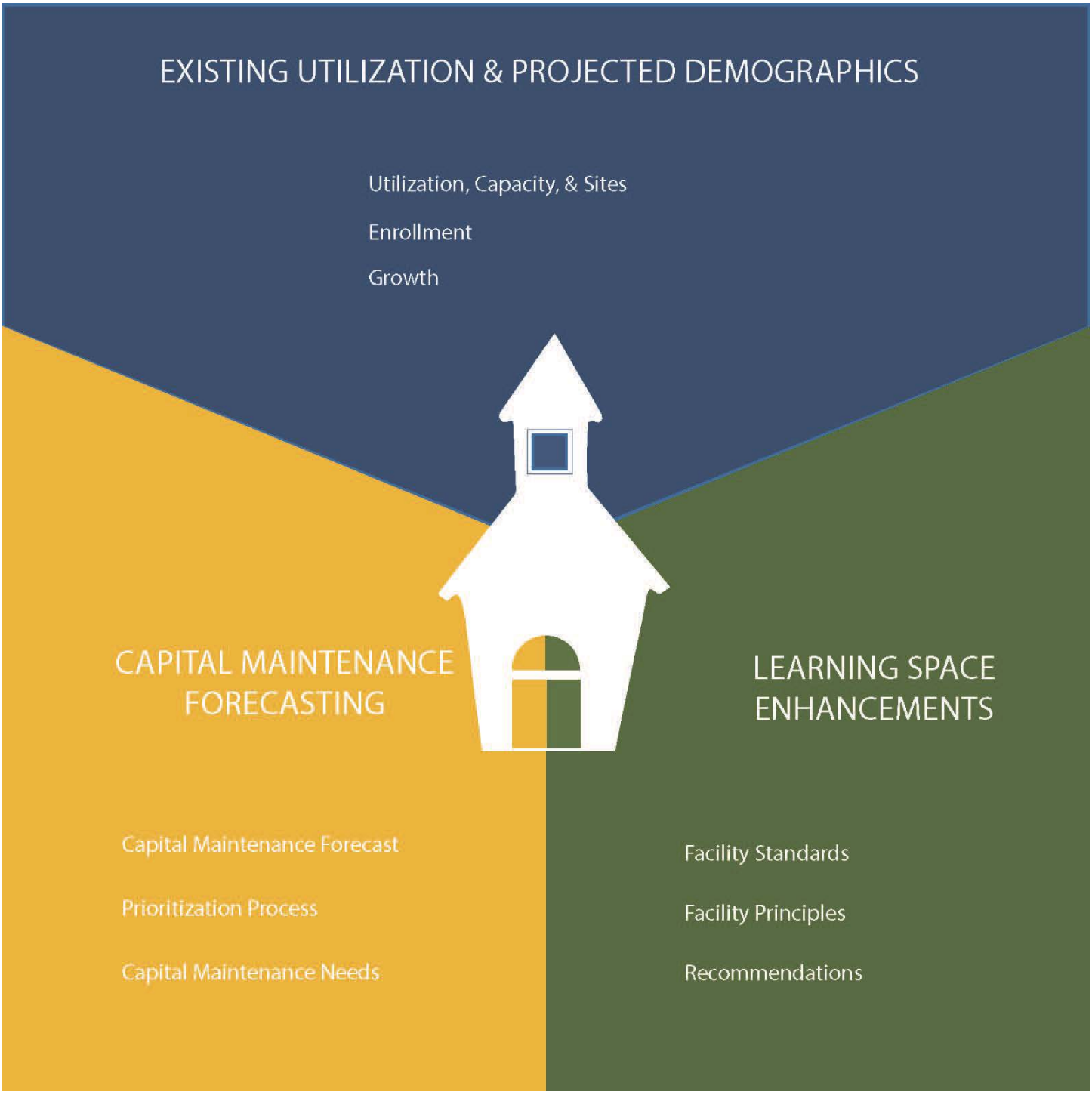
THOMPSON SCHOOL DISTRICT MASTER PLAN

THOMPSON SCHOOL DISTRICT

#WeAreThompson

thompsonschools.org

Contents


EXISTING UTILIZATION & PROJECTED DEMOGRAPHICS
Utilization, Capacity, & Sites
Enrollment
Growth
CAPITAL MAINTENANCE FORECASTING
Capital Maintenance Forecast
Prioritization Process
Capital Maintenance Needs
LEARNING SPACE ENHANCEMENTS
Facility Standards
Facility Principles
Recommendations

Contents

Thank You

November, 2019

On behalf of the Thompson School District I share our sincerest “thank you” and “appreciation” to the staff, community, and members of the Master Plan Committee*.* This Long Range Master Plan (LRMP) will help provide the frame work to aid the district in making decisions to best support each student we serve.

With the LRMP and the goals expressed through the Strategic Plan, STRIVE 2025, the District will use each as efficiently and effectively as possible to meet our goals for the current year and future years.

Please know we sincerely appreciate the MPC’s investment in helping create this plan to ensure transparency and prioritization in the Districts resources.

Sincerely,

Todd Piccone
Chief Operations Officer

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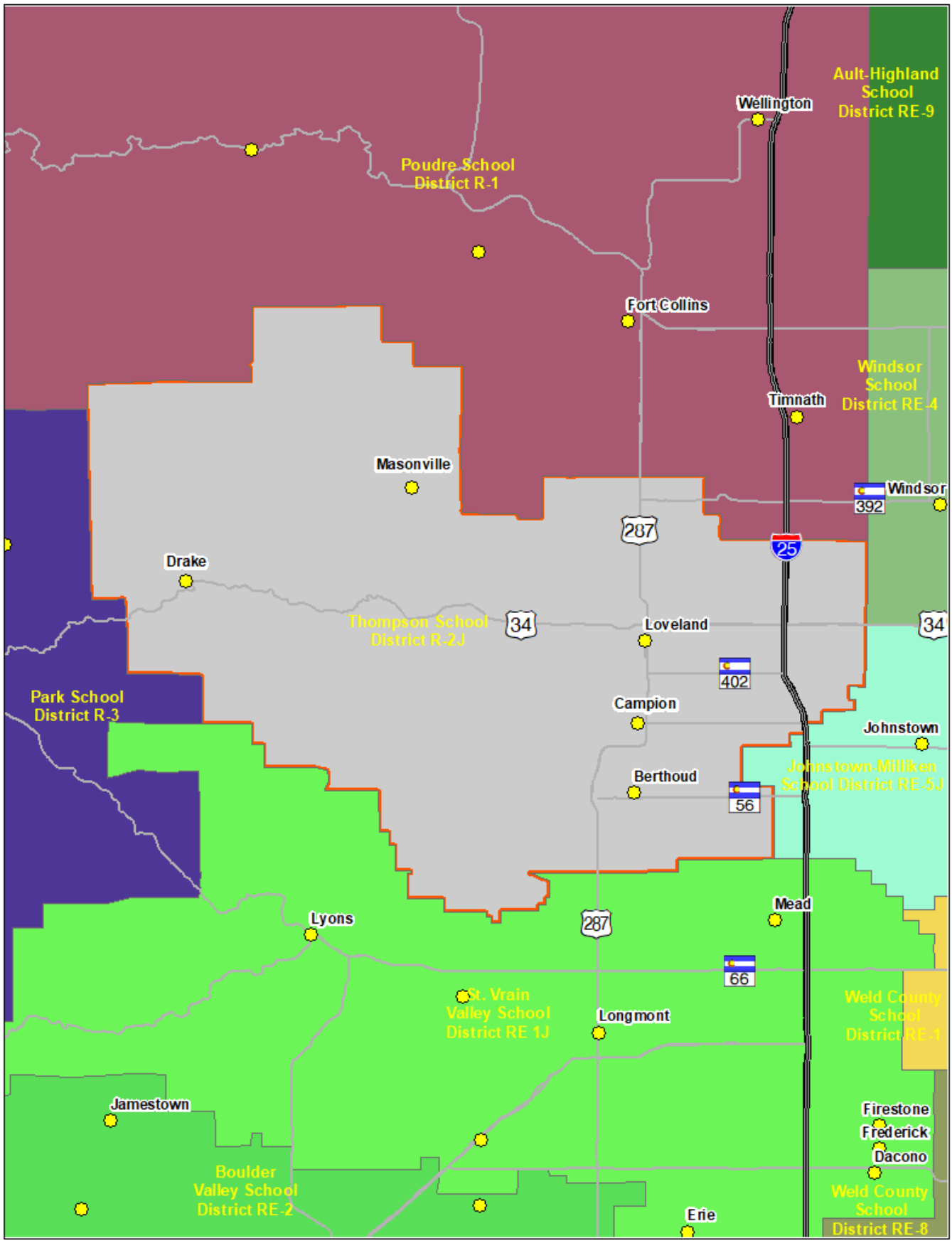
Ault-Highland School District RE-9
Wellington
Poudre School District R-1
Fort Collins
Windsor School District RE-4
Timnath
Masonville
Windsor
392
287
25
Drake
Thompson School District R-2J
34
Loveland
34
402
Park School District R-3
Campion
Johnstown
Johnstown-Milliken School District RE-5J
Berthoud
56
Mead
Lyons
287
66
St. Vrain Valley School District RE 1J
Longmont
Weld County School District RE-1
Jamestown
Firestone
Frederick
Dacono
Boulder Valley School District RE-2
Weld County School District RE-8
Erie

Introduction

Preface

Thompson School District is the 17th largest school district in Colorado, encompassing 362 square miles and serving approximately 16,000 students. The district's territory includes all of Loveland and Berthoud, as well as sections of Fort Collins, Windsor, Johnstown and unincorporated land in Larimer, Weld and Boulder counties.

TSD serves students in Pre-K through 12th grade with fifteen school-based early childhood programs, a dedicated early childhood building, one Pre-K-8 school, eighteen elementary schools, five middle schools, five high schools, a transition program for students 18-21 who are receiving special education services, as well as two charter schools that are managed independently. In addition, we have a career technical education-alternative high school building and another Pre-K-8 building under construction to be completed in 2020 and 2021, respectively.

In November 2018, the community supported the passage of a bond initiative of 149 million dollars. This is providing critical resources to address some of our most urgent maintenance backlog and growth needs. Building on this momentum, it is imperative we set a clear path forward with a plan for the challenges and opportunities ahead.

The Master Plan Committee (MPC), first convened on November 16, 1995, is an ongoing advisory body to the Board of Education. Its main responsibilities are:

- to develop a comprehensive facilities Master Plan for the district;
- to maintain and update the Plan; and
- to make periodic reports to the Board of Education with recommendations regarding facility needs and proposed changes to the Master Plan or district policies.

A major reconfiguration in 2014 resulted in the current composition of the Committee of up to 40 voting members, including staff representation from elementary, middle, and high school teachers and administrators. The majority of the Committee are community members, and there are five non-voting ex-officio members.

In January of 2019 the Thompson School District engaged Cuningham Group Architecture, Inc. (CGA) to facilitate a series of master planning workshops with the Districts' MPC. During these sessions with CGA, we created a shared vision, developed and analyzed facilities principles and standards, analyzed educational and other 'gaps' in our facilities, examined capital needs as well as growth and population change, and came up with recommendations. This information was all gathered and compiled into this Master Plan document.

Strive 2025, our new Thompson School District Strategic Plan, is a parallel and interconnected initiative. This Master Plan document aligns with and is a critical component of this plan, and relates to all areas of the plan, but in particular Focus Area #4, Stewardship of Resources, Desired Outcome 4.2, Assure prioritization of capital resources. The action item that comes with this is to *create, implement, and maintain long-range resource plans*.

This Master Plan document consists of three components: our existing utilization and projected demographics, our capital maintenance needs, as well as learning space enhancements. This plan will enable us to allocate and plan for resources appropriately to best support our students, staff, and community in the coming years.

THOMPSON SCHOOL DISTRICT

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.

STRATEGIC PLAN: STRIVE 2025

FOCUS AREAS

The Strive 2025 strategic plan consists of four specific Focus Areas that are anchored to all of the district's work and activities:

FOCUS AREA #1
STUDENT ACHIEVEMENT
Thompson School District is dedicated to preparing each and every student for life beyond the walls of our schools. TSD staff focus on educating "the whole child," helping to ensure that students are able to demonstrate their learning in meaningful ways and move forward in life as healthy and strong individuals.

FOCUS AREA #2
INCLUSIVE AND SUPPORTIVE CULTURE
Thompson School District is committed to creating an equitable environment for all. School and administrative campuses will foster a welcoming environment, a feeling of hope, a sense of belonging and a safe environment where students, families, staff and community members feel supported and comfortable in their growth.

FOCUS AREA #3
HUMAN TALENT
Thompson School District will invest in teachers, leaders and support staff to ensure we create the most impactful learning conditions that enable students to reach their full potential. TSD will be a "destination of choice" for individuals who are seeking a rewarding profession that empowers and inspires them to become difference-makers.

FOCUS AREA #4
STEWARDSHIP OF RESOURCES
As a public taxpayer-funded organization, Thompson School District will continue to be an accountable entity that is fiscally responsible, efficient in its use of resources and transparent in its continued partnership with the community.

Thompson School District Long-Range Facilities Master Plan

Board of Education Requirements

Board Policy FB:

Facilities Planning

"The Board of Education shall adopt a district long-range facilities master plan (LRFMP) to guide the acquisition of school and support services 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 the district has well-planned buildings at appropriate locations and at a reasonable cost."

Board Policy FBA:

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."

Master Plan Committee Shared Vision Statement 2019

*"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**."*

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Introduction

Executive Summary

This document outlines a plan to address each of the three main content areas.

EXISTING UTILIZATION AND PROJECTED DEMOGRAPHICS: In terms of existing utilization and projected demographics, stagnant growth with shifting student populations has provided the unique situation in which we must address growth in certain areas of the district (south and east), while also considering declining student populations in others (north and west). This situation has resulted in the closing of schools at the same time that we are building new ones. Modular buildings are used to help in areas of growth, but have not been removed in areas of decline. With 34 modular buildings throughout the District, a plan needs to be considered to be efficient with resources, while still addressing needs. The District owns enough water for the duration of this plan, but opportunities to purchase more should not be ignored.

CAPITAL MAINTENANCE FORECAST: Despite the passage of the 2018 bond initiative, the capital maintenance needs continue to outweigh the allocated budget. With aging infrastructure, a capital maintenance funding plan needs to be developed to meet these growing needs. There is an estimated $10.5 million needed in 5 years; $73 million needed in 10 years, and $411 million in 25 years, factoring in a 3.5% compounding escalation factor. There is approximately $750,000 allocated in the capital budget annually.

LEARNING SPACE ENHANCEMENTS: In addition to addressing capacity and infrastructure needs, it is also imperative that our buildings are meeting the educational and other needs of our students, staff, and community. The Master Plan Committee identified six Facility Principles to help guide this planning process. They also came up with more specific recommended focus areas based on the current condition and usage of the buildings.

The summary of this plan is most easily viewed as a timeline:

0-3 years:

- Acquire land for future secondary campus in SE quadrant (between Mountain View and Berthoud HS)
- Acquire all in-process dedication sites
- Address over-utilization at High Plains PK-8 through: program, provide additional classrooms, and/or boundary change
- Address boundary issue at Truscott/Garfield Elementary Schools due to dual language immersion program
- Define opportunities for Summerfield site (Highway 287 and County Road 30)-possible sale
- Provide solutions to address learning space enhancement needs
- Develop funding plan for Capital Maintenance
- Define modular building plan, including reallocation and removal

3-7 years:

- Build new elementary at Heron Lakes site in Berthoud area
- Build new elementary at obligated site in the northeast part of the District
- Address Capital Maintenance and Learning Space enhancement needs
- Build new middle school at the site south of Mountain View

7-10+ years:

- Monitor capacity at Conrad Ball Middle School and Mary Blair Elementary School
- Monitor capacity in Berthoud area for secondary school additions
- Address Capital Maintenance and Learning Space enhancement needs

Existing Utilization and Projected Demographics

Utilization, Capacity, and Sites

The purpose of this section is to provide analysis to inform decisions about the need to build new schools, install additions to existing schools, or possibly close underutilized schools.

In preparing recommendations for the Thompson School District Master Plan, resident student projections by school were created using the standard methodology of cohort progression plus development forecasting through building permits and certificates of occupancy resulting in a low, median, and high projection over the next ten years.

Based on these projections, assumptions were made regarding utilization of existing schools and the need for new facilities. The recommendations in this document are a result of those assumptions.

By far the biggest change the district will see over the next ten years is the population "shift" as resident student numbers continue to decline or remain flat in the north and west sides of the district, and growth continues in the south and east sides.

This shift is a direct result of buildout in the north and west combined with a steadily declining nationwide birthrate, and explosive development (which is really just beginning) in the south and east. These trends are expected to continue for the foreseeable future, absent any major changes in the economy.

And, based on residential development, this trend will hold:

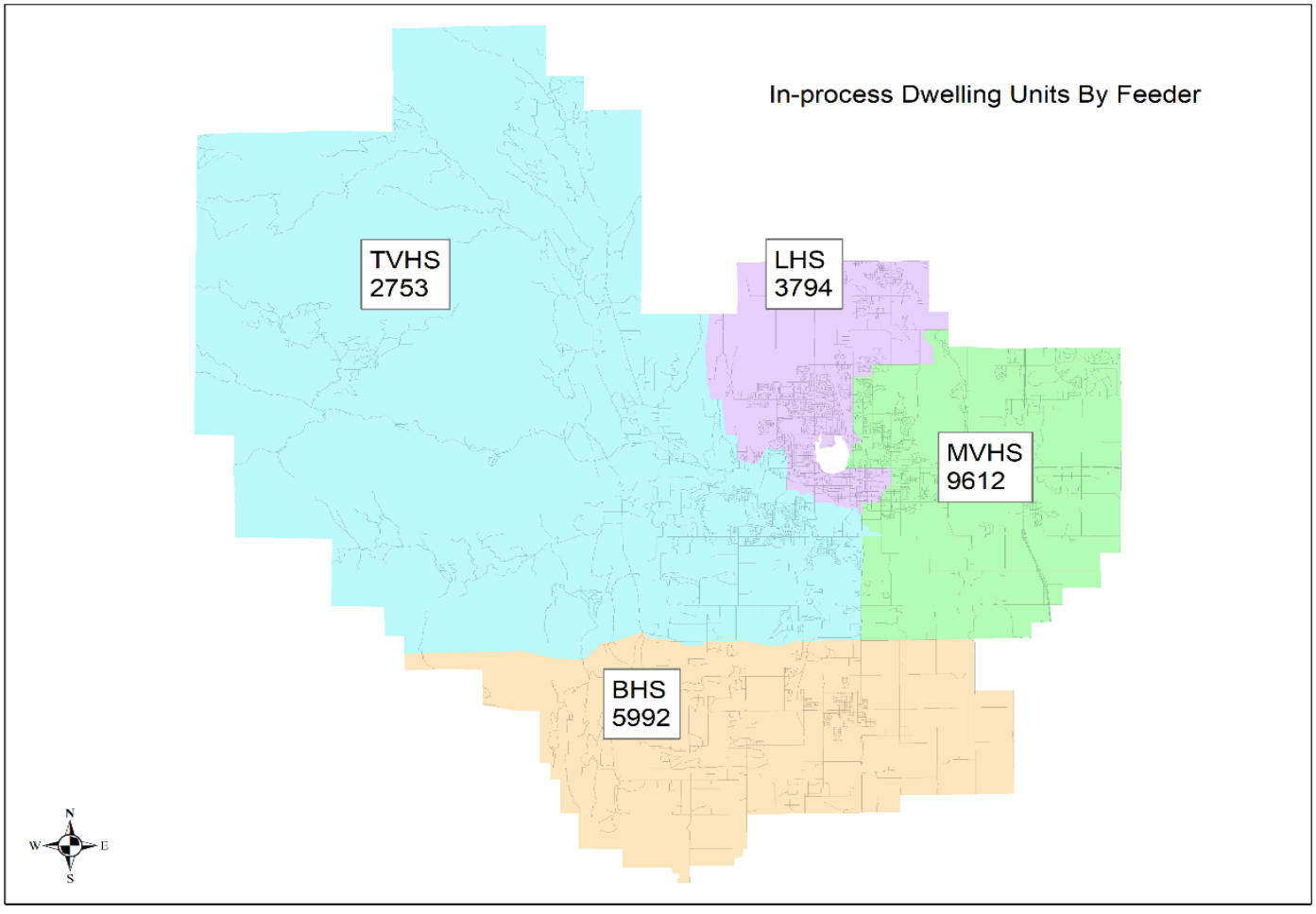


Figure 1.1 – In-process Dwelling Units by Feeder

Utilization, Capacity, and Sites

Overall, the district's population is expected to increase:

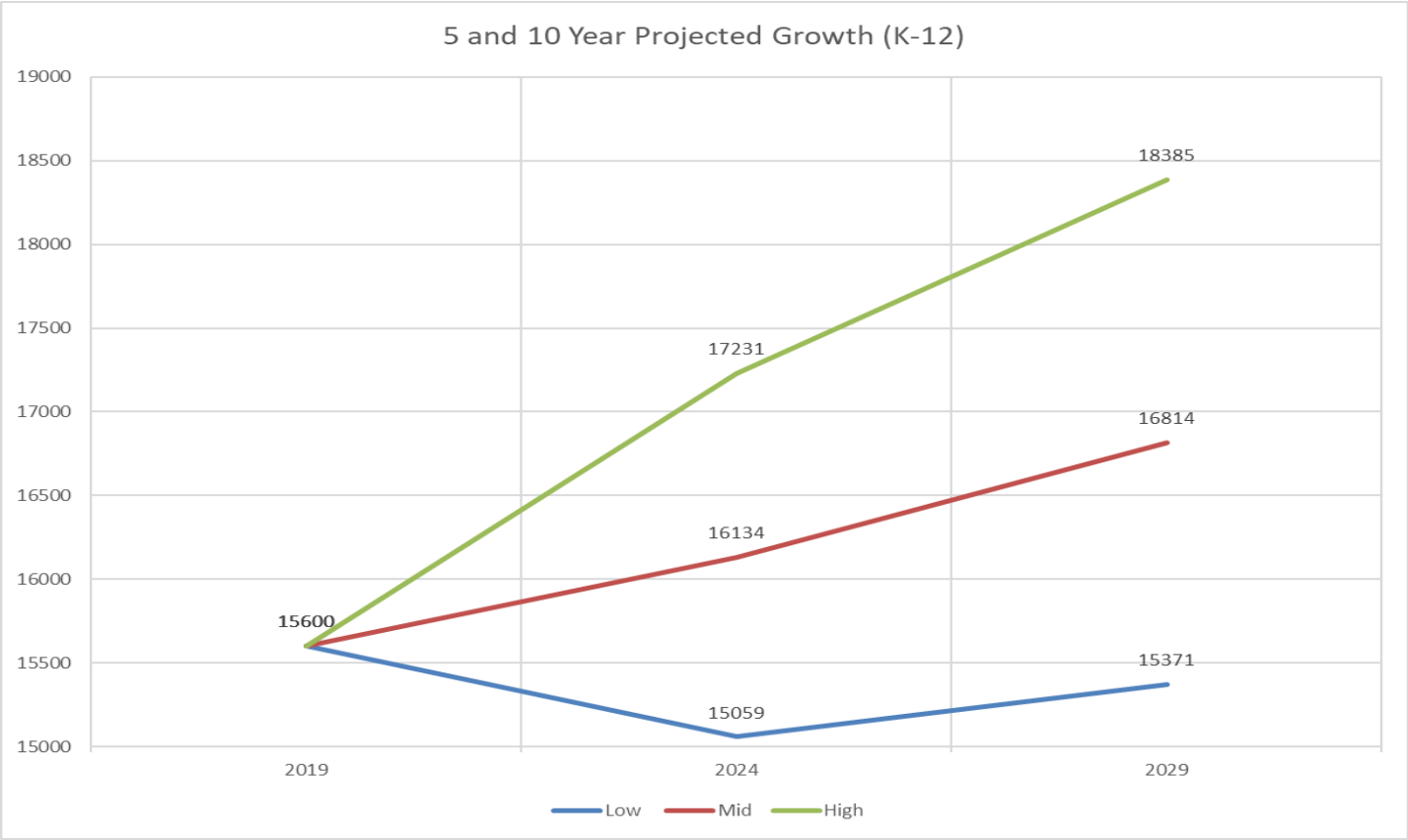


Figure 1.2 – District-wide K-12 Enrollment Projections

As the population increases in parts of the district and declines in others, we will find that some schools are being underutilized, and some are overcrowded. The purpose of this document is to prepare the district to respond to either scenario. We will examine each feeder system in turn, outlining our plan to deal with the coming changes.

Utilization, Capacity, and Sites

Currently, the district is experiencing wide variations in the utilization level of schools.

Schools	October 2019 Enrollment	Utilization VS. Service Level B	School Capacity Service Levels — Acceptable Levels — Building Program Capacity — Service Level A (75% of capacity)	School of choice is closed at 95%	Service Level B (- designed for -)	Service Level C (Up to 125%)	Unacceptable Levels — Service Level D (over 125%)	Service Level U (under 75%)
Elementary Schools *(Grades K-5)*								
***Berthoud	486	101%	360	456	480	600	601	359
BF Kitchen	217	78%	210	266	280	350	351	209
Big Thompson	222	87%	191	242	255	319	320	190
Carrie Martin	273	98%	210	266	280	350	351	209
Centennial	439	83%	398	504	530	663	664	397
Cottonwood Plains	419	79%	398	504	530	663	664	397
Coyote Ridge	362	97%	281	356	375	469	470	280
Garfield	255	85%	225	285	300	375	376	224
High Plains	387	106%	275	348	366	458	459	274
***Ivy Stockwell	407	115%	266	337	355	444	445	265
Laurene Edmondson	223	80%	210	266	280	350	351	209
Lincoln	248	70%	266	337	355	444	445	265
Mary Blair	261	54%	360	456	480	600	601	359
Monroe	242	48%	379	480	505	631	632	378
Namaqua	314	62%	379	480	505	631	632	378
Ponderosa	402	73%	413	523	550	688	689	412
Sarah Milner	258	64%	304	385	405	506	507	303
Truscott	231	70%	248	314	330	413	414	247
Winona	327	59%	413	523	550	688	689	412
Subtotal	5,973	77%			7,711			
Middle Schools *(Grades 6-8)*								
Bill Reed	673	75%	675	855	900	1125	1,126	674
Conrad Ball	457	56%	608	770	810	1013	1,014	607
High Plains	181	99%	137	174	183	229	230	136
Lucile Erwin	898	100%	675	855	900	1125	1,126	674
Turner	466	61%	580	732	770	963	964	579
Walt Clark	472	52%	675	855	900	1125	1,126	674
Subtotal	3,147	71%			4,463			
High Schools *(Grades 9-12)*								
Berthoud	696	70%	745	941	990	1238	1,239	744
Ferguson	122	66%	140	176	185	231	232	139
Loveland	1,595	106%	1,125	1,425	1,500	1875	1,876	1,124
Mountain View	1,172	79%	1,110	1,401	1,475	1844	1,845	1,109
Thompson Valley	1,089	74%	1,110	1,401	1,475	1844	1,845	1,109
Subtotal	4,674	83%			5,625			
TOTAL	13,794	77%	*na*	*na*	17,799			

***Receiving 4-classroom addition in 2020

Figure 1.3 - School Capacity and Utilization

The average age of educational buildings is 47 years, with the oldest at 102 years and the newest at 3 years.

	Average Age	Last	Oldest
Early Childhood	28	2009	44
Elementary	46	2016	98
Middle Schools	62	2016	102
High Schools	33	2000	56
ALL	**47**		

Figure 1.4 - School Building Age

Utilization, Capacity, and Sites

	Site (Acres)	Bldg (Sq Ft)	Year	Modifications and Comments
Early Childhood Centers (not located within the main building of an elementary school)				
@ Carrie Martin	NA	1,820	2007	"New" modular (age 2003) replacement
@ L Edmondson	NA	4,350	1992	Addition in 2000
@ Lincoln	NA	2,160	1975	Remodeled in 2010
@ Monroe	NA	6,200	2009	Opened for 2009/2010 school year
@ Sarah Milner	NA	1,900	1982	Second modular added in 1985, modular replacement in 2010
Stansberry	10.0	31,800	1981	Currently under remodel
@ Turner	NA	1,450	1992	No major remodels
Subtotal	**10.0**	**49,680**		
Elementaries				
Berthoud	8.2	50,050	1962	Addition/remodel in 1991, can expand
BF Kitchen	7.4	33,800	1969	Addition/remodel in 1991, can expand
Big Thompson	4.3	29,100	1921	Addition in 1967; remodel in 1993, cannot expand
Carrie Martin	8.0	33,350	1980	Addition/remodel in 1992, can expand
Centennial	8.1	57,750	1976	Addition in 2006, cannot expand
Cottonwood Plains	8.5	57,400	1992	Addition in 2000, cannot expand
Coyote Ridge	7.2	58,300	2008	Addition 2012, cannot expand
Garfield	6.1	34,900	1953	Addition/remodel in 1991, cannot expand
Ivy Stockwell	8.5	36,050	1975	Remodel in 1993, addition in 1998, can expand
L Edmondson	10.0	32,650	1979	Addition in 1994, can expand
Lincoln	8.0	40,500	1971	Addition/remodel in 1994, can expand
Mary Blair	7.4	49,150	1973	Addition/remodel in 1991, cannot expand
Monroe	8.2	61,050	1963	Addition/remodel in 1991
Namaqua	10.0	51,550	1973	Addition/remodel in 1992, cannot expand
Ponderosa	10.0	71,500	2010	No major remodels
Sarah Milner	6.3	36,700	1978	Addition/remodel in 1991, cannot expand
Truscott	4.1	45,700	1957	Originally jr high, remodel in 1993, cannot expand
Winona	8.3	65,500	1971	HVAC upgrade in 1993, addition in 2006, cannot expand
Subtotal	**138.6**	**845,000**		
Middle Schools				
Bill Reed	16.0	146,500	1917	Addition/remodel in 1940, renovated in 1991, cannot expand
Conrad Ball	26.0	96,100	1973	Addition/remodel in 1982 & 1991, can expand
Lucile Erwin	30.0	115,500	1998	Addition/remodel in 2007, can expand
Turner	24.0	72,750	1920	Built as a HS, remodel in 1991 & 2000, site expanded in 2007
Walt Clark	30.0	96,850	1978	Addition/remodel in 1992, can expand
Subtotal	**126.0**	**527,700**		
K-8 Schools				
High Plains	13.4	63,563	2016	No major remodels or additions, cannot expand
Subtotal	**13.4**	**63,563**		
High Schools				
Berthoud	36.0	143,100	1981	HVAC in 1991, addition in 1999 & 2009, can expand
Ferguson	3.5	43,000	1958	Built as a church, purchased and remodel in 2009
Loveland	25.0	211,250	1963	Additon/remodel in 1992, pool replaced 2011, cannot expand
Mountain View	49.7	252,300	2000	Additon in 2008, provision for minor expansion in future
Thompson Valley	38.0	218,000	1976	HVAC in 1991, can expand
Subtotal	**152.2**	**867,650**		
Other Facilities / Properties				
Administration	12.6	87,700	1984	Built for manufacturing, acquired in 2004 (as is)
Facility Services	1.3	15,600	1956	Built as warehouse, acquired in 1974, remodeled
Support Services	3.7	37,000	1986	Built as publishing house, acquired in 1997 (as is)
Transportation	9.3	17,382	2009	Opened for 2009/2010 school year
Grounds/Shops	NA	18,600	2010	Ancilliary building on Transportation site
Van Buren	8.2	32,800	1967	Currently converting to CTE Center
Millennium Site	40.6	NA	2016	District Owned
Summerfield Site	96.5	NA	2006	District Owned
Subtotal	**172.2**	**209,082**		
	Acres	**Buildings**		
District Total	**612.4**	**2,562,675**		

Figure 1.5 - District Sites

Enrollment

Schools	Based on Annual October Count Report 2014	2015	2016	2017	2018	2019	% of Change Last Year's Change	Average Annual Change
Elementary								
Berthoud	397	433	474	431	481	486	1.04%	3.74%
BF Kitchen	227	219	226	237	224	217	-3.13%	-0.73%
Big Thompson	207	220	221	240	232	222	-4.31%	1.21%
Carrie Martin	232	240	220	251	285	273	-4.21%	2.95%
Centennial	466	458	455	435	441	439	-0.45%	-0.97%
Cottonwood Plains	424	446	416	419	428	419	-2.10%	-0.20%
Coyote Ridge	360	339	368	366	379	362	-4.49%	0.09%
Garfield	252	245	266	262	255	255	0.00%	0.20%
Ivy Stockwell	318	301	312	333	375	407	8.53%	4.66%
Laurene Edmondson	235	210	214	213	208	223	7.21%	-0.85%
Lincoln	222	208	213	244	245	248	1.22%	1.95%
Mary Blair	387	375	326	313	267	261	-2.25%	-5.43%
Monroe	292	294	227	209	198	242	22.22%	-2.85%
Namaqua	329	323	312	274	256	314	22.66%	-0.76%
Ponderosa	449	445	419	407	404	402	-0.50%	-1.74%
Sarah Milner	314	298	318	316	286	258	-9.79%	-2.97%
Truscott	240	257	246	221	215	231	7.44%	-0.63%
Winona	443	442	405	349	367	327	-10.90%	-4.36%
Subtotal	5,794	5,753	5,638	5,520	5,546	5,586	0.72%	-0.60%
K-8								
High Plains	0	0	0	391	473	568		
Subtotal	0	0	0	391	473	568		
Middle								
Bill Reed	709	685	658	628	661	673	1.82%	-0.85%
Conrad Ball	667	638	553	528	499	457	-8.42%	-5.25%
Lucile Erwin	903	879	919	890	850	898	5.65%	-0.09%
Turner	425	438	464	477	479	466	-2.71%	1.61%
Walt Clark	481	494	481	495	499	472	-5.41%	-0.31%
Subtotal	3,185	3,134	3,075	3,018	2,988	2,966	-0.74%	-1.15%
High								
Berthoud	692	727	714	715	678	696	2.65%	0.10%
Ferguson	124	122	112	120	128	122	-4.69%	-0.27%
Loveland	1,535	1,530	1,617	1,628	1,638	1,595	-2.63%	0.65%
Mountain View	1,249	1,268	1,218	1,250	1,203	1,172	-2.58%	-1.03%
Thompson Valley	1,247	1,177	1,209	1,147	1,087	1,089	0.18%	-2.11%
Subtotal	4,847	4,824	4,870	4,860	4,734	4,674	-1.27%	-0.59%
TOTAL	**13,826**	**13,711**	**13,583**	**13,789**	**13,741**	**13,794**	0.39%	-0.04%
Annual Increase		-115	-128	206	-48	53		
Annual % Increase		-0.83%	-0.93%	1.52%	-0.35%	0.39%		

(Does not include charter schools, home-schooled or early childhood students.)

Figure 1.6 - Recent Enrollment

Berthoud Feeder System

The Berthoud feeder system is one of the two fastest-growing areas in the district. This map shows the current in-process developments with the number of dwelling units in each.

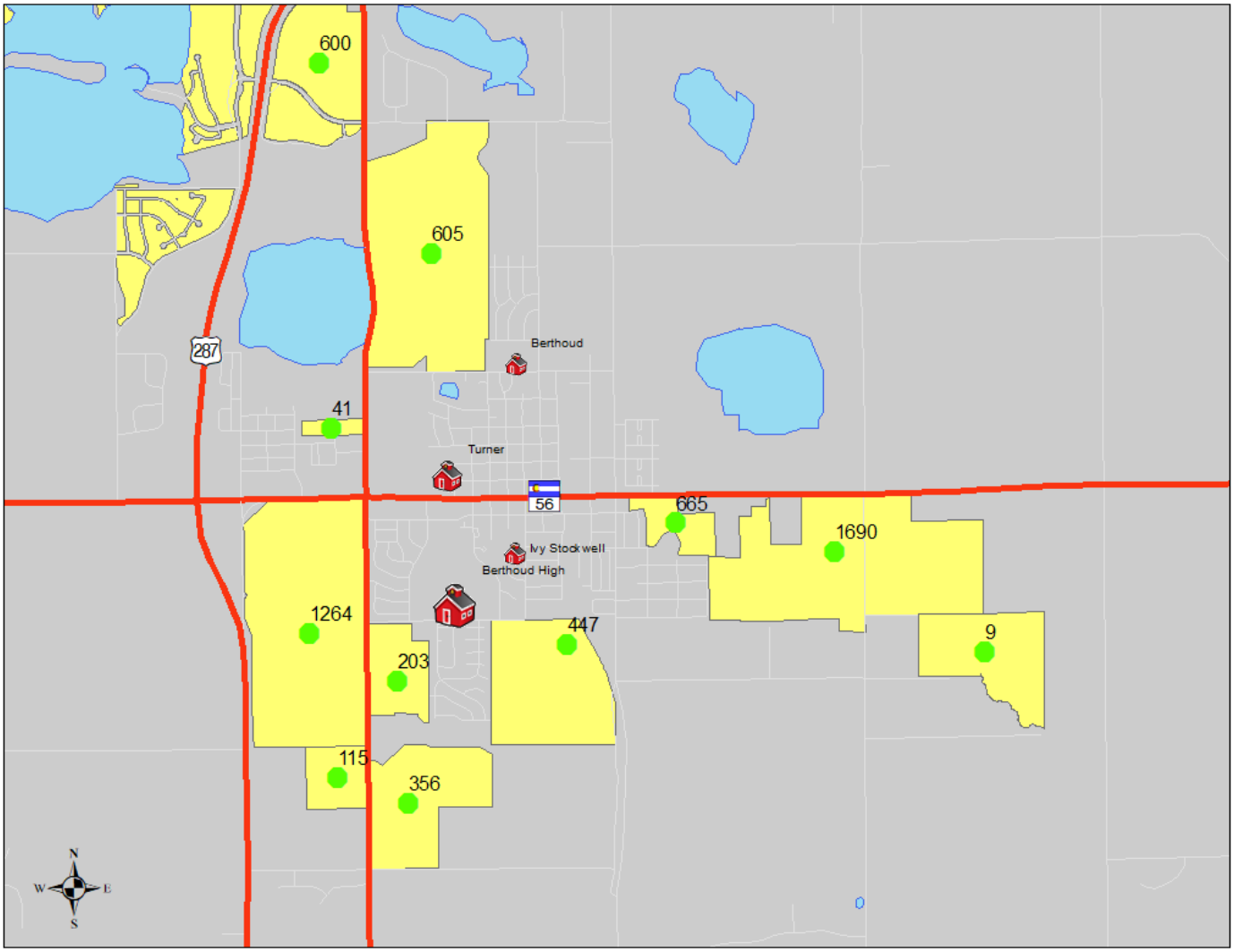


Figure 1.7 – Number of Dwelling Units in New Subdivisions – Berthoud Feeder System

Some of these developments are yielding twice the district-average number of elementary students, resulting in faster than anticipated growth.

Growth

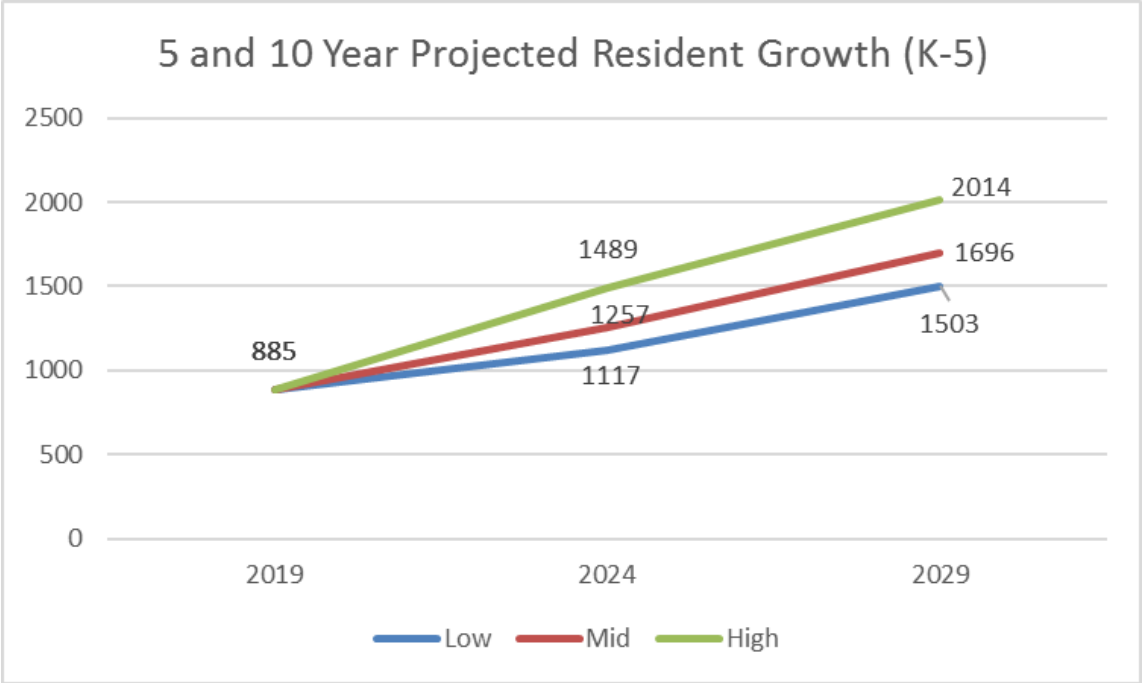


Figure 1.8 - Projected Resident Growth (K-5)

With this growth rate, even with the 4-classroom additions to the two elementary schools, capacity will continue to be problematic, resulting in the need for a new school within the next 3-5 years. Modular classrooms have already been added. It is expected that as the pace of development increases, so will the projected population. The addition of the classrooms will temporarily alleviate the overcrowding, but, absent any major outside influences, the continued rapid growth in the Berthoud area will only be addressed with a new elementary school.

Currently there are two elementary sites being acquired in the area served by this feeder through the dedication process. Priority is being given to the Heron Lakes site, as it should be the next school constructed.

At the middle school level, it will be several years before any major impact is felt. With a design capacity of 770, Turner is not in any danger of overcrowding anytime soon. The majority of students introduced by development are elementary aged.

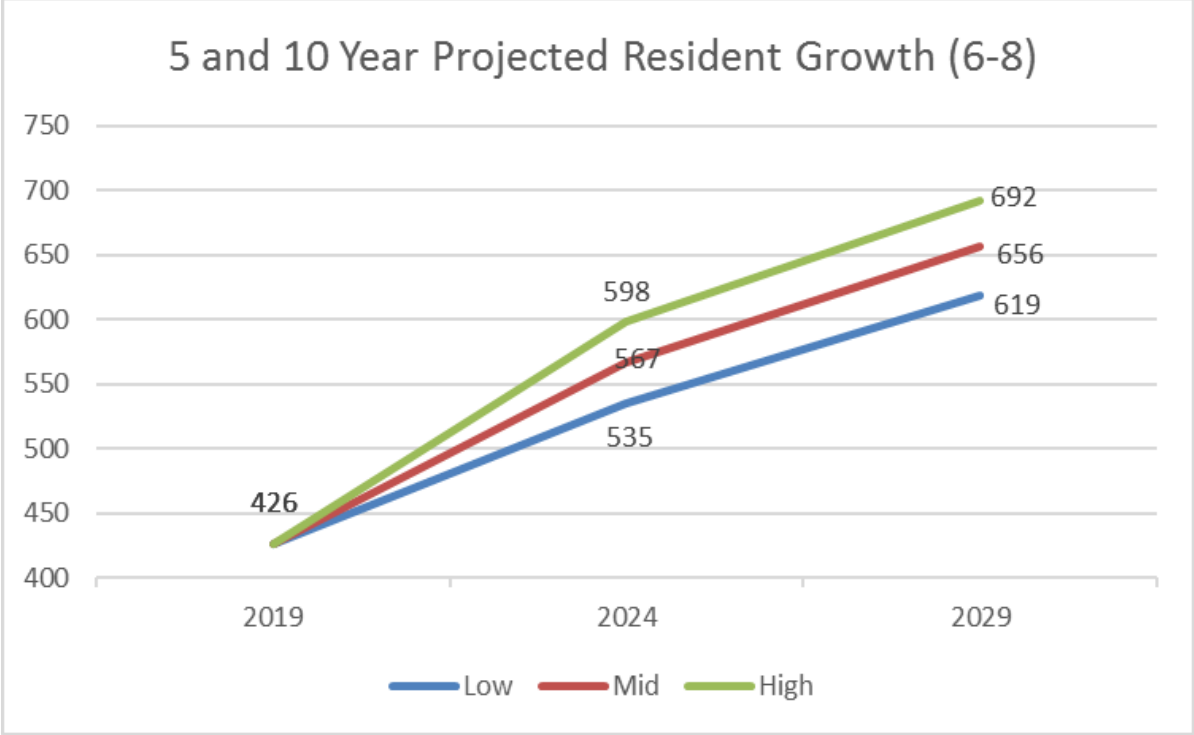


Figure 1.9 – Projected Resident Growth (6-8)

Similarly, at the high school level, it will take time for growth to affect utilization. This is a result of the combination of declining birth rate for the last 15 years, and the fact that most of the development so far has resulted in very few middle and high school students.

CONCLUSIONS:

- **A new elementary school will be necessary in the 3-5-year timeframe, preferably on the west side of Berthoud to alleviate the current and future growth.**
- **Land for new schools should be acquired through dedication or purchase as soon as possible.**
- **The middle and high populations will need to be closely monitored, and provisions need to be made during the next 5-10 years for when those schools reach capacity.**

Growth

Loveland Feeder System

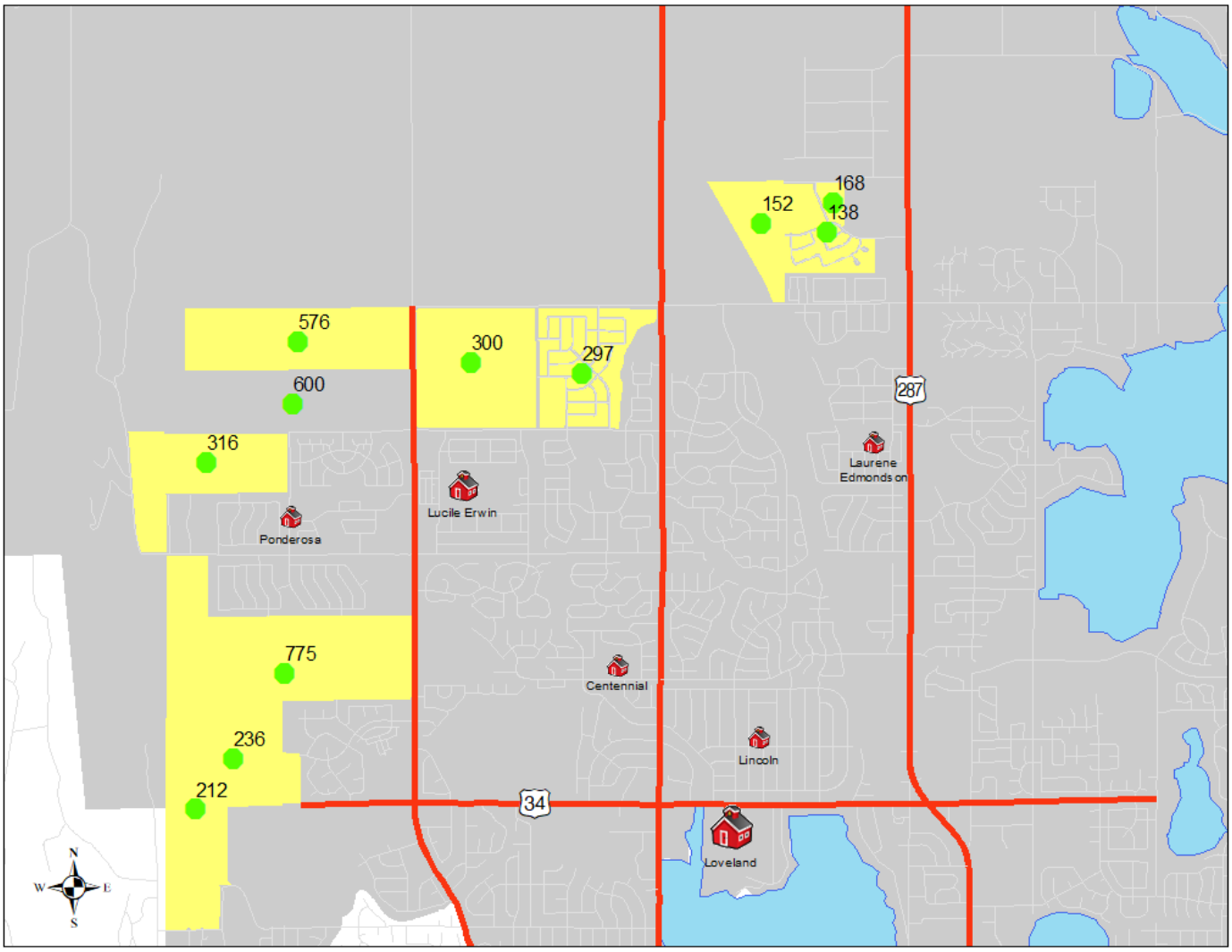


Figure 1.10 - Number of Dwelling Units in New Subdivisions – Loveland Feeder System

The Loveland High School feeder is currently experiencing a major slowdown in development, even though there are several projects in process or approved. Only one subdivision is currently building (300 units). All of the development west of Wilson Avenue is held up pending infrastructure improvements. After several years of negotiations, the City of Loveland believes it is close to resolving the situation. If this occurs, it is conceivable that several developments could begin construction simultaneously, resulting in a growth spike that would offset the current downward trend. At buildout, this added growth would require a new elementary school and an addition to Lucile Erwin Middle School.

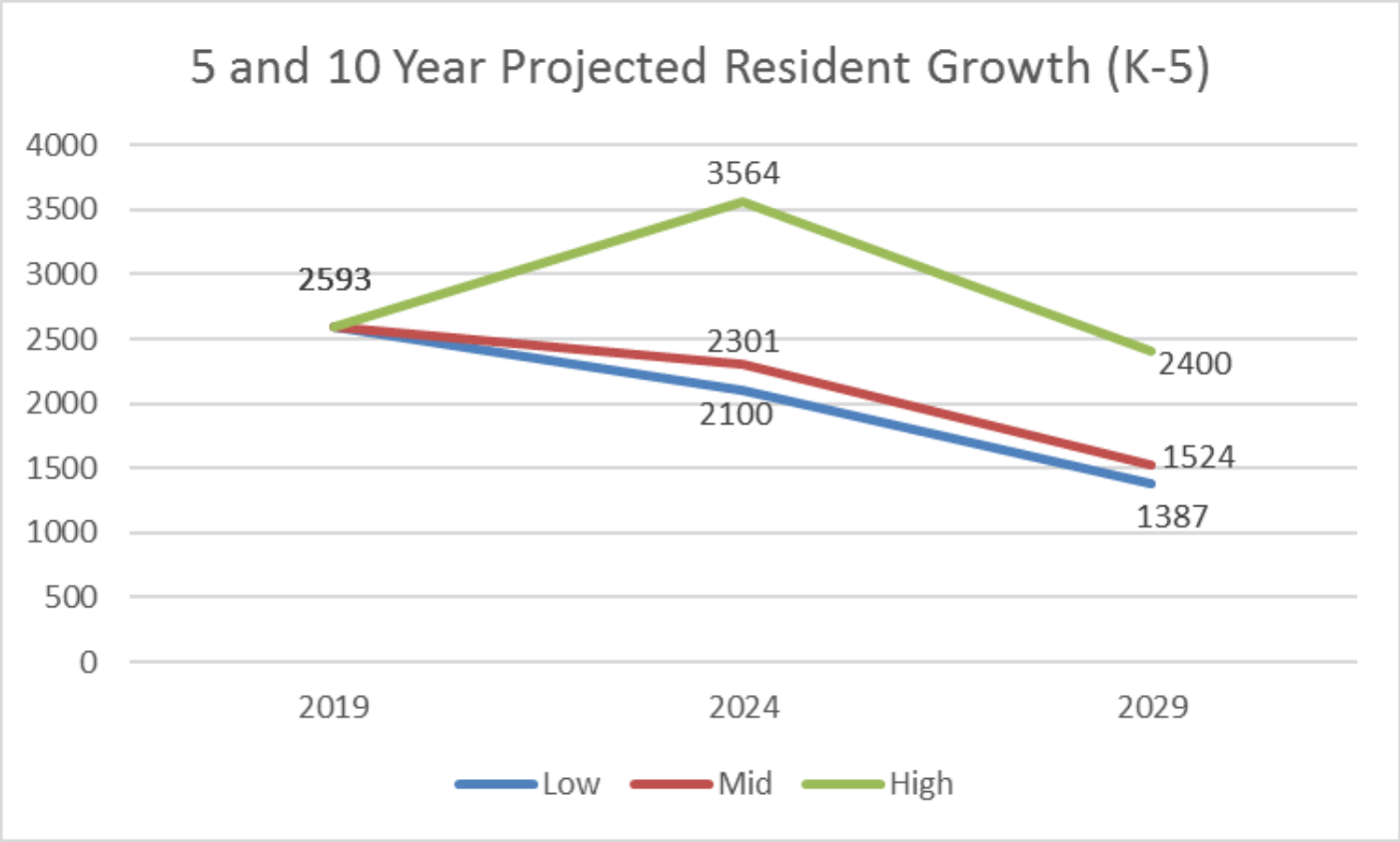


Figure 1.11 – Projected Resident Growth (K-5)

With the lack of current development, short-term projections are fairly flat, with longer-term projections depressed. Once development recommences, projections will recover (to a point), but we will probably never again see explosive, sustained growth in this area, as the currently planned development effectively achieves buildout.

Also, review of Truscott's boundary due to the Dual Language Immersion program may result in some elementary students being assigned to other feeder systems. DLI requires that an incoming student be proficient in Spanish, therefore the majority of students moving in to what is now Truscott's boundary will not be able to attend that school. We will need to change boundaries to split these students to surrounding schools.

Similarly, middle school projections are fairly reliable in the short term, and will see significant adjustment in the future. The plateau that elementary populations have reached will affect middle school in the next few years.

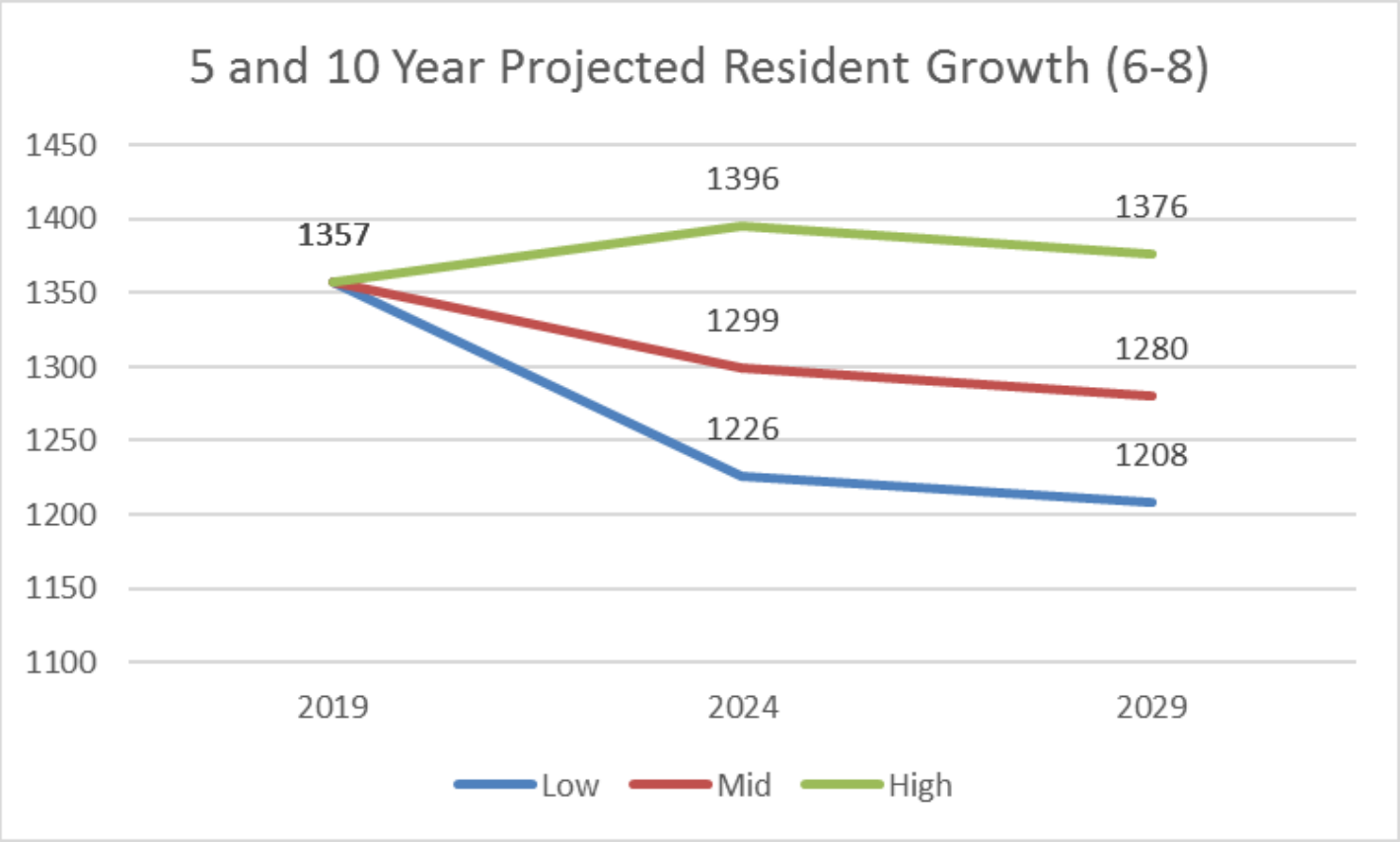


Figure 1.12 – Projected Resident Growth (6-8)

At the high school level, the desirability of LHS as an open enrollment destination will likely insulate it from the drop in resident students, resulting in a fairly stable, though slightly smaller enrollment. The boundary change in 2020 will result in Garfield and Truscott Elementary Schools becoming part of the Thompson Valley feeder. This will eventually result in a slight decline at the HS level.

CONCLUSIONS:

- **Lucile Erwin and Loveland High will continue to be crowded for the next few years, and then see a drop in resident populations as the current elementary cohort advances.**
- **Utilization at elementary schools needs to be monitored for efficiency, with closure/reutilization a possibility at one or more schools.**
- **Close attention must be paid to the situation west of Wilson Avenue.**

The MVHS feeder is and will continue to be the leader in population growth within TSD.

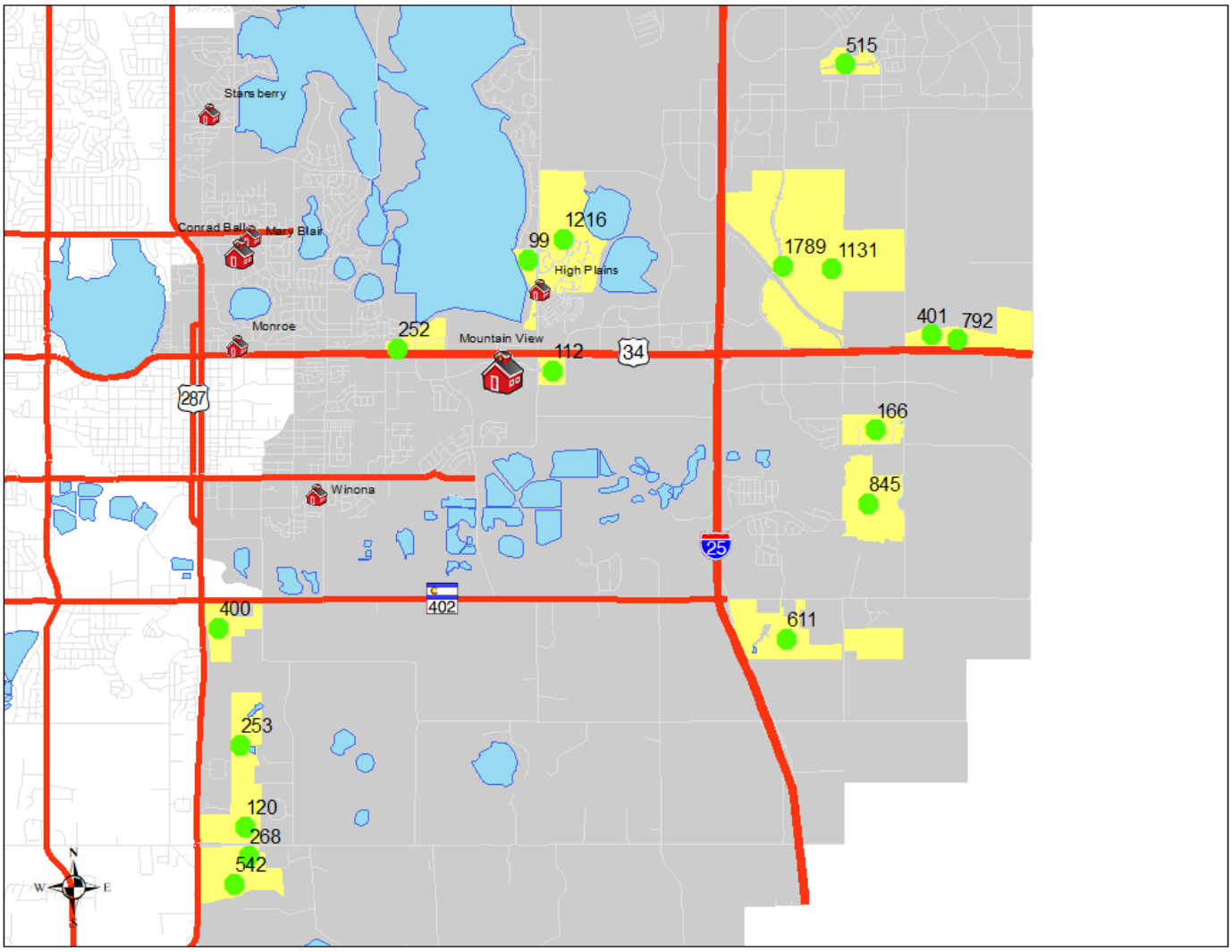


Figure 1.13 - Number of Dwelling Units in New Subdivisions – Mountain View Feeder System

Growth

Mountain View Feeder System

Unlike the other elementary projection charts, where the mid projection is closer to the truth, in this feeder system, the high projection is probably conservative.

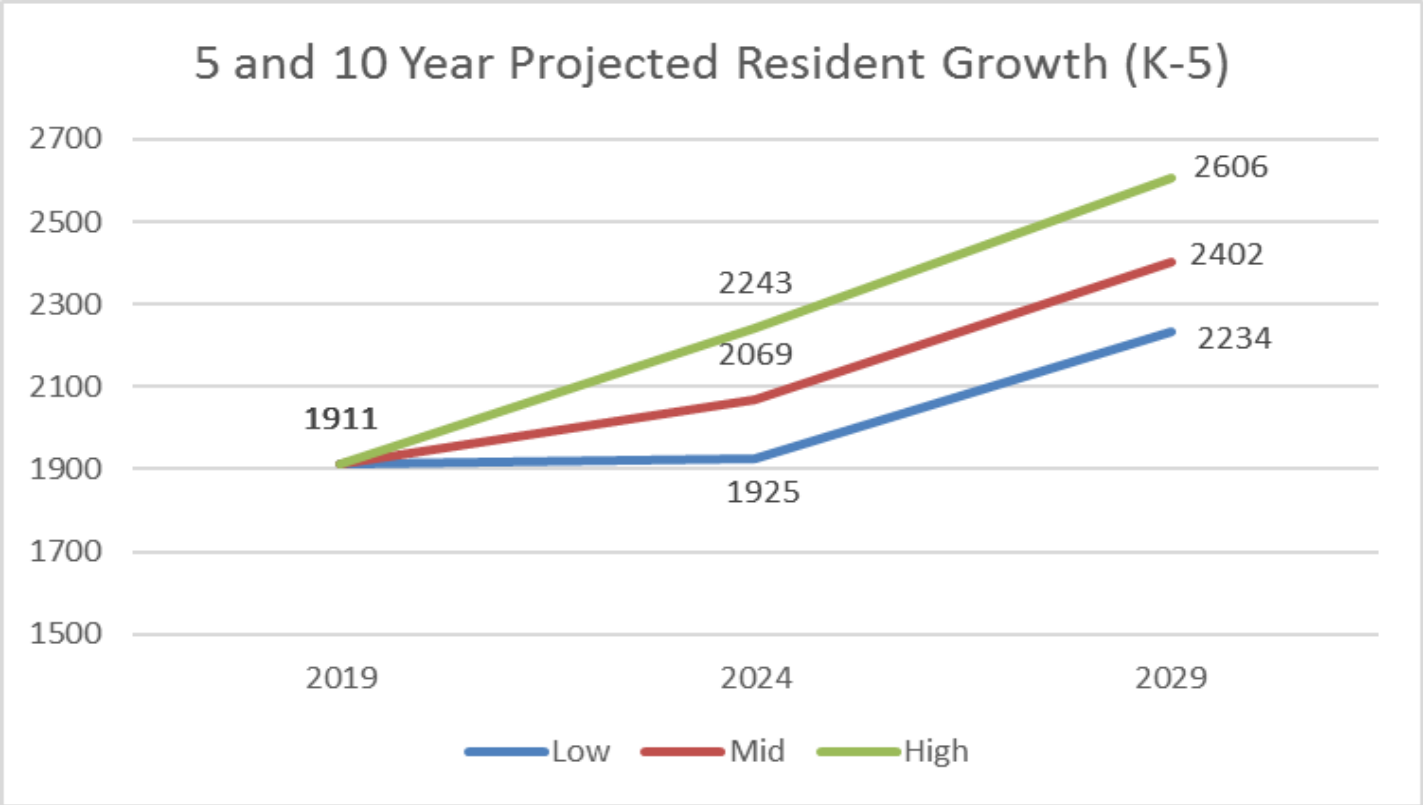


Figure 1.14 – Projected Resident Growth (K-5)

Developments in this area are currently producing up to double the normal yield at elementary level, which will transfer to the middle and high school levels within the next 10 years. A new K-8 is presently in design status, and expected to open in 2021. This should provide relief based on current plans.

At the same time, elementary schools closer to the core of Loveland continue to experience the typical decline in population that follows buildout. These declines are showing signs of leveling off and stabilizing, providing opportunities for innovation. Although, review of the Truscott elementary boundary could result in the transfer of 100 or more students to the MVHS feeder.

At middle school, the current growth at elementary will eventually make itself known. Throughout the district, we are seeing growth at elementary due to development, but not so much at secondary levels.

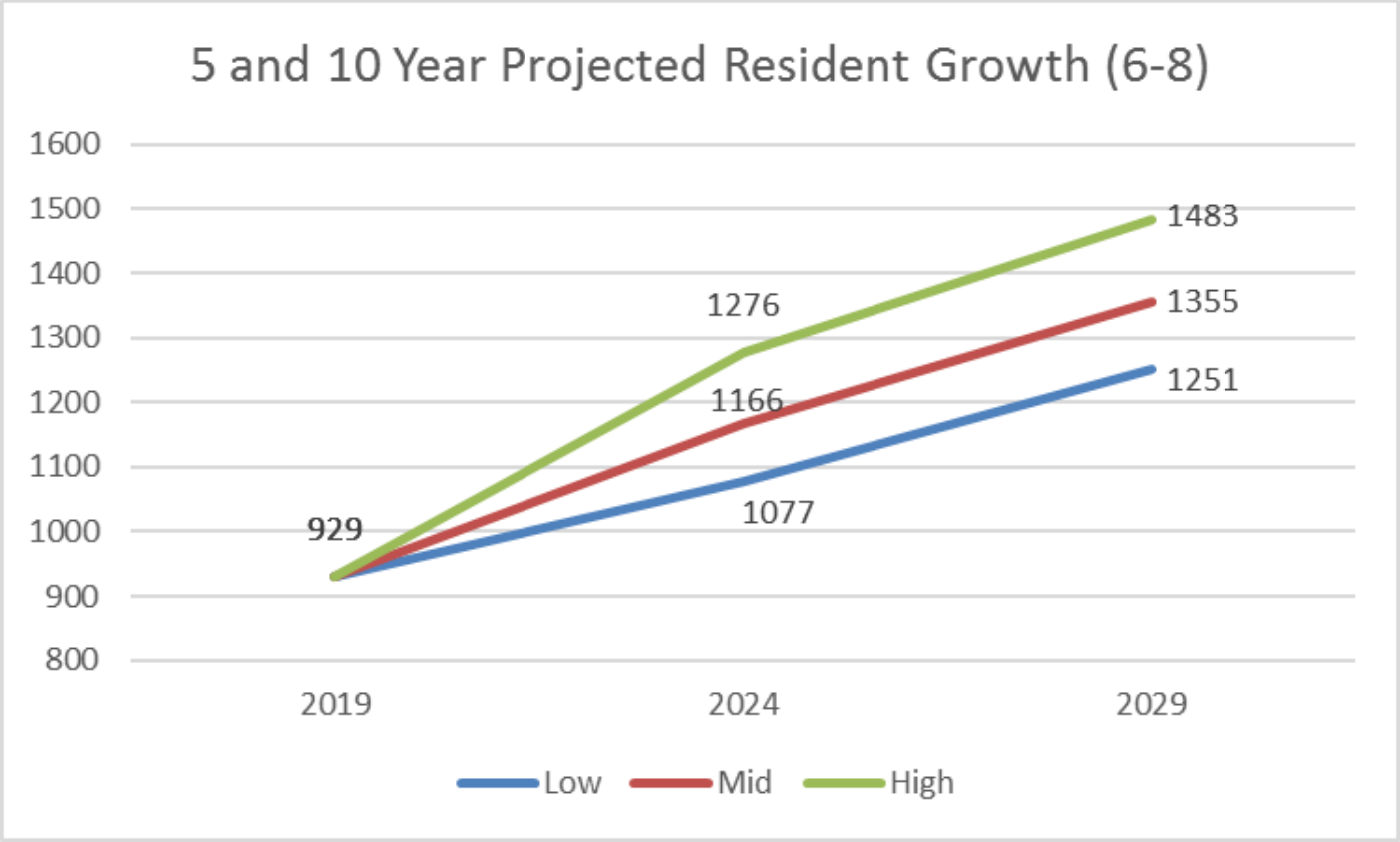


Figure 1.15 – Projected Resident Growth (6-8)

As the elementary cohort ages, projections for middle and high will naturally adjust to the new reality. Additionally, the presence of a new school on the edge of the district should result in resident students returning to the district, and possible open enrollments from outside.

Additionally, as the MVHS feeder will be home to the only PK-8's in the district, it is helpful to look at the projections for this group:

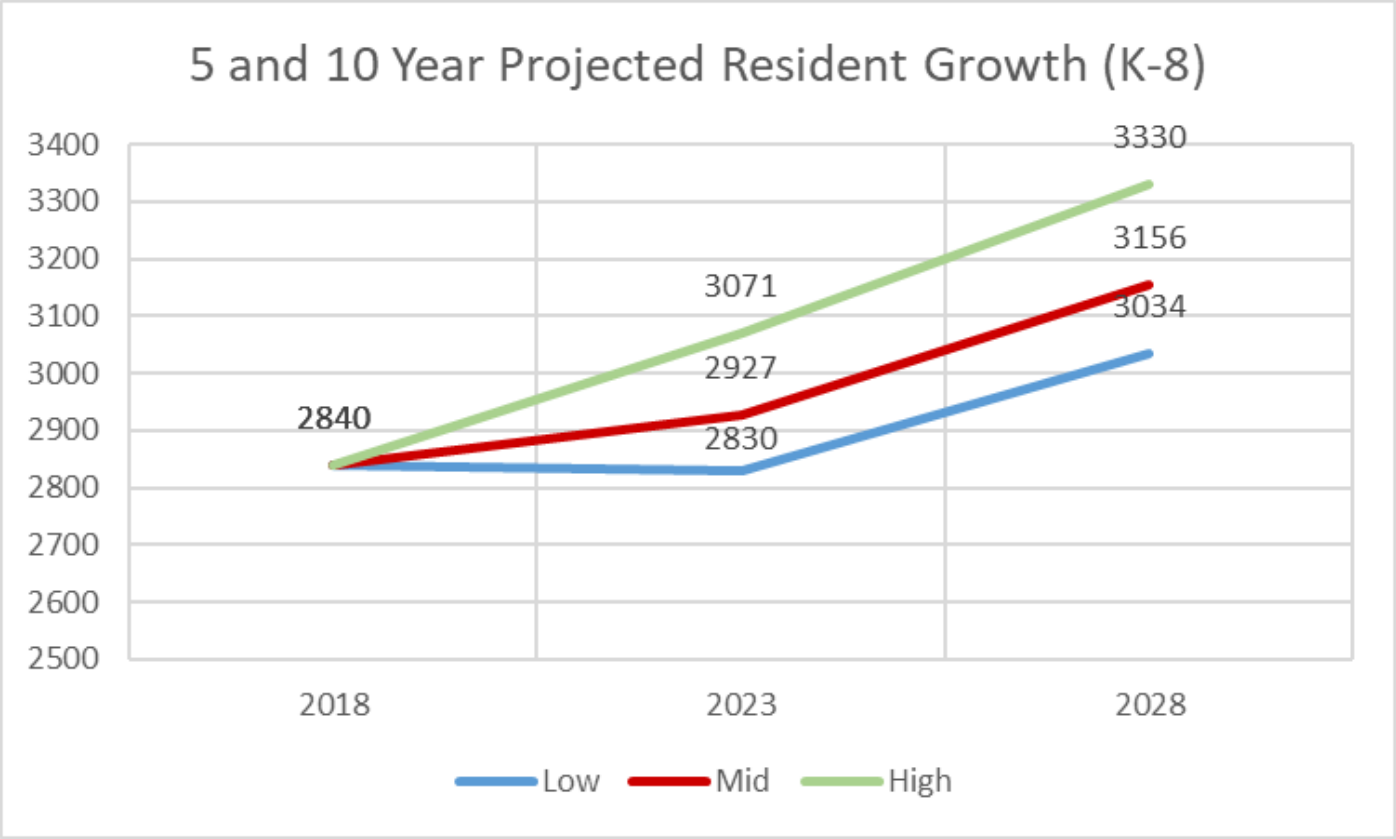


Figure 1.16 – Projected Resident Growth (K-8)

CONCLUSIONS:

- **A new elementary on the northeast side of I-25/US-34 will be necessary within the next 3-5 years.**
- **A new middle school may be required toward the end of that period, probably at the Mountain View site.**
- **Additional classrooms will be necessary at High Plains.**
- **TSD should purchase land in the SE quadrant of the district within the next three years, while it's still available and affordable. A 60-80-acre site would be ideal for long-term (15-25 year) planning.**
- **AS the growth in 6-8 students commences, enrollment options at the new PK-8 should be explored.**
- **Capacity/utilization at Mary Blair, Conrad Ball, and High Plains will require careful monitoring. High Plains will be over capacity until relief is provided by a new school. Conrad Ball and Mary Blair will continue to see a slow decline in resident students and enrollment, with Mary Blair's boundary having achieved buildout. Conrad Ball's boundary includes much undeveloped land, but as of now, there are no major developments in the works. Population stabilization is occurring now, with both schools settling at about 50% of capacity.**

Growth

Thompson Valley Feeder System

The Thompson Valley feeder system is in a long, slow population decline as a result of being, for all intents and purposes, built out. The subdivisions in development are not yielding at the same rates as those in some other areas of the district, resulting in much less impact on enrollment.

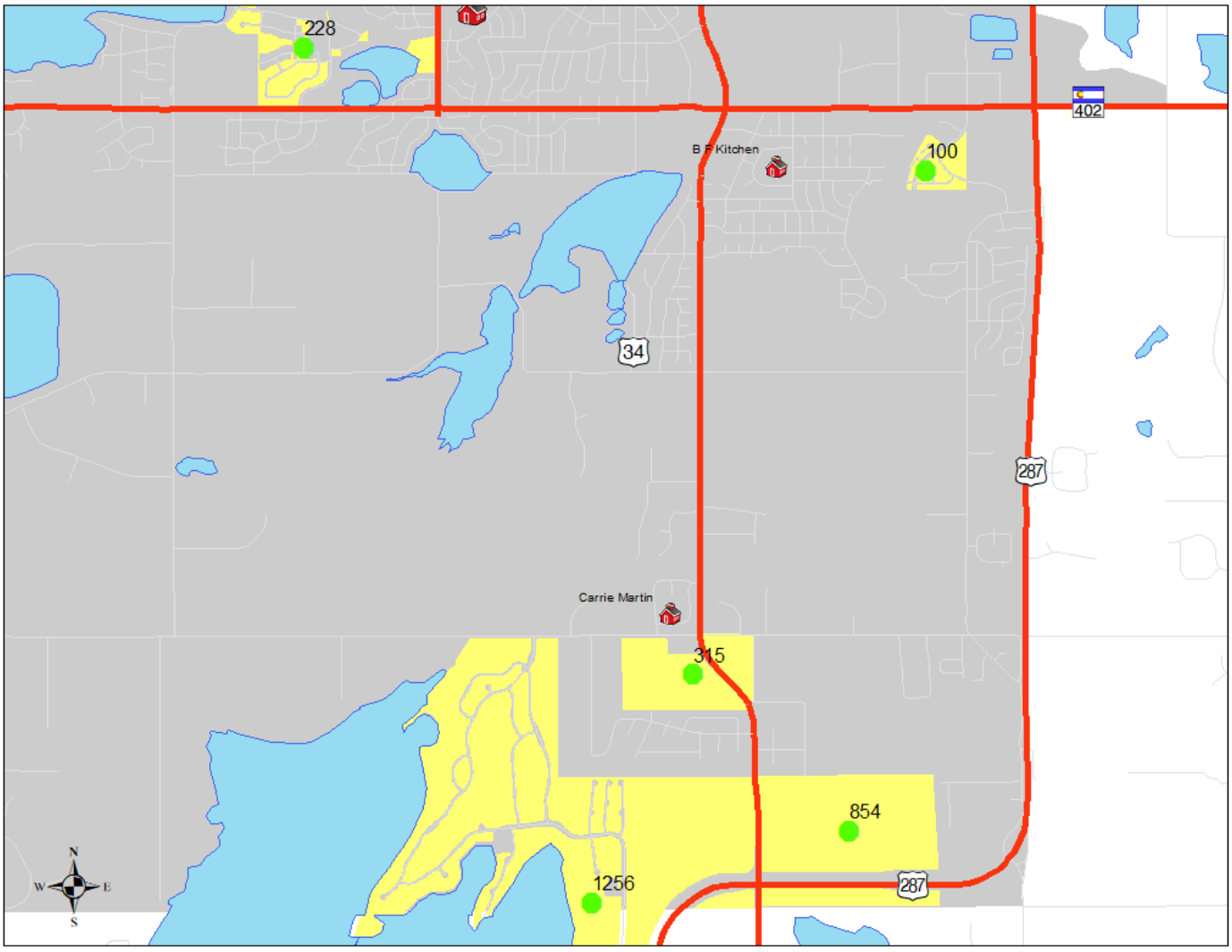


Figure 1.17 - Number of Dwelling Units in New Subdivisions – Thompson Valley Feeder System

At the elementary level, the only school with measurable development is Carrie Martin, and the neighborhood providing the bulk of the growth is close to being built out. The other developments are either high-end (Heron Lakes) or not producing yields reaching the district average.

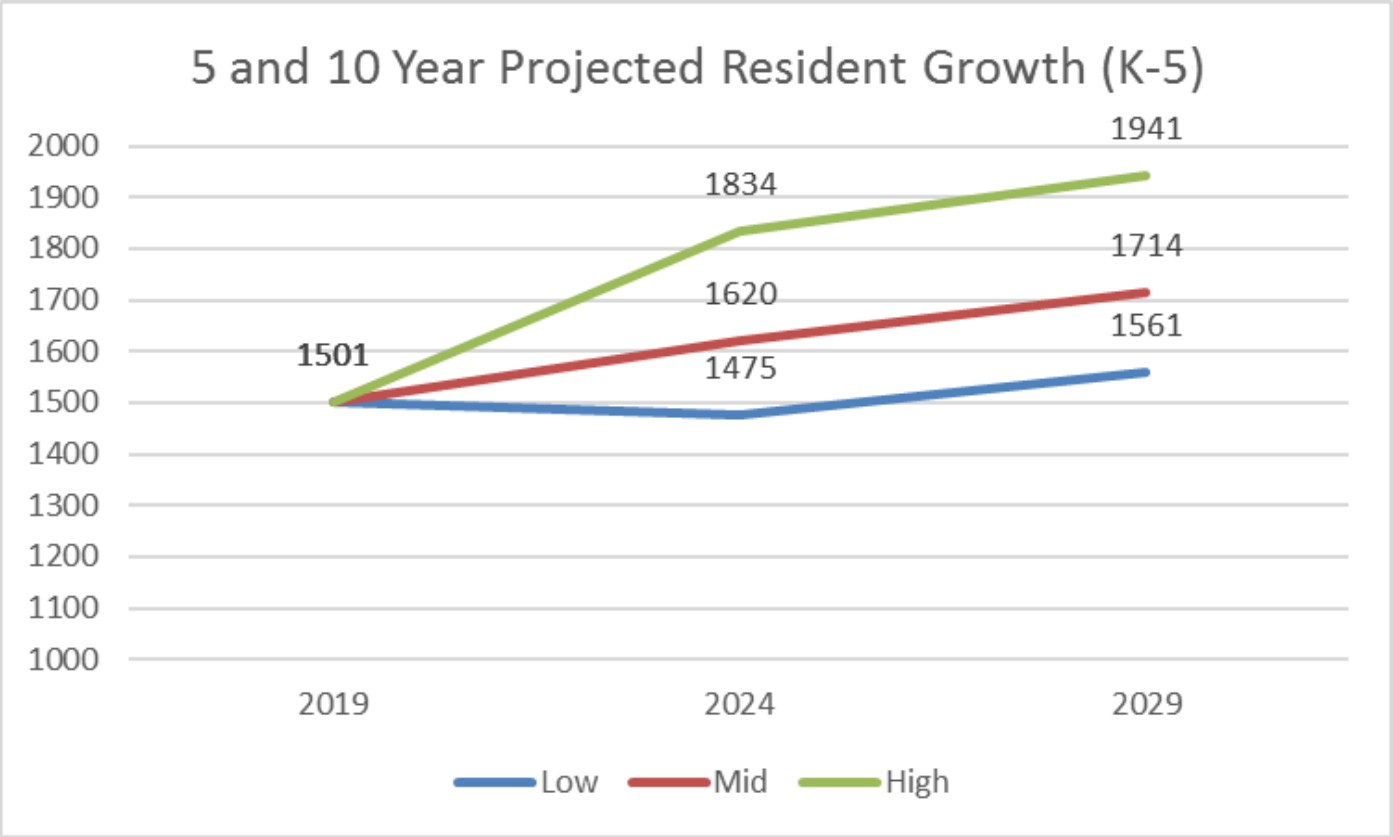


Figure 1.18 – Projected Resident Growth (K-5)

The remaining elementaries are experiencing declining resident populations, or have plateaued after several years of decline. The addition of Garfield and Truscott elementary schools to the feeder in 2020 will have limited effect in the future, as both boundaries are built out, with no room for new development.

The only area of the feeder with any real growth is not part of Walt Clark's boundary, so WCMS will continue to see both its resident population and enrollment continue to decline.

Growth

Thompson Valley Feeder System

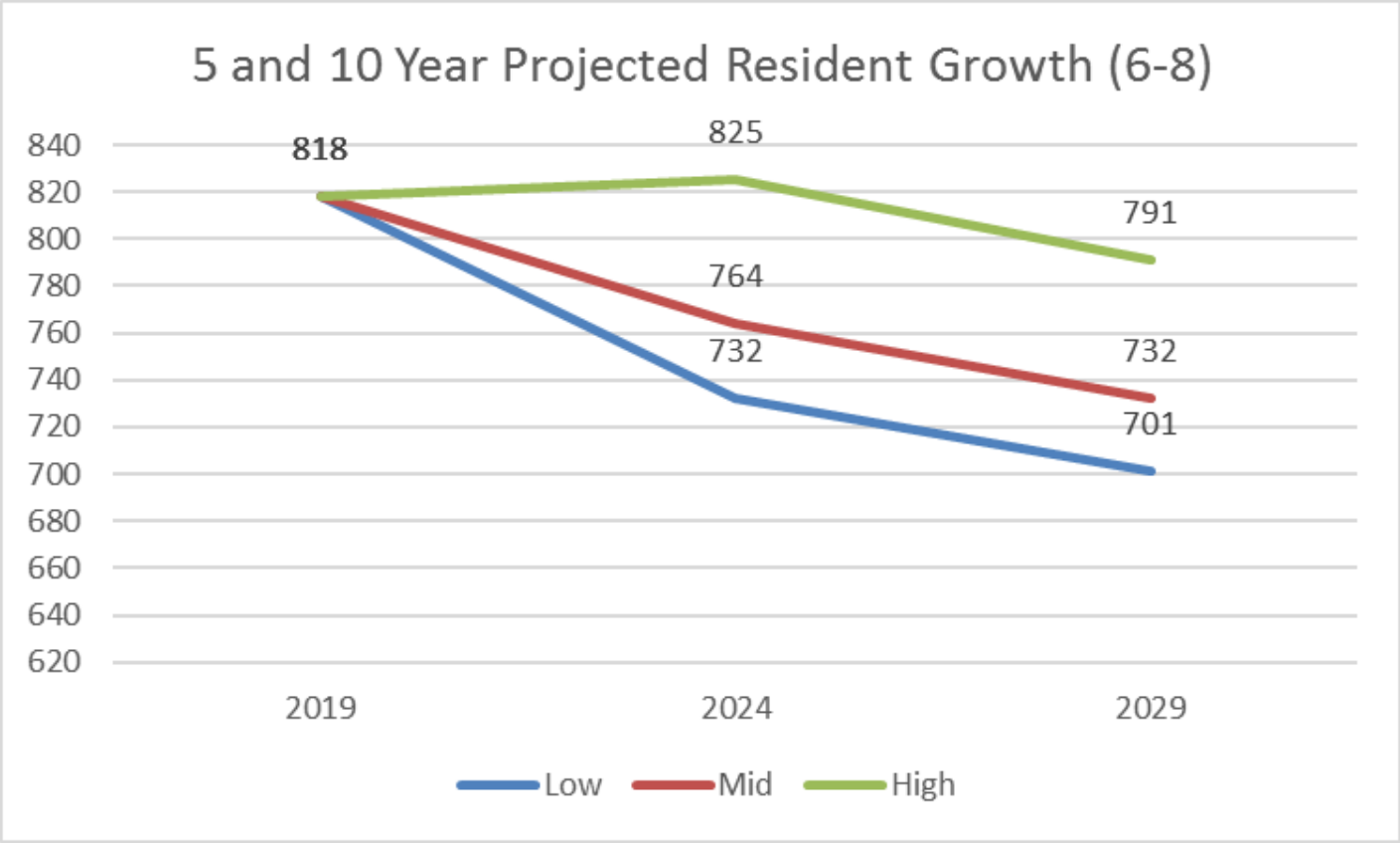


Figure 1.19 – Projected Resident Growth (6-8)

Since 2012, Walt Clark's resident population has declined by 51, by comparison, High Plains' middle school resident population has grown by 81.

At the high school level, the decline over the same period has been 170.

CONCLUSIONS:

- **A boundary change taking effect in 2020 should keep Carrie Martin from being over-utilized, and a new elementary in the Berthoud feeder would be able to provide relief, also.**
- **All other schools need to be monitored for capacity vs. utilization, with an eye towards possible innovation.**

Current Sites and Future Needs

This graphic shows land that is either currently owned by the district, or the district has claim to it through the dedication process.

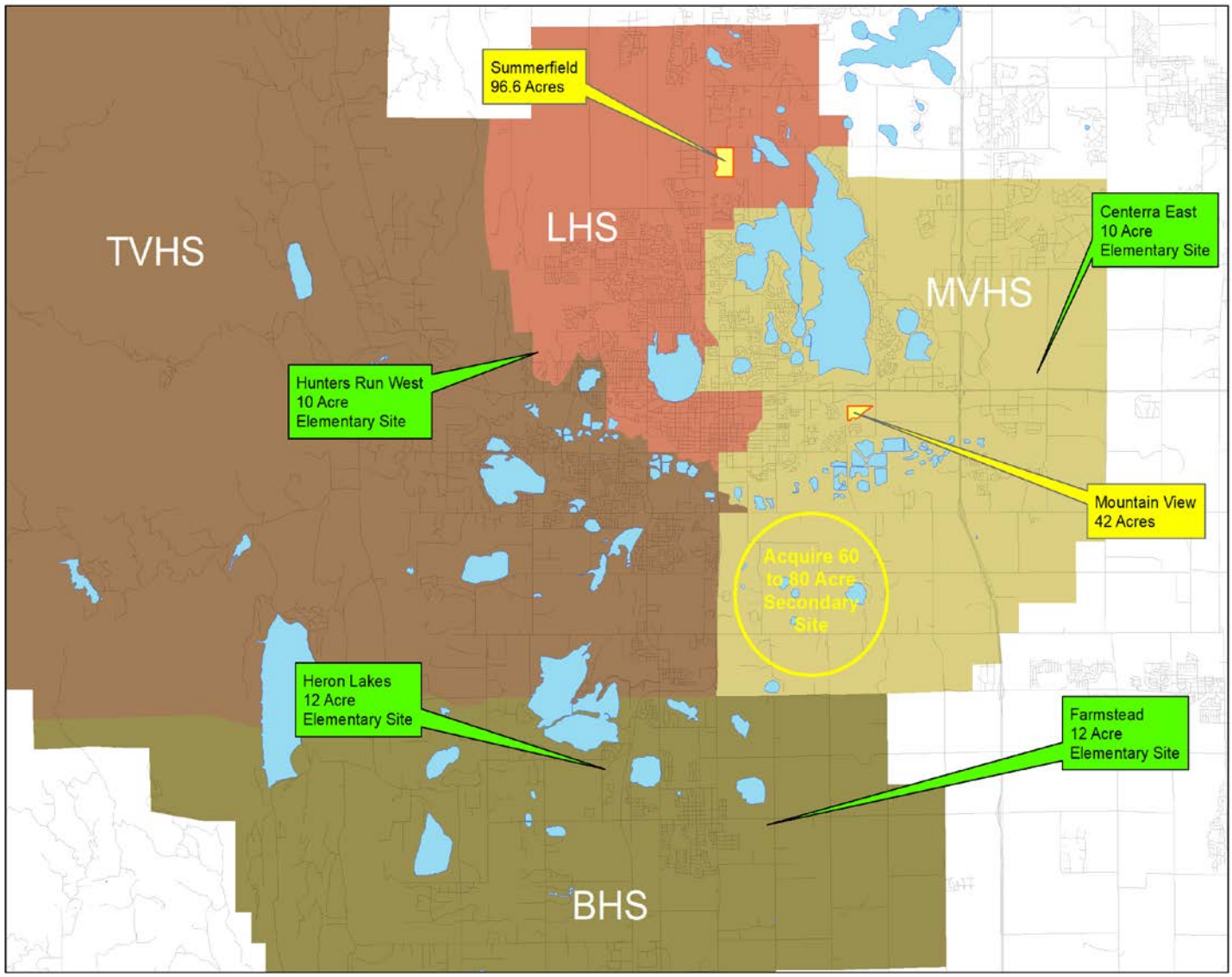


Figure 1.20 – Current (Yellow) and Future (Green) Sites

These sites do not include the East Side PK-8, which is currently in design phase.

Land

Hunters Run West

This is a 10-acre elementary site that will be acquired once development restarts on the northwest side of the district. The purpose of the site is to alleviate the pressure that will be placed on Ponderosa Elementary by the approximately 3500 units that will be built.

Centerra East

This 10-acre site is part of the dedication requirement of the Millennium GDP, which has previously yielded a 30-acre middle school site, and the High Plains School site. This site will probably serve that area east of I-25 and north of US-34. This site will be acquired during development.

Heron Lakes

A 12-acre site that is in the process of being acquired. An elementary school constructed on this site would provide relief to Berthoud, Ivy Stockwell, and Carrie Martin Elementary Schools, and should be the priority for the next school in the district.

Farmstead

A 12-acre site that is in the process of being acquired. This site will serve the development coming on the east side of Berthoud.

Mountain View

42 acres was acquired in 2016 in trade for the previously dedicated middle school site which was just to the southeast. This site abuts Mountain View High School, and could be used for a new middle school, district sports complex, or other purposes.

Summerfield

A 95-acre site that the district purchased in 2006. This site is large enough that usage is totally flexible, including multiple campuses, subdividing, selling in part or whole, etc. Annexation to Loveland is in process.

Additionally, as indicated on the map, the district is actively looking for a 60-80-acre site in the southeast quadrant of the district to provide flexibility in the long term. Purchasing such a site now ensures the best selection (before development moves to that area) and reasonable prices compared to what we expect to see in the future. Potential uses include HS, MS, multiple campuses with multiple levels, etc.

Water

Acquisition Through 2028

As a condition of development, jurisdictions require dedication of water to offset the need generated by that development. This holds true for schools as well. As water becomes both scarcer and more expensive, it is important for the district to ensure that it maintains an inventory large enough to meet future dedication requirements. As different jurisdictions accept different sources of water to satisfy dedication requirements, it is helpful to approach water planning by area.

For Berthoud, Handy Ditch, C-BT, and cash-in-lieu (CIL) are accepted. The current CIL rate for commercial is $41,250 per acre-foot. In addition to any dedication required for the building usage, an additional 3 acre-feet per acre of irrigated grass and playing fields is required. Assuming 7 acres of grass and fields on a normal 12-acre site, $866,250 would be the CIL cost.

Currently the credit given per dedicated share is 4.4 acre-feet for Handy, and 0.6 acre-feet for C-BT. Market prices for Handy and C-BT are currently in the neighborhood of $150,000 and $55,000 respectively.

The district possesses enough unpurposed C-BT shares to meet the requirements of the next 10 years, and CIL is always an option.

In the area serviced by the City of Loveland, there are two types of water: Colorado-Big Thompson (C-BT), and “Native” water. Native water is any ditch water accepted by the city that is not C-BT. Water is placed into the City of Loveland Water Bank, and from there can be dedicated to the city to satisfy dedication requirements. Half of all requirements must be satisfied by C-BT, but up to half can be satisfied by native water credits, which are usually less expensive than C-BT. The formulas for dedication amounts are specified in city code. The main consideration is tap size, with a 2” tap requiring 13 acre-feet of dedication. The current cash-in-lieu fee is $39,330 per acre foot.

The district currently has enough credit in the COL Water Bank for all anticipated requirements through the next 10 years, with CIL an option.

It should be noted that possessing sufficient water frees up payment-in-lieu-of land dedication (PILO) funds for other uses directed to adding capacity.

Modular Classrooms

Modular (or portable) classrooms are intended to provide short-term relief for over-utilization issues at specific schools. Given the cost of moving these classrooms (~$100,000) and their short lifespans (compared to regular buildings) , mothballing them is not cost-effective. So unless a situation arises requiring them at another school, they tend to remain in place long after the need for them has expired.

Unfortunately, modular classrooms are both less secure than and well-constructed as brick-and-mortar buildings, resulting in potential safety concerns and outsized maintenance costs that cannot be fully justified given their usage. They also take up land area that may be in short supply based on the school site.

Therefore, the district has begun a process to identify those modular classrooms that are no longer necessary and dispose of them. Normally this is accomplished through the surplus property process, unless the condition is such that sale is not realistic.

The first step in the process was to identify the location, use, and condition of each modular classroom in the district. This information was matched against student projections for each location and a recommendation to keep or remove was made by Operations staff. This recommendation is forwarded to Learning Services for review and comment.

School	of Modulars	Current Modular Use	Modular Condition	LS Comments	Recommendations
Berthoud	2	#1-ELD/OT #2-LEARNING CTR/G&T	12- Good 46- Good		Leave in place
Carrie Martin	2	#1-ECC #2-ART/MUSIC	6- Good 47- Good		Leave in place
Centennial	2	#1-EARLY CHILDHOOD #2-BEFORE & AFTER/PTA	4- Good 7- Good		Leave in place
Ivy Stockwell	2	#1-EARLY CHILDHOOD #2-BEFORE & AFTER/PTA	11- Good 5- Good		Leave in place
Laurene Edmondson	2	#1 - OT / MUSIC #2-INNOVATION STATION/SCI KITS	1- Bad 2- Good		Leave in place
Lincoln	2	EC - ILLC PRESCHOOL	43- Good 44- Good		Leave in place
Mary Blair	1	#1-SPEECH/STORAGE	48- Good		Remove
Namaqua	2	#1-STORAGE #2-BOYSCOUTS/PTA #3-LEASE TO ROTARY?	23- Good 24- Good 25- Fair		Remove
Sarah Milner	3	#1-BOYS&GIRLS CLUB #2-STORAGE/OFFICE #3-EARLY CHILDHOOD	34- Good 41- Good 42- Good		Leave in place
Winona	2	#1-ECE #2-DISTRICT PROGRAMS	28- Fair 29- Fair 30- Good		Remove 1 Modular
Bill Reed					
Conrad Ball	1	DISCOVERY PRGM 6th-8th	10- Poor		Remove
High Plains	2	Classrooms			Leave in place
Lucile Erwin	2	#1- WORLD LANG #2-SCIENCE/PE	18- Good 45- Good		Leave in place
Loveland	1	GEOMETRY & CONST	8- Poor		Remove/maybe replace
Thompson Valley	5	#1-SOC STUD #2-STUDENT COUNCIL #3-ROTC #4-ESS #5-ESS SERVICE			Remove

Figure 1.21 - Current Modular Inventory

Capital Maintenance Forecasting

Introduction

Capital forecasting is a process used to better understand and prepare for both current and future capital requirements of District buildings and sites. Data is compiled through component analysis, as well as system life-cycle modeling. This supports the ability to identify and focus on components that are beginning to show signs of failure, anticipated to potentially fail in the next 0-7 years and plan for the larger system replacements that will need to be addressed. For example, component analysis may indicate lighting in a classroom needs to be replaced due to failing fixtures, while system planning anticipates the entire system needing to be replaced in eight years due to age and anticipated lifespan. See Appendix A for more details on the system and component analysis process.

While this gives us a high level analysis of the condition of our buildings, more detailed system investigations are required to further develop these projections. This requires a time-intensive and costly endeavor that the Operations Department and Master Plan Committee will continue to explore.

Below is a summary of the estimated capital maintenance forecast over the next 25 years. The remainder of this section provides additional detail and insight into these projected costs.

Estimated Capital Maintenance Forecast			
	3-5 Years	**6-10 Years**	**11-25 Years**
Costs	$10,416,721	$62,217,898	$ 338,205,791
Cumulative Costs	--	$72,634,619	$ 410,840,410

Figure 2.1 - Estimated Capital Maintenance Forecast Over 25 Years

Figure 2.1 provides a snapshot of capital maintenance estimates over the next 25 years, factoring in a 3.5 percent compounding escalation factor.

CAPITAL MAINTENANCE FORECAST

The 2018 bond, bond premium dollars, and current capital funding address the most immediate facility needs (years 0-2). Capturing component and system repairs together provides a snapshot of estimated requirements over the next 25 years. Due to the high level nature of the systems review, combined with a modest escalation factor, there is a fair amount of variance that could be seen upon a more detailed analysis. Building replacements will need to be considered as part of this conversation as more comprehensive reviews are conducted, as well.

Capital Maintenance Forecast

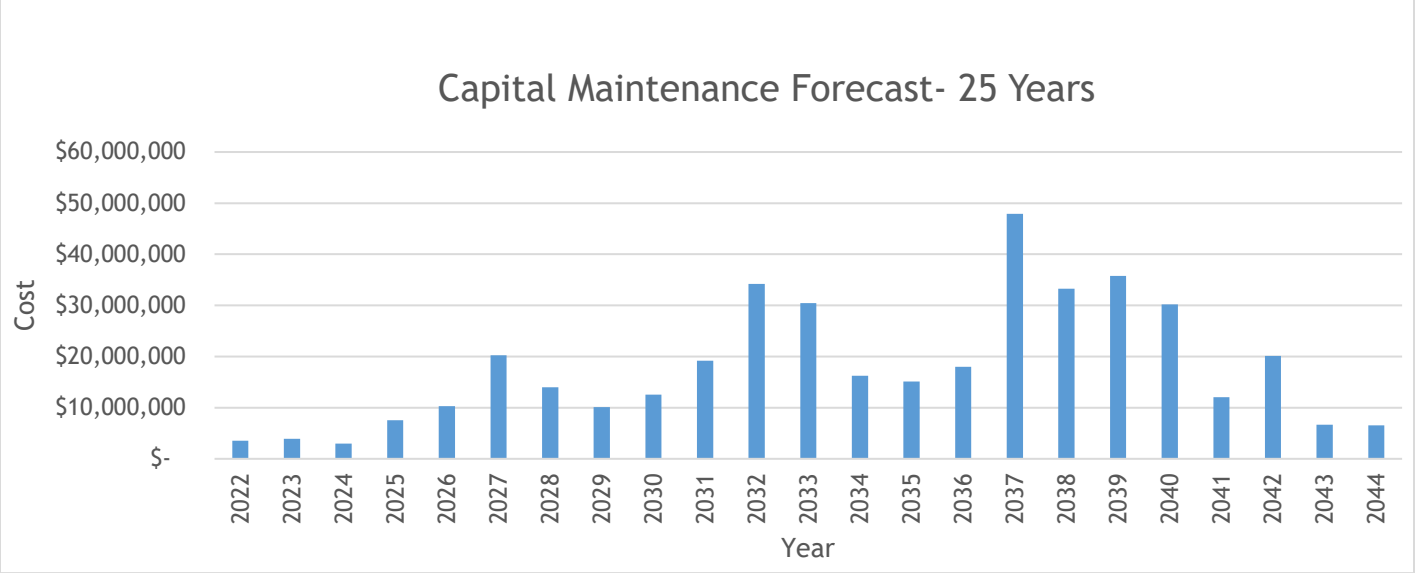


Figure 2.2 - Capital Maintenance Forecast for the next 25 years

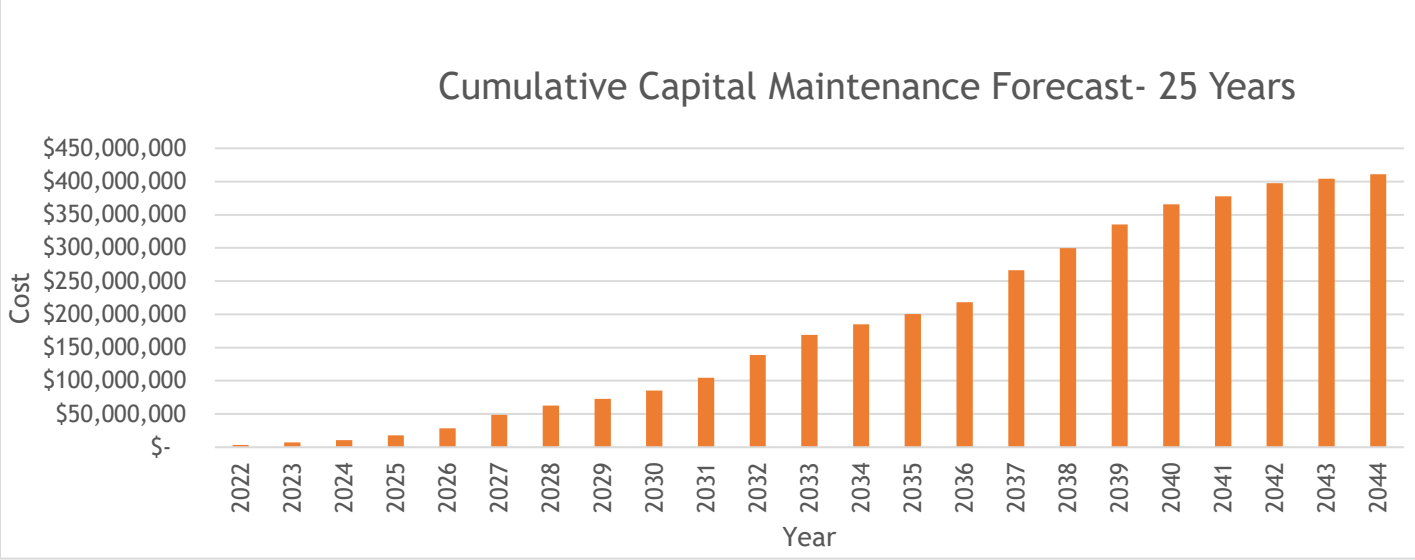


Figure 2.3 – Cumulative Capital Maintenance Forecast for the next 25 years

Figure 2.3 shows an estimated $10.5 million will be needed over 5 years; $73 million needed over 10 years, and $411 million over 25 years, factoring in a 3.5 percent compounding escalation factor. Utilizing the system and component analysis together supports educated decisions when managing our buildings and the risks that come along with aging infrastructure.

In order to make sound decisions when estimating total costs of maintaining District facilities, a comparison of the capital maintenance needs combined with the Current Replacement Value (CRV) ensures resources are invested appropriately. The Facility Condition Index (FCI) is a measurement tool used to compare these numbers. The FCI will help to guide decisions on building replacements versus large-scale re-investments and will be reviewed by the Master Plan Committee and Operations Department.

Prioritization Process

To appropriately prioritize Capital Maintenance needs, each item is assigned a Priority (High, Medium or Low), which indicates timeframe, as well as a Score based on type of need.

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

Figure 2.5 Component Analysis Criteria and Prioritization

This methodology focuses on the next seven years and supports an evaluation based on both the timeframe in which the component is expected to fail and additional factors that assist in prioritizing.

Capital Maintenance Forecasting

Capital Maintenance Needs

When estimating capital maintenance costs in the next 10 years, it is important to rely on both system and component analysis to guide resource planning. Again, the most immediate needs (years 0-2) have been addressed by the 2018 bond, bond premium and annual capital funding.

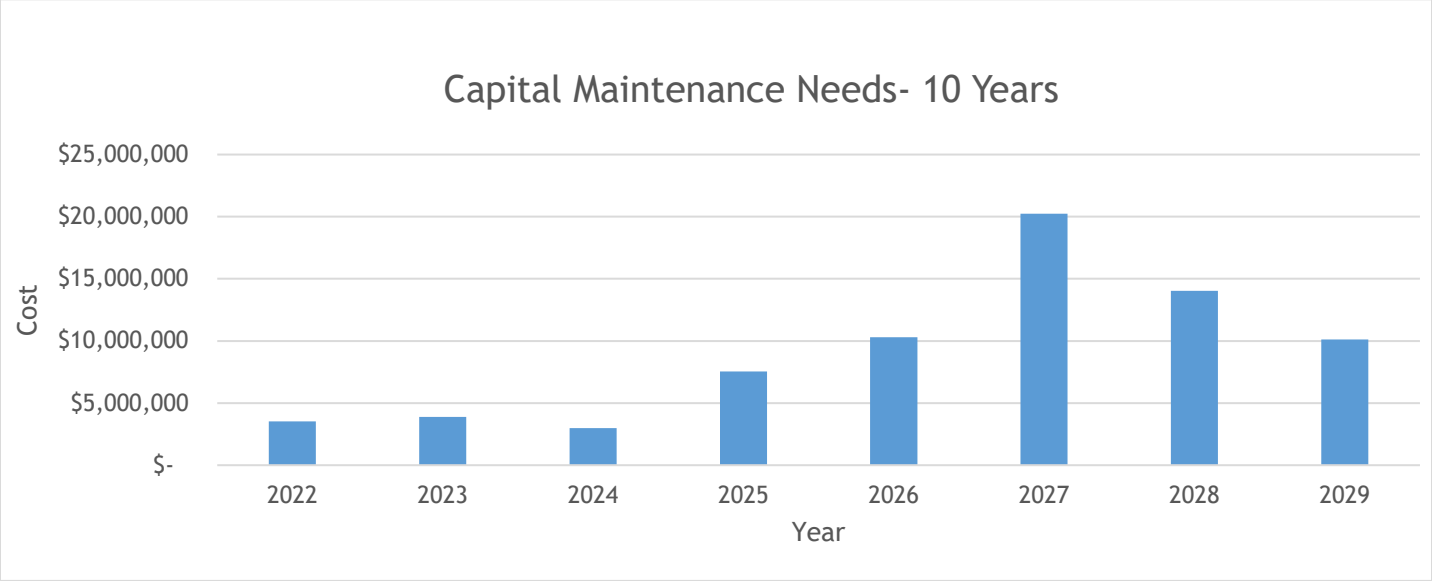


Figure 2.6 Capital Maintenance Needs in the Next 10 Years

Data in Figure 2.6 is based on comprehensive facility assessments conducted annually that ensure information is both current and that highest priority items remain at the top of the list. Projections also include system life cycle information in order to better anticipate systems requiring replacement based on anticipated life span.

Component Analysis Category/Criteria	Sum of COST
1. Threatens health and/or life safety of building occupant. Projects involve compliance with Building Fire Safety, Liability and other regulatory codes	$ 2,780,390
2. Impairs functional use of facility. Includes capacity and educational delivery issues.	$ 1,548,862
3. Improve Building Usage for Academic Programs. Includes upgrading electrical system for additional computers, or creating additions space for a new program.	$ 7,967,359
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.	$ 8,396,708
5. Reduces quality of aesthetic value of facility.	$ 529,708
Component Total	**$ 21,222,657**
Facility Systems Projected Total	**$ 51,411,962**
GRAND TOTAL	**$ 72,634,619**

Figure 2.7 Capital Maintenance Needs by Component Category and System Projected Total for the Next 10 Years

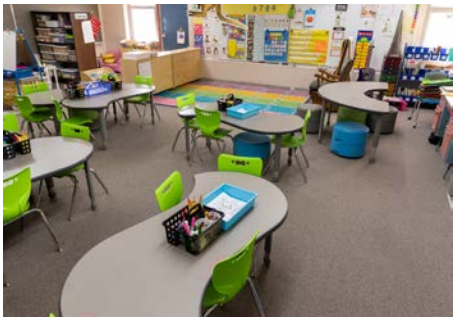
Figure 2.7 shows the estimated costs within the next 10 years by category and total. As previously noted, these figures reflect an estimated 3.5 percent escalation factor that is subject to change pending market conditions.

Learning Space Enhancements

When evaluating potential enhancements, it is important to not only ensure District buildings are in good repair, but also that they are meeting the educational and other needs of our students, staff and community.

Through a facilitation process with Cuningham Group Architecture, the Master Plan Committee developed Facilities Principles and Standards to guide the assessment of educational adequacy in District buildings and to set goals for facilities in Thompson School District. See Appendix B for additional detail regarding this process.

In addition to developing these Principles and Standards, the Master Plan Committee compiled a list of recommendations to focus efforts based on current information provided by building leadership and how their buildings are functioning when measured by Facility Standards. The photographs below exemplify improvements made at District facilities that demonstrate principles outlined below.



Berthoud Elementary Classroom

Ivy Stockwell Elementary Outdoor Classroom

Laurene Edmondson Elementary Innovation Room

FACILITY PRINCIPLES

These principles are overarching commitments and beliefs applied to all Thompson School District facilities. The bulleted points under each principle are the descriptions/interpretations provided by the Master Plan Committee.

1. **TSD** is committed to creating environments that foster *personalized, student-centered* learning.
   This means …
   - We value and maximize students' ability to choose
   - Multiple spaces provided for student down time
   - Movable furniture
   - No front or back (in the learning environment)
   - Independent/portable technology
   - Large rooms throughout buildings
   - Library environment that is both relaxed and multifunctional
   - Utilization of entire campus
2. TSD is committed to *innovation* and providing *flexible, adaptable* and *multi-functional* learning environments with relevant technology.
   This means ...

- Variety of workspaces: large group, personalized space, small group with tables, whiteboards, floor space, etc.
- Innovative opportunities that allow for different learning styles: relevant materials, connection to real-world events
- Ability to easily incorporate new information into curriculum
- Infrastructure that supports the most current technology

3. **TSD** is committed to providing *safe, warm* and *welcoming* environments that support the physical, emotional and social well-being of its users.
   This means …
   - Adequate spaces for learning: play, active bodies, quiet/calming
   - More than just a building: feeling, culture, climate, inside/outside
   - Meets needs of all users: students, staff, parents, community
   - Provide a physically protective environment that doesn't feel like a prison
4. **TSD** committed to providing learning environments that foster *collaboration* and *teamwork*.
   This means ...
   - Adaptable furniture
   - Flexible, multi-use areas
   - Leadership: establish staff to foster collaboration and teamwork
5. **TSD** is committed to providing facilities that foster *community connections* and *partnerships*, while *maintaining security*.
   This means ….
   - Better communication of public use; promotion of opportunity
   - Not limited to school calendar/day
   - Technology that enables usage
   - Accessible to neighborhoods, suitability and capabilities
   - Equitability and inclusivity
6. **TSD** is committed to creating and maintain *fiscally responsible, environmentally sustainable,* and *energy efficient facilities*.
   This means …
   - New/replacement building that are energy efficient
   - Consideration of renewable sources of energy
   - Sustained by natural environment, i.e. geothermal, daylighting
   - Life cycle/carbon footprint considered
   - Design alternatives and environmental impact
   - Reuse/repurpose/recycle; buildings that teach, construction is instruction
   - Building materials are sourced through low impact methods
   - Short term vs. long term
     - Cost of installation
     - Health impact
   - Xeriscaping
   - Access to /water usage (purification) potable

Learning Space Enhancements

Facility Standards

In addition to these Principles, the Master Plan Committee reviewed and revised a list of 41 Facility Standards. These Standards are criteria that describe the physical characteristics required of all Thompson School District Facilities. Standards define consistency, value and quality across facilities as they are maintained, improved or built. A more detailed description of the Standards can be found in Appendix B.

Standards are sorted by the following categories: Building, Interiors and Finishes, Systems, Site, Community/Off-Site.

BUILDINGS

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

INTERIORS AND FINISHES

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

Centennial Elementary main entrance

SYSTEMS

29. Quality HVAC/Plumbing
30. Ample Electrical Service and Systems & Lighting
31. Technology Infrastructure and Hardware
32. Technologically Enhanced Building Systems

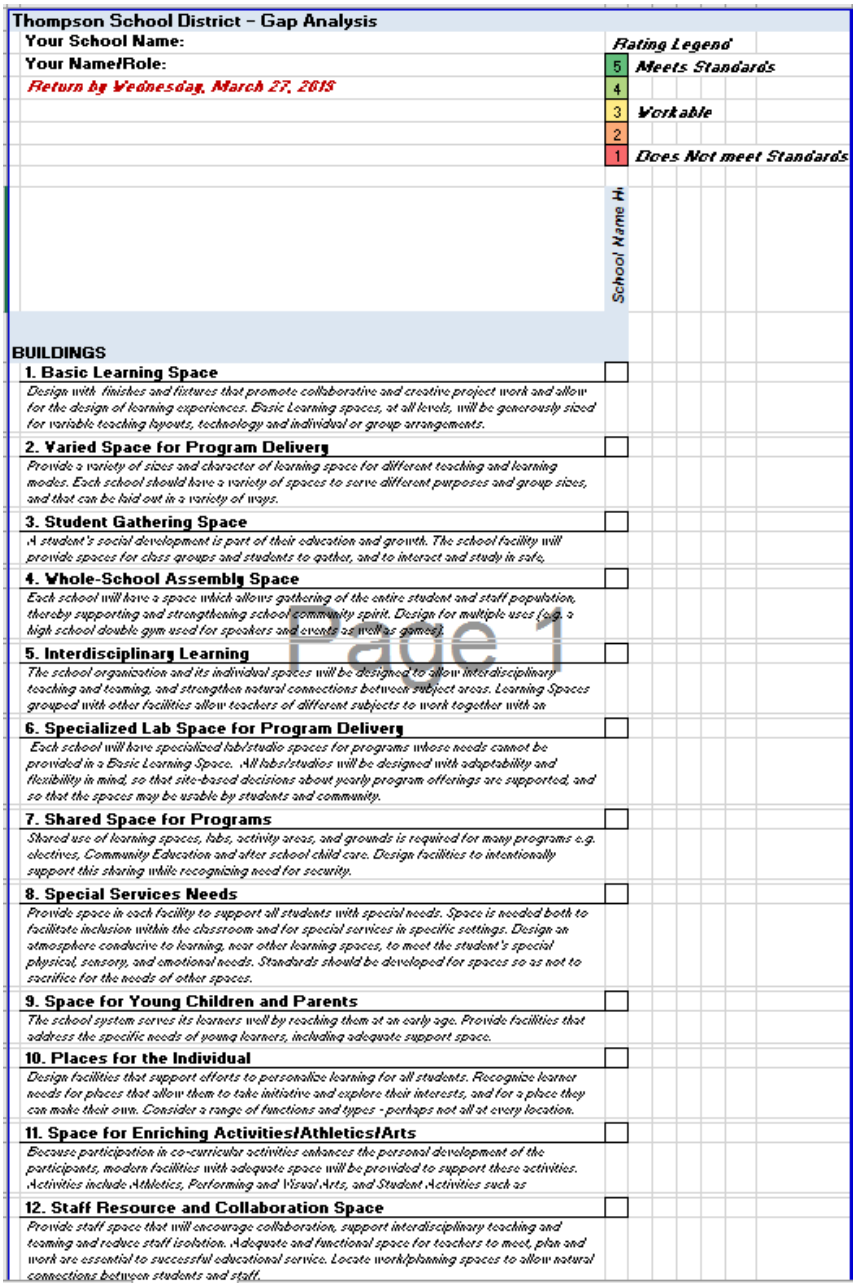
SITE

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

COMMUNITY/OFF SITE

40. Community/Off Site Learning Setting
41. Joint-Use Facilities

Facility Standards



Thompson School District – Gap Analysis

Your School Name:
Your Name/Role:
Return by Wednesday, March 27, 2013

Rating Legend	
5	*Meets Standards*
4	
3	*Workable*
2	
1	*Does Not meet Standards*

School Name H

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,

4. Whole-School Assembly Space
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 spectators and events as well as games).

Page 1

5. Interdisciplinary Learning
The school organization and its individual spaces will be designed to allow interdisciplinary teaching and teaming, and strengthen natural connections between subject areas. Learning Spaces grouped with other facilities allow teachers of different subjects to work together with an

6. Specialized Lab Space for Program Delivery
Each school will have specialized lab/studio spaces for programs whose needs cannot be provided in a Basic Learning Space. All labs/studios will be designed with adaptability and flexibility in mind, so that site-based decisions about yearly program offerings are supported, and so that the spaces may be usable by students and community.

7. Shared Space for Programs
Shared use of learning spaces, labs, activity areas, and grounds is required for many programs e.g. electives, Community Education and after school child care. Design facilities to intentionally support this sharing while recognizing need for security.

8. Special Services Needs
Provide space in each facility to support all students with special needs. Space is needed both to facilitate inclusion within the classroom and for special services in specific settings. Design an atmosphere conducive to learning, near other learning spaces, to meet the student's special physical, sensory, and emotional needs. Standards should be developed for spaces so as not to sacrifice for the needs of other spaces.

9. Space for Young Children and Parents
The school system serves its learners well by reaching them at an early age. Provide facilities that address the specific needs of young learners, including adequate support space.

10. Places for the Individual
Design facilities that support efforts to personalize learning for all students. Recognize learner needs for places that allow them to take initiative and explore their interests, and for a place they can make their own. Consider a range of functions and types - perhaps not all at every location.

11. Space for Enriching Activities/Athletics/Arts
Because participation in co-curricular activities enhances the personal development of the participants, modern facilities with adequate space will be provided to support these activities. Activities include Athletics, Performing and Visual Arts, and Student Activities such as

12. Staff Resource and Collaboration Space
Provide staff space that will encourage collaboration, support interdisciplinary teaching and teaming and reduce staff isolation. Adequate and functional space for teachers to meet, plan and work are essential to successful educational service. Locate work/planning spaces to allow natural connections between students and staff.

Figure 3.1 - Gap Analysis

Administration from each building filled out a Gap Analysis worksheet for their building, rating their building against the 41 Facility Standards using the form above. Although the MPC acknowledged the subjective nature of this exercise, this provided a valuable perspective which allowed the committee to look beyond building maintenance and focus on overall functionality for staff, students and community.

Learning Space Enhancements

Recommendations

A list of prioritized areas of focus was developed based on analysis of data provided by building leadership. Trends and anomalies were identified and analyzed, then formulated into recommended focus areas for prioritizing improvements. Below is a list of standards that the MPC highlighted with specific notes in italics.

Focus areas based on Facility Standards

- #1 Basic Learning Space: *Improve learning environment*
- #6: Specialized lab space for programs
- #7: Shared space for programs
- #10: Places for the individual
- #13 Daylighting and Views; #30 Ample Electrical Service and Systems & Lighting: *Daylighting and electric lighting*
- #16 Safety; #18 Welcoming and Respectful Main Office: *inviting entrance*
- #22 Technology Space; #31 Technology Infrastructure and Hardware: *Technology*
- #23: Storage Space *(policy)*
- #28: Furniture and finishes for learning
- #29: Quality HVAC/plumbing *(especially A/C)*
- #34: Traffic Control

Laurene Edmondson Elementary Innovation Room

Berthoud Elementary Library

Turner Middle School Learning Space

The MPC recognizes the importance of continual engagement with parents, students and community in these priority areas. Support of these stakeholder groups is critical to success. Any level of improvement no matter how small will have a significant impact.

In addition to providing a basis for setting priorities, this analysis provides a means to benchmark progress and the ability to realign focus areas within the District.

CLOSING STATEMENT

By evaluating these three main content areas: existing and projected conditions, capital maintenance forecasting, and learning space enhancements, we are able to provide a comprehensive picture of our needs in the next 5-10 years. There are many more details behind the information presented that will be further drilled into when developing a focused funding or other directed plan. The Master Plan Committee plays a key role in reviewing and analyzing the information and then making recommendations and will utilize this Master Plan Document as a guide for their work.

For the summary of recommendations, see Executive Summary on page 10.

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.

Thompson School District does not discriminate on the basis of race, color, creed, national origin, ancestry, sex, sexual orientation, age, disability, religion, or other status protected by law in admission or access to, or treatment and employment in, its programs and activities. The following individuals have been designated to handle inquiries regarding the district's non-discrimination policies:

Student ADA/Section 504 Compliance Officer
Director of Student Support Services
Thompson R2-J School District
800 South Taft Avenue
Loveland, CO 80537
970-613-5000

Title IX/Employee ADA/Section 504/EEO Compliance Officer
Director of Human Resources
Thompson R2-J School District
800 South Taft Avenue
Loveland, CO 80537
970-613-5000

Please see District Policy AC and related regulations for details regarding the district's prohibition against discrimination and its complaint procedures.

800 S. Taft Ave.
Loveland, CO 80537
970-613-5000

THOMPSON SCHOOL DISTRICT

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