

Project Scope for Larger (over \$5,000) Projects and Purchases using ESSER Funds

School District and LE # (s)	Browning LE#0400 and 0401
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Project Name	<p>School Support Center: which includes Food Service & Storage Technology Center Blackfeet Native American Cultural Center</p>
Description	<p>The District began meeting in 2021 to discuss the use of funding and identified several problems:</p> <ol style="list-style-type: none"> 1) Student food insecurity and cost effectiveness 2) Technology service coordination 3) Inefficient cultural setting due to safety and cost effectiveness <p>On January 19th the Facilities Committee met and refined the project identified in prior board meetings to include the items above which will go to the board on February 15, 2023.</p> <p>The original plan for the school district was to build a new Maintenance Warehouse. After looking at possible locations and costs for a new warehouse, the District decided to build a new Native Cultural healthy food Center, and use the existing Food Service Building for the Maintenance Warehouse. The cost of a new 7,400 square foot Maintenance Warehouse would be approximately \$1,500,000. The old food service building was retrofitted 40 years from a bus garage and especially during and since covid it is apparent that the facility is not adequate or safe to house food.</p> <p>Issues with the current food service building that affect health and safety:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The building is more than 40 years old, and is in great disrepair. The building is adjacent to the State Highway headed north out of Browning. Two vehicles have run into the building in the past 5 years, causing considerable damage to the office areas. <input type="checkbox"/> The windows and doors are the age of the building, are past the point of repair. <input type="checkbox"/> Cracks in the concrete and siding are contributing to a rodent problem in the food storage areas. <input type="checkbox"/> The walk-in coolers are often breaking down. The school district has had issues finding replacement parts, as the coolers are so old. <input type="checkbox"/> The catering kitchen is often used for meals in the district. All the

residential appliances and finishes in the space do not meet commercial kitchen requirements.

□ The unit heaters for the building do not have cooling, which can create issues with dry food storage in the summer months.

Food Service

- Food Service needs a new centralized food warehouse to store food items and ability to distribute items to the kitchens as needed. Our current warehouse was built in the 1970's as a bus garage and converted into food storage with a freezer and coolers added. It has outdated equipment, often wasting perishable food items when equipment is down for periods of time for repair. Another setback to the old building is the infestation of rodents. To plan, prepare and respond to Covid in this area is not safe, our students need to be giving meals that are stored in a safe setting.
- The building heating source is outdated, drafty and cold. Currently there is not enough space for food and supplies, freezer space is not adequate. Food is not secure. There is currently no space for fruit and vegetable production, which is even more important during the pandemic. Our students were not getting the proper nutrients at home.

Maintenance Storage

- Maintenance dept is in dire need of additional storage space for health and safety items like PPE's masks, cleaning/sanitizing equipment, cleaning/sanitizing products, medical supplies, everyday custodial supplies, textbooks, electronics, furniture, desks, and chairs. Our current situation requires us to park our maintenance trucks and equipment outside so we can store these items inside a building to keep them out of the elements.

Technology

Currently the Technology department is in three different areas in the district. All areas are not secure. Their department has been moved 5 times in the last ten years, due to one reason or another. During and since covid we have had additional technology needs and went to one-to-one devices for the whole district. We have an increased need for students on remote that still haven't come back since covid. We don't have adequate storage space for replacement, and new equipment needs for all devices, curricula, and servers. This would also help secure all technology devices and would also help coordinate the needs of the district more efficiently.

Blackfeet Native American Cultural Center

The Blackfeet Native American Studies department currently shares a 16* 28 space for the BNAS Director, Instructional Coach

	<p>and their Immersion and BNAS teachers. There is no HVAC system, no centralized air in the room. Due to the small size of the room is not conducive to host this program due to the covid protocols and it is unsafe for elders to visit, who are vital participants of our BNAS program. They are keepers of the language, history, Culture and Design and as such need to be protected.</p> <p>Currently we curate archives, house a cultural library and supplies for all departments in this space as well. This department hosts monthly department meetings which are unsafe due to the space allotted. There is no privacy and no room for confidentiality for sensitive topics of discussion.</p> <p>The BNAS Cultural Center will allow for safe professional development, cultural meetings, community functions and student learning to take place. One of the priorities during covid that we found so important is the necessity for all stakeholders to begin to develop their self-identity, mental health is imperative – providing a grounding in our culture and building upon the trust of each other. This is hard to do in the space allotted for the program.</p> <p>An arbor will be placed outside of the Cultural Center which will provide an outdoor safe Professional Development/community/mental health cultural area and an outdoor classroom.</p> <p>Nutritional food Center: The Native Food Cafe will be housed in this building to promote and facilitate Blackfoot Traditional food practices along with district food service, which will provide nourishing native & healthy foods. The center will allow for storage of both together providing the space that is needed to ensure we have a fully stocked pantry taking advantage of the cost savings buying in bulk due to inflation costs sparked by Covid. Our youth’s relationship with food during the pandemic changed to the degree many of our families and young children do not know the value of good healthy nutritional meals. They have become accustomed to processed foods due to covid isolation and rising costs. In this Center there will be a culinary food café to prepare healthy traditional meals – teaching our parents/staff and students how to both prepare them.</p> <p>This will also provide our cultural stakeholders an area to properly feed our community during cultural activities and gatherings in a safe place.</p>		
<p>Board Approved</p>	<p>05/19/2022 Revised 2/15/23</p>	<p>OPI Approved</p>	<p>ESSER III</p>

Cost	Overall cost: <ul style="list-style-type: none"> - Foodservice project, Maintenance, Road, Technology Center \$11,500,000 - Blackfeet Native Cultural Center \$5,000,000
Funding Sources	<ul style="list-style-type: none"> - ESSER III: \$5,000,000. 49%% funded by ESSER III Impact Aid: \$6,500,000 51% funded by Impact Aid
Timeline	Overall timeline date of finished project: Individual dates: January 2024
Status	Status of individual project parts: <ul style="list-style-type: none"> - Design phase for building, road to the facility is out to bid now.
Student Gains	Improved storage facility to food, healthy food, BNAS Cultural Center – outdoor classroom, building self-identity.
Depreciated Items	The existing building is not safe for food storage and preparation but will be adequate for additional storage for maintenance. The exiting BNAS space is housed in the Napi Elementary and will be used to create additional space for their students to eat lunch in a safe manner.
Meaningful Stakeholder Input	School board meeting(s) Twice a month Staff/student consulted? Once a month at facility meetings Tribal Council updates monthly

Alternative Option	Description	Challenges	Gains
Option #1			
Option #2			
Option #3			

Federal & State Compliances will be agreed to within the Capital Expenditure portal.

Project Scope Instructions:

Project Name			
Description	This is a brief narration of the problem or challenge being faced and the recommended solution. It includes challenges/barriers, presently faced by district, overall costs, gains directly related to covid (prepare, respond, prevent), and identifies student gains.		
Board Approved	You will be asked to provide documentation of Board approval through the submission portal. The date entered here is the date the project/items were approved by your local Board.	OPI Approved	This may be entered as PENDING until you receive OPI approval.
Cost	Please indicate your Total Project Cost and Estimated Detail Budget. This could be a Phase I architectural review (\$20,000), Phase II purchase of HVAC (\$100,000), and Phase III installation (\$40,000). It could also be Refrigerator and installation estimated \$15,000 or Afterschool Van \$40,000.		
Funding Sources	If the project is being funded out of two or more sources please indicate which sources and % or amount coming from each funding source. For example, if your district general fund is covering \$100,000 of an HVAC installation and ESSER II is covering \$50,000 and ESSER III is covering \$25,000 and a local foundation is covering \$50,000 please indicate all of these sources. If the amounts are estimates you may state 'estimate'. <ul style="list-style-type: none"> ● What % of funding comes from ESSER? ● Which ESSER grant(s)? ● What % comes from other sources? ● What are the other sources? 		
Timeline	This could be a phased project or single purchase. Estimated timelines are fine.		
Status	Indicate if parts of the project have been completed and which are pending.		
Student Gains	<ul style="list-style-type: none"> ● List the direct and indirect student gains/benefits as a result of this project/purchase. ● How does this project relate to Preparing, Preventing, Responding to Covid-19? 		
Depreciated Items	List the items in the project which are going to be depreciated or capitalized.		
Meaningful Stakeholder Input	Please describe how you gathered meaningful stakeholder input. Your answer must address: <ul style="list-style-type: none"> ● WHO was involved? ● HOW input was gathered? ● WHAT questions were asked? <i>Examples: School Board, Press Coverage, school staff, community organizations</i>		
<p>You may or may not need to do the alternatives section below. Most construction and multipiece/phased projects will require the below. If the district is purchasing a single item, you may still need to consider below. Think in terms of a public question as to why you spent \$16,000 on a copier instead of repairing the old one and spending the funds on curriculum. If you are not sure, feel free to contact a member of the ESSER Team for assistance.</p> <p>Note: One of the options could be to leave things as they are. For example, if the district did not purchase a van what would be the outcome? Afterschool program would not operate and students would lose out on valuable mentoring and academic gains.</p>			
Alternative Option	Description	Challenges	Gains
Option #1	Describe the solution (not the problem or the project). The project description is above. Solution options are just to describe a possible solution.	Describe the challenges to implementing this solution.	Describe the gains that will be achieved by implementing the solution.