



Master Plan Committee 2018-19

800 South Taft Avenue • Loveland, CO 80537

May 9, 2019

5:00 PM to 7:00 PM

Location: Administration Building

Purpose: To co-create a clear and compelling Shared Vision for Thompson School District facilities in alignment with its educational mission.

| Agenda Item: | Presented by: | Time slot |
|---|---------------|-----------|
| Pledge of Allegiance | | 5:00 |
| Welcome and Introductions | | 5:05 |
| <ul style="list-style-type: none">• Co-Creative Process + Communications | | 5:15 |
| <ul style="list-style-type: none">• Planning Dept. Recommendations | | 5:30 |
| <ul style="list-style-type: none">• TSD Parallel Efforts: Maintenance Forecasting | | 5:45 |
| <ul style="list-style-type: none">• Highlights from Workshops | | 6:10 |
| <ul style="list-style-type: none">• Master Plan offering + Gap Priorities | | 6:40 |
| <ul style="list-style-type: none">• Conclusions & Next Steps | | 6:50 |
| Adjourn | | 7:00 |

May 6th, 2019

MASTER PLAN COMMITTEE WORKSHOP #4 RECOMMENDATIONS



welcome



Mission:

- *Empower to learn*
- *Challenge to achieve*
- *Inspire to excel*

Vision:

The Thompson School District will be a school district that empowers, challenges and inspires students, faculty, staff, parents, school leaders and community members to learn, achieve and excel.

our purpose

To co-create a clear and compelling vision for how facilities will align with the Thompson School District educational mission and vision.

WORKSHOP OVERVIEW

JANUARY Workshop #1: Master Plan Visioning

FEBRUARY Workshop #2: Facility Principles + Standards

MARCH Workshop #3: (no meeting)

APRIL Workshop #3: Gap Analysis, Demographics

MAY Workshop #4: Recommendations

AGENDA

Welcome back!

Co-Creative Process + Commitments

Planning Department Recommendations

TSD Parallel Efforts: Maintenance Forecasting

Highlights from Workshops 01 - 03

Master Plan Offering + Gap Priorities

Conclusions & Next Steps



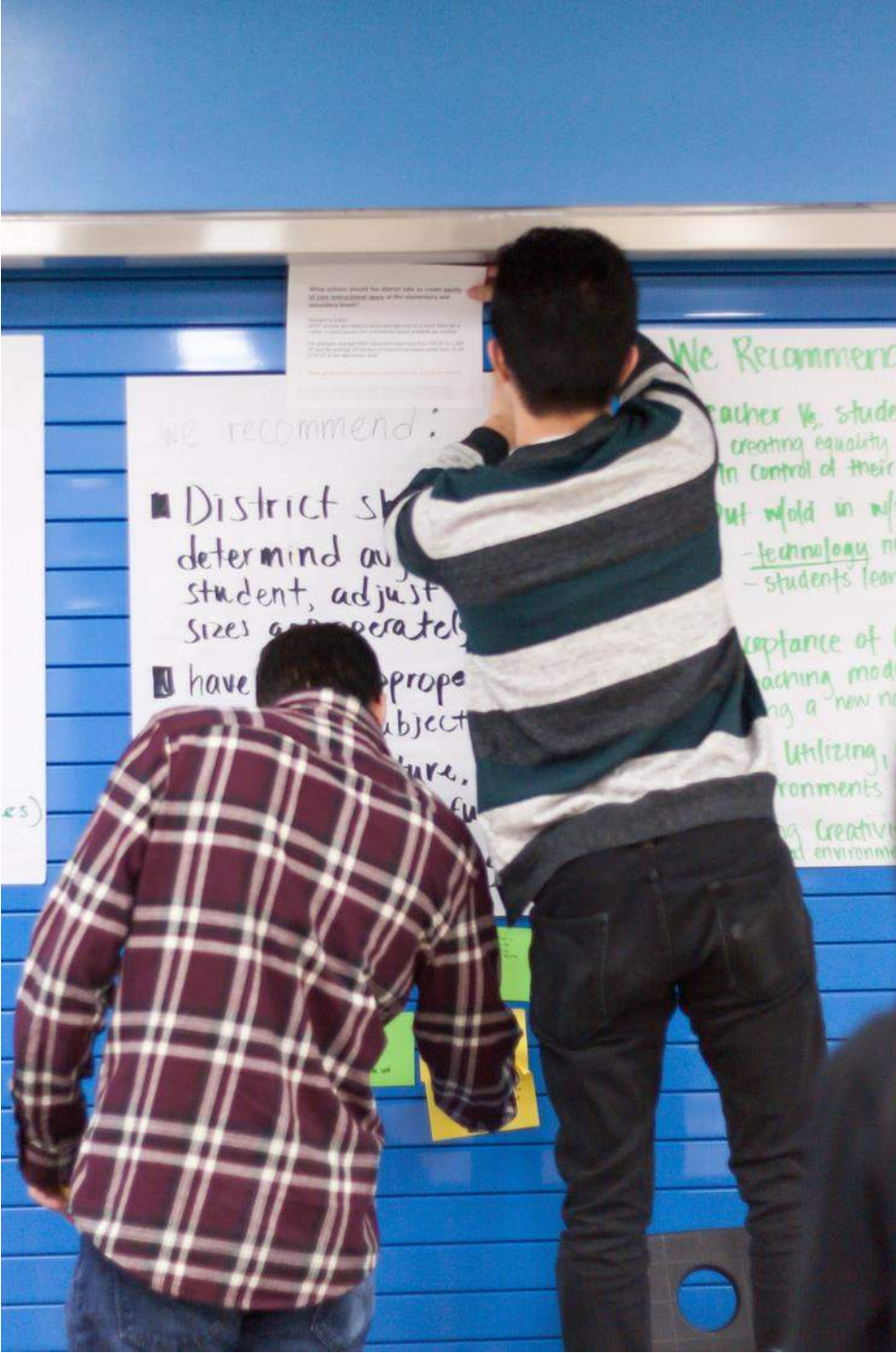
WHAT IS A MASTER PLAN?

- Road map for the future
- Focused on your Vision for Learning
- Living/Breathing Document
- Allows logical implementation of improvements over time
- Physically & Fiscally Responsible

**“THE BEST WAY
TO PREDICT
THE FUTURE
IS TO
DESIGN IT”
—BUCKMINSTER
FULLER**

WORKSHOPS

A fun, creative working process that promotes full collaboration among all of your key stakeholders, and utilizes design thinking to openly and effectively make great decisions about the future.



co-creative mindset

RELAX & ALLOW. Constant self monitoring will get in the way of group performance. Let go...

DON'T WORRY ABOUT WHO GETS CREDIT. When everyone genuinely collaborates, everyone ends up being more creative.

CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

CREATIVITY IS RISKY. Nurture an environment that rewards failure. Successful creative teams are the ones who fail the most often.



Planning Department Recommendations

Planning Department Recommendations

Skip Armatoski, Planning Manager

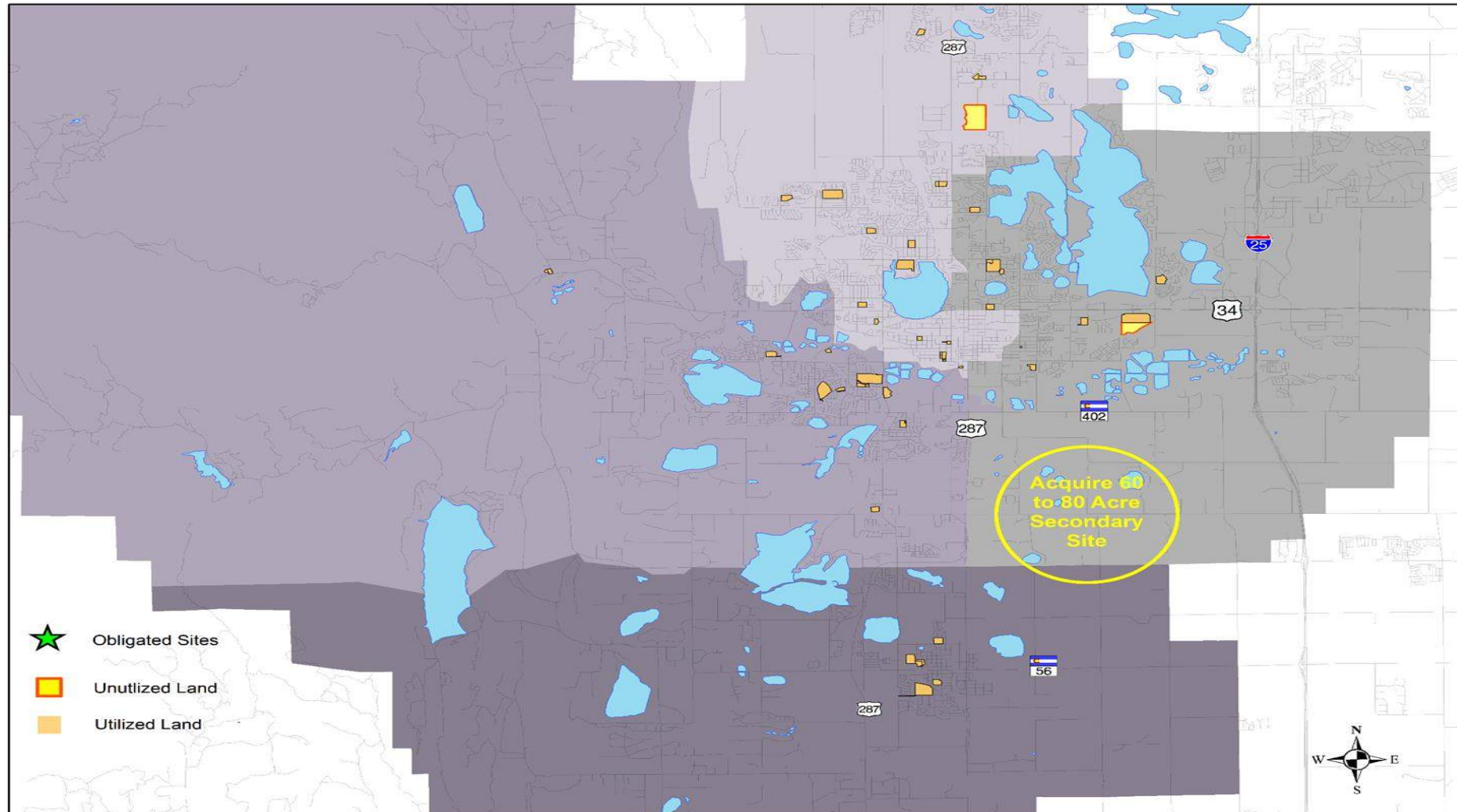
May 6, 2019 Master Plan Committee Meeting



3 - 7 Year Timeline

- Acquire land for future secondary campus in SE quadrant
- Monitor capacity/utilization at MBES, MES, and CBMS
- Address boundary issue at Truscott (Consolidation?)
- Provide solutions from Gap Analysis

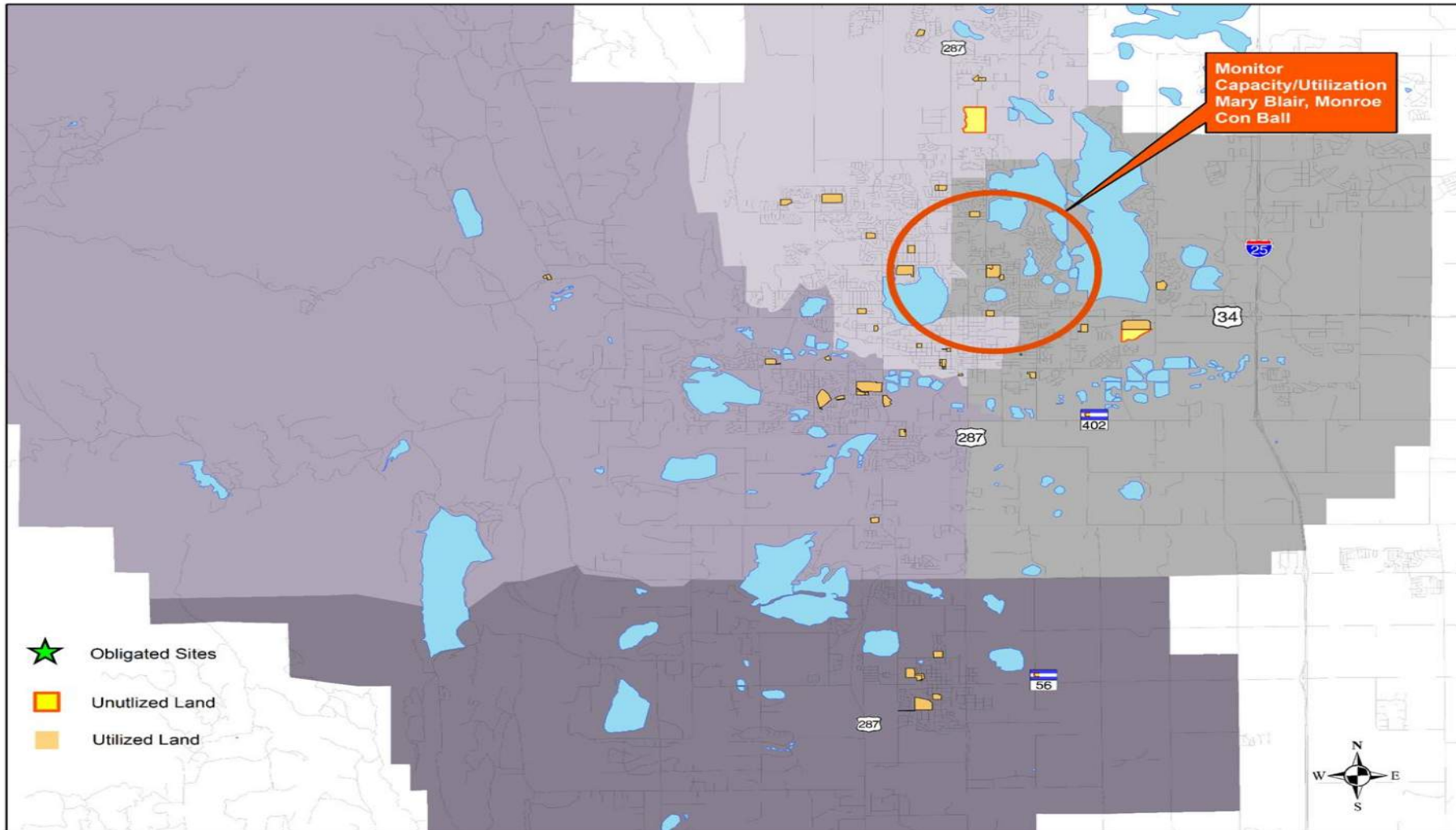
Acquire Land for Future Secondary Campus



Acquire Land for Future Secondary Campus

- Majority of future development: NE/SE
- Elementary sites are acquired through dedication
- Ideal site would be centered between MVHS and BHS

Monitor Capacity/Utilization at Mary Blair, Monroe, and Conrad Ball



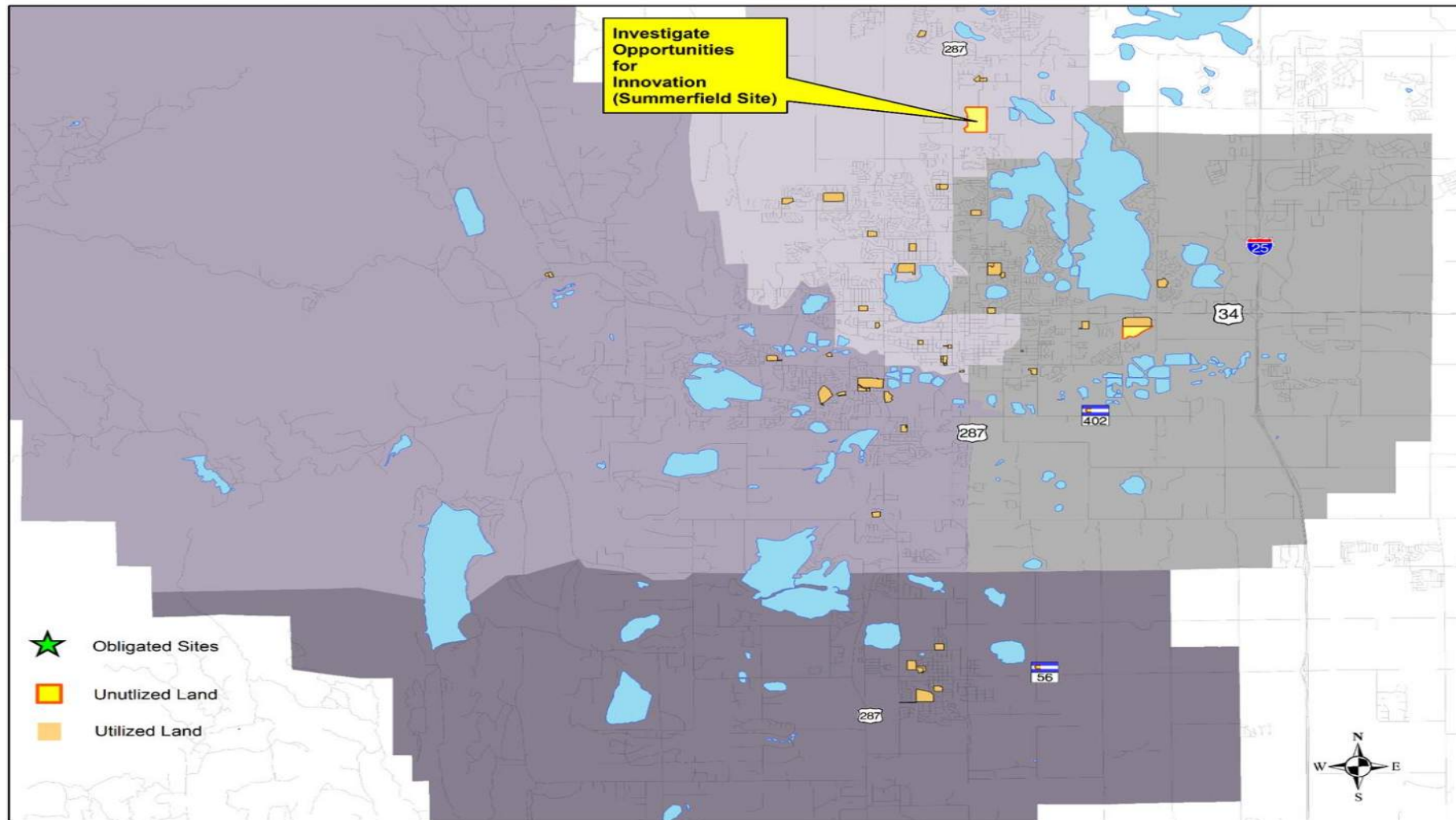
Monitor Capacity/Utilization at Mary Blair, Monroe, and Conrad Ball

- K-8 resident population is down 200 since 2014
- 6-8 resident population is down 80 since 2014
- No further development space in area

7 - 10+ Year Timeline

- Define opportunities for Summerfield site
- Build new elementary school in Berthoud area
- Build new elementary school in Centerra East

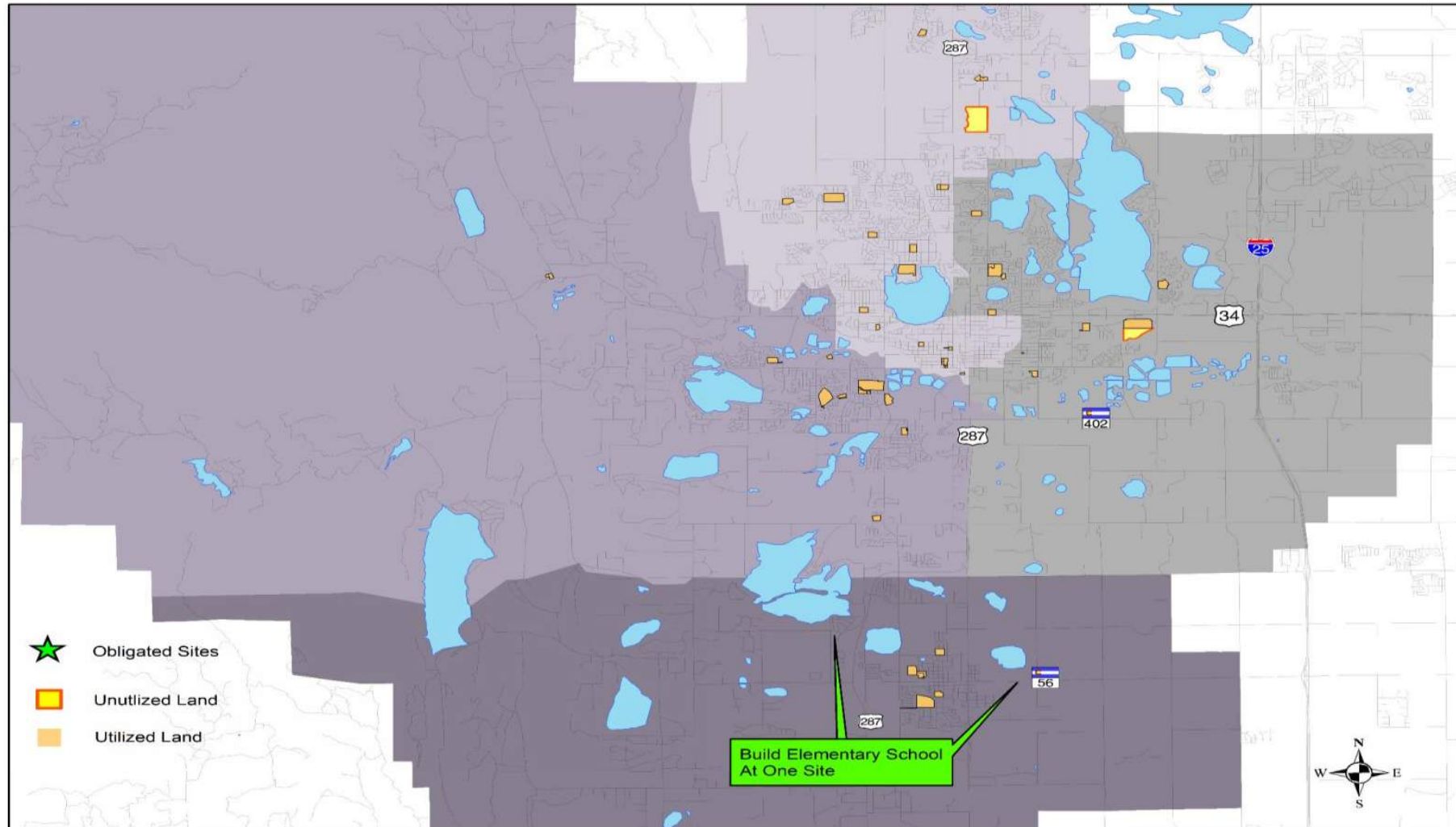
Define Opportunities for Summerfield Site



Define Opportunities for Summerfield Site

- 97 acres
- District owns the site outright – no restrictions

Build New Elementary in Berthoud Area

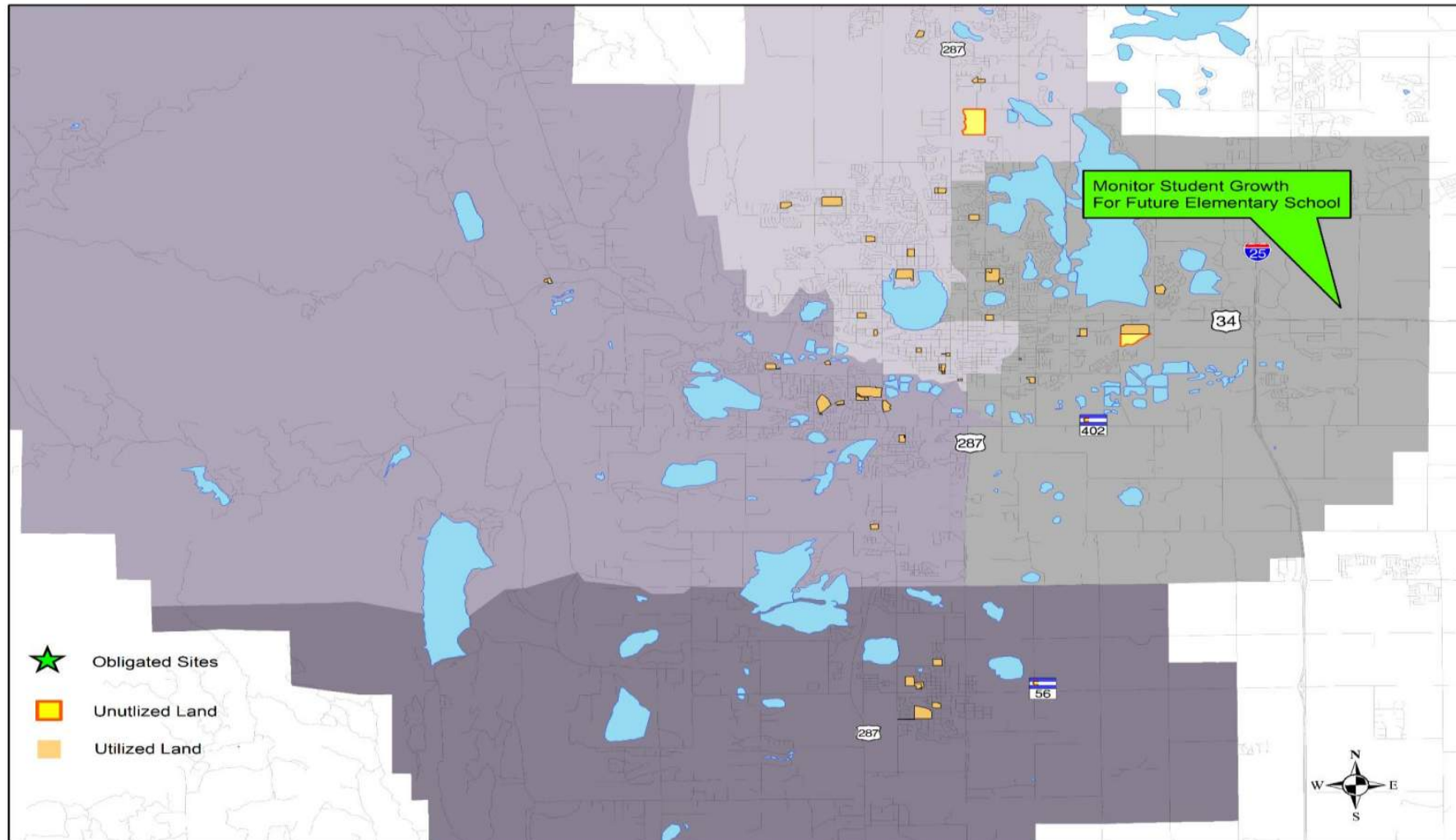


Build New Elementary in Berthoud Area

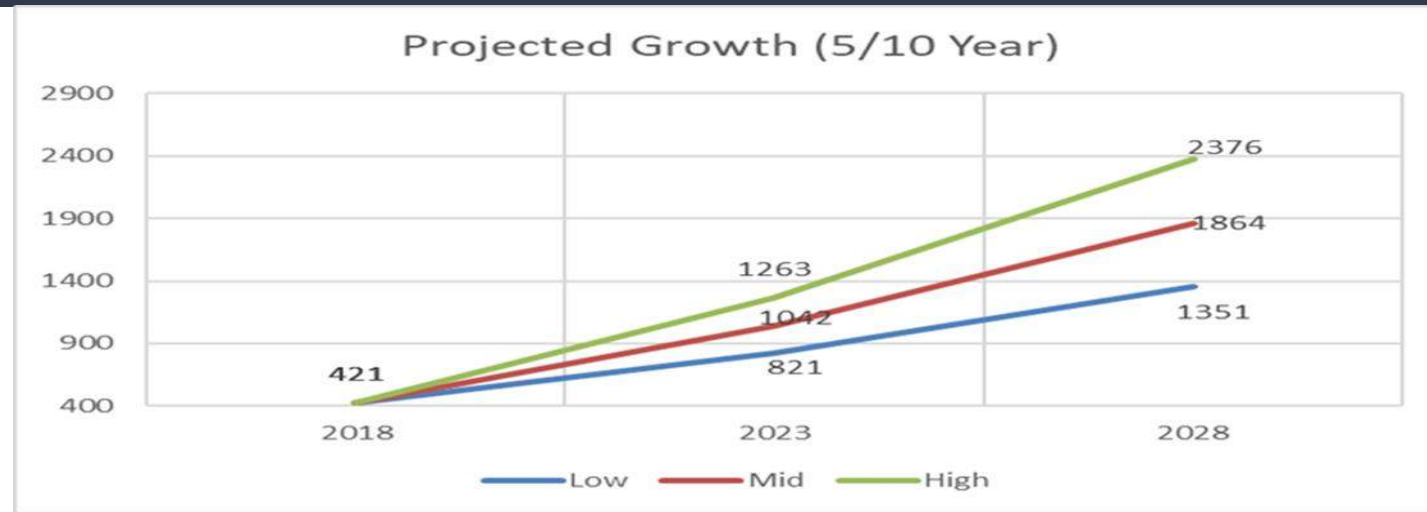
| | Capacity (95%) | Current Enrollment | Current Resident | 2023 Enrollment | 2023 Resident | 2028 Enrollment | 2028 Resident |
|--------------|-------------------|-----------------------|---------------------|--------------------|------------------|--------------------|------------------|
| Berthoud | 456 | 481 | 468 | 594 | 618 | 834 | 916 |
| Ivy | 337 | 375 | 343 | 514 | 483 | 608 | 608 |
| TOTAL | 793 | 856 | 811 | 1108 | 1101 | 1442 | 1524 |

- 2 Obligated Sites
- 10 Acres at Heron Lakes (West)
- 12 Acres at The Farmstead (East)
- 5900 DU's in process

Build New Elementary School in Centerra East



Build New Elementary School in Centerra East

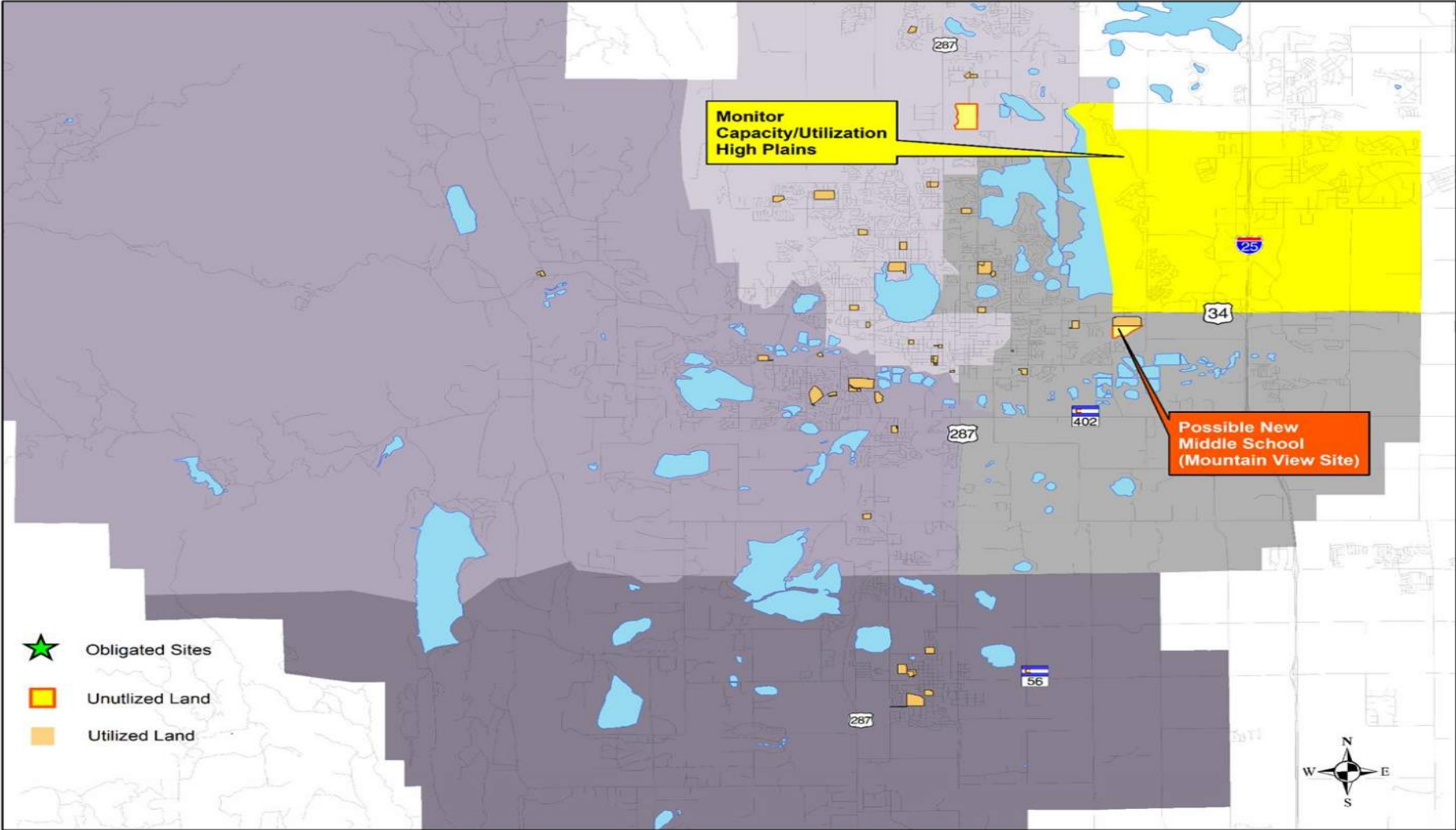


- Explosive K-8 growth continues east of I-25
- Obligated site in Centerra East

0 - 10 Year Timeline

- Monitor Capacity/Utilization at High Plains
- Possible New Middle School at Mountain View Site

0 - 10 Year Timeline



Monitor Capacity/Utilization at High Plains

- Explosive growth to continue
- What relief will new PK-8 and new elementary provide?

Possible New Middle School at Mountain View Site

- New PK-8 2021
- New elementary in Centerra East
- New middle school needed on east side?



Maintenance Forecasting

Maintenance Forecasting

Master Plan Committee

May 6, 2019

Maintenance Forecasting

- ❖ Data compiled through system life cycle modeling and component analysis
 - Systems: Life cycle estimates per system based on cost per square foot estimates
 - Component analysis through comprehensive facility assessments
 - Revised prioritization scale, 15 total categories, still capturing same needs previously identified; Updated on an annual basis; Focus is on immediate needs (0-7 years)

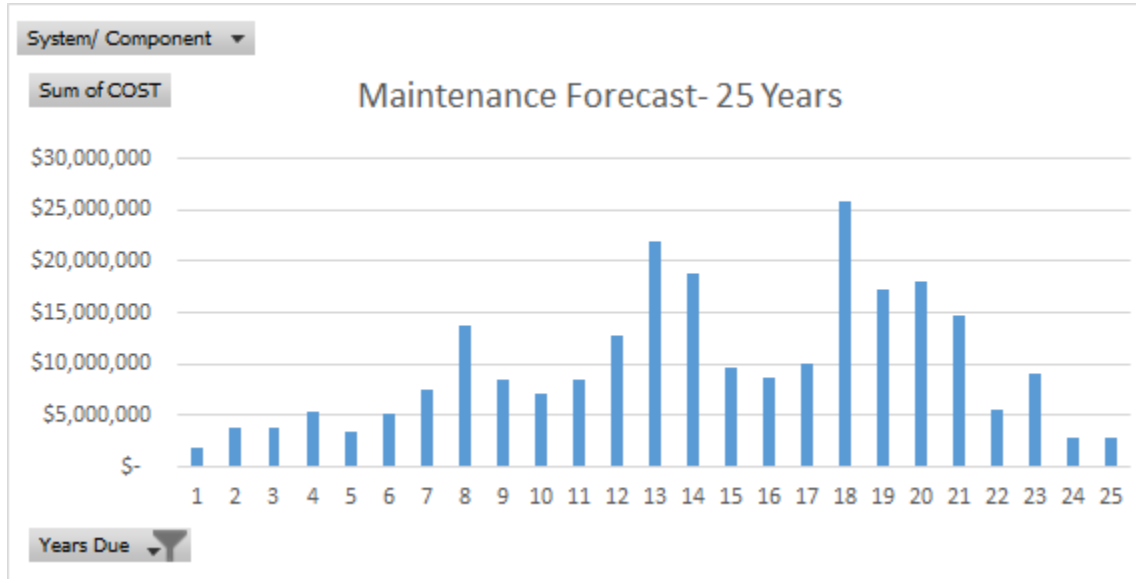
Maintenance Forecasting

Facility Component Analysis

- Evaluation of facilities by component
- Each facility reviewed in detail by trade
- Scored according to the following criteria:

| Building Preservation Criteria | | | | |
|--|-------------------|--|-------|--|
| Each item to be Evaluated by below criteria: | | | | |
| Priority | Time Response | | Score | Criteria |
| High | 1 Year Response | | 1 | <i>Threatens the health and/or life safety of building occupant. Projects involve compliance with Building Fire Safety, Liability, and other regulatory codes</i> |
| Medium | 2-4 Year Response | | 2 | <i>Impairs the functional use of the facility. Includes capacity and educational delivery issues.</i> |
| Low | 5-7 Year Response | | 3 | <i>Improve Building Usage for Academic Programs. Includes upgrading electrical system for additional computers, or creating additions space for a new program.</i> |
| | | | 4 | <i>If not remedied in a timely manner, will incur additional damage, or will increase cost of repair or replacement or will increase operational costs.</i> |
| | | | 5 | <i>Reduces the quality of aesthetic value of the facility.</i> |
| | | | | |

Maintenance Forecasting



Both system and component analysis combined

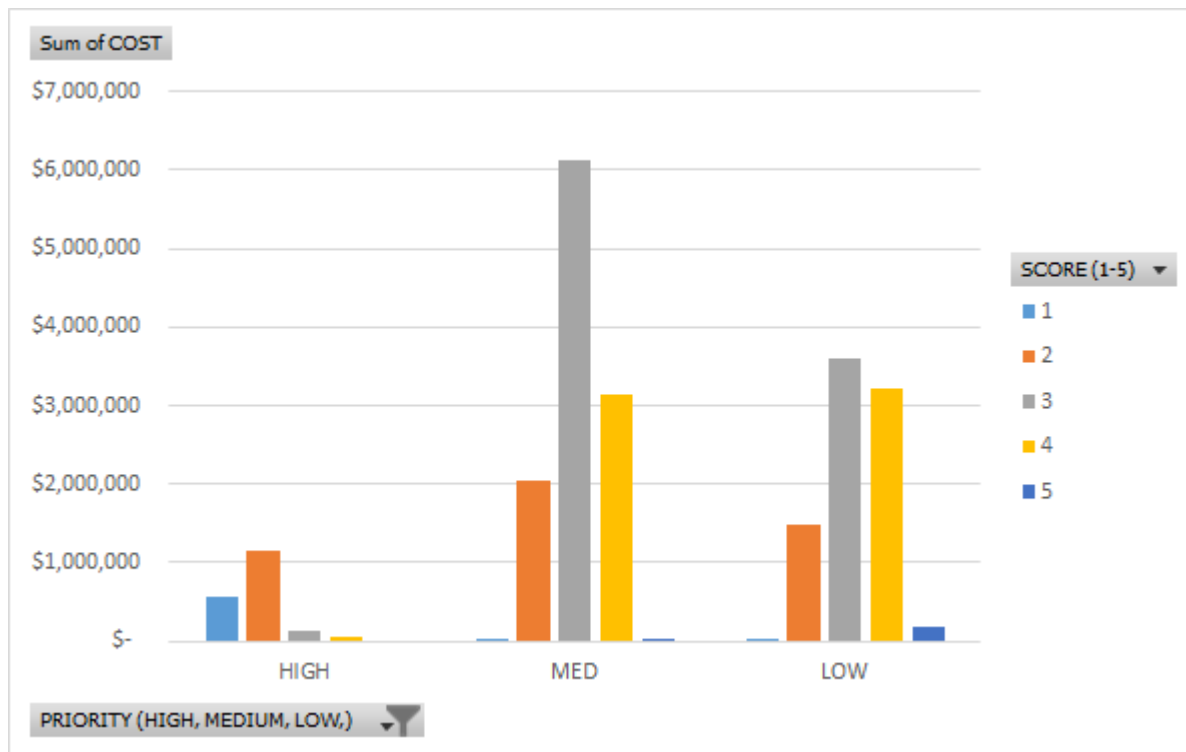
Funding sources to consider:

- Capital budget:
~\$750,000

Maintenance Backlog:

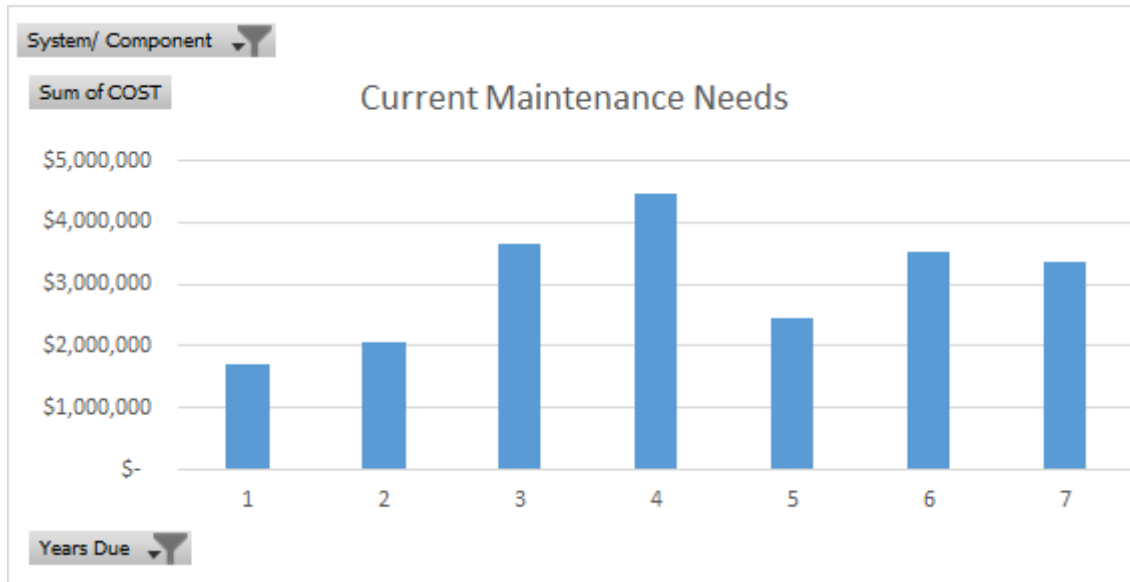
- 10 Years: \$60 million
- 25 Years: \$257 million

Maintenance Forecasting: High Needs



- Primarily Components; some systems: Lighting, HVAC Controls, etc.
- High Priority items include: ADA upgrades, safety/compliance items, HVAC upgrades, playground updates, electrical upgrades

Maintenance Forecasting: Next 7 Years



- Scheduled out based on priority and score
- Total for 5 years: ~\$15 million
- \$10 million of bond premium would capture most of these needs for the next 4 years
- Includes high and most medium priorities

highlights

from Workshops #1 - 3

FACILITIES PLANNING

The Board of Education shall adopt a district **long-range facilities master plan (LRFMP)** to guide the acquisition of school and support service sites, erection of new buildings, and modernization or rehabilitation of existing buildings. The superintendent shall develop procedures and recommendations for annually updating the district LRFMP to provide guidance for capital outlay expenditures and to insure that the district has well-planned buildings at appropriate locations and at reasonable cost.


The objectives of the LRFMP shall be:

- 1. To maintain and improve the educational environment for students and teachers in all district buildings.
- 2. To provide district schools with adequate support services in as effective and cost-efficient manner as possible.
- 3. To modernize in phases with consideration given to renovation, remodeling or improvement of substandard facilities, additions to facilities and use of appropriate alternatives to facility-based solutions. Prioritization of these phases will be consistent and congruent with facility conditions, instructional program delivery, and enrollment trends.
- 4. To create school complexes which are the best possible balance of effective grouping of educational resources, efficient management and operations, and community expectations for the character of the school system.

The LRFMP shall be congruent and consistent with the community planning documents and policies of the cities, towns, and counties contained within the district. District planning department staff members shall work directly with their counterparts in these entities to ensure that collaborative and interactive planning occurs with all governmental entities within the district.


MASTER PLAN & BLUEPRINT


2015



Empower to Learn

Challenge to Achieve





Inspire to Excel

BOARD OF EDUCATION

| | | | |
|---|---|---|---------------------------------------|
| Bob Kerrigan President District G | Bryce Carlson Vice President District B | Denise Montagu Treasurer District C | Donna Rice Secretary District A |
| Pam Howard District D | Lori Hvizda Ward District E | Dr. Carl Langner District F | |

PLANNING ADVISORS

"The Board of Education shall appoint an ongoing, broad-based **master plan committee (MPC)** composed of staff and community members to develop and maintain the district long-range facilities master plan (LRFMP).

The MPC shall study current facility use, expected enrollment trends and the **effects of changing educational practices on facility needs**. Annually it shall report its findings to the Board, including analysis of options and recommended strategies for addressing district facility utilization and needs in an economic manner. Its recommendations should be consistent with Board policy and goals and aim at minimizing undesirable effects on the quality of the district educational program."



Highest Hopes

Please introduce yourself and a highest hope you have for your work on the MPC in 2019...

HIGHEST HOPES

- CREATE-PLAN FOR STA SUCCESS
- SYSTEMS THAT ENHANCE OUR SCHOOLS
- INCLUSIVE MODEL, FEEL PART OF
- SUSTAINABLE LONG-TERM R.
- FUTURE-FOCUSED!
- ADDRESS AT-RISK NEEDS EARLIER, BUILD PARTNERSHIPS
- SUPPORTS 100% GRAD. RATE + CAREER GOALS!

HH's CONT.
- INNOVATIVE ENVIRONMENTS FOR LB. STDT.

- CLEAR CONCISE PURPOSE!

~ GET THE INFO. WE NEED TO MAKE GOOD DECISIONS!

~ COMMUNITY INVOLVEMENT COLLABORATION - ADDRESS AT-RISK KIDDO'S, CREATE DIFFERENTIATION!

~ OPTIMIZE MAINT. OF EXIST. ALLOCATE FUNDS APPROP.

~ COMMUNITY PARTNERSHIP SUPPORT INNOVATION.

HH's CONT.
~ STUDENT SUCCESS CREATES COMM. SUPPORT - TRANSPARENCY

~ GREATER EQUITY ACROSS FACILITIES + LOCATIONS

~ FORWARD THINKING / CREATES HOPES

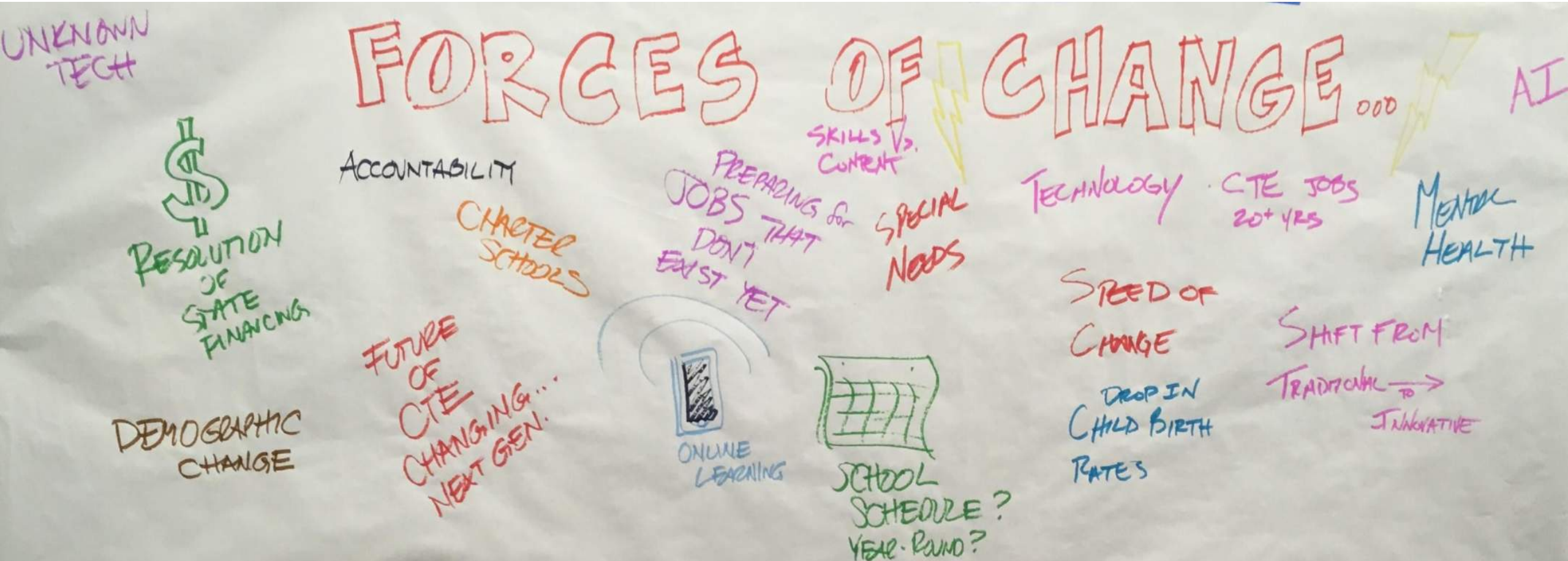
~ PARENTS GET WHAT THEIR KIDDO'S NEED (NO CHARTER'S)

• DEVELOP COMPELLING REAS. THAT ASSURES FUNDING.



FORCES of CHANGE

What are the major forces of change that you believe will impact public education over the next 10 to 20 years?



PLANNING PROVOCATION:



VIDEO REFLECTIONS:

Build in flexibility / nimbleness

Look at middle school through students' eyes

Magnified from 2010

No major changes

People learn hands-on experience

CREATING A SHARED VISION

The purpose of a facility related vision statement is to guide the master planning effort, help us set priorities, align resources, and facilitate an efficient decision making process.

I see / WE see...

Imagine it's the year 2030, and your school facilities have evolved to adapt to the effects of changing educational practices. You are leading a tour of your facilities for a regional team of educators...



We see...

- workspaces rather than classrooms
- more activity than passivity
- environments that are responsive to each student ^{* and tools/resources} and flexible
- "teachers" as facilitators and co-collaborators

We see:

- Collaboration
- Experiential learning
- Safe, clean, updated facilities the community is proud of.
- Facilities that allow students to function at the next level
- A learning environment that promotes mental health
- Competitively paid staff
- Technology that enhances learning

- Technology

- Collaborative Learning Environment

- Choices

- Environments

- Security

SHARED VISION

“We see learning spaces that are **safe, innovative, flexible, equitable and engaging** for all students, staff and community. We see environments that are **healthful, naturally bright, comfortably conditioned and designed for longevity, durability and sustainability**. We see facilities that adapt to our ever-changing world and provide learning systems for our students that empower to learn, challenge to achieve and inspire to excel through relevant **technology, collaboration and creative experiences**.”

~ TSD Master Plan Committee Vision Statement

PRECONCEPTIONS:

{i.e. limiting beliefs}



PRECONCEPTIONS:

{i.e. limiting beliefs}

What personal and/or institutional beliefs exist that you feel might limit you in facing the challenges presented by these forces.

You don't have to believe
everything you think...

LIMITING BELIEFS

- Testing (MEAs by grade, target changing)
- 180 days to educate – summer opportunities
- Difficult to find training for jobs not yet exist
- Structure by age than skills/interests
- Nostalgia/tradition
- How much effort students willing to put in
- Where's the proof?
- Importance of facilities
- Transportation (not necessarily required)
- Physically must be there
- Teenagers are hard to teach. Critical time for brain development
- Student /teacher ratios
- Traditional grading system
- Space that can change with changes in methods
- Solely the districts responsibility to teach children
- How we measure success not valuing equity
- Graduation dependent on set curriculum
- Technology is the answer to everything
- **Needs of special needs students' needs are being met**
- School schedules – bell schedules
- Methods successful in past will be successful in future
- Testing target keeps changing
- **Public education is not doing what it is supposed to be doing**
- Big changes threaten jobs
- Declining # of people going into education as a profession
- Teachers are adequately paid return on investment
- Can't afford it
- Can't afford not to

“packing for the future”

1. What is important to bring along with you?
2. What can you let go of? (No longer need)
3. What might you need to add?

1. What is important to bring along with you?

- Quality Staff/Teachers
- Children/students/staff
- Student/Teacher ratio
- Informed community
- Enthusiasm, School spirit, excitement about learning, pathways, personalization, community, appreciation for teachers being forward thinking, optimism; acknowledge history and tradition
- Work, research, analysis, historical knowledge a lot of work, energy, soul, heart
- Engaging places to play and learn
- Community centeredness/neighborhood
- Diversity of experiences for students, not just academics
- Student extracurricular activity
- Career pathways
- Innovative thinking / Innovation
- Positive culture /climate

2. What can you let go of? (No longer need)

- Low teacher salaries
- Tradition, old prejudices, negative people
- Negative culture/climate
- Pre-conceived notions of what make a district
- Old-school methods
- Traditional learning and teaching modes
- Grade structure
- Traditional calendar
- Out of date – facilities ideas
- Traditional vision of schools
- Restrictive, clearly defined spaces and desks
- Old tech
- Dilapidated physical infrastructure
- Buildings that are not adaptable “static buildings”
- Neighborhood schools (economy of scale) – it’s antiquated and fiscally irresponsible

3. What might you need to add?

- Engaged student body
- Continuing opportunity for students
- Involved parents/community
- More good teachers
- Better pay for teachers
- Flexibility
- Equity of scale
- Update facilities
- Cooling / efficiency of use
- Climate center

facility principles

Overarching beliefs and commitments to what's important for all Thompson School District school facilities.

What are we willing to
be **relentless** about?

THOMPSON SCHOOL DISTRICT - FACILITY PRINCIPLES

With revisions noted per 02/04/2019 MPC Meeting



1. TSD is committed to creating environments that foster ***personalized, student-centered learning.***
2. TSD is committed to ***innovation*** and providing ***flexible, adaptable*** and multi-functional learning environments with relevant technology.
3. TSD is committed to providing **safe, warm, and welcoming** environments that support the physical, emotional and social well-being of its users.
4. TSD is committed to providing learning environments that foster ***collaboration and teamwork.***
5. TSD is committed to providing facilities that foster ***community connections and partnerships, while maintaining security.***
6. TSD is committed to creating and maintaining fiscally responsible, environmentally ***sustainable,*** and energy efficient facilities.



FACILITY DESIGN STANDARDS

Standards define consistency, value and quality across TSD physical facilities as they are maintained, improved or built.

They are organized as “zones of work” related to each facility.

DEFINITION OF THE ZONES

1. BUILDING

Organization and design of the individual buildings;
their internal circulation and spaces

2. SITE

The grounds area outside the building, including drives,
parking, fields and landscaping

3. INTERIORS AND FINISHES

Fine grain issues relating to the materials and fixtures of
spaces within the building

4. SYSTEMS

Various infrastructure systems which operate within the building -
mechanical, electrical, communication, technology

5. COMMUNITY/OFF-SITE

Community based learning environments, or other environments
not physically located at a D51 facility.

Building

1. Basic Learning Space
2. Varied Space for Program Delivery
3. Whole-School Assembly Space
4. Interdisciplinary Learning
5. Specialized Lab Space for Program Delivery
6. Shared Space for Programs
7. Special Services Needs
8. Space for Young Children and Parents
9. Places for the Individual
10. Space for Enriching Activities
11. Staff Resource and Collaboration Space
12. Daylighting and Views
13. Accessible Buildings
14. Community Services Centers
15. Safety
16. Clear Main Entry
17. Welcoming and Respectful Main Office
18. Health Services Space
19. Facilities for Media Centers
20. Food Service
21. Technology Space
22. Storage Space
23. Plumbing Core
24. Internal Circulation

Interiors and Finishes

25. Flexible/Adaptable Space
26. Signage and Display
27. Furniture and Finishes for Learning

Systems

28. Quality HVAC/Plumbing
29. Ample Electrical Service and Systems
30. Technology Infrastructure and Hardware
31. Technologically Enhanced Systems

Site

32. Safe and Accessible
33. Traffic Control
34. Parking and Service Access
35. Landscape Character
36. Safe & Accessible Outdoor Play
37. Outdoor Learning Settings
38. Permanent Facilities

Community / Off-Site

39. Community/Off-Site Learning Settings
40. Joint-Use Facilities

GAP ANALYSIS:

the difference between where you are and where you want to be...

measured using the Facility Standards.

Thompson School District - Gap Analysis

Your School Name:

Your Name/Role:

Return by Wednesday, March 27, 2019

Rating Legend

- 5 Meets Standards
- 4
- 3 Workable
- 2
- 1 Does Not meet Standards

(SAMPLE EXCERPT)

School Name Here

BUILDINGS

1. Basic Learning Space

Design with finishes and fixtures that promote collaborative and creative project work and allow for the design of learning experiences. Basic Learning spaces, at all levels, will be generously sized for variable teaching layouts, technology and individual or group arrangements.

2. Varied Space for Program Delivery

Provide a variety of sizes and character of learning space for different teaching and learning modes. Each school should have a variety of spaces to serve different purposes and group sizes, and that can be laid out in a variety of ways.

3. Student Gathering Space

A student's social development is part of their education and growth. The school facility will provide spaces for class groups and students to gather, and to interact and study in safe, manageable forums.

4. Whole-School Assembly Space

Each school will have a space which allows gathering of the entire student and staff population, thereby supporting

Initial Results: 28 facilities x 41 categories

[illegible]

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| INTERIORS AND FINISHES | | 2.1 | | 2.2 | | 2.3 | | 2.4 | | 2.5 | | 2.6 | | 2.7 | | 2.8 | | 2.9 | | 2.10 | | 2.11 | | 2.12 | | 2.13 | | 2.14 | | 2.15 | | 2.16 | | 2.17 | | 2.18 | | 2.19 | | 2.20 | | 2.21 | | 2.22 | | 2.23 | | 2.24 | | 2.25 | | 2.26 | | 2.27 | | 2.28 | | 2.29 | | 2.30 | | 2.31 | | 2.32 | | 2.33 | | 2.34 | | 2.35 | | 2.36 | | 2.37 | | 2.38 | | 2.39 | | 2.40 | | 2.41 | | 2.42 | | 2.43 | | 2.44 | | 2.45 | | 2.46 | | 2.47 | | 2.48 | | 2.49 | | 2.50 | | 2.51 | | 2.52 | | 2.53 | | 2.54 | | 2.55 | | 2.56 | | 2.57 | | 2.58 | | 2.59 | | 2.60 | | 2.61 | | 2.62 | | 2.63 | | 2.64 | | 2.65 | | 2.66 | | 2.67 | | 2.68 | | 2.69 | | 2.70 | | 2.71 | | 2.72 | | 2.73 | | 2.74 | | 2.75 | | 2.76 | | 2.77 | | 2.78 | | 2.79 | | 2.80 | | 2.81 | | 2.82 | | 2.83 | | 2.84 | | 2.85 | | 2.86 | | 2.87 | | 2.88 | | 2.89 | | 2.90 | | 2.91 | | 2.92 | | 2.93 | | 2.94 | | 2.95 | | 2.96 | | 2.97 | | 2.98 | | 2.99 | | 3.00 | | 3.01 | | 3.02 | | 3.03 | | 3.04 | | 3.05 | | 3.06 | | 3.07 | | 3.08 | | 3.09 | | 3.10 | | 3.11 | | 3.12 | | 3.13 | | 3.14 | | 3.15 | | 3.16 | | 3.17 | | 3.18 | | 3.19 | | 3.20 | | 3.21 | | 3.22 | | 3.23 | | 3.24 | | 3.25 | | 3.26 | | 3.27 | | 3.28 | | 3.29 | | 3.30 | | 3.31 | | 3.32 | | 3.33 | | 3.34 | | 3.35 | | 3.36 | | 3.37 | | 3.38 | | 3.39 | | 3.40 | | 3.41 | | 3.42 | | 3.43 | | 3.44 | | 3.45 | | 3.46 | | 3.47 | | 3.48 | | 3.49 | | 3.50 | | 3.51 | | 3.52 | | 3.53 | | 3.54 | | 3.55 | | 3.56 | | 3.57 | | 3.58 | | 3.59 | | 3.60 | | 3.61 | | 3.62 | | 3.63 | | 3.64 | | 3.65 | | 3.66 | | 3.67 | | 3.68 | | 3.69 | | 3.70 | | 3.71 | | 3.72 | | 3.73 | | 3.74 | | 3.75 | | 3.76 | | 3.77 | | 3.78 | | 3.79 | | 3.80 | | 3.81 | | 3.82 | | 3.83 | | 3.84 | | 3.85 | | 3.86 | | 3.87 | | 3.88 | | 3.89 | | 3.90 | | 3.91 | | 3.92 | | 3.93 | | 3.94 | | 3.95 | | 3.96 | | 3.97 | | 3.98 | | 3.99 | | 4.00 | | 4.01 | | 4.02 | | 4.03 | | 4.04 | | 4.05 | | 4.06 | | 4.07 | | 4.08 | | 4.09 | | 4.10 | | 4.11 | | 4.12 | | 4.13 | | 4.14 | | 4.15 | | 4.16 | | 4.17 | | 4.18 | | 4.19 | | 4.20 | | 4.21 | | 4.22 | | 4.23 | | 4.24 | | 4.25 | | 4.26 | | 4.27 | | 4.28 | | 4.29 | | 4.30 | | 4.31 | | 4.32 | | 4.33 | | 4.34 | | 4.35 | | 4.36 | | 4.37 | | 4.38 | | 4.39 | | 4.40 | | 4.41 | | 4.42 | | 4.43 | | 4.44 | | 4.45 | | 4.46 | | 4.47 | | 4.48 | | 4.49 | | 4.50 | | 4.51 | | 4.52 | | 4.53 | | 4.54 | | 4.55 | | 4.56 | | 4.57 | | 4.58 | | 4.59 | | 4.60 | | 4.61 | | 4.62 | | 4.63 | | 4.64 | | 4.65 | | 4.66 | | 4.67 | | 4.68 | | 4.69 | | 4.70 | | 4.71 | | 4.72 | | 4.73 | | 4.74 | | 4.75 | | 4.76 | | 4.77 | | 4.78 | | 4.79 | | 4.80 | | 4.81 | | 4.82 | | 4.83 | | 4.84 | | 4.85 | | 4.86 | | 4.87 | | 4.88 | | 4.89 | | 4.90 | | 4.91 | | 4.92 | | 4.93 | | 4.94 | | 4.95 | | 4.96 | | 4.97 | | 4.98 | | 4.99 | | 5.00 | | 5.01 | | 5.02 | | 5.03 | | 5.04 | | 5.05 | | 5.06 | | 5.07 | | 5.08 | | 5.09 | | 5.10 | | 5.11 | | 5.12 | | 5.13 | | 5.14 | | 5.15 | | 5.16 | | 5.17 | | 5.18 | | 5.19 | | 5.20 | | 5.21 | | 5.22 | | 5.23 | | 5.24 | | 5.25 | | 5.26 | | 5.27 | | 5.28 | | 5.29 | | 5.30 | | 5.31 | | 5.32 | | 5.33 | | 5.34 | | 5.35 | | 5.36 | | 5.37 | | 5.38 | | 5.39 | | 5.40 | | 5.41 | | 5.42 | | 5.43 | | 5.44 | | 5.45 | | 5.46 | | 5.47 | | 5.48 | | 5.49 | | 5.50 | | 5.51 | | 5.52 | | 5.53 | | 5.54 | | 5.55 | | 5.56 | | 5.57 | | 5.58 | | 5.59 | | 5.60 | | 5.61 | | 5.62 | | 5.63 | | 5.64 | | 5.65 | | 5.66 | | 5.67 | | 5.68 | | 5.69 | | 5.70 | | 5.71 | | 5.72 | | 5.73 | | 5.74 | | 5.75 | | 5.76 | | 5.77 | | 5.78 | | 5.79 | | 5.80 | | 5.81 | | 5.82 | | 5.83 | | 5.84 | | 5.85 | | 5.86 | | 5.87 | | 5.88 | | 5.89 | | 5.90 | | 5.91 | | 5.92 | | 5.93 | | 5.94 | | 5.95 | | 5.96 | | 5.97 | | 5.98 | | 5.99 | | 6.00 | | 6.01 | | 6.02 | | 6.03 | | 6.04 | | 6.05 | | 6.06 | | 6.07 | | 6.08 | | 6.09 | | 6.10 | | 6.11 | | 6.12 | | 6.13 | | 6.14 | | 6.15 | | 6.16 | | 6.17 | | 6.18 | | 6.19 | | 6.20 | | 6.21 | | 6.22 | | 6.23 | | 6.24 | | 6.25 | | 6.26 | | 6.27 | | 6.28 | | 6.29 | | 6.30 | | 6.31 | | 6.32 | | 6.33 | | 6.34 | | 6.35 | | 6.36 | | 6.37 | | 6.38 | | 6.39 | | 6.40 | | 6.41 | | 6.42 | | 6.43 | | 6.44 | | 6.45 | | 6.46 | | 6.47 | | 6.48 | | 6.49 | | 6.50 | | 6.51 | | 6.52 | | 6.53 | | 6.54 | | 6.55 | | 6.56 | | 6.57 | | 6.58 | | 6.59 | | 6.60 | | 6.61 | | 6.62 | | 6.63 | | 6.64 | | 6.65 | | 6.66 | | 6.67 | | 6.68 | | 6.69 | | 6.70 | | 6.71 | | 6.72 | | 6.73 | | 6.74 | | 6.75 | | 6.76 | | 6.77 | | 6.78 | | 6.79 | | 6.80 | | 6.81 | | 6.82 | | 6.83 | | 6.84 | | 6.85 | | 6.86 | | 6.87 | | 6.88 | | 6.89 | | 6.90 | | 6.91 | | 6.92 | | 6.93 | | 6.94 | | 6.95 | | 6.96 | | 6.97 | | 6.98 | | 6.99 | | 7.00 | | 7.01 | | 7.02 | | 7.03 | | 7.04 | | 7.05 | | 7.06 | | 7.07 | | 7.08 | | 7.09 | | 7.10 | | 7.11 | | 7.12 | | 7.13 | | 7.14 | | 7.15 | | 7.16 | | 7.17 | | 7.18 | | 7.19 | | 7.20 | | 7.21 | | 7.22 | | 7.23 | | 7.24 | | 7.25 | | 7.26 | | 7.27 | | 7.28 | | 7.29 | | 7.30 | | 7.31 | | 7.32 | | 7.33 | | 7.34 | | 7.35 | | 7.36 | | 7.37 | | 7.38 | | 7.39 | | 7.40 | | 7.41 | | 7.42 | | 7.43 | | 7.44 | | 7.45 | | 7.46 | | 7.47 | | 7.48 | | 7.49 | | 7.50 | | 7.51 | | 7.52 | | 7.53 | | 7.54 | | 7.55 | | 7.56 | | 7.57 | | 7.58 | | 7.59 | | 7.60 | | 7.61 | | 7.62 | | 7.63 | | 7.64 | | 7.65 | | 7.66 | | 7.67 | | 7.68 | | 7.69 | | 7.70 | | 7.71 | | 7.72 | | 7.73 | | 7.74 | | 7.75 | | 7.76 | | 7.77 | | 7.78 | | 7.79 | | 7.80 | | 7.81 | | 7.82 | | 7.83 | | 7.84 | | 7.85 | | 7.86 | | 7.87 | | 7.88 | | 7.89 | | 7.90 | | 7.91 | | 7.92 | | 7.93 | | 7.94 | | 7.95 | | 7.96 | | 7.97 | | 7.98 | | 7.99 | | 8.00 | | 8.01 | | 8.02 | | 8.03 | | 8.04 | | 8.05 | | 8.06 | | 8.07 | | 8.08 | | 8.09 | | 8.10 | | 8.11 | | 8.12 | | 8.13 | | 8.14 | | 8.15 | | 8.16 | | 8.17 | | 8.18 | | 8.19 | | 8.20 | | 8.21 | | 8.22 | | 8.23 | | 8.24 | | 8.25 | | 8.26 | | 8.27 | | 8.28 | | 8.29 | | 8.30 | | 8.31 | | 8.32 | | 8.33 | | 8.34 | | 8.35 | | 8.36 | | 8.37 | | 8.38 | | 8.39 | | 8.40 | | 8.41 | | 8.42 | | 8.43 | | 8.44 | | 8.45 | | 8.46 | | 8.47 | | 8.48 | | 8.49 | | 8.50 | | 8.51 | | 8.52 | | 8.53 | | 8.54 | | 8.55 | | 8.56 | | 8.57 | | 8.58 | | 8.59 | | 8.60 | | 8.61 | | 8.62 | | 8.63 | | 8.64 | | 8.65 | | 8.66 | | 8.67 | | 8.68 | | 8.69 | | 8.70 | | 8.71 | | 8.72 | | 8.73 | | 8.74 | | 8.75 | | 8.76 | | 8.77 | | 8.78 | | 8.79 | | 8.80 | | 8.81 | | 8.82 | | 8.83 | | 8.84 | | 8.85 | | 8.86 | | 8.87 | | 8.88 | | 8.89 | | 8.90 | | 8.91 | | 8.92 | | 8.93 | | 8.94 | | 8.95 | | 8.96 | | 8.97 | | 8.98 | | 8.99 | | 9.00 | | 9.01 | | 9.02 | | 9.03 | | 9.04 | | 9.05 | | 9.06 | | 9.07 | | 9.08 | | 9.09 | | 9.10 | | 9.11 | | 9.12 | | 9.13 | | 9.14 | | 9.15 | | 9.16 | | 9.17 | | 9.18 | | 9.19 | | 9.20 | | 9.21 | | 9.22 | | 9.23 | | 9.24 | | 9.25 | | 9.26 | | 9.27 | | 9.28 | | 9.29 | | 9.30 | | 9.31 | | 9.32 | | 9.33 | | 9.34 | | 9.35 | | 9.36 | | 9.37 | | 9.38 | | 9.39 | | 9.40 | | 9.41 | | 9.42 | | 9.43 | | 9.44 | | 9.45 | | 9.46 | | 9.47 | | 9.48 | | 9.49 | | 9.50 | | 9.51 | | 9.52 | | 9.53 | | 9.54 | | 9.55 | | 9.56 | | 9.57 | | 9.58 | | 9.59 | | 9.60 | | 9.61 | | 9.62 | | 9.63 | | 9.64 | | 9.65 | | 9.66 | | 9.67 | | 9.68 | | 9.69 | | 9.70 | | 9.71 | | 9.72 | | 9.73 | | 9.74 | | 9.75 | | 9.76 | | 9.77 | | 9.78 | | 9.79 | | 9.80 | | 9.81 | | 9.82 | | 9.83 | | 9.84 | | 9.85 | | 9.86 | | 9.87 | | 9.88 | | 9.89 | | 9.90 | | 9.91 | | 9.92 | | 9.93 | | 9.94 | | 9.95 | | 9.96 | | 9.97 | | 9.98 | | 9.99 | | 10.00 | | 10.01 | | 10.02 | | 10.03 | | 10.04 | | 10.05 | | 10.06 | | 10.07 | | 10.08 | | 10.09 | | 10.10 | | 10.11 | | 10.12 | | 10.13 | | 10.14 | | 10.15 | | 10.16 | | 10.17 | | 10.18 | | 10.19 | | 10.20 | | 10.21 | | 10.22 | | 10.23 | | 10.24 | | 10.25 | | 10.26 | | 10.27 | | 10.28 | | 10.29 | | 10.30 | | 10.31 | | 10.32 | | 10.33 | | 10.34 | | 10.35 | | 10.36 | | 10.37 | | 10.38 | | 10.39 | | 10.40 | | 10.41 | | 10.42 | | 10.43 | | 10.44 | | 10.45 | | 10.46 | | 10.47 | | 10.48 | | 10.49 | | 10.50 | | 10.51 | | 10.52 | | 10.53 | | 10.54 | | 10.55 | | 10.56 | | 10.57 | | 10.58 | | 10.59 | | 10.60 | | 10.61 | | 10.62 | | 10.63 | | 10.64 | | 10.65 | | 10.66 | | 10.67 | | 10.68 | | 10.69 | | 10.70 | | 10.71 | | 10.72 | | 10.73 | | 10.74 | | 10.75 | | 10.76 | | 10.77 | | 10.78 | | 10.79 | | 10.80 | | 10.81 | | 10.82 | | 10.83 | | 10.84 | | 10.85 | | 10.86 | | 10.87 | | 10.88 | | 10.89 | | 10.90 | | 10.91 | | 10.92 | | 10.93 | | 10.94 | | 10.95 | | 10.96 | | 10.97 | | 10.98 | | 10.99 | | 11.00 | | 11.01 | | 11.02 | | 11.03 | | 11.04 | | 11.05 | | 11.06 | | 11.07 | | 11.08 | | 11.09 | | 11.10 | | 11.11 | | 11.12 | | 11.13 | | 11.14 | | 11.15 | | 11.16 | | 11.17 | | 11.18 | | 11.19 | | 11.20 | | 11.21 | | 11.22 | | 11.23 | | 11.24 | | 11.25 | | 11.26 | | 11.27 | | 11.28 | | 11.29 | | 11.30 | | 11.31 | | 11.32 | | 11.33 | | 11.34 | | 11.35 | | 11.36 | | 11.37 | | 11.38 | | 11.39 | | 11.40 | | 11.41 | | 11.42 | | 11.43 | | 11.44 | | 11.45 | | 11.46 | | 11.47 | | 11.48 | | 11.49 | | 11.50 | | 11.51 | | 11.52 | | 11.53 | | 11.54 | | 11.55 | | 11.56 | | 11.57 | | 11.58 | | 11.59 | | 11.60 | | 11.61 | | 11.62 | | 11.63 | | 11.64 | | 11.65 | | 11.66 | | 11.67 | | 11.68 | | 11.69 | | 11.70 | | 11.71 | | 11.72 | | 11.73 | | 11.74 | | 11.75 | | 11.76 | | 11.77 | | 11.78 | | 11.79 | | 11.80 | | 11.81 | | 11.82 | | 11.83 | | 11.84 | | 11.85 | | 11.86 | | 11.87 | | 11.88 | | 11.89 | | 11.90 | | 11.91 | | 11.92 | | 11.93 | | 11.94 | | 11.95 | | 11.96 | | 11.97 | | 11.98 | | 11.99 | | 12.00 | | 12.01 | | 12.02 | | 12.03 | | 12.04 | | 12.05 | | 12.06 | | 12.07 | | 12.08 | | 12.09 | | 12.10 | | 12.11 | | 12.12 | | 12.13 | |
|------------------------|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|------|--|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First look: By Category

| Thompson School District - Gap Analysis compilation for WORKSHOP 03 | | |
|---|--------------------------------|------|
| MPC - April 01, 2019 | | |
| | Rating Legend | |
| | Meets Standards | 5 |
| | | 4 |
| | Workable | 3 |
| | | 2 |
| | Does Not meet Standards | 1 |
| BUILDINGS | | 2.63 |
| INTERIORS AND FINISHES | | 2.35 |
| SYSTEMS | | 2.31 |
| SITE | | 2.59 |
| COMMUNITY/OFF-SITE | | 2.61 |
| | Raw Total | |
| | Responses | |
| | Facility Average | 2.57 |

A more informative look: Totals per School

| Subtotal | Berthoud ECC / ES | Carrie Martin ECC / ES | Centennial ECC/ES | Centennial ES (1976 bldg) | Cottonwood Plains ECC / ES | Coyote Ridge ECC / ES | High Plains EC-8 | Laurene Edmondson ECC / ES | Lincoln ECC / ES | Monroe ECC / ES | Ponderosa ECC / ES | Sarah Milner ECC / ES | Winona ECC / ES | B.F. Kitchen ES | Big Thompson ES | Ivy Stockwell ES | Mary Blair ES | Namagua ES | Stansberry ES | Truscott ES | VanBuren ES |
|----------|-------------------|------------------------|-------------------|---------------------------|----------------------------|-----------------------|------------------|----------------------------|------------------|-----------------|--------------------|-----------------------|-----------------|-----------------|-----------------|------------------|---------------|------------|---------------|-------------|-------------|
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| 122 | 136 | 113 | 71 | 118 | 132 | 122 | 96 | 120 | 77 | 131 | 95 | 116 | | 72 | 117 | 100 | 98 | 121 | | 124 | |
| 41 | 41 | 39 | 38 | 41 | 41 | 41 | 41 | 41 | 41 | 32 | 41 | 41 | | 41 | 41 | 40 | 41 | 41 | N/A | 41 | N/A |
| | | | | | | | | | | | | | | | | | | | | | |
| 3 | 3.3 | 2.9 | 1.9 | 2.9 | 3.2 | 3 | 2.3 | 2.9 | 1.9 | 4.1 | 2.3 | 2.8 | | 1.8 | 2.9 | 2.5 | 2.4 | 3 | | 3 | |

A more informative look: Totals per School

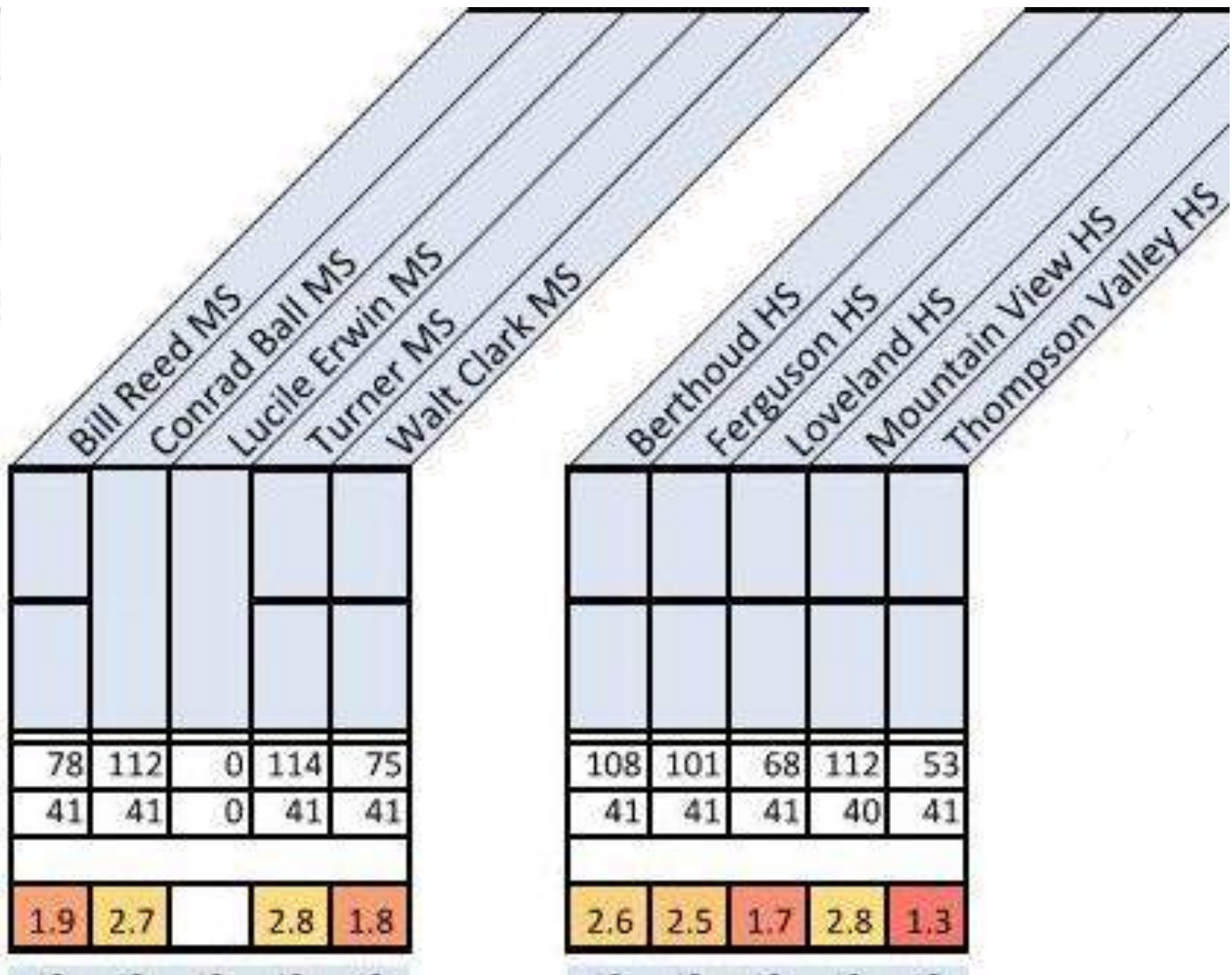


Table discussion:
What are your observations?







Your GAP ANALYSIS Observations

- Compare HS at 2.18 vs. MS at 2.3
- HS need more flexibility?
- Schools over capacity – what are their complaints?
- How impacted by experience of leadership?
- Correlate with maintenance backlog
- ES marked/for non-applicable items – lowers avg. scores
- What is working at Ponderosa? – consider for new schools
- HVAC low across board
- What items were added by the school? Ex. Fundraising to add items
- Low scoring – what can be done? Some items not bond issues. Merge with strategic plan? Present examples to parents.
- Some items need to be addressed sooner than 5-10 year plan
- Do the analysis again every few years?

**At your table,
revisit the Gap Analysis.**

What are your top 3-5 priorities?

report out

master plan offering

IMAGINE THE FUTURE

- **SHORT-term (1-2 years):** 2018 Bond Projects; immediate opportunities and needs
- **MID-term (3-7 years):** next significant bond investments
- **LONG-term (7-10+ years):** implementation of the Shared Vision



Recommendation: TSD in 10 years

ALL Schools

- have a plan based on TSD Maintenance Forecasting

3-7 years

- Acquire land for future secondary campus in SE quadrant (between Mountain View - Berthoud)
- Build new Middle School at the site south of Mountain View
- Address boundary issue at Truscott/Garfield due to dual language immersion program
- Provide solutions from Gap Analysis priorities (*identified by the MPC*)

7-10+ years

- Define opportunities for Summerfield site (North)
- Build out future secondary campus in SE quadrant

0-10 years

- Build new Elementary at obligated site in Centerra East
- Build new Elementary at obligated site in Berthoud area
- Monitor Capacity at CBMS and MBES
- Monitor capacity at High Plains K8
- Monitor capacity in Berthoud area for secondary school additions

Recommended Scenario:

REVIEW and DISCUSS...
and REPORT OUT

common ground

A close-up, vertical view of a set of wooden stairs. The stairs are made of light-colored wood with a visible grain. The steps are arranged in a staggered pattern, creating a sense of depth and movement. The lighting is warm, highlighting the texture of the wood.

***NEXT* STEPS**

Master Plan Documentation

MPC Recommendation to the Board

thank you!



CUNINGHAM
G R O U P

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Architecture Interior Design Urban Design Landscape Architecture
MINNEAPOLIS LOS ANGELES LAS VEGAS DENVER SAN DIEGO PHOENIX BEIJING DOHA

THOMPSON SCHOOL DISTRICT MASTER PLANNING

Analyze the Gap

April 1, 2019

Purpose: Review and analyze the Gap Analysis responses for each school site and identify common themes and different opportunities for the Shared Vision to guide physical change.



Welcome and Introductions

- District Welcome – TSD
- Introductions – CGA facilitates

Co-Creative Process + Commitments – CGA

- Schedule / Process Overview
- Expectations: Purpose, Agenda, Expected Results, Ground Rules

Highlights from Workshops 01 and 02 – CGA

TSD Parallel Efforts & Updates– Kristen/TSD

- Bond project status update
- Strategic Plan update
- Growth, building utilization, capacity analysis – Skip/TSD

<< Break >>

Gap Analysis + Facility Assessment Update

- Gap Analysis Presentation – CGA
- Table Review, Discussion + Report out – CGA scribe

TSD Master Planning

Looking Ahead: – CGA/TSD

- Short (1-3 yrs) – Bond Projects; immediate opportunities and needs
- Mid (3-7 yrs) – next significant bond investments
- Long (7-10+ yrs) – implementation of the Shared vision

Reflections & Next Steps - CGA

**Cunningham Group
Architecture, Inc.**

601 South Broadway
Suite N
Denver, CO 80209

Tel: 303 861 1600
Fax: 303 861 1602

cunningham.com

February 4th, 2019

MASTER PLAN COMMITTEE
WORKSHOP #2
“PRINCIPLES + STANDARDS”



welcome



Mission:

- *Empower to learn*
- *Challenge to achieve*
- *Inspire to excel*

Vision:

The Thompson School District will be a school district that empowers, challenges and inspires students, faculty, staff, parents, school leaders and community members to learn, achieve and excel.

our purpose

To co-create a clear and compelling vision for how facilities will align with the Thompson School District educational mission and vision.

WORKSHOP OVERVIEW

JANUARY Workshop #1: Master Plan Visioning

FEBRUARY Workshop #2: Facility Principles + Standards

MARCH Workshop #3: (no meeting)

**APRIL Workshop #3: Gap Analysis, Demographics,
Facility Assessment Updates**

MAY Workshop #5: Summary + Conclusions

AGENDA

Welcome back!

Co-Creative Process + Commitments

TSD Parallel Efforts

Highlights from Workshop 1

Vision Statement Offering

Limiting Beliefs

Guiding Principles for Facilities Planning

Facility Standards

<<*Break*>>

Looking Ahead

Reflections & Next Workshops



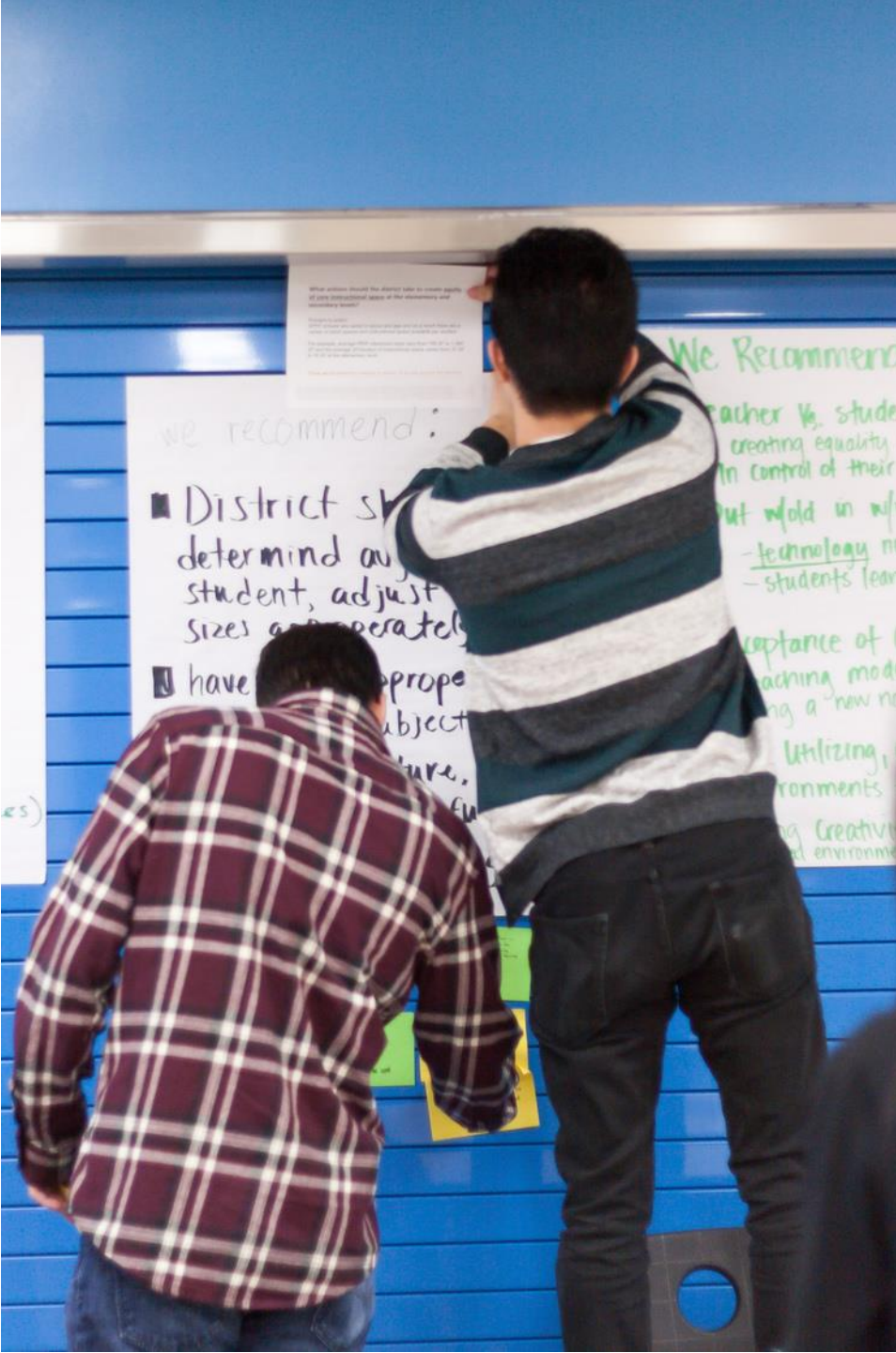
WHAT IS A MASTER PLAN?

- Road map for the future
- Focused on your Vision for Learning
- Living/Breathing Document
- Allows logical implementation of improvements over time
- Physically & Fiscally Responsible

**“THE BEST WAY
TO PREDICT
THE FUTURE
IS TO
DESIGN IT”
—BUCKMINSTER
FULLER**

WORKSHOPS

A fun, creative working process that promotes full collaboration among all of your key stakeholders, and utilizes design thinking to openly and effectively make great decisions about the future.



co-creative mindset

RELAX & ALLOW. Constant self monitoring will get in the way of group performance. Let go...

DON'T WORRY ABOUT WHO GETS CREDIT. When everyone genuinely collaborates, everyone ends up being more creative.

CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

CREATIVITY IS RISKY. Nurture an environment that rewards failure. Successful creative teams are the ones who fail the most often.



PARALLEL EFFORTS:

Updates on current work in Thompson School District

- **Board Approvals of CTE and Early Childhood Center**
- **Bond project status update / Bond premium proposal**
- **Strategic Plan update**
- **Growth, building utilization, capacity analysis - Skip**



February 2019



District Cost Model for Program Moves and Bond Premium

Cost Scenarios

| | <i>Estimated Cost of ECE Renovation at Stanberry</i> | <i>Estimated cost to Renovate VBES to CTE</i> | <i>Ferguson and Transition Programs - BLD Addition at VBES</i> | <i>Estimated Additional Freezer Space</i> | <i>Move Facilities</i> | <i>Warehouse Space (existing facility)</i> |
|--|--|---|--|---|------------------------|--|
| Facility Cost Breakout | | | | | | |
| <i>Size</i> | 35,000 SF | 40,000 SF | 20,000 SF | | | |
| Renovation Cost | \$ 3,850,000 | \$ 8,000,000 | \$ 6,000,000 | \$ 300,000 | \$ 450,000 | \$ - |
| Design Cost | \$ 385,000 | \$ 800,000 | \$ 600,000 | \$ 30,000 | \$ 35,000 | \$ - |
| Inspection and Soft Cost | \$ 15,000 | \$ 50,000 | \$ 50,000 | \$ 5,000 | \$ 5,000 | \$ - |
| Site Development | \$ 200,000 | \$ 100,000 | \$ 500,000 | \$ - | \$ - | \$ - |
| Technology, Furniture Fixtures, and Equipment | \$ 25,000 | \$ 200,000 | \$ 150,000 | \$ - | \$ - | \$ - |
| TOTAL | \$4,475,000 | \$9,150,000 | \$7,300,000 | \$335,000 | \$490,000 | \$0 |
| Funding Options | | | | | | |
| Sell Ferguson (Market Estimation) | | | \$ 4,750,000 | | | |
| Allocated Bond Monies | \$ 1,600,000 | \$ 1,610,000 | \$ 1,150,000 | | | |
| Sell Facilities Building (Market Estimation) | \$ 975,000 | | | | | |
| Allocated Bond Monies from Facility Building | | | | | \$ 480,000 | |
| Sell Community Connection Building | | | \$ 300,000 | | | |
| Annual Cost Savings to buy bulk food products | | | | \$ 77,000 | | |
| Possible Head Start Grant | | | | | | |

Delta funding needed \$ 1,900,000 \$ 7,540,000 \$ 1,100,000 \$ 258,000 \$ 10,000 \$ -
total delta \$ 10,808,000

Total Cost One time \$ 10,808,000

85% of premium needs to spent in first 3 years **Estimated Bond Premium & Interest Earnings \$ 34,863,238**

Total Remaining Premium Opportunity \$ 24,055,238

| Additional Projects for Bond Premium | Projected Cost | |
|---|-----------------------|---|
| Athletic Field at Ray Patterson- Move to synthetic, repair facility and create track for competition | \$ 2,100,000 | |
| High impact athletic repairs at BHS, MVHS, LHS | \$ 750,000 | |
| Replenish old furniture in schools - most furniture is 20+years old, this will help move to more collaboration and 21st century learning environments (750 rooms at \$5,000/rm) | \$ 3,750,000 | |
| Additional maintenance priority needs | \$ 9,935,000 | |
| Technology lab re-design | \$ 100,000 | |
| Upfront bond cost including fees and consultant | \$ 822,162 | |
| Bond Con't | \$ 6,600,000 | |
| | \$ 24,057,162 | <i>Total projected projects</i> |
| | | Total remaining premium after additional projects \$ (1,924) |

highlights

from January Workshop #1

FACILITIES PLANNING

The Board of Education shall adopt a district **long-range facilities master plan (LRFMP)** to guide the acquisition of school and support service sites, erection of new buildings, and modernization or rehabilitation of existing buildings. The superintendent shall develop procedures and recommendations for annually updating the district LRFMP to provide guidance for capital outlay expenditures and to insure that the district has well-planned buildings at appropriate locations and at reasonable cost.

The objectives of the LRFMP shall be:

- 1. To maintain and improve the educational environment for students and teachers in all district buildings.
- 2. To provide district schools with adequate support services in as effective and cost-efficient manner as possible.
- 3. To modernize in phases with consideration given to renovation, remodeling or improvement of substandard facilities, additions to facilities and use of appropriate alternatives to facility-based solutions. Prioritization of these phases will be consistent and congruent with facility conditions, instructional program delivery, and enrollment trends.
- 4. To create school complexes which are the best possible balance of effective grouping of educational resources, efficient management and operations, and community expectations for the character of the school system.

The LRFMP shall be congruent and consistent with the community planning documents and policies of the cities, towns, and counties contained within the district. District planning department staff members shall work directly with their counterparts in these entities to ensure that collaborative and interactive planning occurs with all governmental entities within the district.



MASTER PLAN & BLUEPRINT

2015



Empower to Learn

Challenge to Achieve



Inspire to Excel

BOARD OF EDUCATION

| | | | |
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| Bob Kerrigan President District G | Bryce Carlson Vice President District B | Denise Montagu Treasurer District C | Donna Rice Secretary District A |
| Pam Howard District D | Lori Hvizda Ward District E | Dr. Carl Langner District F | |

PLANNING ADVISORS

"The Board of Education shall appoint an ongoing, broad-based **master plan committee (MPC)** composed of staff and community members to develop and maintain the district long-range facilities master plan (LRFMP).

The MPC shall study current facility use, expected enrollment trends and the **effects of changing educational practices on facility needs**. Annually it shall report its findings to the Board, including analysis of options and recommended strategies for addressing district facility utilization and needs in an economic manner. Its recommendations should be consistent with Board policy and goals and aim at minimizing undesirable effects on the quality of the district educational program."



Highest Hopes

Please introduce yourself and a highest hope you have for your work on the MPC in 2019...

HIGHEST HOPES

- CREATE-PLAN FOR STA SUCCESS
- SYSTEMS THAT ENHANCE OUR SCHOOLS
- INCLUSIVE MODEL, FEEL PART OF
- SUSTAINABLE LONG-TERM R.
- FUTURE-FOCUSED!
- ADDRESS AT-RISK NEEDS EARLIER, BUILD PARTNERSHIPS
- SUPPORTS 100% GRAD. RATE + CAREER GOALS!

HH's CONT.

- INNOVATIVE ENVIRONMENTS FOR LB. STDT.
- CLEAR CONCISE PURPOSE!
- ~ GET THE INFO. WE NEED TO MAKE GOOD DECISIONS!
- ~ COMMUNITY INVOLVEMENT COLLABORATION - ADDRESS AT-RISK KIDDO'S, CREATE DIFFERENTIATION!
- ~ OPTIMIZE MAINT. OF EXIST. ALLOCATE FUNDS APPROP.
- ~ COMMUNITY PARTNERSHIP SUPPORT INNOVATION.

HH's CONT.

- ~ STUDENT SUCCESS CREATES COMM. SUPPORT - TRANSPARENCY
- ~ GREATER EQUITY ACROSS FACILITIES + LOCATIONS
- ~ FORWARD THINKING / CREATES HOPES
- ~ PARENTS GET WHAT THEIR KIDDO'S NEED (NO CHARTER'S)
- DEVELOP COMPROMISING KIDDO THAT ASSURES FUNDING.



HIGHEST HOPES

- ~ CREATING LONG TERM PLAN w/ EVERYONE'S INPUT
- ~ COLLABORATION & UNDERSTANDING DIST: COMMUNITY
- ~ ED+TECH BROAD ENOUGH INTO FUTURE STAYING AHEAD
- ~ SCHOOL DIST PROGRAM ADMIRER THROUGHOUT STATE
- ~ TECHNOLOGY & WHAT WILL KIDS GROW INTO ED IN 10-20 YRS
- ~ BUILD TRUST w/ COMMUNITY FOR NEAT BAND
- ~ LEADING THE WAY! RATHER THAN GOING UP

... cont'd

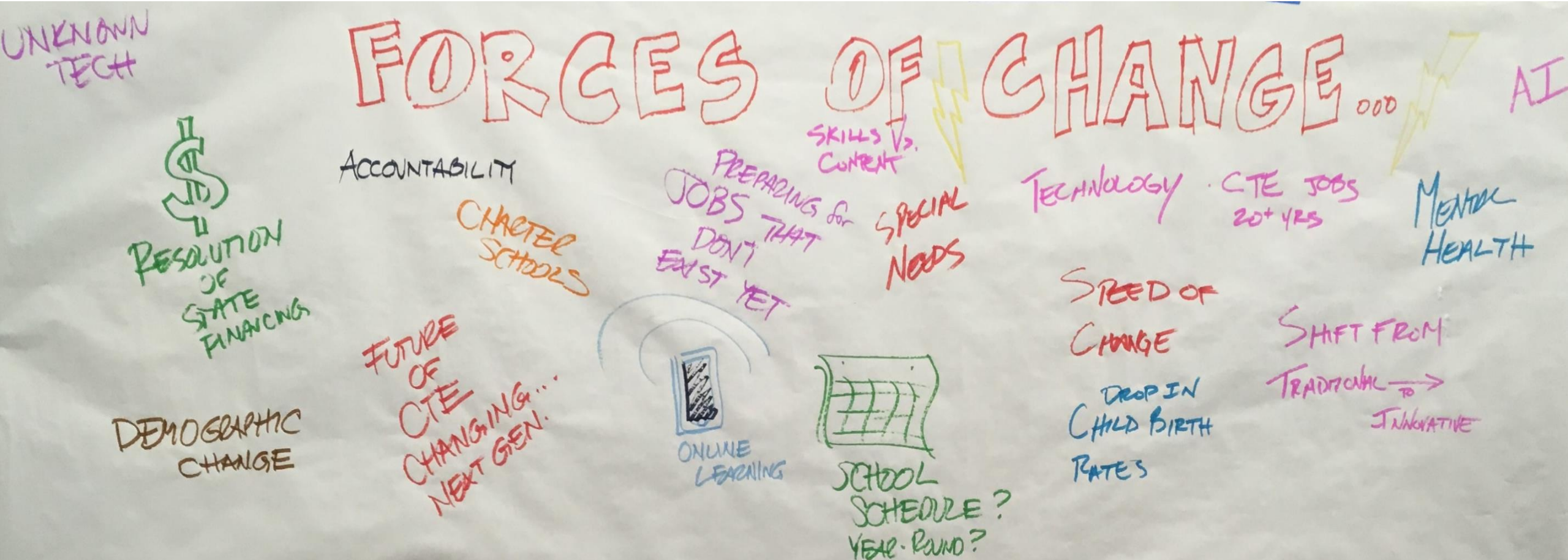
- ~ LIKE TO SEE EQUITY
- ~ FACILITIES + PROGRAMS COMMUNITY PRIDE OF & BUY-IN
- ~ FISCAL RESPONSIBILITY
- ~ 2040 ~ LOOK BACK & SEE THE GREAT WORK DONE NOW
- ~ BUILD STRONGER TRUST w/ COMMUNITY
- ~ INCREASE COMMUNICATION & COLLAB w/ COMM. + DISTRICT
- ~ IF NEW SYSTEM, NOT FEEL LIKE GIVING UP
- ~ INNOVATIVE for STUDENTS & STAFF; HEALTHY NO ABUSERS

HIGHEST HOPES, cont'd.

- ~ MORE EQUITABLE + COHESIVE ACROSS DISTRICT

FORCES of CHANGE

What are the major forces of change that you believe will impact public education over the next 10 to 20 years?



PLANNING PROVOCATION:



VIDEO REFLECTIONS:

Build in flexibility / nimbleness

Look at middle school through students eyes

Magnified from 2010

No major changes

People learn hands-on experience

CREATING A SHARED VISION

The purpose of a facility related vision statement is to guide the master planning effort, help us set priorities, align resources, and facilitate an efficient decision making process.

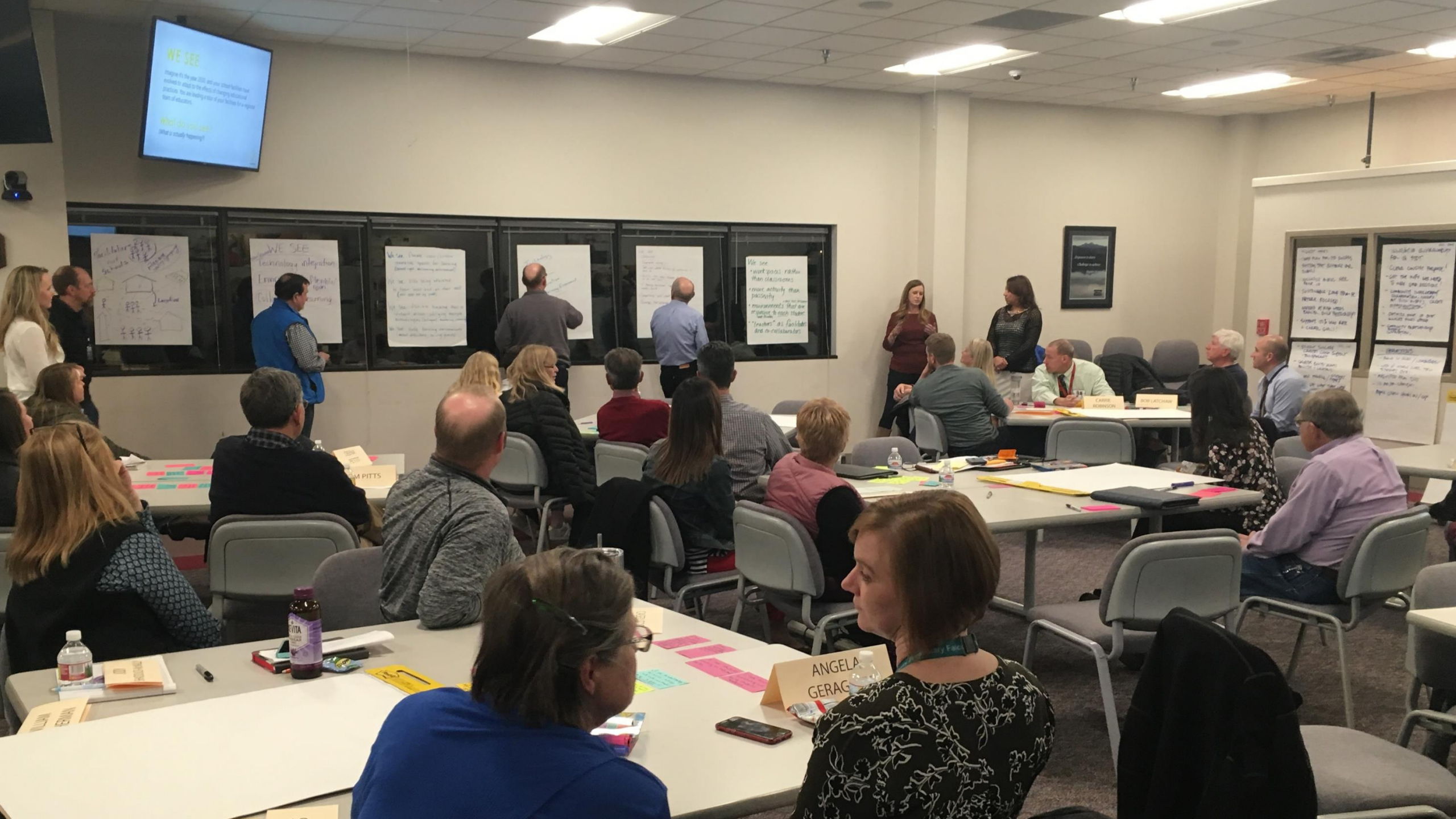
I see / WE see...

Imagine it's the year 2030, and your school facilities have evolved to adapt to the effects of changing educational practices. You are leading a tour of your facilities for a regional team of educators...









We see...

- workspaces rather than classrooms
- more activity than passivity
- environments that are responsive to each student ^{* and tools/resources} and flexible
- "teachers" as facilitators and co-collaborators

We see:

- Collaboration
- Experiential learning
- Safe, clean, updated facilities the community is proud of.
- Facilities that allow students to function at the next level
- A learning environment that promotes mental health
- Competitively paid staff
- Technology that enhances learning

- Technology

- Collaborative Learning Environment

- Choices

- Environments

- Security

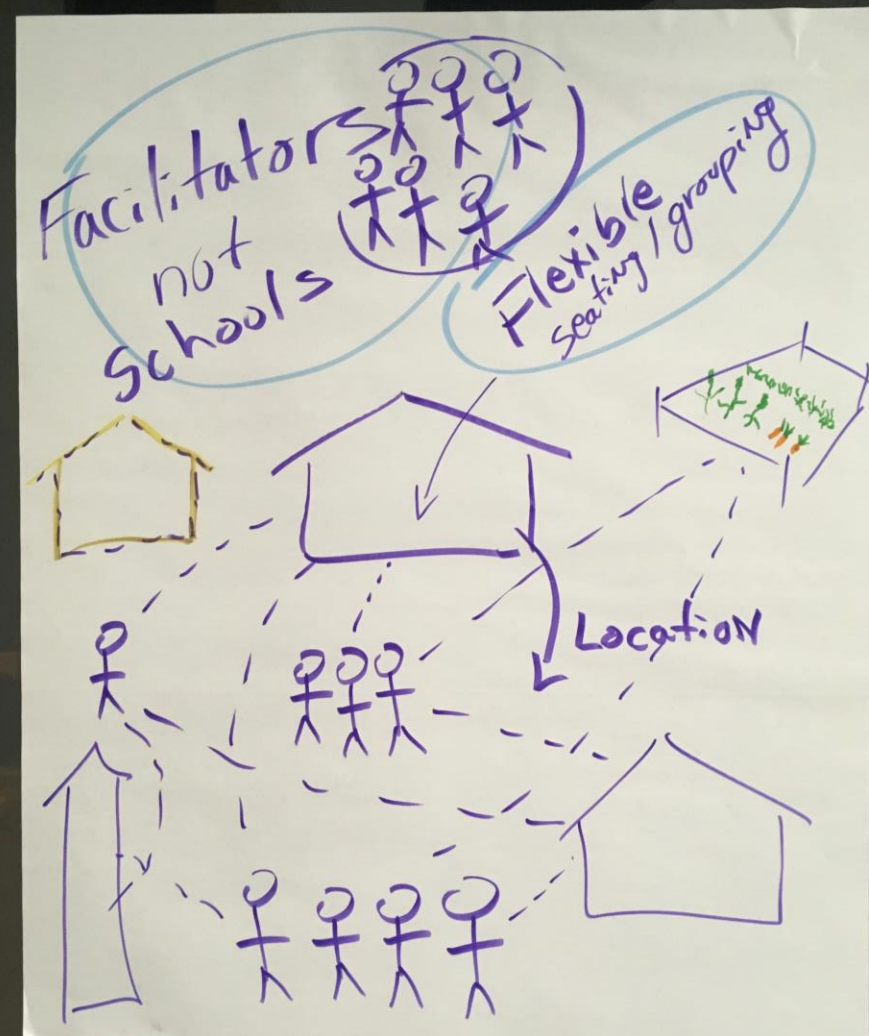
We see flexible indoor/outdoor
innovative spaces for learning
(natural light, welcoming environment)

We see kids being educated
to their level and at their need
(skill level not by grade)
& no standardized tests

We see flexible teaching that
student driven utilizing multiple
methodologies (bilingual, mentoring, com)

We see safe learning environment
(metal detectors, security guards)

WE SEE
New/Modern
Technology integration
Environment - flexible
open
Collaborative learning



SHARED VISION

“We see learning spaces that are ***safe, innovative, flexible, equitable and engaging*** for all students, staff and community. We see environments that are ***healthful, naturally bright, comfortably conditioned and designed for longevity, durability and sustainability***. We see facilities that adapt to our ever-changing world and provide learning systems for our students that empower to learn, challenge to achieve and inspire to excel through relevant ***technology, collaboration and creative*** experiences.”

~ TSD Master Plan Committee Vision Statement

commitment

PRECONCEPTIONS:

{i.e. limiting beliefs}



PRECONCEPTIONS:

{i.e. limiting beliefs}

What personal and/or institutional beliefs exist that you feel might limit you in facing the challenges presented by these forces.

***You don't have to believe
everything you think...***

dinner break!

facility principles

Overarching beliefs and commitments to what's important for all Thompson School District school facilities.

TSD GUIDING PRINCIPLES FOR FACILITIES PLANNING:



- Incorporate an inclusive input process.
- Keep in mind, school buildings are community assets.
- Facilities should support comprehensive programming for all students.
- Schools should be warm, welcoming and safe.
- Spaces should support innovation.
- Provide flexible and adaptable spaces to support learning.
- School building design should be informed by the communities they serve.
- Spaces should put learning on display.
- Design buildings to be future-ready.
- Design for inclusion of all.
- Promote school community in the building.
- Design Advisory Groups should experience new learning environments outside of TSD to inform design conversations.

***What are we willing to
be *relentless* about?***

THOMPSON SCHOOL DISTRICT - FACILITY PRINCIPLES

With revisions noted per 02/04/2019 MPC Meeting



1. TSD is committed to creating environments that foster *personalized, student-centered learning*.
2. TSD is committed to *innovation* and providing *flexible, adaptable* and multi-functional learning environments with relevant technology.
3. TSD is committed to providing *safe, warm, and welcoming* environments that support the physical, emotional and social well-being of its users.
4. TSD is committed to providing learning environments that foster *collaboration and teamwork*.
5. TSD is committed to providing facilities that foster *community connections and partnerships, while maintaining security*.
6. TSD is committed to creating and maintaining fiscally responsible, environmentally *sustainable*, and energy efficient facilities.



SMALL GROUP TABLE WORK

Please discuss the Facility Principles assigned to your table, and augment the principle with 4-5 bullet point statements that further clarify the meaning, ie: “This means...”

(Note: Please feel free to edit the principle as you see fit...)

report out

FACILITY DESIGN STANDARDS

Standards define consistency, value and quality across TSD physical facilities as they are maintained, improved or built.

They are organized as “zones of work” related to each facility.

DEFINITION OF THE ZONES

1. BUILDING

*Organization and design of the individual buildings;
their internal circulation and spaces*

2. SITE

*The grounds area outside the building, including drives,
parking, fields and landscaping*

3. INTERIORS AND FINISHES

*Fine grain issues relating to the materials and fixtures of
spaces within the building*

4. SYSTEMS

*Various infrastructure systems which operate within the building -
mechanical, electrical, communication, technology*

5. COMMUNITY/OFF-SITE

*Community based learning environments, or other environments
not physically located at a D51 facility.*

Building

1. Basic Learning Space
2. Varied Space for Program Delivery
3. Whole-School Assembly Space
4. Interdisciplinary Learning
5. Specialized Lab Space for Program Delivery
6. Shared Space for Programs
7. Special Services Needs
8. Space for Young Children and Parents
9. Places for the Individual
10. Space for Enriching Activities
11. Staff Resource and Collaboration Space
12. Daylighting and Views
13. Accessible Buildings
14. Community Services Centers
15. Safety
16. Clear Main Entry
17. Welcoming and Respectful Main Office
18. Health Services Space
19. Facilities for Media Centers
20. Food Service
21. Technology Space
22. Storage Space
23. Plumbing Core
24. Internal Circulation

Interiors and Finishes

25. Flexible/Adaptable Space
26. Signage and Display
27. Furniture and Finishes for Learning

Systems

28. Quality HVAC/Plumbing
29. Ample Electrical Service and Systems
30. Technology Infrastructure and Hardware
31. Technologically Enhanced Systems

Site

32. Safe and Accessible
33. Traffic Control
34. Parking and Service Access
35. Landscape Character
36. Safe & Accessible Outdoor Play
37. Outdoor Learning Settings
38. Permanent Facilities

Community / Off-Site

39. Community/Off-Site Learning Settings
40. Joint-Use Facilities

GAP ANALYSIS

Rating Legend

| | |
|---|-------------------------|
| 5 | Meets Standards |
| 4 | |
| 3 | Workable |
| 2 | |
| 1 | Does Not meet Standards |

Site 1
Site 2
Site 3

BUILDINGS

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| 1. Basic Learning Space | | | | | | | | | |
| <i>Design with finishes and fixtures that promote collaborative and creative project work and allow for the design of learning experiences. Basic Learning spaces, at all levels, will be generously sized for variable teaching layouts, technology and individual or group arrangements.</i> | | | | | | | | | |
| 2. Varied Space for Program Delivery | | | | | | | | | |
| <i>Provide a variety of sizes and character of learning space for different teaching and learning modes. Each school should have a variety of spaces to serve different purposes and group sizes, and that can be laid out in a variety of ways.</i> | | | | | | | | | |
| 3. Student Gathering Space | | | | | | | | | |
| <i>A student's social development is part of their education and growth. The school facility will provide spaces for class groups and students to gather, interact and study in a safe, manageable and inviting environment.</i> | | | | | | | | | |
| 4. Whole-School Assembly Space | | | | | | | | | |
| <i>Each school will have a space which allows gathering of the entire student and staff population, thereby supporting and strengthening school community spirit. Design for multiple uses (e.g. a high school double gym used for speakers and events as well as games).</i> | | | | | | | | | |



FACILITY ASSESSMENT PROCESS UPDATES

Building Preservation Criteria

Each item to be Evaluated by below criteria:

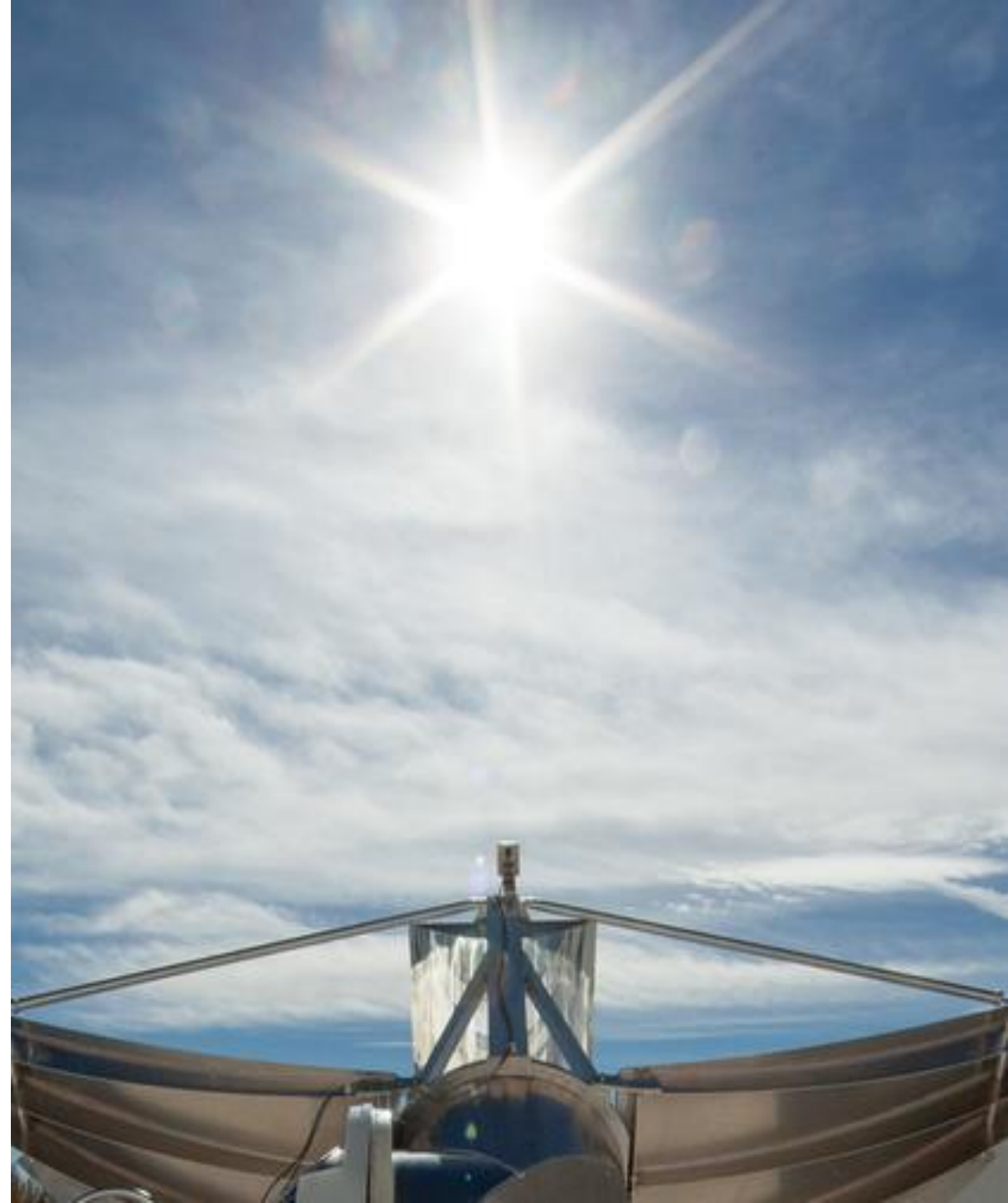
| Priority | Time Response | | Score | Criteria |
|----------|--|--|-------|---|
| High | Within 1 Year Response (typically within current work flow) | | 1 | <i>Threatens the health and/or life safety of building occupant.</i> Projects involve compliance with Building Fire Safety, Liability, and other regulatory codes. |
| Medium | 1-3 year Response | | 2 | <i>Impairs the functional use of the facility.</i> Includes capacity and educational delivery issues. |
| Low | 3-5 Year Response or More | | 3 | <i>Improve Building Usage for Academic Programs.</i> Includes upgrading electrical system for additional computers, or creating additions space for a new program. |
| | | | 4 | If not remedied in a timely manner, will incur additional damage, or will increase cost of repair or replacement or will increase operational costs. |
| | | | 5 | Reduces the quality of <i>aesthetic</i> value of the facility. |
| | | | | |

“packing for the future”

- 1. What is important to bring along with you?***
- 2. What can you let go of? (No longer need)***
- 3. What might you need to add?***

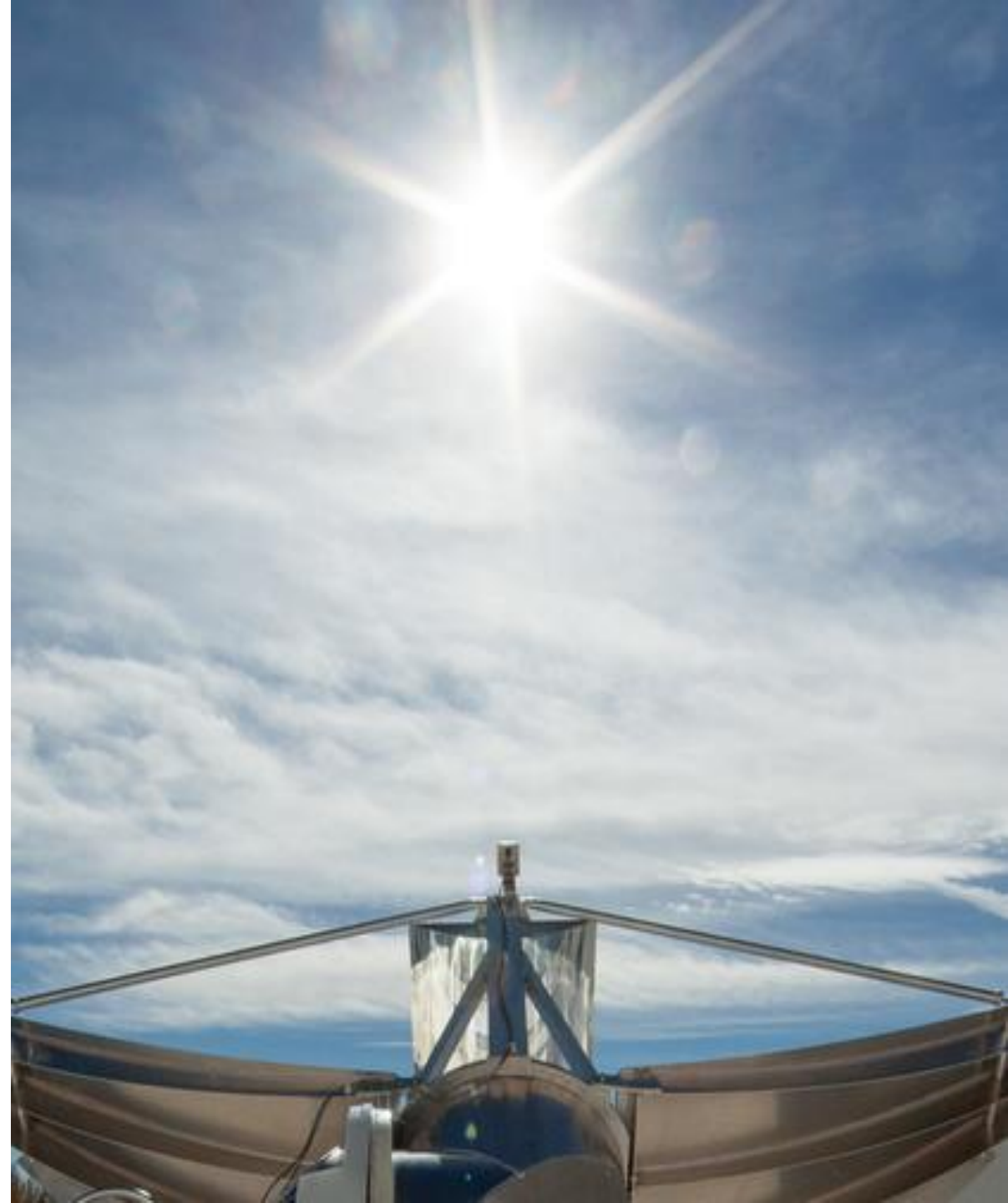
IMAGINE THE FUTURE

- ***SHORT-term (1-2 years):*** 2018 Bond Projects; immediate opportunities and needs
- ***MID-term (3-7 years):*** next significant bond investments
- ***LONG-term (7-10+ years):*** implementation of the Shared Vision



IMAGINE THE FUTURE

- *SHORT-term (1-2 years):* 2018 Bond Projects; immediate opportunities and needs
- ***MID-term (3-7 years):*** next significant bond investments
- ***LONG-term (7-10+ years):*** implementation of the Shared Vision



A vertical image of wooden stairs with light-colored wood, showing the steps and risers, serving as a background for the left side of the slide.

NEXT STEPS

***CGA/TSD to coordinate Gap Analysis
with School Principals***

MARCH (no meeting)

APRIL 1, 2019 - Workshop #3

- ***Gap Analysis Results + Analysis***
- ***TSD Demographics Update***
- ***TSD Facility Assessment Updates***

NEXT SESSION: Monday, April 1st, 2019

MASTER PLAN COMMITTEE
WORKSHOP #3
“GAP ANALYSIS”



thank you!



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THOMPSON SCHOOL DISTRICT MASTER PLANNING

Creating the Framework

February 4, 2019 (4:30 – 7:30 PM)

Purpose: To refine Facility Guiding Principles and Standards by which TSD facilities can be evaluated to support the Shared Vision.



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G R O U P

Welcome and Introductions 4:30 15 min

- District Welcome – *Kristen*
- Introductions – *Kari facilitates*

Co-Creative Process + Commitments – CGA 4:45 5 min

- Schedule / Process Overview
- Expectations: Purpose, Agenda, Expected Results, Ground Rules

D51 Parallel Efforts & Updates– *Kristen* 4:50 20 min

- Board Approvals of CTE and Early Childhood
- Bond project status update
- Strategic Plan update
- Growth, building utilization, capacity analysis - *Skip*

Highlights from Workshop 01 – *Kari* 5:10 5 min

Vision Statement Offering 5:15 10 min

- Presentation of Vision Statement Taskforce's work
- Whole Group Review

Limiting Beliefs 5:25 10 min

- LB Whole Group Activity

Guiding Principles for Facilities Planning 5:35 20 min

- Small Group Review / Refine Facility Principles
- Review Comments

Facility Standards 5:55 20 min

- Facility Standards w/ Whole Group & Introduce Gap Analysis

<< Dinner Break >> 6:15 15 min

TSD Facility Planning 6:30 50 min

"Packing for the Future"

- Small Group / Whole Group Activity

Facility Assessment Process Updates - *Kristen*

Looking Ahead:

- Short (1-3 yrs) – Bond Projects; immediate opportunities and needs
- Mid (3-7 yrs) – next significant bond investments
- Long (7-10+ yrs) – implementation of the Shared vision

Reflections & Next Steps - KM 7:20 10 min

Cunningham Group
Architecture, Inc.

601 South Broadway
Suite N
Denver, CO 80209

Tel: 303 861 1600

Fax: 303 861 1602

cunningham.com

January 14th, 2019

MASTER PLAN COMMITTEE
WORKSHOP #1
“CREATING A SHARED VISION”





Mission:

- *Empower to learn*
- *Challenge to achieve*
- *Inspire to excel*

Vision:

The Thompson School District will be a school district that empowers, challenges and inspires students, faculty, staff, parents, school leaders and community members to learn, achieve and excel.

FACILITIES PLANNING

The Board of Education shall adopt a district **long-range facilities master plan (LRFMP)** to guide the acquisition of school and support service sites, erection of new buildings, and modernization or rehabilitation of existing buildings. The superintendent shall develop procedures and recommendations for annually updating the district LRFMP to provide guidance for capital outlay expenditures and to insure that the district has well-planned buildings at appropriate locations and at reasonable cost.

The objectives of the LRFMP shall be:

- 1. To maintain and improve the educational environment for students and teachers in all district buildings.
- 2. To provide district schools with adequate support services in as effective and cost-efficient manner as possible.
- 3. To modernize in phases with consideration given to renovation, remodeling or improvement of substandard facilities, additions to facilities and use of appropriate alternatives to facility-based solutions. Prioritization of these phases will be consistent and congruent with facility conditions, instructional program delivery, and enrollment trends.
- 4. To create school complexes which are the best possible balance of effective grouping of educational resources, efficient management and operations, and community expectations for the character of the school system.

The LRFMP shall be congruent and consistent with the community planning documents and policies of the cities, towns, and counties contained within the district. District planning department staff members shall work directly with their counterparts in these entities to ensure that collaborative and interactive planning occurs with all governmental entities within the district.



MASTER PLAN & BLUEPRINT

2015



Empower to Learn

Challenge to Achieve



Inspire to Excel

BOARD OF EDUCATION

| | | | |
|---|---|---|---------------------------------------|
| Bob Kerrigan President District G | Bryce Carlson Vice President District B | Denise Montagu Treasurer District C | Donna Rice Secretary District A |
| Pam Howard District D | Lori Hvizda Ward District E | Dr. Carl Langner District F | |

PLANNING ADVISORS

"The Board of Education shall appoint an ongoing, broad-based **master plan committee (MPC)** composed of staff and community members to develop and maintain the district long-range facilities master plan (LRFMP).

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our purpose

To co-create a clear and compelling vision for how facilities will align with the Thompson School District educational mission and vision.

Highest Hopes

Please introduce yourself and a highest hope you have for your work on the MPC in 2019...

AGENDA

Welcome and Introductions

Co-Creative Process + Commitments

Parallel Efforts

Forces of Change / Limiting Beliefs

Planning Provocation

Creating a Shared Vision

Reflections & Next Workshops



WORKSHOP OVERVIEW

JANUARY Workshop #1: Master Plan Visioning

FEBRUARY Workshop #2: Update Facility Principles

MARCH Workshop #3: Set Facility Standards

APRIL Workshop #4: Gap Analysis

MAY Workshop #5: Conclusions

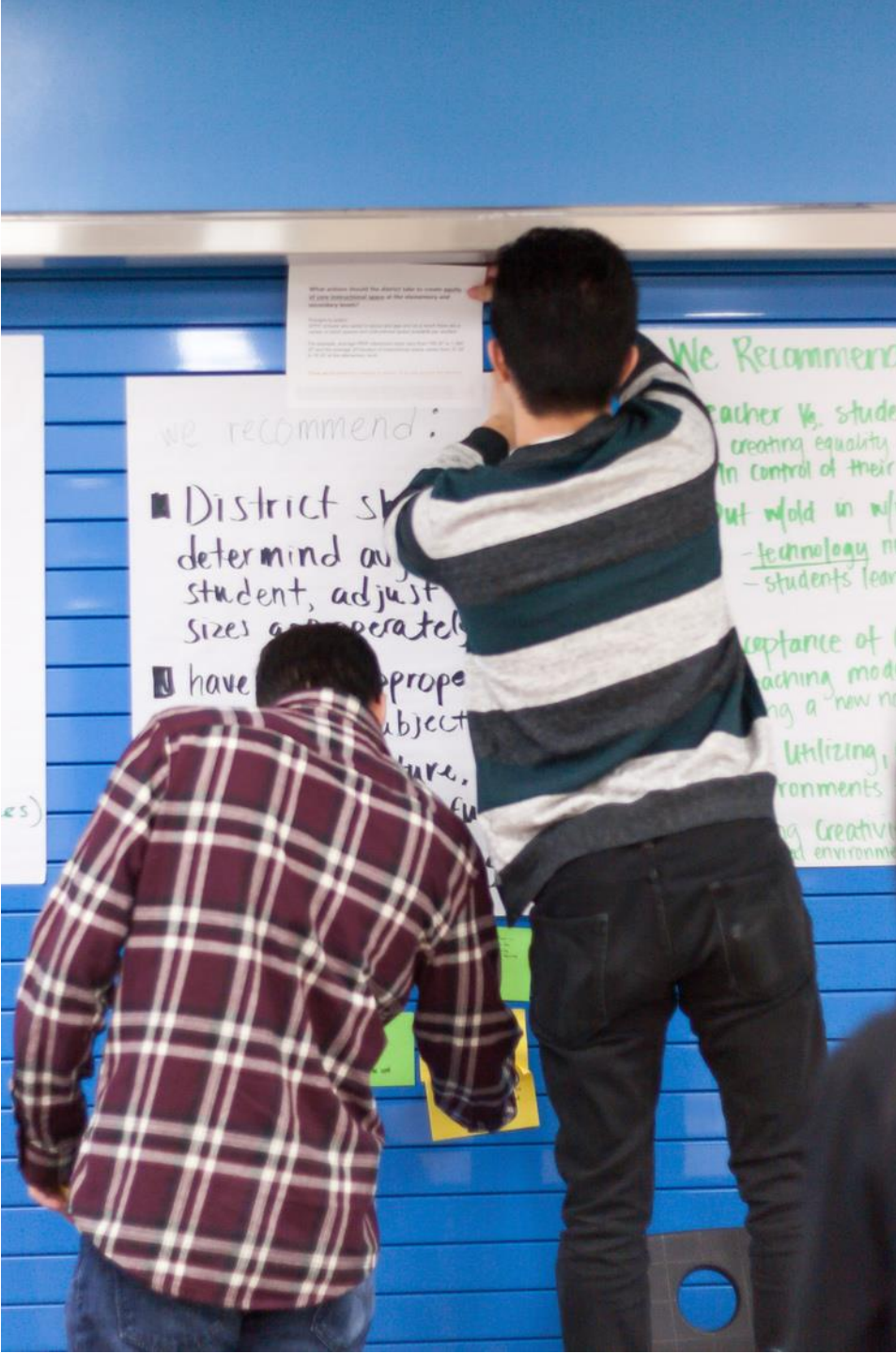
WHAT IS A MASTER PLAN?

- **Road map for the future**
- **Focused on your Vision for Learning**
- **Living/Breathing Document**
- **Allows logical implementation of improvements over time**
- **Physically & Fiscally Responsible**

**“THE BEST WAY
TO PREDICT
THE FUTURE
IS TO
DESIGN IT”
—BUCKMINSTER
FULLER**

WORKSHOPS

A fun, creative working process that promotes full collaboration among all of your key stakeholders, and utilizes design thinking to openly and effectively make great decisions about the future.



co-creative mindset

RELAX & ALLOW. Constant self monitoring will get in the way of group performance. Let go...

DON'T WORRY ABOUT WHO GETS CREDIT. When everyone genuinely collaborates, everyone ends up being more creative.

CLARITY IS NOT A VIRTUE. If everything you say is detailed and explicit, you won't give your collaborators room to run. Put ideas out there that are half-baked.

CREATIVITY IS RISKY. Nurture an environment that rewards failure. Successful creative teams are the ones who fail the most often.

Do you have a problem in your life?

No.

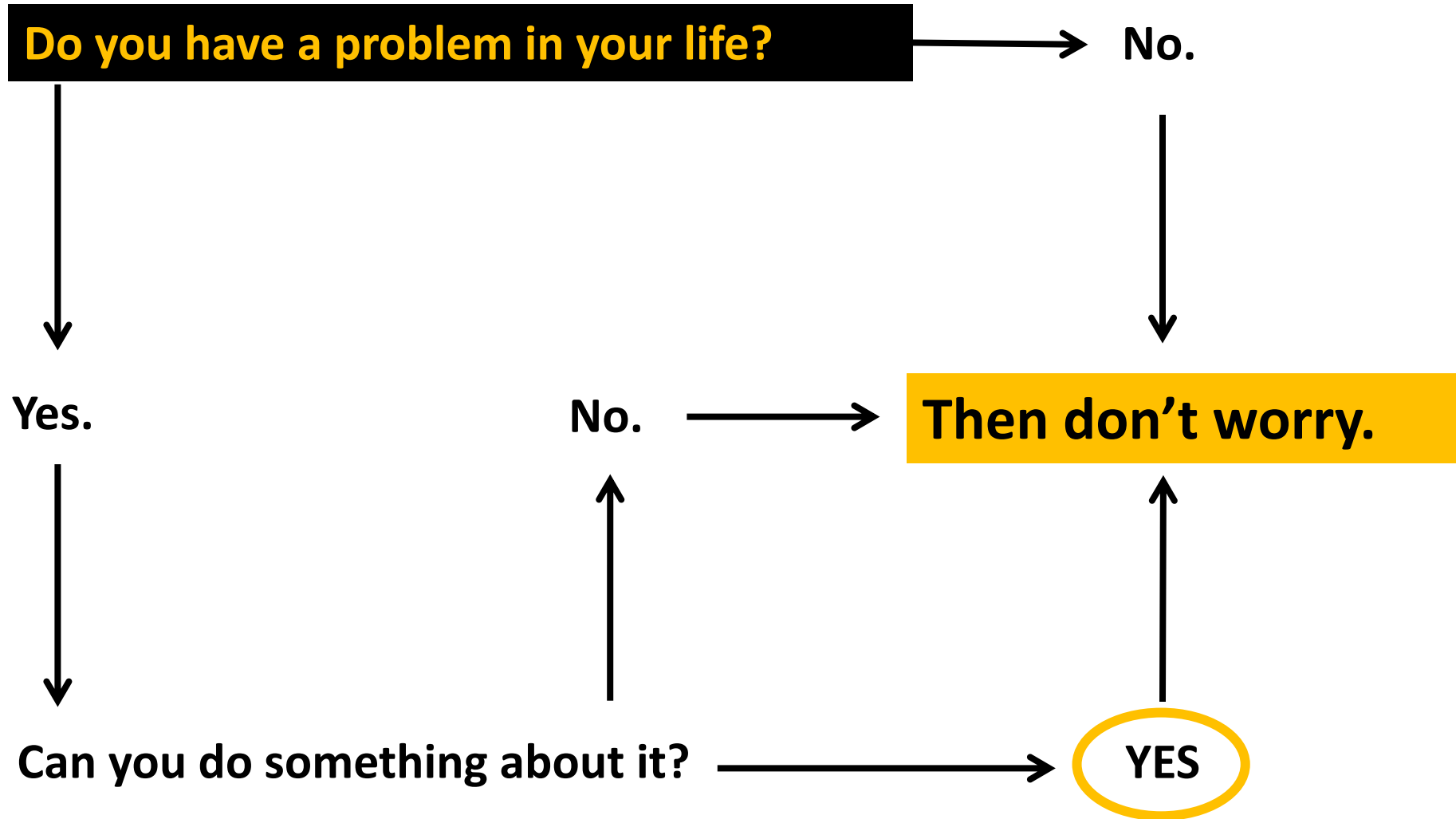
Yes.

No.

Then don't worry.

Can you do something about it?

YES



PARALLEL EFFORTS:

Updates on current work in Thompson School District

- ***TSD ongoing activities – Bond projects, demographics, etc.?***
- ***Strategic Plan update***
- ***Growth, building utilization, capacity analysis***
- ***Other***

FORCES OF CHANGE

FORCES OF CHANGE:

What are the major forces of change that you believe will impact public education over the next 10 to 20 years?

PLANNING PROVOCATION:

*Education is shifting rapidly across the US and around the globe,
how can Thompson School District prepare its facilities?*

SIR KEN ROBINSON CHANGING PARADIGMS



viewed video from:

RSAnimate
www.theRSA.org



00:13.57



REFLECTIONS
REFLECTIONS

CREATING A SHARED VISION

The purpose of a facility related vision statement is to guide the master planning effort, help us set priorities, align resources, and facilitate an efficient decision making process.

***Vision is the art of seeing
the invisible.***

- Jonathan Swift

I SEE WE SEE



CUNNINGHAM
GROUP

I SEE...

Imagine it's the year 2030, and your school facilities have evolved to adapt to the effects of changing educational practices. You are leading a tour of your facilities for a regional team of educators...

What do you see?

(What is actually happening?)

WE SEE...

Imagine it's the year 2030, and your school facilities have evolved to adapt to the effects of changing educational practices. You are leading a tour of your facilities for a regional team of educators...

What do you see?

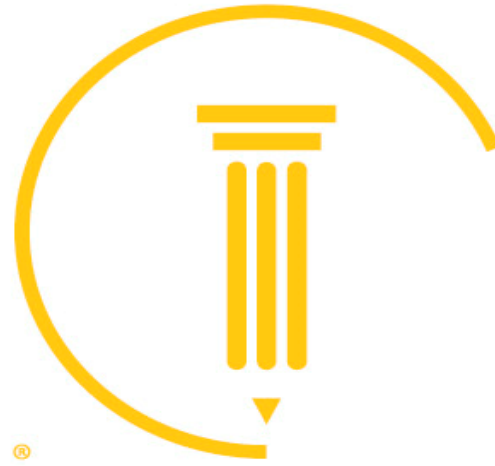
(What is actually happening?)

COMMON GROUND

NEXT SESSION: Monday, February 4th, 2019

MASTER PLAN COMMITTEE
WORKSHOP #2
“PRINCIPLES AND STANDARDS”





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Master Plan Committee 2018-19

800 South Taft Avenue • Loveland, CO 80537

January 14, 2019

5:00 PM to 7:00 PM

Location: Administration Building

Purpose: To co-create a clear and compelling Shared Vision for Thompson School District facilities in alignment with its educational mission.

| Agenda Item: | Presented by: | Time slot |
|---|---------------|-----------|
| Pledge of Allegiance | | 5:00 |
| Welcome and Introductions <ul style="list-style-type: none">District WelcomeHighest Hopes | Todd Kari | 5:05 |
| Co-Creative Process + Commitments <ul style="list-style-type: none">Set the StageProcess OverviewExpectations: Purpose, Agenda, Expected ResultsGround Rules / Boundaries | Kari/John | 5:15 |
| Parallel Efforts <ul style="list-style-type: none">TSD ongoing activities – Bond projects, demographics, etc.?Strategic Plan updateGrowth, building utilization, capacity analysisOther | Todd/Kristen | 5:30 |
| Forces of Change / Limiting Beliefs <ul style="list-style-type: none">FofC Whole Group Activity - stand up, write Forces of ChangeLB Whole Group Activity | Kari JP/KM | 5:45 |
| Planning Provocation <ul style="list-style-type: none">Presentation + Reflections | John | 6:10 |
| Creating a Shared Vision <ul style="list-style-type: none">Individual and Group Work: I See/ We SeeReport out + circle Common Ground = Themes > Principles | Kari/John | 6:20 |



Master Plan Committee 2018-19

800 South Taft Avenue • Loveland, CO 80537

| | | |
|---|------|------|
| Reflections & Next Workshops | Kari | 6:50 |
| Adjourn | | 7:00 |