2016 Bond & Mill Levy Planning

Capacity & QLE Sub-Committee Meeting #3

Denver Public Schools
April 4, 2016
Where are we in the process?

<table>
<thead>
<tr>
<th>Overview</th>
<th>2020 Capacity Plan and Investment Priorities</th>
<th>Quality Learning Environments Overview</th>
<th>Cost Estimations for Project Solutions</th>
<th>CPAC Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>March 7</td>
<td>March 21</td>
<td>April 4</td>
<td>TBD</td>
</tr>
<tr>
<td>Location:</td>
<td>West HS</td>
<td>North HS</td>
<td>George Wash.</td>
<td>TBD</td>
</tr>
<tr>
<td>Agenda:</td>
<td>▪ Review 2012 investments</td>
<td>▪ Detailed regional capacity needs &amp; prelim solutions</td>
<td>▪ Understanding need</td>
<td>▪ Review any remaining questions</td>
</tr>
<tr>
<td></td>
<td>▪ Enrollment forecasting methodology</td>
<td>▪ Develop criteria to rate projects according to need</td>
<td>▪ Approach to reviewing</td>
<td>▪ “Draw the line” for QLE and Capacity</td>
</tr>
<tr>
<td></td>
<td>▪ Overview of Quality Learning Environments</td>
<td>▪ Prioritization criteria</td>
<td>▪ Cost estimating methodology and cost ranges</td>
<td>▪ Discuss next steps for CPAC</td>
</tr>
</tbody>
</table>

CPAC Process ➔ Learning ➔ Prioritizing ➔ Recommending
Agenda

- Presentation and tour from Scott Lessard, GW Principal (30 min)
- Capacity Follow up and Debrief (30 min)
- Educational Suitability needs identification process, prioritization process, and projects (20 min)
- Innovative Classroom Upgrades needs identification process, prioritization process, and projects (10 min)
- Focused Impact needs identification process, prioritization process, and projects (10 min)
- Debrief – small group discussion (15 min)
- Next meeting
Capacity Follow up

Student Services Fund

Top 7 Denver Health Centers in need of upgrades:

- Kepner Campus
- North Campus
- Lincoln Campus
- JFK High School
- Montbello Campus
- West Campus
- Kunsmiller Campus

Upgrade fund for each site intended to be used for scope items such as:

- paint,
- flooring,
- lighting,
- Minor space redesigns,
- strategic furniture updates
Capacity Debrief

In small groups (3-4), discuss and answer:

- What stuck with you from the capacity presentation?

- What outstanding questions do you have about the capacity project presentation?

- How will you explain to your community how the capacity projects were identified and why they are needed?

Share with committee.
Quality Learning Environments: Three Pronged Approach

Work to provide equity to all students by ensuring they have access to high quality learning environments regardless of age or location of their school facility.
Identification of Potential Bond Projects

Need Identification

- Facility Assessments of Every District-Owned Building
- Survey of School Leaders 96% completion
- Database of Previously Identified Opportunities
- Additional Data (e.g., 2020 Student Enrollment Forecasts; current school technology devices)

Potential Projects

- New Capacity
- Quality Learning Environments
- Maintenance
- Technology and Safety

Bond Consideration Categories
The Need for Quality Learning Environment Investments

Principal requests demonstrate a high need for learning environment upgrades and the value our instructional leaders place on these visible and functional investments.

We received a total of 487 project requests from 96% of DPS schools that responded to the principal survey.
Quality Learning Environments: Three Pronged Approach

Work to provide equity to all students by ensuring they have access to high quality learning environments regardless of age or location of their school facility.

**Education Suitability Investments**
Provide funding to address priority building deficiencies which negatively impact school programs and the learning environment.

**Innovative Classroom Upgrades**
Provide funding to make relatively low-dollar-value, school driven, high-impact investments that would support upgrades to a broader set of schools and increase community engagement.

**Focused Investments**
Target larger investments in the collection of large baby boomer era “efficiency” secondary facilities that have received minimal visible updates or remodels in recent decades.
Prong #1: Educational Suitability

Targeting specific needs at facilities that lack needed features typical for the grade levels being served.

How were Educational Suitability projects identified?

1. Cross-functional team of experienced architects and educators created Educational Suitability Guidelines:

   Targets to provide all schools with appropriate facility features to serve their students.

2. Projects that didn’t meet the Ed Suitability Guidelines were identified from:
   - Principal requests
   - Facility assessments
   - Department leader requests
   - Database of previously identified opportunities
Educational Suitability Guidelines

- The tables below provide guides for identifying Ed Suitability projects. In some facilities, not all deficiencies may be initially addressed with a 2016 bond project, and future projects may be needed to continue to bring facility to educational suitability targets.

### Elementary

<table>
<thead>
<tr>
<th>Area</th>
<th>Suitability Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gym</td>
<td>Physical ed space.</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Eating area; with a SF capacity to support a maximum 5 lunch periods.</td>
</tr>
<tr>
<td>ECE Classrooms</td>
<td>Recommended minimum SF = 700</td>
</tr>
<tr>
<td>Art/music</td>
<td>Appropriate space to offer electives (stage is okay for music)</td>
</tr>
<tr>
<td>Outside play area</td>
<td>Outside play area, wherever possible includes a play structure</td>
</tr>
<tr>
<td>Intervention space</td>
<td>Acceptable area(s) for Intervention (e.g., not closets, okay in wide hallways where code allows)</td>
</tr>
<tr>
<td>Presentation space</td>
<td>Set up to allow for large group assemblies. Where possible a large enough space to hold full student body.</td>
</tr>
</tbody>
</table>

### Secondary

<table>
<thead>
<tr>
<th>Area</th>
<th>Suitability Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gym</td>
<td>Fitness area either inside or out. Where possible an inside and outside fitness area</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Area to serve food and for students to eat SF capacity to support a maximum of 5 lunch periods.</td>
</tr>
<tr>
<td>Outside play area</td>
<td>Outside gathering area for breaks, where possible basketball court of recreation field</td>
</tr>
<tr>
<td>Science lab</td>
<td>Target 1 full science lab per 225 students.</td>
</tr>
<tr>
<td>Art / Engineering</td>
<td>1 (flexible) space for creating – art, engineering, shop, or music.</td>
</tr>
<tr>
<td>Conference room</td>
<td>One space for private meetings with small groups</td>
</tr>
<tr>
<td>Intervention space</td>
<td>Acceptable area(s) for Intervention (e.g., not closets, okay in wide hallways where code allows)</td>
</tr>
<tr>
<td>Presentation space</td>
<td>Set up to allow for large group assemblies. Where possible a large enough space to hold full student body.</td>
</tr>
</tbody>
</table>
Educational Suitability
Creation of Solutions and Prioritization

**How were project scopes developed?**

- Identification of need
- Discussion with school representative to better understand deficiency and possible solutions
- Development of solutions and cost estimates

**How were projects prioritized?**

**Gate 1:** No alternate method available to meet identified program need

1. Deficiencies that **prevent** school from providing typical academic program (i.e. lack of any HS Science lab)

2. Deficiencies that **reduce** ability to offer typical academic program (i.e. high school only with greater than 300 students has 1 science lab)

3. Deficiencies that negatively impact school culture or day to day school logistics (i.e. high school using elementary sized toilets or lack of drop-off lane at elementary)
Sub Committee Prioritization Exercise

Based on the prioritization criteria on the previous slide, how would each of these projects be prioritized?

High School of 400 students with only 1 science lab

High school with no outside athletic or recreation area

High school that would like lockers instead of cubbies

Priority:

Priority:

Priority:

Do you agree with the prioritization criteria proposed by DPS Staff? Any modifications you would recommend?
## Educational Suitability Priority 1 Projects

<table>
<thead>
<tr>
<th>Facility</th>
<th>School(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 Cherokee St</td>
<td>Compassion Road Academy (Intensive Pathways) HS</td>
<td>Create high school science lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create high school art room</td>
</tr>
<tr>
<td>1825 S. Federal</td>
<td>Excel Academy (Intensive Pathways) HS</td>
<td>Create additional parking lot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create art room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Remove cubbies and replace with lockers</td>
</tr>
<tr>
<td>5590 W. Evans</td>
<td>Summit Academy (Intensive Pathways) MS and HS</td>
<td>Add outdoor recreation area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create second science lab</td>
</tr>
<tr>
<td>Barrett School</td>
<td>Venture Prep</td>
<td>Create art room and computer lab, upsize bathrooms</td>
</tr>
<tr>
<td>CAE</td>
<td>PUSH Academy (Intensive Pathways)</td>
<td>Create additional parking</td>
</tr>
<tr>
<td>Evie Dennis Athletic</td>
<td>Vista, DSST GVR MS, DSST GVR HS, STRIVE GVR MS,</td>
<td>Locker rooms near field for large competitions, stadium lights, additional</td>
</tr>
<tr>
<td>Improvements</td>
<td></td>
<td>campus parking,</td>
</tr>
<tr>
<td>Lincoln shared Campus</td>
<td>Lincoln High School</td>
<td>Accommodations for shared campus and separation of kids</td>
</tr>
<tr>
<td></td>
<td>RESPECT Academy (Intensive Pathways) Compass Academy Middle School</td>
<td></td>
</tr>
<tr>
<td>Loretto Heights</td>
<td>DSST College View Middle and High Schools</td>
<td>Build cafeteria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Build play fields</td>
</tr>
<tr>
<td>Manual Shared Campus</td>
<td>Manual High School</td>
<td>Create MS science labs</td>
</tr>
<tr>
<td></td>
<td>McAuliffe 2 Middle School</td>
<td></td>
</tr>
<tr>
<td>PREP Academy</td>
<td>PREP Academy (Intensive Pathways) MS and HS</td>
<td>Create high school Science Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create new eating area to separate from PE</td>
</tr>
<tr>
<td>Samsonite</td>
<td>High Tech Early College</td>
<td>Add indoor athletic facilities, add outdoor rec. area, add science labs,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>enlarge cafeteria</td>
</tr>
<tr>
<td>TBD</td>
<td>Denver School of Innovation and Sustainable Design</td>
<td>Changes to fit HS into non-HS building and create shared campus</td>
</tr>
</tbody>
</table>
Educational Suitability Priority 1
Compassion Road Academy – Science/Art Room

Facility Name: 1000 Cherokee St.

School: Compassion Road Academy (Intensive Pathways school) MS and HS

2016-17 Enrollment: 157

Proposed Scope of Work Description:
- Convert one classroom to Science Lab
- Convert one classroom to Art room

Priority 1 Justification:
- Facility does not have a high school science lab
- Facility does not have an art room

Existing First Floor Plan – Area of Work

Existing Second Floor Plan

Wolf Pack

[Images of facility and floor plans]
Educational Suitability Priority 1
Excel Academy (1825 S Federal )

Facility: 1825 S. Federal

School: Excel Academy HS (Intensive Pathways)

2016-17 Enrollment: 216

Proposed Scope of Work Description:
- Convert one classroom to Art room
- Add student lockers and remove cubbies
- Minor upgrades to support building maintenance (grates on gym windows)
- Create additional parking lot across street

Priority 1 Justification:
- Facility does not have an art room
- Parking lot is too small to allow student drivers to park and streets around facility do not allow parking or do not have available parking.
Educational Suitability Priority 1
5590 W. Evans – Summit Academy

Facility: 5590 W. Evans

School: Summit Academy MS and HS (Intensive Pathways)

2016-17 Enrollment: 156

Proposed Scope of Work Description:
- Create outdoor recreation area
- Convert room to science lab to create 2nd science lab.

Priority 1 Justification:
- Currently there is no outdoor play or gathering area.
Facility: Barrett School

School: Venture Prep Academy

2016-17 Enrollment: 261

Proposed Scope of Work Description:
- Create Art room
- Create Computer lab
- Upsize toilets to adult sized

Priority 1 Justification:
- High school moved to elementary facility and doesn’t have high school art room or computer lab.
Educational Suitability Priority 1
CAE – PUSH Academy  Add Parking

**Facility:** CAE

**School:** PUSH Academy HS (Intensive Pathways)

**2016-17 Enrollment:** 221

**Proposed Scope of Work Description:**
- Expand parking lot by 47 spaces

**Priority 1 Justification:**
- Parking lot is too small to allow student drivers to park and streets around facility do not allow parking.
- Current alternative is to park on the grass – which has garnered complaints from business association.
Facility Name: Evie Dennis Campus

Schools: Regional use by all area HS and MS

Proposed Scope of Work Description:
- Build locker rooms at football field
- Add parking to serve football events
- Install scoreboards
- Install lights at baseball, softball and football fields
- Add Bleachers for 3000 spectators

Priority 1 Justification:
- No football fields in the FNE have lights
- Currently football and soccer teams use Vista classrooms as locker rooms, arrangement has been logistically challenging.
- FNE teams not able to host play off games, have to travel to All-City or Manual (10-18 miles)
Educational Suitability Priority 1  
A Lincoln Shared Campus – High School

**Facility:** Abraham Lincoln Campus

**Schools:**
Abraham Lincoln High School  
Compass Middle School  
RESPECT Academy (Intensive Pathways)

**2016-17 Enrollment:** 1615

**Proposed Scope of Work Description:**
- Modify existing space to accommodate middle school on 2nd floor and create separation between schools.
- Create additional science labs for middle school students.

**Priority 1 Justification:**
- Community and school would like students to be separated on campus.
- Middle school doesn’t have enough classrooms or specialized spaces in their area.
Educational Suitability Priority 1
Loretto Heights – Cafeteria, Parking, and Play Area

Facility name: Loretto Heights

School(s): DSST College View Middle and High School

2016-17 enrollment: 589 (full size: 960)

Proposed Scope of Work Description:
- Build cafeteria
- Create additional parking
- Build grass recreation area

Priority 1 Justification:
- Facility was built without cafeteria with plan to share CHU cafeteria - sharing situation doesn’t have long term feasibility. No other viable eating area.
- Facility was built without outdoor recreation areas with plan to share CHU’s quad. As DSST grows, sharing recreation area opportunities become very limited.
Educational Suitability Priority 1
Manual Shared Campus

Facility: Manual Campus

School: Manual High School, McAuliffe 2

2016-17 Enrollment: 288 (campus capacity – 1350)

Scope of Work Description:
- Creation of science labs for MS
- Creation of main office for MS.
- Creation of art room for MS

Priority 1 Justification:
- Board of Education approved placement of McAuliffe 2 Middle School at Manual Campus. Need to create specialized rooms in middle school building area.
Educational Suitability Priority 1
PREP Academy – New Gymnasium, Science Lab

Facility: Prep Center

School:
P.R.E.P Academy MS and HS (Intensive Pathways)

2016-17 enrollment: 73

Proposed Scope of Work Description:
- Create Science lab out of existing classroom
- Provide flexible eating area by combining two classrooms w/operable partition

Priority 1 Justification:
- Facility does not have a high school science lab
Educational Suitability Priority 1
Samsonite Facility

Facility Name: Samsonite Building

School(s): High Tech Early College

2016-17 enrollment: 529 (campus holds up to 800)

Proposed Scope of Work Description:
- PE addition – add locker rooms, fitness center, dance studio
- Outdoor recreation areas: multi-purpose sport field, 3 asphalt basketball courts
- Enlarge cafeteria (current capacity = 175)
- Create high school science labs (currently only 1)

Priority 1 Justification:
- Facility does not have any outdoor recreation areas.
- Facility does not have locker rooms
# Educational Suitability - Priority 2 Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Scope</th>
<th>Priority 2 Justification</th>
</tr>
</thead>
</table>
| **Facility:** 6850 Argonne Way  
**Schools:** Legacy Options Intensive Pathways | • Finish gym floor for more full PE program  
• Add office space for social service providers | • Concrete gym floor limits PE activities  
• Additional office space helps provide full high school support |
| **Facility:** Kipp Sunshine Peak Academy  
**Schools:** Kipp Sunshine Peak Academy | • Build middle school gym | • Facility has shared Cafeteria and Gym multipurpose room – size necessitates 4 lunch periods, limited availability for PE. |
| **Facility:** Merrill Campus  
**Schools:** Creativity, Challenge, Community (C-3) Merrill MS | • Create main entry and office area for C-3  
• Addition with 4 classrooms | • C-3 does not have adequate entry area and office space to create safe and welcoming environment.  
• Additional classrooms help better separate students. |
## Educational Suitability - Priority 2 Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Scope</th>
<th>Priority 2 Justification</th>
</tr>
</thead>
</table>
| **Facility:** Cole and Mitchell Campus  
**Schools:** CASA, DSST Cole MS and HS | **Option 1:** add offices to 3rd floor HS area, create CHSSA play field, create CHSSA basketball court  
**Option 2:** add offices to 3rd floor area, create CHSSA play field | • Offices are available in building but not in the main high school classroom area. CHSSA fields and courts are not available on site, but possible to reserve time at other sites. |
| **Facility:** North Campus  
**Schools:** North Engagement Center | **Option 1:** Create dedicated science lab, and conference room  
**Option 2:** Create conference room | • No private meeting room in area of schools’ classrooms and main office. (meeting and science space exists elsewhere in facility) |
| **Facility:** Steele, Steck, Fallis, Teller, Baker  
**Schools:** Steele, Steck, Denver Green, Teller, DCIS | • Minor Space modifications to accommodate intervention/tutoring, or elective classes. | • Amount of small group intervention has increased since these facilities were built, currently tutoring occurring in hallways |
| **Facility:** Holm Elementary  
**Schools:** Holm Elementary | • Close open walls that disrupt learning | • Other open plan schools were closed during 2012 bond  
• Closing walls reduces disruption and creates better learning environments. |
### Educational Suitability - Priority 3 Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Scope</th>
<th>Priority 3 Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facility:</strong></td>
<td>Henry Shared Campus</td>
<td>• Modifications to main office to better accommodate new shared campus.</td>
</tr>
<tr>
<td><strong>Schools:</strong></td>
<td>Henry MS, Bear Valley International School, DSST Henry</td>
<td>• Schools have basic accommodations, need minor adjustments to help campus run smoothly</td>
</tr>
<tr>
<td><strong>Facility:</strong></td>
<td>Montbello Campus</td>
<td>Option 1: Build second cafeteria to seat additional 300 students.</td>
</tr>
<tr>
<td><strong>Schools:</strong></td>
<td>STRIVE Montbello, Noel Comm. Arts 6-12, DCIS at Mont. 6-12</td>
<td>Option 2: Enlarge and upgrade existing cafeteria to better accommodate large student population</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Currently there are 5 lunch periods. Remodel would help the campus better accommodate multiple grade levels and schools.</td>
</tr>
<tr>
<td><strong>Facility:</strong></td>
<td>Pioneer</td>
<td>• Build new gym</td>
</tr>
<tr>
<td><strong>Schools:</strong></td>
<td>University Prep Steele</td>
<td>• Facility has multipurpose gym/café -creation of separate gym would help daily logistics. (small student population fits in cafeteria in only 2 lunch periods)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Small grass field is always mud, re-sodding constantly, turf would solve issue</td>
</tr>
</tbody>
</table>
## Educational Suitability - Priority 3 Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Scope</th>
<th>Priority 3 Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facility:</strong> Marie L. Greenwood Academy</td>
<td>• Build new middle school sized gym</td>
<td>• Facility has elementary school sized gym with middle school students. • Large student population (626) to share only one gym.</td>
</tr>
<tr>
<td><strong>Schools:</strong> Greenwood 1-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facility:</strong> Smiley Campus</td>
<td>• Modifications to accommodate one large school in facility: • Return balcony to use. • Remove shared campus separations • Renovate second art room</td>
<td>• Returning balcony will increase capacity of auditorium to allow school to hold all school assemblies. • One art room for school of over 1000 limits student access to art.</td>
</tr>
<tr>
<td><strong>Schools:</strong> McAuliffe International School</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facility:</strong> Smedley Campus</td>
<td>• Modifications to elementary restrooms • Add lockers for high school</td>
<td>• High School in elementary facility – modifications needed to assist with culture and logistics</td>
</tr>
<tr>
<td><strong>Schools:</strong> Denver Montessori School</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facility:</strong> Bruce Randolph</td>
<td><strong>Option 1:</strong> Build auxiliary gym, and music room</td>
<td>• School request to alleviate scheduling challenges for 6-12 school. • Only one music room for 6-12 school.</td>
</tr>
<tr>
<td><strong>Schools:</strong> Bruce Randolph MS &amp; HS</td>
<td><strong>Option 2:</strong> build music room only</td>
<td></td>
</tr>
</tbody>
</table>
Quality Learning Environments: Three Pronged Approach

Work to provide equity to all students by ensuring they have access to high quality learning environments regardless of age or location of their school facility.

**Focused Investments**
Target larger investments in the collection of large baby boomer era “efficiency” secondary facilities that have received minimal visible updates or remodels in recent decades.

**Education Suitability Investments**
Provide funding to address priority building deficiencies which negatively impact school programs and the learning environment.

**Innovative Classroom Upgrades**
Provide funding to make relatively low-dollar-value, school driven, high-impact investments that would support upgrades to a broader set of schools and increase community engagement.

**Focused Investments**
Target larger investments in the collection of large baby boomer era “efficiency” secondary facilities that have received minimal visible updates or remodels in recent decades.
Prong #2: Innovative Classroom Upgrades

Provide funding to make relatively low-dollar-value, school-driven high-impact investments that would support upgrades to a broader set of schools and increase community engagement.

Envisioned as a ‘classroom upgrade’ allocation. Schools would have flexibility in fund utilization and could engage their communities in how to utilize if a bond were to pass.

Eligibility: Which schools can receive Innovative Classroom Upgrades funds? What factors might exclude a school from receiving funds?

Allocation Variables: What will influence the size of an individual award and at what weights (e.g., enrollment, grade level)?

Award Considerations: What flexibility do we want to establish within these awards for school-driven modification?
Classrooms that are flexible and inspire learning… (NOT)
Classrooms that are flexible and inspire learning…
Innovative Classroom Upgrades - Eligibility

Eligibility: Which schools can receive Innovative Classroom Upgrades? What factors might exclude a school from receiving funds?

Proposal:

- **All schools constructed prior to 2006 would be eligible**
  - 165 schools with approximately 66,500 forecasted students would be eligible

- **Charters in non-district controlled buildings will be eligible for investments**
  - Funds allocated to these schools, where we do not control the facility, will be limited to investing in non-fixed (non-attached) assets such as furniture (in order to ensure strong accountability for taxpayer dollars).
  - Schools receiving funding from the ‘Focused Investment’ QLE bucket not eligible to also receive these funds.

- **Schools receiving Ed Suitability investments will be eligible for QLE**
Innovative Classroom Upgrades - Allocation Variables

**Allocation Variables:** What will influence the size of an individual award and at what weights (e.g., enrollment, grade level)?

**Proposal:**

- Schools will receive awards based on enrollment
- Consistent fund allocation formula for all schools regardless of program model or grade levels
- Schools on shared campuses will receive individual awards. They will have the option to work together/pool funds to address shared spaces if they see fit
- Establish minimum award so that all programs will receive some level of impactful work
Innovative Classroom Upgrades - Award Considerations

**Award Considerations:** What flexibility will schools have to drive fund use?

**Proposal:**
- Funds will be allocated by ‘classroom upgrades’ each worth an equivalent of approximately $10,000.
- Schools will have flexibility in implementation within guidelines for ‘allowable’ investments.
- DPS will assign an Innovative Classroom Upgrade program manager to work with school communities to determine the best use of the funds within the guidelines and budget.

### Innovative Classroom Upgrades Scope Development Guidelines

<table>
<thead>
<tr>
<th>Allowable Fund Use</th>
<th>Not Allowable Fund Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Investments</strong></td>
<td><strong>Student / Staff Technology Devices</strong> (unless connected to smartlab)</td>
</tr>
<tr>
<td>New Furniture</td>
<td>• Student / Staff Technology Devices (unless connected to smartlab)</td>
</tr>
<tr>
<td>Upgrading classrooms to STEM or project based learning</td>
<td>• Parking or pavement</td>
</tr>
<tr>
<td>Small redesigns (e.g., adding breakout space)</td>
<td>• Elevators</td>
</tr>
<tr>
<td><strong>Other Investments</strong></td>
<td></td>
</tr>
<tr>
<td>Restroom upgrades</td>
<td>Auditorium upgrades (sound/lighting etc.)</td>
</tr>
<tr>
<td>Front Office Redesigns</td>
<td>Gym upgrades</td>
</tr>
</tbody>
</table>
## Innovative Classroom Upgrades: Sample Allocations

<table>
<thead>
<tr>
<th>School Type</th>
<th># Students</th>
<th># Classroom upgrades per 90 students</th>
<th>Approximate Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Elementary</td>
<td>250</td>
<td>3</td>
<td>$30,000</td>
</tr>
<tr>
<td>Medium Elementary</td>
<td>400</td>
<td>4</td>
<td>$40,000</td>
</tr>
<tr>
<td>Large Elementary</td>
<td>650</td>
<td>7</td>
<td>$70,000</td>
</tr>
<tr>
<td>Small Middle/high school</td>
<td>400</td>
<td>3</td>
<td>$30,000</td>
</tr>
<tr>
<td>Medium middle / high school</td>
<td>800</td>
<td>9</td>
<td>$90,000</td>
</tr>
<tr>
<td>Large middle / high school</td>
<td>1600</td>
<td>18</td>
<td>$180,000</td>
</tr>
<tr>
<td>Extra large high school</td>
<td>2475</td>
<td>28</td>
<td>$280,000</td>
</tr>
</tbody>
</table>
**Innovative Classroom Upgrades - What Does This Buy?**

*Based on this proposal, schools would be able to make some real investments in upgrades*

<table>
<thead>
<tr>
<th>Improvement Requested</th>
<th>Unit Cost</th>
<th>Classroom Cost</th>
<th>Variables Affecting Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>New classroom furniture</td>
<td>$100-$500</td>
<td>$4000 - $7000</td>
<td>Number of student, classroom size</td>
</tr>
<tr>
<td>Specialized program equipment (e.g., science, art, music)</td>
<td>$100-$5000</td>
<td>$1,000 - $10,000</td>
<td>HVAC, Electrical, Plumbing costs</td>
</tr>
<tr>
<td>New Technology (projectors, doc. cameras,</td>
<td>$100 - $4000</td>
<td>$100 - $4000</td>
<td>HVAC, Electrical</td>
</tr>
<tr>
<td>Smartlab</td>
<td></td>
<td>$150,000-$200,000</td>
<td>HVAC, Electrical, Plumbing costs</td>
</tr>
<tr>
<td>Classroom Flooring Replacement/Refinish Wood (gym)</td>
<td>~ $50.00 sq. ft.</td>
<td>~ $35,000-$45,000</td>
<td>Floor condition</td>
</tr>
<tr>
<td>Classroom Flooring Replacement/Refinish (classroom)</td>
<td>~ $3.50-$4 sq. ft.</td>
<td>~ $3,000-$4,000</td>
<td>Haz Mat, floor conditions, schedule</td>
</tr>
<tr>
<td>Classroom or other area Painting/Accents</td>
<td>~ $2.50-$3 sq. ft.</td>
<td>~ $1,000 - $2,000</td>
<td>Wall condition, obstacles, schedule</td>
</tr>
<tr>
<td>Updated Lighting Treatments</td>
<td>~ $6 - 9 sq. ft.</td>
<td>~ $6,000 - $10,000</td>
<td>Ceiling condition, fixtures used, electrical capacity</td>
</tr>
<tr>
<td>Classroom subdivision (minor)</td>
<td>~ $100-500 L/ft.</td>
<td>~ $5,000-$15,000</td>
<td>Length, electrical, plumbing, cabinets</td>
</tr>
<tr>
<td>Auditorium Update</td>
<td></td>
<td>$100,000-$150,000+</td>
<td>Condition of current seating, Need for new lighting/sound</td>
</tr>
</tbody>
</table>
### Innovative Classroom Upgrades: Total Proposal

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>ELIGIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>223 Schools</td>
<td>163 Schools</td>
</tr>
<tr>
<td>- Post 2005 Construction</td>
<td>-41 Schools</td>
<td>-19 Schools</td>
</tr>
<tr>
<td>- Focused Investment Schools</td>
<td>-15,500 Students</td>
<td>-10,300 Students</td>
</tr>
<tr>
<td></td>
<td>92,200 Students</td>
<td>66,200 Students</td>
</tr>
</tbody>
</table>

1 Classroom Upgrade Allocation Per Every 90 Students
Minimum of 2 Classroom Upgrade Per Program

~ 800 Classroom Upgrades
Quality Learning Environments: Three Pronged Approach

Work to provide equity to all students by ensuring they have access to high quality learning environments regardless of age or location of their school facility.

Education Suitability Investments
Provide funding to address priority building deficiencies which negatively impact school programs and the learning environment.

Innovative Classroom Upgrades
Provide funding to make relatively low-dollar-value, school driven, high-impact investments that would support upgrades to a broader set of schools and increase community engagement.

Focused Investments
Target larger investments in the collection of large baby boomer era “efficiency” secondary facilities that have received minimal visible updates or remodels in recent decades.
Prong #3: Focused Investments

Targeting the large collection of baby boomer era “efficiency” secondary schools that have received minimal “visible & functional” updates or learning environment remolds in the past several decades.

School Eligibility: How were schools selected?

Need Identification: How were the needs at each site identified?

Project Details: What is included in the project scope for each site?
# Focused Investments: School Eligibility

This sub-section of projects targets schools built 1950’s to early 1960’s. Schools built in this ‘efficiency’ era have not received significant upgrades and are aesthetically less pleasant than our signature 1900’s buildings or more recent builds.

Focus on Middle Schools and High Schools allows for a concentrated impact while still reaching a high percentage of students in each region as they matriculate.

Removed schools who have received significant aesthetic upgrades in past 10 years

## SE
- Grant
- Jefferson
- Merrill
- Hamilton

## SW
- Kennedy
- Kepner
- Lincoln
- Rishel

## NE
- Hill
- GW

## NW
- DCIS @ Baker
- North HS 1959 Gym Bldg.
- Remington
Focused Investment: Need Identification

Initial Project Identification
Reviewed all identified maintenance opportunities. Identified opportunities that align with objectives of Quality Learning Environments (e.g., replacing older chalkboards, renovating bathrooms and classrooms).

School Prioritization
Met with school leaders to prioritize identified opportunities into High/Medium/Low. School leaders added additional opportunities that were not addressed in maintenance opportunities.

Developing Package
Created investment packages for each school that take into account school needs, initial priorities and an opportunity for further community input.

Implementation of these projects will include a robust Design Advisory process with each Focused Investment school community. The Design Advisory Group will further define project scope where necessary keeping within the approved budget.
Focused Investments: Project Details
SAMPLE Middle School Project

Project Summary

Scope*:

- Upgrade core classroom environments
- Modernize STEM facilities
- Update aesthetics (paint, flooring, lighting) throughout school
- Improvements to front office
- Update library furniture for 21st century uses
- Improvements to gym and fields for sports program
- Auditorium updates
- Update restrooms and water fountains

*Final scope will need to align to allocated budget
Focused Investment: Project Details

The chart below summarizes the scope inclusions at each Focused Investment site.

<table>
<thead>
<tr>
<th>School Sites</th>
<th>Classroom Investments (redesigns)</th>
<th>STEM or STEAM Labs (project based learning)</th>
<th>Carpet/Til e Paint &amp; FFE (Furniture Fixtures, Equipmen t)</th>
<th>Lighting Improve.</th>
<th>Restrooms</th>
<th>Front Office</th>
<th>Gym, Auditorium , Cafeteria Library</th>
<th>Lockers</th>
<th>Signage</th>
<th>Other Custom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hill</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>Grant</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rishel</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>Kennedy</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>Jefferson</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GW</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lincoln</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kepner</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Merrill</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamilton</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>Baker</td>
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<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>North PE</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Additional Quality Learning Environments Projects

Youth Career Pathways (CTE) Expansion Fund

Today there are 6000 high school students participating in a CareerConnect course. This CTE classroom renovation fund will allow DPS to expand CareerConnect programs into new high schools and increase the number of programs of study offered across all DPS high schools allowing more students to participate in this successful program.

Denver Public Schools CareerConnect offers students relevant courses while connecting them with partner companies and higher education institutions for hands-on workplace experiences and mentoring. The program equips graduates with high-demand skills and leads to opportunities for continued education and careers in Colorado’s highest-growth, highest-opportunity industries.
Learning Landscape History

In prior bonds (1998-2008), DPS made a significant investment in learning landscapes across DPS. Now that these original investments are aging, it may be time to make a targeted investment in updating them.

Example of older Learning Landscape:

**Bromwell Elementary**
**2000**

- Outdated equipment no longer manufactured so cannot be repaired
- No shade structure
- Asphalt faded
- Grass needs refreshing

Example of newer Learning Landscape:

**McGlone Elementary**
**2010**

- All equipment in good repair
- Shade structure
- Xeriscaping
------------------- Appendix -------------------
## Appendix: Schools Constructed 2006-2015

<table>
<thead>
<tr>
<th>Sch Name</th>
<th>Year School or Program Built</th>
<th>EC-12 16-17 Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denver Discovery School</td>
<td>2011</td>
<td>417</td>
</tr>
<tr>
<td>Downtown Denver Expeditionary</td>
<td>2014</td>
<td>410</td>
</tr>
<tr>
<td>DSST @ CG</td>
<td>2014</td>
<td>450</td>
</tr>
<tr>
<td><strong>DSST College View</strong></td>
<td>2014</td>
<td><strong>745</strong></td>
</tr>
<tr>
<td>DSST Byers HS</td>
<td>2013</td>
<td>155</td>
</tr>
<tr>
<td>Emily Griffith High School</td>
<td>2014</td>
<td>403</td>
</tr>
<tr>
<td>Escalante Biggs</td>
<td>2011</td>
<td>389</td>
</tr>
<tr>
<td>Farrell B Howell</td>
<td>2006</td>
<td>863</td>
</tr>
<tr>
<td>Florida Pitt Waller</td>
<td>2006</td>
<td>892</td>
</tr>
<tr>
<td>Hampden Heights Expeditionary</td>
<td>2015</td>
<td>409</td>
</tr>
<tr>
<td>High Tech Elementary School</td>
<td>2014</td>
<td>527</td>
</tr>
<tr>
<td>Isabella Bird</td>
<td>2013</td>
<td>567</td>
</tr>
<tr>
<td>Legacy Options</td>
<td>2008</td>
<td>115</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Sch Name</th>
<th>Year School or Program Built</th>
<th>EC-12 16-17 Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northfield High School</td>
<td>2015</td>
<td>455</td>
</tr>
<tr>
<td>Pascual LeDoux ECE</td>
<td>2014</td>
<td>272</td>
</tr>
<tr>
<td>Roots</td>
<td>2016</td>
<td>127</td>
</tr>
<tr>
<td>SOAR</td>
<td>2010</td>
<td>432</td>
</tr>
<tr>
<td>Strive Prep Federal</td>
<td>2015</td>
<td>358</td>
</tr>
<tr>
<td>Strive Prep GVR</td>
<td>2010</td>
<td>382</td>
</tr>
<tr>
<td>Strive Prep Ruby Hill</td>
<td>2015</td>
<td>338</td>
</tr>
<tr>
<td>Summit Academy HS</td>
<td>2015</td>
<td>149</td>
</tr>
<tr>
<td>Summit Academy MS</td>
<td>2015</td>
<td>64</td>
</tr>
<tr>
<td>Swigert</td>
<td>2011</td>
<td>632</td>
</tr>
<tr>
<td>Vista Academy HS</td>
<td>2010</td>
<td>229</td>
</tr>
<tr>
<td>Vista Academy MS</td>
<td>2010</td>
<td>41</td>
</tr>
<tr>
<td>William Roberts</td>
<td>2006</td>
<td>885</td>
</tr>
</tbody>
</table>
Priority Tier 2: Girls Athletic Leadership School at Del Pueblo Addition

Recommended Capacity Solution

Expected opening – TBD
Located on Del Pueblo campus

Proposed Modifications:
• Addition with 9 classrooms and support spaces
• New Cafeteria and rework the kitchen
• Add locker rooms
• 22 additional parking spaces

Priority 2 Justification
• Compared with Priority 1 items, school does not serve a boundary and Denver-only demand is roughly 90 students per grade in MS
• School will need additional capacity based on the build-out plan for GALS HS

Alternate Option

Proposed Modifications:
• Addition with 9 classrooms and support spaces
• New Cafeteria and rework the kitchen
• Add locker rooms
• 22 additional parking spaces
• Modifications to site to build high school soccer field
• 2000 additional sf of support space and class space
Educational Suitability Priority 1
Denver School of Innovation and Sustainable Design (DSISD)

Facility: Morey Campus

Schools:
Morey Middle School
Denver School of Innovation and Sustainable Design

2016-17 enrollment: DSISD: 200 (full size - 400); Morey: 215

Proposed Scope of Work Description:
- Outfit school to be a successful shared campus (i.e. additional office areas, science labs etc.),
- Creation of space that supports the school models of individualized/competency based learning,
- Redesign blacktop/garden area to better support student population
- Create 45 additional parking spaces

Priority 1 Justification:
- Need to create successful shared campus (pending BoE vote May 2016)