact operations.
- Warehouse Building: The original function was the Chapel for Fort Logan Military Base between 1887 and 1950. The building was relocated and donated to Sheridan School District and is currently being used as a warehouse. It is not completely clear when the

school district took ownership but is estimated to be in the late 1950's. After surviving a fire in the 1980's, a new roof was installed in order to continue use of it. The wood frame building's roof joists show damage from the fire with alligatoring that is still present.

- Pool Building: Constructed in 1970, it is now defunct. Until the 2007/08 school year, Sheridan School District had an agreement with South Suburban Parks and Recreation District (SSPR) through which SSPR provided swimming lessons to Sheridan students and maintained the building in exchange for a fee and to operate community swim lessons. From 2008 to 2013/14, the District had an agreement with another school to use and maintain the building for their swim team, until the repairs became so cumbersome that the party renting it couldn't continue to maintain it.
- Sheridan Recreation Center: Built and operated since 1977 by SSPR. There is an intergovernmental agreement between Sheridan School District and SSPR to operate the Recreation Center, parking lot, playground and playfields on the Sheridan School District site. This agreement was signed in 1977 and expires in 2027.

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.

As early as 1988, the School District began modifying the 1972 building by finishing the basement and adding a choir room and band room, office space for the instructor, two small restrooms and a storage room on the west side of the existing auditorium. Students would exit the main building on the west side and re-enter on the north side of the new choir room until they began opening the auditorium stage door and allowing students to wander across the stage and back stage to get to their choir or music class. 2008 brought classroom additions along the south side of the auditorium running west; sound proofing was not considered or added to the south side of the band room addition which sits directly across the new classrooms that had been added. In 2015, water utility lines were replaced to meet the requirement of Denver Water and Denver Fire Department, with partial funding from a 2014 BEST grant. The proposed new HS building would utilize these water lines and minimize modifications to them.

In the spring of 2015, the High School was vandalized in three locations: main floor, basement and gymnasium. Due to the damage incurred, 1,200 SF of carpet in the east wing was removed and replaced, and the gymnasium floor had to be completely replaced. The District did take advantage of the down time in the gym and installed new acoustical panels, make repairs to all basketball goals, repair lighting, paint all walls and ceiling and replaced the original sets of telescoping bleachers on the west and east side of the gym.

Fiscal Year: 2014-2015

SHS Roof Repair \$1,282.50  
SHS-South Parking Lot Site Lighting Repairs \$400.00  
SHS-South Parking Lot Site Lighting Repairs \$1,200.00  
SHS Asphalt Patching At Entry \$9,540.00  
Stadium Clean Up And Bleacher Painting \$5,000.00  
Stadium Well And Pump Repair \$4,344.72  
Stadium Well And Pump Repair \$313.71  
Screen & Recoat Of Gym Floor \$3,931.00  
SHS Waterline Replacement Project \$77,619.47  
Denver Water Easements (2 Add'l) \$1,600.00  
SHS Monument Sign Project \$1,200.00  
SHS Monument Sign Project \$3,190.00  
SHS Monument Sign Project \$303.00  
SHS Monument Sign Project \$5,382.00  
SHS Monument Sign Project \$3,937.00  
SHS Monument Sign Project \$4,248.08  
SHS Monument Sign Project Electrical Serv \$5,382.00  
SHS Waterline Replacement Project \$570.00  
TOTAL SHS CAPITAL PROJECTS \$129,443.48

Fiscal Year: 2015-2016

SHS Flooring Repair/Replacement - Vandalism \$12,778.64  
SHS Storage Unit For Gym \$1,118.42  
SHS Gym Acoustical Panels \$50,887.00  
SHS Gym Wall Pads Under B-Ball Goals \$3,675.00  
SHS Gym Painting \$38,780.53  
SHS Gym Bleachers \$105,841.00  
SHS Waterline Replacement Project \$646,338.78  
Insurance Pmt Rec'd-Vandalism -\$136,331.98  
TOTAL SHS CAPITAL PROJECTS \$723,087.39

FISCAL YEAR 2016-2017

SHS Audio Integration And Camera Repair \$4,931.50  
SHS Screen & Recoat Gym Floor \$4,272.00  
TOTAL SHS CAPITAL PROJECTS \$9,203.50

- 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.

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**IV. Integrated Program Plan Data**

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

Sheridan School District is 4 square miles in size, immediately south of Denver and home of the Ft Logan National Cemetery and historic military post, industrial/commercial zones along S Santa Fe Drive between Hampden Ave and Oxford Ave, and residential neighborhoods comprised of small, postwar-era housing. The population is 6,041 and the District serves 1,409 PK-12 students; 1,252 are FTE. There are 5 school programs located in 4 buildings: Sheridan Early Childhood Center/SOAR Academy-Alternative High School, Alice Terry K-2 Elementary, Ft. Logan Northgate 3-8 and Sheridan High School. The School District offers and supports full day kindergarten.

Average enrollment over the past ten years has been around 1,400 students. Sheridan is geographically landlocked, with minimal potential for redevelopment that would increase housing options or student enrollment.

Economic growth and investment has bypassed Sheridan. Compared to neighboring communities, the area is lower income and has higher rates of unemployment and minority residents. As a result, we have a very high-need student population. 1 out of 4 students in Sheridan is considered homeless- there are 71 homeless students at the High School this year and 93% of our high school students qualify for free/reduced lunch. District-wide, 88.1% of Sheridan's students identify as minorities.

Sheridan Denver Colorado  
 Med. family income 47,045 71,913 77,130  
 Families below fed pov Line 23.9% 12.2% 8.1%  
 Unemployment rate 10% 5.4% 6%  
 Med. home value 151,500 292,700 264,600  
 Med. rent 1,076 1,035 1,057  
 Hispanic/Latino 41.2% 30.8% 21.1%  
 (2016 US Census, 2012-2016 American Community Survey 5-Year Est.)

In terms of academic growth and performance, Sheridan has improved two categories since 2009 on State accountability and is currently accredited at the "improvement" level. There's a great sense of pride and family in Sheridan, due to it's being a small community where many children have attended all of the schools. Dedicated staff provide a broad net of social support to students and families, further strengthening the sense of community.

Funding is the greatest of our challenges. It's well-known that there's a funding crisis in public schools today, but the challenges here are compounded by the needs of the student population. One example of this is Special Education services. Sheridan's percentage of Social Emotional SpEd students is high, at 13.66% (students w/IEP). These numbers are SpEd with IEP only and does not include all of the social, emotional, threat assessments and other services District staff provides. We struggle every year to make choices between programs, personnel and operational support, to provide the best we can for our kids.

Since 2010 we've used a facility master plan to prioritize facility planning decisions, increase efficiency of operations and improve the environment for students. This has resulted in more safe and efficient facilities:  
 -Safety/security improvement at Alice Terry K-2 ES and Sheridan HS  
 -Removal of 9 modular buildings and 2 aging school buildings (79,535 SF)  
 -Construction of a 3-8 school to consolidate two schools, moving middle school students to a safer location and reducing operational costs  
 -Renovation of one facility to house the ECC and SOAR Alternative High School

The Master Plan was updated during 2017 to understand the condition and adequacy needs of all buildings. Through a series of meetings with community and School Board to share findings and hear concerns, it became clear that the High School's safety and condition issues must be addressed.

With our limited financial capacity, we cannot address even the minimum safety, condition and adequacy issues that exist at our High School. The decision was made to ask Sheridan voters for a bond and mill levy, and apply for a BEST grant to support building a new High School.

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.

Throughout its history, Sheridan High School has been called a "bunker" and a "prison" by students, because of how it looks outside and how it feels inside. The 1972 building was designed with a solid exterior, with raw unpainted concrete walls and dark tinted windows. Built during the energy crisis of the 1970's, it was intended to be energy efficient, but the brutalist exterior style, interior cinder block walls, open classroom floor plan and low ceilings, though economical to build, have been a great source of frustration and oppression over the years.

The District has tried to improve the feel and function of the building, keeping it clean and maintained, adding classrooms, using all available space to support programming and improving security. However, we haven't been able to address the "bones" of poor layout. The classroom learning areas are at opposite ends of the facility, and an entire level of the building is inaccessible by wheelchair. Sightlines are poor: there is a maze of corridors, blind corners and stairs that go to "nowhere", creating huge ongoing challenges with supervision. Small, dark, interior

classrooms without windows add to the sense of oppression within the "bunker". The concrete structure makes it very costly to try to adapt the building to meet current needs.

The building layout is a serious concern that poses real threats to the safety of students and staff. It has been the unfortunate cause of many safety and security incidents. Due to hiding spaces in the current layout of the building, and the significant supervision challenges it presents for staff throughout the day, a situation related to safety and security led to a Title IX investigation by our insurance company's attorney. The District is hypersensitive to the situation in this building, and constantly reminds staff to be diligent in the supervision of our students. During the day and afterhours when we have students and guests in the building we are constantly monitoring all open spaces, blind corners, under stairs, restrooms that don't lock and basement hallways, through a heavy reliance on cameras and the physical presence of adult staff. We have 63 cameras in the building, but the number of small hiding places means that we can only record things to find out who did them. Despite our efforts we know that cameras can't prevent terrible things from happening.

In addition to the building, the site poses grave concerns to the district, for the safety of our students. We are in constant fear that a student will be struck by a vehicle, due to the lack of pedestrian/vehicle separation and the unsafe and confusing circulation of all vehicles on site.

The HS site is a central connection point for the community. It's shared with the district Bus Facility, Warehouse and the Recreation Center, as well as their playground and fields. Pedestrians (students, staff and community) walk across the site to access these buildings as well as the Sheridan branch public library, City Hall/Police and the business district, which are all within a couple blocks.

Yet with all of this activity, there is only one driveway for all vehicles - for parking, deliveries, maintenance, emergency- and only one point of entrance and exit from the site. Pick-up and drop-off times are a nightmare. Everyone who uses any of the facilities on site has to walk across this single drive, which is often the site of frustrated drivers who want to get past the school to go to other buildings. The district has tried to improve safety through signage, cones and staff presence, but the reality is that we are a stroke of luck away from a catastrophe.

Sheridan High School experiences lockout and lockdown situations on a fairly regular basis, most of them lasting from thirty minutes to a couple of hours based on the intensity of the situation. In November of 2015, Sheridan High School's site was a crime scene, and our problematic site layout directly impacted the ability of law enforcement to respond. Bank robbers drove across the north part of our property, slamming into a large tree as they were trying to escape law enforcement. They then attempted to steal a car, shot the owner of the vehicle and began to escape on foot. They were searching for hiding locations as they snuck along the High School building and one of the robbers approached the bus garage trying to abduct one of our bus drivers and accosted her. The High School was in lockdown for 9 hours while ten different law enforcement agencies were on site and in pursuit. The school was finally evacuated once the site was deemed safe enough to move students from a crime scene. The confined layout of the site exacerbated the situation affecting all parties supporting the evacuation of our students and staff.

In addition to all of the safety and adequacy issues, most of the site and building infrastructure is almost 50 years in age. The FCI of 0.48 illustrates the need of the existing systems. Each year, we prioritize the projects based on health and safety needs, but we can only address a fraction of the issues.

Most of our students face significant disadvantages in life- they deal every day with economic, social and emotional crises outside of school. Many juggle part or full-time jobs to support their families. Hunger, neglect and even violence at home are not unusual. Our mission is to provide a safe learning environment and prepare students for the world beyond, but that is not possible with our current facility. Through all of our efforts to keep it safe, we send this message to our students: "You may not be safe here, and we're always watching because we don't trust you", instead of "we value you and are here to support your growth & learning".

#### Detailed Deficiencies:

##### Site Drainage

- Storm water system drainage consists of canalized flows into curbs, inlets, swales and sidewalk chases. Due to higher grades along West Oxford Avenue, water from offsite sheet flows into the south parking lot to one small inlet that discharges into the large swale to the east of the building but cannot accommodate flows from offsite, which causes ponding through the drop off lane.
- Ponding is occurring along the north service drive up against the building from improper grades which is not directing water away from the building but instead slopes towards the foundation.
- Concrete and asphalt cracking is prevalent throughout the site. Parking lots around the building are showing signs of wear from ponding, cracking and subsurface movement.

##### Site Safety and Access

- There is one 25 foot wide drive for vehicle access to the entire site with one entry point and one exit point, serving the High School, public recreation center, bus facility and warehouse. This single drive is used for (1) bus loading/drop-off, (2) parent loading/drop off, (3) fire vehicle access, (4) service/delivery access, (5) public access to the recreation center, (6) bus and truck access to the transportation building and warehouse.
- Pedestrians cross the main driveway to access the building from the main student/staff/visitor parking lot south of the building. A stop sign, cones and staff try to slow traffic for pedestrians, but this is a continual safety concern. Students, staff and school visitors who are simply trying to reach the building must cross the path of vehicles that are trying to access other facilities on site. Right before and right after school, when the greatest number of pedestrians and vehicles are moving through the site, congestion builds to a point that frustrates impatient drivers, whose road rage poses an even greater threat to pedestrians. It is a high anxiety place every day.
- Vehicle traffic paths on the site are not adequately controlled, causing confusion and risk of vehicle congestion or crash. The main drive is one-way and intersects, without any signage or control, two (2) separate two-way drives to the recreation center, transportation building, warehouse building and loading areas on the west and north sides of the High School.
- Bus, service and delivery areas for various buildings are not separated from student pedestrian traffic or access to fields. The sidewalk running north from Oxford and west along the exit of the school property ends abruptly leaving pedestrians in the middle of a busy drive.
- Lighting coverage in parking areas is inadequate leaving students in dark areas as they navigate across the pathway of traffic.
- Accessibility and ADA access throughout the site is very steep making it extremely challenging for anyone with physical disabilities. The sidewalk off West Oxford Avenue is very steep, not allowing proper access onto the site.
- The parking lot to the west of the building is also very steep, with sloped parking stalls and no flat pedestrian access to the building.

##### Building Structure

The 1972 building has cracks in several of the concrete structural columns; it is not known how long they have been there, but they were identified in the 2017 assessment and they are being monitored for changes. There are also several locations of floor slab cracking in both the original and newer portions of the building that appear to be caused by soil movement.

During the winter break of 2017-18, a long crack in the cafeteria floor appeared. Along it, there is a vertical differential of over 1 inch, creating a trip hazard. An insurance forensic structural study determined that the cause is soil settlement, though there is no explanation of why it is occurring almost 50 years after construction. Staff is monitoring for changes and the area is currently blocked off from use to prevent injury, using cones and furniture. This does create a circulation bottleneck and a slowdown in lunch serving time.

#### Roofs

Multiple roof leaks have occurred in the 1995 roof, which covers most of the building. Re-occurring gym roof drain issues have caused water intrusion in the gym and basement level woodshop. The District has been diligent with checking the roof and addressing leaks annually, but it remains a continual maintenance concern.

#### Electrical

The electrical system is from original build, except some panels that were added during building additions. Over the years, this has meant limitations in devices that can be used in the school, but the more recent and troubling concern is with the frequent power outages that have been experienced over the last year. Over the last 4 months there have been 1-2 power outage each month. Equipment has been totally damaged from the outages and on one occasion school had to be closed.

The quantity of receptacles distributed through the 1972 building is not adequate for functionality of a 21st century school. Light fixtures in many of the classrooms just don't provide adequate light levels, especially rooms without exterior windows. Exterior metal halide lighting is from original construction with the exception of the one freestanding light pole in the parking lot. Site lighting is a huge safety concern.

#### Mechanical/HVAC

AHUs serving the east 2-story side of the building were installed in 1972 and are now 16 years past their expected service life. The gymnasium is served by an air handler that does not have VAV control, and air pressure often causes doors to blow open. The gym also does not have cooling or windows, and it is often intolerable due to hot temperatures. School maintenance personnel do what they can to keep the building controlled and operating for occupants.

The kitchen does not have a makeup air system, lacks adequate control and therefore runs continuously. Because there is also no fire suppression system in the kitchen, we are cited each year by Denver Fire. This is a huge safety concern for us that we would like to address, but the cost to address this snowballs beyond our capacity.

The wood shop also lacks proper ventilation and exhaust, and does not have a ducted dust collection system.

#### Plumbing

Many plumbing fixtures are original and/or broken. The school has waterless urinals in some locations that have continual maintenance and odor issues. Students comment that the toilet rooms smell bad and they don't want to use them.

There is a grease trap for the kitchen located in the wood shop in the basement that cannot be accessed by any type of vacuum pumping system and therefore the system needs to be cleaned manually. The grease trap is original to the building and is past its expected service life. There have been multiple sanitary piping leaks over the years above classroom ceilings in the basement, forcing us to evacuate the space while it is cleaned and repaired constantly disrupting the educational process in the affected areas. The ceiling in the locker rooms has been leaking for an extensive amount of time and receives attention every year.

Other components such as domestic hot water heaters require continual attention in an effort to prolong their service life.

#### Fire Protection

The building has a stand-alone fire alarm system and is inspected annually. Each and every year we replace multiple components of the system to keep it functioning. On multiple occasions the system goes into trouble requiring extensive work be done to locate the issue. The wiring is very fragile and the distribution panel cannot be repaired, but only replaced, and a major upgrade will be required.

#### Means of Egress

Egress paths on the north side of the building are a safety concern because of poor grading and drainage from roof drains. Ice buildup at sidewalks from roof drain outlets occurs and is an ongoing maintenance issue.

Students and staff exiting the north side of the building are well aware of the dangerous slope they must navigate to get out of the building. This area is not in any way, shape or form the ideal location to exit or enter the building. The Fire Department has refrained from utilizing the north side of the building that was originally dedicated to fire access because of the grade challenges causing concern for life safety.

#### Security and Public Address

The school does not have an intrusion detection or alarm system. No system to automatically lock down building wings. The building has many small alcoves and blind corners that lack line of sight and are difficult to monitor by staff; security cameras do not cover all of these areas.

Interior classroom door hardware in the 1972 building does not allow for manual locking from inside the classroom.

There is no PA coverage to some portions of the building and outside of the building, making it nearly impossible to get the attention of students and staff during the time they are outside of the building for class or lunch, notifying them of possible threats and providing instruction of what they need to do.

#### Food Service

The High School kitchen does the cooking for our Alternative High School and the Early Childhood Center. We have multiple work orders on any given day for repair of equipment in the kitchen. Most of the equipment is very old and we are maintaining it to prolong its life because we cannot afford to address all of the needs.

The kitchen does not have a code compliant vent hood with the appropriate Ansel fire suppression system. Currently the stove in the kitchen requires that we continually operate an exhaust fan to pull natural gas from that space even though the pilot lights are constantly lit.

#### Technology

- The layout of the building and the vast amount of concrete impede technological advancement. We have numerous dead zones that are unable to support wireless and/or running of new cabling, and the wireless that we do have is extremely challenging to configure due to the structure of the building.

- The IDF's (intermediate distribution frame) are in the hallways in glass cabinets which is not a safe location and the MDF (main distribution frame) is in a makeshift room that does not have any type of fire suppressant system, nor are we able to keep the room temperature controlled properly to consistently prevent system shut down at random.

- The building houses switches in the ceiling, and current cabling is a colorful tangle in the drop ceiling; in most areas it rests on the ceiling tiles and grid.

- The auditorium technology equipment is old and outdated.
- Classrooms do not have adequate electrical outlet sources for educational technology, and projectors are out of date.
- We offer a robotics class at Fort Logan Northgate but unfortunately we do not have the space or the infrastructure to support the next step of advanced learning to implement the program at the High School leaving our students with no option to further their educational enhancement in this field.

#### ADA Accessibility

The building was originally built before ADA, so there are many elements such as stair railings, door hardware and toilet rooms that are non-compliant.

The building's single elevator provides access between the main and second floor only, there is no access to the basement level at all. The elevator is original to 1972, and it is a very concerning maintenance liability because parts are no longer available, and yet it must be kept in operation. Failure of the elevator is a grave concern for the school.

We have a number of current students in elementary and middle school who will be attending the High School beginning next year and for several years to come. The District is struggling to develop a plan for how to give these students access to educational services.

#### 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.

#### Process to arrive at the proposed solution:

In early 2017, the District began to work on updating its facility master plan. Through this process, engineers and architects walked the buildings, observed and reported on existing conditions, and reviewed their assessment with Capital Construction staff members to update the CDE assessment.

In addition to the safety/security and condition deficiencies and their impact on students described above, educational adequacy of the building was also reviewed with school administrators, students and community members:

#### Athletics:

One gym station does not provide enough space for the number of PE classes and athletics. There is no multi-purpose space for dance or cheerleading. Cheerleading and dance are preferred sports and are well attended after school and throughout the year. They are highly competitive with the schools in the metro area. The school uses the cafeteria and Ft. Logan Northgate for practice space before and after school. The wrestling room is very small and inadequate for the program. The weight and wrestling rooms are in the basement, and they don't have proper ventilation for the activities.

Sheridan has access to practice and game baseball and soccer fields on the HS site, however they are operated and managed by South Suburban Parks and Recreation, and therefore must be scheduled and rented (through a 50-year joint use agreement signed in the 1970's). Sheridan's football field is located at the ECC/SOAR facility two blocks away. There is a second baseball/softball field at this location which is also operated by SSPR. The school would ideally like to have access to PE and athletic practice fields that are closer to the building for student safety and time. Constant supervision is needed, as students move across high traffic areas, and precious time is lost traveling back and forth from each location, that impacts learning time. For example, in a fifty minutes class they may only receive thirty minutes of instruction because of the significant time it takes getting from one to the other.

#### Daylight and views:

Access to natural light and views is not attainable to Sheridan High School students for most of the day. The majority of learning spaces in this building have no exterior windows, adding to the bunker-like feel and depleting natural curiosity and imagination.

#### Classroom access, layout, size and acoustics:

- The layout of the building, resulting from organic changes over the years, has caused academic areas to be located at opposite ends of the building, connected by interior hallways and stairs which have limited visibility and many blind corners. The second floor circulation layout is particularly disorienting.
- We are constantly moving students to different locations of the building due to the classroom size deficiencies and trying to meet the needs of all the required classes. The health room has been moved to two different locations this year, upstairs and in the basement, to accommodate the number of students that are needing this class; and during the move students lose valuable instruction time.
- We share resources throughout the day, trying to meet the needs of the students and offer as many classes as possible. This is difficult with limited technology space and no media/resource area. The business classroom and equipment is shared with other classes that are using it to meet the needs of required curriculum. As a result, the school is not able to provide a high quality Business program. The technology labs are spread across the building in locations based on available infrastructure and electrical capacity, which negatively impacts scheduling and limits access.
- Classrooms in the 1972 building are 650-700 SF on average. Classrooms added later are 820 SF average.
- There is poor acoustic separation between classrooms on the second floor of the 1972 building, originally constructed as open floor plan with walls later constructed to enclose rooms. Walls do not go to deck and don't appear to have insulation.
- Music classrooms are located in the same area as core classrooms with no acoustic separation making it challenging for the core classes to teach and the students to hear and learn. It is a major disruption.
- The Choir classroom can only be accessed by going through the Band classroom, causing disruption, or through the auditorium and stage, which is a supervision/safety concern.
- Science lab classrooms are all different sizes, at 760 SF, 1,040 SF and 1,130 SF, creating challenges for program schedule and equity.
- Art is 1,300 SF but the layout does not allow for both 2D and 3D art instruction limiting the instructional opportunities we can offer to our students.

#### Library/Media Center-

Sheridan High School has never had a Library/Media Center. Until 2011, the public library (operated by Arapahoe Public Library) was located inside the high school building. It was open to the public, and not used by students during the school day. In 2012, the public library moved, and space for Library/Media was created for SHS, however, there has not been funding to purchase materials for the library. The space is currently used for study hall and a computer lab. The school and community ask, how can we prepare our students, so many of whom are disadvantaged to begin with, when there are no books, technology and media resources here in the building?

#### Auditorium-



There has been little work done in the auditorium since 1972 construction. Lighting and controls are original. Seating is original; some has been removed due to safety issues from being broken. Stage curtains and lighting are original and pose a potential fire hazard threat to our young thespians. There is not enough seating capacity for all-school events. The space is very dark with multiple trip hazards. We are required to control this space as tightly as possible.

In addition to these topics, safety and security of the facilities are most frequently the focus of community conversations. School staff struggle to maintain an environment that is safe for learning. Parents want their children to feel safe, valued and receive the same quality of education as from other schools. With the current condition and layout of the building and site, these are all in question.

Through a series of meetings with community members, staff and School Board, facility planning criteria were developed to inform priorities and recommendations:

- Our facilities should be safe, welcoming and inspiring
- Facilities support our mission
- We have academic stability, the future is excellence
- Highlight what is unique about Sheridan
- Embrace the future - prepare for it
- Meet the needs of our families and students
- Partner with and listen to the community
- Be fiscally responsible
- Quality facilities show our students they are valued
- Prioritize solutions that will have the most impact

The assessments and subsequent community meetings brought the district to the conclusion that the High School's issues are critical and must be addressed.

**Solutions Considered:**

Several solutions were considered to address the safety and adequacy problems of the facility. The district considered whether the building and site could be partially modified to address the problems effectively, as an alternative to replacement of the building and complete re-configuration of the site. Several ideas were explored:

1. Maintain portion(s) of the building in better condition and tear down/replace others. The gym box was discussed as a possible portion to remain, but with its issues related to size, age and condition, the group concluded this would not be cost effective. The area in the best condition is the 12,000 SF 2008 classroom wing. It is possible to build around this portion of the building, but it's likely to cause many limiting constraints to the site and building layout.
2. Interior remodel to address classroom layout concerns. It is feasible to remodel the second floor 1972 classroom area, to improve circulation and classroom function. The remainder of the building however, with its cast concrete and masonry structure would be cost prohibitive to change for the sake of layout improvements.
3. Build an addition to the main level to replace non-accessible basement level spaces, or replace the elevator and/or add a second elevator and remodel to provide access to the basement level. These proposals could address a portion of the building's accessibility and layout problems.
4. Reconfigure the site to address traffic and pedestrian safety issues (with existing building remodel/addition). Site circulation could be improved for better separation of vehicles and pedestrians, however there is limited space for reconfiguration. It's not possible to build a safe site with full separation of service, parent and public traffic with available space.

After considering the feasibility of different options, the conclusion was that the safety and adequacy issues with the building and the site cannot be addressed in a piecemeal manner, and it would be a poor use of funds to invest significantly into repairing deficiencies in this way, without addressing the entire facility.

Replacement of the existing building was discussed with community members during the master planning process. People in this small community are supportive, recognizing how problematic the current building and site has always been, and the long history of trying to deal with its challenges in small increments.

The proposed plan would construct a new High School building on the existing site with reconfigured vehicle and pedestrian access to maximize site safety. The proposed project scope includes:

- New High School facility approximately 122,000 SF. Budget to assume a brick and block building with low slope roof that has a two-story classroom mass and one-story gym/cafeteria component. It is assumed the building would step down to accommodate the sloping site.
- High performance building systems in accordance with the CCA Public School Facility Construction Guidelines are assumed. A ground source heat pump mechanical system that is compatible with other district facilities is planned. Up-to-date educational technology that prepares our students for college, career and vocation is also included in the plan.
- Student pick-up/drop off drive separate from bus drive
- New student/staff/visitor parking
- Demolish the pool building and replace the existing bus/maintenance and warehouse building on site. Alternatives to this were studied extensively. Where these aging buildings stand now, they impede reconfiguration of the site. By moving them, the site can be configured to put the safety of students first.
- Maintain existing SSPR baseball field; create new practice field
- Vehicle and pedestrian access to the recreation center for community use will be maintained
- Maintain and connect to the Denver water service line installed in 2015

The District, our Staff, our Board and our community are committed to this plan and ready to move forward.

**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.

The existing High School building and site poses a safety and security risk to students and staff, so this is of high urgency to Sheridan School District. In light of recent events, and to insure that the School District is pro-actively taking all necessary steps possible to improve the safety and security of our students and staff it is vital that we address the building and site concerns immediately.

The deficiencies in the building and site affect all of our students, staff and larger community. Beyond being a depressing and oppressive environment for students to spend their days in and beyond the risks from supervision challenges, our building users with physical disabilities

experience the most immediate daily challenges navigating the building. To access the basement level, students must be transported around the outside of the facility or carried down stairs. The building's core classrooms are located at opposite ends of the building and the elevator is not centrally located, which impacts the effectiveness of precious learning time. We cannot address these immediate needs through operational changes or with the District's limited capital budget.

On site, there have been so many "near-misses" due to the traffic/pedestrian layout. We hate to prepare worst-case scenarios, but we know our current facility and site fall short of providing adequate levels of safety measures to prevent something terrible, or stop it in action.

We constantly "make do", but we cannot continue in this mode. We heard this very clearly through our community process. We cannot overcome the foundational problems of our facilities's layout and deficiencies with diligent staff, or by adding more and more security cameras and signage. A piecemeal plan won't solve all of the problems. We cannot afford to address the magnitude of issues on our own. Sheridan cannot afford to take a chance to have another "near-miss" turn into a real catastrophe endangering the life of anyone in our facility.

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:

The School District will continue to be a good steward of funding received. We currently allocate \$400,000.00 annually to capital projects with \$53,500 or \$100 per FTE going directly to the capital renewal reserve for Fort Logan Northgate. The remaining \$346,500.00 is used District wide.

The District has an active preventative maintenance schedule for all mechanical equipment. We utilize an effective work order system which allows us to track items of repair and/or replacement including time and material cost for each work order. Through the work order system we have been able to pin point potential problems and take care of them before they become bigger issues that we may not be able to resolve in house with District maintenance staff.

Because of this proactive approach we have been able to preserve mechanical and building components thus extending their life. We have original equipment in many of the buildings that is still in use and relied upon daily to provide heat, cooling and air exchange. The District will continue to budget for maintenance and repair through the District wide facilities budget in addition to the capital projects transfer annually.

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.)

NA

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.

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**V. Detailed Project Costs**

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

A. CDE Listed Minimum Adjusted Match Percentage:	36%
B. Actual match on this request. (If line B is less than line A submit a Waiver Application.)	36%
C. Project Costs (must match total project costs from the applicants detailed project budget and all costs listed in section IV)	\$59,100,808.00
D. Applicant Grant Request	\$37,824,517.12
E. Applicant Match to this Project	\$21,276,290.88
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	\$59,100,808.00

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)

The School District will be pursuing a Bond initiative.  
If Bond, when will election be held?  
November 2018

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.

NA

M. Project Area (Affected Square Feet):	122000
N. Gross Square Feet:	122000
O. Number of pupils in affected school(s) (from your Oct. 1 Pupil Count, not FTE):	345
P. Cost Per Square Foot (Total Project Cost/Affected sq. ft.):	\$484.43
Q. Escalation % used in your budget:	5.5%
R. Construction Contingency % used in your budget:	5%
S. Owner Contingency % used in your budget:	5%
T. Anticipated Start Date:	12/2018
U. Anticipated Completion Date:	10/2021

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

Saunders Construction provided a detailed cost estimate after thoroughly reviewing the existing site and building conditions, the proposed program, building and site layout, capital construction Facility Construction Guidelines and discussion with Sheridan School District. The planning and assessment team of architects and engineers provided review of the cost estimate.

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

The School District intends to select an Owners Representative company for oversight and tracking of budget. The School District Facilities Director will also oversee to insure that all areas of project management are addressed with sustainable results.

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.

Sheridan School District is continually searching for opportunities to leverage funds so that more can be spent in the classrooms to enhance learning opportunities. The following are some ways we have been able to support our schools outside of the traditional funding stream: Art and Poetry Grant awarded 17/18 school year \$2,000– Supports work the Fort Logan Northgate is doing in empowering our student's voice through a variety of artistic mediums. The grant also supports the opportunity to work with a well-known local artist on a mural that will reflect

the message in their spoken word poems. GOCO Grant awarded December 2017, \$93,881– Alice Terry Elementary – Nature Play Experience GOCO Grant awarded December 2017, \$153,477– Fort Logan Northgate – Nature Play and Outdoor learning. GOCO Grant awarded December 2017, \$12,630 – Programming and Equipment – Venture Club encourages and inspires students 7th-12th grade to venture into the outdoors. This grant provides funding for outdoor equipment to support the students and will also provide funding for a student assistant to help the teacher-leader with the increased number of participants and activities the club member participate in each year. Bullying Prevention and Education Grant 17/18 school year, \$40,570 – Provides funding to reduce the frequency of bullying incidents, by implementing prevention practices, involving families and community and adopting specific prevention strategies. Gifted & Talented Universal Screening Grant 17/18 school year, \$20,554 – Provides Gifted & Talented instruction and supplies. Head Start Grant/Funding 17/18 school year, \$2,345,289 – Provides funding to promote school readiness of low-income children by enhancing their cognitive, social and emotional development. Sheridan School District 2 is the delegate for the grant funds that support Sheridan School District 2, Littleton, Englewood and Cherry Creek School District head start programs. Library Grant 17/18 school year, \$4000 – Provides funding for educational resources to school libraries, that otherwise are unaffordable. School Counselor Grant 17/18 school year \$42,800 – Provides funds to increase the level of school counseling services to improve the graduation rate and preparedness into postsecondary education. Tobacco Policy Grant 17/18 school year \$30,000 – Provides assistance to high risk students who wish to quit smoking and using other tobacco products. ESSA School Improvement Grant January 2018 recipient of \$470,000 over a three year period – Provides funding to support the alternative pathways model. Project Recycle 17/18 school year – GOCO funded grant that supports bicycle give a way for third graders and we are currently in the second year of this project. Colorado Trust 17/18 school year, \$5000 – funding for a school garden and continued support as improvements are made. Sheridan Rising Together for Equity – Community group consisting of students, community member and school staff working together to support education, housing, activities and programs in Sheridan.

- 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.

Capital outlay is prioritized with health and life safety being the number one criteria for consideration when we address the need in the District. We are committed to maintaining a capital renewal budget and currently transfer annually to our Capital Project account. Through our Facility Master Plan, needs assessment, site walks and working with building principals we update capital needs each year. The most crucial needs are addressed first and continue to move through the list. We have several items that we have not been able to address as our needs outweigh our funding. Current annual commitment is \$400,000 with \$53,500.00, \$100 per FTE of the total being committed to the capital renewal reserve for Fort Logan Northgate, leaving \$346,500 to support the remainder of the Districts capital needs or \$480.58 per FTE based on the October 1 count, less the population at Fort Logan Northgate. In the fiscal year of 2014/2015, funding directly affecting Sheridan High School was \$129,443.48 and District-wide \$881,279.58. These projects included items such as completion of a turf field at Fort Logan Northgate, asphalt patching at Alice Terry Elementary, roof repairs, LED monument signs at all school sites. In 2015/2016, funding directly affecting Sheridan High School was \$723,087.39 and District-wide \$591,788.78. Projects in this funding cycle included bleacher replacement of original bleachers in the HS gymnasium, painting ceiling and walls in the HS gymnasium, acoustical panel replacement in the HS, gymnasium and apron replacement at Alice Terry elementary parent drop off/pick up lane, main water supply line replacement at the HS school property serving five buildings and meeting the requirements set by Denver Water and Denver Fire. In 2016/2017, funding directly affecting Sheridan High School was \$9,203.50 and \$219,200.65 District wide. Projects included in this funding were 121 additional cameras installed District wide, booster pump, inspection and repair of weight equipment in the High School, sidewalk, ramp and railing replacement at the administration building, replacement of the fire system control panel at Alice Terry Elementary and lockdown kits for all buildings.

- 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)

During the 2016-2017 fiscal year, the utility costs (gas, electric, solar, water and sewer) for Sheridan High School were \$94,815.88, trash service was \$9,595.08 and the telephone and internet are a District wide shared cost that we were not able to break down per building. When the School District received the gift of a BEST Grant and Bond initiative in 2011-12, it wasn't clear what potential savings the District would or could realize with a new building, Fort Logan Northgate and the demolition of two other district buildings. We were diligent in our efforts to build a sustainable, energy efficient school, and through those efforts we realized an 11% savings in utility costs in the first year that the new building was open. This was a pleasant surprise, as the savings exceeded our expectations. It is difficult to predict utility cost reductions we may see on this project, but we do intend to bring the same focused attention to long-term sustainability and efficiency.

## **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: SHERIDAN 2  
 County: ARAPAHOE  
 Project Name: New High School  
 Prepared By: Aimee LaLone  
 Prepared By - Organization (if other than school district): Wold Architects and Engineers  
 Prepared By - Phone Number: 303-928-8800  
 Prepared By - E-mail Address: alalone@woldae.com

Date \_\_\_\_\_ Signature of Person Who Prepared the Application \_\_\_\_\_ Aimee LaLone  
 Printed Name

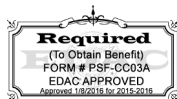
Date \_\_\_\_\_ School District Superintendent, Charter School Director, BOCES Director, or Colorado School for the Deaf and Blind Director Signature \_\_\_\_\_ Michael Clough, Superintendent  
 Printed Name

Date \_\_\_\_\_ School District Board, or Charter School Board, or BOCES Board or Colorado School for the Deaf and Blind Board, Board Officer Signature \_\_\_\_\_ Bernadette Saleh, Board President  
 Printed Name

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: #21

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