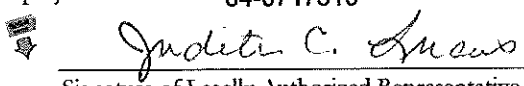




Complete this application form in conjunction with the directions found on the accompanying SHF Competitive Grant Application Instructions (found online at <http://www.historycolorado.org/grants/application-forms>). For assistance, contact SHF Outreach Staff at (303) 866-2825 or toll free at (877) 788-3780.

**1. Applicant Organization**  
 Organization Name: **Denver Waldorf School**  
 Mailing Address: **940 Fillmore St.**  
 City: **Denver** State: **CO** Zip Code: **80206**  
 Telephone Number: **303-777-0531**  
 Employer ID Number: **84-0717615**

 Administrative 4/1/13  
 Signature of Legally Authorized Representative Title **DIRECTOR** Date  
 Please sign in blue ink

**2. Grant Recipient Contact Person**  
 Contact Last Name: **Spector** Contact First Name: **Cheryl**  
 Title: **Architect, and DWS Building and Grounds Committee**  
 Organization (if different from applicant organization): **Spector and Associates, P.C.**  
 Mailing or FedEx Address: **910 Santa Fe Dr., #12**  
 City: **Denver** State: **CO** Zip Code: **80204**  
 Telephone Number: **303-333-3274** Fax: **303-333-9762**  
 E-mail Address (Required): **caspector@SpectorAssociates.com**

**3. Grant Type** Choose one: Competitive Grant - Up to \$35,000  Competitive Grant - \$35,001 or More

**4. Project Type** (choose one that reflects the majority of the proposed project):  
 **Acquisition & Development** Those projects that involve excavation, stabilization, restoration, rehabilitation, reconstruction, or acquisition of a designated property or site. Archaeological projects are considered Acquisition & Development when the level of investigation is "intensive excavation." In such cases, the site must be designated before the application is submitted.  
 **Survey & Planning** Those projects that involve identification, recording, evaluation, designation and planning for the protection of significant historic buildings, structures, sites and districts. For archaeological projects, all levels of survey and test excavations are considered Survey & Planning projects and prior historic designation is not required. However, once testing reveals eligibility for designation, further excavation may not occur without designation.  
 **Education** Those projects that provide historic preservation information or information about historic sites to the public.

**5. Project Title:** **Historic Denver Waldorf School Window Restoration**

**6. Brief Summary of Project** (suitable for a press release):  
 The SHF Grant will enable the non profit Denver Waldorf School to restore the 87 original wood windows of their historically designated school building to the 1926 time period. This will ensure the preservation of an important anchor in the neighborhood as an original School. The restored windows, screens and storms will provide healthy climatic conditions for the students and teachers with operable windows that allow for the original design of air flow from the windows into the interior thus enhancing rather than detracting from their educational studies.

**7. Grant Request and Cash Match**  
 Grant Request: **\$ 200,000** Cash Match: **\$ 107,000** Total Project Budget: **\$ 307,000** (total calculated automatically)  
 Cash Match percentage of Total Budget: **35 %** (= cash match amount ÷ total project budget; match percentage not calculated automatically)

7. *continued*

We will be ready to provide cash match at the time we sign our SHF contract (1-2 months after the award date.) Yes  No

Indicate if you are requesting a waiver for the Cash Match requirement. Yes  No

If Yes, what is your justification for requesting a cash match waiver?:

**8. Geographic Information**

County in which property/project is located: **Denver**

Colorado Legislative District Numbers *House:* **8** *Senate:* **31**

U.S. Congressional District: **1** *you can look up district numbers at <http://www.capwiz.com/artsusa/home/>*

**9. Property Information**

Property Historic Name (*as listed on the historic designation*):

**Saint Philomena School**

Historic Designation (*check all that apply*) or N/A  (*see Instructions for information on applicability*)

Local (with verification attached)  Colorado State Register of Historic Properties  National Register of Historic Places

Designation Area (*check one*): Building Footprint Only  Building and Surrounding Property  Acreage only

Property Street Address: **940 Fillmore Street**

Property City: **Denver**

Property State: **CO**

Property Zip Code: **80206**

Property Site Number: **5DV.10941**

*example: 5DV.123; call 303-866-3395 if you do not know the site number.*

Property Legal Description:

**Chamberlins Capitol Heights B8 L1 to 14 & L32 to 40 & N 3 FT of L31 & All VAC ALY LYG BET L1 TO 9 & LYG BET N**

**10. Property Owner Information** *if different than Applicant Organization* or N/A  (*see Instructions for information on applicability*)

Owner Name:

Street Address:

City:

State:

Zip Code:

Phone number:

Federal Employer Identification Number (*please, no Social Security numbers*):

I acknowledge that I give permission for the work proposed in this grant application to be carried out.



*Judith C Lucas*

*4/1/13*

Signature of Legal Property Owner

Date

Please sign in blue ink

**11. Section 106 Compliance** (*see Instructions for information on applicability*) or N/A

Please indicate which Federal agency is involved in your project and the nature of the collaboration:

Federal Agency Contact Name and Telephone Number:

**12. Acknowledgement of Support by Government Official** (see Instructions for applicability) or N/A

I support the project outlined in this grant application.

Name:

Title:

Governmental Entity:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please sign in blue ink

**13. Acknowledgment of Award Conditions**

*I understand and agree with the following conditions associated with State Historical Fund grants if awarded (initial each in blue ink):*

*JL* I understand my organization will enter into a contract with the State Historical Fund (SHF). My organization will become a state contractor and cannot "pass through" fiscal or project responsibility to another organization.

*JL* I understand that SHF contracts contain non-negotiable terms, and it is my responsibility to review the SHF grant templates (found online at <http://www.historycolorado.org/grants/state-historical-fund-grants>) prior to application to assure that my organization is willing to go under contract with those terms.

*JL* I understand the proposed cash match must be available before my organization signs the SHF contract.

*JL* I understand SHF funds will be paid only for work taking place within the SHF contract period.

*JL* I understand my organization cannot use funds in a manner that may result in an actual or perceived conflict of interest. (See SHF Handbook)

*JL* I understand property restrictions may be required as a result of an acquisition and development project. For architectural survey projects, I will adhere to the current Colorado Cultural Resource Manual.

*JL* I understand that once under contract, I will work in partnership with the State Historical Fund to meet the Secretary of the Interior's Standards. I will comply with review expectations and refrain from carrying out work until I have the approval of SHF historic preservation specialists to proceed.

*JL* I understand that my performance as a state contractor will be evaluated and made available to the public.

*JL* I understand that indirect costs need to be justified at the time of request for reimbursement. I am encouraged to use the SHF Indirect Cost Worksheet (found online at <http://www.historycolorado.org/grants/application-forms>) for planning purposes.

*JL* I understand that state regulations requires me to certify that my organization carries Worker's Compensation, Employer's Liability, General Liability, and Automobile Insurance, if applicable.

*Call SHF Outreach staff at (303) 866-2825 or toll free at (877) 788-3780 if you have any questions*

**14. Narrative** – see the Instructions for specific tips and directions on how to answer each narrative section.

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*A. Applicant Capacity:* Write a brief introduction to the applicant organization and its experience with similar projects. This category demonstrates the applicant's ability and commitment to successfully complete the proposed project (0-10 points).

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The Denver Waldorf School (DWS) uses an approach to education that is almost 100 years old, and is founded on the education principles of some of the great 19th Century thinkers such as Ralph Waldo Emerson and Rudolf Steiner, and yet addresses the needs of children who will be educated in the 21st Century. Since the founding of the first school, Waldorf education has become a global independent school movement with more than 1,000 schools worldwide.

In 1971 the Reverend Diethart Jaehnig guided a study on Waldorf education, inviting leading Anthroposophists from around the world. Diethart, his wife Ina, and Margot Wilson, the daughter of the leaders of the Anthroposophical group in Denver, began a small pre-school. On September 29, 1974, the school secured its first home in the Sunday school rooms of a church across the street from a large and beautiful park. The school outgrew several facilities and finally found a permanent home, in 1977, for K- 8th grade in a dilapidated, drab old school building where it stayed for 26 years. The high school opened in the autumn of 1995 in a different building.

In the autumn of 2003 the school realized its goal of being one pre-K through Grade 12 School under one roof with the purchase of our present facility. The Denver Waldorf School has always chosen to be an inner-city school. The present full-time teachers average more than 15 years of service to the school; many have been here over 20 years, and some over 30 years. Our current enrollment is 340 students. The mission of The Denver Waldorf School, a non profit independent K-12 school, is to develop the whole human being. DWS strives to provide graduates with the developed capacities of wonder, gratitude and integrity out of which they are able to serve the larger community with flexible thinking, moral courage and skillful, purposeful work.

From first grade, a Class Teacher supported by numerous Subject Teachers takes a class for 8 years, creating a solid sense of community and ensuring that no children fall through the cracks. The students focus on one subject intensively for a three week block. The Class Teachers present the main lesson. Teachers use biography, stories, music, art, poetry, and literature to anchor the student in a particular historical period. In lieu of textbooks, Waldorf students use primary texts, lectures, observations, questions, and discussion as their source of information. They then transform this learned information into their own lesson books. Lesson Books often contain essays, lab write-ups, diagrams, and maps. The curriculum lays the foundation for healthy brain development, enhances physical, emotional, ethical, and spiritual aspects of the human being, and provides a vital pathway for self-exploration. Waldorf education focuses on tolerance, and on community and environmental stewardship.

After the investments in purchase and immediate upgrades to the building in 2003, we settled into our building and over the past ten years have completed over 14 building projects totaling \$1,024,280. The majority of these projects were made possible by grants, restricted donations and annual giving by students, families. After completing significant upgrades for health and safety requirements, we realized the need to be strategic in identifying and planning for the improvements to and preservation of our building and to ensure that this site would be worth future investments. A group of parent volunteers spent a year creating a foundation document mapping our ideal educational program, our current use of our building and site, and plans for future needs. We hired Humphries Poli Architects, to create a Campus Master Plan (CMP) that would identify how to expand the infrastructural support of our educational program. The CMP was completed and presented to the DWS Board of Trustees in August 2009.

The CMP prioritized next steps to include applying for state and national historic regist and conducting a Historic Structure Assessment (HSA). Volunteer parents obtained historical designation for the building. Through a grant from the State Historical Fund, and with SlaterPaull Architects, we completed the HSA in December 2010.

The CMP also identified the need for us to invest in bringing our early childhood playground up to current code compliance standards with the Department of Human Services and the Consumer Product Safety Commission (CPSC), to upgrade our bathrooms, and to improve our science laboratory. These priorities were also identified within our parent community; therefore, through foundation grants, restricted donations, and the school's investment of surplus funds, we

completed this work fall 2011. Humphries Poli Architects designed the bathrooms to be true to the historic intention of the building and retained original stalls and hardware. During this project, we also had the original terrazzo floor in the Science Lab restored.

We have been working on the Critical Deficiencies outlined in our HSA since 2010 beginning with the structural items. The attic joist retrofit has been completed and the foundation work will be completed this spring with a combined budget of \$33,000 from school operational funds and surplus giving. During this time, the school recognized the need to hire a professional Owner's Representative, to compile, budget and prioritize the remaining capital improvements for this historic building in order to maintain the building, protect our investment, and plan for future needs. As part of this strategic planning, and as a direct result of the HSA, we realized the urgency and critical need to restore our windows thus improving our building envelope.

DWS hired a consultant last fall to conduct a survey and analysis on our community to validate a Capital Campaign. The results were that our community is capable at this time and would be successful with a combined campaign to a) raise funds for restoring and preserving our existing building and b) building a new auditorium/gymnasium for the school.

DWS will be utilizing one of the three SHF approved contractors we have worked with in the past to obtain bids for the window restoration: Spectrum General Contractors, Lyons Historic Window or Phoenix Window Restoration. Our Owner's Rep, Matthew Beecher of Beecher Development Services, who has become intimately familiar with our facility will be managing the project, budget and deliverables. He has compiled for us a Capital Improvement Project Spreadsheet based on the HSA and our facility supervisor's maintenance list that covers a five year period. This tool has helped us prioritize and begin the recommended work under Critical Deficiencies. Cheryl Spector, A.I.A. of Spector and Associates, P.C. and parent of children in the school, has over 24 years' experience with historic structures and has worked on several SHF projects in the state. She will be assisting and providing services pro-bono to ensure compliance with the recommendations in Preservation Brief #9, Repair of Historic Wood Windows, from the Department of the Interior.

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*B. Property or Project History: Write a brief history and description of the property or a description of the project and its relationship to historic preservation. This category tells us why this preservation or archaeological project is important (0-10 points).*

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Originally built as the St. Philomena's Catholic School, the cornerstone for the building was laid March 2, 1924 by the Most Reverend John Henry Tihen, D.D. The School was designed by John K. Monroe, who became the principal Architect for the Catholic Archdiocese of Denver, designing hundreds of churches, schools and other archdiocesan buildings throughout northern Colorado. Monroe also secured secular commissions as well such as the 1953 Bonfils memorial Theater in Denver. Plans for the building included a high school, an auditorium, eight classrooms on the first floor, and eight classrooms on the second floor. The auditorium was intended to be housed in a separate building at the south end of the site. In addition, a basement was planned to house lavatories, furnace rooms, storage, and a chapel. The School building was constructed in several phases over a period of 40 years, beginning in 1924 and ending with the 1964 addition. The auditorium was never built.

The original portion of the building has a high degree of historic integrity, with many of the original building elements intact. The original exterior of the main building, constructed in the collegiate gothic style, looks much as it did upon its completion in 1950, with original windows, brickwork, and cast stone accents intact. The interior of the building has retained its basic configuration with many of the rooms retaining their original uses and configurations, including the blackboards which are used for all main lessons. Original doors, bookcases and cloak rooms remain with very few alterations made over the years. The school retains a high integrity of original character with regard to the materials, design, workmanship, location, setting, feeling and association.

The windows in the 1924 building are typically double hung wood windows, which were originally painted on the exterior and stained and varnished on the interior. The windows typically have either 6 or 8 panes in each sash. The window heads are typically flat with cast stone sills and headers. There are four window types, including one that has a built in wood shelving unit in the lower portion of the lower sash. This shelving unit is visible on the exterior of the building as wood paneling. A detailed description from the HSA is attached.

The school is located in the historic Congress Park neighborhood has become an iconic symbol within the community. Today, The Denver Waldorf School operates as a non-profit, independent, co-educational school for toddlers through 12th Grade, welcoming students of all backgrounds throughout the Denver metropolitan area while providing a rich and varied education for over 340 students. Through exceptional curriculum and a dedicated faculty, DWS students develop into free thinking adults who are able to impart purpose and direction to their lives and who will offer new solutions for the problems of our age.

The property embodies the distinctive characteristics of a type, period, and method of construction. As a historic school which has remained in continuous use as such since its construction, the building is significant to the development of the surrounding neighborhood. The Denver Waldorf School is in a position now to increase its commitment to this site for the next fifty years and ensure that this school building remains a school.

While the current facility adequately meets most of the school's fundamental needs, our challenge is to improve our site and achieve our full curriculum on this campus. The original plans for the building was to have an auditorium and that was never built. The construction of an Auditorium/Gymnasium will not only provide a welcome and necessary space for the entire student body and the public to gather for festivals, plays and concerts, it will also keep students on site for athletic activities, which currently take place off-site. The school's vision for the future of our rear play area is to create an outdoor space that provides a dynamic and safe play space for children to experience a world imbued with truth, beauty and goodness, and that inspires movement, balance and touch.

Over the years with different schools occupying the building, many items fell into disrepair. The windows in particular were mostly in poor condition with peeling and missing paint on the exterior allowing increased deterioration of the wood. In June 2005, DWS had the wood windows painted to prevent further deterioration. Since that time we have addressed health and safety priorities and now have prioritized providing a more habitable environment in the classrooms. With only a minimum of one to two operable windows in each classroom, there is not sufficient air circulation in the warmer months.

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*continuation sheet...* Section **B**

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Many teachers have installed a mini swamp cooler or a.c. unit in one of the operable windows in hopes of cooling the air temperature. This helps minimally but then is loud and difficult for the students to hear the teacher. In the winter months, we have a problem with ice forming on the interior of the panes. The original radiators located below the windows react the draft and kick on to a higher temperature in some rooms creating over heating. And during snow storms with windy conditions, we have blowing snow into the classrooms! As you can imagine, all this makes teaching and maintaining the student's attention even more difficult for the teachers.

The public appearance of the school is compromised by the deteriorating condition of these large windows.

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C. *Project Description:* Provide a detailed description of the project.  
*This section demonstrates the appropriateness of the project and your knowledge of what is needed to complete it (0-20 points).*

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This project will continue the work Denver Waldorf School has begun to address that was listed as Critical Deficiencies in the Historic Structure Assessment. The structural repairs in the attic have been completed and the foundation work will be completed by the end of May. The original wood windows are the predominant feature of the east and west facades and have a huge impact on the heating and cooling of the classrooms throughout the year. Our goal is to restore our historic structure so that we can continue to use the building as it was originally designed while improving the thermal control of the classrooms.

Over the history of the building the windows have been painted shut and not properly maintained. There is paint failure and wood weathering on the exterior as well as on the interior. Many windows have broken or missing components and hardware. There are a total of 87 original wood windows in the building with four different window types. The largest windows are all in the classrooms. These windows on average are 5'-3" wide by 8'-6" tall on the first level and 7'-6" on the second level. The poor condition of the windows impacts the learning environment for the students. With only a minimum of one to two operable windows in each classroom, there is not sufficient air circulation in the warmer months and the classrooms overheat substantially. In the winter months the students experience blowing snow and ice on the panes with their teachers encouraging them to always wear layers and keep an "inside coat" in the cloakroom. We also have other classrooms where the original radiators react to the drafts and then overheat the classrooms.

A detailed window schedule which lists existing conditions of each window in the building is attached to this application that describes each window.

Recommendations for treatment from the Historic Structure Assessment:

1. Install exterior security screens at basement windows along the east elevation. Protective screens should be operable to provide access for cleaning. Screens should not detract from the historic appearance of the building.
2. Repair the existing original windows and put in operating condition. Repairs should include the installation of new components, epoxy consolidation and fill, where required. It is an important preservation consideration to retain as much of the original material of the building as possible. Window frames should be securely fastened into the masonry openings. The joints around each window should be sealed with a high quality elastomeric sealant on the exterior.
3. Scrape off loose window putty material and replace window putty where necessary. Match existing composition and color as closely as possible. Replace broken panes to match existing.
4. After all repairs have been completed, all loose existing paint should be removed; the substrates sanded smooth, repaired with epoxy consolidant where necessary, primed and repainted. All wood surfaces should be primed with a high quality oil-based wood primer and then top coated with two coats of acrylic latex or oil-alkyd paint. Investigation into the original paint scheme of the building should be conducted prior to selecting a new paint scheme. It is desirable to reproduce the original paint scheme if it can be determined.
5. Weather-stripping the windows would reduce air infiltration and improve thermal comfort in the building. The installation of metal weather-stripping in the jamb and window channels is recommended. Weather-stripping should not detract from the historic appearance of the windows.
6. Install historically appropriate wood framed exterior screens at operable exterior windows. The exterior windows appear to have originally had screens, as evidenced by the remaining original screen at window near the main entry.

Pertinent excerpts from the HSA are attached to the application.

This project will be managed by our Owners Representative, Matthew Beecher who has been with us now for almost a year and will continue to work with us for the years to come. Cheryl Spector, A.I.A. of Spector and Associates, P.C. and parent of children in the school has over 24 years' experience with historic structures and will be assisting to ensure compliance with the recommendations in Preservation Brief #9, Repair of Historic Wood Windows, from the Department of the Interior. We will be selecting one of the three experienced contractors to execute the work that have reviewed the work previously: Phoenix Window Restoration, Lyons Historic Window or Spectrum General Contractor. A copy of the bid from Spectrum is attached to this application along with the previous estimates from Lyons and Phoenix.

The product for this grant will include a microscopic paint analysis report, specifications and photographs will be provided to the SHF for approval prior to work beginning.

The high school teachers will be incorporating the window restoration into their curriculum as they learn about heat transfer, light emissivity and passive energy solutions to buildings. Our historic structures tend to be more in harmony with our local climates and so by better understanding how to maximize the original design of the windows (light and air movement) we can work with the seasonal changes instead of working against them. The curriculum is closely aligned with the seasons of the year.

Because the teachers do not rely on textbooks but are required to develop the curriculum creatively, they have many opportunities for an interactive lesson that provides models of active citizenship. An example of the flexibility of our curriculum, Todd Matuszewicz led his 6th grade class when in a business Math Block to do a study of the lighting in our school. The students identified the total number of light fixtures and calculated the energy savings the school would realize by installing energy efficient ballasts, resulting in the actual installation of ballasts.

The High School club, That Peace Group, canvassed neighborhood homes and promoted the Denver Energy Challenge, encouraging homeowners to make their homes more energy efficient. Seniors have a block on architecture, in which they are taught the value of "form" supporting "function". In this class, they tour Denver's major points of architectural interests and learn the importance of an historic building continuing to house the original intended activities and "functions".

In 6th and 12th grades students learn in their physics blocks about light, the importance of natural light in creating healthy environments conducive to work. In 7th and 10th grade physics blocks, students learn about thermodynamics and about heat transfer, gain, and loss. These are some of the ways that our teachers will use the window restoration project as a learning opportunity for the students in their classrooms, using phenomenological observation of real world events.

Copies of the student work will be provided to the SHF.

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D. *Urgency*: Explain why it is urgent to complete the work in your application NOW.  
*This category explores why this project is urgent and how you will protect the resource in the future (0-15 points)*

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We have demonstrated that we are not impetuous in investing in our capital improvements, that we are willing to pay for professional consultants to guide our process and inform wise financial decisions, that we balance immediate needs with strategic priorities for the future, and that with careful monitoring of our projects we have managed to use our money wisely and mostly stay well within, and often below, budget. Our careful planning has led us to a critical moment in our planning.

Our feasibility consultants have demonstrated that we are poised to attract critical donations towards the design and construction of an auditorium / gymnasium, crucial in supporting the programs at our school. But our investors are acutely aware of the need to continue to invest in critical improvements of our current building, and the highest identified priority by students, faculty, staff, and parents is the restoration of our oak windows with the mitigation of heat gain and loss. This restoration will allow us to honor our beloved historic building, with its original chalkboards and cloakrooms, and to align with our mission to "bring relevant contributions to the world" and to model for our students the important necessity of being environmental stewards of our precious earth.

With this grant, we can extend the monies raised in our capital campaign, allowing us to both plan for new construction and preserve our current building. The Campus Master Plan demonstrated to us that we could not design and build a new building that supports our academic program the way that this building does. Investing in it is crucial for us to fulfill our curriculum, and doing it in alignment with our capital campaign, while the momentum is strong, is ideal.

The next prudent step in maintaining our building is to begin to tighten up the building envelope which is largely composed of wood windows. By increasing the efficiency of these windows, east, west and south elevations, we can realize a savings in our utility bills and therefore have more operational funds available to apply to other areas of our building, including an annual window maintenance budget. The Energy Management Plan that we are having done during this same time frame will provide the technical expertise to enhance the original passive cooling design of the building. We already know that we need to have all the windows operable.

The wood windows are continuing to deteriorate and the thermal conditions in the classroom are becoming unbearable for the students. This window restoration has become a critical component to address as soon as possible. We will have the cash match through our Capital Campaign by this October so that with the SHF grant, we would only have to endure one more year of these unbearable conditions. It will take us several more years to raise these funds and we are planning to apply these to other Deficiencies listed in our HSA. We also run the risk of losing students and additional donations if we do not address the windows as soon as possible.

We will have a Maintenance Plan and trained staff to ensure its implementation.

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E. *Timeline:* Create a list with key project milestones and corresponding month/year showing how your project will be carried out. *This category shows you have adequately considered how to complete your project within the 24-month contract period, including outside factors that may affect the project.* (0-5 points)

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SHF Award Notification	August 2013
SHF Contract Start Date and Initial consultation	October 2013
Interview / select Pre-Qualified Contractors	October -December 2013
Submit Specs, documentation and pre-construction mtg with SHF	January 2014
SHF staff approval and window mock-up	February 2014
Prepare site as needed	May 2014
Begin Work	June 2014
Submit Maintenance Plan draft	July 2014
Complete Work	August 2014
SHF staff approval	September 2014
Final Report	November 2014

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F. *Public Benefit* Tell us how/why the community supports and benefits from this project.  
*This category shows the overall benefit of the project to the community. (0-15 points)*

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In addition to providing an education that spans an early childhood through high school curriculum to over 300 students each year, The Denver Waldorf School is host to a myriad of other activities supporting local organizations. For example, Threshold Passages Inc. hosts weekly, monthly and seasonal workshops and conferences in our school, creating a unique place where boys between the ages of 12 and 17 can regularly interact with dedicated, conscientious adult men with the understanding that each boy can become the man he wants to be.

The Holistic Moms Network welcomes all area moms (and dads) with an interest in natural health and mindful parenting for monthly meetings in our aftercare room. Denver Therapies organizes conferences, meetings, and support groups in our school that provide continuing education for doctors, nurses, and therapists supporting a change to better health and committed to using natural medicines and treating the whole person.

Stephen Bondy coordinates the Denver Suzuki Guitar Summit at our school for fifty young guitar students and their parents annually. We also have several musicians who provide private tutoring to our students as well as local Denver young musicians. We are also a designated polling site during major elections.

The Denver Waldorf School often hosts community-wide events, either directly or in collaboration with our community organizations. We hosted the Philomena Hundred Year Anniversary, inviting and welcoming former students, parents, and teachers of the original School of Philomena, in collaboration with the Denver Public Library and the Colorado Historical Society.

The Annual Holiday Festival is held the first Saturday of December each year. When we invite Denver-wide families, over 500 participants each year, to join in a celebration of winter holidays, providing traditional family activities like candle-dipping, horse-drawn wagons, and wreath making. Each classroom on the first level is filled with local vendors. The second level classrooms become a variety of activity centers for the children while their parents do their holiday shopping.

Often we celebrate spring by hosting a plant sale for neighbors, and our students deliver plants as presents to immediate neighbors. We partner with two neighborhood senior assisted living homes to bring seniors to enjoy school events, class plays or music performances or even portable cricket games, or to bring students to the residences to perform music, write biographies of the seniors or draw their portraits. We hold a summer camp which is open to all families in Denver.

DWS will apply to be on the Doors Open Denver list for the upcoming years and utilize our students as the expert tour guides since they will have learned the value of restoring our windows, not replacing them!

We will publicize the project in our monthly newsletter that goes out to alumni and current parents. We will also submit the project for inclusion in the national Waldorf publication that is issued quarterly. We will also send a press release and regular update to our neighborhood papers, Congress Park Newsletter and Life on Capitol Hill.

The funds we have applied to restoration of our building such as the attic and foundation are critical but not noticed by the general public. This project for the restoration of the windows would widely be noticed by the public.

**Goal A: Preserving the Places that Matter**

The ongoing identification, documentation, evaluation, protection, and interpretation of Colorado's irreplaceable historic and cultural resources.

The Denver Waldorf School supports Goal A by the following activities:

a) Conduct survey, inventory, and designation proactively

We had the Historic Structure Assessment completed and the property designated on the State and National registers.

b) Preserving places that matter comprises the foundation for all historic preservation efforts statewide as well as the fundamental basis for the ideas outlined in this plan.

We have made a substantial commitment to preserve a neighborhood structure as its original use in a neighborhood that has already lost one historic school and a historic fire station converted to residential uses.

**Goal D: Publicizing the Benefits of Preservation**

The documenting and sharing of the benefits of historic preservation. Demonstrate collective social, educational, economic, and cultural benefits of historic preservation

The Denver Waldorf School supports Goal D by the following activities:

a) Publicize economic benefits, incentives, and funding mechanisms

We will publicize the project in our monthly newsletter that goes out to alumni and current parents. We will also submit the project for inclusion in the national Waldorf publication that is issued quarterly.

b) Demonstrate the intrinsic connection between environmental sustainability and historic preservation

Students and parents will learn this as we incorporate the restoration of the windows into our regular curriculum as outlined in more detail in the next goal.

**Goal E: Weaving Preservation Throughout Education**

The education of students and citizens of all ages about their shared heritage.

The Denver Waldorf School supports Goal E by the following activities:

a) Create programs to engage youth in understanding and appreciating cultural and historic resources

b) Develop integrated curricula related to historic preservation

c) Involve all types of educators in historic preservation education

Because the teachers do not rely on textbooks but are required to develop the curriculum creatively, they have many opportunities for an interactive lesson that provides models of active citizenship. An example of the flexibility of our curriculum, Todd Matuszewicz led his 6th grade class when in a business Math Block to do a study of the lighting in our school. The students identified the total number of light fixtures and calculated the energy savings the school would realize by installing energy efficient ballasts, resulting in the actual installation of ballasts.

The High School club, That Peace Group, canvassed neighborhood homes and promoted the Denver Energy Challenge, encouraging homeowners to make their homes more energy efficient. Seniors have a block on architecture, in which they are taught the value of "form" supporting "function". In this class, they tour Denver's major points of architectural interests and learn the importance of an historic building continuing to house the original intended activities and "functions".

d) Create lifelong learning opportunities

We will participate in the annual Doors Open Denver to bring a larger part of the metro community into our building and have our students be the expert tour guides.

H. *Combined Scope of Work and Budget:* Write a detailed outline of the work you propose to accomplish in this grant, with corresponding costs for each task. Please see sample Scope & Budgets referred to in the *Instructions*.  
*This category indicates your knowledge of the work that needs to be done and how much it will cost. (0-20 points)*

This budget is derived from (*check all that apply*):

- Attached bids (derived from construction documents detailing the specific scope of work)
- Attached proposals (estimates of cost for the general scope from consultants, contractors, etc.)
- Other (*explain*): 2 bids from last year, 3 firms were not all bidding exactly the same scope

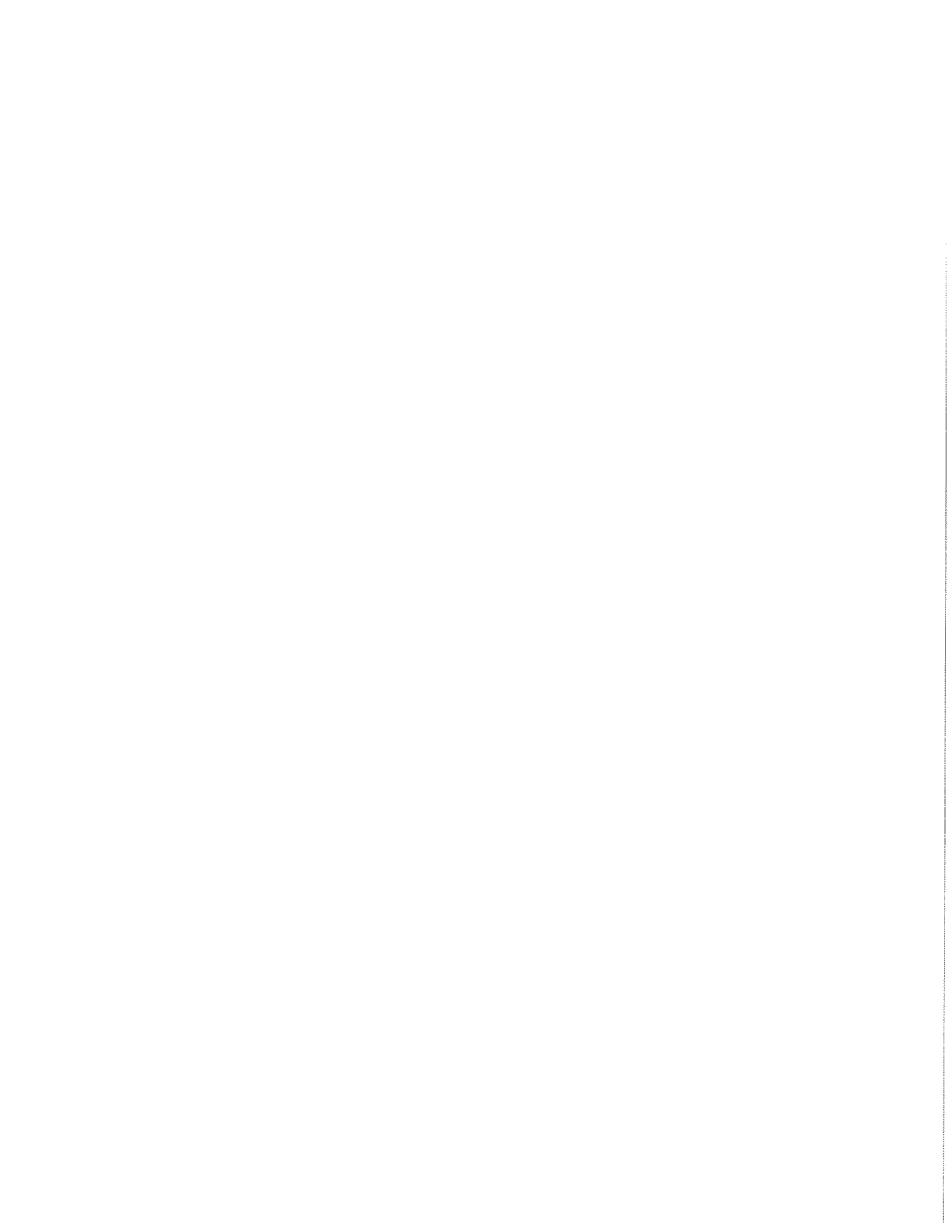
A. Work items to be completed by Owner's Rep and Architect	\$ 9,000
1. Specifications for window repair, documentation, project management, coordination with school teachers and maintenance plan (Architect providing \$3,400 in-kind services)	
2. Microscopic paint analysis	
B. Energy/Bldg.Code/ADA/Management Plan (required by restricted funds)*	\$ 30,000
1. Energy modeling and plan for entire building to optimize passive cooling strategies and heat mitigation, including most historically appropriate storm windows. Includes comprehensive building code, electrical circuit and accessibility studies.	
C. General Conditions, EPA's Renovation, Repair and Painting Standards (see attached) for lead based paint in a child occupied facility	\$ 21,142
D. Wood window restoration	\$222,398
1. Repair and restore wood window sash, including replicating any missing or damaged muntins and other sash elements. Sash to be removed, all parts cataloged and temporary enclosure installed.	
2. Remove, repair and as necessary replace glazing and putty.	
3. Frame/Sill restoration / installation of weather-stripping to top, bottom and meeting rails	
4. Scrape, prime and paint/stain sash and frame	
5. Repair / replace all hardware	
6. Furnish and install screens and storms	
7. Inspect all for proper operation	
E. Contingency Allocation	\$ 19,500
F. Performance Bond	\$ 4,911
 Total Project Costs	 \$306,951
Cash Match	\$107,000
Grant Request	\$200,000

\*As a component of our Capital Campaign for the existing building and proposed new auditorium/gym we are required to complete a comprehensive energy management plan, electrical circuit study and building code analysis. This is funded and a large part of it is applicable to the restoration of the historic windows so we have included the full scope of this in the project.

Source of Funding

State Historic Funds	\$200,000
Matching Funds from Denver Waldorf School	
Capital Campaign for Windows	\$ 65,000
Owner's Representative -DWS Annual Budget	\$ 6,500
DWS Annual General Building Budget	\$ 5,500
DWS - Discretionary / Restricted Funds	\$ 30,000
Total of Funds Allocated to Project	\$307,000

(Architectural Services -In Kind Donation \$3,400)





Denver Waldorf School  
"Students need this grant to help take care of their school's windows."



West Facing Classroom - window will not shut completely, exterior peeling paint.

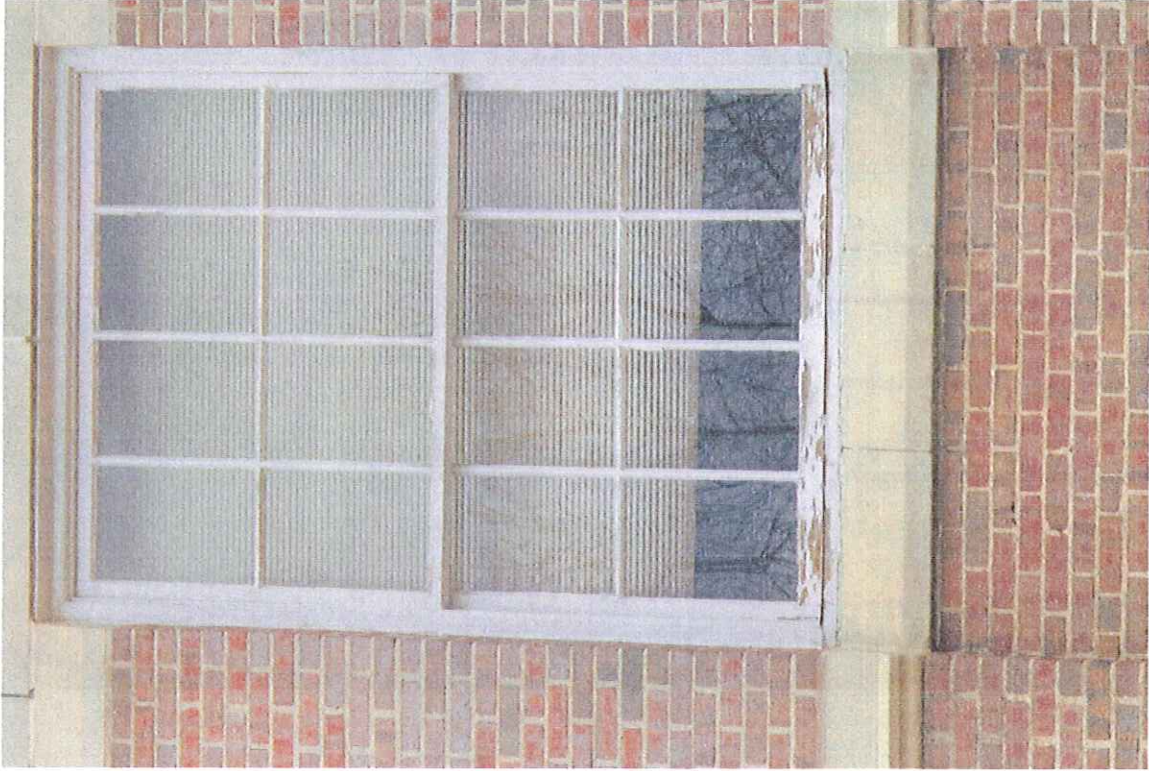
✓



West Elevation - Kindergarten Playground



West Elevation on Fillmore Street



West Elevation 2nd Level Cracking Paint



Third Grade Music Class in front of School  
Spring 2011 — Classroom too noisy from fans



West Facing Classroom, Level One  
Window Type F with built-in shelf



Detail of oak panel, shelf  
Broken pulley and sash cord

Window Type F



Paint cracking on exterior West Classroom



Deteriorated muntin West Classroom



Damaged Muntin, trim installed to "seal gap" between bottom rail & sill  
West Classroom, Level One



Overall Classroom view, east side

3rd Grade



Mini A.C. installed in East Classroom Window



Broken sash cord, West Classroom, 2nd Grade



Muntin and Bottom Rail Damaged

West Classroom



Overall Classroom View (East)

Windows are a part of the curriculum



East Classroom  
Level Two

Damaged Muntin



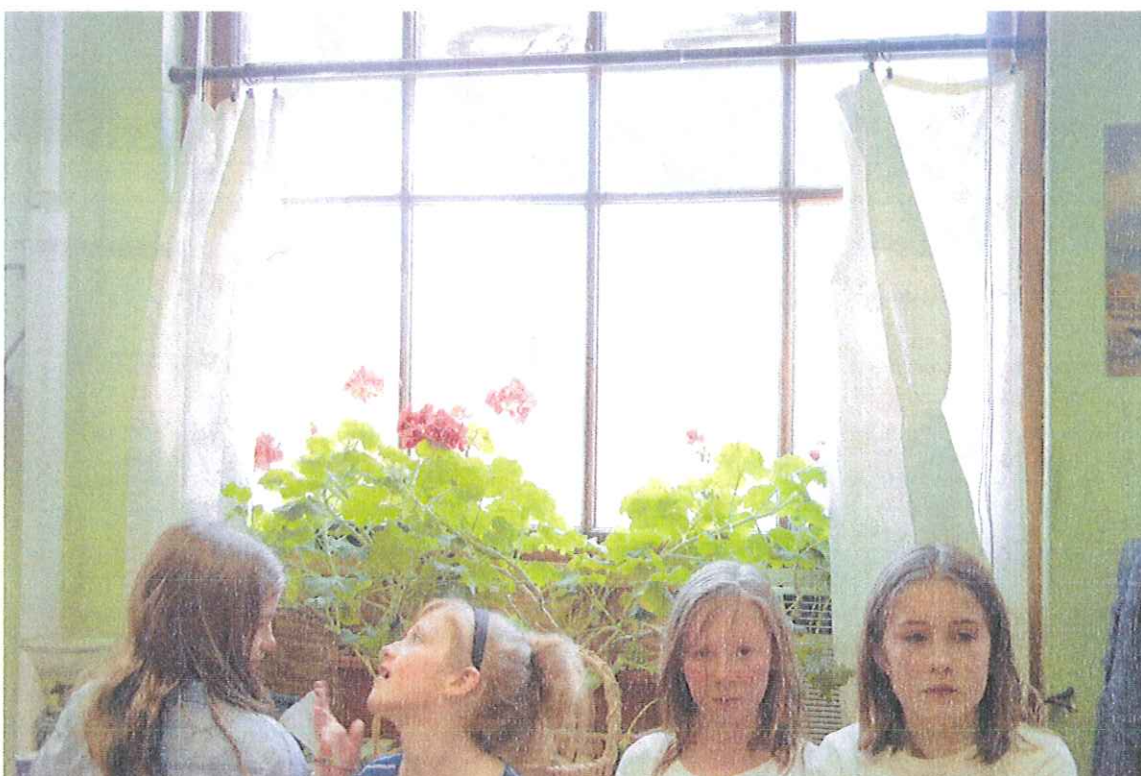
Overall Classroom View - Science Labs

West side, Level Two



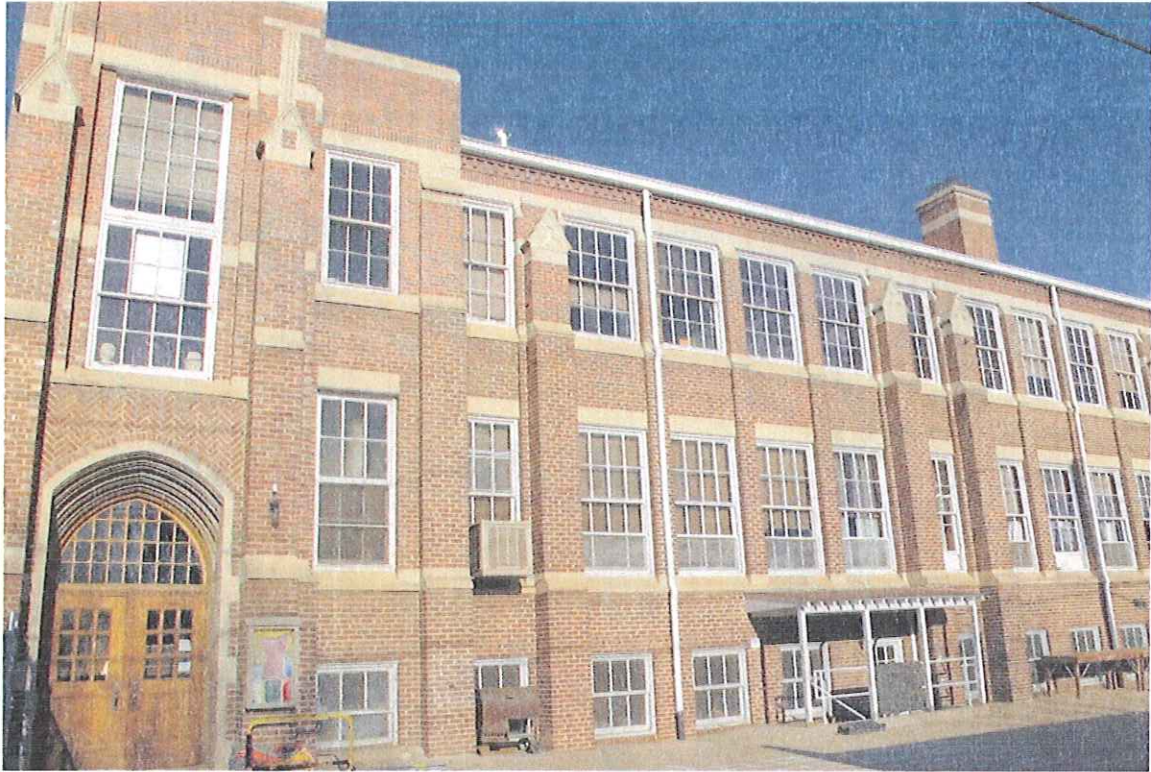
Overall Classroom View

East side, Level Two

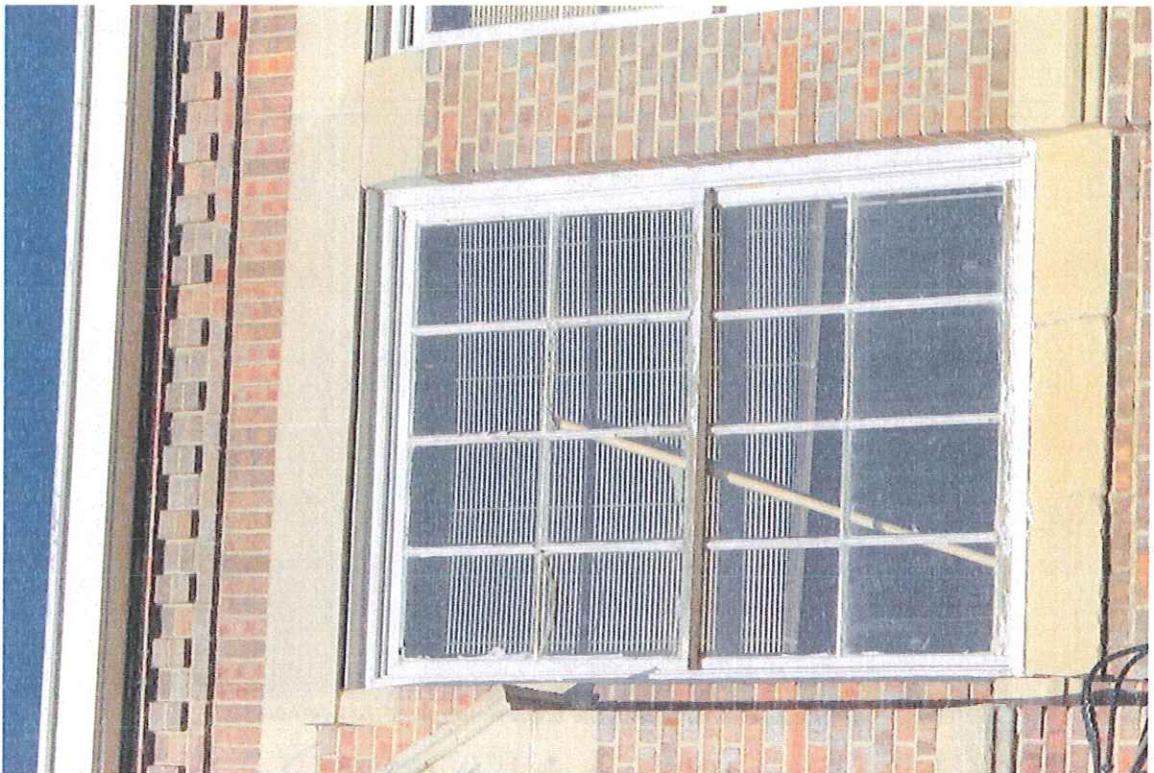


"Miserable Students"

Rags installed in meeting rail to reduce air infiltration

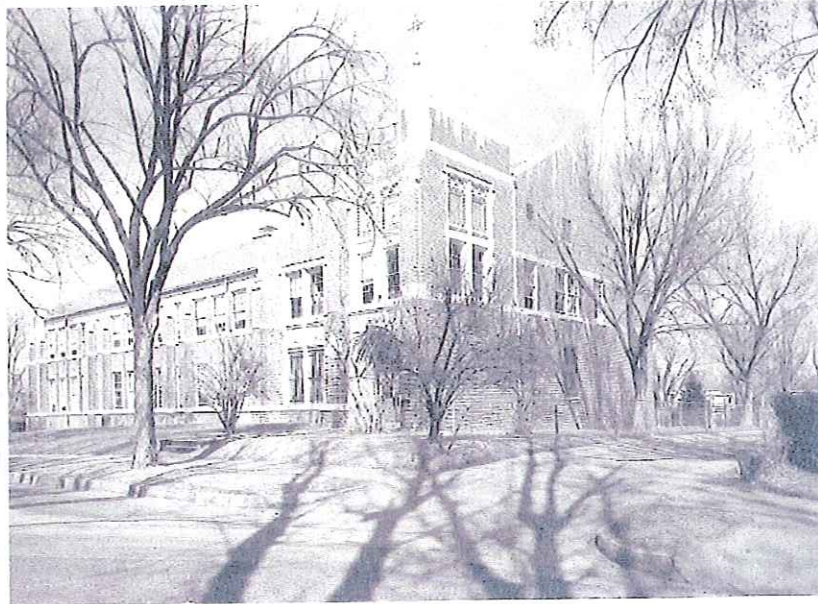


East Elevation



Cracking paint, no screen East Facing, 2nd Level

## 6.0 PART VI. PHOTOGRAPHS AND ILLUSTRATIONS



*Saint Philomena School*

*Figure 1: Overall view of the Denver Waldorf School building circa 1950. Photo courtesy of the Archdiocese of Denver archives.*



*Figure 2: Overall view of the north elevation of the addition.*

*\* (North Addition NOT part of this GRANT)*

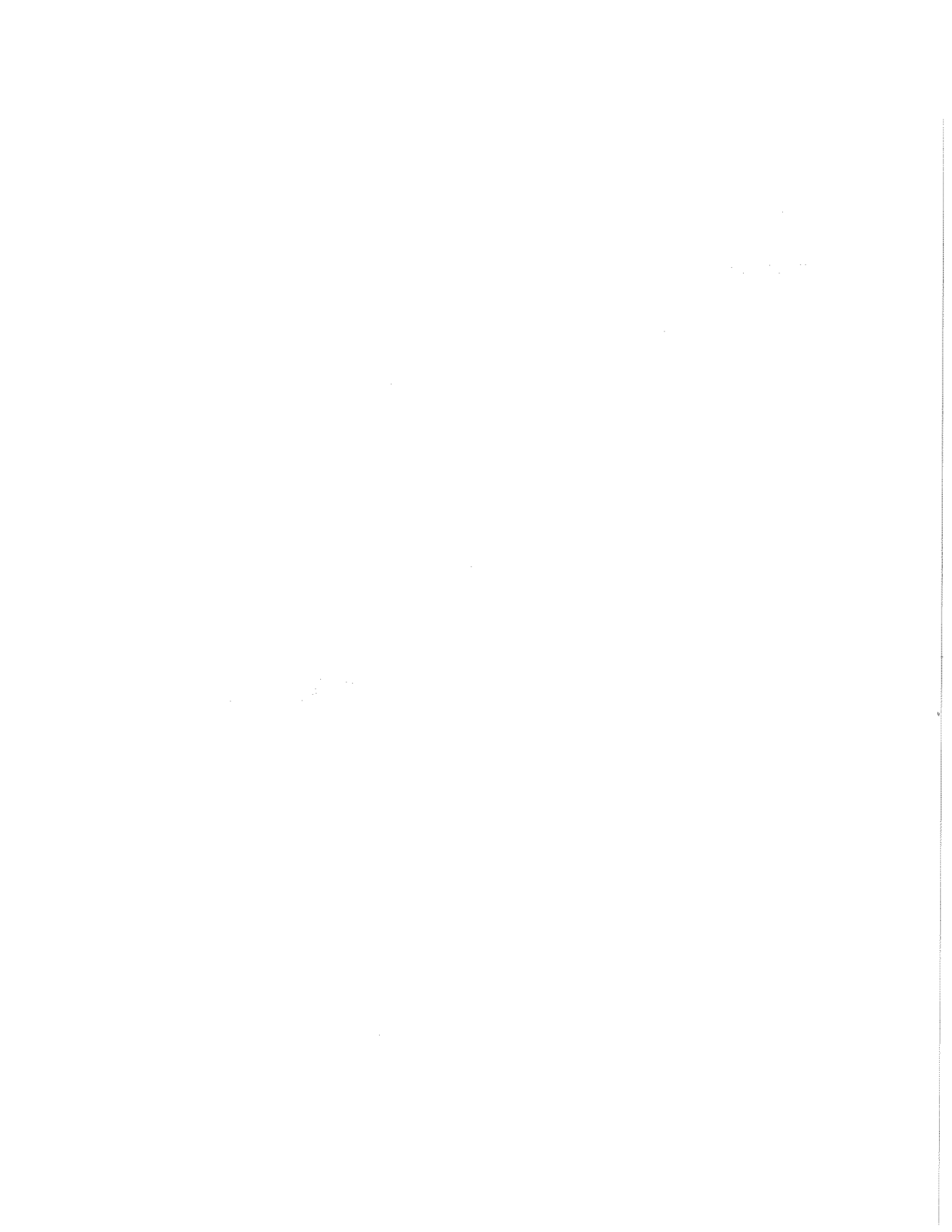


West Elevation, Level One

Poor condition muntins, bottom rail, paint

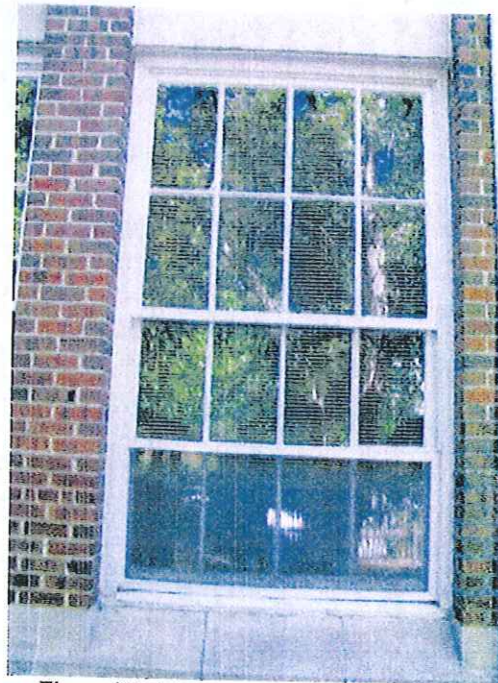


2ND Grade Denver Waldorf Students

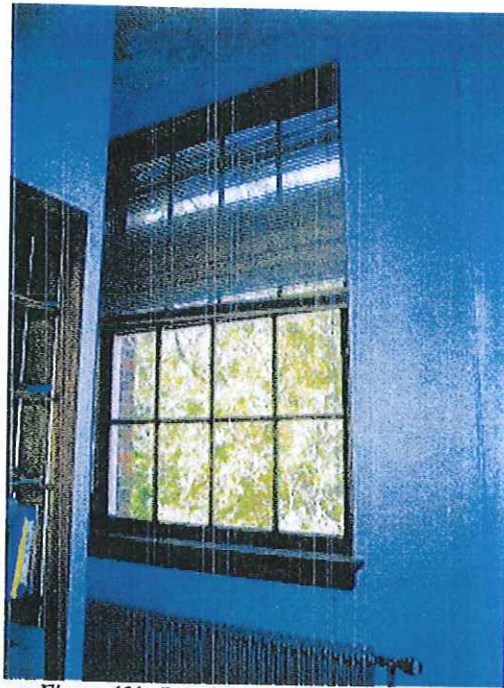




*Figure 129: Interior view of window type D.*



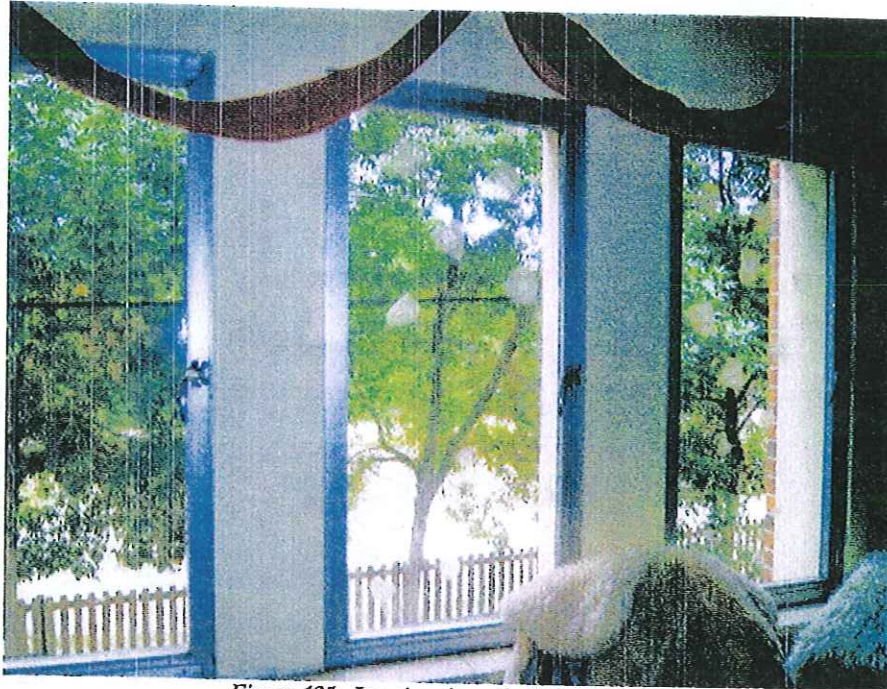
*Figure 130: Exterior view of window type E.*



*Figure 131: Interior view of window type E.*



*Figure 132: Exterior view of window type F. Note the wood paneled area in the lower portion of the lower sash.*



*Figure 125: Interior view of window type B.*



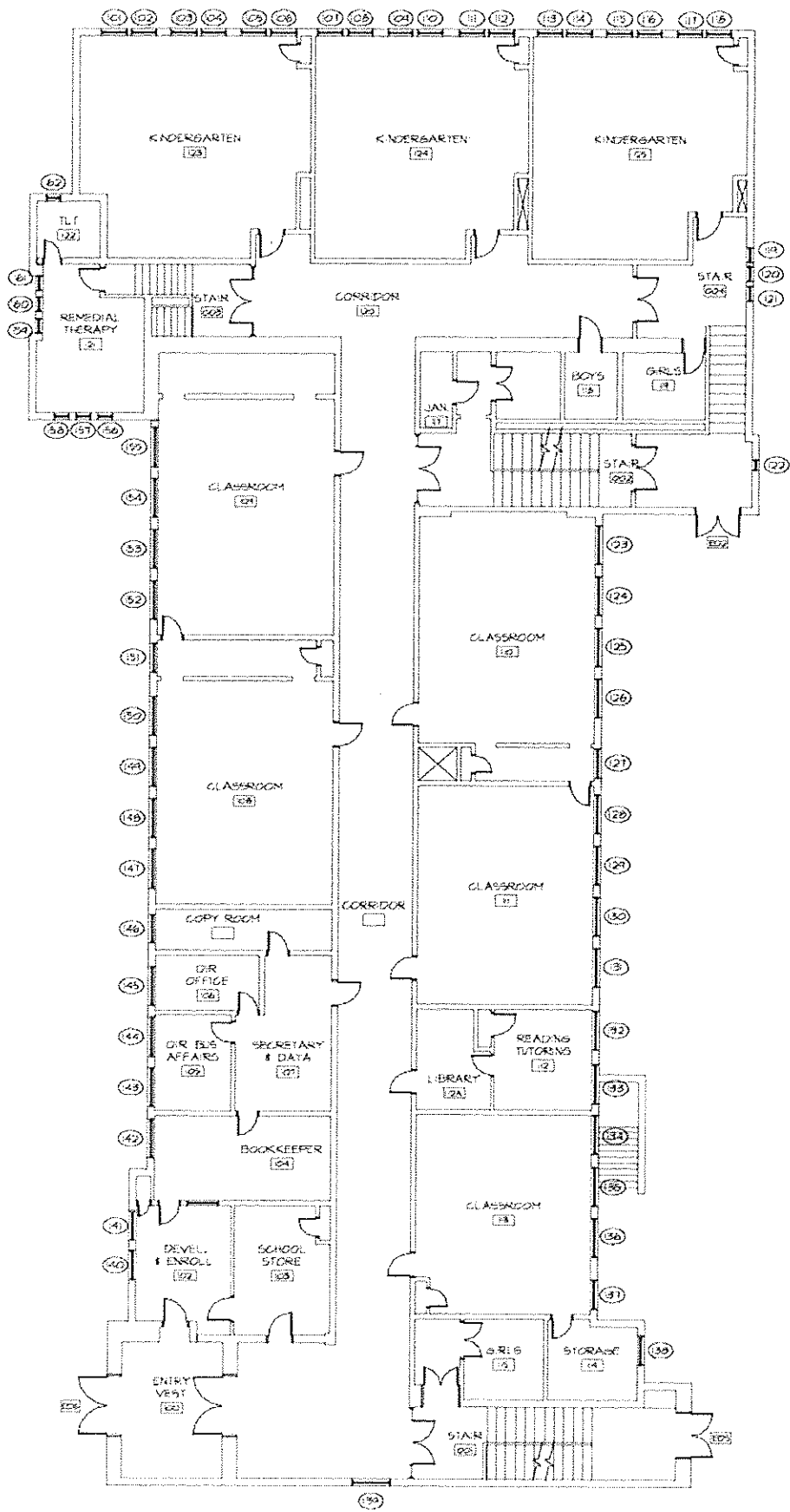
*Figure 126: Exterior view of window type C. Note the chain link security screen typical on the exterior of these windows.*



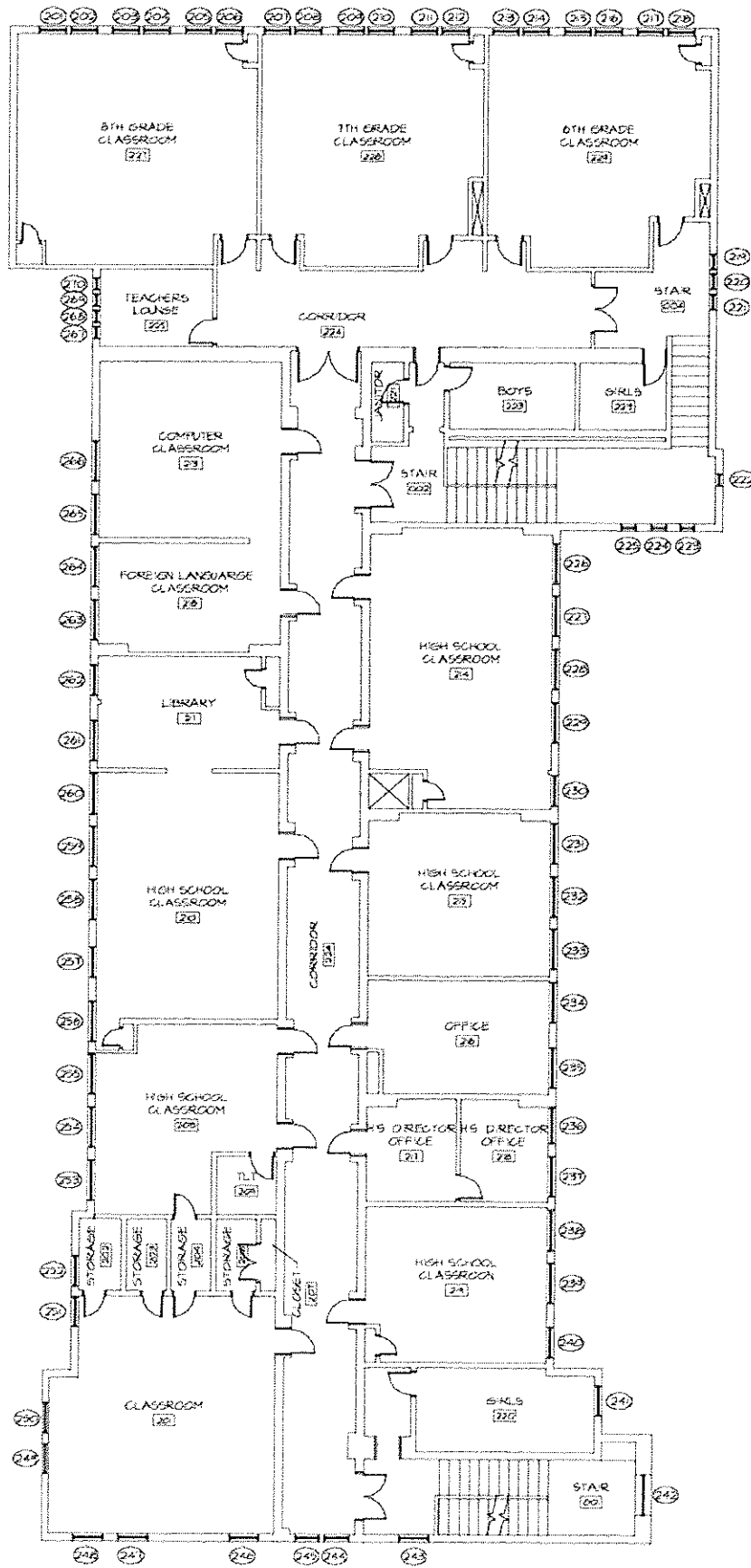
*Figure 127: Interior view of window type C. These windows are found along the east elevation of the basement of the original building.*



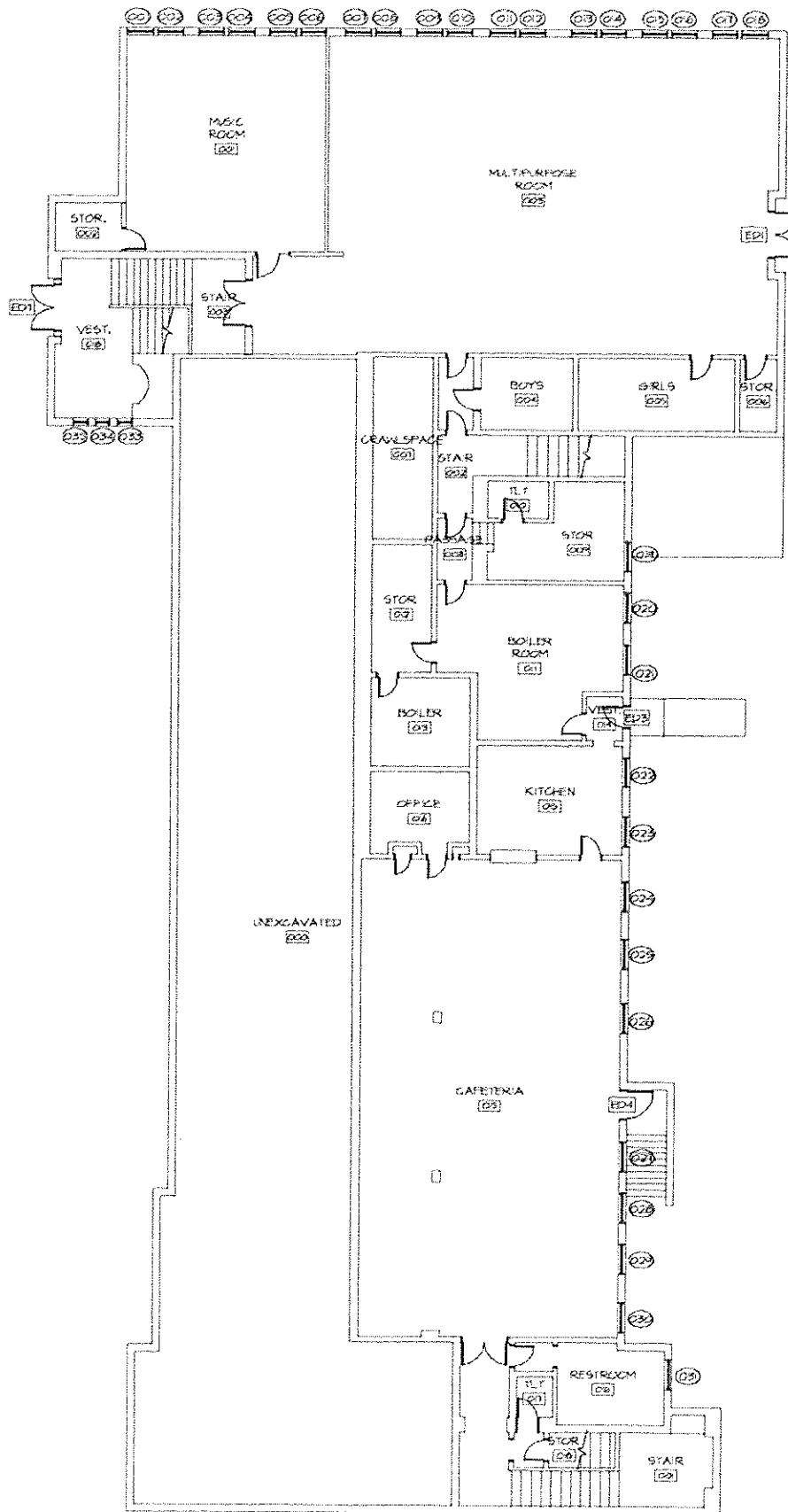
*Figure 128: Exterior view of window type D.*



Denver Waldorf School  
 First Level



Denver Waldorf School  
Second Level



Denver Waldorf School  
Lower Level

- Protect surrounding original materials when doing any repainting or sealant work
- Replace glazing at exterior door ED1 with safety / tempered glass per current code requirements.
- Provide weather-stripping at doors where none is extant or the existing weather-stripping is highly deteriorated.
- Epoxy repair and refinish exterior of door ED5.

### 3.6.2 Exterior Windows and Hardware- General

Refer to the window schedule following this section for specific window descriptions and conditions. Refer to the floor plans for window locations and numbers. The following are general descriptions of each window type.

Window Type A (*Re: Figure 122 and Figure 123*): This window type is found at the basement level on the north elevation of the building. These windows are all modern windows installed in the addition when it was constructed in 1964. The windows are typically metal with a lower operable portion and an upper fixed portion. The lower portion of the window is typically an in-swinging hopper window. The hardware for these windows is all modern and typically consists of hinges and a lock/latch. The operable portion of the window typically has an exterior wire screen.

Window Type B (*Re: Figure 124 and Figure 125*): This window type is found at various locations on the 1960s addition. These windows are typically modern metal out-swinging casement windows.

Window Type C (*Re: Figure 126 and Figure 127*): This window type is typically found along the east elevation of the building at the basement level. These windows are original to the building and are typically double hung wood windows. Both the upper and lower sash typically have 3 panes in a 3 by 1 configuration. On the exterior, the windows typically have woven wire impact/security screens.

Window Type D (*Re: Figure 128 and Figure 129*): Window type D is found throughout the historic building. This window type is a double hung wood window, typically painted on the exterior. Many of the windows are painted on the interior, although several are stained and varnished. Originally, the windows were likely painted on the exterior and stained and varnished on the interior. Both the upper and the lower sashes of the windows have 6 panes in a 3 by 2 configuration.

Window Type E (*Re: Figure 130 and Figure 131*): Window type E, found throughout the historic building, is a double hung wood window. These windows are typically painted on the exterior, and either painted or stained and varnished on the interior. The windows were likely originally painted on the exterior and stained and varnished on the interior. Both the upper and lower sash of each of these windows has 8 panes in a 4 by 2 configuration.

Window Type F (*Re: Figure 132 and Figure 133*): Window type F is found on the first floor level along the west elevation. These windows are typically double hung wood windows with a built-in wood shelving unit in the lower portion of the lower sash. This shelving unit is visible on the exterior of the building as wood paneling.

Window Type G (Re: *Figure 134 and Figure 135*): Window type G is found at the second and third floor levels of the north elevation. These windows typically have 3 sashes with the lowest sash an in-swinging hopper window, the middle an out-swinging awning window, and the upper sash fixed. Many of these windows have no screens, several have screens only at the lowest operable sash.

Condition: Refer to window schedule for conditions.

Recommendations:

- Install exterior security screens at basement windows along the east elevation. Security screens should be operable to provide access for cleaning. Screens should not detract from the historic appearance of the building.
- Repair the existing original windows and put in operating condition. Repairs should include the installation of new components, epoxy consolidation and fill, where required. It is an important preservation consideration to retain as much of the original material of the building as possible. Window frames should be securely fastened into the masonry openings. The joints around each window should be sealed with a high quality elastomeric sealant on the exterior.
- Scrape off loose window putty material and replace window putty where necessary. Match existing composition and color as closely as possible. Replace broken panes to match existing.
- After all repairs have been completed, all loose existing paint should be removed; the substrates sanded smooth, repaired with epoxy consolidant where necessary, primed and repainted. All wood surfaces should be primed with a high quality oil-based wood primer and then top coated with two coats of acrylic latex or oil-alkyd paint. Investigation into the original paint scheme of the building should be conducted prior to selecting a new paint scheme. It is desirable to reproduce the original paint scheme if it can be determined.
- Weather-stripping the windows would reduce air infiltration and improve thermal comfort in the building. The installation of metal weather-stripping in the jamb and window channels is recommended. Weather-stripping should not detract from the historic appearance of the windows.
- Install historically appropriate wood framed exterior screens at operable exterior windows. The exterior windows appear to have originally had exterior screens, as evidenced by the remaining original screens at window 241.
- Install interior storm windows. Storm windows should be operable to allow for full operation of exterior windows. The storm windows would need to be vented to the interior to mitigate heat build-up between the window and the storm. This may be accomplished by providing a small ventilation hole in the frame of the storm window. An appropriate method for ventilating this space would be fully analyzed and determined during the design phase of the project.

### 3.6.3 Door and Window Finishes and Trim

Throughout the first floor of the 1926 building, the exterior windows typically have wood aprons and stools (*Re: Figure 136*). The trim was likely originally stained and varnished, as seen in several spaces throughout the building. Similar trim is typical at the original windows in the 1926 building in both the basement and the second floor.

Throughout the 1964 addition, the windows typically have terrazzo stools (*Re: Figure 137*).

Condition:

The door and window finishes and trim are typically in good condition.

architectural lighting, etc. Other work could also pertain to the preservation of character defining historic elements within the building not necessary for the building's preservation. Other work should not be undertaken until all critical and serious deficiencies have been corrected. Furthermore, it is not wise to defer routine repairs and maintenance in order to pursue other work.

The repair recommendations included in the building condition assessment are further defined, organized and placed in the prioritized work categories below. Work items are arranged in order of their relative priority. Highest priority items are listed first. Estimated costs are for 2010-2011. Escalation to future years is not included due to uncertainty of actual timing of work. However, construction costs have escalated as much as 10% in any given year. Costs have risen an average of 4.5% per year in the past 10 years. Design fees of 15% are included in the overall project cost estimates. Design fees will be approximately 12% to 18% of the cost of the work depending on the amount of work proposed at one time.

The estimated project costs presented in this assessment and preservation plan were developed using a parameter methodology, based on very preliminary information, to result in a general order of magnitude of probable cost. The individual line items are based on general assumptions and should not be analyzed on a line by line basis.

When reviewing the following estimate of probable construction cost, it should be understood that the preparer of this information has no control over costs or the price of labor, equipment or materials, or over the Contractor's method of pricing. The estimates of probable construction costs provided herein are opinions and are made on the basis of the preparer's qualifications and experience. No warranty is expressed or implied as to the accuracy of such opinions as compared to bid or actual costs.

### **5.1.1 Critical Deficiencies (Immediate Action Required.)**

The following critical deficiencies should be corrected as soon as possible.

- Seal joint between building and adjacent pavement.
- Re-grade area at northeast corner of the 1964 addition to promote positive drainage away from the building.
- Clearly designate handicap accessible parking spaces close to the main entrance to the building.
- Provide a concrete drainage swale adjacent to the south side of the building.
- Underpin the west corridor wall foundation the full 30 feet to 45 feet length of the 12 inch concrete infill wall at the east face of the footing per the recommendations of a licensed structural engineer. Full analysis of this condition is beyond the scope of this report, however, we would expect the wall to be underpinned from the crawlspace to the west of the corridor wall with either micro piles or helical piers installed along the length of the footing at 4 feet to 6 feet on center and sized to carry the full gravity load on the raised corridor wall foundation.
- Reinforce the 12 inch concrete wall at the underpinned west corridor wall for the full lateral pressure of the soil on the west side of the wall per the recommendations of a licensed structural engineer. One means of reinforcing this wall might be to pour a new concrete wall, reinforced to span horizontally between existing interior CMU partitions, against the east face of the existing

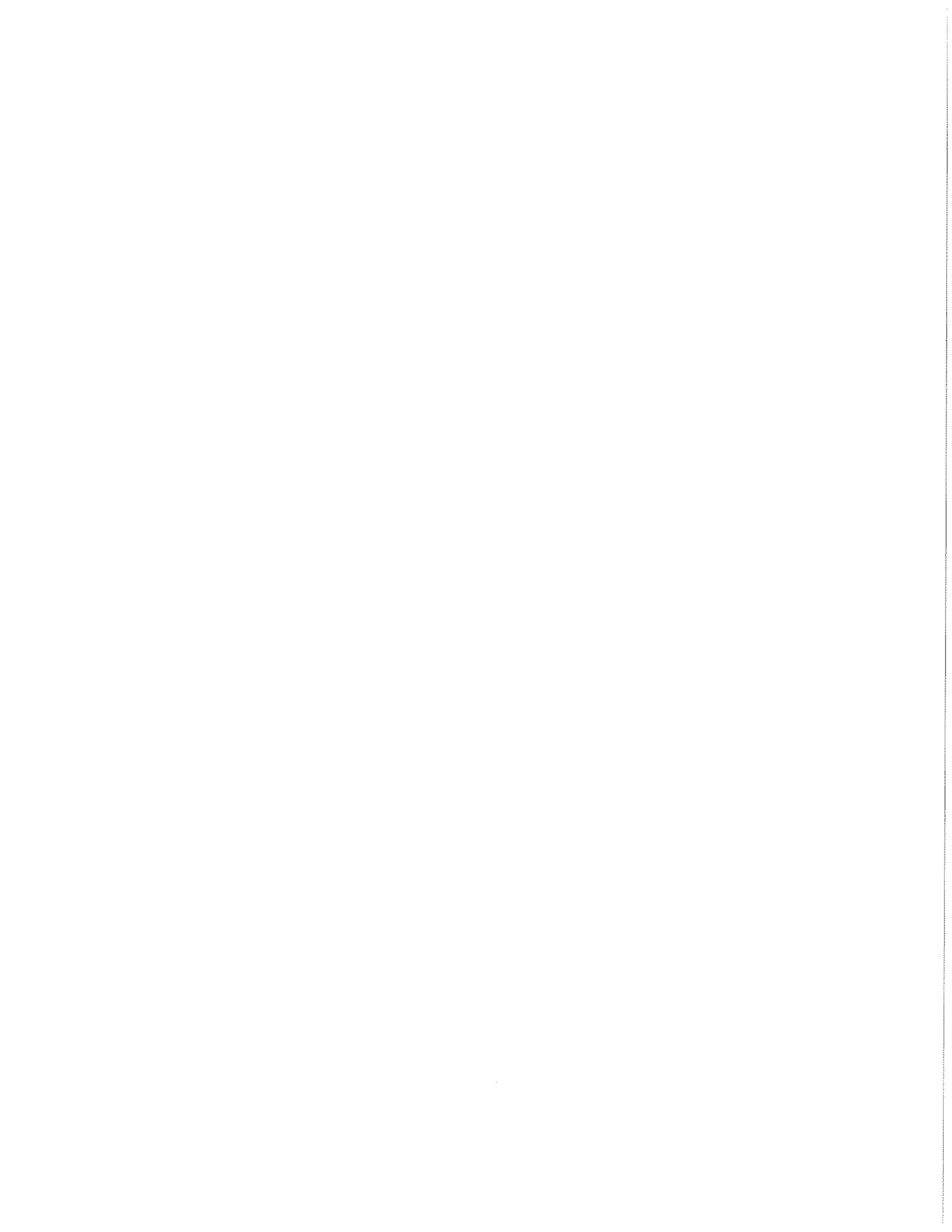
- wall. Another might be to install a system of steel cribbing that spans between new helical soil anchors installed into the retained soil on the west side of the wall. A third option might be a composite of the first two.
- Monitor the east face of the brick wall that forms the east corridor wall foundation along the length of the raised storage area for signs of movement due to the soil on the west side of the wall. This is a primary load-bearing element and any cracks developing in the wall should be investigated by a structural engineer.
  - Repoint and seal the high side of cracked site walls to prevent additional water damage and repoint low side as needed.
  - In locations where bearing walls supporting roof framing do not align with joist top chord panel points, the joists should be analyzed. Strengthening may be required and would typically require new steel angles to be welded to the top chords, below the bearing walls, and extending to the nearest bottom chord panel point either side of the wall.
  - Remove railing at the wing wall adjacent to the addition entrance, provide and install code compliant railing.
  - Provide and install code compliant handrail and guardrail with appropriate attachments to the wing walls at the basement entry stairs and the addition entry wing walls.
  - Repoint wing walls on either side of the ramp to the basement entrance.
  - Patch concrete cap on wing walls at the basement ramp entrance.
  - Provide and install code compliant handrails and guardrails at the basement ramp entrance.
  - Caulk at joints between cast stone and adjacent brick on the north elevation.
  - Install a gutter and downspout at the basement stair entry roof.
  - Attach downspout extension north of the main entrance.
  - Coat flashing with a rust-inhibiting primer and finish coat.
  - Re-slope the area of the roof to the south of the west gable to provide adequate drainage to the downspout. In order to re-slope this area, remove and re-install the lower course of clay tile.
  - Install heat trace system at the gutters and lower portions of the roof slopes on the original building.
  - Replace glazing at exterior door ED1 with safety / tempered glass per current code requirements.
  - Provide weather-stripping at doors where none is extant or the existing weather-stripping is highly deteriorated.
  - Install exterior security screens at basement windows along the east elevation. Protective screens should be operable to provide access for cleaning. Screens should not detract from the historic appearance of the building.
  - Repair the existing original windows and put in operating condition. Repairs should include the installation of new components, epoxy consolidation and fill, where required. It is an important preservation consideration to retain as much of the original material of the building as possible. Window frames should be securely fastened into the masonry openings. The joints around each window should be sealed with a high quality elastomeric sealant on the exterior.
  - Scrape off loose window putty material and replace window putty where necessary. Match existing composition and color as closely as possible. Replace broken panes to match existing.
-

- After all repairs have been completed, all loose existing paint should be removed; the substrates sanded smooth, repaired with epoxy consolidant where necessary, primed and repainted. All wood surfaces should be primed with a high quality oil-based wood primer and then top coated with two coats of acrylic latex or oil-alkyd paint. Investigation into the original paint scheme of the building should be conducted prior to selecting a new paint scheme. It is desirable to reproduce the original paint scheme if it can be determined.
- Weather-stripping the windows would reduce air infiltration and improve thermal comfort in the building. The installation of metal weather-stripping in the jamb and window channels is recommended. Weather-stripping should not detract from the historic appearance of the windows.
- Install historically appropriate wood framed exterior screens at operable exterior windows.
- Seal joint between windows and adjacent brick walls in the basement of the addition.
- Test restrooms in the basement of the 1964 addition for mold.
- Replace ceiling tiles in the women's restroom in the basement of the 1964 addition. The ceiling should be covered with a material appropriate in high humidity areas.
- Replace VAT throughout the building, particularly in areas of damaged and loose tile. Follow recommendations outlined in the hazardous materials report on file with the Denver Waldorf School for abatement. Although encapsulation is an option, it is typically not recommended in schools. Refer to the assessment for further information.
- Reconfigure toilet room partitions to grant access to all stalls in the women's room in the basement of the 1964 addition.
- Install code compliant handrails with extensions at the stairs throughout the building.
- Ventilate all chemical storage rooms, restrooms, and kitchens per current code requirements of the time. Refer to the Technical Energy Audit report for further conditions and recommendations concerning the building's ventilation system.
- Provide an accessible entrance to the building.
- Provide a minimum of one accessible restroom on the first floor of the building.
- Provide signage indicating accessible paths and points of egress.

### 5.1.2 Serious Deficiencies (Action Required 2 - 5 Years)

Serious deficiencies should be corrected after all critical deficiencies have been corrected and within the next 2 to 4 years.

- Remove damaged concrete and re-pave.
- Re-pave asphalt alley.
- Remove and reconstruct retaining wall along the east side of the alley. The new retaining wall should be constructed of appropriate materials to support the soil pressure behind the wall.
- Clean efflorescence from the brick wing wall at the addition entrance.
- Replace severely spalled cast stones at the cap of wing wall at addition entrance.
- Repoint as required at the brick wall at addition entrance.
- Replace chain and metal covered wood posts at the south end of the alley with an operable metal gate similar to that found at the north end of the alley.
- Re-pave asphalt parking areas. Upon re-paving, re-stripe the parking lot to clearly delineate





# SPECTRUM

**General Contractors, Inc.**  
 5135 E. 38th Ave. - Denver, CO 80207  
 p: 303-329-8003 - f: 303-329-8032

## PROJECT ESTIMATE SUMMARY

<b>PROJECT:</b> <span style="color: blue;">Denver Waldorf School</span>	<b>DRAWING REF:</b> <span style="color: blue;">N/A</span>
<b>TITLE:</b>	<b>DATA:</b> Existing Square Footage
<b>LOCATION:</b> <span style="color: blue;">940 Fillmore Street Denver, CO</span>	Added Square Footage:
<b>OWNER:</b>	Total SF ("SFTotal"): <span style="float: right;">0</span>
<b>ARCHITECT:</b> <span style="color: blue;">N/A</span>	Months Duration ("MO"): <span style="float: right;">3.5</span>
<b>ESTIMATOR:</b> <span style="color: blue;">Joel Sydlow</span>	<b>DATES:</b> ESTIMATED <span style="color: blue;">March 29, 2013</span>
<b>NOTE:</b> <span style="color: blue;">Window Restoration; Excludes East Elev Basement Windows</span>	<b>PRINTED -</b> <span style="color: blue;">29-Mar-13 11:27 AM</span>

DIV. #	DESCRIPTION	CURRENT (Revised) ESTIMATE			PRIOR (Original) EST.	
		\$ per SQ FT	TOTAL Estimate:	% of Total:	Revision Variance:	Original Estimate:
Div 1.1	General Conditions / Job Services	#DIV/0!	33,142	13.2%	0.0%	33,142
Div 1.9	Bldng. Permit / Fees / Insurance / Taxes	#DIV/0!	0	0.0%	0.0%	0
<b>TOTAL: Construction Management</b>		#DIV/0!	<b>\$33,142</b>	<b>13.2%</b>	<b>0.0%</b>	<b>\$33,142</b>
Div 2.0	Sitework / Utility Install	#DIV/0!	0	0.0%	0.0%	0
Div 2.1	Demolition	#DIV/0!	0	0.0%	0.0%	0
Div 2.2	Asbestos / Hazardous Material Abatement	#DIV/0!	11,935	4.8%	0.0%	11,935
Div 2.3	Site Structure / Parking Structure	#DIV/0!	0	0.0%	0.0%	0
Div 3.0	Concrete	#DIV/0!	0	0.0%	0.0%	0
Div 4.0	Masonry	#DIV/0!	0	0.0%	0.0%	0
Div 5.0	Steel / Metals	#DIV/0!	0	0.0%	0.0%	0
Div 6.0	Rough Carpentry	#DIV/0!	0	0.0%	0.0%	0
Div 6.2	Finish Carpentry / Millwork	#DIV/0!	0	0.0%	0.0%	0
Div 7.0	Roof / Thermal Systems	#DIV/0!	0	0.0%	0.0%	0
Div 8.0	Doors / Windows	#DIV/0!	167,605	66.9%	0.0%	167,605
Div 9.0	Finishes	#DIV/0!	5,800	2.3%	0.0%	5,800
Div 10.0	Specialties	#DIV/0!	0	0.0%	0.0%	0
DIV 11.0	Appliances	#DIV/0!	0	0.0%	0.0%	0
DIV 12.0	Furnishings	#DIV/0!	0	0.0%	0.0%	0
Div 14.0	Elevator	#DIV/0!	0	0.0%	0.0%	0
Div 15.1	Plumbing	#DIV/0!	0	0.0%	0.0%	0
Div 15.3	Heat / Vent / Cool	#DIV/0!	0	0.0%	0.0%	0
Div 15.4	Fire Sprinkler	#DIV/0!	0	0.0%	0.0%	0
Div 16.0	Electrical	#DIV/0!	750	0.3%	0.0%	750
<b>TOTAL: Divisions 2-16</b>		#DIV/0!	<b>186,090</b>	<b>74.3%</b>	<b>0.0%</b>	<b>\$186,090</b>
<b>COMBINED TOTAL: Divisions 1-16</b>		#DIV/0!	<b>\$219,232</b>	<b>87.5%</b>	<b>0.0%</b>	<b>\$219,232</b>
Div 70.0	Construction Contingency	#DIV/0!	0	0.0%	0.0%	0
Div 80.0	Contractor's Fee	#DIV/0!	26,308	10.5%	0.0%	26,308
<b>CONTRACTOR'S TOTAL:</b>		#DIV/0!	<b>\$245,540</b>	<b>98%</b>	<b>0.0%</b>	<b>\$245,540</b>
Other Inclusions		#DIV/0!	4,911	1.96%	0.0%	4,911
<b>TOTAL CONSTRUCTION</b>		#DIV/0!	<b>\$250,451</b>	<b>100%</b>	<b>0.0%</b>	<b>\$250,451</b>

Spectrum's assumptions, references, qualifications, and allowances in this Estimate are included herein. This includes the attached 'Detail' worksheets and the 'Estimate Notes'.





## LYONS HISTORIC WINDOW

5360 WASHINGTON ST DENVER, COLORADO 80216 PHONE 303-830-2320 FAX 303-265-9750

Jon Lewis  
Denver Waldorf School  
940 Filmore Street, Denver  
[facilities@denverwaldorf.org](mailto:facilities@denverwaldorf.org)  
303/ 777-0531

September 11, 2011

Jon,

Thank you for the opportunity to provide the attached proposal for window restoration. It was a pleasure to visit the building with you last week and feel the energy of the Denver Waldorf School in action. I subsequently completed a preliminary walk of the building exterior, noting type of quantity of windows, and reviewed the Historic Structure report provided by Slater-Paull.

My understanding is that you plan for a complete restoration of the original wood windows in the historic portion of the building, with double-hung operation to take advantage of natural cooling and with interior stained finish to match the existing. You also are considering the addition of wood-frame screen and/or storm windows that will improve energy efficiency and also fit with the historic character of the building.

The attached estimate includes full restoration for (90) windows. This is somewhat more than the number you mentioned, but will be adjusted accordingly when we have confirmed the specific windows on your program. The combination storm/screen windows have been quoted with interchangeable storm and screen sash for both upper and lower sash. There are a number of options for glass type, screen type, and configuration. For more detail and descriptions of the restoration work and storm/screen sash, see the attached Products and Services summary. Included in the estimate are line items for specifications and permits which may or may not apply to your program, but which I include as an option.

We are prepared to begin the window restoration work within 2 weeks of a notice to proceed, and anticipate 3-4 months required for completion. We are quite accustomed to working within occupied buildings and taking the time up front to carefully sequence the work to minimize disruption to ongoing activities. I will personally act as project manager and the point of contact throughout the project.

Please let me know if I can provide further references or samples of our work for your review.

Nancy R. Lyons, AIA



## RESTORATION DETAIL

JOB: **Denver Waldorf School** QUOTATION #: **6308**

### Window Sash Restoration

Qty	Window Type	Treatment	Notes	Light Pattern	Unit Price	Extended	
22	Double-Hung	Full	West façade (front)	8/8	\$ 1,266.00	\$ 27,852.00	
12	Double-Hung	Full	West façade (front)	6/6	\$ 1,106.00	\$ 13,272.00	
1	Double-Hung	Full	South façade	8/8	\$ 1,266.00	\$ 1,266.00	
12	Double-Hung	Full	South façade	6/6	\$ 1,106.00	\$ 13,272.00	
1	Double-Hung	Full	East façade (rear)	12+8/8	\$ 1,634.00	\$ 1,634.00	
24	Double-Hung	Full	East façade (rear)	8/8	\$ 1,266.00	\$ 30,384.00	
8	Double-Hung	Full	East façade (rear)	6/6	\$ 1,106.00	\$ 8,848.00	
10	Double-Hung	Full	East façade bsmt (rear)	3/3	\$ 866.00	\$ 8,660.00	
<b>90</b>	<b>Total</b>						
					Add for finish paint	\$ 3,720.00	

### Window Frame & Trim Restoration

Qty	Item Key	Description	Unit Price	Extended
18	Sills	Epoxy repair or alum panning	\$ 120.00	\$ 2,160.00

### Upgrades and Additional Services

Qty	Item Key	Description	Unit Price	Extended
0	[select add]	[none]	\$ -	\$ -

**Restoration Subtotal \$ 111,068.00**



# LYONS HISTORIC WINDOW

5360 Washington St. Denver, CO 80216 phone 303-830-2320 fax 303-265-9750

## ESTIMATE SUMMARY

JOB: **Denver Waldorf School**  
**940 Filmore St., Denver, CO**  
TO: **Jon Lewis**  
[facilities@denverwaldorf.org](mailto:facilities@denverwaldorf.org)  
**303/ 777-0531 x115**



DATE: **9/9/2011**  
PREPARED BY: **nrl**  
QUOTATION #: **6308**

### TRADITIONAL STORM/SCREEN SASH

*See Attached Storm/Screen Detail*

Storm/Screen Total Before Tax \$ 41,970.00  
City & State Sales Tax @ 7.72% (Product Only) n/a

### RESTORATION SERVICES

*See Attached Restoration Detail*

Restoration Service Subtotal \$ 111,068.00

### CUSTOM MILLWORK

*See Attached Millwork Detail*

Millwork Subtotal \$ -  
City & State Sales Tax @ 7.72% (Product Only) \$ -

### Contract Summary

Total Products/Services (incl. tax)	\$ 153,038.00
Architectural Plan/Specifications and Permitting	\$ 12,300.00
Local Historic Design Review & Tax Credit Applications	\$ 860.00
Shipping Costs	\$ -
Trip Charges	\$ -
<b>Total Contract Amt</b>	<b>\$ 166,198.00</b>

#### Assumptions:

- All classroom windows to be restored both sash operable for natural ventilation.
- All sash and interior millwork to be stained to match existing.
- No work required to jambs or brickmold.
- 20% of window sills to be epoxy-restored or panned.
- No work required for interior trim except interior stop.
- No work to East entry door (double-leaf, 9-L + 3-panel w/ 29-L arch transom.)
- All storm/screen sash to be readily convertible from building interior.

Nancy R. Lyons, AIA



## STORM/SCREEN DETAIL

JOB: Denver Waldorf School

QUOTATION #: 6308

### TRADITIONAL WOOD STORM/SCREEN SASH

Qty	Model	Notes	Description	Unit Price	Extended
90	Monroe 2-panel		Alternating storm and screen inserts for double-hung window/ogee profile	\$ 350.00	\$ 31,500.00
	All windows				

Subtotal \$ 31,500.00

90 Total

### Product Upgrades

Add for finish paint \$ 3,720.00

Add for Upgrades \$ -

Subtotal Storm/Screen Products \$ 35,220.00

### Additional Labor Charges

Professional Measure and Installation @ \$75/ea \$ 6,750.00

Removal of Existing Storms/Screens @ \$65/hr

Add Other Additional Labor Charge

Total Storm/Screen Before Tax \$ 41,970.00

Notes:



## LYONS HISTORIC WINDOW

5360 WASHINGTON ST DENVER, COLORADO 80216 PHONE 303 830 2320 FAX 303 265 9750  
[www.lyonshistoricwindow](http://www.lyonshistoricwindow.com)

### WINDOW RESTORATION PROGRAM WALDORF SCHOOL

**Nov 4, 2011**

The following outline describes the sequence of work tasks for window restoration on this project. Specific schedule details and product submittals will follow.

#### 1. PROJECT RECORDATION

- 1.1 Annotate all windows on Autocad plan and elevations. Create project database in Filemaker that includes all window components affected by the work, including description of existing condition, treatment notes, and photos. Assign quality control/tracking tags for each component removed from the site.

#### 2. DEMO AND TEMP (ON-SITE)

- 2.1 Cover / protect existing surfaces from damage during sash removal.
- 2.2 Remove and label interior stop.
- 2.3 Remove and label metal T-rail at jamb and sill, pulleys, chain/cable.
- 2.4 Remove and label lower sash.
- 2.5 Remove and record dimension of parting stop.
- 2.6 Remove and label upper sash.
- 2.7 Inspect and document existing counterweights in weight pocket.
- 2.8 Note and photo-document any special on-site conditions per this window.
- 2.9 Secure sash and stop for transport to shop storage.
- 2.10 Install translucent 8mm rigid Verolite temporary cover over opening.

#### 3. WINDOW FRAME AND SILL RESTORATION (ON-SITE)

- 3.1 Removal of temporary window cover.
- 3.2 Inspect condition of existing operating system and inventory for replacement parts if necessary.

- 3.3 Scrape loose paint from window frame and exterior wood sill to solid substrate and dispose (ensure loose paint chips are collected in drop cloth for off-site disposal) .
- 3.4 Remove all paint down to bare wood using bio-based stripper, *Soy-It* (spoils to be neutralized & collected for off-site disposal).
- 3.5 Consolidate and fill all wood surfaces as necessary with 2-part epoxy, *Abatron* system.
- 3.6 Rough sand epoxy fill; finish sand and wood surfaces, prime, and dry.
- 3.7 Finish paint 1st coat, dry, and touch sand.
- 3.8 Finish paint 2nd coat and dry.
- 3.9 Reinstall temporary window cover.

#### **4. SASH RESTORATION (OFF-SITE)**

- 4.1 Inventory and label sash and interior stop.
- 4.2 Remove, clean, inventory, and label: pulleys and sash hardware.
- 4.3 Steam sash to soften glazing putty and loose paint.
- 4.4 Remove, clean, and inventory glass.
- 4.5 Finish steam and detail strip with chemical stripper, *Palco II*, sash and stop to bare wood.
- 4.6 Thoroughly rinse all chemical stripper with lacquer thinner to neutral pH. Allow to dry thoroughly.
- 4.7 CHECKPOINT: Assess structural integrity and wood conditions; Specify any selective component replacement, Dutchman repair, and structural reinforcement.
- 4.8 Replace unsalvageable sash components with like species and joinery; Reinforce existing joinery as necessary.
- 4.9 Complete epoxy system repairs, *Abatron* and/or *AR*. of damaged wood .
- 4.10 Rough sand epoxy repairs.
- 4.11 Kerf sash to receive t-rail and silicon bulb weatherstrip.
- 4.12 Finish sand (progressively) to 120 grit.
- 4.13 Kerf sash to receive t-rail and silicon bulb weatherstrip.
- 4.14 Prime, fill, and sand.
- 4.15 Bed and set glass with oil-based putty and cure.
- 4.16 Finish paint 1st coat and dry.
- 4.17 Finish paint 2nd coat and dry.

4.18 Install silicon bulb weatherstrip at meeting rail of upper sash and bottom rail of lower sash.

4.19 Clean, wrap, tag, and transport to site.

## **5. SASH INSTALLATION**

5.1 Dry fit sash, plane if necessary for alignment.

5.2 Install zinc weatherstrip at jambs.

5.3 Install upper sash against blind stop and fix in place.

5.4 Install new pre-finished parting stop, cut to size.

5.5 Install lower sash w/ new rope or chain appropriate to existing pulley and counterweight

5.6 Test operation; adjust system components as necessary.

5.7 Install restored interior stop, adjusting for smooth operation.

5.8 Caulk joints and paint touch-up on jambs.

5.9 Install new or refurbished sash lock and sash pulls, adjust to smooth operation.

5.10 Final inspection and cleaning.

# The EPA's Renovation, Repair and Painting Final Rule (40 CFR 745)

## The RRP Rule Overview:

The EPA's Renovation, Repair and Painting Final Rule addresses lead-based paint hazards created by renovation and restoration activities that may disturb lead based paint in "target housing," child-occupied facilities and homes built prior to 1978. It stipulates that any renovation conducted for compensation must be performed by a Certified Firm (contractor) using Certified Renovators. The Rule creates extensive work practice standards and requirements which must be followed. The areas of a restoration which are most affected by the new rule are Containment and Cleanup. Fines for non-compliance range from \$37,500 per violation to a maximum of \$75,000 per violation, or imprisonment, or both. This new rule affects all stages of the renovation/restoration process from pre-construction education of owners and residents/occupants to a final report documenting the entire job from the posting of warning signs to the cleaning verification or clearance report. The rule goes into effect on April 22, 2010.

## New Mandates Under the RRP Rule:

### Pre-Renovation Requirements

- All firms working in pre-1978 homes and child-occupied facilities must be certified
- All renovators must be trained and certified
- Non-certified workers must work under and be trained on-the-job by a Certified Renovator
- Certified Firms (renovators) must educate owners and/or occupants:
  - They must distribute the *Renovate Right* pamphlet to both the owners and all adult representatives of a child occupied facility 60 days prior to beginning a restoration
  - They must let all parents and guardians of children using a child-occupied facility know about the renovation and how to get a copy of the *Renovate Right* pamphlet
  - They must get confirmation of receipt of the *Renovate Right* pamphlet from owners or evidence that the pamphlet was delivered to all residents/occupants
  - Keep all records for 3 years

### Interior Renovation Requirements

#### Interior Containment

- Remove all objects from the work area or cover them with heavy duty plastic sheeting with all seams and edges sealed
- Close and cover all duct openings in the work area with taped down heavy duty plastic sheeting
- It is recommended to turn off the building's HVAC unit
- Close all windows and doors in the work area. All doors must be covered with plastic sheeting
- All doors used to access the work area must be covered with two layers of plastic sheeting
- Cover the floor surface with taped down plastic sheeting a minimum of six feet in all directions from the paint being disturbed
- Lay plastic sheeting in all high traffic areas
- Use a disposable tack pad at the edge of protective sheeting and change daily
- Use precaution to ensure that all personnel, tools, and other items, including the exteriors of containers of waste, are free of dust and debris when leaving the work area

#### Interior Cleanup

- A preliminary cleaning of the work area is required after completion of the restoration
- Clean all objects and surfaces in the work area
  - Collect all paint chips and debris and dispose of in heavy duty plastic bags sealed by a "goose neck" and HEPA vacuum the exterior of the bag before removing it from the work area
  - Clean walls starting at the ceiling and working down to the floor by either vacuuming with a HEPA vacuum or wiping with a damp cloth
  - Remove protective plastic sheeting by misting with water and folding dirty side inward and dispose of in heavy duty plastic bags sealed by a "goose neck"
  - Thoroughly vacuum all remaining objects and surfaces in the work area, including furniture and fixtures, with a HEPA vacuum
  - Wipe all remaining surfaces and fixtures in the work area, except for carpeted or upholstered surfaces, with a damp cloth. Mop uncarpeted floors thoroughly using a method that keeps the wash water separate rinse water, or use a wet mopping system

- A certified renovator must perform a visual inspection of the work area after the preliminary clean. If dust, debris, or residue is present, the area must be re-cleaned and another visual inspection performed
- When dust, debris, or residue is not visible then, and only then, can you proceed to the cleaning verification

#### **Interior Cleaning Verification**

- A cleaning verification is required to ensure the work area is adequately cleaned and ready for re-occupancy
  - A certified renovator must wipe all floors, countertops and windowsills within the work area with a wet disposable cleaning cloth
  - Use a single wet disposable cleaning cloth per window sill
  - Floors and countertops can not exceed 40sf per cleaning cloth
  - Compare all cloths to the Cleaning Verification Card
  - If it does not pass, repeat all of the steps above
  - If it does not pass a second time, wait until surfaces are dry and wipe with an electro statically charged white disposable cleaning cloth. This completes the Interior Cleaning Verification

### **Exterior Renovation Requirements**

#### **Exterior Containment**

- Limit access to the work area by establishing a 20 foot perimeter around the work area with cones, warning tape and posted signs on all sides of the work area to discourage anyone not directly involved with the restoration from entering the work area
- Close all doors and windows within 20 feet of the renovation
- Cover the ground with heavy duty plastic sheeting extending a minimum of 10 feet from the work area
- Tape or staple the plastic sheeting to the base of the exterior wall
- Cover all landscaping; trees, shrubs, etc. which may collect and trap dust and debris
- Cover all play areas, including sand boxes, with heavy duty plastic sheeting
- Remove all toys and other items from the work area
- Cover all immovable objects with heavy duty plastic sheeting
- Ensure that all doors within the work area that will be used are covered with plastic sheeting in a manner that allows workers to pass through while containing dust and debris
- When work areas are in close proximity to other buildings or when high winds are likely, vertical containment systems must be employed
- The HUD Rule prohibits exterior restoration activities that create dust when wind speeds are forecast in excess of 20 miles per hour

#### **Exterior Cleanup**

- Clean all objects and surfaces in the work area until no visible dust, debris, or residue remains
  - Collect all paint chips and debris, without dispersal, and dispose of in heavy duty plastic bags, sealed by a "goose neck" and HEPA vacuum the exterior of the bag before removing it from the work area
  - Remove protective plastic sheeting by misting with water and folding dirty side inward and dispose of in heavy duty plastic bags sealed by a "goose neck"
  - Raking and shoveling debris from loose soil is permitted only if the soil is misted first

#### **Exterior Cleaning Verification**

- A certified renovator must perform a visual inspection of the work area
  - If dust and debris are present, these conditions must be eliminated and another visual inspection performed
  - This process must be repeated until a visual inspection by a certified renovator determines that no dust or debris is present
  - Then, and only then, can the signage be removed and the work area deemed safe

### **Personal Protective Equipment (PPE) Requirements**

#### **Required PPE Items**

- Disposable hat for hair and head protection
- Disposable coveralls
- Disposable shoe coverings

- Disposable N-100, P-100, or R-100 dust masks
- OSHA Requirements supersede the RRP rule and may require more extensive PPE depending on the scope of the work

#### **PPE Use and Care Requirements**

- Remove shoe coverings and HEPA vacuum shoes every time you leave a contained work area or step off the protective plastic sheeting on the floor
- Utilize a disposable tack pad at all entrances and exits into a contained work area
- HEPA vacuum and remove coveralls every time you leave a contained work area
- If used, remove gloves and wash your hands and face every time you leave a contained work area
- Dispose of all used disposable clothing in a heavy duty plastic bag and seal with a “goose neck”

### **Record Keeping Requirements**

#### **Pre-Renovation Record Keeping Requirements**

- In child occupied facilities
  - Written proof of receipt of *Renovate Right* pamphlet by owner or proof of mailing required
  - If mailing, send 7 days prior to renovation
  - Maintain proof of receipt by owner or adult representative, or certify in writing that the *Renovate Right* pamphlet has been delivered to the facility
  - Keep copies or pictures of the signs and notices posted
  - Keep records of when contacts with the owner or occupants were attempted
  - Keep written proof of when contacts were made
  - Keep records of what notices were posted, and when and where they were posted

#### **On-the-job Record Keeping Requirements**

- Copy of Certified Firm and Certified Renovator(s) certification
  - A Certified Firm must designate (in writing) a Certified Renovator to be responsible for each job
- Non-certified worker training
  - Worker’s name
  - Description of lead-safe work practices the worker is trained to perform
  - Completed and signed skills evaluation checklists
  - Date(s) of training
  - Name and signature of Certified Renovator who conducted the training
- EPA-recognized test kit reporting
  - Manufacturer and model of the EPA-recognized test kit
  - A description of the components tested
  - The location of the components tested
  - The results of the testing

#### **Post-Renovation Record Keeping Requirements**

- An End of Renovation Report containing the following items must be signed by the Certified Renovator and turned over to the person who contracted for the renovation
  - The name of the Certified Renovator assigned to lead the project
  - A copy of the Certified Renovator certification(s)
  - Proof of non-certified worker training and a list of the topics covered
  - Proof of posting of warning signs
  - Description of results of used EPA-recognized test kits
  - Description of on-site waste containment and transport
  - Proof of proper post-renovation work area cleaning
  - Records of inspections and/or risk assessments, if applicable
  - Proof of successful cleaning verification

#### **Special Notes Concerning This Document:**

##### **Sources Cited**

Lead Safety for Renovation, Repair, and Painting; Model Certified Renovator Initial Training Course Student Manual: EPA-740-R-09-001. Published with permission of the EPA by: [www.ehsMaterials.com](http://www.ehsMaterials.com). February 2009.

**Note:** In an attempt to make an outline of relevant details of the RRP Rule, some text in this document is identical to that published in the sources cited. DO NOT DUPLICATE this document.

## Request for Taxpayer Identification Number and Certification

Give Form to the  
 requester. Do not  
 send to the IRS.

Print or type See Specific Instructions on page 2.	Name (as shown on your income tax return)	
	Business name/disregarded entity name, if different from above <b>The Denver Waldorf School Association</b>	
	Check appropriate box for federal tax classification: <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate  <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶  <input type="checkbox"/> Other (see instructions) ▶	
	<input checked="" type="checkbox"/> Exempt payee	
	Address (number, street, and apt. or suite no.) <b>940 Fillmore Street</b> City, state, and ZIP code <b>Denver, CO 80206</b>	
Requester's name and address (optional)		
List account number(s) here (optional)		

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

**Note.** If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

<b>Social security number</b>									
<b>Employer identification number</b>									
8	4	-	0	7	1	7	6	1	5

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. citizen or other U.S. person (defined below).

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

<b>Sign Here</b>	Signature of U.S. person ▶ <i>Judith C Lucas</i>	Date ▶ 3/28/13
------------------	--------------------------------------------------	----------------

**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Purpose of Form**

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

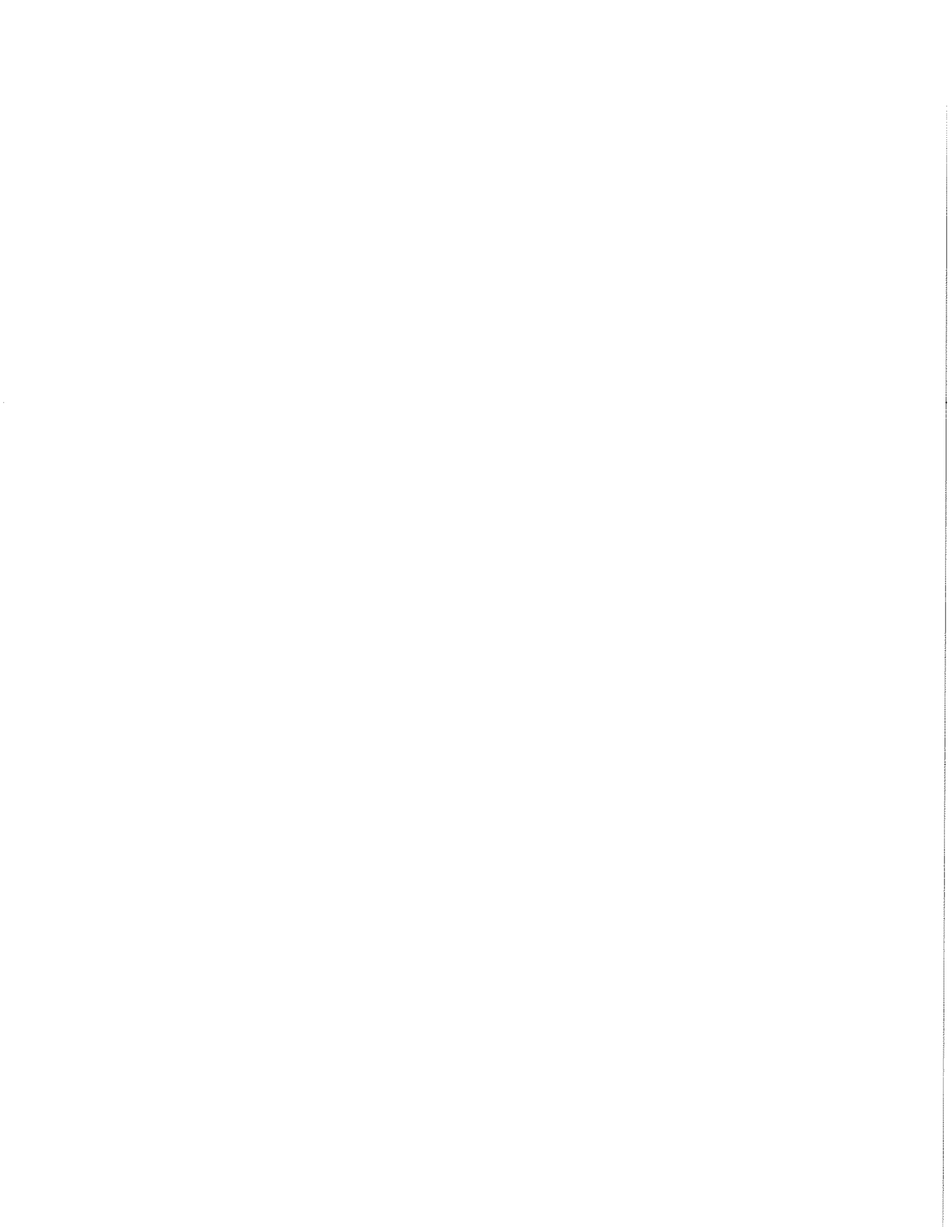
- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

**Note.** If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

**Definition of a U.S. person.** For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

**Special rules for partnerships.** Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.



March 21, 2013

Dear Lisa or Martina

I thank you very much for considering restoral in the windows at the Denver Waldorf School. The sun glares through the glass onto the chalk board, making it difficult to see. The sun also shines very hot, making us over heat and making it difficult to learn. In the winter, ice will form itself on our windows and making it very cold. When we open the windows to get some air, dust will always blow up around the air. It would be so appreciated if you will do this for our school, making it easier to learn.

Sincerely,

Ella Bandy

March 21, 2013

Dear Sirs or Madams,

Thank you for consideration The replacement and  
restoration of the windows at The Denver Waldorf School.

With all the appreciation, Thankfulness, and happiness  
I'm grateful that we even have windows, yet I sit  
at the end of the deck where the Sun directly  
shines beside me. And the ice cold breeze on the  
windows, with the Sun its even hard to see  
the blackboards. When the Sun interferes with the  
windows its very hard to concentrate and its very  
distractful. And would be delighted, appreciated Thankfull  
and happy to have better windows.

Sincerely, Mabelle Wilson.

To Whom It May Concern,

I have been a faithful student of the Denver Waldorf School for the past thirteen years, and have been a student at the Filmore building for nine years. I love my school, and the new building is much, much better than the old one, but it is far from perfect. In the winter, the classrooms, especially those in the high school, get cold enough that teachers encourage us to wear winter jackets to class. In the late spring, the rooms get so hot that you can practically hear the drops of sweat smack the floor as the students sit at their desks, sweltering in agony.

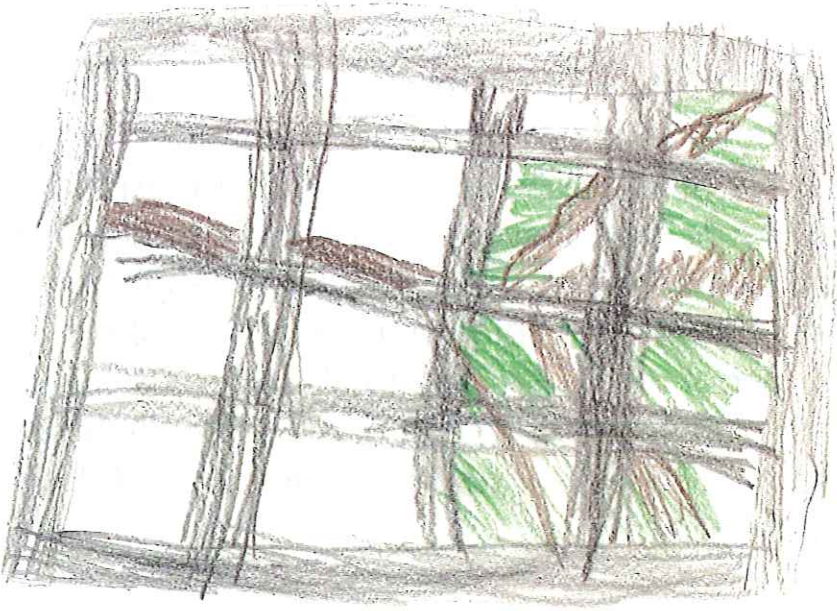
It has come to my attention that these problems could be substantially improved upon by a simple upgrade in windows. This would not only save the students and teachers from much discomfort, but also lower our utility bills, enabling us to better save for that gym we've always dream of. This is, of course, all on a personal level. On a more global level, the improved windows and lowered utility usage would be more ecologically green, and would be one step closer to a healthier, happier Earth for all of us.

To summarize: We, the students, teachers, and parents at the Denver Waldorf School would greatly benefit from new windows, in both an economical and comfort sense; and the greater community of Denver and, in a sense, the world, would benefit from one more step towards a green planet.

Sincerely,  
Dayna Menninger  
11th Grade

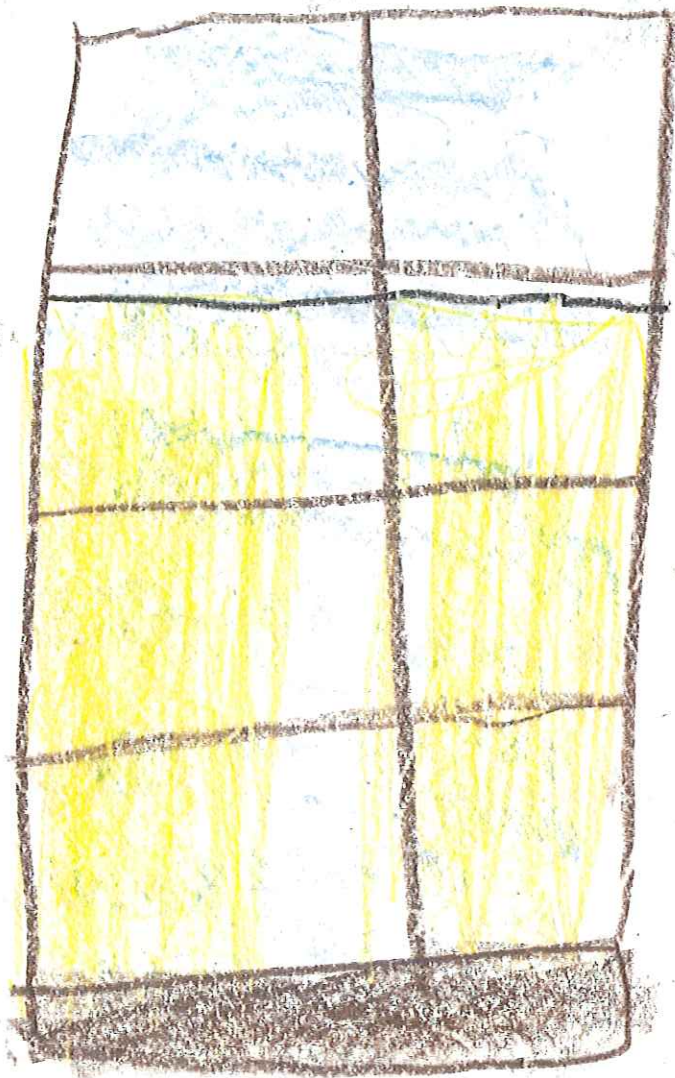
was when it was  
I have heard. But when it is  
about lunch it is really hot!!


---



From  
Beth

To whom it may concern,  
I am usually excited to go to school  
But at 12:00 ish it gets really hot in  
the class room I do love the big windows  
I think we need new ones from hexie





DWS 8th Grade  
3/21/13

To whom it may concern,

We, the 8th Grade class believe that replacing the windows in the Elementary Hall would improve energy efficiency and would provide a better learning atmosphere for students.

The heat was most noticeable in the 4th and 5th grade classrooms, and the 5th grade swamp-cooler was very helpful. We hope you take these angles into account and provide change and/or response in due course.

Sincerely, Cadan Hirsch, Zachary Munroe,  
Joseph Powers



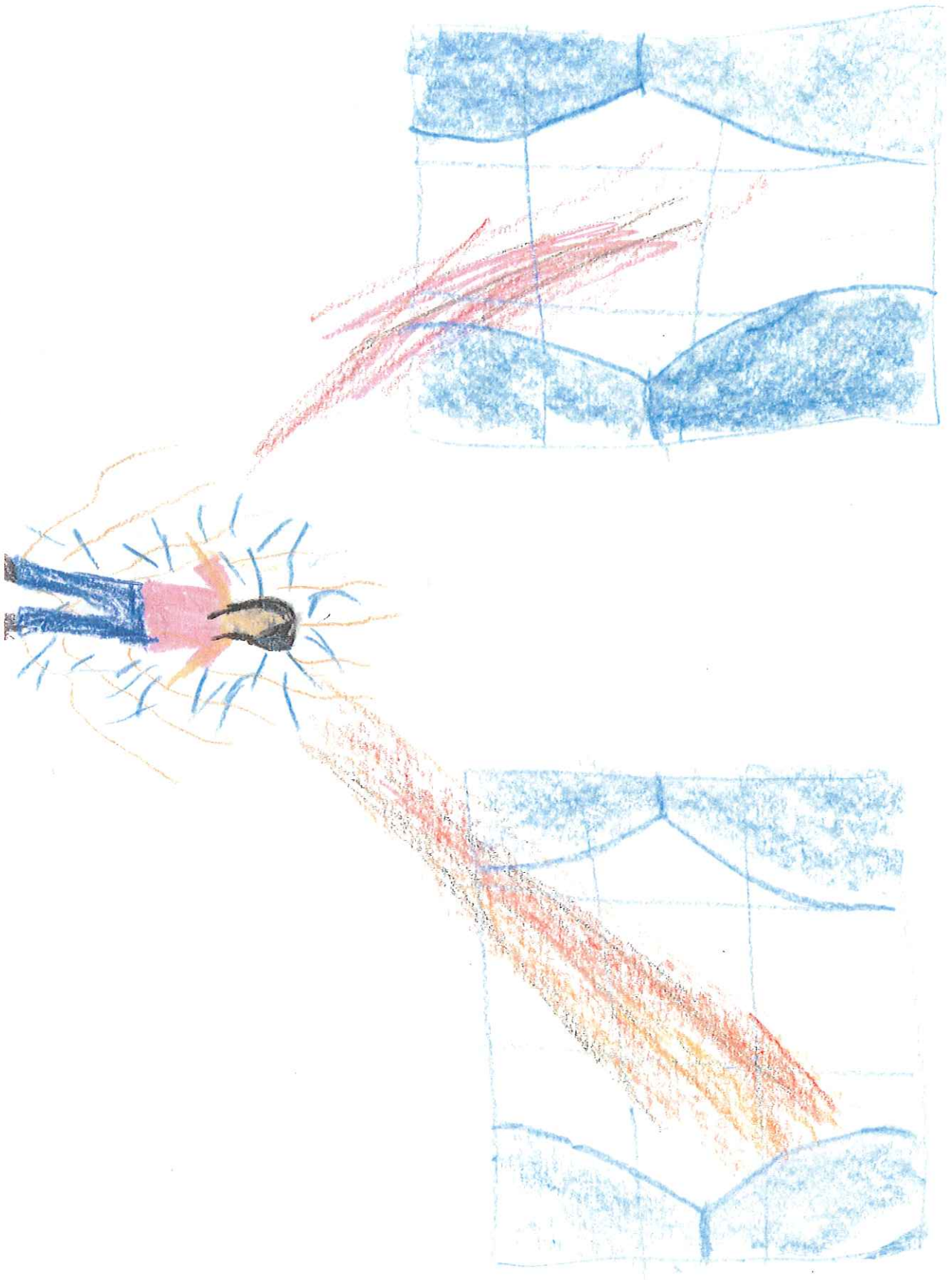
To: Window  
People.

from:  
Sophia

---

To whom it may


concerns, I love  
our windows but... the  
only problem is... it gets  
to hot time. Smb!



March 21, 2013

Dear Sirs or Madams,

I thank you for considering the replacement and restoral of the windows at the Renner Waldorf School. Replacing the windows would positively effect all of the students by keeping in more heat in the winter and keeping in cool air in the summer. I find that when it is cold or hot it becomes much harder focus on work. Especially in the lower grade classrooms the windows do not fit snugly in the frames and I

nce upon a time, in a small 5th grade Waldorf classroom, Squire Pfister tried desperately to teach over the growling of the dreaded Swamp Monster. The gnomes raised their hands as a last attempt to shade their eyes from the radiant beams of blinding sunlight entreating entrance into their classroom.

They tried first to put the blinds down, but the darkness that followed caused the gnomes to fall under a trance that made them sleepy. Next, the squire and her gnomes tried to put up fans, but the incessant buzzing bothered and distracted the gnomes. Finally, the little gnomes wrote a letter to ask for new windows. The Knights of The New Windows installed them, and the gnomes and Squire Pfister lived happily ever after.

gnome lidon  
gnome Sarah  
gnome Emma



hallelujah!



March 21, 2013

Dear Sirs or Madams,

It would be amazing and very beneficial for the entire school if you chose the Denver Waldorf School to restore our windows and thank you for considering us.

In my class, (the 6<sup>th</sup> grade,) when it gets really cold, the edges of the windows frost up. In the elementary school, the sun comes through the windows and it's hard to

Emily

march 21<sup>st</sup> 2013!

Dear Sirs or Madams

Thank you for considering the replacement and restoral of the windows at the Denver Waldorf school. It would mean so much to me and my class because in the summer the sun glares through the windows which can sometimes interfere with the class's learning. In the winter sometimes ice is on the inside of the windows which makes the class room very very cold. Thank you again for considering the replacement and restoral for

To Whom it may concern,

I would like to share a poem about  
why we need new windows;

The sweltering heat caused my mind to drift  
And the sheer lack of cools caused me to  
become behind in work.

As I watched the outside weather change  
I wondered what it felt like  
To have the outside breezes blowing against  
my skin


I wished that the heat of the classroom  
would diminish

And I would not be melting in my  
wooden chair any longer.

If only we had new windows to  
satisfy my need.

Sincerely,

The Denver Waldorf School 8th grade

<sup>ophile,</sup> Luq Orión 

i want new windos  
 so bad becuse  
 in wineter it was cold  
 becuse the snow wold  
 come in, and in the  
 summer and spring  
 it gets supper hot  
 and we turn on the  
 fans and open the windos  
 and it is steel bearning  
 and in strings we can  
 not turn on the fans

winter	Cold
Fall	Coldish
Spring	Hot
Summer	Hotish
Fall	Coldish
winter	Cold
Hotish	Cold
Hot	Coldish

To Whom It May Concern,

I am a senior at the Denver Waldorf High School and am writing about the current condition of the windows in the building of my school. As a student in this building for the past four years I can personally attest to the fact that our present windows make an uncomfortable learning environment. The temperature control in the classrooms is very poor; some are often frigid in the winter and stifling in the heat to the point of needing to change locations.

Besides this obvious inconvenience of discomfort, there is also an economic and environmental concern that comes with the lack of insulation. As a founding member and leader in our school peace group I am well educated on the topic of energy conservation and the effect that excessive use of energy for temperature control has on the environment. Last fall we canvassed the Congress Park neighborhood advocating participation in the Denver Energy Challenge in which we educated residents about the real environmental dangers of our unsustainable lifestyle while adding the component of cost efficiency.

Not only is upgrading our windows the environmentally responsible decision, it is the financially superior option. I believe that the funding of our school can be put to better use than the constant battle to maintain a comfortable temperature in the building and the parents and donors of the school who provide that funding deserve the best possible use of their resources. I hope that this will all be given due consideration and the most constructive decision can be reached.

Thank you,

Krista Smith

To whom it may concern,

Getting the windows in the high school updated would be a really wonderful investment for the Waldorf School. From my time at the Denver Waldorf School I have come to be an individual that believes in sustainability and environmental responsibility, who has the awareness and education to recognize the financial benefits, not to mention the improved comfort and learning environment, to be gained from investing in modernized windows. I have learned from Waldorf about environmental mindfulness and the possibility of individuals or communities of integrity to make a difference by contributing to the collective. Updating the windows in the high school would be another step the school can take in practicing this integrity. As a community that believes in sustainability and teaches it, it would be really meaningful for Waldorf to be able to take this step. I would love to support the school's effort to practice this integrity because they are rightfully teaching that this is what should be strived for.

Thank you for your support,

Ruta Smith

Senior, Denver Waldorf Highschool

To the granters of grants,

Our school is in need of new windows for the elementary school classrooms.

As 8<sup>th</sup> graders who have gone to the Denver Waldorf School since the lower grades, we remember experiencing how uncomfortably hot and stuffy the classrooms became during the warmer months. We think the students would be able to focus and work harder if the classrooms were more comfortable to be in. Fans and swamp coolers make it hard to hear the teacher and distract the students. If we could replace the windows we think it would not only improve the children's learning environment, but it would save money and energy for the school. With new windows, the money the school uses for cooling classrooms could be used to better the school.

Sincerely,

The Denver Waldorf School 8<sup>th</sup> grade

Bella, Isabel, Zoe

March 29, 2013

State Historic Fund Grant Reviewers  
State Historical Fund  
1200 Broadway  
Denver, CO 80203

Dear Reviewers,

This grant to help us restore the original wood windows at The Denver Waldorf School will be of tremendous importance. We seek to provide an environment rooted in history that demonstrates beauty and functionality as well. I now teach 3rd Grade, and the months of May and June are looming. Every child can feel the approach of summer, and the excitement of playing outside over the summer break for days-on-end builds. In the classroom, I must do my best to make my lessons extra enticing in order to draw the children in during this part of the year. What I cannot do much to affect is the temperature of the room and the staleness of the air.

In first and second grade we put in evaporative coolers to try and mitigate the issue, but the noise causes the teacher to ask the following question: Is it better for the children to be cool enough not to sweat in their seats or to hear my lesson? A rock and a hard place.

At the beginning of this 3rd Grade year in August, a similar dilemma presented itself. The stories I told each day, which are normally received with such delight and enthusiasm, seemed to drag on for an eternity because all the children could experience was the insufferable heat. Additionally, we started off the school painting every day but had to paint with the fans turned off because otherwise their paintings would dry quicker than they could paint them!

Part of what we try to show the children in our school is how to live harmoniously with your surroundings. Restoring the windows in a manner that makes them rooted in history, beautiful, and functional is a means of demonstrating just that to the children every day.

In gratitude,

Vernon Dewey  
3<sup>rd</sup> Grade Teacher

A handwritten signature in blue ink, appearing to read "Vernon Dewey", is located at the bottom of the page.

March 28, 2013

State Historic Fund Grant Reviewers  
State Historical Fund  
1200 Broadway  
Denver, CO 80203

Dear Reviewers,

One of the many things I love about working at the Denver Waldorf School is its commitment to maintaining a beautiful structure that complements the neighborhood we are a part of while maintaining the historical character of the building and honoring the design and history that we have inherited in our school building. Our beautiful, large, wood framed windows allow natural light to provide a healthy environment to learn, work, and teach within.

The age of the building and the original windows are in need of restoration if they are to serve us in this modern world. We have gone many years now with our facilities team of one trying to keep these old windows functional. But, time is not on our side. We need frames that lock and seal closed without a draft, storm windows, and screens, and all need to comply with our standing on the historical registry. With that in mind, we hope you will consider a grant to help fund our window restoration project.

Sincerely,  
Jennifer Palmer  
Starflower Nursery Lead Teacher/ Director  
The Denver Waldorf School

March 28, 2013

State Historic Fund Grant Reviewers  
State Historical Fund  
1200 Broadway  
Denver, CO 80203

Dear Reviewers,

I am writing in support of a grant to restore the wood windows of The Denver Waldorf School and to supply them with storms. As a teacher, I find an appealing light-filled space is conducive to learning. The experience in our classrooms would be significantly enhanced, however, if all the windows were easily operable and equipped with insulating storms. Ventilation is much needed when the rooms overheat due to outside temperature or exposure to sun. Less heat loss in cold weather would make the classrooms noticeably more comfortable and reduce energy use for heating. Physical unease interferes with the attention students need to direct to their learning. Even when a student tries to ignore that a room is stuffy or drafty, engagement with a lesson becomes more difficult. Updated windows would have a huge positive impact on the life of the school!

Thank you for your consideration.

Caroline Heberton  
High School Math Teacher  
The Denver Waldorf School

3/29/13

I am one of the music teachers at the Denver Waldorf School. The level of sound in the classroom is a crucial aspect of the quality of learning for our students. When the outdoor temperature is above 70 degrees, most of our classrooms have to have electrical cooling from fans, swap coolers or portable air conditioners. The motor and fan noise from these machines can be very loud and distracting for the students and teachers. Instructions and questions cannot be easily heard. The music itself is even harder to hear. The possibility for a true artistic experience is thus hampered by both the motor noises and the powerful movement of the air in the classroom. If these cooling aids are not used, the energy level and desire to learn are greatly decreased due to the heat building up in the classrooms. New windows and other outside heat mitigation steps would go a long way towards helping the musical education of our children.

thanks,

Jeff McClendon

Stephen Bondy  
Denver Suzuki Guitar Summit  
PO Box 100968  
Denver, CO 80250  
March 28, 2013

State Historic Fund Grant Reviewers  
Colorado State Historical Fund  
1200 Broadway  
Denver, CO 80203

To Whom it May Concern,

For the last six years, the Denver Waldorf School has graciously allowed myself and my colleagues, all local Suzuki Guitar teachers, to use the school for an annual workshop. During the workshop, between forty and fifty young guitar students and their parents meet at the school for a variety of guitar and other music classes. It is a highlight in the students' year, and the Denver Waldorf School is a wonderful venue!

I understand that the school is applying for a grant to be able to restore the current windows and install storm windows to increase efficiency and reduce glare. Speaking as both as a parent in the school for thirteen years, and as a very lucky third party user of the school, this would be a wonderful upgrade for the building. In the morning, the classrooms on the east side of the school can be blindingly bright, likewise the west side classrooms in the afternoon. With that brightness comes a disproportionate increase in heat so that the rooms can be simply too hot! Looking ahead at decades of use in the space, windows that would reduce glare and be more heat efficient are essential, for both the wellbeing of the students and the environmental impact of the building. Surely it is a proactive and very responsible step to take.

Sincerely,



Stephen Bondy  
Coordinator, Denver Suzuki Guitar Summit

March 29, 2013

State Historic Fund Grant Reviewers  
State Historical Fund  
1200 Broadway  
Denver, CO 80203

Dear Reviewers,

I am writing in support of the grant application to restore the windows at Denver Waldorf School. Walking daily to or past the school it is evident that the building rises as a landmark within Congress Park which itself is a jewel of Denver. The school and its building stand for preserving what is good and beautiful in the world. In the same way that the school is there as an anchor for the children and their development so too the building serves as one for the architecture of the local community. The building needs to remain in the community serving the same purpose for which it was originally intended; providing a place for children to learn and grow and uplifting the spirits of those that pass.

Restoring the windows will retain the exterior beauty of the building while also providing a fully operating structure that minimizes the need for external energy and allows healthy climatic conditions through the flow of air.

Restoring the wood windows and interior storms so that they are fully operable will not only breathe new life into how the building looks it will also do the same for how it works. A fully functioning building will allow Denver Waldorf School to remain for many years to come, preserving all that is important in this beautiful enclave.

Thank you for your time,  
Kimberly Rickards  
1145 Detroit Street  
Denver, CO, 80206

Jennifer Parker  
Community Development Coordinator  
940 Fillmore Street  
Denver, CO  
80206  
303-777-531 ext. 103

March 28, 2013

Re: Grant for Denver Waldorf School Windows

Greetings,

I am writing to sincerely request a grant to restore the windows of The Denver Waldorf School.

Our school building means so much to the children, parents and faculty in our community, however we often fight a losing battle with our windows. Too cold in the winter and too hot in the summer, the windows need restoration.

Our school has so much charm and beauty befitting a Waldorf school, however we desperately need money to help us restore the windows. This Grant will enable the Denver Waldorf School to restore the original wood windows of their historically designated school building.

This will preserve an important anchor in the neighborhood as a school as well as to provide healthy climatic conditions for the students and teachers with operable windows and interior storms that allow for the original design of air flow from the windows into the interior.

We love the natural light pouring into our classrooms and energizing our classes, however we desperately need this Grant to create a more conducive learning environment.

Thank you for the opportunity to apply for this Grant and thank you for listening to our heartfelt, sincere appeal on behalf of the dedicated faculty, parents and students of The Denver Waldorf School.

Sincerely,

  
Jennifer Parker  
Community Development Coordinator  
The Denver Waldorf School

**Diane S. Bassett, Ph.D.**

**910 Fillmore St.**

**Denver, CO 80206**

March 28, 2013

To Whom It May Concern:

I am pleased to strongly support the Denver Waldorf School's (DWS) efforts to receive State Historical Funds to restore the windows on the west side of the school building. Maintaining the Denver Waldorf School's physical upkeep is important to the school as well as to the neighborhood. We support a school that is well kept and adheres to the preservation efforts to which we are all committed. Denver Waldorf is beneficial to our neighborhood, both aesthetically and for our home values.

In the interest of energy efficiency, I am also glad to see that the old windows would be restored to their original usefulness. These improvements can surely help the DWS to lower their utility costs while keeping their students healthy.

To, me this seems like a win-win situation.

Sincerely,

*Diane S. Bassett*

Diane S. Bassett

March 28, 2013

To the State Historic Funds Reviewers:

I participated in one of the holiday celebrations in the first grade class this past December, and each child was invited to light a candle, set in a menorah by the window. I was amazed at the breeze which came from this closed window and helped some of these candles to melt so quickly, before all of the candles could even be lit! The children enjoyed watching this force of nature in their classroom, and yet, I suspect that the window or the seal or the adjacent insulation is at fault, or just old. Anyway, it would be great for this class, (and for all of the classrooms) to have windows that function optimally. It would be nice for these kids to enjoy the breeze outside, not inside their classroom. If your program can help, I cannot think of a more deserving group of kids, teachers and building to help with this funding.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jeff Rosensweig', with a long horizontal line extending to the right.

Jeff Rosensweig,  
parent of a first and second grader at the DWS.

**Adam Blanning M.D.**  
840 26<sup>th</sup> Street, Denver, CO 80205  
Phone: (720) 404-9199, Fax: (720)941-0234

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March 27, 2013

To Whom It May Concern:

I am writing in support of the Denver Waldorf School's grant request for new windows. Updated windows would not only benefit the students who attend the school, but also those from the broader community who use the space for conferences, meetings, and support groups when school is not in session. I have hosted continuing education conferences for doctors, nurses, and therapists for the last seven years in the school, and am so appreciative that the space is available for such meetings.

The school functions not only as an educational institution, but also as a community resource in this way.

Thank you for your support and consideration.

Sincerely,



Adam Blanning M.D.

March 28, 2013

State Historic Fund Grant Reviewers  
State Historical Fund  
1200 Broadway  
Denver, CO 80203

To whom it may concern,

It is a privilege to work in this beautiful, historic building. The large windows allow healthy natural light to come pouring into the classrooms, especially in the morning. That said, working anywhere on the west side of the building in the afternoon, especially on the second floor, one can feel the intensity of the sun and without proper airflow the rooms become impossible to sit in, let alone work. To refit windows using modern technology that will allow heat preservation in the cold times and adequate airflow in warm times would be a great asset to this marvelous historic structure.

Thank you for your support of this neighborhood anchor.

David Johnson  
High School Humanities

April 1, 2013

To Whom it May Concern:

We hold monthly meetings concerning the Anthroposophical work underpinning the Waldorf curriculum that includes over 25 participants, many of whom are teachers at our school and other area Waldorf schools, all of whom find nourishment and inspiration for their continued work. I also conduct twice annually a week-long Waldorf Teacher Training on behalf of the Rudolf Steiner College. Over the years we have taught over thirty students and have assisted them in becoming teachers.

To have the opportunity to conduct classes and meetings in the winter without the wind blowing through the windows and in the spring and summer without the dust would be delightful. On top of it, to be able to open the windows without super muscles would be wonderful. We would like to restore the window function to the original intention of double hung windows with air flow.

I am grateful for this opportunity,



Ina Jaehnic  
Founder of the Denver Waldorf School  
HS Humanities Teacher  
Adjunct Teacher, Rudolf Steiner College

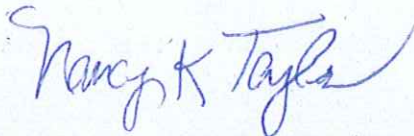
To Whom It May Concern:

I am one of the high school science teachers at The Denver Waldorf School. Our science lab was remodeled two years ago to enhance the science curriculum and it has been wonderful to work in. Of course, we are still working on a number of improvements, and one huge issue that we still have is the temperature control in the room. It can be very chilly or very hot. While we enjoy the wonderful light that comes through our large and beautiful windows, we know that they are leaky and inefficient when it comes to maintaining the temperature in the room. My students complain often of the uncomfortable temperatures and, having been taught the importance of energy efficiency to our planet's health, they speak frequently of the waste of energy.

I cannot tell you the difference it would make to the learning environment in our classroom for windows that are energy efficient as well as beautiful.

If you have any questions or need any other information, feel free to contact me any time.

Nancy Taylor  
The Denver Waldorf School  
High School Science Teacher  
[nancytaylor@denverwaldorf.org](mailto:nancytaylor@denverwaldorf.org)  
303-777-0531 x136



March 28, 2013

Dear Granting Committee

As a teacher and an administrator and seeing the needs of the school building and the students through these two lenses, I am very excited by the idea of being able to restore our windows and am grateful for your work in making this possible for communities like ours throughout Denver (Colorado? The country?). Thank you first and foremost for your work and your considerations!

The most prominent reasons that I support the restoration of our windows is for the environment and wanting to support in all possible ways the learning of our students.

In the past two years I have had the privilege of working with the students around environmental issues raising our awareness of how to be ever more responsible stewards of our environment and our world. The students themselves have brought up the energy use in our building, pondering the environmental imprint that we must make and wondering about the ways the we, as a community, could reduce this footprint. They have done an excellent job of challenging themselves to do small yet significant things in their everyday lives to reduce their own waste and footprint. It would be incredible for our community as a whole to take this big step in reducing our energy use through limiting the amount of energy that gets lost through the windows year round. It not only helps the students to really see their adult world responding and caring for our world thus giving them the affirmation and inspiration to continue to do the same, it also does give us the real possibility to work on realizing our full mission as a school which includes taking care of our physical surroundings and our environment.

Learning is always enhanced in a well taken care of, comfortable environment and having taught in a drafty, high-glare classroom in the winter and an incredibly hot classroom in the late fall and spring, it is incredible to even just think of the difference that a more controlled comfortable climate would make.

Thank you again for your considerations,

Gratefully,



Renata Heberton  
High School Coordinator

March 27, 2013

Steve Turner  
Director, State Historical Fund  
1200 Broadway  
Denver, CO 80203

Dear Steve Turner,

This generous grant to restore our windows will enable our school to continue to thrive in important ways. The Denver Waldorf School is housed in a beautiful historically designated building. Fully operable windows will provide warmth, light and protection for the students, faculty, parents and staff's daily use. As a close neighbor and teacher at the school, I strongly support this improvement.

Thank you,

  
Deborah C Wolf  
1006 Fillmore St  
Denver  
303 399 2295

March 31, 2013

To Whom It May Concern,

I hope you will consider a grant to allow the Denver Waldorf School to restore the original wood windows of their school building. I am a violin teacher and teach private lessons at the Denver Waldorf School.

I have taught classes in many areas of this historic building, and it has become evident that we need interior storm windows to help regulate building temperatures. It would help tremendously to have all the windows in working order, allowing air flow, healthier climatic conditions and an improved appearance. A comfortable environment is vital for students and teachers to be as productive and focused as possible.

Thank you for your consideration.

Best Regards,

Jessica Berg  
Violin Teacher and Private Tutor