



Hinsdale County School District RE-1

Facilities Plan

2017 - 2027

Prepared by: Welborn & Associates
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DRAFT
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Introduction

The Hinsdale County School District RE-1 (District), located in Lake City, Colorado, delivers education to students from Pre-Kindergarten (PreK) through the twelfth grade. Accredited with Distinction by the Colorado Department of Education, it is recognized as providing excellent results in academic achievement and post-secondary/workforce readiness.

In June 2016, the Board of Education (Board) hired the consulting firm of Welborn & Associates (WELA), to seek community input on a proposed new gymnasium facility. While there was support for a new gymnasium, it was recognized there was a strong need for a long-range plan addressing all District facilities. With a desire to continue to improve educational opportunities and performance, the Board retained WELA to help the District research needs, obtain community input, and develop solution alternatives with a ten-year outlook for District facilities.

This plan evaluates current facilities in several key categories, comparing current space to several similar districts, gathering information from key stakeholders, and projecting expected growth. This document provides a high-level view of facility needs with a ten-year outlook.

Finally, this plan is not intended to be a building design document. Based on identified needs, the plan includes several alternatives for consideration. Next steps are outlined that will enable the District to evaluate the solution alternatives and determine the best course of action.

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Acknowledgments

Many individuals participated in the formulation of this plan. Welborn & Associates, along with members of the Board of Education, appreciate the advice and insight contributed by community members, Lake City Community School staff and students, community workshop participants, and the Superintendent.

Board of Education

Phillip Virden, Board President
Rob Hudgeons, Board Vice President
Elizabeth Stuntz, Board Secretary/Treasurer
Tara Hardy
Bill Reinhardt

Superintendent

Dr. Leslie Nichols

Community Workshop Participants

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Comparative District Survey Respondents

Campo School District RE-6	Idalia School District RJ-3
Centennial School District R-1	Kim School District RE-88
Cotopaxi School District Fremont RE-3	Liberty School District J-4
Creede School District	Lone Star School District 101
De Beque School District 49-JT	Moffat Consolidated School District #2
Ellicott School District 22	Ouray School District R-1
Estes Park School District R-3	Plainview School District RE-2
Frenchman School District No. RE-3	Revere School District RE-3
Genoa-Hugo School District C-113	Silverton School District #1
Gunnison Watershed School District RE-1J	Vilas School District RE-5
Hinsdale County School District RE-1	Walsh School District RE-1
Hi-Plains School District R-23	

Lake City Community School Staff and Students

Staff and students who participated in the process and responded to surveys

Welborn & Associates

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Executive Summary

In August 2016, the Hinsdale County School District RE-1 Board of Education and Welborn & Associates initiated the research phase of the facilities planning project gathering historical, comparative, and current facility data. Input from stakeholders was obtained through surveys and public meetings. With this information in hand, the process included assessment of the desired state, a needs analysis, options development, and solution alternatives. Funding opportunities and next steps were identified.

District needs were assessed in two primary categories: educational adequacy and safety/environmental. Needs were identified in four primary groups – capacity, safety and environmental, technology infrastructure, and space design:

- Capacity – To achieve a capacity comparable to the average of similar districts surveyed, District facilities need to more than double in size.
- Safety and Environmental – Issues include security, lack of a building public address system, lack of fire suppression, off-campus foot travel to other facilities, heating, ventilation, sound proofing, electrical, and structural concerns.
- Technology Infrastructure – The existing infrastructure and internet access is inadequate and unreliable for modern educational and learning support.
- Space Design – The combination of original building design and the result of additions result in significant use challenges and inefficiencies for staff and students.

Solution alternatives include five options:

- **Alternative 1 – New School on New Site** - Build a new school on a new site that provides sufficient space to accommodate all District facilities at one location.
- **Alternative 2a – Combination Build and Renovate** – Build a combined middle & high school / multi-use physical education facility at the soccer field site. Renovate the current school for PreK-5.
 - **Alternative 2b – Combination Build and Renovate** - Build a combined PreK-5 school / multi-use physical education facility at the soccer field site. Renovate the current school for middle & high school (same as 2a except the facilities on the soccer field site are swapped with those at the current school site).
- **Alternative 3 – Add a Second Story to the Existing Building.** Renovate existing building to address needs. Build a new multi-use physical education facility on the existing school site, soccer field, or acquire another site.
- **Alternative 4 – Renovate and expand existing building and build a new multi-use physical education facility on the existing school site.** To accommodate all facilities on existing site, acquire remainder of block.
- **Alternative 5 – Demolish the existing building and rebuild on the current site.** Build a new multi-use physical education facility on the existing school site, soccer field, or acquire another site.

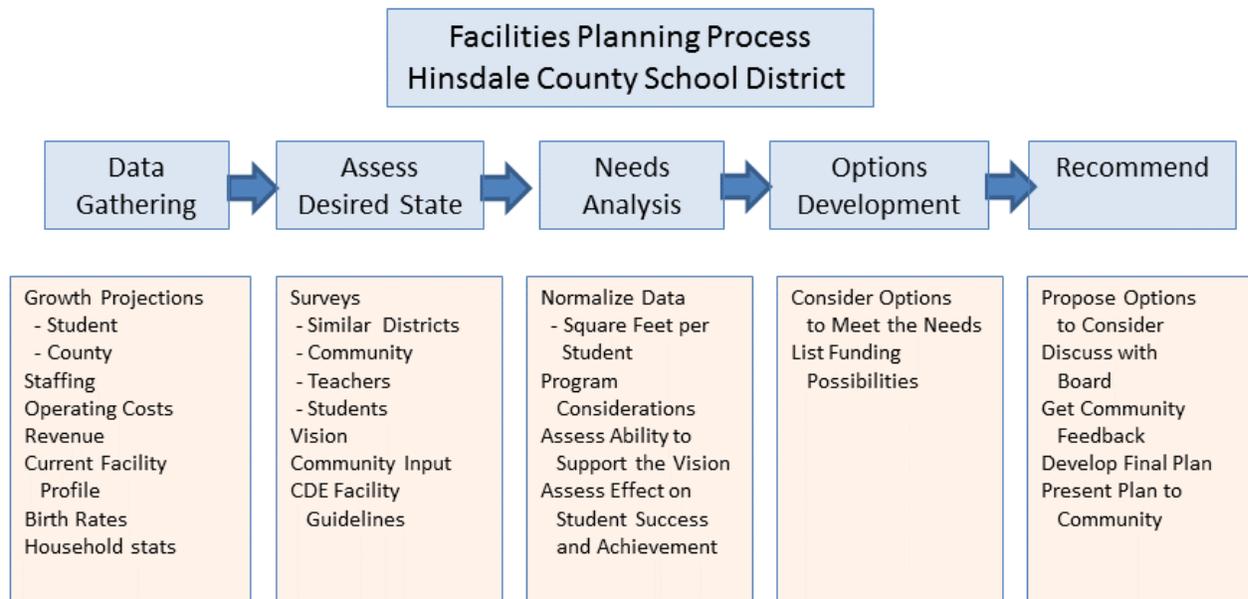
Funding opportunities outlined include state programs and resources, federal funding, competitive public and private grants, private donations, creative financing, and local funding.

To make an informed decision, next steps are outlined. These include researching options on availability of suitable land for a new site, identifying best practices and learnings from other districts that have recently completed major projects, development of a strategic curriculum plan, engagement of a design and build consultant specializing in education facilities, and development of a funding plan.

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Methodology

The methodology and process was designed and intended to consider a broad set of external and internal historical, comparative, and projected data, and engage the District Board in a discussion and evaluation of facilities that considers a ten-year view.



Gathering Data

Statistical and comparative data was collected from the following data sources:

- School district enrollment – Colorado Department of Education (CDE) and Hinsdale County School District RE-1
- Comparative – Online survey of school districts and public information from surveyed districts and CDE websites
- Population and growth rates – Colorado Department of Local Affairs (DOLA)
- Tax Information – Hinsdale County Tax Assessor
- Economic Comparisons – County Abstracts of Assessment from peer survey participants
- Hinsdale County School District RE-1 – Dr. Leslie Nichols, Superintendent
- Visioning and Current Facilities Assessment – Dr. Nichols, survey of teachers and students, and observation

A major component of the comparative data was an online survey of other school districts. Requests were sent to superintendents of 41 Colorado school districts, most with an enrollment of 200 students or less. Twenty-two responses were received. If data was incomplete or appeared inaccurate, follow-up

phone calls were made. Any data remaining incomplete or questionable was eliminated from reports or analysis.

WELA surveyed Lake City Community School staff and students (middle and high school) gathering their assessment of the adequacy of the current facility to support learning and curriculum.

A workshop was conducted to engage community members in the discussion. The group included parents, teachers, neighbors, property owners, leaders, and other citizens, along with Board members and the Superintendent. During the workshop, Dr. Nichols shared a vision of possibilities to consider in planning the future development of curriculum and facilities support. The participants discussed and prioritized ideas for three key questions on the future of non-core (Art, Music, Technology, etc.) programs, how large spaces should be used, and what basis should be used to define the facility size.

Research into Colorado Department of Education (CDE) public information resources provided construction standards which included some standard classroom and other facility square footage recommendations.

Where possible, historical data was projected into the future based on historical growth rates.

The Board and WELA developed a ten-part series of articles in the *Silver World* to help the community learn about the facilities planning process and findings. Community input was solicited for each article via an on-line survey.

Assessing the Desired State

Using the data gathered in the above process, an assessment of the desired state for the future was made. The following guiding principles were key factors used to identify outcomes:

1. Core Capacity – The capacity and flexibility of the facilities to meet the current and future core curriculum (Language Arts, Math, Science and Social Studies/History) needs.
2. Non-Core Program Support – The provision of spaces that support non-core offerings such as music, art, physical education, sports, technology, and other programs.
3. Innovative Learning Support – The configuration of the space size and design to support current and future 21st century learning and instructional needs, considering how smaller learning environments can be used effectively. This is especially important to support STEM (Science, Technology, Engineering, Math) programs.
4. Multi-Use Capabilities – Consideration of multi-use and community usage during evaluation of large spaces.
5. Technology Infrastructure – The presence of technology infrastructure within the facility to support the accelerating need for access and use of the internet.
6. Security and Operations – The extent to which the facility provides a safe and secure environment and supports efficient building operations.
7. Instructional Support – The presence of storage and functionality providing instructional support – teacher storage, student storage, audio/visual support, lab structures, and other.
8. Environmental – The adequacy of the spaces with regard to temperature control, lighting, safety, and sound.

9. Supporting Areas Configuration – The proximity of working and learning spaces to support areas such as restrooms, libraries, recreational areas, administration, etc.

Assessing Needs

WELA considered the current state versus the desired state and assessed where gaps exist.

Comparative facility size data from other school districts was “normalized” by converting absolute sizes to square feet per student. This enabled comparison of categories of spaces (core, non-core, assembly, gymnasium, library, and support) for other schools to Hinsdale County School District RE-1 without regard to enrollment population size.

Superintendent Dr. Leslie Nichols conducted a tour of the current facility, allowing WELA to assess the current educational adequacy.

Comparisons were made between Hinsdale County School District RE-1 and the surveyed districts for:

- the programs supported by their multi-use facilities, e.g. music, art, dance, and physical education
- sports programs supported by their facilities
- how large spaces were used and possibly shared in the community and the use of community spaces for programming
- projects with an associated cost of \$50k or greater, completed in the last three years or planned for the next three years
- how capital projects were funded

Developing Solution Alternatives

WELA considered the data, desired future state, and needs to develop candidate alternatives for the ten-year plan. Funding possibilities are also provided at a high level, recognizing even major projects are worth consideration and have been successfully funded in small communities similar to Lake City.

Assessing Solution Alternatives

Solution alternatives were presented to the Board for initial discussion and preliminary assessment. Following initial support of the Board, a second workshop was conducted for discussion and feedback. Participants included previous community stakeholder representatives and new stakeholders who self-identified or were invited to participate.

After updating, the draft plan was presented to the public in community meetings. The plan was also made available for download on the District website. Public comments were sought via an online survey and public meetings.

The facilities plan, including next steps, was then updated where necessary, and completed with a final Board workshop.

Current Facilities

Hinsdale County School District RE-1 was formed in January of 1876, enrolling 28 students. During the 2016-2017 school year Lake City Community School has an enrollment of 111 students.

The first school building was built in 1880; its second story was removed in 1949. The District used this building until it was replaced by a new facility in 1986 designed for grades K-5. Two wings were added in 2003 to accommodate grades preK-12.

A summary of the District:

- 2.5 acres of land, of which 1.7 acres is the main campus
- 10,209 square feet of facilities in the main campus building (Lake City Community School)
- 824 square feet of faculty housing
- 511 square feet of leased space used for PreK classes
- 7,112 square feet of community buildings used for physical education, life skills, and theatre classes
- Lake City Community School
 - Original building built in 1986 (31 years old)
 - South and East additions built in 2003 (14 years old)
 - Annual maintenance & operation budget of \$171,753 in fiscal year 2017

District Property

The District owns 2.5 acres of land within the city limits of Lake City, Colorado, consisting of three parcels of land:

- Main campus: located in the south end of block 26 (Hwy 149, Silver, 6th and 7th), 1.72 acres, 24 lots
- Soccer field: located in the north end of block 27 (Hwy 149, Henson, 6th and 7th), 0.65 acres, 9 lots
- Happy House: located in the north-west corner of block 27, 0.14 acres, 1 lot and 2 half lots

See *Appendix 10* for maps showing the property.

District Facilities

Main Campus: Lake City Community School

The central portion of the Lake City Community School building was constructed in 1986 on the site of the original brick school house, built in 1880. The new school, intended to meet the needs of grades K-5, was 6,672 square feet in size. Today, the central portion (original building) hosts elementary classrooms, a library, administrative offices and a commons area.

In 2003, additions were made to accommodate all grades preK-12, eliminating the need to bus students to Gunnison. A new 3,967 square foot wing was added on the south end which included classrooms for math, science, social studies, and language arts. At the same time, a 3,173 square foot wing was added

to the east including an art room and classroom for pre-school. The central portion was also remodeled to improve administrative spaces and functionality.

In 2016, the entire facility was upgraded to use low-energy LED lighting and a parking lot was added north of the building to accommodate District transportation vehicles.

The total size of the current facility is 14,323 square feet, resulting in 131 total square feet per student. In comparison with similar districts in Colorado, this is well below the average of 238 total square feet per student.

The main campus also includes a sports court and a playground with a play structure.

In 2015, Hinsdale County assessed the actual value of the main campus at: \$2,086,150.

See *Facility Capacity* in the *Needs Assessment* section for detail on square footage.

Other Facilities

Community Facilities

Several community buildings are utilized by the school District:

- Armory – used primarily for indoor sports, it is located 3½ blocks away in the downtown area at Bluff and 3rd. The space used in the Armory is 4,562 square feet in size; 4,233 square feet used for physical education and 329 square feet used for the Life Skills class kitchen.
- Mary Stigall Theatre – used for theatre and other productions, it is located 3 blocks away, also in the downtown area at Silver and 3rd. The theatre is approximately 2,550 square feet in size.
- Wee Care Child Care Center – leased for Pre-School classes, it is located 1 ½ blocks away at Henson and 5th. The classroom utilized is 511 square feet in size.

Happy House

The 'Happy House' is a residential house directly across Hwy 149 from the main campus. It has been utilized for additional classroom space, but due to the walk across Hwy 149 and resulting safety concerns, it is no longer used as a classroom. Today it is used for faculty housing.

The house was built in the 1950s and is 824 square feet in size, located on .14 acres.

In 2015, Hinsdale County assessed the actual value of the house at: \$172,130.

Soccer Field

The District owns .65 acres of property to the east of the school, a block away across Hwy 149. It is currently used as a soccer and sports field.

In 2015, Hinsdale County assessed the actual value of the soccer field at: \$225,000.

Educating District students in Gunnison

The history of school facilities in Lake City is largely affected by the decision to bus middle and high school students to Gunnison, starting in the 1967-68 school year. This continued until 2004 for a portion of the student body. K-5 classes have always been offered in Lake City and students were never bused (unless a family chose to send their children to Gunnison). In 1997 a temporary building was added to facilitate teaching middle school grades 6-8. The next year, Lake City Community School also offered classes for high school grades 9-12. Starting with the 2004-2005 school year, all students were again in Lake City and busing to Gunnison ceased.

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Needs Assessment

Facility needs were identified from a variety of sources – space comparison with similar school districts, input from attendees at community meetings, surveys of stakeholders and discussions with the superintendent and the Board.

Facility needs are assessed in two primary areas:

- Educational adequacy – the degree to which a school’s facilities can adequately support the instructional mission and vision of the District
- Safety and environmental – the degree to which the facility provides a safe, secure, and reasonably comfortable learning environment

Four primary needs were identified:

1. Facility capacity
2. Safety and environmental
3. Technology infrastructure
4. Space design

Facility capacity

Capacity is the ability to meet the needs of the student population within the facility.

Based on comparisons with other similar districts surveyed on a per student basis, the overall size of the facility and most sub-categorized spaces are well below average. The lack of a large assembly area including a gymnasium was often cited as an important need and is a facility common at all other surveyed schools. Capacity issues were identified throughout the facility. These ranged from inadequately sized classroom/instructional spaces (specifically in the science lab) to lack of support areas including private conference space (which can also be used for small group instruction) and storage rooms. Other items often mentioned included lack of parking and insufficient restrooms.

Graphs and a table detailing the square foot per student comparative analysis with similar size districts are included in the Appendix.

It is notable that several off-campus facilities are currently utilized to provide instruction: PreK is located at the Wee Care facility, Life Skills at the kitchen in the Armory, and Physical Education in the Armory, the soccer field, Memorial Park, and the town park. Traveling to off-campus facilities results in operational inefficiencies, reducing time available for instruction, and safety concerns from students and staff.

Comparative research with other districts was categorized into six primary areas: Core classrooms, non-core classrooms, assembly, gymnasium, library, and support. Space comparisons to other districts are on a square foot per student basis. The following chart is a summary of the District’s current allocation of space compared with the average size in comparable districts (adjusted on a per/student basis):

Category	Current District Size (square feet)	Target Size (based on average surveyed size and District student enrollment projection)	Variance
Core classrooms	5,734	10,742	(5,008)
Non-core (art, tech, music, etc.) Classrooms	1,797	4,323	(2,526)
Assembly	858	4,585	(3,727)
Gymnasium	0	6,026	(6,026)
Library	801	1,572	(771)
Support	1,019	2,096	(1,077)
TOTALS	14,323	30,130	(19,135)

In the above chart, the Target Size is calculated by using the average square footage per student at comparable districts and multiplying it by the projected District student enrollment in 20 years (131 students). Considering the Total Target Size, District facilities need to more than double in size to reach the average facility size of comparable districts.

Breaking this down into the six primary areas and using the CDE’s minimum standard size of 675 sq/ft per classroom indicates that to reach the average of comparable districts, the District needs to add seven core classrooms and four non-core classrooms. In addition, again to reach the average size, the district needs to add:

- A multi-use large assembly space including a gymnasium (estimated at 7,300 sq. ft.)
- Additional library space (estimated at 800 sq. ft.)
- Additional support space (estimated at 1000 sq. ft.)

Final determination of the number of classrooms is a design phase issue and will be based on the strategic curriculum plan and needs of the district.

Safety and environmental

Staff and student surveys reflected a concern for various safety and environmental issues. Safety issues, identified multiple times by students and staff, included door security, lack of communication systems (public address and intercom), lack of a fire suppression system, and risk resulting from walking to off-campus facilities. Environmental issues included cold rooms, inadequate ventilation, sound proofing, and inadequate electrical service for today’s needs.

Technology infrastructure

Stakeholders feel the existing technology infrastructure is inadequate and unreliable by today’s standards. Overall bandwidth was considered insufficient and Wi-Fi access throughout the building is not reliable.

Space design

The design of the existing facility and how various spaces relate to each other presents a challenge to staff and students. This is somewhat the result of additions to the main building over the years that create inefficient spatial relationships.

A prime example is building access and reception, which for security reasons is now through the main office. Use of this entrance results in insecure reception and buffering of visitors, diminished privacy for operations in office areas, inefficient staff work space, and overall general concerns about occupant safety and building security.

Another often stated design deficiency is the lack of dedicated conference spaces to maintain privacy and confidentiality during meetings with students, parents, visitors, and staff. Dedicated small group instruction and intervention spaces do not exist. The library is often used to satisfy these needs, but is disruptive and limits the use of the library for its intended use. Space design issues are related to building capacities as many spaces are utilized for several activities.

Categorized Needs

The needs identified by stakeholders in each of the six categories are outlined below.

Core Classrooms

Core subjects include Language Arts, Math, Science and Social Studies/History. District core classroom space is 65% of the average square footage/student of surveyed districts. Specific needs identified by stakeholders:

- space for PreK on campus
- separate elementary and secondary classrooms (currently sharing space)
- dedicated space for small group instruction and intervention (currently using the teacher workroom and the library)
- adequate support for STEM (Science, Technology, Engineering, Math) curriculum, including necessary technology equipment and infrastructure
- larger science lab(s)

Non-Core Classrooms

Non-core subjects include Art, Music, Technology, etc. District non-core classroom space is 50% of the average square footage/student of surveyed districts. Specific needs identified by stakeholders:

- Foreign languages
- Life skills kitchen
- Music
- Outdoor education
- Physical education
- Psychology
- Theatre
- Vocational training
- Distance learning

Assembly

Assembly areas for large groups often include an auditorium, lunch room, and other uses. District assembly space is 22% of the average square footage/student of surveyed districts. Specific needs identified by stakeholders:

- multi-use facility that provides assembly space including a gymnasium, an auditorium with a stage, and a lunch room
- a kitchen, primarily for events with meals

Gymnasium

District gymnasium space is 0% of the average square footage/student of surveyed districts. Having no gymnasium, students walk to the Armory downtown for physical education classes. The Armory is viewed as inadequate as regulation sports courts are unavailable, requiring teams to travel to Creede for sanctioned events. Other districts use their gyms as multi-use large assembly spaces and also make them available for public events and use. Specific needs identified:

- dedicated gymnasium, possibly part of a multi-use assembly area
- space for locker rooms and storage for physical education programs

Library

District library space is 58% of the average square footage/student of surveyed districts. Although no specific additional needs were identified by stakeholders, its use as a library is diminished because it is often used for non-library functions (meetings, classroom, etc.).

Support

Support spaces include conference rooms, administrative offices, counseling, teacher workspaces, and storage. District support space is 56% of the average square footage/student of surveyed districts. Specific needs identified by stakeholders:

- dedicated teacher workroom (currently using teacher workroom for conference space)
- dedicated conference space for private and confidential meetings including intervention, parent/teacher conferences, and student testing (conferences are currently held in the library, teacher workroom, and classrooms)
- additional storage space (spaces originally designed as storage areas have been converted to special education classrooms, a server/communications room, and administrative office space)
- additional restroom facilities
- nurse's station with dedicated restroom

Solution Alternatives

The Needs Assessment, Current Facilities, and guiding principles in the Methodology sections combine to form the basis for identifying options to close the gap between the current state and the desired state. Addressing the primary issues of capacity, safety and environmental, technology infrastructure, and space design guide us to the following solution alternatives.

Five solution alternatives are presented with descriptions and lists of pros and cons. All alternatives result in increased operational costs due to increased size of the facility(s).

- **Alternative 1 – New School on New Site** - Build a new school on a new site that provides sufficient space to accommodate all District facilities at one location.
- **Alternative 2a – Combination Build and Renovate** – Build a combined middle & high school / multi-use physical education facility at the soccer field site. Renovate the current school for PreK-5.
 - **Alternative 2b – Combination Build and Renovate** - Build a combined PreK-5 school / multi-use physical education facility at the soccer field site. Renovate the current school for middle & high school (same as 2a except the facilities on the soccer field site are swapped with those at the current school site).
- **Alternative 3 – Add a Second Story to the Existing Building.** Renovate existing building to address needs. Build a new multi-use physical education facility on the existing school site, soccer field, or acquire another site.
- **Alternative 4 – Renovate and expand existing building and build a new multi-use physical education facility on the existing school site.** To accommodate all facilities on existing site, acquire remainder of block.
- **Alternative 5 – Demolish the existing building and rebuild on the current site.** Build a new multi-use physical education facility on the existing school site, soccer field, or acquire another site.

Detailed discussions of the solution alternatives follow.

Alternative 1 – New School at New Site - Build a new school on a new site that provides sufficient space to accommodate all District facilities at one location.

1. Find and acquire (purchase, donation, or combination) approximately 2-3 acres suitable for construction of a new school facility that includes:
 - a. classrooms and instructional spaces for PreK-12
 - b. multi-purpose physical education facility that supports assembly, auditorium, stage, gymnasium, sporting events, and community use
 - c. library, conference rooms, workspaces, offices, and other support spaces
 - d. parking areas for District vehicles, student, staff and visitor / event parking
 - e. track and soccer field
 - f. playgrounds and age appropriate recreational areas
 - g. space for other potential outdoor educational opportunities

Enlist the local realtors to provide written proposals for site acquisition and disposal of current properties. Proposals that include significant financial or land donations should be given strong consideration.

2. Construct a combined new school and multi-use physical education facility of sufficient size and function to satisfy the needs outlined in the previous section. The overall facility size is based on average size (on a square foot per student basis) identified in comparable district surveys. The projected building size to accommodate growth for the next 20 years is approximately 30,800 square feet. A design and build consultant specializing in education facilities should be contracted for the design phase.
3. Offset the cost by sale or disposal of current District land and building assets. Enlist the participation of local realtors to provide options as part of their site proposal in item 1 above. Potential future uses include:
 - a. All or part of the current building may be attractive to Hinsdale County for long-needed county office expansion and improvements – administration, sheriff, commissioners, public health, building enforcement, assessor, records, treasury, and other departments. In the recent past, the County studied a design of new offices up to 22,500 square feet.
 - b. Part of the current building may be attractive to other government and non-profit agencies such as the Forest Service, BLM, Chamber of Commerce, Parks and Wildlife, Post Office, etc.
 - c. Space in the current building may be attractive to local retail, professional, and other businesses.
 - d. The land occupied by the current building, soccer field, and residence can be sold for private development.

Pros	Cons
<ol style="list-style-type: none"> 1. One building on one site houses all grades and functions. PreK-12 in one building. 2. No crossing of Hwy 149. 3. Meets capacity and design needs. 4. Provides for efficient upgrades to environmental and technology issues. 5. Provides an efficient design and build path. 6. Avoids possible conflicts with historical structures and space. 7. Resolves neighborhood parking issues. 8. Sale or disposal of the current facilities and land will offset some of the cost. 9. Increases opportunities for outdoor classrooms and other new curriculum options. 10. Provides opportunities for site donation by generous donors and naming opportunities. 11. Enables addition of track and field site. 12. May improve BEST and other grant funding options by making it easier to meet design, construction, and code standards. 13. A green building may reduce operational costs. 14. Eliminates multi-site drop-off. 	<ol style="list-style-type: none"> 1. May be more expensive than other alternatives. 2. Challenge of finding suitable land of sufficient size. 3. May be out of town, which increases the distance for student drop-off and transport. May result in busing of students.

Alternative 2a – Combination Build and Renovate – Build a combined middle & high school / multi-use physical education facility at the soccer field site. Renovate the current school for PreK-5.

1. Construct a combination middle school, high school, and multi-use physical education facility at the soccer field and “Happy House” site, on acquired land in close proximity to the current school, or some combination. Provide appropriate spaces for middle and high school students including:
 - a. classroom, lab, and instructional spaces
 - b. office and administrative
 - c. conference rooms
 - d. teacher workspace
 - e. parking
 - f. multi-use physical education space (assembly, PE, gymnasium, stage, auditorium, regulation-size space for sporting events, and community events)
 - g. other support spaces

2. Renovate the existing school for PreK-5 including:
 - a. classroom, lab, and instructional spaces
 - b. office and administrative
 - c. conference rooms
 - d. teacher workspace

- e. parking
 - f. smaller multi-use physical education space for PreK-5
 - g. other support spaces
3. Enhance street-crossing support and structures to accommodate supervised safe crossings for PreK-5 students for occasional assemblies or events that require the larger multi-use space at the Middle School/High School site.
 4. If the soccer field is used for the new building, acquire land and construct a new track and soccer field at an acceptable nearby location.

Pros	Cons
<ol style="list-style-type: none"> 1. Utilizes existing property. 2. Provides multi-use physical education facility on-site with adequate parking. 3. Meets capacity and design needs. 4. Provides for upgrades to safety, environmental, and technology issues. 5. Separates grade levels, i.e. PreK-5 separated from older students in middle and high school grades. 6. Possible lower price tag than Alternative 1. 7. PreK is housed at the elementary campus. 	<ol style="list-style-type: none"> 1. May create over-capacity issues due to duplication of some spaces, e.g. library, restrooms, PE classrooms, administrative, conference rooms, parking, etc. 2. Technical, environmental, and safety upgrades may be more costly in the renovated building. 3. Ongoing operational and maintenance costs will be higher with two facilities. 4. PreK-5 must cross Hwy 149. Requires supervised crossing of Hwy 149 for some events and needs. 5. May not solve parking issues at current site. 6. Separates grade levels that might be involved in multi-grade instruction. 7. May create multiple site drop-offs for some families. 8. Decreased staffing efficiency with two sites. 9. May require temporary facilities during renovation and transition. 10. Requires acquisition of another site for new track and soccer field. 11. PreK-12 not in one building.

Alternative 2b – Combination Build and Renovate - Build a combined PreK-5 school / multi-use physical education facility at the soccer field site. Renovate the current school for middle & high school (same as 2a except the facilities on the soccer field site are swapped with those at the current school site).

1. The description of the new facility at the soccer field (or other site) is the same as Item 1 in Alternative 2a except it will be PreK-5 age group and multi-use physical education facility used by all grades. Provides spaces listed in Alternative 2a, Item 1.

2. Renovate the current school for middle and high school students. Provide spaces listed in Alternative 2a, Item 2 except for physical education spaces. Middle and high school students will use the new multi-use physical education facility at the soccer field site.
3. Enhance Hwy 149 crossing support and structures to accommodate regular use by middle and high school students at the multi-use physical education facility located on the soccer field site.
4. If the soccer field is used for the new building, acquire land and construct a new track and soccer field at an acceptable nearby location. Consider use of the athletic fields at Memorial Park.

Pros	Cons
Same as Alternative 2a except for the following: 1. Eliminates young children crossing Hwy 149.	Same as Alternative 2a except for the following: 1. Middle and high school students may use multi-use PE facility more than lower grades for theatre, sports, and other PE activities. 2. Separation may restrict or reduce efficiency of middle and high school student use. 3. PreK-12 not in one building. 4. Increased driving by high school students.

Alternative 3 – Add a Second Story to the Existing Building. Renovate the existing building to address needs. Build a new multi-use physical education facility on the existing school site, soccer field, or acquire another site.

Pros	Cons
<ol style="list-style-type: none"> 1. May provide all facilities on a single site if the multi-use physical education facility is built on current school site. 2. Uses the same footprint of current school and the soccer field is not affected. 3. Maintains use of the historic site of school. 	<ol style="list-style-type: none"> 1. Multi-use physical education building may need to be elsewhere resulting in students/staff crossing Hwy 149, additional land acquisition, and other complications. 2. Harder to sell to neighbors and community due to obstruction of the view-shed and parking issues. 3. Structural changes may be required to support second story. 4. Questionable cost advantage due to renovation cost. 5. Renovation of a building that has already been remodeled and added to exacerbates the complexity of design and build. 6. Limited space on existing site. Likely to require acquisition of additional land. Restricted options for land acquisition at current site. 7. Temporary facilities would be required during the construction phase. 8. Standards required for BEST and other grants must be met.

Alternative 4 – Renovate and expand existing building and build a new multi-use physical education facility on the existing school site. To accommodate all facilities on existing site, acquire remainder of block.

Pros	Cons
<ol style="list-style-type: none"> 1. One building on one site houses all grades and functions. PreK-12 in one building. 2. Meets capacity and design needs. 3. No crossing of Hwy 149. 4. Maintains a walking campus. 5. Uses existing historic school site in town. Historic house could be incorporated into design. 6. Renovation and new building can be designed green, reducing operational costs. 7. Eliminates multi-site drop-off. 8. Maybe less expensive than alternative 1. 	<ol style="list-style-type: none"> 1. Difficulty in acquiring property to the north of the present facility. 2. Two structures to the north contribute to the historic district. 3. Neighborhood parking and view-shed may still be an issue. 4. Questionable cost advantage due to renovation cost. 5. Renovation of a building that has already been remodeled and added to exacerbates the complexity of design and build. 6. Track and field and outdoor classrooms would be off-campus (vs alternative 1). 7. Less efficient upgrades to environmental and technology issues (vs alternative 1). 8. Less efficient design/build path (vs alternative 1). 9. Standards required for BEST and other grants must be met.

Other Alternatives Evaluated, But Considered Not Viable:

Alternative 5 – Demolish the existing building and rebuild on the current site. Build a new multi-use physical education facility on the existing school site, soccer field, or acquire another site.

This alternative is not considered viable due to negative neighbor and community sentiment with regard to obstruction of the view-shed, overcrowding on the site, parking congestion, and demolition of a usable building. Construction of a gymnasium on the current site has already been the subject of opposition in the community for the reasons noted.

Pros	Cons
<p>Same as alternative 3 except:</p> <ol style="list-style-type: none"> 1. May be less expensive to demolish and start from scratch. 2. Eliminates structural issues associated with adding a second story on the current building. 	<p>Same as alternative 3 except:</p> <ol style="list-style-type: none"> 1. Demolition of the current building may be perceived by some as destruction of usable property. 2. Requires a two-story design to meet capacity and design needs which has Cons associated with view-shed and neighborhood appearance.

Funding Opportunities

While the primary funding source for school facilities is local and state tax revenue, there are some state and federal initiatives which are potentially available. Competitive grant funds are an ongoing and potential source of revenue. Grants are available from federal or state agencies or from community and corporate foundations. Monitoring grant opportunities to identify those that will allow capital projects can lead to other sources of funding for renovations, repairs and modernization improvements. A program to develop private donations can be a source of major funding.

State Funding

- Colorado Department of Education's division of Capital Construction has developed a series of programs and resources for capital construction funding and technical assistance. CDE should be consulted to determine funding opportunities available to the District. A primary example is the BEST grant. Building Excellent Schools Today (BEST) is a competitive capital construction grant available to all Colorado public school districts. The goal of the BEST program is to provide first class, high performing, 21st century facilities and to help alleviate health and safety concerns. BEST funds can be used for construction of new schools as well as general construction and renovation of existing school facility systems and structures. This is a matching funds grant with possibility of a waiver through an application process. For fiscal year 2017-2018, CDE requires a local contribution of at least 59% of the project cost for the District.

Federal Funding

- Qualified Zone Academy Bonds (QZAB) provides interest free financing for renovation, repair projects and other needs.

Grants

- Competitive grants requiring partnerships with local entities such as Great Outdoors Colorado (GOCO) projects include ball fields, sports complexes, skate parks, and playgrounds.
- Private endowment grants
- Public grants, including the Energy/Mineral Impact Assistance Fund Grant.

Private Donations

- Private donations, both small and large, provide important matching funds and demonstrate a commitment and ownership by the community and school supporters.

Creative Financing

- Creative financing options include lease financing where the facility is privately owned, and public private partnerships, which can provide a combination of financing, ownership and use arrangements to facilitate construction.

Local Funding

- Bond issues
- Tax options

- Mill Levy Override – property tax revenue increase for technology upgrades and safety improvements
- Special Building and Technology Fund – a tax levy increase limited to three years. Moneys generated by this levy are available to fund the purchase of land, construction, purchase, and, maintenance of facilities, and the purchase and installation of building security, instructional, and information technologies.
- Supplemental Capital Construction, Technology and Maintenance Fund – raise and expend additional local property tax revenue to provide ongoing cash funding for capital construction, new technology, existing technology upgrade, and maintenance needs.

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Next Steps

The solution alternatives in this plan are based on addressing the District's facility needs at a high level. Further research and work is required before selecting the best alternative and considering the detailed design of the facility(s). The next steps follow, in approximate chronological order:

- Collaboration – Partnerships with the community and other organizations should be explored. A coordinated collaborative effort will be of high value to the community and therefore have a much greater chance of success.
- Location – Building a new PreK-12 facility depends on availability of affordable land in a suitable location. The District should research options with the help of local realtors and land owners.
- Recent projects – District personnel, Board members, and other stakeholders should visit other comparable school districts who have recently completed major projects to identify best practices and learnings. Discussing successful funding options, architectural design considerations, land acquisition, and construction will be invaluable in planning the District's project.
- Curriculum – Regardless of the solution alternative chosen, the design should be based on the curriculum programs the District desires to provide now and in the foreseeable future. The District should ensure a strategic curriculum plan is developed or updated prior to engaging in a new construction project. The plan should identify which existing programs should be retained and what new programs should be added to meet the needs of tomorrow's students.
- Design – Once the above steps are complete, a design and build consultant specializing in education facilities should be retained. The firm can help the District evaluate pros and cons of the solution alternatives and begin design of the facility(s) required to support the delivery of programs identified in the strategic plan.
- Funding – Concurrently with the above step, funding options should be evaluated. At a minimum, funding options include BEST and other grants, private donation, disposal of unneeded property, and public financing. Colorado Department of Education staff should be consulted to assist with the funding process associated with a BEST grant.

The facility needs of the District and the realities around meeting them represent a significant change for the District and the community. Throughout the process, it is imperative that good project and change management practices are followed including: continued communication and input from stakeholders, formal project management, and clearly defined overall goals.

Appendices

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Appendix 1a: Peer District Survey Methodology

Hinsdale County School District Facilities Plan Research Methodology and Data Sources

Methodology

Statistical and comparative data was collected during phase II of the project from the data sources listed below.

A major component of comparative data collection was an on-line survey. An email request for response was sent to the superintendents of the 41 school districts in Colorado with an enrollment of 200 or less. Several other districts of interest were added to the list. Twenty-two responses were received; if data was incomplete or appeared inaccurate, follow-up telephone calls were attempted. If data remained incomplete, the district was eliminated from reports that relied upon that data.

Where possible, historical data was projected into the future based on historical growth rates.

Data Sources

- Comparative: On-line survey of school districts
- School District Enrollment: Colorado Department of Education
- Population: Colorado Department of Local Affairs
- Tax information: Hinsdale County Assessor
- Hinsdale County School District: Leslie Nichols

Survey Respondents

Campo School District RE-6
Centennial School District R-1
Cotopaxi RE-3 School District
DeBeque School District 49JT
Ellicott School District
Estes Park R-3
Frenchman RE-3
Genoa-Hugo School
Gunnison / Crested Butte
Hinsdale County SD RE-1
Hi-Plains School District R-23

Idalia School District RJ-3
Kim RE-88
Liberty School District J-4
Lone Star School District #101
Moffat Consolidated SD #2
Ouray School District
Plainview Schools
Revere Schools (previously Platte Valley)
Silverton School District #1
Vilas RE-5
Walsh School District RE-1

11/9/2016

Appendix 1b: Peer District Survey Results

Hinsdale County School District - Peer Survey
Buildings

District Name	Building Configuration	
	Response	Other
Campo School District RE-6	One building for PreK-12	
Centennial School District R-1	One building for PreK-12	
Cotopaxi RE-3 School District	Separate buildings for PreK-5 (Elementary), 6-8 (Middle School), and 9-12 (High School)	
Creede School District	Other	One K-12
DeBeque School District 49JT	Other	We are currently remodeling so we will have 1 prek-12 building.
Ellicott School District	Separate buildings for PreK-5 (Elementary), 6-8 (Middle School), and 9-12 (High School)	
Estes Park r -3	Separate buildings for PreK-5 (Elementary), 6-8 (Middle School), and 9-12 (High School)	
Frenchman RE-3	One building for PreK-12	
Genoa-Hugo School	One building for PreK-12	
Gunnison - Crested Butte campus	Other	Crested Butte has a k-12 building
Gunnison CS and HS	Other	Gunnison has seperate building for PreK-K, k-5 and 9-12
Hinsdale County SD RE-1	Other	One building K-12 one bldg pre-school
Hi-Plains School District R-23	One building for PreK-12	
Idalia School District RJ-3	One building for PreK-12	
Kim RE-88	One building for PreK-12	
Liberty School District J-4	One building for PreK-12	
Lone Star School District #101	Other	1 building K-12
Moffat Consol SD #2	One building for PreK-12	
Ouray School District	One building for PreK-12	
Plainview Schools	One building for PreK-12	
Revere Schools (previously Platte Valley Re3)	One building for PreK-12	
Silverton School District #1	Other	one K-12 building and one preschool
Vilas Re-5	One building for PreK-12	
Walsh School District Re-1	Other	One building PK-6 and one building 7-12

Hinsdale County School District - Peer Survey
Facility Projects

District Name	Budget this year?		Last 3 years?		Next 3 years?		Project funding				What grants did you use?	
	Response	If yes, please enter the approximate amount.	Response	If yes, please briefly describe, including amount spent:	Response	If yes, please describe, including approximate amount.	Taxpayer:	Grants:	Private donations:	Other:		
Campo School District RE-6	No		No		No							
Centennial School District R-1	No		Yes		No			33%			67% Litigation	
Cotopaxi RE-3 School District	No		No		Yes	Unsure yet with one project but could be 60-70,000.						
Creede School District	Yes	\$20k	Yes	Brand new facility	Yes	Currently adding bus barn, track, and roof extension - \$720k BEST carryover	49% from bonds	BEST \$16M				BEST
DeBeque School District 49JT	Yes	16 million dollar construction project	Yes	We are currently in the middle of a new facilities project. Roughly 16 million will be spent on this project (BEST grant \$5M)	No	We will be complete with this project in November 2017.	12 million bond	5 million BEST grant				BEST
Ellicott School District	Yes	200000	Yes	,\$18 mil New Middle School (\$8M BEST grant); \$350,000 Soccer Field, Auxiliary Well, Water Lines; \$50,000 Baseball field	No		37%	45%	18%			BEST
Estes Park r -3	Yes		Yes	roof Middle School \$300k (CDE grant) and Flood repairs track \$250k (FEMA and donations)	Yes	Possibly add a Shop Green House <\$80k	70%	25 %	5%			
Frenchman RE-3	No		Yes	Re-finished the gym floor and purchased new bleachers for the gym.	No		100%					
Genoa-Hugo School	No		Yes	built a new BEST GRANT building	No		6 million dollar bond	10 million Best Grant				BEST
Gunnison CS and HS	No		No		No	We are beginning the discussion about facilities expansion in Crested Butte, but do not have a timeline.						
Hinsdale County SD RE-1	No		No		No							

Hinsdale County School District - Peer Survey
Facility Projects

District Name	Budget this year?		Last 3 years?		Next 3 years?		Project funding				What grants did you use?
	Response	If yes, please enter the approximate amount:	Response	If yes, please briefly describe, including amount spent:	Response	If yes, please describe, including approximate amount:	Taxpayer:	Grants:	Private donations:	Other:	
Hi-Plains School District R-23	No		Yes	We were the recipient of a BEST grant. We serve two communities located seven miles apart from one another. The elementary was in one town and the jr/sr high was in the other. With the new grant we are all in one building in one town.	No		14%	86%			BEST
Idalia School District RJ-3	No		No		No						
Kim RE-88	No		Yes	Kim received a BEST Grant in 2012 and we built a \$14 million dollar facility which opened in January, 2016.	No		19%	BEST=77% DOLA=4%			BEST
Liberty School District J-4	No		Yes	Replaced roof on school building.	No		58%	42%			
Lone Star School District #101	No		No		No						
Moffat Consol SD #2	No		Yes	New Pk-12 Building through a CDE BEST grant	No		33%	66%			BEST
Ouray School District	No		Yes	Just finished a \$7.6 million renovation. Mil levy coupled with a BEST grant	No	Just finished	34%	63%	1%		BEST
Plainview Schools	No		No		No						
Revere Schools (previously Platte Valley Re3)	No		Yes	BEST grant \$15M	No						BEST
Silverton School District #1	No		Yes	Complete renovation of the building using a BEST Grant \$11.8 mil	No		mill levy	BEST and Historical Society -- see website for amounts			BEST
Vilas Re-5	No		No		No	We are doing a 3 phase roof replacement, but it will be under \$50,000 each year.				A local foundation has helped with some materials grants.	
Walsh School District Re-1	No		No		No						

Hinsdale County School District - Peer Survey
Facilities Size

District Name	Approx Total SF	Enter the approximate square footage (or % of total) for each of the following:							Total Detail SF Provided	Total Detail minus Total SF
		Core classrooms:	Non-Core (art, technology, music, etc.):	Assembly (cafeteria, auditorium, etc.):	Gymnasium:	Library:	Support			
Centennial School District R-1	70,000	-	-	-	-	-	-	-	-	70,000
Cotopaxi RE-3 School District	82,857	35,000	5,000	10,000	27,000	850	3,100	80,950		
DeBeque School District 49JT	42,700	20,000	1,000	3,000	6,600	2,500	3,000	36,100		
Ellicott School District	205,762	61,235	20,000	32,772	26,018	-	13,875	153,900	51,862	
Gunnison - Crested Butte campus	105,000	36,750	21,000	15,750	15,750	10,500	5,250	105,000		
Gunnison CS and HS	200,000	70,000	40,000	30,000	30,000	20,000	10,000	200,000	-	
Hinsdale County SD RE-1	14,323	5,734	1,797	858	-	801	1,019	10,209	4,114	
Hi-Plains School District R-23	52,000	850	1,800	3,250	10,600	990	1,500	18,990	33,010	
Idalia School District RJ-3	54,000	13,500	10,800	8,100	10,800	-	10,800	54,000	-	
Kim RE-88	32,000	9,600	1,600	6,400	8,000	2,560	3,840	32,000		
Liberty School District J-4	36,000	10,000	4,000	3,300	10,000	1,000	650	28,950	7,050	
Moffat Consol SD #2	150,000	600	900	1,500	9,000	2,000	2,000	16,000	134,000	
Ouray School District	38,000	-	-	-	-	-	-	-	38,000	
Silverton School District #1	50,000	13,000	2,100	7,170	7,000	1,200	2,000	32,470	17,530	
Vilas Re-5	40,000	12,500	5,000	7,000	10,000	2,000	3,500	40,000	-	
Walsh School District Re-1	102,473	elementary building includes district offices 35,708)	included in hs)	separate cafeteria 4986)	HS includes gymnasium 44568)	included in hs)	-	-	102,473	

Note on Silverton: Total SF includes additon completing this year. Categories do not include the new space as that detail was not provided.

Hinsdale County School District - Peer Survey
Gym Use

District Name	If you have a gymnasium, is it combined with other uses?	
	Response	If yes, please describe the other uses:
Centennial School District R-1	No	
Cotopaxi RE-3 School District	Yes	Auditorium, Multi-purpose room
Creede School District	Yes	Sports
DeBeque School District 49JT	No	
Ellicott School District	Yes	Community use, assemblies, sporting events
Frenchman RE-3	No	
Gunnison CS and HS	Yes	Our Gymnasiums are used for large group instruction when necessary.
Hinsdale County SD RE-1		
Hi-Plains School District R-23	No	just gym class and volleyball and basketball
Idalia School District RJ-3	No	
Liberty School District J-4	Yes	Stage
Lone Star School District #101	Yes	
Moffat Consol SD #2	Yes	Gym and Theater
Ouray School District	Yes	Assemblies sporting events
Plainview Schools	Yes	Stage
Silverton School District #1	Yes	Community use, facility use by outside groups
Vilas Re-5	No	
Walsh School District Re-1	Yes	

Hinsdale County School District - Peer Survey
Spaces Provided

District Name	Which of the following are currently provided in your facility(s), even if part of a multi-purpose room (check all that apply):															Other:	
	Cafeteria	Aud	Gym/PE	Visual Arts	Drama	Dance	Music	Science lab	Tech Lab	Library Media	Health Ed	Special Ed	Conf Room	Teach Work	Recept Admin		Nurse
Centennial School District R-1	Y		Y				Y	Y	Y	Y		Y	Y	Y	Y	Y	
Cotopaxi RE-3 School District	Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Creede School District	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
DeBeque School District 49JT	Y	Y	Y	Y	Y		Y	Y	Y	Y		Y	Y	Y	Y	Y	
Ellicott School District	Y		Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	tornado shelter, weld/wood shop
Frenchman RE-3	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Gunnison CS and HS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Hinsdale County SD RE-1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hi-Plains School District R-23	Y	Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Idalia School District RJ-3	Y	Y	Y	Y	Y		Y	Y			Y	Y	Y	Y	Y	Y	
Kim RE-88	Y	Y	Y				Y	Y	Y	Y			Y	Y	Y	Y	
Liberty School District J-4	Y		Y	Y			Y	Y	Y	Y		Y		Y	Y	Y	
Lone Star School District #101	Y	Y	Y	Y			Y	Y	Y	Y		Y		Y	Y	Y	
Moffat Consol SD #2	Y	Y	Y				Y	Y	Y	Y		Y	Y		Y	Y	
Ouray School District	Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Plainview Schools	Y	Y	Y				Y	Y	Y	Y	Y			Y	Y	Y	
Silverton School District #1	Y	Y	Y	Y			Y	Y	Y	Y		Y	Y		Y	Y	
Vilas Re-5	Y	Y	Y				Y	Y	Y	Y		Y	Y	Y	Y	Y	
Walsh School District Re-1	Y	Y	Y	Y			Y	Y	Y	Y		Y	Y	Y	Y	Y	

Hinsdale County School District - Peer Survey
Sports

District Name	Which of the following team sports do your facilities support? (check all that apply)													
	Field Hockey	Football	Gymnastics	Soccer	Softball	Spirit	Tennis	Volleyball	Basketball	Swimming	Wrestling	Baseball	Lacrosse	Other
Centennial School District R-1								Y	Y		Y			
Cotopaxi RE-3 School District		Y						Y	Y			Y		Track
Creede School District								Y	Y					Cross Country, Track
DeBeque School District 49JT		Y		Y				Y	Y		Y	Y		Track and field
Ellicott School District		Y		Y		Y		Y	Y		Y	Y		
Frenchman RE-3		Y						Y	Y		Y	Y		Track
Gunnison CS and HS		Y		Y	Y	Y		Y	Y		Y	Y		Climbing
Hinsdale County SD RE-1														
Hi-Plains School District R-23		Y						Y	Y					track, some kids play softball, or wrestle for other schools
Idalia School District RJ-3		Y		Y				Y	Y			Y		Track and Field
Kim RE-88								Y	Y			Y		
Liberty School District J-4		Y						Y	Y					Track
Lone Star School District #101		Y						Y	Y					
Moffat Consol SD #2								Y	Y		Y			
Ouray School District						Y		Y	Y					
Plainview Schools		Y				Y		Y	Y					Track
Silverton School District #1				Y										Ski, Track, Cross-Country
Vilas Re-5								Y	Y					
Walsh School District Re-1		Y						Y	Y		Y			track

Hinsdale County School District - Peer Survey
Other Comments

District Name	Please enter any other comments or information you would like to share:
Centennial School District R-1	We built a new school with a BEST grant 6 years ago. We had to go to court to get the heating system corrected, which is just happening now.
Creede School District	We are a bit smaller than LC we currently combine K-1 teacher 2 classrooms with a wall divider and can be opened up, to create two spaces should we need an additional classroom in the future or the state funds school district so we can add another teacher. We also have a woodshop connected to our art room. Our art teacher teaches woodworking.
Ellicott School District	Besides 3 school buildings (ES, MS, HS) the campus square footage includes other out buildings (Bus Barn, District Technology Office and Control Center, Wood/Welding Shop, Tornado Shelter
Gunnison CS and HS	Our Gymnasiums are primarily physical education instructional facilities that are used for athletics by school and community groups outside of the school day.
Lone Star School District #101	We are unable at this time to make facility improvements due to funding cut backs. We have an old building and are in need but our tax base does not allow for bonds or mill levy increases.
Ouray School District	Feel free to call or email if you need any suggestions for the BEST grant process
Vilas Re-5	Our shop building is not in use currently, but I left it in the exploratory figure.

Appendix 1c: Peer District Survey Initial Comments and Observations

Hinsdale County School District – Data Collection and Peer Survey Initial Comments and Observations

Peer Survey Reports

Buildings	Survey districts targeted were small (less than 200 students) and generally were one building - 16 out of 22 responses. The 3 larger schools (around 900 students each) that responded had multiple buildings.
Facility Projects	Over half of the respondents (14 of 21) had large facility projects within the last 3 years. Of the 14 with large projects, 10 utilized BEST grants.
Facilities Size	Additional analysis of comparative sizes is included in the next section. In terms of absolute total square footage, Hinsdale was by far the smallest.
Gymnasium Use	Eleven of the 17 responding noted using their gymnasium for other things in addition to sports – auditorium, community, large group instruction, stage and theater.
Space Provided	Dedicated spaces, even if part of a multi-use area, for auditorium, gymnasium, music, technology lab, health education, and conference were common in most other districts, but missing for Hinsdale.
Sports	Volleyball, basketball, and football were the most common team sports supported by the respondents' facilities, but not Hinsdale.

Analysis of Facility Size Data

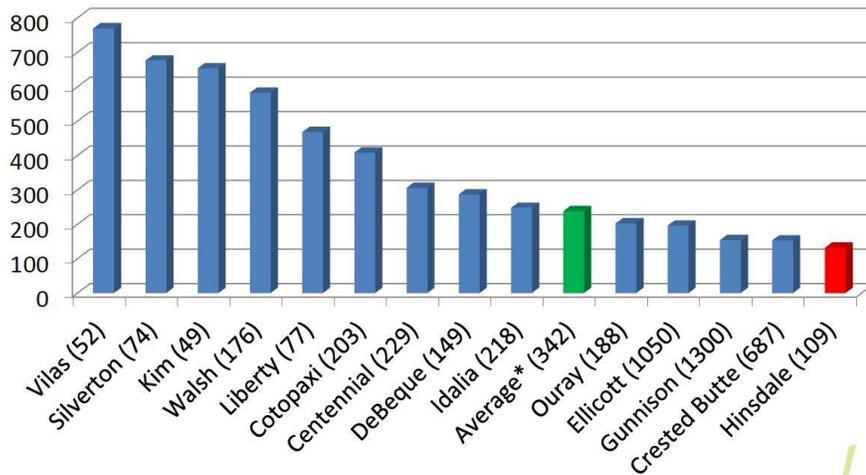
Total SF per Student	Hinsdale was the smallest in total square footage per student with slightly more than half (55%) of the average. The lack of gym is large contributor to Hinsdale's low ranking. The other schools that ranked smallest were the 3 larger schools in the survey, which leverage larger student populations for space efficiency. Kim School District ranks near the top of total and most categories due to the completion in 2016 of a new \$14M facility with 32,000 SF and only 42 students.
Core	Hinsdale was lowest in SF per student at 63% of the average.
Exploratory	Hinsdale was next to lowest in SF per student at 30% of the average.
Assembly	Hinsdale was lowest in SF per student with only 23% of average.
Gym	Hinsdale was the only school without a gym.
Library	While there was still a gap, library space was closer to average than other categories for Hinsdale.
Support	Same as Library comment.

Historical and Projected Statistics

Lake City School Enrollment Growth	Hinsdale enrollment growth trend was produced from historical data 1990-2017 using least squares method. The growth for the next ten years is steady, but modest, going from 111 students anticipated in 2017 to 121 in year 2026.
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We encourage you to share your own observations and assessments.

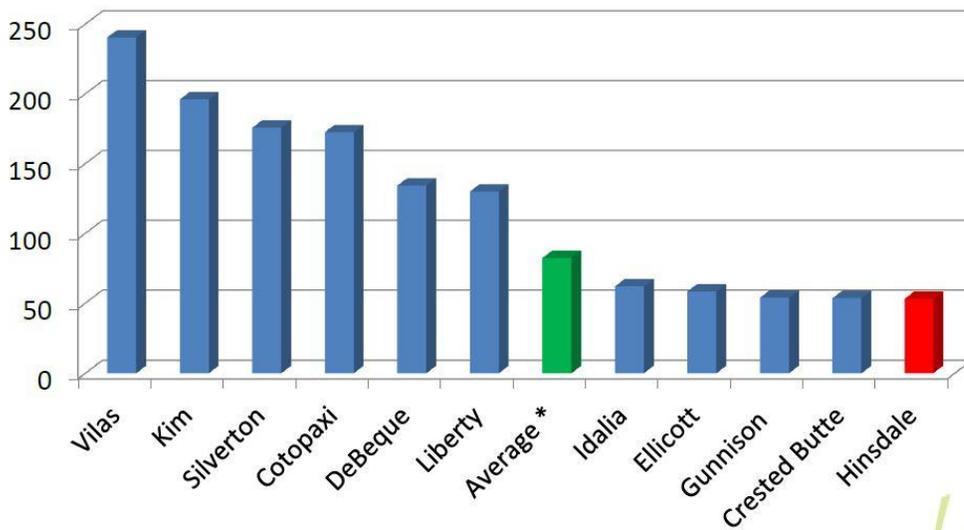
Hinsdale County School District – Peer Survey Total Square Footage Per Student Ratios



(n) = enrollment per CO Dept of Education – 2015-2016
* Average excludes Hinsdale



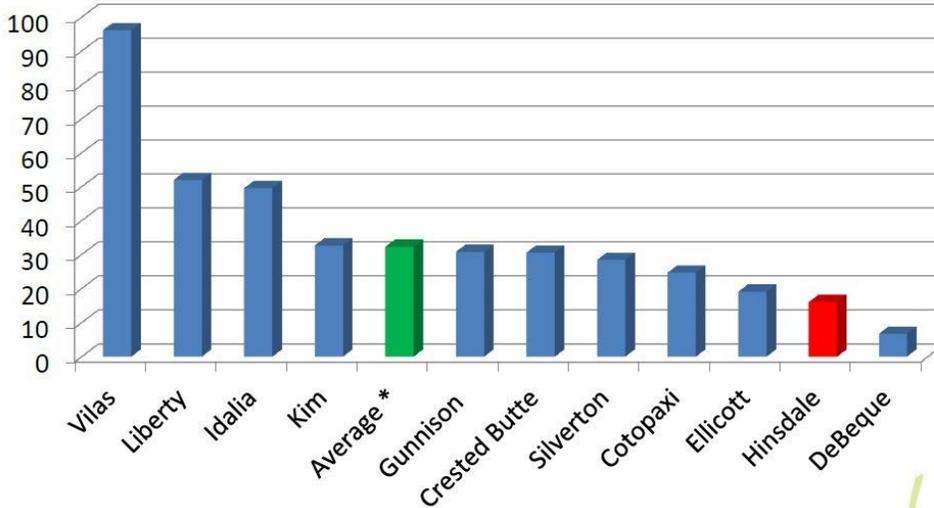
Hinsdale County School District – Peer Survey Total Square Footage Per Student Ratios Core



* Average excludes Hinsdale



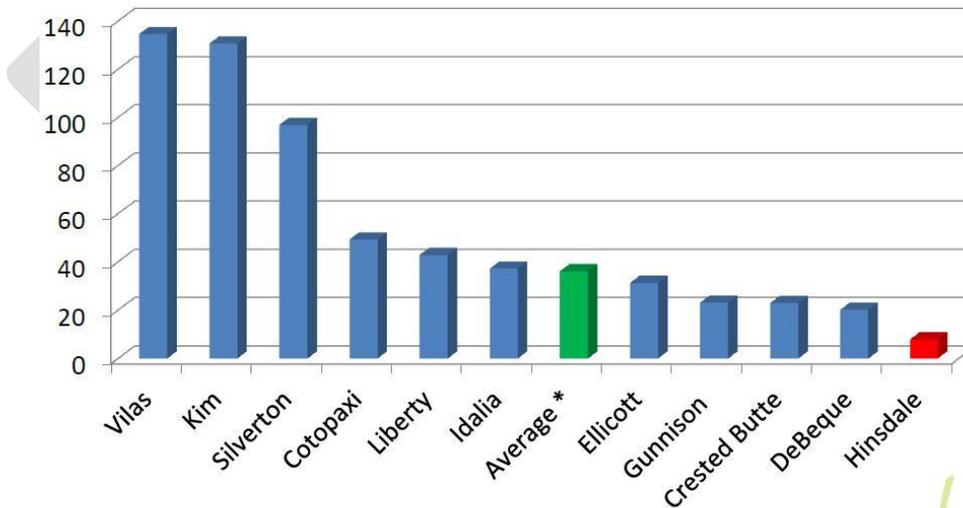
Hinsdale County School District – Peer Survey Total Square Footage Per Student Ratios Non-Core (Art, Tech, Music, Etc)



* Average excludes Hinsdale



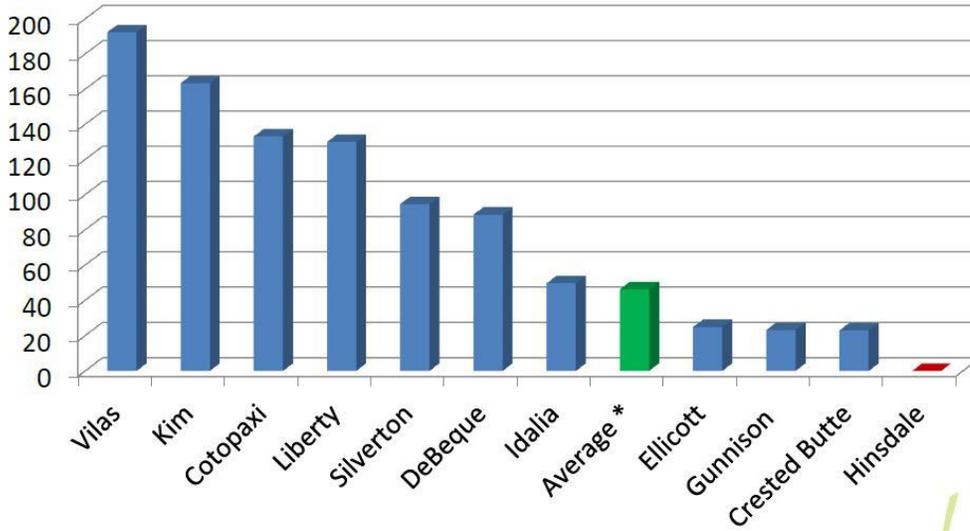
Hinsdale County School District – Peer Survey Total Square Footage Per Student Ratios Assembly (Auditorium, Cafeteria, Etc)



* Average excludes Hinsdale



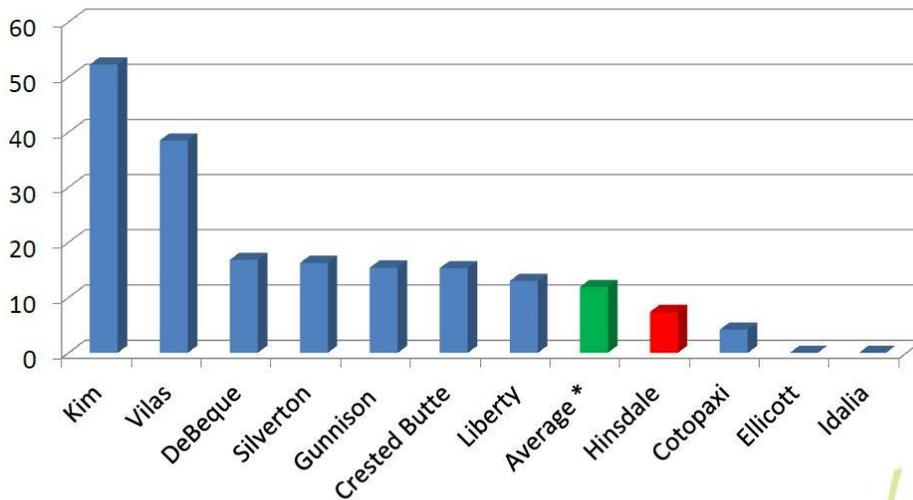
Hinsdale County School District – Peer Survey Total Square Footage Per Student Ratios Gymnasium



* Average excludes Hinsdale



Hinsdale County School District – Peer Survey Total Square Footage Per Student Ratios Library



• Average excludes Hinsdale

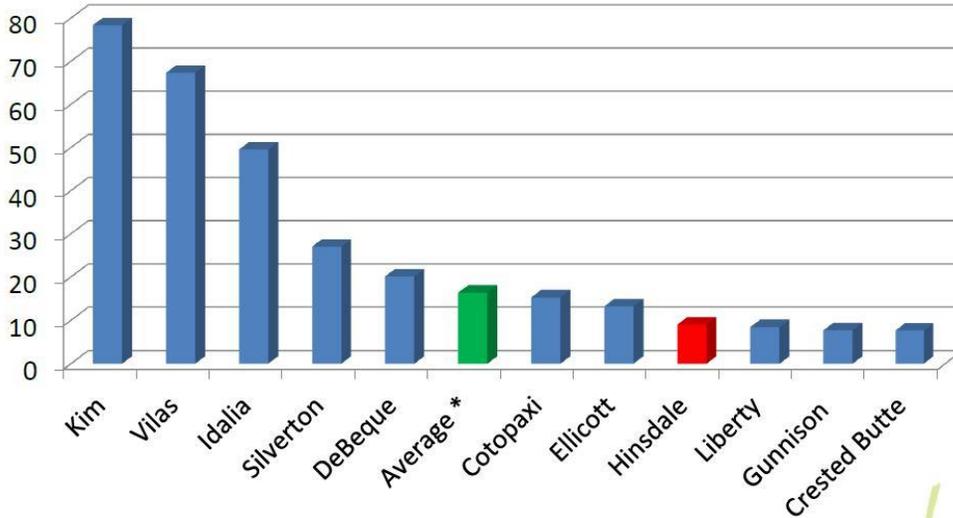
** Ellicott library included in core



Hinsdale County School District – Peer Survey

Total Square Footage Per Student Ratios

Support



- Average excludes Hinsdale
- ** Ellicott library included in core



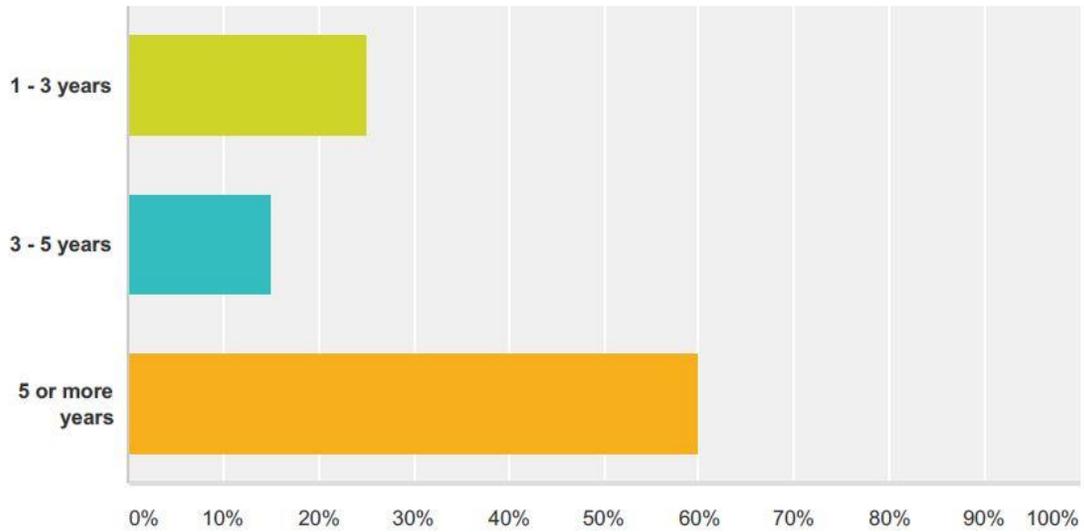
Hinsdale County School District - Peer Survey
Data Table of Responses and Calculations

	Average*	Hinsdale	Gunnison	Ellicott	Crested Butte	Idalia	Cotopaxi	DeBeque	Liberty	Silverton	Vilas	Kim	Centennial	Ouray	Walsh
Enrollment	342	109	1300	1050	687	218	203	149	77	74	52	49	229	188	176
Total Square Footage (SF)	81446	14323	200000	205762	105000	54000	82857	42700	36000	50000	40000	32000	70000	38000	102473
Core classrooms	28159	5734	70000	61235	36750	13500	35000	20000	10000	13000	12500	9600			
Non-Core	11050	1797	40000	20000	21000	10800	5000	1000	4000	2100	5000	1600			
Assembly	12350	858	30000	32775	15750	8100	10000	3000	3300	7170	7000	6400			
Gymnasium	15777	0	30000	26018	15750	10800	27000	13200	10000	7000	10000	8000			
Library	4061	801	20000	0	10500	0	850	2500	1000	1200	2000	2560			
Support	5602	1019	10000	13875	5250	10800	3100	3000	650	2000	3500	3840			
Other	6082	4114	0	51859	0	0	1907	0	7050	0	0	0			
SF per Student Ratios															
Total SF/Student	238	131	154	196	153	248	408	287	468	676	769	653	306	202	582
Core	82	53	54	58	53	62	172	134	130	176	240	196			
Non-Core	32	16	31	19	31	50	25	7	52	28	96	33			
Assembly	36	8	23	31	23	37	49	20	43	97	135	131			
Gym	46	0	23	25	23	50	133	89	130	95	192	163			
Library	12	7	15	0	15	0	4	17	13	16	38	52			
Support	16	9	8	13	8	50	15	20	8	27	67	78			
NOTES:	Enrollment per CDE 12/29/15 for 2015-2016 school year														
	Ellicott Library in Core														
	Average excludes Hinsdale														

Appendix 2a: Staff Survey Results

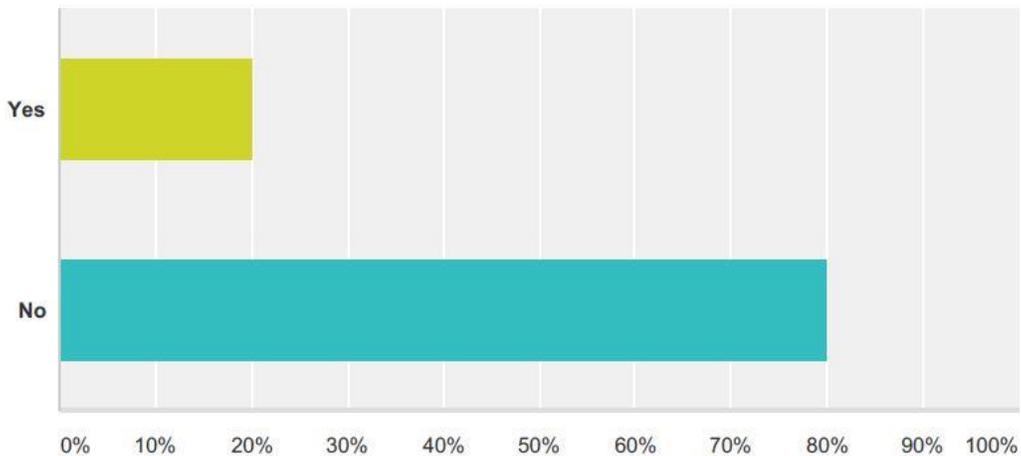
Q1 How long have you been employed at Lake City School?

Answered: 20 Skipped: 0



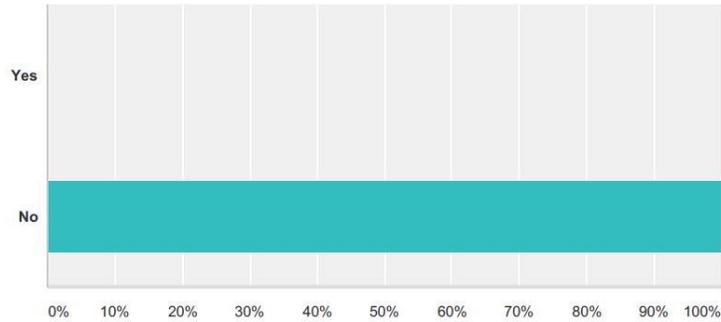
Q2 For core subjects (preK/elementary, math, science, English, social studies), are there sufficient classrooms?

Answered: 20 Skipped: 0



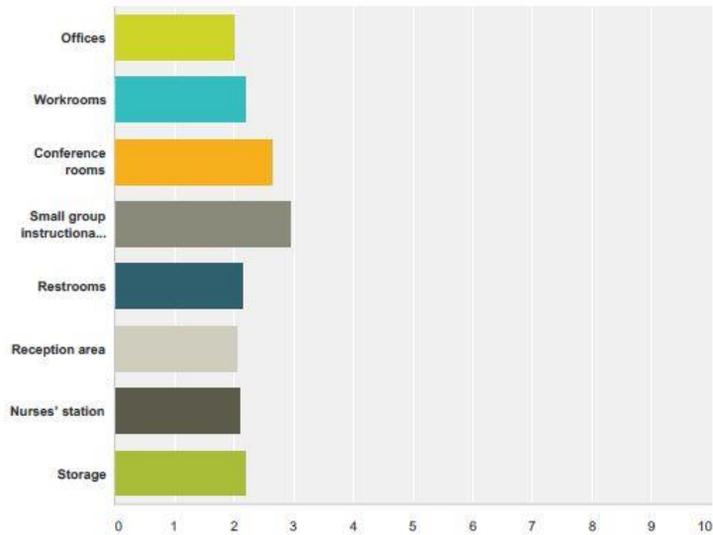
Q3 For non-core subjects (e.g. music, art, PE, world languages, etc.), are there sufficient classrooms?

Answered: 20 Skipped: 0



Q4 Please rate support spaces that need to be added:

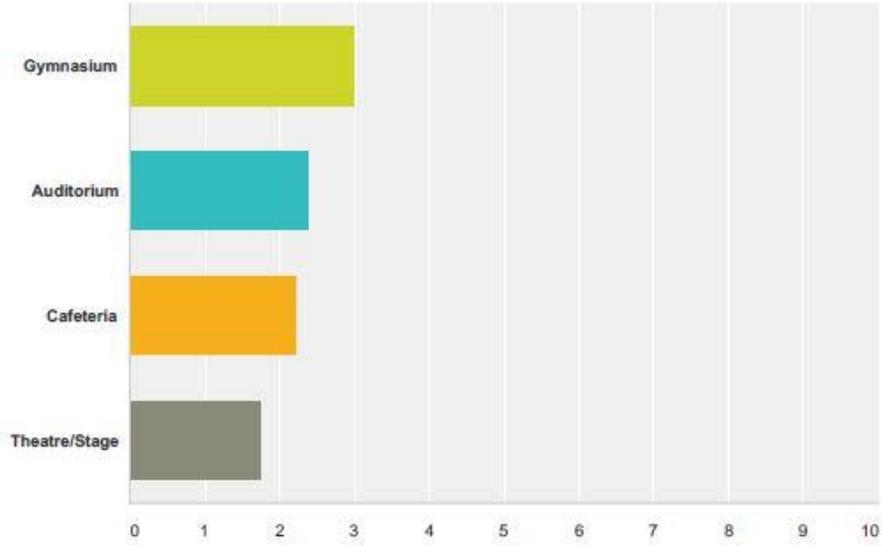
Answered: 20 Skipped: 0



	Low	Medium	High	Total	Weighted Average
Offices	30.00% 6	40.00% 8	30.00% 6	20	2.00
Workrooms	15.00% 3	50.00% 10	35.00% 7	20	2.20
Conference rooms	10.00% 2	15.00% 3	75.00% 15	20	2.65
Small group instructional spaces	0.00% 0	5.00% 1	95.00% 19	20	2.95
Restrooms	26.32% 5	31.58% 6	42.11% 8	19	2.16
Reception area	20.00% 4	55.00% 11	25.00% 5	20	2.05
Nurses' station	26.32% 5	36.84% 7	36.84% 7	19	2.11
Storage	20.00% 4	40.00% 8	40.00% 8	20	2.20

Q5 Please rate the need for adding large assembly spaces:

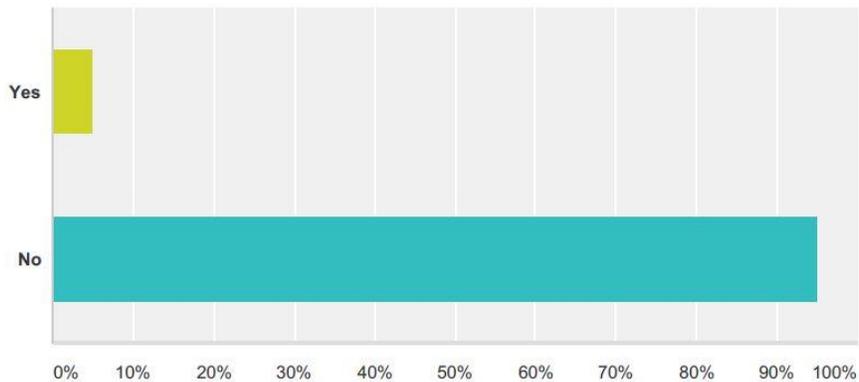
Answered: 18 Skipped: 2



	Low	Medium	High	Total	Weighted Average
Gymnasium	0.00% 0	0.00% 0	100.00% 18	18	3.00
Auditorium	16.67% 3	27.78% 5	55.56% 10	18	2.39
Cafeteria	27.78% 5	22.22% 4	50.00% 9	18	2.22
Theatre/Stage	47.06% 8	29.41% 5	23.53% 4	17	1.76

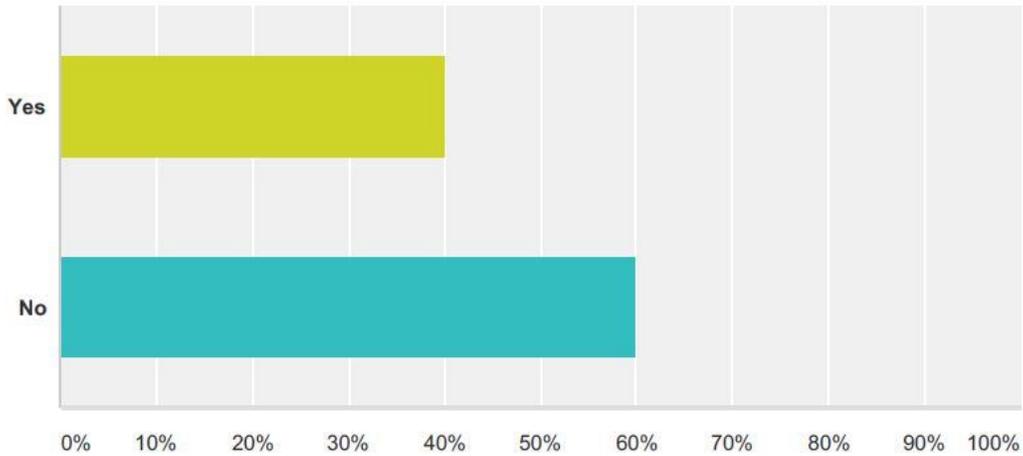
Q6 Are conference areas adequate in terms of confidentiality and privacy?

Answered: 20 Skipped: 0



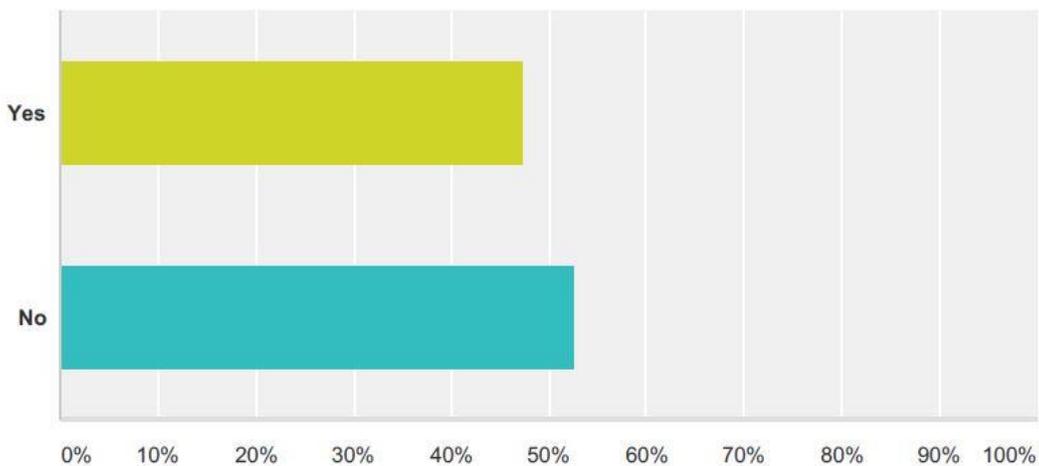
Q7 Does the current technology infrastructure (internet service, network, hardware, software) currently support school needs?

Answered: 20 Skipped: 0



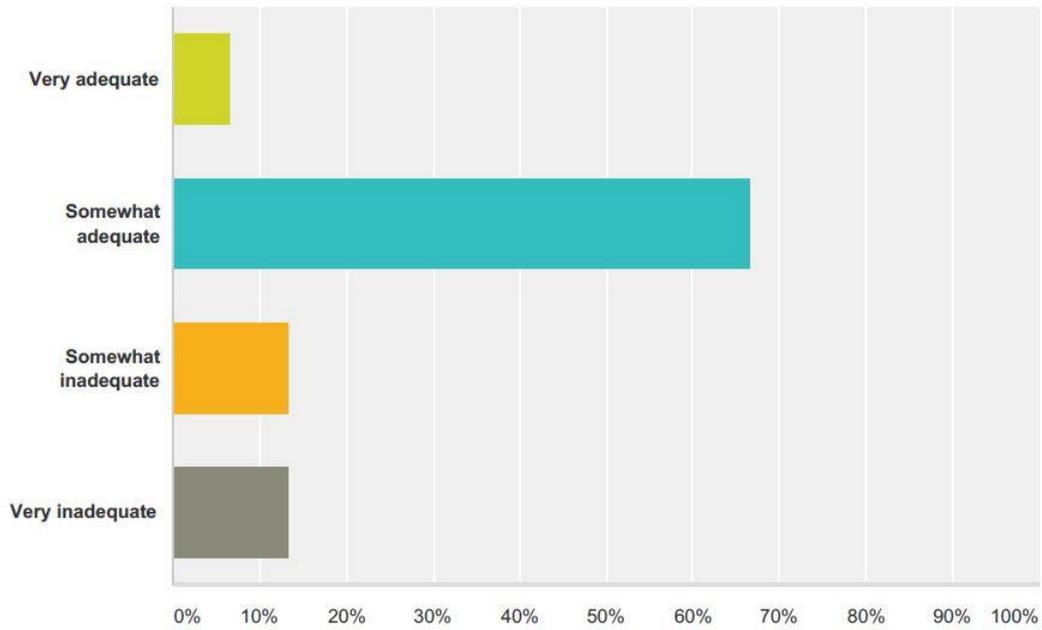
Q8 Are there any environmental (lighting, heating, electrical, ventilation, noise etc.) concerns that need to be addressed?

Answered: 19 Skipped: 1



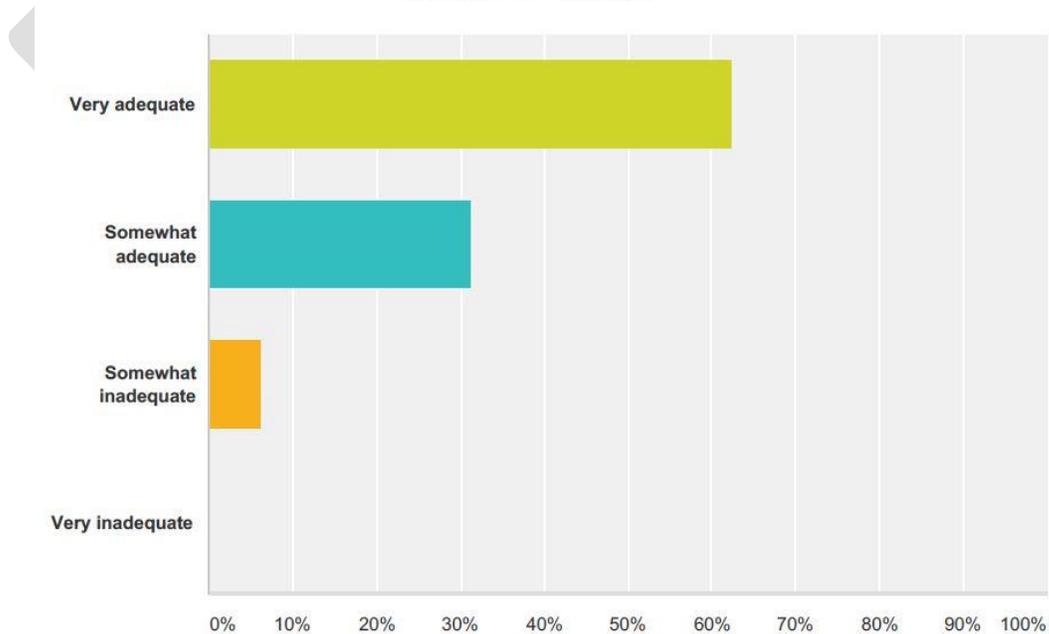
Q9 How adequate is the science lab to help students meet the curriculum standards?

Answered: 15 Skipped: 5



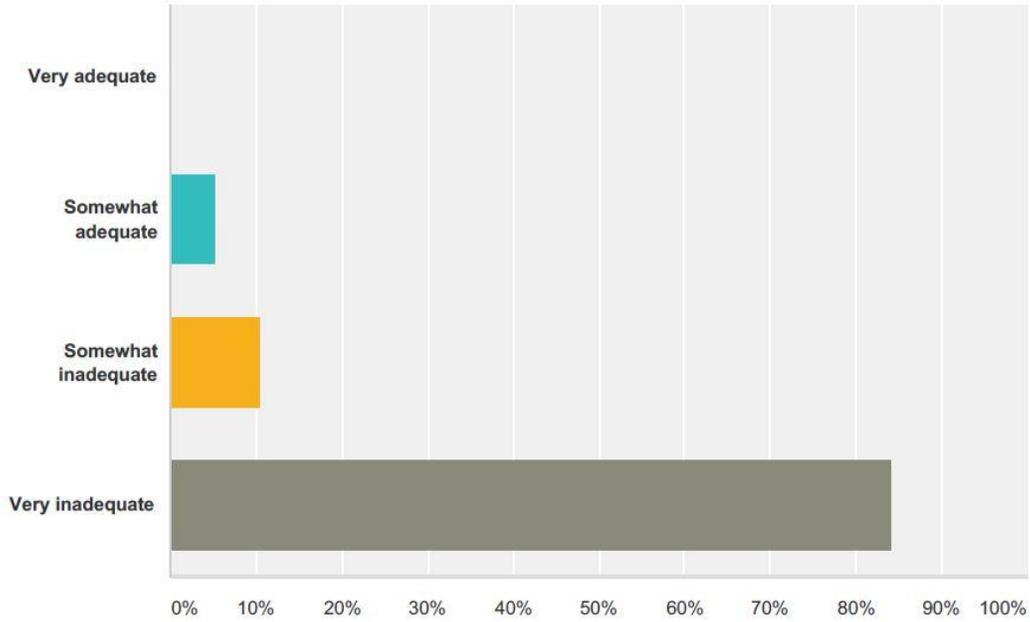
Q10 How adequate is the art room to help students meet curriculum state standards?

Answered: 16 Skipped: 4



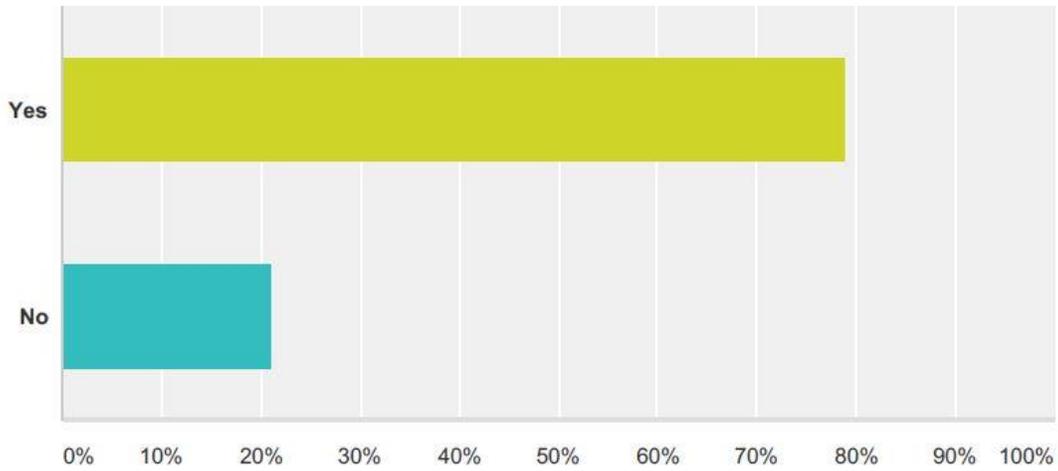
Q11 How well do the physical education facilities meet your students' needs?

Answered: 19 Skipped: 1



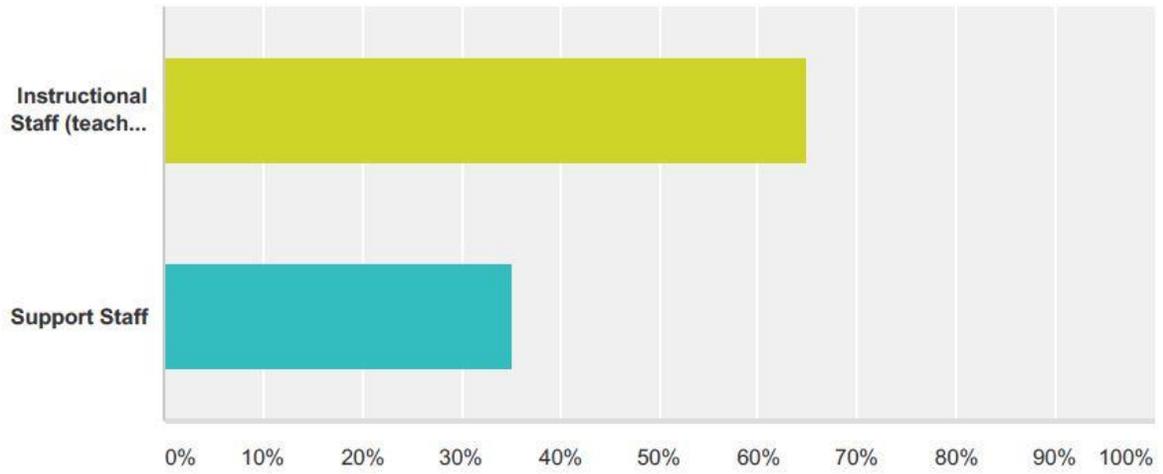
Q12 Are there any safety concerns that need to be addressed?

Answered: 19 Skipped: 1



Q14 What is your role at Lake City School?

Answered: 20 Skipped: 0

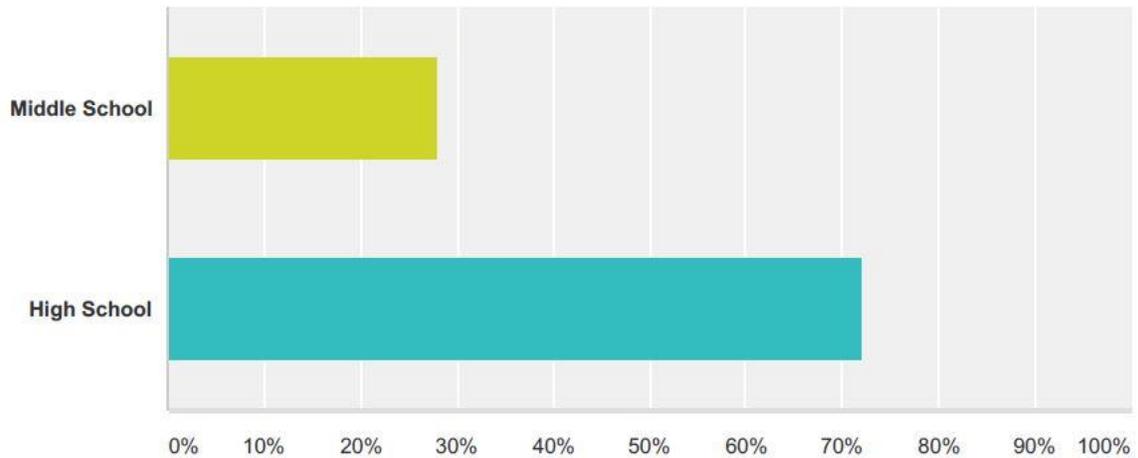


DRAFT

Appendix 2b: Student Survey Results

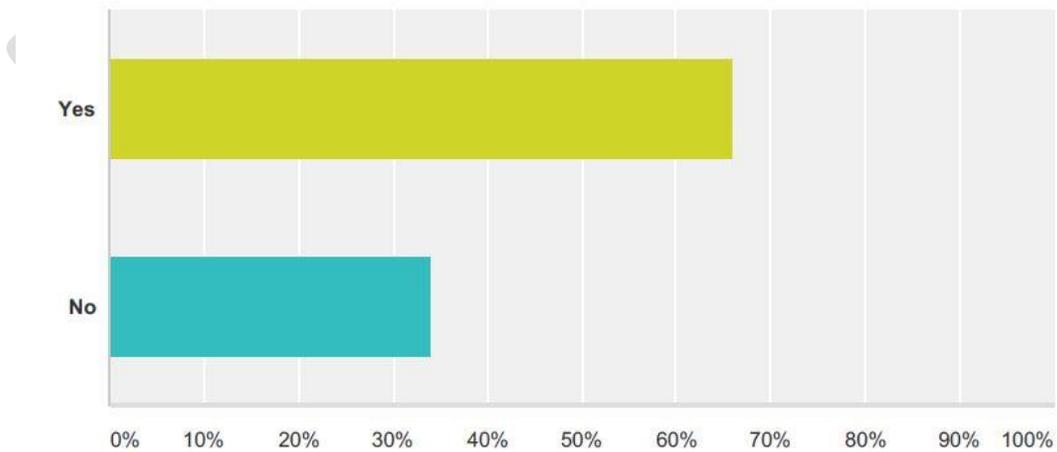
Q1 I am in:

Answered: 50 Skipped: 0



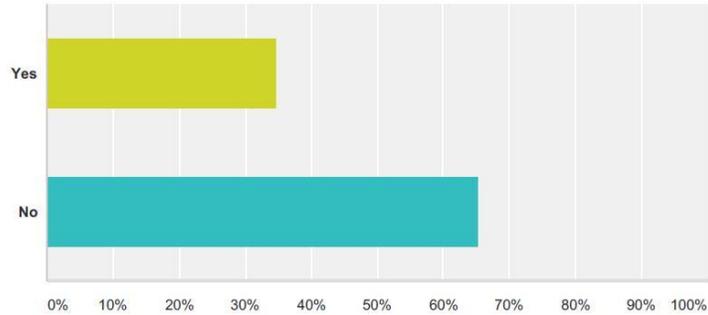
Q3 For core subjects (math, science, social studies, English), do our classrooms meet our needs?

Answered: 50 Skipped: 0



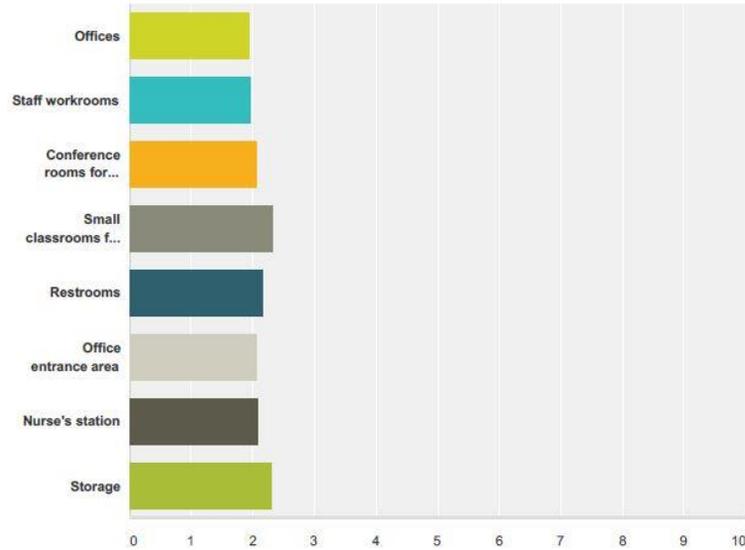
Q4 For non-core subjects (e.g. music, art, PE, Spanish, electives, etc.), are there sufficient classrooms?

Answered: 49 Skipped: 1



Q5 Please rate the support spaces that need to be added:

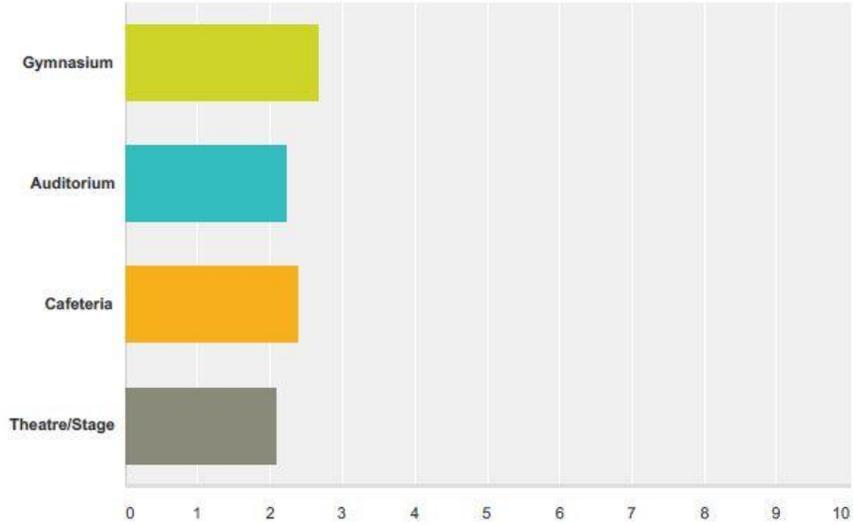
Answered: 50 Skipped: 0



	Low	Medium	High	Total	Weighted Average
Offices	28.57% 14	48.98% 24	22.45% 11	49	1.94
Staff workrooms	24.49% 12	55.10% 27	20.41% 10	49	1.96
Conference rooms for meetings like parent conferences	20.00% 10	54.00% 27	26.00% 13	50	2.06
Small classrooms for small group or intervention work	8.00% 4	50.00% 25	42.00% 21	50	2.34
Restrooms	25.00% 12	33.33% 16	41.67% 20	48	2.17
Office entrance area	28.57% 14	36.73% 18	34.69% 17	49	2.06
Nurse's station	28.00% 14	36.00% 18	36.00% 18	50	2.08
Storage	16.67% 8	35.42% 17	47.92% 23	48	2.31

Q6 Please rate the need for adding large assembly spaces:

Answered: 50 Skipped: 0

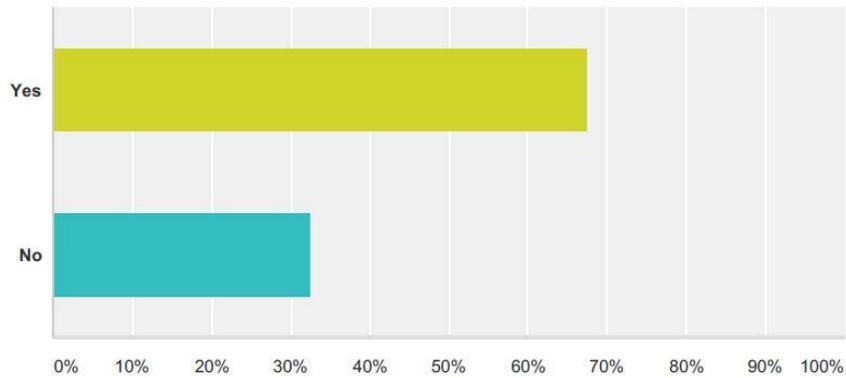


	Low	Medium	High	Total	Weighted Average
Gymnasium	12.00% 6	8.00% 4	80.00% 40	50	2.68
Auditorium	22.92% 11	31.25% 15	45.83% 22	48	2.23
Cafeteria	12.24% 6	38.78% 19	48.98% 24	49	2.37
Theatre/Stage	25.00% 12	41.67% 20	33.33% 16	48	2.08



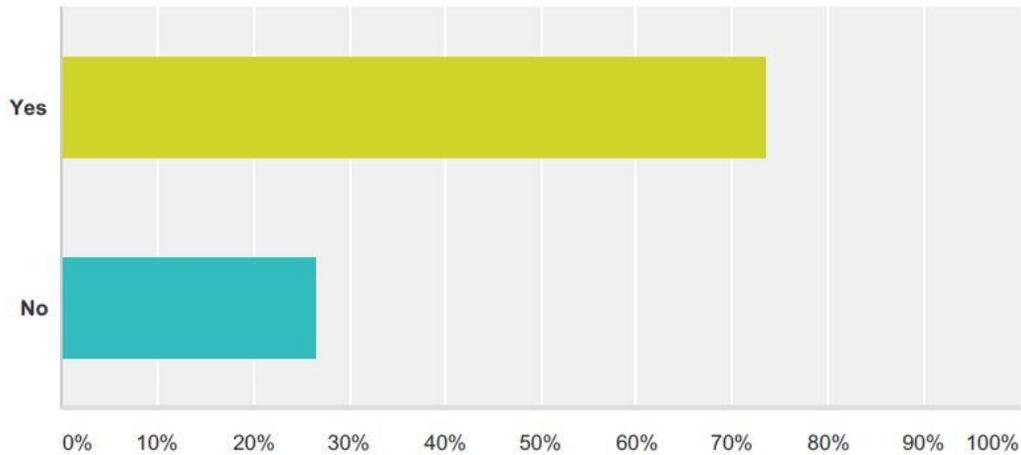
Q7 Are conference areas adequate in terms of confidentiality and privacy?

Answered: 49 Skipped: 1



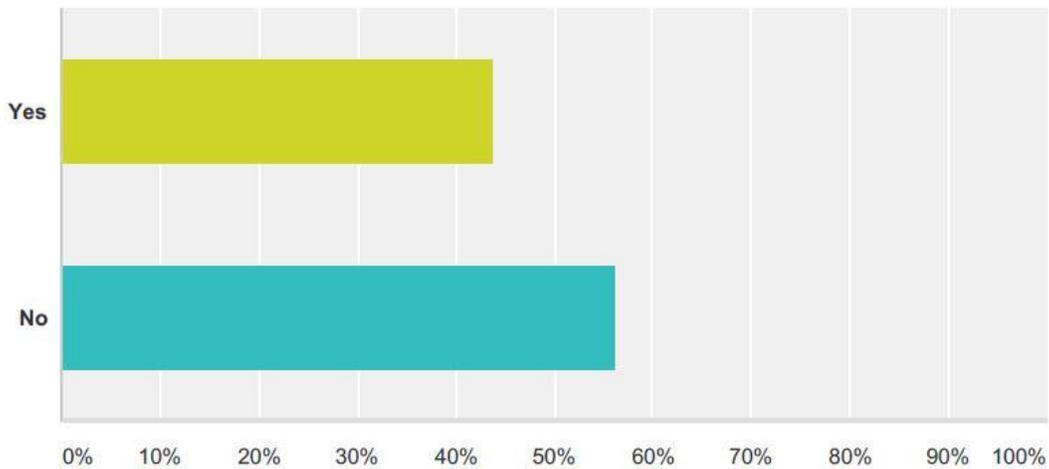
Q8 Does the current internet service, LCCS network, iPads, Chromebooks, apps, and software currently support our needs?

Answered: 49 Skipped: 1



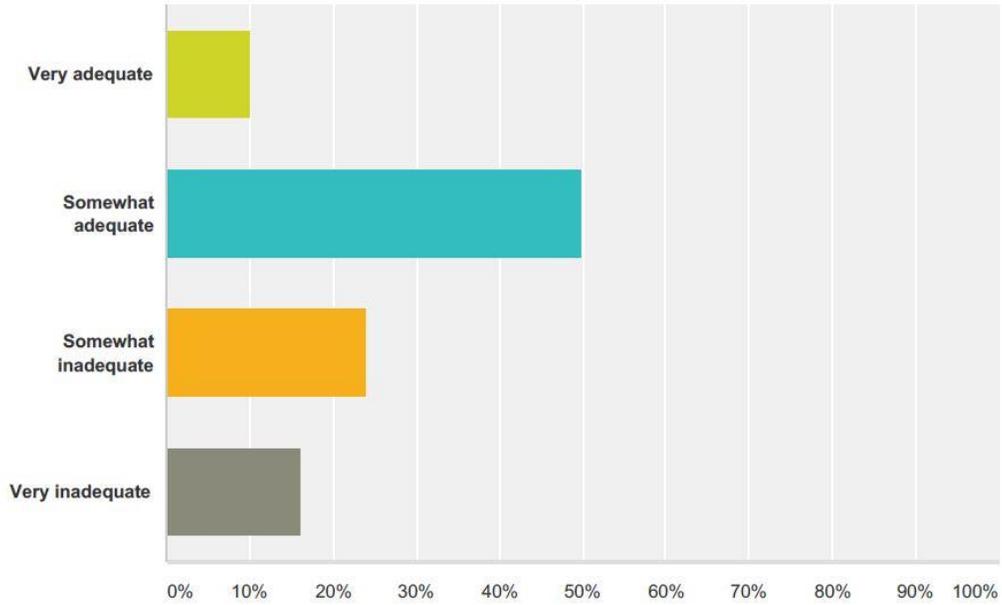
Q9 Are there any environmental (lighting, heating, electrical, ventilation, noise etc.) concerns that need to be addressed?

Answered: 48 Skipped: 2



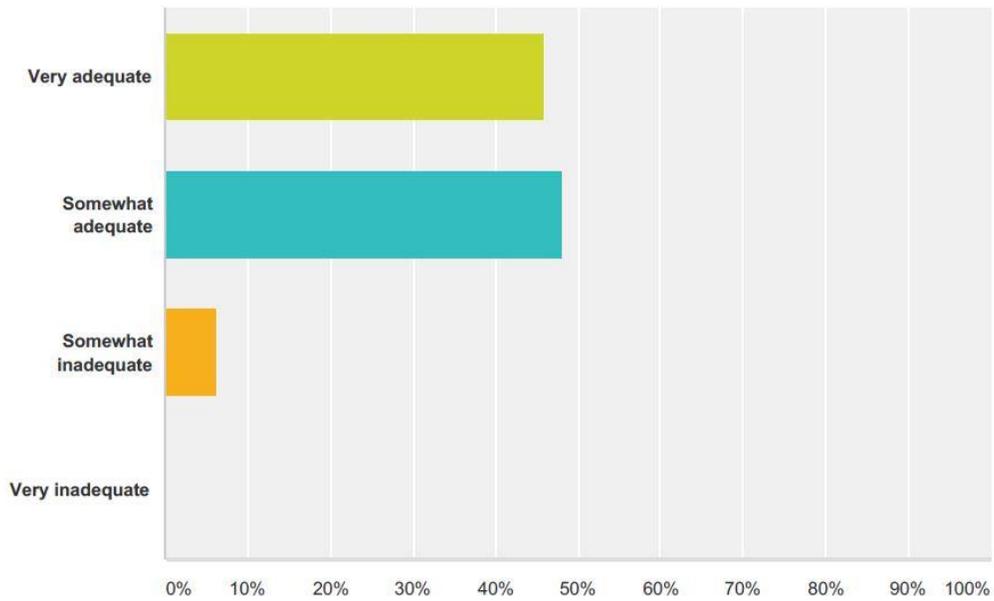
Q10 How adequate is the science lab?

Answered: 50 Skipped: 0



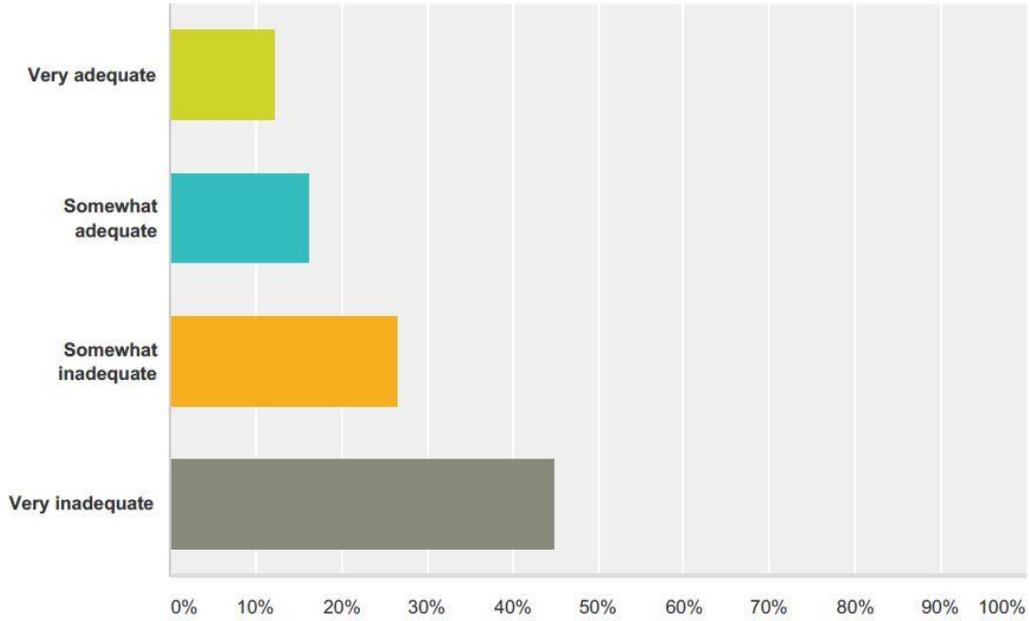
Q11 How adequate is the art room?

Answered: 48 Skipped: 2



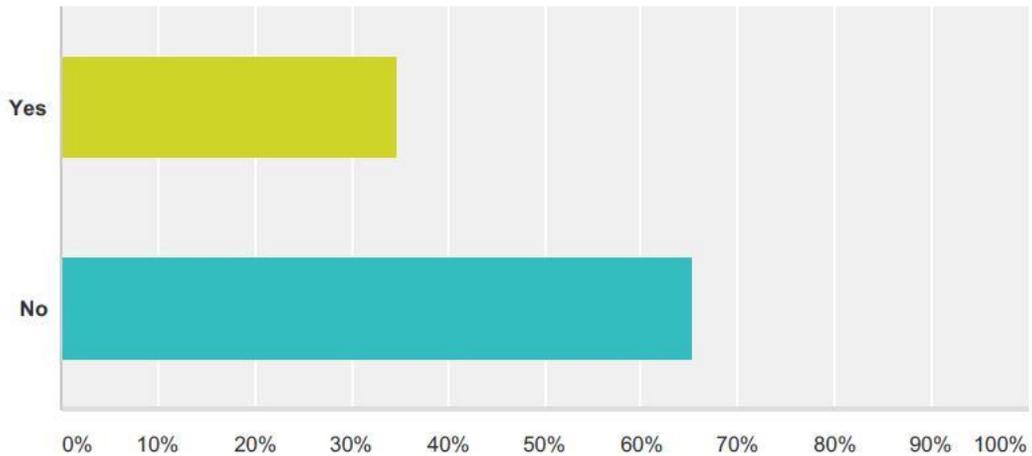
Q12 How adequate are the physical education facilities?

Answered: 49 Skipped: 1



Q13 Are there any safety concerns that need to be addressed?

Answered: 49 Skipped: 1



Appendix 2c: Staff and Student Survey Comments

Hinsdale County School District RE-1 Facility Plan Staff and Student Survey - Comments

Total Respondents:

20 Staff (13 instructional/7 support); 60% with 5 or more years of service

50 Students (14 Middle School/ 36 High School); average years of attendance is 6.4 years

Core Classroom adequacy

Staff comments

For core subjects (preK/elementary, math, science, English, social studies), are there sufficient classrooms? If "No", what are the deficiencies?

- Not enough space for pull outs and testing
- While there may be a sufficient number of classrooms, the SIZE of the several of the classrooms is too small.
- PreK meets in a separate building
- Pre k would be wonderful to on the same campus as the rest of the school.
- We need more spaces for small groups, pull outs, and special activities (eg. labs, plays, etc.)
- pre k should be at the school
- I feel the science room is not adequate when there's more than 10 students.
- Our concurrent enrolled students are meeting in the teacher workroom (unless it's unavailable for other meetings that are taking place - then we get pushed into the commons area). The space is small and is often used during class by teachers to use the restroom, heat up their lunches and make copies during the class period. Preschool classroom is small and does not allow for much movement (especially with a class size of 12).
- Currently the preschool classroom is off campus.
- The school needs a gym, an additional classroom so that students don't have to try and work in the very distracting commons area. It would be great to have the whole school on one campus.
- We are in need of classrooms where intervention can be done in a private setting, minimizing disruptions. Currently, we are having to utilize a teacher workroom for small group instruction which does not work well. Having an open classroom would be ideal. Since we combine classes, we often need to separate instruction time for testing or specific assignments that are grade appropriate. Expanding our space to allow elementary, including Pre-K, to be in one building and operate separately would benefit all students. At times, the high school students overlap in areas with our elementary students.
- Reading groups
- We are often scrambling to find a quiet space for those students who struggle to focus in a loud classroom atmosphere. The library and workroom are occupied most days with meetings and other sorts of interventions.
- Pre-K should be in the same building as the rest of the elementary. The classrooms are lacking some essential things such as sprinklers-(Fire), intercom system and possibly new tables and magnetic dry erase boards.
- We need space to do individual and small-group pull-outs from core classes. Currently, staff is using the commons, hallways, work room, etc. when they need to work with a student or small group and these are often places with lots of distractions and disruptions. Also, during special days (like conferences), we often lose these spaces and have nowhere to do pull-outs.
- Would love for the PreK classroom to be back on the main campus.

Student comments

For core subjects (math, science, social studies, English), do our classrooms meet our needs? If "No", what are the deficiencies?

- We need more classrooms
- they are too. small
- science room needs to be bigger
- We don't have the right equipment to use.

- Our floors are sinking, and a lot of the time the heating system doesn't work.
- they are a little too small we could use an expansion on certain class rooms like science
- we need a ventilation system because it always smells really bad and we need a new heating system.
- too small
- As our school is growing, there is not enough space in each classroom. We are very overcrowded.
- The science room is too small to fit two grades, the desks are awkwardly small in English and history, and the wall in between history and English doesn't keep out the noise
- Science we do occasionally struggle with space and it can be very hard to fit our larger classes in there at all. Last year we had a small desk at the front that we alternated having to sit at because there was no room.
- There is not enough space for all the students in the classrooms. We are overcrowded, and in most of the classes, we have a student in every single chair, and often we have to bring in extras.
- I mean the classrooms are adequately large enough except science when you try to cram 20 students in it.
- I wish that the classrooms were bigger, especially the science room
- Not enough space for activities. Feels Crammed
- I feel like a history this year is just a joke and nothing is being learned in the classroom
- Too crowded
- the science room is too small to accommodate all students
- I just don't like that two grades are put together

Non-Core Classrooms adequacy

Staff comments

For non-core subjects (e.g. music, art, PE, world languages, etc.), are there sufficient classrooms? If "No", what are the deficiencies?

- Music and PE really have no space indoors
- 1. A dedicated "technology" room is needed. It could be used as a technology classroom (robotics, green screen) as well as a technology staging and repair space. Or, a STEM classroom for a great makerspace and a separate technology office space!! 2. There is not sufficient break-out and small-group space. 3. There are not extra classrooms for online classes or elective classes like technology, drama, music.
- We need a gym.
- We need a gym to better fit P.E.'s activities
- No dedicate space for music or interpretive art
- No classroom for the P.E. Teacher or for theater classes.
- It would be great if we had more room for PE!
- Not enough rooms for non- core classes. No storage for PE , hard to find rooms for small groups
- workroom and library are used a lot
- PE does not have its own dedicated classroom space.
- PE (which also includes Seminar) does not have a classroom; I teach seminar in the Spanish classroom and there are often students in the Spanish classroom while I teach needing to access their teacher and/or taking make-up tests and or the teacher for Spanish class is in/out of the room throughout class.
- Spanish is in a room in the elementary wing. PE had never been designated appropriate space (due to lack of room) for the equipment and teacher prep space. We don't currently have music but there would not be room if we wanted to have it!
- Ideally, we would have a classroom for music and drama to share, and Mr. Gibson would have his own classroom.
- We can not offer music and currently conduct PE classes twice per week due to our lack of space. PE needs a dedicated classroom, storage for equipment, and an on-site facility that would allow students to optimize time for PE in cooperation of Colorado state standards. The current situation of PE and

Spanish sharing a classroom prevents Spanish from expanding into lower grade levels and from lower grade levels being able to have a PE classroom.

- No - PE and it sure would be wonderful to offer music at some point in the future! Definitely not enough space for kids with special needs, RtI intervention (individualized instruction) groups, leveled book rooms, math manipulatives collective supply space...teacher room, conferencing room.
- Well, there is no PE classroom (not really anyway).
- Our PE teacher has never had a classroom.
- We need a PE room.
- We have no room for music. We are borrowing the armory for PE, but it less than ideal to walk everyone across town for PE. We could use a space of our own for personal finance and life skills.
- Gym for PE classes.

Student comments

For non-core subjects (e.g. music, art, PE, Spanish, electives, etc.), are there sufficient classrooms? If "No", what are the deficiencies?

- No, I think this because we don't even have a music anything.
- No gym for pe, and not enough surprise for art and pe.
- We need more rooms so that classes don't need to share rooms
- we need a gym for PE
- We need music and electives
- No Gym for PE
- no, not a lot space
- For PE we always have to all and we slip and fall there is no were to do health.
- PE, doesn't even have a classroom, we just have to take over an empty classroom. Art doesn't have a lot of storage, and it gets really cold in there.
- Our pe teacher doesn't have a class room for when he teaches health, we could use a kitchen for when we have dinners and fundraisers
- For PE and athletics, it is hard to do those types of activities with out a gym and track.
- During classes like seminar Sometimes we don't have a classroom. There are lots of other meeting and things going on and we have a hard time finding a place to go for our class. It is disruptive to other classes and our class to be out in the commons for our class.
- we don't have a classroom for seminar and that kinda sucks because Gibson gets in a bad mood about it and we also don't have a gym and so when the basketball people don't go to creeds we can't do anything for p.e
- we don't have a music program and we also don't have a gym so it makes extracurricular activities such as sport very difficult. the art room is sufficient and is a good space for out needs here.
- our physical education teacher hasn't gone over sex Ed at all to any of our high schooler and that is a important class to be taught
- we don't have a gym.
- I feel as though we need more electives in our school.
- We don't have gym, there isn't a music room, my psychology class is in the teachers lounge where all 5 of us are around one table, and the Spanish room is actually good.
- Technically electives do not have their own classrooms so it is a constant battle of trying to share space with other teachers and classes.
- I took an online Psychology class this year and we worked in the teacher work room. That space is used for many different things, and we get shuffled around all the time. There is also not enough space in any of the places we are supposed to study in.
- We have to use other rooms but I think if we had a gym that was closer it would be very beneficial
- PE doesn't have designated gym, and there isnt really a music elective or a room for one
- There aren't even classrooms for most electives

- Our "sports court" is disappointing. The fact we have to walk almost a mile in freezing weather to do any type of activity isn't appropriate or safe.
- There aren't really any classrooms for electives besides art and Spanish... so we end up using the commons or work room and it gets congested.
- Some teachers do not have facilities to use. Again everything feels cramped
- I wish he more elective and choice as always and that working with a student to do the elective he wants
- We don't have a gym.
- armory sucks for PE
- We don't have enough space for non core classes and are required to share classrooms

Support Spaces

Staff comments

- The counselor's office is lacking privacy due to its location. It is located by the front office door, which gets a lot of traffic from parents, students, and staff. For those wanting or needing to seek out the counselor, it could be seen as uncomfortable because they are likely to be seen by others.

Large Spaces

Staff comments

Other areas needed

- I feel that a well-designed gymnasium could be a multi-use space and serve as an auditorium, cafeteria, stage. I think Gunnison has a space like this.
- Home Ec room, music room

Student comments

Other areas needed

- Gym, a better kitchen, a music room, better lockers, security cameras to prevent stealing and harassment (I know how both feel and I think it's a high priority that they both stop)
- Gym and locker rooms with showers
- WE NEED A KITCHEN
- Gym
- A kitchen, locker rooms
- kitchen is needed
- we could use more stalls in the restrooms
- There are a lot of dinners held at the school and there is a lack of kitchen space.
- extra classrooms
- Hallways are so small and crowded.
- kitchen would be nice. A good storage place would be nice.
- we have zero storage place. our nurse station is a bathroom
- Gym

Staff comments

Other large assembly spaces needed

- gym
- Track with long and triple jump pits
- Kitchen needs more space and actual appliances to cook at school.
- we have none of the above
- kitchen
- need a gym
- Larger science room
- TRACK

- Just a gym pleas

Conference Space Privacy

Staff comments

Are conference areas adequate in terms of confidentiality and privacy? If "No", please explain

- Spaces are either too small or need to be in the library
- Currently the library is used as a conference space for all types of meetings and video conferences. Often while confidential conferences are going on, staff/students are accessing offices in the library. I can only imagine that for some confidential meeting participants that this is very uncomfortable.
- People come in and out of the library all of the time during meetings
- Only the library is large enough and has the technical facilities to hold confidential meetings for more than 4 attendees. The library also lacks in privacy.
- Conferences are usually in the Library which is a walk through area for students and staff as well.
- We do not have spaces designated as conference areas. The spaces we use (library, workroom, classrooms) do not always offer enough privacy because these spaces are shared with other people and other activities.
- To many people coming in and out of room
- There is no dedicated conference space. And its unfair that when those spaces are used for conferences, it takes away the original purpose of that space.
- There are no true established conference rooms. Meetings often take place in the library with staff members in/out to access their offices and or students in/out to access their classes during meetings. Meetings for families in the counseling office and/or superintendent's office are tight due to small spaces and with it being in the main entrance area it is very obvious to the school community who is coming/going in and out of the offices when people are in the main office area.
- The school counselor office is by the office where there is plenty of visible access for who is going in and out, one on one areas are being held either in workroom (where staff is entering in and out), or through the library space. In my opinion, there isn't a great area that upholds confidentiality and privacy.
- Meetings in library either displace librarian or are interrupted by: Dan, Lydia, Emily as they require access to their spaces.
- Currently, we use the library (open room) or a workroom for conferences or meetings. This causes interruptions or prevents teachers from being able to use equipment in workroom while in use. This space also doubles as intervention teaching space and causes several disruptions for our students that may have difficulty with focusing attention.
- They are often in places where students and/or staff need to enter for supplies/copying/library books.
- We really don't have a conference area. We use the library but it is by no means a confidential space to hold parent meetings, IEP meetings, 504 meetings, behavior meetings ect...
- The conferences take place in the library and the workroom.

Student comments

Are conference areas adequate in terms of confidentiality and privacy? If "No", please explain

- I feel like there arn't enough for all of the "private" things that happen in this school. I say this because if there is a meeting that needs to be private it's in the library, if that spot it taken the move to to places that arn't private like the lunch room
- We currently do not have any conference room space
- No, we don't really have a conference area, we just have to takeover the library, teacher workroom, or a classroom.
- We don't really have a place for private things.
- the conference room is also the teacher work room
- There usually is no set area for conferences, and the usual place is the library which has the potential for interruption.
- the conferences usually take place in the library and there are usually other things going on in there and other people that can hear you conference

- Because it's in the library and that's not private
- Our "conference" area is just in the library. Some people do classes in there, students try to get in and out, and when it is being used as a conference area, it cannot be used as the library.
- The library and teacher workrooms are really open and easy for people to intrude.
- People just walk. Not blinders for privacy. No sound proof
- There are always people passing by or through the rooms usually in the library
- There aren't really any private areas in the school.

Technology Infrastructure

Staff comments

Does the current technology infrastructure (internet service, network, hardware, software) currently support school needs? If "No", please explain

- Right now ! One of our providers has "gone dark". Pretty much everyday there are issues that seem unrelated to support in our building. "outside" infrastructure is inadequate, outdated, third world quality
- I think it supports school needs now, but is in need of improvement or total re-haul for future needs. While we show a population growth of only ten more students over two years, the technology needs in terms of capacity & speed will grow exponentially.
- Very limited in broadband throughput
- Our internet connection is not very good.
- Many things can be affected when the Internet isn't consistently working - Students' access to materials, teacher access to instructional websites, access to goedustar...etc....
- Not enough bandwidth.
- The secondary hallway has to come to the commons to get good internet sometimes. For preschool being at a different location, they are subject to wee care facilities internet which isn't strong enough to consistently use technology for music, or videos. The internet at the school overall, is typically pretty good.
- We have improved this year; however, it would be beneficial to have a phone system that was easier to use. The internet service is often slow and disrupts lessons from time to time.
- Very iffy streaming ability, internet connectivity
- We have an amazing awesome tech staff but I believe that we need bandwidth that is equal throughout the whole school. Time is spent making sure some meetings or classes are given their own internet access-which is great but would be nice if our tech staff did not have to always do that.
- We are always getting dropped from the internet. There have been occasions where students have completely lost their work.
- The internet and network is MUCH BETTER than previous years, but if you have more than one student in a room using a video lesson, there is no bandwidth left for that Wi-Fi spot. It would be awesome if we could eventually have enough bandwidth for each student to watch a separate video lesson some days (and thereby do individual pacing).

Student comments

Does the current internet service, LCCS network, iPads, Chromebooks, apps, and software currently support our needs? If "No", please explain

- Internet service is not able to support our iPads throughout the school. This seriously hampers our ability to do our work
- we can't open all pages we need for classes.
- We need better internet
- The iPads themselves are fine but the internet is too slow for a whole school
- The Internet is always very slow when ever we try to work on assignments we usually can't get them done because if the internet
- The Internet slows down work, A LOT!
- It always cuts out
- It is really slow and gets overloaded easily.

- wifi sucks in lake city
- (The only problem is that our internet does not work all the time, and can be off for hours, and for a lot of our curriculum, we use the internet)
- Not even for lake city there are so many times test are delayed and projects have to be done at home. I don't have wifi at my house so our internet needs to work.
- almost every day the wifi goes down very unreliable
- I mean the wifi pretty slow sometimes but it does the job.
- Wifi is not reliable, and cuts out on important days for state testing etc

Environmental issues

Staff comments

Are there any environmental (lighting, heating, electrical, ventilation, noise etc.) concerns that need to be addressed? If "Yes", please explain

- I wonder if we had better ventilation, if our overall health would improve. Heating system makes noise, however not as much as in the past.
- not sure
- Old boiler needs attention before it creates a disaster
- Super loud in the commons area. Would love to see a central intercom system for daily announcements that also includes classrooms wired for sound that teachers can use!! Heating is inconsistent - some days classrooms are really cold and other days its really warm. Dream big!
- I'm not as familiar with what these needs might be for the benefit of the school moving forward.
- Heating is irregular in classrooms and last year the heating system sounded like a sick, groaning dragon.
- Library and adjoining rooms can be freezing at times; noise in the commons can be overwhelming and impossible to work with students in that area
- The walls would appear to be pretty thin. It is difficult when one class is testing and another is rowdy. You can hear pretty much everything in this building, including bathroom activity.
- Not that I am aware of.
- So far, the heating has been working this year, but I am unsure if the problems we had last year with the boiler have been fixed--if not, then we need to make sure that is taken care of. There were several days that the math and social studies rooms were very cold last year when heater was not working.
- Boiler

Student comments

Are there any environmental (lighting, heating, electrical, ventilation, noise etc.) concerns that need to be addressed? If "Yes", please explain

- Safer light fixtures (I have almost been hit/crushed by a falling lighting grid twice)
- Smell
- Poor heating. No sound control between classes
- Mrs. Phillimore room (heater)
- The light fixture in the left back corner in the math room always shakes and it is very distracting
- We need a better heating system, and probably better ventilation.
- We do not have an intercom and heating is on and off.
- it gets extremely cold in the winter.
- We need a new heating system, an intercom, and we NEED a sprinkler system for fires.
- All high school is crammed into a single hallway which can be very loud. Some classrooms can be very cold during the winter, art, history and math.
- New heating system, and ventilation system.
- it is so cold in the art room specifically and not other classes as well. we also need a ventilation system because it doesn't smell very good after the middle schoolers are in a room and some teachers don't let us open windows.
- we need the fire sprinklers for in case there is the fire
- HEAT

- heating barely works, lights flicker, ventilation is terrible and rooms always smell bad
- During the wintertime, the heaters would occasionally shut down. It got extremely cold and took a few days to "fix." It would be encouraging to have nice heaters.
- We aren't eco friendly, the wall in between English and history is not sufficient in keeping noise out
- In the middle and high school wing, the restrooms have no hot water. Many times in the winter the classrooms are very cold. And in the commons running a small skillet for breakfast fundraisers flips a breaker. I think our electrical is a major concern.
- Last year, the heating system stopped working, and our first hour class never got up to 60 degrees before the hour ended.
- there needs to be better heating and act units
- I mean the senior air lock is like a freezer and that sucks.
- Heating is not great at all. Lights are okay.
- In the math and history you can always here the other class threw the wall this is very bade for test and other hard taks to be worked on
- We need better heating, you can hear everything going on in other classes.
- heating is inadequate, noise carries between classrooms, need more electrical outlets, no PA system or fire sprincial system

Science Lab adequacy

Staff comments

How adequate is the science lab to help students meet the curriculum standards? Please explain

- Can't speak to that
- It is so SMALL!!
- I'm not sure about the space in the science room, but it does seem quite crowded during some classes.
- Not enough room for current class sizes
- The equipment may be there but there's not enough space to move around with all the desks in the way.
- I don't feel like I can answer this questions adequately.
- Not terribly familiar but I'm sure as the classes grow it might be necessary to have more space to meet curriculum standards.
- Hallway was full today for a MS exam. It created a hazard if there would be an emergency exit for any reason.
- The space is very small and does not seems to have adequate equipment for standards, storage, instruction and lab work.
- Science-while understandable that there is no carpet in there-is also very loud and noisy due to squeaky stools and their feet on the tile floor-some stools have rubber padding and some don't.
- Our student enrollment has increased, and therefore we can always use more room and supplies.
- High School classes are bigger than ever and there are a limited number of lab stations and tables to adequately and safely do labs.

Student comments

How adequate is the science lab? Please explain

- We need more- if not better- equipment.
- No room to do labs
- we don't have a science lab
- when we do science labs it is really hard to move around and some people half to wait till the end of class do do it and then we half to leave
- It's very safe and I fell very safe in it.
- More room to do labs
- Not the proper facilities for labs
- we don't exspericned as much in middle school
- When we do labs there is not enough space to keep things over night
- it is nice just small

- It is quite small, and so when one class does a lab, all the other classes are put out a bit because there are supplies all along the sides of the tables.
- Needs more space.
- we have everything we need just not enough space
- it is too small not enough tables in some classes don't have all the necessary tools
- There needs to be much more space.
- we have lots of resources but we don't have very much storage space or space to do labs.
- I don't take science, but from what I see, it's small and there's not a whole lot of space.
- it's just our classroom, we don't have any place for one right now.
- we have to do it in the classroom
- we have a lot of supplies
- kind of small not a lot of room for experiments and group projects
- A larger space and more equipment would be nice, for all us Science Gurus out there. Mr. Scroggins would probably like it too.
- When we do a lab it is very chaotic. Sometimes groups do not even get to finish their lab because everyone is crammed together trying to do the same thing at one table.
- We can do labs efficiently, however, only when there are a handful of kids missing so there is space. There is not enough space
- As I said it can be very small and makes labs difficult with large classes.
- There just isn't enough space. We have all the equipment we need (as far as I know) but too many people.
- I went to a big school and the science room is just not big enough for 15+ kids to do any lab. The science room needs to be a lot bigger
- The students need a safe area to perform experiments
- It's just so small in their, and it's hard to work with how many people are in our class.
- Not enough space at all, for all science equipment. So in certain labs it is dangerous with everyone bumping into each other
- We need lab space that is different from our class space right now in the 11/12 class it gets very crowded and crazy some times during labs we just need more space

Art room adequacy

Staff comments

How adequate is the art room to help students meet curriculum state standards? Please explain

- Seems adequate, but once again can't really speak to that
- I love the art room. There is a lot of space for the kids to work and a lot of space for storage.
- It seems big enough to me. But I don't have a clue what the reality is.
- I'm not as familiar with the adequacy of this space for the art teacher and students.
- It is disruptive to have the laundry in there.
- I think the art room is great but more open storage is needed for art supplies. The room is huge and has lots of wasted space that could be used for other things.
- Our student enrollment has increased, and therefore we can always use more room and supplies.
- Ms. Kelley does a fantastic job of using her space, but she could always use more room for storage and she could use more work space for students to spread out and leave projects sitting when unfinished.

Student comments

How adequate is the art room? Please explain

- Better art supplies would be preferable even though I love that room
- It gets the job done
- bigger
- it has a lot of room
- It's a nice friendly open place.
- Good space

- Plenty of room and all the supplies needed
- to loud
- There isn't enough storage, and it gets really cold.
- Good space.
- very nice art room just needs better heating
- I am very grateful for our art program some bigger schools don't have good art programs but we do.
- It's cold, and there isn't a lot of storage.
- it's big enough for a art class since not a lot of people are in there at a time.
- besides the heat
- lots of space for storage and activity
- for a teacher that has every grade it looks good
- It's a really awesome space to have. It gets cold really easy.
- it's freezing
- really cold during winter
- The art room is fairly spacious; however, it would be nice to have more room for extra tables for others to work on their projects.
- It's large enough
- It is a good classroom with many materials and I think it meets our needs for art; however, it isn't the best space for theatre class but it is the largest space we have.
- Not everything is there we need more supplies
- I don't take art
- It's a good place to work and you wouldn't have to worry about destroying a carpeted classroom
- I don't take art but it's like the biggest room in the building so it seems pretty adequate but it kind of doesn't make sense to me that an elective that only some people take gets the biggest room.

Physical Education adequacy

Staff comments

How well do the physical education facilities meet your students' needs? Please explain

- What facilities? Other than the playground which is awesome
- We have NO indoor physical education facilities,
- There are none.
- Students don't have access to a regulation size gymnasium.
- Too much time walking to and from armory and armory not big enough to support current classes
- there are none
- It's not just the facility lacking in space, it's the distance away from school.
- No classroom space, not enough space to share with athletics and PE class, off campus
- The physical education teacher has never had his own office and stores his equipment in a hallway. While the teacher has been a good sport about this, it is not efficient, effective, or rewarding for that person / position.
- We need a gym for more reasons than I could list here!!!
- In the winter, when students must have PE at the Armory, the PE facilities do not meet the requirements. My students take from 5-10 minutes to put on snow gear, another 15 minutes to walk to the Armory, another 5 minutes to undress once there. That is a total of 30 minutes. PE is scheduled for one hour. I'm not sure how they have time for activities. If we had a gym on-site, we would be able to have PE more frequently during the week and be able to utilize the gym for recess and activities throughout the year.
- No gym! Lots of inclement weather during winter in LC
- What physical education facilities?
- The Armory isn't regulation sized, so we can't have any home games. This puts the kids in harms way more often than necessary, with all of the travel that they must do. They never experience what it's like to have home games that the community can be involved in. Our kids walk back and forth to the Armory even in the winter. They have to change their clothes in the bathrooms at school, which have no doors on them. We have very tough and talented kids, but they deserve facilities that they can thrive in, just like any other community.

- Gary needs a classroom and a space closer to the school.
- Students lose about 20 minutes of class time walking to/from the armory. In the winter, the roads and boardwalk are very slick and it is just a matter of time before someone falls and breaks a bone or gets hit by a car that cannot stop on the ice.

Student comments

How adequate are the physical education facilities? Please explain

- We have NO PE facilities
- there is no gym
- it is really fun but the only downfall about it is we should change into shorts
- We need a school gym
- There is not Gym and we have to walk to the armory for PE in the winter
- we need a school gym, or walk in the rain or snow time.
- Most kids fall on the ice and when we do health we always have to be in the science or history room with kids always coming in and out
- We don't have any.
- They don't exist!!!
- we have nothing for a gym or physical education
- we don't have one
- Kids are forced to either freeze for are confined to a certain area when certain sports are going on via basketball and P.E.
- we do pe outside on rough tennis court with sticks and leaves all over the ground. During winter we have to walk in the cold on the ice to use the armory facility which still dosent really meet our needs. we also have to share the armory with sports which is a cram.
- We don't have any.
- it's just an armory that's like 80 years old or something like that maybe older.
- we have no gym
- we don't have one....
- not a full size basketball court no class room for pe teacher no locker rooms
- What facilities??
- we need a gym
- not part of PE so idk
- We do not have a gym.
- If we are outside it's okay, but without a gym there isn't a lot to do in the class
- With our current armory situation kids have to walk quite a ways through the cold and once again can be very cramped due to its size.
- We don't have a gym.
- We have to walk to pe and take 15 minutes to get there. We need a gym so we could get our 1 hour of pe and for basketball.
- we have to walk a few blocks to a crap gym it's ridiculous
- Our facilities need great improvement.
- Walking to the armory and being in that small and really hard to use space is really no fun.
- We have no facilities. That is why it is inadequate.
- We need a gym and if we are in dream world a track two
- We have none.

Safety

Staff comments

Are there any safety concerns that need to be addressed? If "Yes", please explain

- security in these crazy times. Not sure that locked doors are maintained. Like seeing the school law enforcement officer on campus

- not sure
- Traveling for sports. Walking to PE
- Students traveling back and forth for physical education to the armory or the field across the street are a potential safety risk.
- Armory is not safe - exposed electrical and climbing wall is not attached.
- pre k walking from wee care to school
- main office entrance to school, classroom door locks, off campus gym,
- No safety system around the front office, with an airlock system. Having a secure and safe system for communication, entrance and exits would be necessary with any changes to the building.
- Traffic jam by end of commons counter
- Doors do not automatically lock from offices into the main building, as well as the side entrance from Sixth Street. The pick-up and drop-off areas are very small which could create an unsafe zone for loading and unloading. It would be ideal to have a separate parking area for staff and students.
- Secure entry to playgrounds/school
- Obviously a gym/physical education facility (whatever it needs to be called) would be an excellent addition and would save lots of time from walking back and forth-but also slippery icy streets and small children do not always mix.
- I think our school is pretty safe. Ice removal from the playground and walkways is the main concern in the long winter months. We also have animal dung issues on the playground.
- intercom system and fire sprinklers.
- Walking to off-site PE is dangerous, especially in winter.
- The walking to and from the armory is the biggest safety concern in my mind - traffic, icy conditions, negative temperatures are all huge safety issues.
- The area northwest of the playground boundary, outside of the K/1 room, is a difficult space on the playground to supervise, and the area currently isn't completely secured by the fence that leads to the alley. Could this possibly be built for more classroom space? With lack of classrooms on campus this could be possibly a good spot for preschool or 1:1 classroom space.

Student comments

Are there any safety concerns that need to be addressed? If "Yes", please explain

- The harassment and bullying in this school has crossed the line
- We do not have a PA or fire sprinkler system
- The office area
- sprinklers in school alarm
- The floors are sinking, and the hallways are very skinny.
- No fire system.
- no fire sprinkler systems
- There is no shelter, and also there is no fire precautions via sprinklers.
- it all pretty safe but maybe like some stuff in the commons area where kitchen utensils are and things.
- the fire sprinklers
- Our P.E advisor makes us run on ice which that could cause very bad injuries and I feel like that should be noticed and dealt with
- walking to the armory is unsafe and cold in the winter
- I would think that our cafeteria area isn't the safest
- the armory or our gym is very sketchy, there isn't a parking lot which is dangerous too
- We have to WALK in weather that is not even above freezing. It is a major safety concern and illegal in this county.
- Stairs.
- We have no p.a. System or sprinkler system.

Other

Staff comments

Are there any other comments or considerations with regard to current or future facility needs?

- There needs to be some way we can convey to the community, who don't come inside the school how crowded we are. I think their perception from the outside is that we have plenty of space.
- Need to focus on food storage and other storage areas currently in school
- Simply not enough divided, quiet, space for all the students who need the 1 on 1 (2,3,4) instruction.
- I would love to see Pre-K back on our campus!
- A gym space is important to the success of extra curricular activities striving at LCCS. For kids to feel supported in there community, have the opportunity to keep up with their grades (by having practice locally and not traveling 3x/week for sports), and to be competitive in any sport. A gym could also act as an auditorium, a gathering place, and a safe and secure place to go in case of an emergency. As we build a ten year plan, we must also consider the most important aspect, academics. Our staff and student population have outgrown the current space we have in the school. Classes are being held in workrooms, in the commons, the preschool classroom is off campus, and one on one support moves around constantly to whatever room might be available. The priority of the gym and more classroom space both seem like a priority as we anticipate growth and success here at LCCS.
- The plan should include future accommodation needs, not just improvements to meet current needs. Otherwise the facility will be outgrown shortly after upgrades are complete. Plans should include accommodations for future predicted needs.
- Our facility is extremely small for current operations. We do not have adequate classroom space, eating space, intervention areas, or meeting/training facilities. Considering our facilities, we offer a minimum set of special classes (art, music, sports, dance, languages, technology). If Lake City Community School had a gym, our sense of community involvement would be greater. Sports teach students discipline, respect, and how to interact appropriately. This is a vital part of a school district and community.
- We just need more room. We all work very hard for our wonderful students and having the space to efficiently and happily support them is immensely needed. (the commons, workroom and library are not enough)
- If classes grow any more, combined classes will have to be separated or we will lose our excellent academic tradition. When this happens, we will need twice the space we currently have and we will also need more staff. It would be wise to think about this potentiality when considering future construction.
- An airlock entry into the office
- Water Fountains - having a refillable water bottle / water fountain unit in the secondary hallway, commons, art hallway would be beneficial to all classes and save time on kids missing class time.
- The "flowerbed" area in the middle of the schoolyard doesn't seem to get much use, possibly rooms could be built in and filled in there, off the commons area.
- Commons are so tall, could we consider a second story?
- GYM!
- leveled book storage for reading (for collective elem. library), collective math manipulatives space - free up space in classrooms
- A dedicated technology space that could be used to repair/stage technology as well as a technology classroom. So, a technology office space and a STEM classroom.

Student comments

Are there any other comments or considerations with regard to current or future facility needs?

- no
- not that i know of
- We should get a football team, a gym, and a track
- Gym
- GYM GYM GYM
- no
- no
- WE NEED A GYM!!! We also need bigger bathrooms. It could be helpful to have an intercom for safety reasons during possible lock down, or lock in.
- A gymnasium would be nice so that we don't have to migrate all the way to Creede almost every day.
- we really need a gym and a kitchen more that anything
- yes we need a new school in general

- We need a bell and maybe an intercom in classrooms. And a kitchen in a lunch room or cafeteria, because we don't really have one, and there's a lot of dinners held here, but really no space to prepare them.
- We really need a gym cause we have to walk down in the cold and snow in the winter which is like all the time.
- We need a gym, heating system, new floors and ventilation system.
- We need a Kitchen, because we host a lot of banquets and dinners, but can't really cook here. A Gym would be awesome!! A Track would be nice too, so that it's easier on us track-letes.
- we should get a kitchen & A GYM! so we do not have to drive everyday to Creede
- Not that I can think of
- No
- #gym
- Our school desperately needs a gym and more classroom space.
- A better ventilation system for Mrs. P
- These needs above are very important and I am passionate about the future of our school. Even though I am a senior, I care about this school and the future of it. I will continue to after I leave. Feel free to contact me.
- We need a gym, and more classrooms.
- I mean I'd just tear everything down and rebuild better facilities and create a better blueprint for the school
- I would just really like to see the future kids have a gym and more space, especially if our population keeps growing.
- We most get a gym anywhere that we can use in the town crossing a road is not a problem
- No.

Appendix 3: Gap Analysis

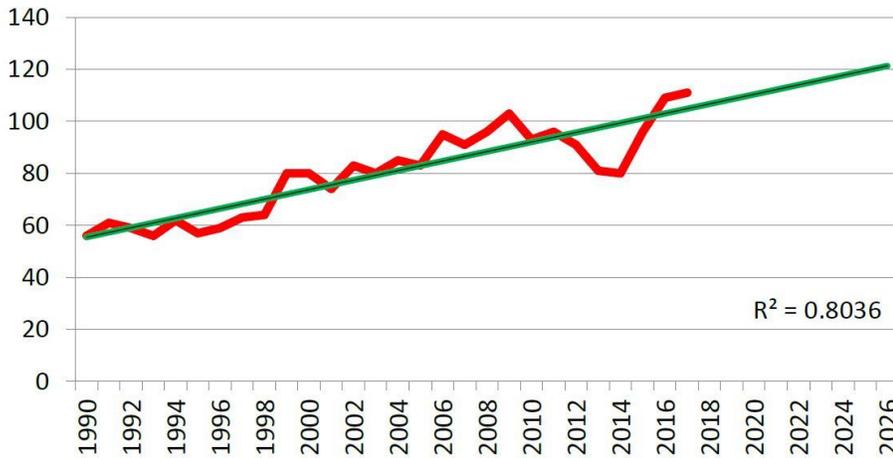
	A	B	C	D	E	F	G	H	I
1		Avg SF/Stud	Est Stud 2036	SF Target	Current Facility	Gap	Nominal Additions	Add	Total Facility SF (E+G)
2	Core	82	131	10,742	5,734	5,008	4,725	7 classrooms @ 675 SF	10,459
3	Non-core	33	131	4,323	1,797	2,526	2,700	4 classrooms/labs @ 675 SF	4,497
4	Assembly	35	131	4,585	858	3,727	0	Use gym as multi-use area	858
5	Multi-use gymnasium	46	131	6,026	0	6,026	7,300	60x110 plus locker room, public restrooms, stage, seating	7,300
6	Library	12	131	1,572	801	771	800	additional space	1,601
7	Support	16	131	2,096	1,019	1,077	1,000	includes req emerg care room	2,019
8	Other				4,114				5,000
9	Total	230	131	30,130	14,323	19,135	16,525		31,734
10									
11	Classrooms needed						Using 675 SF per room		
12	Core				8	7.4			
13	Non-core				2	3.7			
14	Total				10.0	11.2			
15									
16	Core average sq ft/room				717				
17	Non-core average sq ft/room				899				

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Appendix 4: Statistics and Projections

Lake City School - Enrollment Growth Projections

Forecast based on Lake City School – Historical Growth Since 1990



Linear Trend Calculation – Least Squares

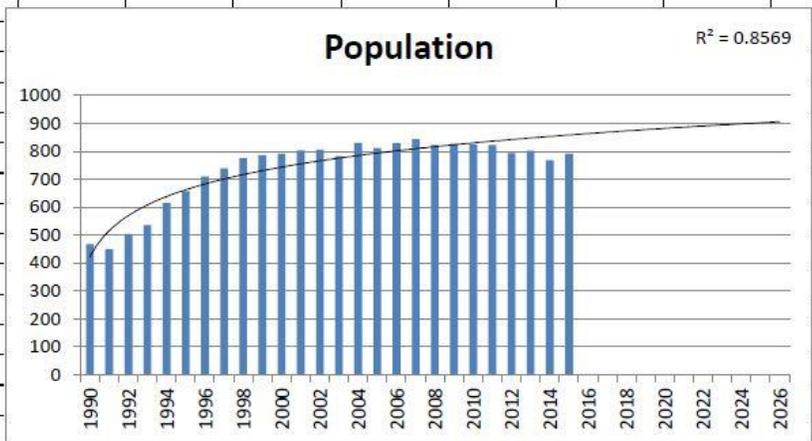


Hinsdale - Statistics and Projections
School District - Projections Based on Historical

Enrollment - School Yr Ending	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Lake City School																
PreK	13	20	17	13	13	10	12	14	13	16	13	10	12	9	14	15
K-5	35	32	44	38	51	54	48	54	41	47	43	38	35	37	36	37
MS (6-8)	13	11	13	16	20	17	20	19	21	15	20	20	14	19	19	20
HS (9-12)	22	17	11	16	11	10	16	16	18	18	15	13	19	31	40	39
Total Head Count	83	80	85	83	95	91	96	103	93	96	91	81	80	96	109	111
Funded Count (FTE)	77	73.5	72.8	71.8	80	83.5	85	89.1	85.2	84.3	82.4	80	76.4	87.9	95.9	96.6
2017 anticipated																
Students Enrolled LC and Gunnison																
Year ending	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001				
Head Count	56	61	not avail	56	62	57	59	63	64	80	80	74				
Projections based on Hinsdale Historical																
Year ending	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026						
Total Head Count	111	107	108	110	112	114	116	118	119	121						
Staff TOTAL (in FTEs*)																
Licensed Teachers	projected trend using least squares											11.93	12.16	12.40	12.55	13.55
Administration												1.00	1.00	1.00	1.00	1.00
Non-licensed Instructional Staff												2.50	1.50	3.00	3.93	3.43
Support Staff												4.50	4.50	4.50	4.50	5.00
Total												19.93	19.16	20.90	21.98	22.98
Hinsdale School District (thousands)																
Operating budget TOTAL																
Salaries												\$ 1,471	\$ 1,300	\$ 1,366	\$ 1,592	\$ 1,765
General												\$ 801	\$ 748	\$ 750	\$ 796	\$ 889
Capital budget TOTAL												\$ 59	\$ 20	\$ 66	\$ 48	
Hinsdale School District data per Leslie Nichols																

Hinsdale County - Population Projection
Based on Historical Trend

	Population									
1990	467									
1991	449									
1992	504									
1993	535									
1994	614									
1995	657									
1996	710									
1997	739									
1998	775									
1999	787									
2000	792									
2001	803									
2002	805									
2003	783									
2004	830									
2005	812	Trend Line - Logarithmic Method								
2006	829									
2007	844									
2008	823	Source - DOLA - State Demography Office								
2009	826	Methodology -								
2010	825	Census years (1990, 2000, 2010) from US Census.								
2011	823	Intermediate years (xxx1 - xxx9) estimated by DOLA								
2012	794	- Base - Census data								
2013	802	- Adjusted for births and deaths from CDPHE								
2014	768	- Adjusted for migration based on estimates from IRS of movers								
2015	790									
2016										
2017										
2018										
2019										
2020										
2021										
2022										
2023										
2024										
2025										
2026										



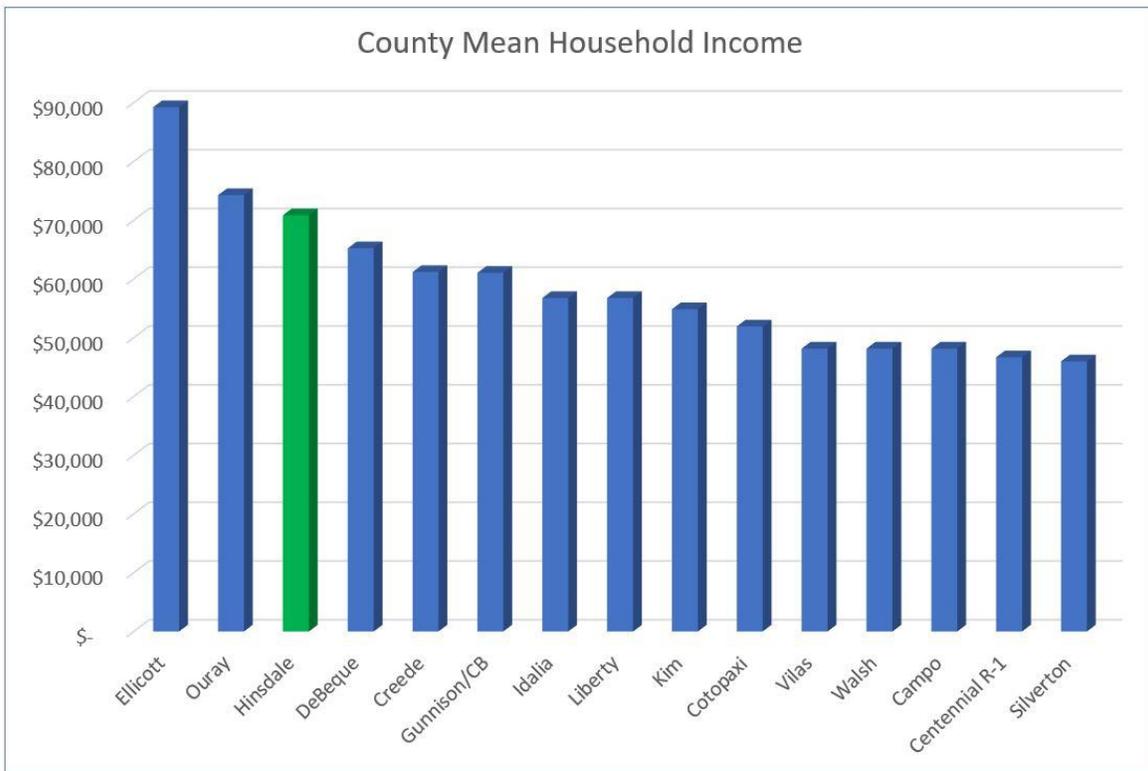
Hinsdale - Statistics and Projections
Historical Data

Population Statistics	2010	2011	2012	2013	2014	2014	2016	2017
annual growth rate	1.5%	1.4%	1.4%	1.5%	1.6%	1.7%	1.7%	1.8%
annual resident births	67,306	65,923	64,733	64,735	65,711	67,191	68,557	69,975
resident births per thousand	13.3	12.9	12.5	12.3	12.3	12.3	12.4	12.4
Hinsdale County population								
Age 0-4	57	49	41	39	38	37	42	47
5-10 (K-5)	59	60	63	69	64	68	65	62
11-13 (MS)	29	33	30	28	25	30	32	36
14-17 (HS)	21	26	32	38	40	40	40	41
18-21	17	14	7	12	19	25	32	38
22-35	122	113	97	91	93	100	106	117
36-65	383	383	373	363	331	325	321	319
66-90	137	145	150	163	159	165	168	171
Total Hinsdale Cty population	825	824	793	803	769	790	807	831
annual growth rate		-0.1%	-3.7%	1.2%	-4.2%	2.8%	2.1%	3.0%
births	10	5	6	10	6	8	9	9
birth rate per thousand	10.7	5.3	6.5	10.7	6.7	8.6	9.0	9.5
households with children	89	86	80	79	76	78	80	83
avg children per household	2.8	3.1	3.2	3.4	3.4	3.5	3.5	3.4
Colorado population (thousands)								
5,050	5,120	5,192	5,271	5,353	5,444	5,539	5,636	
footnote					forecast	forecast	forecast	
Per DOLA - State Demography Office								
Hinsdale County Tax Revenue								
Hinsdale School District - RE1								
Assessed Value in thousands	\$ 59,062	\$ 59,272	\$ 58,897	\$56,625	\$ 61,129	\$ 62,535		
Mill Levy	18.323	18.231	18.262	18.304	18.1305	18.149		
Tax Dollar Revenue (thousands)	\$ 1,082	\$ 1,081	\$ 1,076	\$ 1,036	\$ 1,108	\$ 1,135		
Change vs prior year		-0.1%	-0.5%	-3.7%	6.9%	2.4%		
Per Hinsdale County Tax Assessor Office								

Hinsdale - Statistics and Projections
Projections Based on DOLA Statistics and Methods

Data	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2030	2040	2050
Growth Stats														
State of Colorado population (thousands)	5,539	5,636	5,735	5,835	5,936	6,038	6,141	6,245	6,350	6,455	6,560	6,971	7,925	8,687
footnote	forecast	forecast												
annual growth rate	1.7%	1.8%	1.8%	1.7%	1.7%	1.7%	1.7%	1.7%	1.7%	1.7%	1.6%	1.6%	1.4%	1.0%
annual resident births	68,557	69,975												
resident births per thousand	12.4	12.4												
Hinsdale County population														
Age 0-4	42	47	48	52	56	58	61	65	68	72	76	88	109	125
5-10 (K-5)	65	62	63	59	64	62	69	74	75	81	85	101	133	152
11-13 (MS)	32	36	38	43	38	40	34	34	34	37	40	47	67	76
14-17 (HS)	40	41	41	45	51	55	58	57	58	54	49	60	86	101
18-21	32	38	42	41	42	42	43	46	51	54	58	49	71	88
22-35	106	117	126	132	141	147	150	151	157	165	173	216	251	275
36-65	321	319	321	320	323	323	330	338	347	352	363	387	540	655
66-90	168	171	172	176	180	185	190	194	193	193	190	190	166	178
Total Hinsdale Cty population	807	831	852	868	895	912	935	960	984	1007	1034	1138	1422	1650
annual growth rate	2.1%	3.0%	2.5%	1.9%	3.1%	1.9%	2.5%	2.7%	2.5%	2.4%	2.6%	2.5%	2.5%	1.6%
births	9	9	10	10	11	11	12	13	14	15	15	17	21	25
birth rate per thousand	9.0	9.5	9.8	10.1	10.5	10.8	11.1	11.5	11.9	12.4	12.7	12.6	12.5	12.5
households with children	80	83	85	86	88	90	93	97	101	105	109	121	157	179
average children per household	3.5	3.4	3.4	3.5	3.5	3.5	3.5	3.5	3.4	3.4	3.5	3.7	3.8	3.8
Data per DOLA - State Demography Office														

Appendix 5: Economic Analysis



	A	B	C	D	E
	School	County	Median Household Income*	Mean Household Income*	Notes
1					
2	Ellicott	El Paso	\$ 58,206	\$ 89,232	
3	Ouray	Ouray	\$ 61,624	\$ 74,267	
4	Hinsdale	Hinsdale	\$ 57,083	\$ 70,832	
5	DeBeque	Mesa	\$ 49,322	\$ 65,223	
6	Creede	Mineral	\$ 48,125	\$ 61,187	
7	Gunnison/CB	Gunnison	\$ 48,071	\$ 61,040	
8	Idalia	Yuma	\$ 43,105	\$ 56,757	
9	Liberty	Yuma	\$ 43,105	\$ 56,757	
10	Kim	Las Animas	\$ 45,067	\$ 54,858	
11	Cotopaxi	Fremont	\$ 40,423	\$ 51,917	
12	Vilas	Baca	\$ 38,000	\$ 48,142	
13	Walsh	Baca	\$ 38,000	\$ 48,142	
14	Campo	Baca	\$ 38,000	\$ 48,142	
15	Centennial R-1	Costilla	\$ 31,321	\$ 46,669	
16	Silverton	San Juan	\$ 36,324	\$ 45,977	
17					
18		NOTES			
19		* 2015 American Community Survey - US Census Bureau			

Appendix 6: Workshop 1 Summary Report

Hinsdale County School District – Ten Year Facilities Planning Process Workshop 1 – Summary Report



The Hinsdale County School Board continued work on a Ten-Year District Facilities Plan, Wednesday, November 16, at the Lake City Community School. Ten community members joined Board members Tara Hardy, Rob Hudgeons, and Phillip Virden along with Superintendent Leslie Nichols in a facilitated workshop designed to generate ideas for the production of the Facilities Plan.

The workshop was designed and facilitated by a team from Welborn & Associates – Janice Welborn, David Primus, Robin Weidemueller, and Bernie Krystyniak.

Purpose

- Involve primary community stakeholder group representatives:
Community members attending represented a broad range of stakeholders including parents, teachers, neighbors, property owners, and local businesses. They included John and Kerry Coy, Patricia Crotwell, Gary Gibson, Grant Houston, Carolyn Hull, Linny Ramundo, Camille Richard, Carolyn Virden, and Nancy Zeller.
- Generate ideas on facility needs:
Break-out group and large group discussion provided a prioritized set of ideas that will be valuable in the creation of the Facilities Plan.

Programs and Curriculum in the Future

Leslie Nichols provided a short school history and a summary of curriculum and programs vision. This gave the group a view of possibilities for the idea generation section of the workshop. Dr. Nichols noted that the District has earned widespread recognition for excellence in recent years in a building that many recognize as in need of update and expansion.

Examples of learning possibilities that are not currently supported by facility spaces in the Hinsdale program are music, theatre, outdoor education, online courses, vocational training, and adequate laboratory support. Adequate support for STEM (science, technology, engineering, and math) programs should be considered. Support space improvement possibilities include lunch room, small group instructional spaces, nurses station, conference spaces, and physical education facilities. Technology support improvements would include increased internet access bandwidth via fiber optics.

Data

David Primus presented a review of data research gathered and developed by the Welborn & Associates team. The information included data from a peer survey of other school districts, the Colorado Department of Education, Colorado Department of Local Affairs (DOLA), the Hinsdale County Tax Assessor, and the Hinsdale County School District.

A binder of the most current reports was provided to all participants. Additional copies of the detail data reports and graphs are available on request.

The peer survey included responses from 23 school districts and focused on facilities configuration, projects, size, and use. Survey requests were sent to 41 districts, most with less than 200 students, to gather comparative information from other small enrollment districts.

Hinsdale County School District – Ten Year Facilities Planning Process
Workshop 1 – Summary Report



The data was normalized for comparison, resulting in presentation of the data on a square foot per student basis. It was noted that the Hinsdale District ranked last in comparison to responding peers in absolute facility size and in size per student for total size, core classrooms, assembly spaces, and gymnasium. Hinsdale was next to last in exploratory classroom spaces and near the bottom in support and library space.

Over half of the responding districts, 14 of 21, reported large facility projects of \$50,000 or more within the last 3 years. Of those projects, ten utilized Building Excellent Schools Today, (BEST) grants in some combination with taxpayer funding. The BEST program was established in 2008 by the State of Colorado to provide competitive grants to school districts and other educational institutions for new and existing facilities projects.

The survey results also highlighted that Hinsdale had a notable lack of facility space for music, technology, health education, conference, auditorium, and gymnasium. Eleven of 17 respondents noted using their gymnasium for other things in addition to sports, including auditorium, community use, large group instruction, stage, and theatre.

The student enrollment growth projection for Hinsdale District was based on historical growth from 1990 to the present. It showed a modest, but steady, growth over the next 10 years from 111 students to approximately 121 in 2026. A variety of other historical and forecast data from the sources mentioned earlier was also provided to the participants.

Idea Generation Process

With the vision and data as the backdrop, the participants broke into three small groups to generate discussion and ideas on exploratory programs and classrooms, large activity spaces (assembly, physical education, sports, and other), and the basis for facility definition and comparison.

Groups reported back for discussion and all participants prioritized the results. These results will be used in the development of the facilities plan, which will be presented in the first quarter of 2017.

Exploratory Ideas

The ranking indicated the highest priority from the exploratory spaces discussion to be in technology and STEM space development (12), along with the need for dedicated nurse space (8). (Priority votes are noted in parentheses.)

Other discussion points included:

- Need test spaces for small groups (1)
- Technology practice is currently integrated, no separate lab is provided
- Use of combination classrooms provides efficiency (1)
 - Career and Technical Education/Media/radio station
 - Construction trades
 - Tech and vocational education (5)
 - Distance learning (5)
 - Music – acoustics and vocal (2)
- Outdoor educational space, skiing, trails (3)

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Workshop 1 – Summary Report



- Adult education courses
- Supporting infrastructure is necessary – fiber optics, acoustics, creative scheduling

Large Activity Spaces Ideas

The participants indicated priorities for large activity spaces should include multiple-use, avoid duplication of existing resources, provide adequate parking (11), consider “green” building techniques (9), and be made available for community use.

Large spaces should be considered for gym, assembly, auditorium, physical education classes, and sporting events. High priority is noted for design consideration of storage (8), restrooms, off-street parking, and state requirements (3), e.g. locker rooms and officials’ space.

Things not to consider were duplication of existing community resources such as the theatre. Classrooms were considered higher priority than cafeteria or commercial kitchen (unless state funding is available). Fitness training that requires lots of equipment is low priority or should not be considered.

Factors in Defining Facility Needs

The 3rd group considered the question – “What basis, comparison or standard should be considered in defining how large the facility should be and what spaces should be included?”

The points noted by the breakout group included considering:

- government information on technology futures (e.g. Region 10)
- the combination of community, school, and local economy aspects together
- state standards on space and curriculum
- the effect of the school development and trends on future enrollment
- using the quantitative data from the peer survey in sizing
- using qualitative data on prioritized vision and possibilities

Next Steps

While no special subcommittees or supplemental groups were identified, John Coy (exploratory curriculum ideas) and Camille Richard (multi-use technology space and outdoor/environmental facilities) volunteered to be involved in additional work.

- Welborn
 - Organize and document, share with participants
 - Develop straw Facilities Plan for a first quarter 2017 workshop
 - Design and facilitate Workshop 2 in the first quarter 2017
- School Board
 - Review Workshop 1 results and provide any additional feedback at the Dec 15 Board meeting

Appendix 7: Workshop 2 Summary Report

Hinsdale County School District – Ten Year Facilities Planning Process Workshop 2 – Summary Report



Hinsdale County School Board Hosts Second Facilities Workshop

The Hinsdale County School Board hosted the second facilities planning workshop with stakeholder representatives March 15 at the Lake City Community School. The participants reviewed and provided input to the Board on the current draft of the School District's 10-Year Facilities Plan.

Following the workshop, School Board President Phillip Virden announced the schedule of the "Lake City School Open House Tours" for April 7 and 14 at two times each day - 9:30-10:00 AM and 11:00-11:30 AM. The Board is promoting the tours to encourage the public to see the school conditions first-hand. Reminders of the tours are expected in the Silver World, Facebook, and on the School marquee.

Representatives of parents, teachers, local businesses, neighbors, property owners, and community leaders attending the March 15 workshop included Bob Downs, Dan File, Grant Houston, Carolyn Hull, Carol Murphy, Mary and Ed Nettleton, Carolyn Virden, Janel Warren, and Stan Whinnery. Written comments were provided prior to the workshop by Kerry Coy, Gary Gibson, Jeff Heaton, and Camille Richard and have been added to the workshop results.

Virden welcomed the workshop participants and later added that "our efforts with input from the Lake City community continue on our important work with the school district's facilities plan. This feedback is critical as the school board determines the best choice possible for our student's education, our local economy, and our taxpaying citizens."

A team from Welborn & Associates including Janice Welborn, David Primus, and Robin Weidemueller facilitated the workshop. Welborn reviewed the agenda and Primus provided an overview of the plan development process and needs assessment results.

The workshop focused on discussion of four solution alternatives developed by the Board. During the discussion, a fifth alternative was added. Solution alternatives presented included: (1) build a new school on a new site, (2) renovate the current site and build another facility on the soccer field lots, (3) add a second story to the existing building and expand on the current site or another location, and (4) demolish the existing building and rebuild and expand on the current site or another location.

A fifth option was added to the list by the group for Board consideration. It included renovation of the current building and expansion to the north on purchased adjacent land. It was noted during the conversation that this option has already had some consideration by the Board. It involves complications with existing historical structures and some initial resistance by property owners to the north. Grant Houston noted that two structures to the north of the existing school contribute to the historic district.

The facilities planning methodology considered statistical and comparative data from a variety of sources including a peer survey of similar size schools and a survey of teachers, staff, and students. It also included data from the Colorado Department of Education, Colorado Department of Local Affairs, abstracts of assessment from counties of the surveyed schools, the Hinsdale County School District, and the Hinsdale Tax Assessors office.

Hinsdale County School District – Ten Year Facilities Planning Process
Workshop 2 – Summary Report



Needs categories included capacity, safety and environment, technology infrastructure, and space design. For capacity, Hinsdale school facilities are less than half the size of similar districts on a square foot per student basis. In the safety and environmental category, issues with the current facility include security, lack of building public address system, lack of fire suppression, off-campus foot travel to other facilities, heating, ventilation, sound-proofing, and electrical.

The existing technology infrastructure and internet access are considered inadequate and unreliable for modern educational and learning support today and especially in the next ten years. The combination of original building design and the result of additions over the years result in significant use challenges and inefficiencies for staff and students.

Welborn lead the group in a discussion of the pros and cons for the solution alternatives. Solution 1 (build a new school on new site) pros included the point that capacity, safety and environmental, technology infrastructure and internet access, and space design needs would be met in a new facility with all grades and functions on one site. Possible conflicts with historical structures noted in other alternatives would be avoided. Neighborhood proximity issues such as parking could be solved. Sale or disposal of the current facilities and land would offset some of the cost. Participants noted additions to the substantial list of pros that it could be a totally “green” building, that multiple site drop-offs could be eliminated, and that operational costs could be reduced with a modern and more efficient building.

Solutions 2A and 2B are similar variations that have the current building being renovated for classrooms and a physical education/large group assembly facility and more classrooms built on the current soccer field site. 2A would place the high school and PE/large group assembly facility at the soccer field and elementary at the renovated current building. 2B switches the high school to the current building and the elementary to the soccer field with the PE facility.

Solutions 2A and 2B solve the issues of capacity, environmental, infrastructure, and space design, but create a split campus requiring foot travel across Hwy 149 to the PE and auditorium facility for those students housed in the current building. It also may create efficiency and over-capacity issues due to duplication of some spaces such as the library, restrooms, PE classrooms, administrative offices, conference rooms, and other. Staffing efficiency would be reduced by operating two separate sites. A replacement site would be required for track and soccer.

Solution 3 (add a second story to existing school and add a PE/large group assembly facility onsite or elsewhere) was discussed with the pros including providing all academic facilities on a single site and maintaining the historical site of the school. The cons of expanding on the current site include negative neighbor and community sentiment, obstruction of the view-shed, over-crowding on the site, and parking congestion. It could also possibly result in the PE/large assembly facility being separated from the main campus.

Solution 4 (demolish the current building and rebuild on the current site) was also discussed and had similar pros and cons as Solution 3, with the addition of the con of demolition of a usable building.

Hinsdale County School District – Ten Year Facilities Planning Process
Workshop 2 – Summary Report



School Superintendent, Dr. Leslie Nichols said that "discussion of the five alternatives was lively and informative. This kind of participation from the community is so important as the school board continues to revise this plan. This work of envisioning the future of education in Lake City is exciting!"

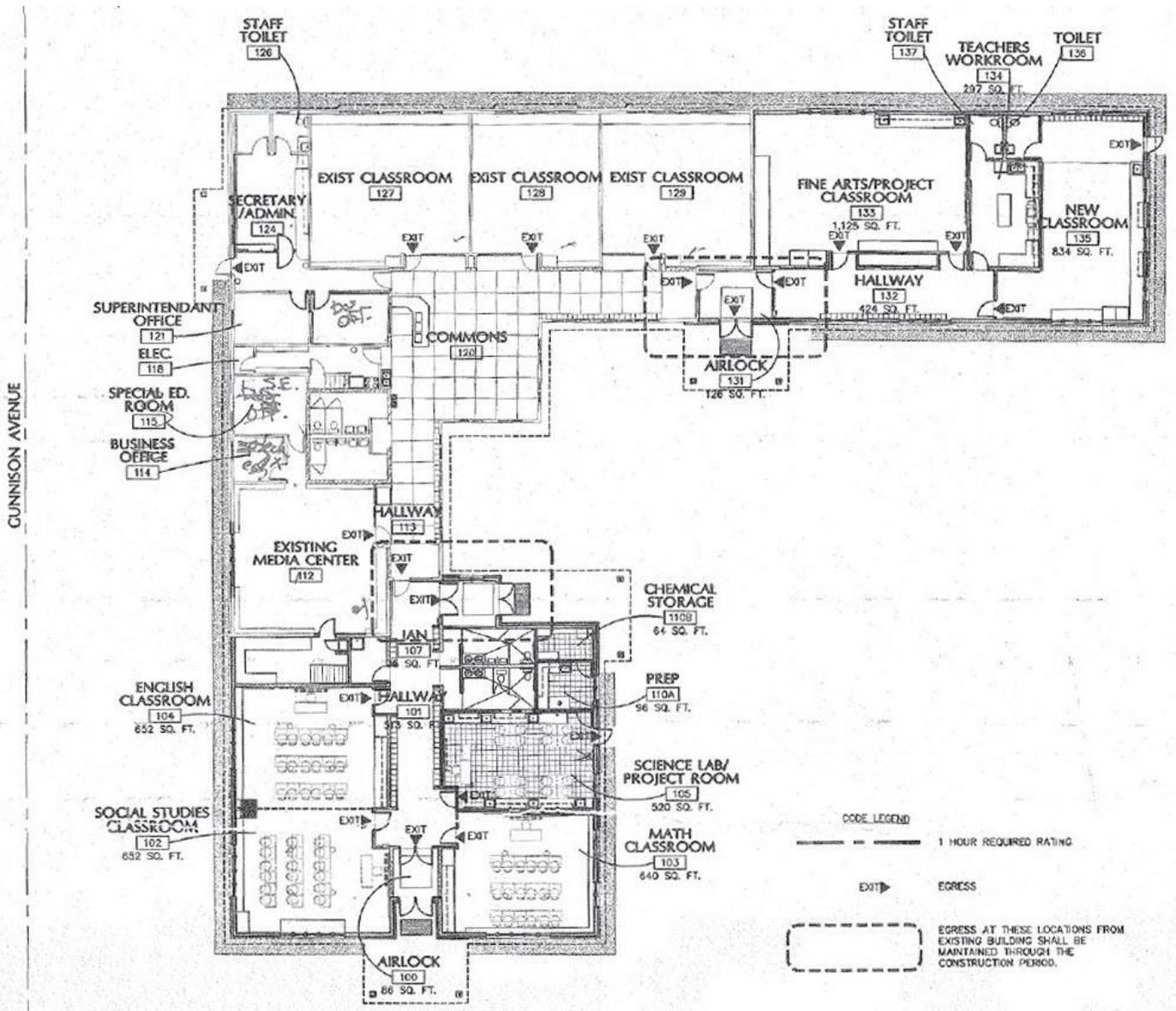
Virden wrapped up the workshop expressing the Board's appreciation for the engagement and valuable input from the group. Next steps were outlined to include production of a final draft to be available to the public in early April, more public meetings in April, and publishing a final plan in May.

The Board invites comments by contacting any member directly and is also providing an online survey at www.surveymonkey.com/r/lccs-fp for written comments. The District is publishing information about the process in the Silver World every other week in a series of Articles.

Once the final plan is in place, the process will continue with a funding plan, developing collaboration opportunities with the community and other organizations, considering location options, meeting with other similar districts to identify best practices and learnings from their projects, development of a strategic curriculum plan, and engaging specialists in design.

Other Board participants at the workshop were School Board members Tara Hardy and Rob Hudgeons.

Appendix 8: Lake City Community School Current Floorplan



CODE PLAN

SCALE: 1/16" = 1'-0"

CODE ANALYSIS / BUILDING DATA

A. APPLICABLE CODES

Colorado Division of Labor, Public Safety Section
Uniform Building Code, 1997 Edition.
Uniform Mechanical Code, 1997 Edition.
Uniform Fire Code, 1997 Edition

B. OCCUPANCY CLASSIFICATION

1. Group E, Division 1 - Classrooms
2. Group E, - Laboratories,
3. Group E, Division 2 - Existing classrooms

C. CONSTRUCTION CLASSIFICATION

1. Existing Construction - Type V-N
2. New Construction - Type V-N

D. FIRE RATINGS

1. Bearing wall(exterior) - No requirements
2. Bearing wall(interior) - No requirements
3. Non bearing wall(exterior) - No requirements
4. Structural frame - No requirements
5. Partitions-permanent - No requirements
6. Shaft enclosures - 1 hour
7. Floors and Floor-ceiling - No requirements
8. Roofs and Roof-ceiling - No requirements
9. New Science Lab, Prep Room, Chemical storage - 1 hour

E. HEIGHT/FLOOR AREA LIMITS

1. Type V-N allowed is one story at 9,100 square feet. Separation on three sides allows for 100% increase to 18,200 square feet. Total new area and existing is 13,812 square feet.

Existing Building - 6,672 square feet
South addition - 3,967 square feet
East addition - 3,173 square feet
13,812 square feet

Basic maximum allowable height and basic allowable floor area for buildings one story in height. The maximum allowable height is 40'-0". The total height of new construction is 25'-0".

F. OCCUPANT LOAD

1. EGRESS FACTORS

Description	Square Footage	Load Factor	Total Occupant load
Existing School:			
Existing Classroom	803	/30	27
Existing Classroom	672	/30	23
Existing Classroom	837	/30	28
Secretary/Admin.	397	/100	4
Nurse Station	50	/100	1
Superintendent Office	138	/100	2
Conference	138	/15	9
Special Education	155	/100	2
Business Office	81	/100	1
Media Center	801	/50	16
Commons	858	/15	57
Total			170
East Addition:			
Fine Arts/Classroom	1075	/30	36
Teachers Workroom	294	/100	3
New Classroom	827	/30	28
Total			67
South Addition:			
New Classroom	603	/30	20
New Classroom	605	/30	20
New Classroom	581	/50	19
Project Lab	444	/30	15
Total			77

MINIMUM WIDTH. The new airlock going into the east Addition requires a minimum size passage way of $170 + 67 * .2 = 47.4$ inches based on the occupant load of the existing building and the new addition. The new air lock going into the south addition requires a minimum size passage way of $170 + 77 * .2 = 49.4$ inches based on the occupant load of the existing building and the new addition.

G. TOILET FIXTURE REQUIREMENTS

1. Student Population = 80 (40 boys, 40 girls)

Fixtures Req.	BOYS	GIRLS	Secondary	BOYS	GIRLS
Elementary Water Closet	1	2	Water Closet	1	2
Urinals	2		Urinals	2	
Lavatories	2	2	Lavatories	1	1
Drinking Fountain	1	Total	Drinking Fountain	1	Total

2. Staff Population = 13

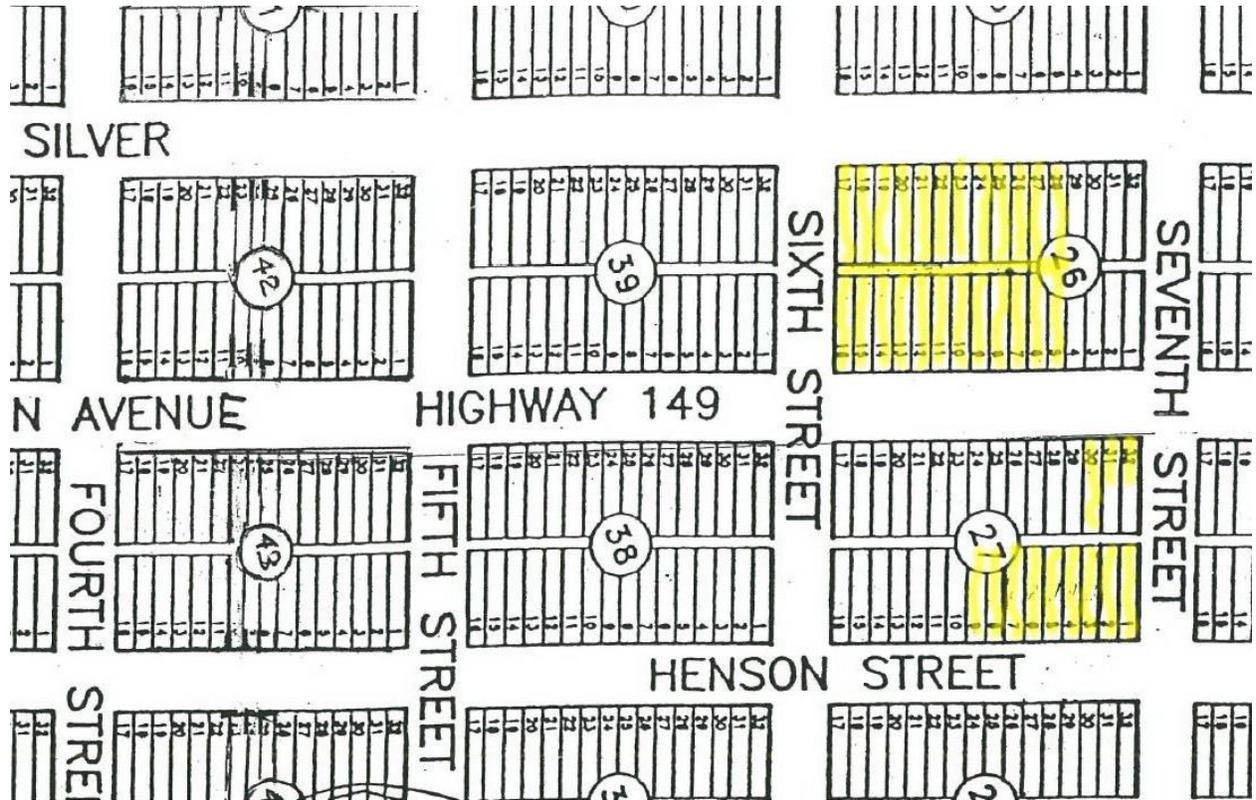
Fixtures Req.	MEN	WOMEN
Water Closet	1	1
Urinals	1	
Lavatories	1	1

Appendix 9: Lake City Community School Square Footages by Category

	A	B	C	D	E	F
	Wing	Architect Plan Description, 2001	Current Usage, 2016	Category	Actual Plan Size sq ft	Notes
1						
2	Central	Commons 120	Commons	Assembly	858	
3	Central	none	Deaf Education	Core	130	Estimated size from Leslie. Considered as core per Leslie
4	South	English Classroom 104	English	Core	652	
5	Central	Classroom 129	Grades 2-3	Core	837	
6	Central	Classroom 127	Grades 4-5	Core	803	
7	East	Classroom 135	Grades K-1	Core	834	
8	South	Math Classroom 103	Math	Core	640	
9	External	n/a - Wee Care	PreK	Core	511	Leased space, include in sq ft comparison per Leslie
10	South	Science Lab 105	Science	Core	520	
11	South	Social Studies Classroom 102	Social Studies, PE	Core	652	
12	Central	Special Education 115	Special Education	Core	155	Considered as core per Leslie
13	Central	Media Center 112	Library	Library	801	
14	External	n/a - Theatre	1 elementary play; 1 hs performance 2016	n/a	2550	Estimated size from Leslie; unleased space & only used once or twice a year; do not include in sq ft comparisons per Leslie
15	External	n/a - Happy House	Faculty housing	n/a	824	Size from Leslie; non-academic space; do not include in sq ft comparisons per Leslie
16	External	n/a - Armory	Life Skills class room kitchen	n/a	329	Size from Leslie; un-leased space; do not include in sq ft comparisons per Leslie
17	External	n/a - Armory	PE, gym & weight room	n/a	4233	Size from Leslie; un-leased space; do not include in sq ft comparisons per Leslie
18	East	Fine Arts / Classroom 133	Fine Arts, Elementary Intervention	Non-core	1125	
19	Central	Classroom 128	Shared - Elementary Intervention, HS Life Skills, HS Personal Finance, MS/HS Spanish	Non-core	672	
20	Central	Conference (next to Supt.)	Counseling Office	Support	138	
21	Central	Secretary/Admin 124	Reception, Nursing	Support	367	
22	Central	Superintendent office 121	Superintendent office	Support	136	
23	East	Teacher workroom 134	Teacher Workroom, Testing, Conferences, Intervention	Support	297	
24	Central	Business Office 114	Technology	Support	81	Consider as support per Leslie
25						
26				TOTAL	18145	
27				less externals	7936	
28				TOTAL categorized sq ft	10209	Note: architectural plans show a total of 13,812. This includes hallways, storage, restrooms, utility rooms, etc.
29				externals less happy house	7112	

Appendix 10a: Map - Town of Lake City Blocks & Lots

Yellow indicates District property.



Appendix 10b: Map - Lake City Aerial view

Red lines indicate District property.



Appendix 10c: Map – Surveyed Colorado School Districts

