FC-R	*Facility Capacity Standards.* Edited for consistency of style. Please review to ensure regulation reflects current or desired goals and practice. Regulation is optional.
FCB	*Closing Schools.* [Recoded and retitled from FL, Retirement of Facilities.] Edits suggested for clarity. Policy is optional.
FCC	*Temporary School Facilities.* [Recoded from FJ.] Revisions suggested for clarity. Policy is optional.
FD	*Facilities Funding.* No changes made. Policy is optional.
FDA	*Bond Campaigns.* Suggested revisions reflect current requirements. Policy is optional.
FEA	*Educational Specifications.* Revision suggested. Policy is optional.
FEB	*Architect/Engineer/Construction Manager.* [Recoded from FEF.] Revisions suggested for clarity and for consistency of terminology among the policies relating to facilities. Policy is optional.
FED	*Construction Plans and Specifications.* [Recoded from FEG.] Revisions suggested for clarity and for consistency of terminology among the policies related to facilities.
FEE	*Site Acquisition.* [Combined with FAAA.] Edited and reorganized for clarity. Stricken procedural language is not necessary in the Board's policy. Please review to ensure policy reflects current or desired practice. Policy is optional.
FEE-R	*Site Selection and Acquisition Criteria (Regulation).* See Repeals List.
FEF	*Architect/Engineer/Construction Manager.* [Recoded FEB.]
FEF-R	*Architect/Engineer/Construction Manager.* See Repeals List.
FEG	*Construction Plans and Specifications.* [Recoded FED.]
FJ	*Temporary School Facilities.* [Recoded FCC.]

FL *Retirement of Facilities.* [Recoded and retitled FCB, Closing Schools.]

Draft prepared August 17, 2015

File: FA

Facilities Development Goals/Priority Objectives

The Board of Education believes that the **district's** physical environment ~~within which educators function~~ significantly influences ~~a quality~~ **the district's** educational program **and that safe, functional school facilities are essential for developing a quality educational program.** ~~Development of a quality educational program and safe, functional school facilities that promote implementation of the program are in strong accord.~~

Educational facilities represent a major investment for the d~~D~~istrict and proper facility planning is an essential component of instructional planning. Therefore, it is the ~~School~~ Board's goal to provide and maintain **both** the number of facilities required to accommodate ~~the~~ **student** enrollment ~~received as well as~~ **and** the types of facilities needed to support the **district's** educational program. Such facilities will:

- Efficiently house students and staff in permanent facilities that are conducive to optimal learning and staff performance;
- Be appropriately located to provide optimal use during the life of the facility;
- Provide equity in instructional opportunities for all students; and
- Reflect the value placed on instruction by district residents and staff.

~~Given the~~ **Because** substantial lead time **is** necessary to plan, design and construct school facilities, ~~it is also~~ the Board~~'s policy to~~ **shall** attempt to acquire school sites in advance of actual need~~,~~ whenever possible.

Adopted: November 15, 2007
Revised: date of manual revision

File: ~~FA-R~~**FB**

Facilities ~~Development Goals/Priority Objectives~~ Planning
~~(Facilities Planning Procedures)~~

~~The Board believes that facilities are an integral part of instruction. Facilities represent a major investment for the district and facilities planning is an essential component of instructional planning. It is the Board's goal to plan facilities that will:~~

- ~~Efficiently house students and staff in permanent facilities that are conducive to optimal teaching and learning~~
- ~~Be appropriately located to provide optimal use during the life of the facility~~
- ~~Provide equity in instructional opportunities for all students~~
- ~~Reflect the value placed on instruction by the school district community~~

The Board recognizes that facility planning is a dynamic process that requires sufficient resources to carry out both interim and long-term facility planning responsibilities. The **Board believes that** facility planning goals can best be attained by:

- Coordinating a process to identify, evaluate, validate, and document capital improvement needs;
- Maintaining and updating a comprehensive list of capital improvement needs;
- Maintaining complete and current educational and technical specifications;
- Providing facility needs data and background information for development of short- and long-range capital improvement plans;
- Maintaining permanent facility project record documents and providing facility record information;
- Conducting a thorough technical evaluation of proposed school sites;
- Providing consultation, research, and information on facility matters; and
- Keeping abreast of educational program changes/trends and their requirements of facilities.

The Board may appoint a An ad hoc committee ~~may be appointed~~ to represent the interests of the community in facilities planning.

Adopted: September 28, 2002
Revised: November 15, 2007
Revised and recoded: date of manual revision

Facilities Planning

The Board recognizes that facility planning is an ongoing process that requires resources to carry out short and long-range facility planning responsibilities. The superintendent shall establish a facilities planning process that includes:

1. Coordinating a process to identify, evaluate, validate, and document capital improvement needs, including the capital needs of **district** charter schools.
2. Maintaining and updating a comprehensive list of capital improvement needs.
3. Maintaining complete and current educational and technical specifications.
4. Providing facility needs data and background information for development of short and long-range capital improvement programs.
5. Maintaining permanent facility project record documents and providing facility record information.
6. Conducting a thorough technical evaluation of proposed school sites.
7. Providing consultation, research, and information on facility matters.
8. Keeping abreast of educational program changes/trends and their facility impact.

Adopted: ~~9/18/2002~~ **September 18, 2002**
Revised: date of manual revision

Prioritization of Facility Improvements

Priority Group 1 - Critical Projects

This group includes those projects that are deemed to be of utmost importance. For this reason, projects in this group need to be accomplished as soon as feasible and preferably within a year, subject to the availability of funds. The following are the types of projects that are included in priority Group 1.

1. Projects involving health and safety (water supply that may become contaminated, poor traffic patterns that endanger pupil safety, potential structural failures, installation of emergency systems, etc.)

2. Projects mandated by law (Americans with ~~disabilities~~**Disabilities** Act, EPA regulations, state/local health department regulations, code revisions, etc.)

3. Projects necessary to avoid a building or facility being temporarily closed (leaking boiler, cracked combustion chamber in a furnace, etc.)

4. Projects **that are** necessary to prevent other damage to a building or site (extensive roof leaks that can cause interior damage, severe erosion along foundations and footings, etc.)

5. Projects which retard deterioration or which **will cause** an inordinate increase in scope or cost if delayed beyond one year (roof deterioration that will impact other building components such as deck, insulation, electrical, flooring, wall finishes, if not corrected, extensive deterioration in pavement that could adversely affect subgrade conditions or that creates a safety hazard if not repaired, etc.)

6. Projects which provide permanent additional capacity housing for students (when current enrollment at a school is greater than 125% of permanent program capacity, permanent facilities or other alternatives for housing students should be provided unless projections indicate a declining enrollment trend)

Priority Group 2 - Necessary Projects

This group includes those projects that are essential to support the facilities' mission and purpose. Although they are important in nature, they are not as critical and urgent as those projects in ~~group~~ **Group** 1. Group 2 projects should be accomplished within the next five years, subject to availability of funds. Examples include:

1. Necessary preventative repairs and improvements to maintain the integrity of and keep in operation a building or facility (replacement of equipment and systems that have served their useful life, including boilers, electrical panels, roofs, floor replacement, pavement overlay, etc.)

2. Projects which provide permanent housing for students (new schools and additions required to permanently house current or projected enrollment not exceeding 125% of permanent program capacity, etc.)

3. Projects which support existing instructional/auxiliary service programs (additions, renovation of open space classrooms, acoustical treatment in instructional areas, renovation of older schools to meet current program standards, renovation to provide functional facilities, etc.)

4. Projects which support the expansion of or changes in instructional/auxiliary service programs (computer classrooms, modular technical education laboratories and similar improvements)

5. Projects which provide operational efficiencies and economies (energy conservation projects, pavement sealing/overlays, ditch water irrigation systems, HVAC control automation and automated irrigation systems, and projects that provide a substantial cost avoidance or return on investment)

A large number of capital improvement needs are usually identified as Group 2 priorities. Therefore this priority group is divided into six sub-groups as follows:

Priority Group 2A

Necessary repairs and improvements to maintain the safety and integrity of the building and avoid imminent failure of a building system that ~~could~~ **would** cause the facility to be shut down and/or result in a substantial loss (roof replacement, boiler replacement, heating pipe and domestic water pipe replacement, etc.)

Priority Group 2B

Projects required to house students in permanent facilities on a regular single track schedule (new schools or additions to existing schools where the projected five year **future** enrollment, based on the most current enrollment projection report, exceeds the permanent program capacity by 20% or more)

Priority Group 2C

Projects which support existing instructional/auxiliary service programs and will provide a substantial return on investment, including acoustical improvements, renovation of classroom facilities and renovation/upgrade of facilities 35 years old and older that have had no major remodeling during the last ten years, including mechanical, electrical, core facility and flooring improvements as required

Priority Group 2D

Projects which support existing instructional/auxiliary service programs, renovation/upgrade of facilities 30 years old and older that have had no major remodeling during the last ten years and site improvement projects required to provide safe and functional site facilities, including mechanical, electrical, core facility and flooring improvements as required.

Priority Group 2E

Projects which support existing instructional/auxiliary service programs, renovation/upgrade of facilities 25 years old and older that have had no major improvements during the last ~~ten~~**10** years, including mechanical, electrical, core facility and flooring improvements as required

Priority Group 2F

Necessary maintenance or repairs to maintain the site facilities (pavement, drainage and other projects which provide operational efficiencies and economies) and projects that support the expansion of instructional/auxiliary service programs (computer labs, modular technical education laboratories, etc.)

Priority Group 3 - Deferrable Necessary Projects

Projects in this group are identical to those in ~~group~~ **Group** 2 except they may be deferred beyond five years.

Priority Group 4 - Desirable Projects

Desirable projects are those that improve the ~~environment~~ **environmental** qualities of a building or site above adopted district standards (installation of plantings and shrubs, carpet replacement for esthetic reasons, etc.)

Adopted: ~~09/18/02~~**September 18, 2002**
Revised: date of manual revision

File: FBD*

Land Use Impact Statements

In compliance with state law, the regulations and resolutions of El Paso County and the City of Colorado Springs, the district may be called upon to comment about the effects of new developments. As required by certain statutes, such comments shall describe the adequacy of school sites and structures for providing desired educational opportunities in connection with plans for proposed subdivisions, real estate developments or rezonings.

The Board recognizes that the responsibility for authorizing land use rests with governmental authorities such as the El Paso County and City of Colorado Springs Planning Commissions and Board of County Commissioners or City Council. As required by statute, the **d**~~D~~istrict shall comment upon the adequacy of school sites and structures that will be affected by proposed subdivisions, real estate developments or rezonings.

In its impact statements, the Board shall include the following considerations, among others deemed relevant:

1. Adequacy of school sites and school structures in the affected area;
2. The size and capacity of affected schools;
3. Location of affected schools and sites;
4. Ability of the **d**~~D~~istrict to accommodate new student enrollment;
5. Future plans for accommodating new student enrollment; and
6. Estimated cost of sites and new facilities needed if land use plans are approved.
7. Facility improvements needed to provide adequate educational opportunities for students.

Adopted: November 15, 2007
Revised: date of manual revision

LEGAL REF.: C.R.S. 30-28-136 (2)

~~CROSS REFS.:~~

Land Use Impact Statements

The district will include the following considerations (among others deemed relevant) in its comments about the adequacy of school sites and structures in connection with plans for proposed subdivisions, real estate developments or rezonings.

Adequacy of Structures

The adequacy of school structures in connection with any plan for real estate subdivisions, developments or rezonings will include comments regarding the adequacy of related or involved elementary schools, middle schools, senior high schools, and alternative programs together with related supporting facilities.

Size and Design

The comments may include, but are not limited to:

1. The location and size of all related school sites;
2. The location and size of all permanent buildings;
3. The permanent program capacity of such buildings (with and without consideration of enrollment caused by the plan under consideration);
4. Temporary buildings being used; and
5. The capacity of school buildings with the temporary structures.

Description

If appropriate, the comments will include a description of the structural and educational condition of the permanent buildings together with a description of any needed modification or reconstruction.

Location

Comments will include the location of all school sites and school structures together with comments regarding walk-in considerations, transportation access, and related issues.

Accommodation of New Student Enrollment

These comments will include the district's opinion as to whether existing permanent structures with an accepted number of temporary buildings can accommodate the new student enrollment anticipated as a result of the plan for the proposed new real estate subdivisions, developments, or rezonings without exceeding the proper capacity of the permanent buildings or structures, and the permanent buildings or structures together with temporary buildings. However, because of their very provisory nature, the number and capacity of temporary facilities placed at any school site shall not be considered in determining facility capacity.

Future Plans

Comments may include district plans for future construction, remodeling, or modification, if any. If there are no such plans, the land use authority will be so advised. The comments may also include the amount of money appropriated for new buildings or structures, or for remodeling or modifying existing structures made necessary to accommodate additional enrollment in the area of the proposed subdivisions, developments, or rezonings. If no such money has been appropriated, the land use authority may be so advised.

The comments also may include the cost of housing at today's planned square footage and per pupil estimated costs of furnishing any additional space needed to keep all students on single sessions.

Other Comments

Any other comments relating to the adequacy of school structures, capacities, and sites within the area of the proposed subdivisions, developments or rezonings will be included as may be deemed pertinent, necessary or informative to the land use authority.

Adopted: November 15, 2007
Reviewed: date of manual revision

File: FC

Facility Capacity

For planning purposes associated with accommodating student enrollment, the Board of Education will adopt facility capacity guidelines. These guidelines will be applied in the district's five-year facility master plan, in commenting on development proposals to required governmental referral agencies, in writing educational specifications, and in the design or renovation of district facilities.

~~Issued~~**Adopted**: November 15, 2007
Reviewed: date of manual revision

~~CROSS REF.: [FBC-R]~~

School Capacity Standards

Facility capacity standards shall be established for each school type and will be included in policy and regulations regarding site selection and acquisition (FEE and FEE-R) as well as in the ~~d~~District's most recent Facilities Improvement Plan. In addition to the influence of the educational programs in effect at the time, building capacity estimates will consider:

1. existing space utilization;
2. floor areas;
3. building code compliance;
4. existing conditions and capacities of mechanical and electrical systems;
5. architectural and structural systems conditions; and
6. other factors as deemed appropriate.

Classroom sizes applied in determining capacities will consider the per pupil funding level established by the then current School Finance Act, Board of Education policy regarding class size (if any), and published guidelines for calculating capacities or survey results demonstrating current facility space provision practices.

Adopted: November 15, 2007
Revised: date of manual revision

File: ~~FL~~ **FCB**

~~Retirement of Facilities~~ Closing Schools

From time to time school buildings may become inadequate for instructional purposes and should be used to benefit the school district or public in other ways. In determining whether a facility is to be retired from regular academic functions, the Board will be guided by the following factors:

1. Educational flexibility – Is the school building adaptable for housing a current and flexible education program?

2. Site – Is the site adequate for continued uses in educational programs?

3. Cost – Is the **school** building too costly to upkeep and maintain?

The Board ~~may~~ **shall** invite viewpoints of citizens and staff in making its decision. The Board ~~will~~ **also shall** ~~also~~ consider the historic value of any building. In such cases, the Board may take special action to provide for ~~its~~ **the building's** preservation.

If the Board decides to close a school, it shall first consider other uses that the school district might make of the building. After these factors have been found inappropriate or not beneficial, the Board may then declare the facility surplus property and consider its disposition, including sale, trade, preservation or any other vehicle that is deemed beneficial to the **d**~~D~~istrict or the community.

Adopted: November 15, 2007
Revised: date of manual revision

CROSS REF.: DN, School Properties Disposition

File: ~~FJ~~ **FCC**

Temporary School Facilities

~~Because~~ **The Board believes that** rented facilities, portable/modular units~~,~~ and other emergency school facilities ~~exhibit inherent shortcomings regarding adequacy~~**are inadequate** for **long-term** public school purposes~~,~~**. Therefore,** it is the **Board's goal to** ~~intent of the Board to have~~ **provide** sufficient permanent facilities to meet the needs of anticipated enrollment and **to support** the educational program.

If circumstances require immediate space that is not available in permanent public school buildings, other facilities may be rented, or portable structures may be purchased or leased~~, only~~ as a temporary emergency measure. Any such **temporary** facility must conform to those building, health, fire~~,~~ and environmental standards imposed by **applicable** law. Further, the number and capacity of temporary facilities placed at any school site ~~will~~ **shall** not compromise the core facility capacity of the permanent structure. (Core facilities include common spaces such as restrooms, hallways, media centers, cafeterias and gymnasiums.) In addition, because of their ~~very provisory~~**temporary** nature, the number and capacity of temporary facilities placed at any school site shall not be considered in determining facility capacity of the permanent structure.

The number of students to be accommodated by temporary facilities ~~will~~ **shall** be determined utilizing the same factors applied for permanent facilities. However, these calculations ~~will~~ **shall** also consider location of the temporary or portable units, condition of the units and site constraints~~, among others. In addition, because of their very provisory nature, the number and capacity of temporary facilities placed at any school site shall not be considered in determining facility capacity of the permanent structure.~~

Adopted: November 15, 2007
Revised and recoded: date of manual revision

~~CROSS REF.: [FBC-R]~~

Facilities Funding

The Board of Education may submit to the registered qualified electors of the school district, at any regular school election or at a special election called for the purpose, the question of contracting a bonded indebtedness for any of the following purposes:

1. Acquiring or purchasing buildings or grounds.

2. Enlarging, improving, remodeling, repairing or making additions to any school building.

3. Constructing or erecting school buildings.

4. Equipping or furnishing any school building, but only in conjunction with a construction project for a new building or for an addition to an existing building or in conjunction with a project for substantial remodeling, improvement, or repair of an existing building.

5. Improving school grounds.

6. Funding floating indebtedness.

7. Acquiring, constructing or improving any capital asset that the district is authorized by law to own.

Before such a bond election, the specific needs for facilities shall be made clear to the general public, and careful estimates will be made as to the amounts required for the sites, buildings and equipment.

Following approval by the voters, the bonds to be issued will be advertised in newspapers and national financial journals, the date of issue being coordinated with tax collection dates, payments on bonds already outstanding and favorable market conditions. Disposition of the bonds then shall be accomplished by public sale on the basis of sealed bids. The Board reserves the right to reject any and all bids.

The bond and interest fund of the district comes directly and solely out of the levy of taxes initiated by the successful bond election. In anticipation of interest and principal payments, the Board will adopt annual resolutions authorizing the withdrawal from the bond and interest fund of the amounts needed to meet the payments due and the deposit of such moneys with the depository for honoring the bonds and interest coupons presented for payment.

The building fund is the fund authorized by the approval of the bond issue. The initial receipts from the sale of bonds are deposited in this fund, and actual expenditures for sites, buildings and equipment are made from it. The Board of Education will adopt an annual budget resolution authorizing the withdrawal from the fund of the amounts needed to meet the payments due architects, contractors and other individuals or firms. The Board shall receive periodic reports on the ~~expendi-~~ expenditures made from this fund as compared with the original appropriations for the various projects included.

Adoption date: ~~02/23/96~~**February 23, 1996**
Revised date: ~~09/18/02~~ **September 18, 2002**
Revised date: ~~03/19/09~~**March 19, 2009**
Reviewed: date of manual revision

LEGAL REFS.: C.R.S. 22-30.5-401 et seq. *(Charter School Capital Facilities Financing Act)*
C.R.S. 22-41-110 *(payment of bonds)*
C.R.S. 22-41.5-101 *et seq.* *(weakening of debt limitations)*
C.R.S. 22-42-101 *et seq.* *(bonded indebtedness)*
C.R.S. 22-45-103 (1)(b) and (d) *(bond redemption and special building and technology funds)*
C.R.S. 29-14-101 *et seq.* *(Bond Anticipation Note Act)*

CROSS REFS.: FDA, Bond Campaigns
LBDA*, Facilities Planning and Funding for District Charter Schools

Bond Campaigns

Any special election to authorize bonded indebtedness shall be held on the first Tuesday in November in odd-numbered years in conjunction with the regular biennial school election or on general election day in even-numbered years.

If other jurisdictions that have ~~overlapped~~ **overlapping** boundaries or the same electors as the school district are conducting an election on the same day, the county clerk and recorder shall conduct the election as a coordinated election to allow voters to vote on all ~~ballet~~ **ballot** issues at one polling place. The decision whether the election will be conducted as a polling place election or by mail **ballot** is one which shall be made by the county clerk.

The election shall be conducted pursuant to an intergovernmental agreement between the district and the county clerk and recorder. The agreement shall allocate responsibilities between the county clerk and the district for the preparation and conduct of the election and shall be signed no less than ~~60~~ **70** days prior to the election. The Board shall designate a school election official to whom some election responsibilities may be delegated pursuant to the agreement.

~~As an alternative, the district may have the option of conducting the election by mail ballot in accord-ance with rules promulgated by the secretary of state when the county clerk is conducting a polling place election. This decision should be made after consultation with the county clerk.~~

Expenditures of any school district funds or in kind services to otherwise inform voters about election issues must be specifically authorized by the Board. The district may dispense a factual summary which includes arguments both for and against the proposal without any conclusion or opinions in favor of or against any particular issue addressed by the summary.

Adopted: ~~07/15/87~~ **July 15, 1987**
Revised: ~~02/23/96~~ **February 23, 1996**
Revised: date of manual revision

LEGAL REFS.: Constitution of Colorado, Article X, Section 20
C.R.S. 1-1-101 through 1-13-108 *(Uniform Election Code of 1992)*
C.R.S. 1-45~~116~~**-101** ***et seq.*** *(Fair Campaign ~~Reform~~**Practices** Act)*
C.R.S. 22-41.5-101 *et seq.*
C.R.S. 22-42-101 *et seq.*
C.R.S. 22-54-108

Educational Specifications

To ensure that all new or remodeled facilities are designed to best implement the educational program, the superintendent will provide for the development of detailed educational specifications to apply to the design and construction of new buildings.

In developing specifications, the superintendent will draw upon recommendations of professional and ~~noncertificated~~ **support** staff, students and student groups, citizen committees~~,~~ and community organizations.

The specifications shall include:

1. Information concerning the plan of school organization and estimated enrollment in the proposed or remodeled building.
2. A description of the students to be served.
3. A description of the proposed curriculum, teaching methods and techniques to be employed.
4. A schedule of space requirements, including an indication of relative locations of various spaces.
5. The desired layout of special areas and the equipment needed for such areas.
6. Pertinent budget and related factors.

The Board expects the resulting document to serve two purposes: it will (1) clarify and consolidate the thinking of the administration, the Board, and the community regarding the needs, desires and objectives of the educational program to be conducted within the subject building, and (2) organize this important information in a manner that can be easily and clearly interpreted by the architect.

Adopted: November 15, 2007
Revised: date of manual revision

File: ~~FEF~~ **FEB**

Architect/Engineer/Construction Manager

~~Employment of~~**The district shall retain** a licensed architect**/engineer/construction manager (to be referred to as "firm")** ~~shall be required~~ for **the** construction of new schools, remodeling **of** existing schools, or constructing additions to existing schools. **Such services shall be obtained at fair and reasonable costs.** Preference shall be given to firms whose base of operations is located within Colorado.

The following criteria shall be used in evaluating ~~architectural~~ firms:

1. Successful performance on projects of comparable type, scope and complexity;
2. Demonstrated capability of innovative, functional, flexible and aesthetic solutions to similar design requirements;
3. Quality and capability of the firm's staff and~~, in particular,~~ **particularly** the staff proposed to work on the project;
4. Quality and capability of the firm's engineering consultants. Definite team proposals are not required;
5. Demonstrated ability to work cooperatively with ~~similar public agency owners~~ **school districts**, including **managing** relationships with the public;
6. Management systems for controlling budget and time schedules, and the firm's record for completing projects on time and within budget;
7. Performance in producing complete and accurate contract documents including bidding patterns, addendum records, and change order records;
8. A reputation for providing timely, comprehensive and fair administration of construction contracts including inspection services;
9. Experience and capability in value engineering including designing projects with low operating expenses;
10. Experience and capability in energy conservation and nonconventional energy sources including design projects with low utility expenses;
11. Current and projected workload in relation to staff capabilities and the time schedule requirements of the project;
12. Proximity of the firm for projects requiring close coordination;
13. Experience and capability in operating under a variety of contractual arrangements, including but not limited to construction management and construction manager/general contractor; and
14. Other criteria as may be deemed appropriate because of unusual requirements for particular projects.

~~Architect e~~**E**valuations subject to the above criteria may apply **to** the following activities:

- Evaluations of submitted information;
- Verification of client and contractor references;
- Visits to completed projects;
- Visits to the firm's office; and
- A formal interview.

The Board of Education shall execute a contractual agreement with the ~~architectural~~ firm of its choice that serves the best interests of the school district. Such agreement shall set forth a general description of the project, services to be performed by the ~~architect~~**firm**, services to be performed by the ~~owner~~**district**, and services to be performed jointly~~, along with~~ **and** the ~~architectural~~ **applicable** fees.

Adopted: November 15, 2007
Revised and recoded: date of manual revision

LEGAL REFS.: C.R.S. 12-4-101 ***(architects – regulatory authority)***
C.R.S. 12-4-102 ***(architects – definitions)***

File: ~~FEG~~ **FED**

Construction Plans and Specifications

~~Following consummation of~~**When the Board and an architectural firm reach** a contractual agreement, the ~~architectural~~ firm shall prepare preliminary drawings for the building project and site development. Preliminary drawings shall include a plot plan, floor plans, elevations, typical sections, soil test data, a preliminary outline of materials specifications, recommended heating and ventilation systems, type of lighting, space dimensions, and other elements as required.

At the same time preliminary drawings are presented, the ~~architectural~~ firm ~~should~~ **shall** be prepared to present a ~~careful~~ cost estimate and time schedule for completing the project.

Upon Board approval of the preliminary drawings and cost estimates, the ~~architect~~ **firm** shall cooperate closely with a committee of ~~professional~~ staff members or any other**s** ~~group~~ the Board may designate ~~in developing~~ **to develop** a set of working drawings and specifications.

Adopted: November 15, 2007
Revised and recoded: date of manual revision

File: ~~FAA, FAA-R,~~ FEE

Site Acquisition

The Board acknowledges that the acquisition of school sites is an essential aspect of educational facilities planning. The Board shall approve school site acquisitions only after presented with evidence that the following have been satisfied:

1. The site conforms with district site criteria/standards;
2. Statutory requirements have been met;
3. If purchased, the property can be acquired at a reasonable price based upon fair market value;
4. The property can be conveyed in fee simple; and
5. The property can be conveyed free of all encumbrances, encroachments and any easements or rights of way except those easements or rights of way that do not adversely affect the full use of the sites for the district's intended purposes.

The Board believes that the location of school sites adjacent to public parks is desirable~~,~~ when appropriate and mutually beneficial. The Board also desires and intends to cooperate with all involved governmental units to plan school sites ~~and to fulfill this policy and the supporting procedures~~.

~~Certain situations may warrant the payment of cash-in-lieu of land rather than land dedication itself. Such circumstances may be due to inadequate student generation from the development to justify a complete site, or unavailability of a suitable site because of unsatisfied criteria. The following criteria should be satisfied for cash-in-lieu payments:~~

~~A. Cash-in-lieu of land shall be in an amount equal to the price the district would pay per acre for a fully improved site, as required by district regulation, multiplied by the proportionate land need generated by the proposed development (as determined in FBD and FBD-R).~~

~~B. The cash-in-lieu payment shall be made either directly to the school district or to the land use control entity prior to recordation of a final plat, unless otherwise mutually agreed upon by the school district and town or county. These payments may be made based upon the proportion of residential property being platted relative to the total project or, if a substantial change in housing units is evident compared with the original development plan, may be recalculated and based upon the proportionate number of housing units being platted. If cash-in-lieu of land is paid to the land use control entity and the anticipated use of funds is demonstrated as provided in 22-45-103(1)(c), the county or city will transfer the funds to the school district as agreed upon but not less than annually.~~

Airports

The ~~Ellicott School District~~ Board ~~of Education~~ believes that school facilities should be located within or immediately adjacent to the residential developments they serve. Site locations ~~should~~ **shall** be selected based upon a number of important criteria, including the primary factors of health and safety for school children. School

facilities ~~should~~ **shall** be situated ~~such~~ **so** that children may access the site **safely** ~~in a safe fashion~~ and remain clear of potential danger **while** on the site or in the building.

Site elements, both natural and man-made, may pose safety concerns in facility planning. Site elements that can pose safety concerns are either natural or man-made. Examples of natural hazards include flood plains or steep slopes. Man-made obstacles could include highways, airports and incompatible land uses such as heavy industrial or landfill areas.

Standards can be developed for most land use and transportation concerns that are associated with common residential and non-residential development. Such standards will assist the **d**~~D~~istrict in making improved site location decisions. For the most part, these situations and related concerns are easily anticipated, monitored or controlled. However, **the Board realizes that while** an airport facility's land use is fixed**,** ~~but~~ the resultant activity **associated with an airport** is not easily controlled **due to** ~~because a third a~~ third**-**party ~~to the~~ land use decision**s which** govern~~s its~~ **the airport's** operation. Consequently, school **site** location decisions in the vicinity of a present or future airport facility are difficult to assess ~~in that~~ **because** ~~measures of~~ **threats to student** health (noise) ~~or, particularly,~~ **and** safety (accidents) ~~are not~~**cannot be** easily ~~quantifiable or agreed upon~~**measured**.

Therefore, ~~Ellicott School~~ **to ensure the health and safety of students and staff, the d**~~D~~istrict ~~will~~ **shall** utilize ~~"Airport Influence Area Criteria" regulation FAAA-R~~ **the airport influence area criteria as developed by the Federal Aviation Administration** when selecting school sites in proximity to any airport facility.

Adopted: November 15, 2007
Revised and recoded: date of manual revision

~~CROSS REF: FBD~~
~~FBD-R~~
~~FEE-R~~