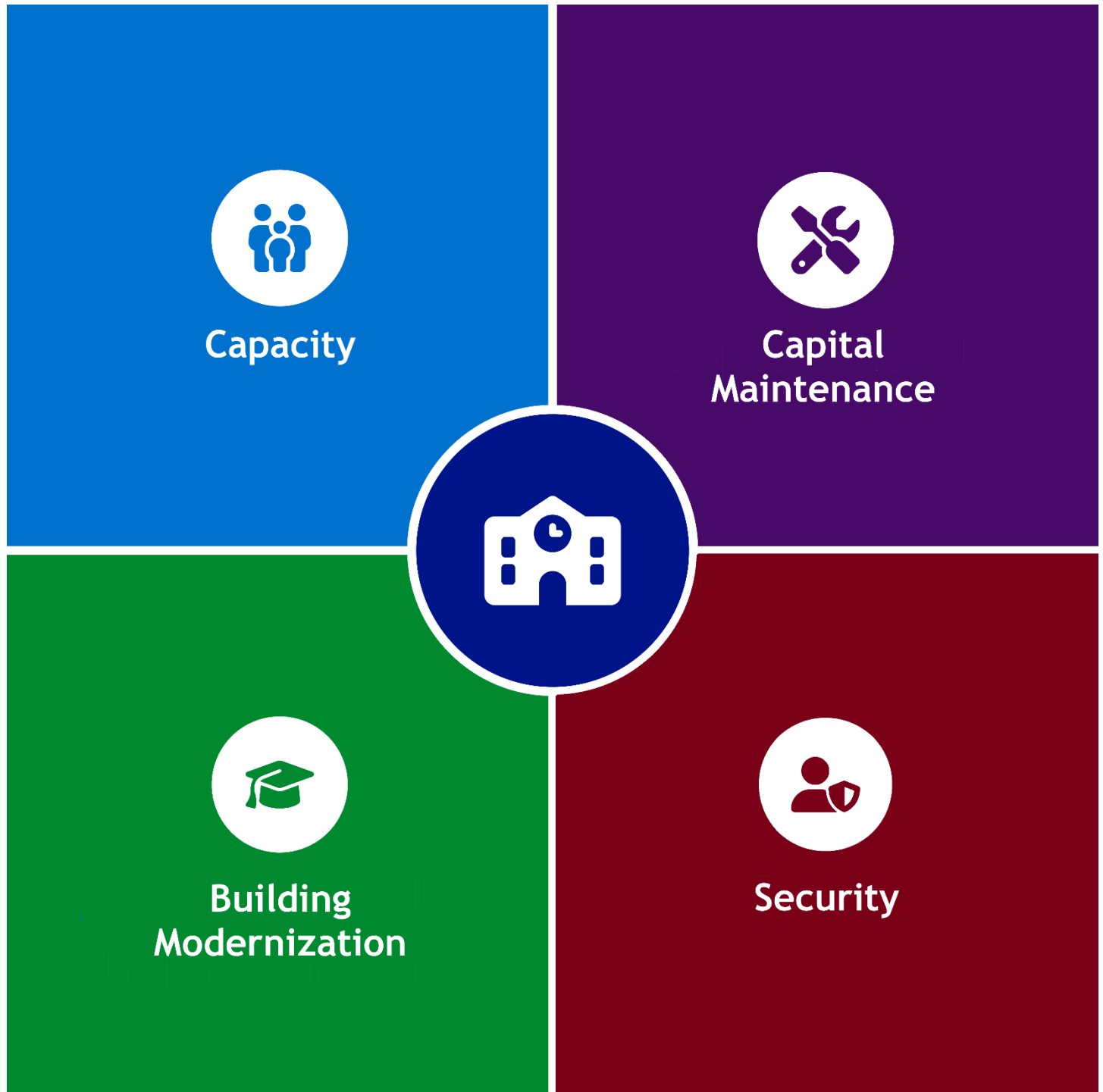


Introduction

Content Focus Areas



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Introduction

Thank You

June 2025

On behalf of Thompson School District, I want to personally express my sincere gratitude to the community members, staff and the Master Plan Committee (MPC) as a whole for their dedication and hard work. The Long-Range Master Plan (LRMP) will serve as a valuable framework to guide our decision-making and ensure we continue to provide the best possible support for every student we serve.

With the LRMP and the goals outlined in our Strategic Plan, STRIVE 2025, we are committed to using these resources efficiently and effectively to meet both our current and future goals.

Thank you to the MPC for your thoughtful investment of time in developing this plan, which is essential to fostering transparency and prioritizing the strategic use of our District resources.

Sincerely,

Todd Piccone
Assistant Superintendent of Operations

Introduction

Acknowledgements

2024-2025 BOARD OF EDUCATION

- Barbara Kruse, President, Director District F
Dawn Kirk, Director District A
Nancy Rumfelt, Director District C
Alexander Lessem, Director District E
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Preface



Introduction

Preface

Thompson School District (TSD, the District) is the 17th largest school district in Colorado, encompassing 362 square miles and serving approximately 14,500 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 preschool through twelfth grade with fifteen school-based preschool programs, a dedicated preschool building, three PK8 buildings, sixteen elementary schools, four middle schools, five high schools, two charter schools, and one career campus. Teachers and administrators collaborate with families and community partners to ensure students are college-, career-, and community-ready.

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 four non-voting ex-officio members.

Strive 2025, our 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*.

In November 2018, the community supported the passage of a bond initiative of \$149 million, which was leveraged into \$210 million with interest, grants, etc. This has provided critical resources to address some of our most urgent capital maintenance and growth needs. As we look forward, there are still urgent needs present as the buildings continue to age and our population continues to change.

This Master Plan consists of four components: Capacity, Capital Maintenance, Building Modernization, and Security. This plan will enable us to allocate and plan for resources appropriately to best support our students, staff, and community in the coming years.

Introduction

Goals and Guidance



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.



**STUDENT
ACHIEVEMENT**



**INCLUSIVE AND
SUPPORTIVE CULTURE**



**HUMAN
TALENT**



**STEWARDSHIP
OF RESOURCES**

Link to the full STRIVE 2025 plan can be found here: <https://www.tsd.org/about/strive-2025>

Introduction

Goals and Guidance

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 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 ensure that 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 2025



“We envision learning environments that are safe, equitable, accessible, and inspiring for students, staff, and community. These spaces will be healthy, sustainable, and adaptable, fostering student growth and achievement.”

Introduction

Executive Summary

This Master Plan serves as a strategic roadmap to ensure Thompson School District facilities are designed to meet the evolving needs of future-focused learning. In alignment with the district's mission and goals, the plan prioritizes safe, well-maintained, and modern learning environments that support innovation and high-quality instruction in addition to expanded Career and Technical Education opportunities—preparing each student for success in college, career, and life. Outlined below are the projected capital needs for 2025-2032 across the plan's four key focus areas: Capacity, Capital Maintenance, Building Modernization, and Security.

Capacity Needs Estimate:

- **2025-2029: \$80,000,000**
- **2025-2032: \$130,000,000**

In terms of existing and projected conditions, shifting student populations has provided the unique situation in which we must plan for 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 many have not been removed in areas of decline. Because the population continues to grow in the Berthoud and East Loveland areas, additional seats will be required. The most pressing is Berthoud, with East Loveland following a few years later.

Capital Maintenance Needs Estimate:

- **2025-2029: \$245,000,000**
- **2025-2032: \$280,000,000**

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.

Building Modernization Needs Estimate: \$241,000,000 - \$307,200,000

In addition to addressing capacity and infrastructure needs, it is also imperative that our buildings are meeting the programmatic, and other needs of our students, staff, and community. Career Technical Education is a focus when considering programming. The Master Plan Committee and other key stakeholders also prioritized six most critical Facility Standards to help guide this planning process for improvements: a safe pedestrian path to the main entrance, intentionally and appropriately designed space for Intensive Learning Center (ILC) student population, dedicated space in elementary schools for specials, including art, music, and physical education, ADA compliance, classrooms to be kept at a temperature that supports learning, i.e. cooling, and adequate privacy for emotional and physical safety in locker rooms and toilets.

Priority Security Needs Estimate: \$17,700,000

School Security is a critical aspect of school district functionality and the infrastructure that supports this is an important consideration in capital planning. We were able to make great updates to our buildings and sites by stretching bond and grant dollars and there is still more work to do.

Total Capital Needs Estimate 2025-2032: \$734,900,000

This master plan document delves into the Capital infrastructure needs across the District and the factors that are considered in assessing these needs.

Introduction

Executive Summary

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

0-3 years (2025-2028)

- Acquire in-process dedication sites (land)
- Consider additional site acquisitions
- Consider Early Childhood program placement
- Provide solutions to address Building Modernization needs
- Address PK8 population growth in Berthoud area
- Develop funding plan for Capital Needs-potential bond
- Update modular building plan, including re-allocation and removal
- Monitor utilization per Board of Education Policy FCA: School Closure Evaluation

3-7 years (2028-2032)

- Monitor capacity in Berthoud and Mountain View feeder area for secondary school additions
- Address PK8 population growth in the northeast part of the District
- Address Capital Maintenance, Building Modernization, and Security needs
- Review need for Heron Lakes site
- Monitor utilization per Board of Education Policy FCA: School Closure Evaluation

7-10 years (2032-2035)

- Manage ongoing Capital Maintenance, Building Modernization, and Security needs
- Acquire land for future secondary campus in the east and southern quadrant

Capacity

Introduction

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 central and West areas of the District, and growth continues in the North, South and East areas.

This shift is a direct result of buildout in the central and West areas of the District, combined with a steadily declining nationwide birthrate, and continued development in the south and east. These trends are expected to remain for the foreseeable future, absent any major changes in the economy.

And, based on residential development, this trend expected to continue:

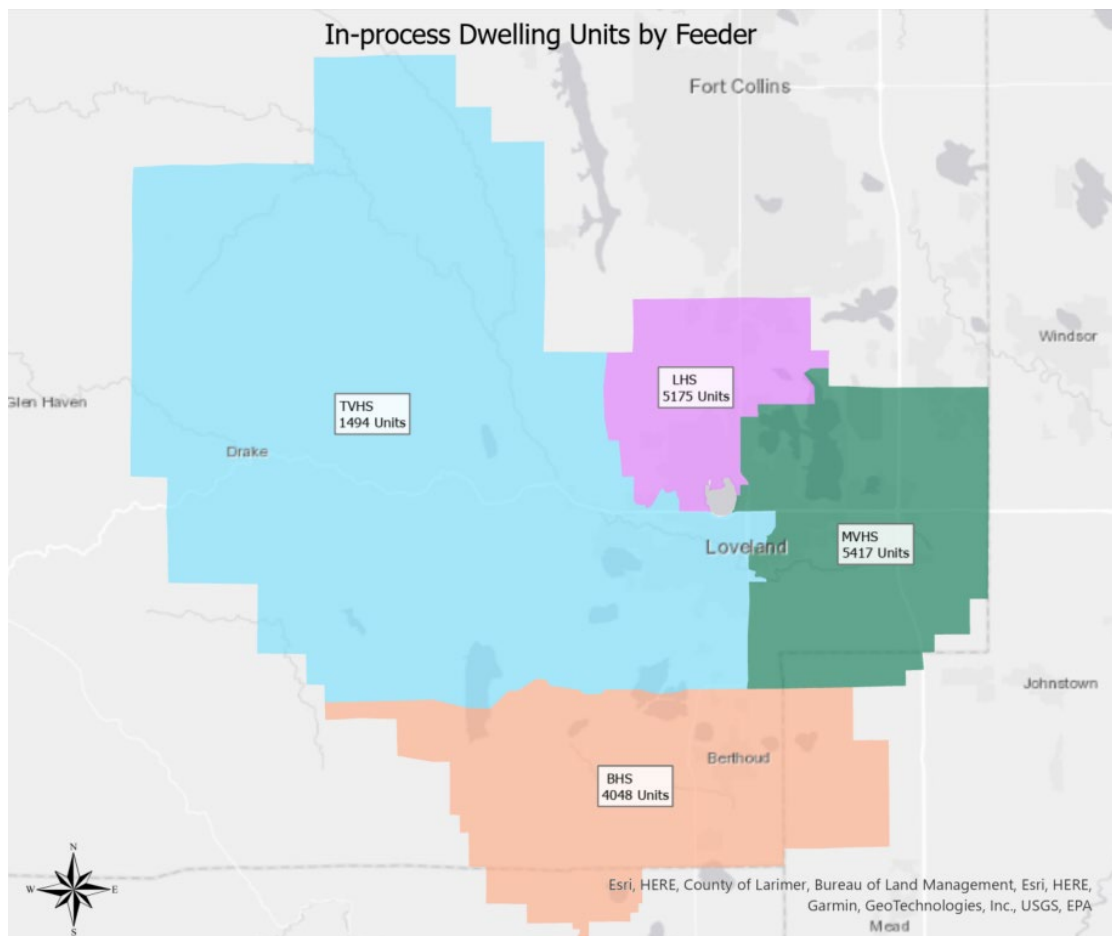


Figure 1.1 - In-process Dwelling Units by Feeder

Capacity

Introduction

Overall, the District's population is expected to decrease in the short term with a potential for increase in the medium to long term:

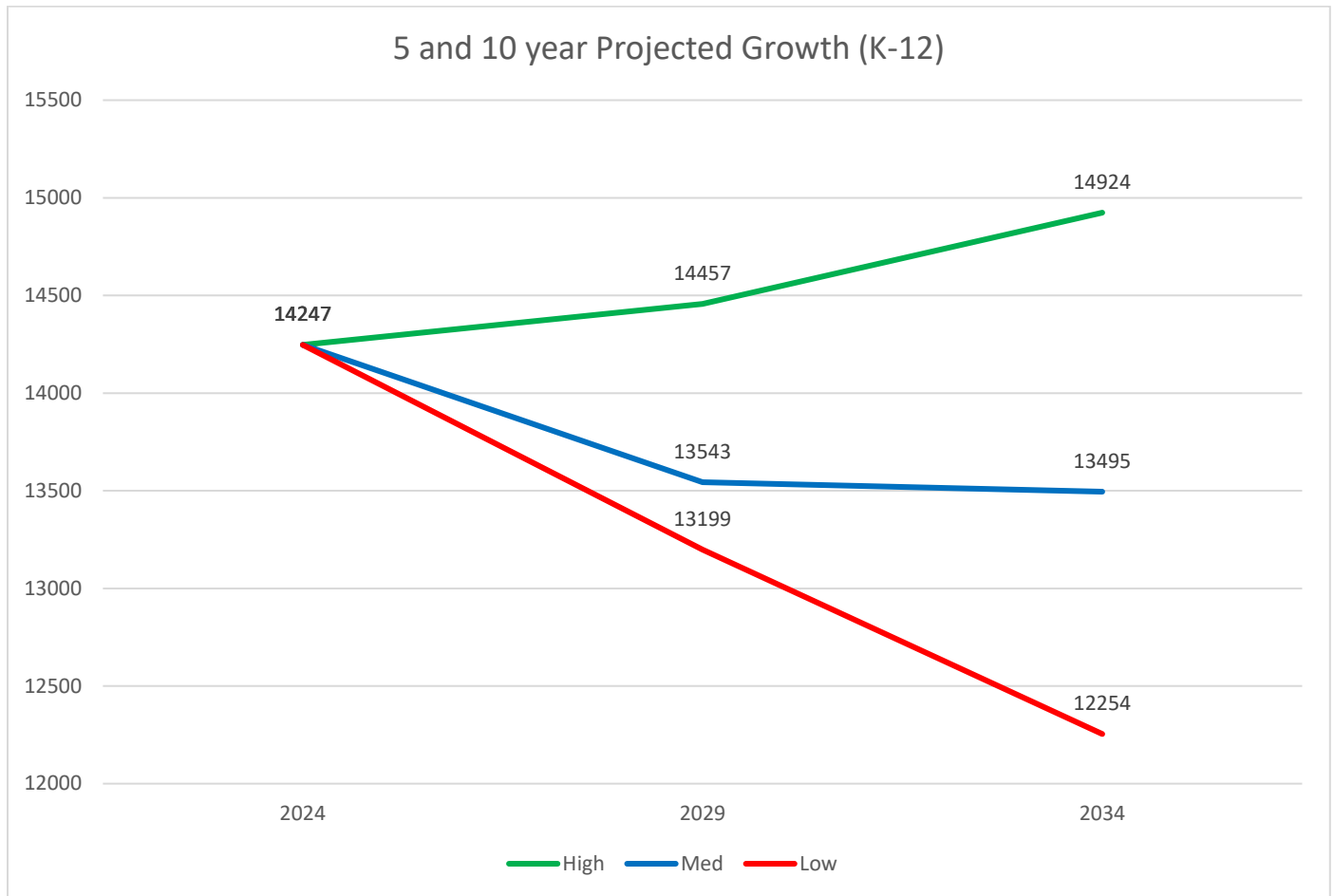


Figure 1.2 - District-wide K-12 Enrollment Projections

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 High School feeder system in turn, outlining our plan to deal with the coming changes.

Capacity

Modified Capacity and Utilization

Capacity is the maximum number of students a school building can effectively accommodate. Capacity is not a fixed number, it varies depending on how a facility is used and the standards applied. It can be expressed in several different forms to reflect different frameworks or needs.

Modified Capacity aims to reflect how modern educational standards for space usage apply to aging school facilities, many of which were constructed decades ago. Contemporary schools are designed with built-in spaces for specialized programming and services, whereas older schools often repurpose general education classrooms to accommodate these needs.

To present an accurate picture of space utilization in our schools today, we will report both **Built Capacity** and **Modified Capacity** to the Board of Education moving forward per Board Policy FCA each year in January.

Built Capacity

Built Capacity is the number of students a school was designed for. Built capacity is calculated as:

Number of general education classrooms × Education Specification (Ed-Spec)

Ed-Spec Student Ratios:

- Elementary: 25 students per classroom
- Middle School: 28 students per classroom
- High School: 28 students per classroom

Functional Capacity

A service factor is applied to adjust the Built Capacity for older buildings that lack spaces designed for modern services.

Recommended Adjustments (for schools built prior to 2000):

- Subtract 1 room for Elementary Schools
- Subtract 2 rooms for Middle Schools
- Subtract 3 rooms for High Schools

Modified Capacity

Modified Capacity = Functional Capacity (if applicable, otherwise use Built Capacity)

- (minus) **Number of District programs hosted on-site** (each program counts as one room).

While there are several other **District programs** that might qualify, our goal is to establish a consistent standard that can be applied uniformly across all schools. Therefore, the following programs will be counted toward **Modified Capacity**:

- Intensive Learning Center - ILC
- Intensive Language Learning Center - ILLC

Capacity

Modified Capacity and Utilization

- Affective Needs Learning Center - ALC
- Early Childhood Education - ECE
- Learning Center
 - Unless otherwise noted on School floor plan

While reviewing Modified Capacity within TSD, we discovered inconsistencies in current Built Capacity figures. The number of general education rooms and student-per-room ratios did not align with the reported Built Capacities.

Upon investigation, we traced this issue back to a capacity audit conducted by the Master Plan Committee in the 2000-2001 school year. At that time, the committee used a “deficiency factor”—a concept similar to today’s Modified Capacity—to adjust capacity figures.

However, over time, these deficiency-factor adjusted numbers were misinterpreted and adopted as the official Built Capacities. With the introduction of **Modified Capacity**, we are transitioning back to a round count methodology. E.g. A three round elementary school, three K’s, three 1st grades, three 2nd grades etc., would equal 450 Built capacity (6 grade levels x 3 rounds per grade x 25 students per class).

Built Capacity figures have been updated for elementary schools based on rounds, with middle and high schools being revised based on current room counts.

School	Built capacity	# of rounds	Notes
Berthoud Elementary School	600	4	
BF Kitchen Elementary School	300	2	
Big Thompson Elementary School	300	2	
Carrie Martin Elementary School	300	2	
Centennial Elementary School	550	4	*2 Kindergarten rooms
Cottonwood Plains Elementary School	550	4	*2 Kindergarten rooms
Coyote Ridge Elementary School	425	3	*2 Kindergarten rooms
Garfield Elementary School	300	2	
Ivy Stockwell Elementary School	450	3	
Laurene Edmondson Elementary School	300	2	
Lincoln Elementary School	275	2	*1 Kindergarten room
Namaqua Elementary School	550	4	*2 Kindergarten rooms
Ponderosa Elementary School	550	4	*2 Kindergarten rooms
Sarah Milner Elementary School	425	3	*2 Kindergarten rooms
Truscott Elementary School	300	2	
Winona Elementary School	550	4	*2 Kindergarten rooms
High Plains School	750		
Peakview Academy	960		
Riverview School	960		
Bill Reed Middle School	900		

Capacity

Modified Capacity and Utilization

Lucile Erwin Middle School	900		
Turner Middle School	650		
Walt Clark Middle School	900		
Berthoud High School	990		
Harold Ferguson High School	185		
Loveland High School	1500		
Mountain View High School	1475		
Thompson Valley High School	1475		

Figure 1.3 - Updated Built Capacities

2024 Utilization incorporating Modified Capacity:

Schools	Oct Count 24					
	Enrollment	Utilization		Building Capacities		
		Built Capacity Utilization	Modified Capacity Utilization	Built Capacity	Modified Capacity	Service Level U Under 75%
Elementary Schools (Grades K-5)						
Berthoud	465	78%	93%	600	500	93%
BF Kitchen	159	53%	71%	300	225	71%
Big Thompson	179	60%	80%	300	225	80%
Carrie Martin	219	73%	110%	300	200	110%
Centennial	300	55%	75%	550	400	75%
Cottonwood Plains	312	57%	69%	550	450	69%
Coyote Ridge	232	55%	66%	425	350	66%
Garfield	214	71%	86%	300	250	86%
High Plains	312	66%	66%	476	476	66%
Ivy Stockwell	426	95%	114%	450	375	114%
Laurene Edmondson	211	70%	94%	300	225	94%
Lincoln	146	53%	83%	275	175	83%
Peakview	301	47%	47%	640	640	47%
Namaqua	236	43%	56%	550	425	56%
Ponderosa	313	57%	57%	550	550	57%
Riverview	475	74%	74%	640	640	74%
Sarah Milner	211	50%	65%	425	325	65%
Truscott	195	65%	78%	300	250	78%
Winona	215	39%	45%	550	475	45%
Subtotal	5,121	61%	75%	8,481	7,156	

Capacity

Modified Capacity and Utilization

Middle Schools (Grades 6-8)						
Bill Reed	528	59%	65%	900	816	0.65
Peakview	200	63%	63%	320	320	0.63
High Plains	155	57%	57%	273	273	0.57
Lucile Erwin	686	76%	84%	900	816	0.84
Riverview	234	73%	73%	320	320	0.73
Turner	447	69%	79%	650	566	0.79
Walt Clark	341	38%	42%	900	816	0.42
Subtotal	2,591	62%	66%	4,263	3,927	
High Schools (Grades 9-12)						
Berthoud	723	73%	82%	990	878	0.82
Ferguson	163	88%	88%	185	185	0.88
Loveland	1,366	91%	98%	1,500	1,388	0.98
Mountain View	1,072	73%	74%	1,475	1,447	0.74
Thompson Valley	1,010	68%	74%	1,475	1,363	0.74
Subtotal	4,334	79%	83%	5,625	5,261	
TOTAL	12,046	67%	75%	18,369	16,344	
	Board Policy FC School Capacity Service Levels					
	Service Level	Service Level	Service Level	Service Level	Service Level	
	A	B	C	D	U	
	75%	100%	Up to 125%	Over 125%	Under 75%	
School of choice closed at 95%						

Figure 1.4 - School Capacity and Utilization

Capacity

Enrollment

Based on Annual October Count Report								% of Change	
								Last Years Change	Average Annual change
Schools		2019	2020	2021	2022	2023	2024		
Elementary	Berthoud	486	419	442	482	476	465	-2.31%	-0.56%
	BF Kitchen	217	202	193	187	168	159	-5.36%	-6.00%
	Big Thompson	222	179	194	206	201	179	-10.95%	-3.64%
	Carrie Martin	273	215	239	212	222	219	-1.35%	-3.60%
	Centennial	439	364	348	335	308	300	-2.60%	-7.17%
	Cottonwood Plains	419	363	373	357	320	312	-2.50%	-5.55%
	Coyote Ridge	362	296	273	264	242	232	-4.13%	-8.35%
	Garfield	255	212	211	205	212	215	1.42%	-3.07%
	Ivy Stockwell	407	356	389	402	423	426	0.71%	1.20%
	Laurene Edmondson	223	211	229	236	226	211	-6.64%	-0.93%
	Lincoln	248	192	193	186	179	146	-18.44%	-9.58%
	Mary Blair	261	205	188	170	0	0	-	-
	Monroe	242	224	248	215	0	0	-	-
	Namaqua	314	253	243	252	242	236	-2.48%	-5.22%
	Ponderosa	402	355	364	335	325	313	-3.69%	-4.76%
	Sarah Milner	258	246	236	229	231	211	-8.66%	-3.89%
	Truscott	231	222	224	193	203	195	-3.94%	-3.12%
	Winona	327	291	241	222	226	215	-4.87%	-7.83%
Subtotal		5586	4805	4828	4688	4204	4034	-4.04%	-6.15%
K-8	High Plains	420	416	426	442	463	467	0.86%	2.16%
	Peakview	0	0	0	0	586	502	-14.33%	-14.33%
	Riverview	0	0	457	591	650	709	9.08%	9.53%
Subtotal		420	416	883	1033	1699	1678	-1.24%	38.31%
Middle	Bill Reed	673	624	542	511	514	528	2.72%	-4.57%
	Conrad Ball	457	425	333	294	0	0	-	-
	Lucile Erwin	898	829	818	713	692	686	-0.87%	-5.13%
	Turner	466	460	477	468	448	447	-0.22%	-0.80%
	Walt Clark	472	418	362	359	357	341	-4.48%	-6.14%
Subtotal		2966	2756	2532	2345	2011	2002	-0.45%	-7.46%
High	Berthoud	696	649	686	697	699	723	3.43%	0.85%
	Ferguson	122	138	138	131	154	163	5.84%	6.29%
	Loveland	1595	1559	1521	1530	1482	1366	-7.83%	-3.01%
	Mountain View	1172	1170	1199	1141	1119	1072	-4.20%	-1.73%
	Thompson Valley	1044	1061	1061	1039	1034	1010	-2.32%	-0.65%
Subtotal		4629	4577	4605	4538	4488	4334	-3.43%	-1.30%
TOTAL		13601	12554	12848	12604	12402	12048	-2.85%	-2.34%
Annual Increase			-1047	294	-244	-202	-354		
Annual % Increase			-7.70%	2.34%	-1.90%	-1.60%	-2.85%		

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

Figure 1.5 - Recent Enrollment

Capacity

Growth

Berthoud Feeder System

The Berthoud High School 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.

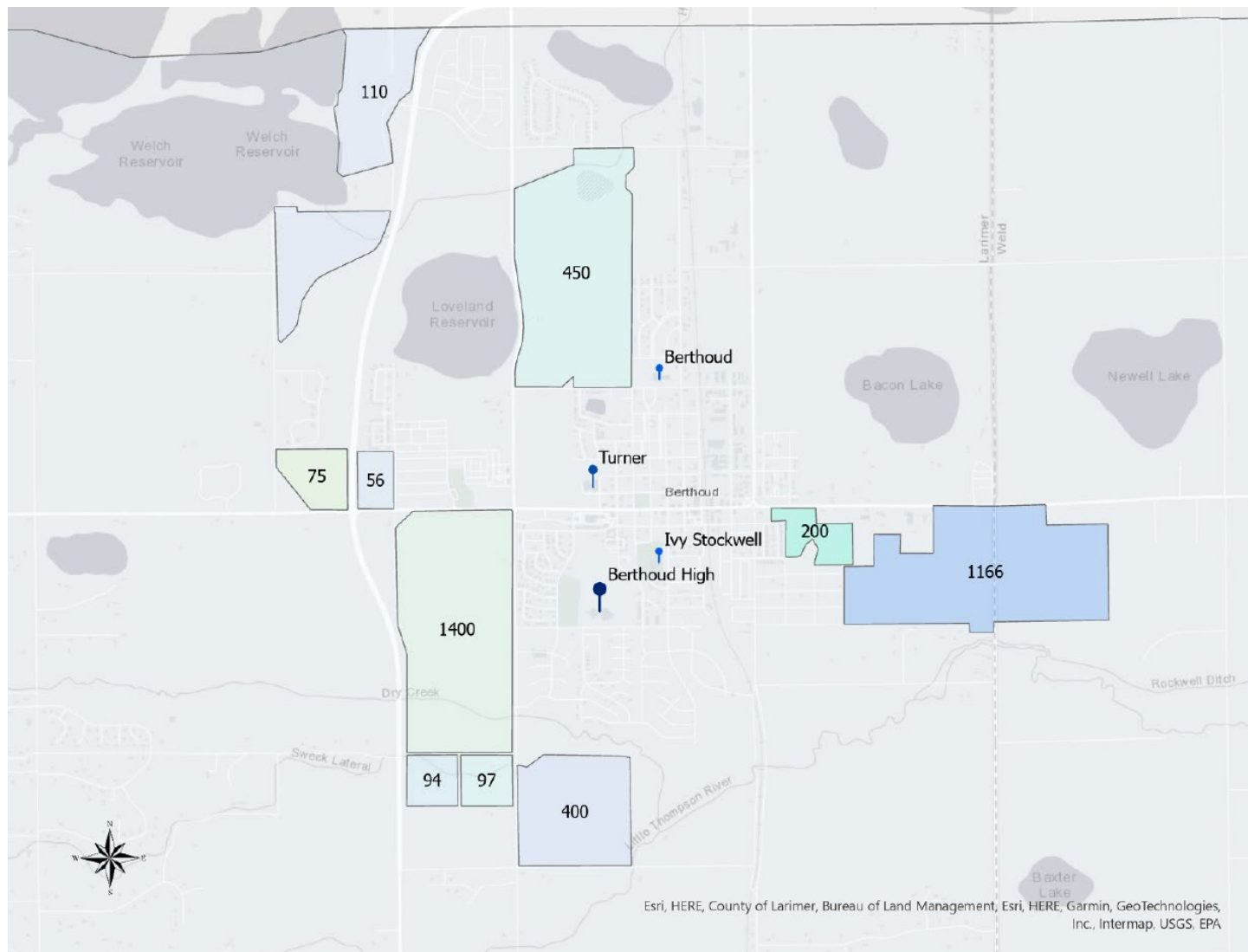


Figure 1.6 - Number of Dwelling Units in New Subdivisions - Berthoud Feeder System

Some of the recent developments continue to yield twice the District-average number of elementary students while current development is producing standard yields resulting in steady growth.

Capacity

Growth

Berthoud Feeder System

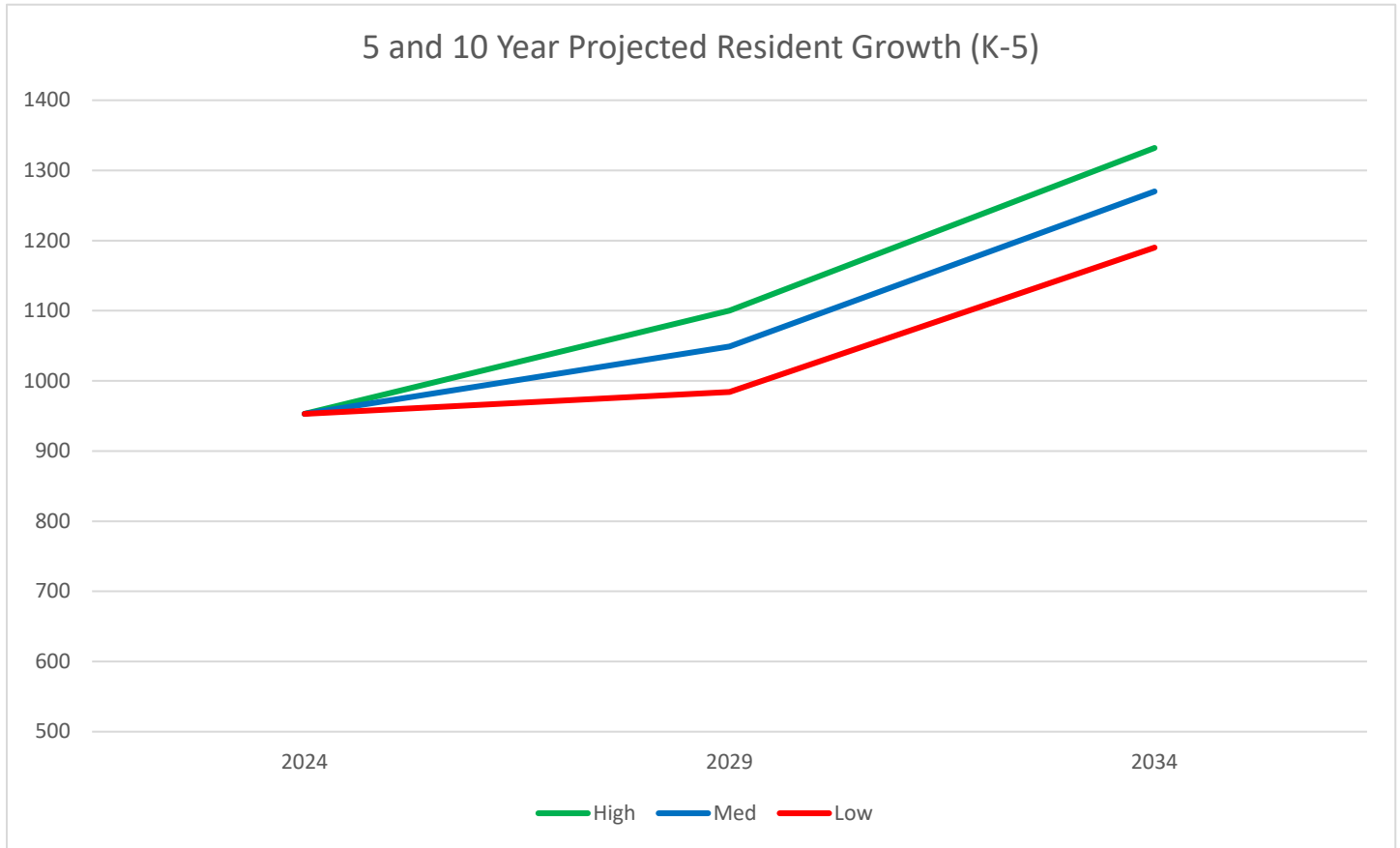


Figure 1.7 - Projected Resident Growth (K-5)

Steady development and growth continue in Berthoud albeit slower than previously projected. The elementary schools are nearing capacity and will require additions in the near future to capture the growth. An additional K-8 will most likely be needed in the early to mid-2030s to capture continued growth.

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 Farmstead site.

Capacity

Growth

Berthoud Feeder System

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 in the short term but will most likely need additional seats in the medium to long term. The majority of students introduced by development are elementary aged.

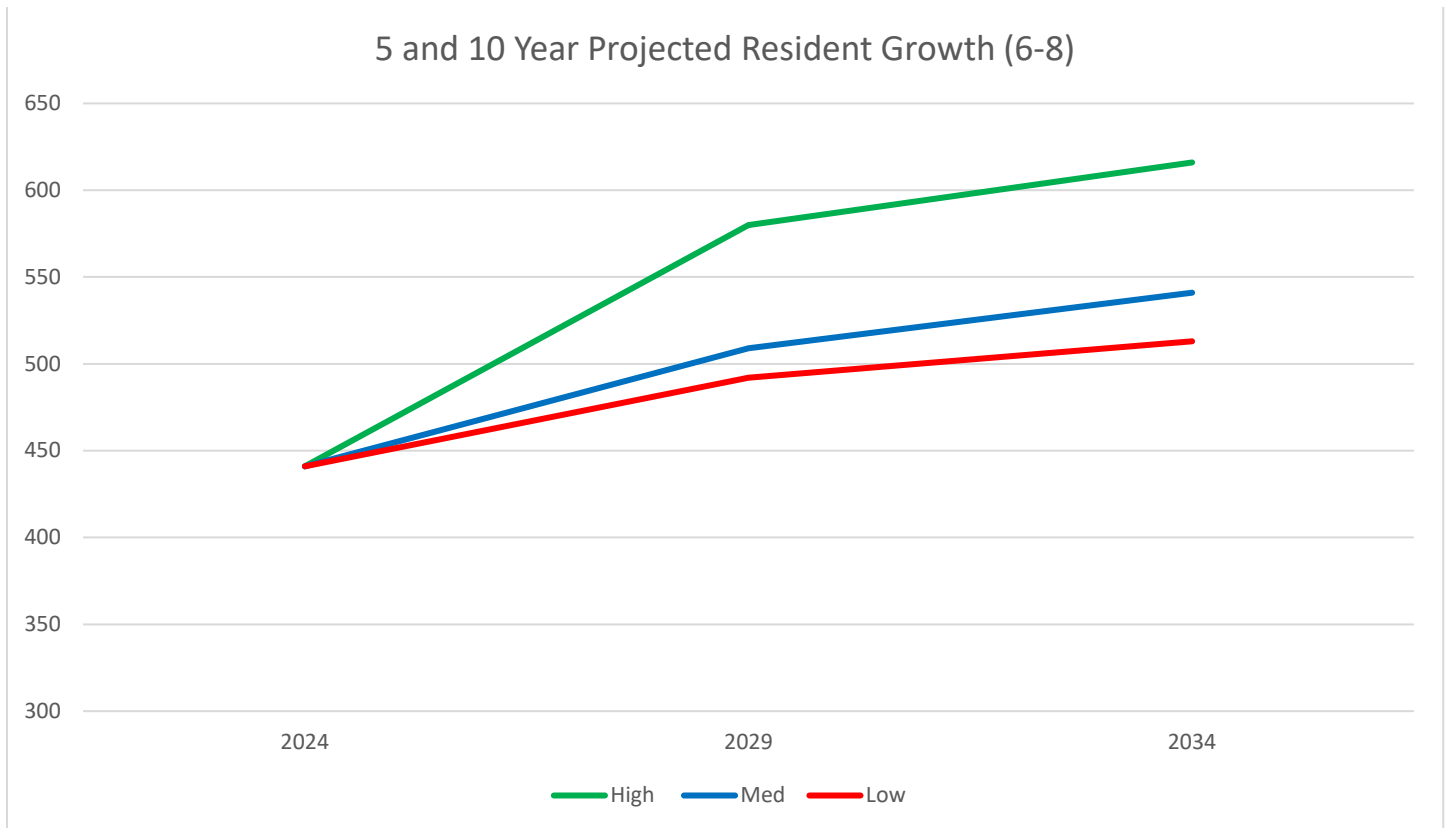


Figure 1.8 - Projected Resident Growth (6-8)

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:

- Additions to the existing elementary and middle schools to capture short to medium term growth.
- In addition, a new K-8 will be necessary in the 5-10-year timeframe, preferably on the East 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.

Capacity

Growth

Loveland Feeder System

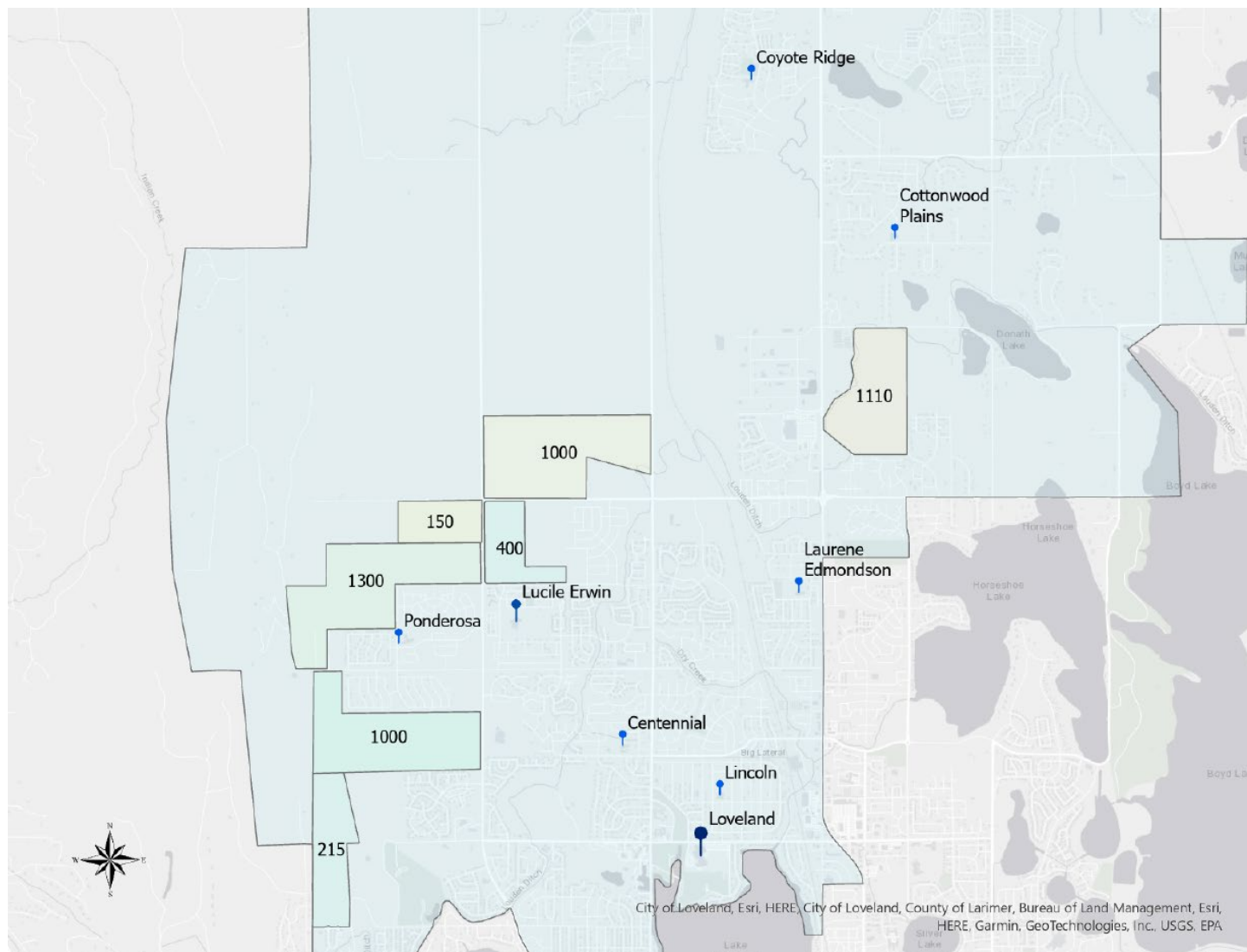


Figure 1.9 - Number of Dwelling Units in New Subdivisions - Loveland Feeder System

The Loveland High School feeder is currently experiencing a slowdown in enrollment, even though there are several projects in process or approved. Enrollment is projected to continue to decline until development begins to build out where in-migration will begin to offset the neighborhoods in decline. There is a large potential to recapture recent enrollment losses as the development begin to fill in the medium to long term.

Capacity

Growth

Loveland Feeder System

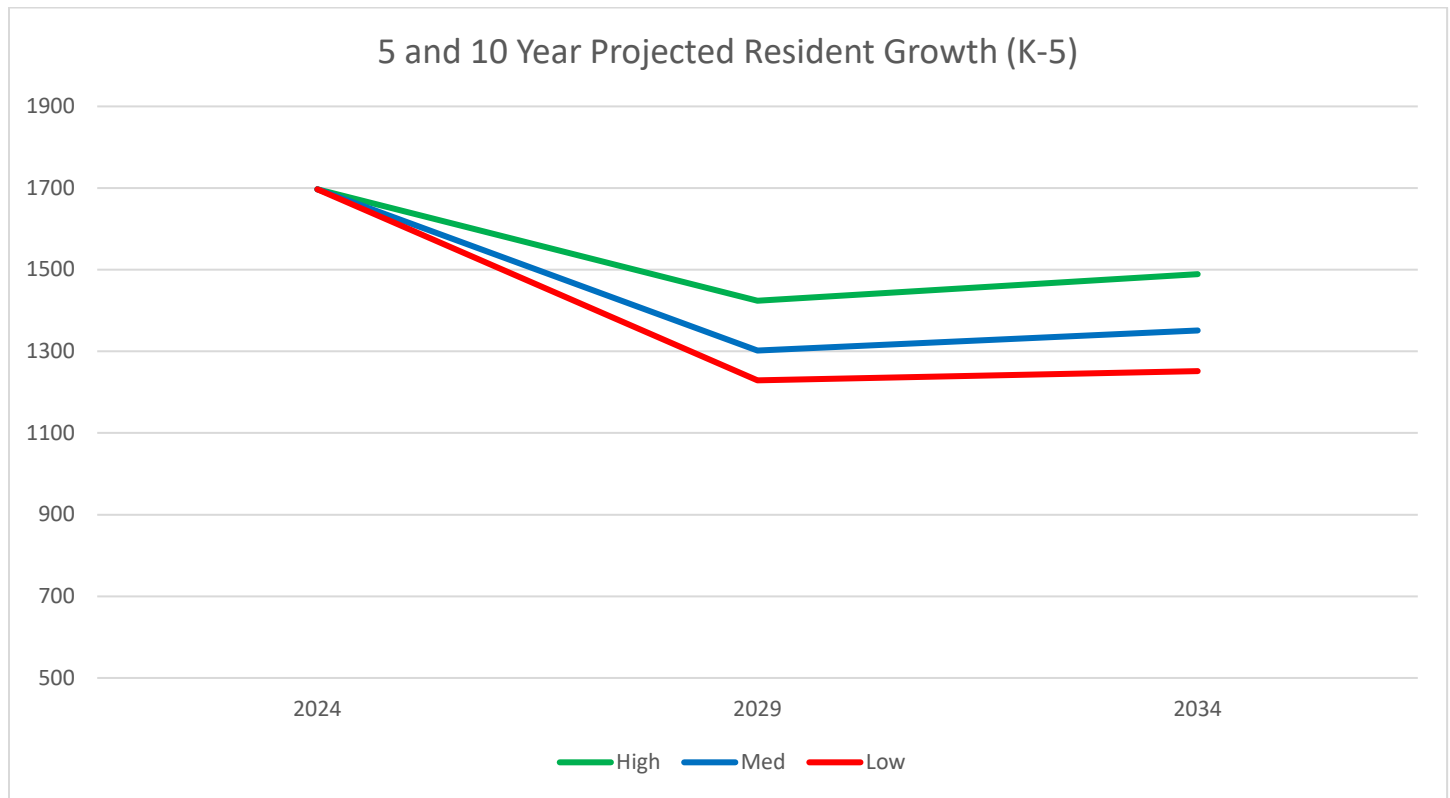


Figure 1.10 - Projected Resident Growth (K-5)

With the lack of current development, short-term projections show decline. Once development commences, enrollment will recover with potential for growth in the long term.

Similarly, middle school projections will show slow decline until developments begin to offset built-out neighborhoods with potential for moderate growth in the long term.

Capacity

Growth

Loveland Feeder System

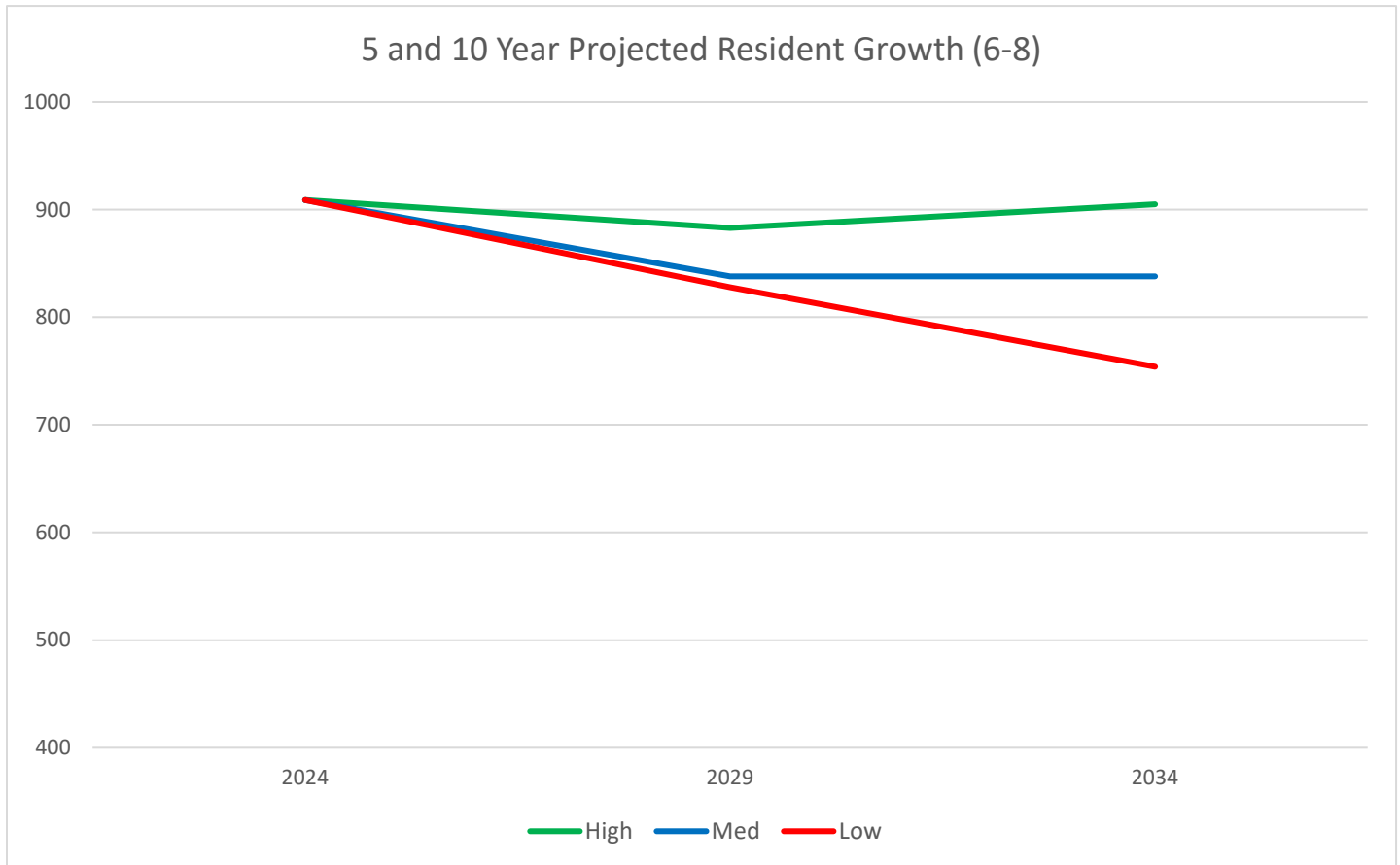


Figure 1.11 - Projected Resident Growth (6-8)

Loveland High School has seen a decrease in the past two years with outgoing 12th grade cohorts' larger than the incoming 9th grade cohorts. Enrollment projected to stabilize with outgoing and incoming cohort deltas becoming much smaller.

CONCLUSIONS:

- Lucile Erwin and Loveland High enrollments are experiencing moderate decline in the past two years. Slow decline is expected until development begins to fill in.
- 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 North end of the District.

Capacity

Growth

Mountain View Feeder System

The Mountain View High School feeder is and will continue to be the leader in population growth within TSD.

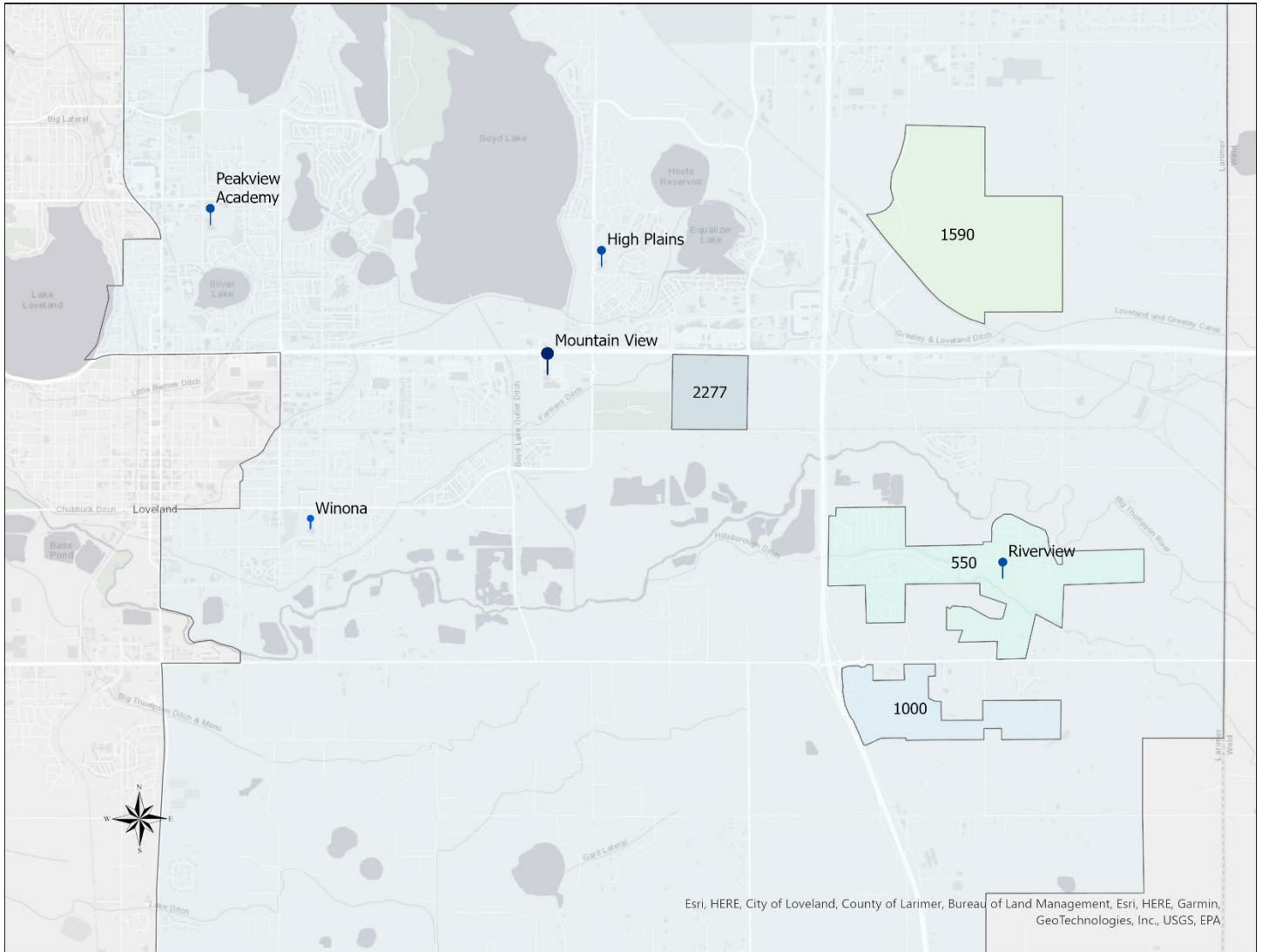


Figure 1.12 - Number of Dwelling Units in New Subdivisions - Mountain View Feeder System

Capacity

Growth

Mountain View Feeder System

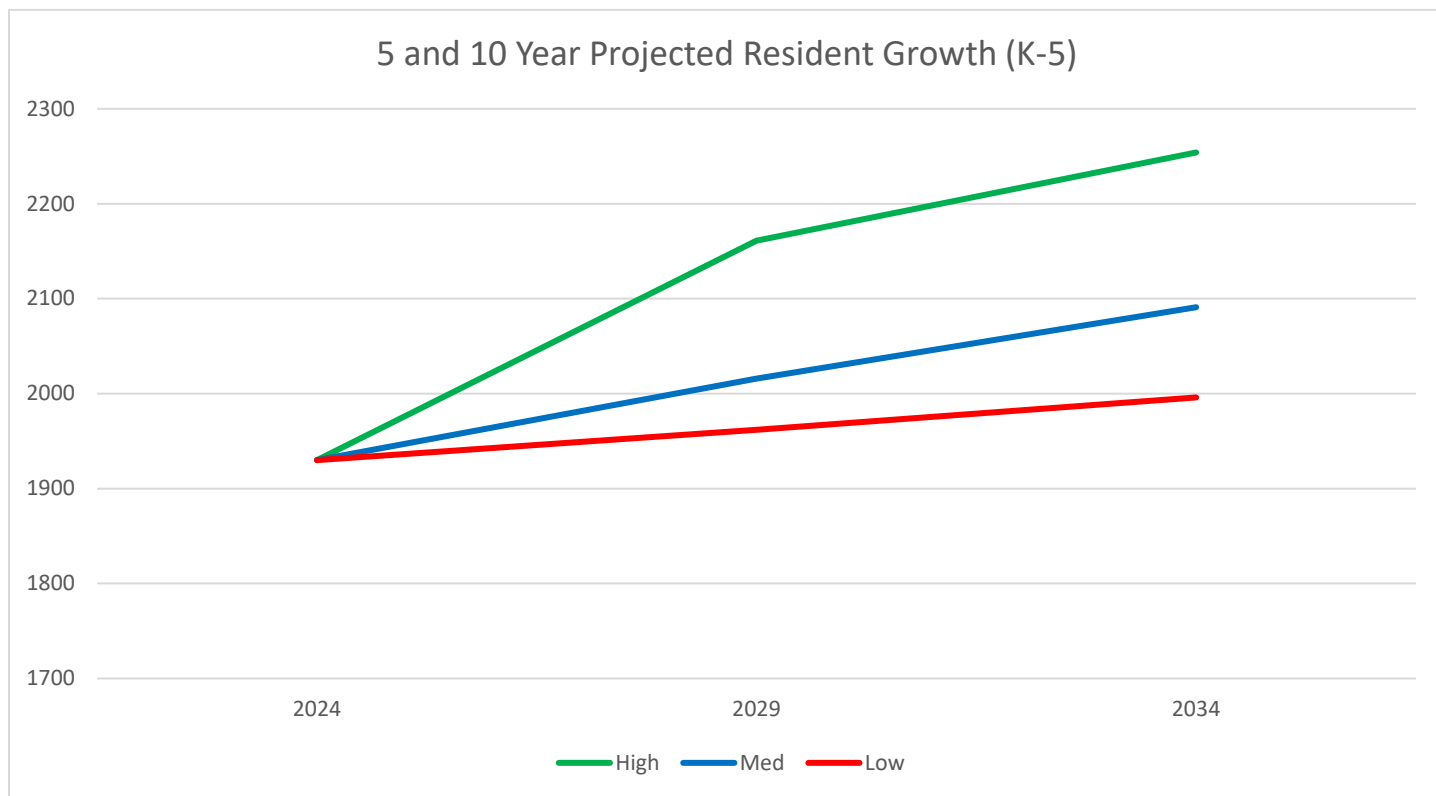


Figure 1.13 - Projected Resident Growth (K-5)

Developments in this area are currently yielding students at the higher end of all development within the District. Riverview K-8, opened in 2020 continues to have the strongest growth out of all schools. The Riverview bubble begins to move into MVHS next year.

At the same time, elementary schools closer to the core of Loveland continue to experience the typical decline in population that follows buildout. School utilization will continue to be monitored.

Capacity

Growth

Mountain View Feeder System

Early growth spurred from surrounding development in the elementary schools is beginning to move into the middle and high schools.

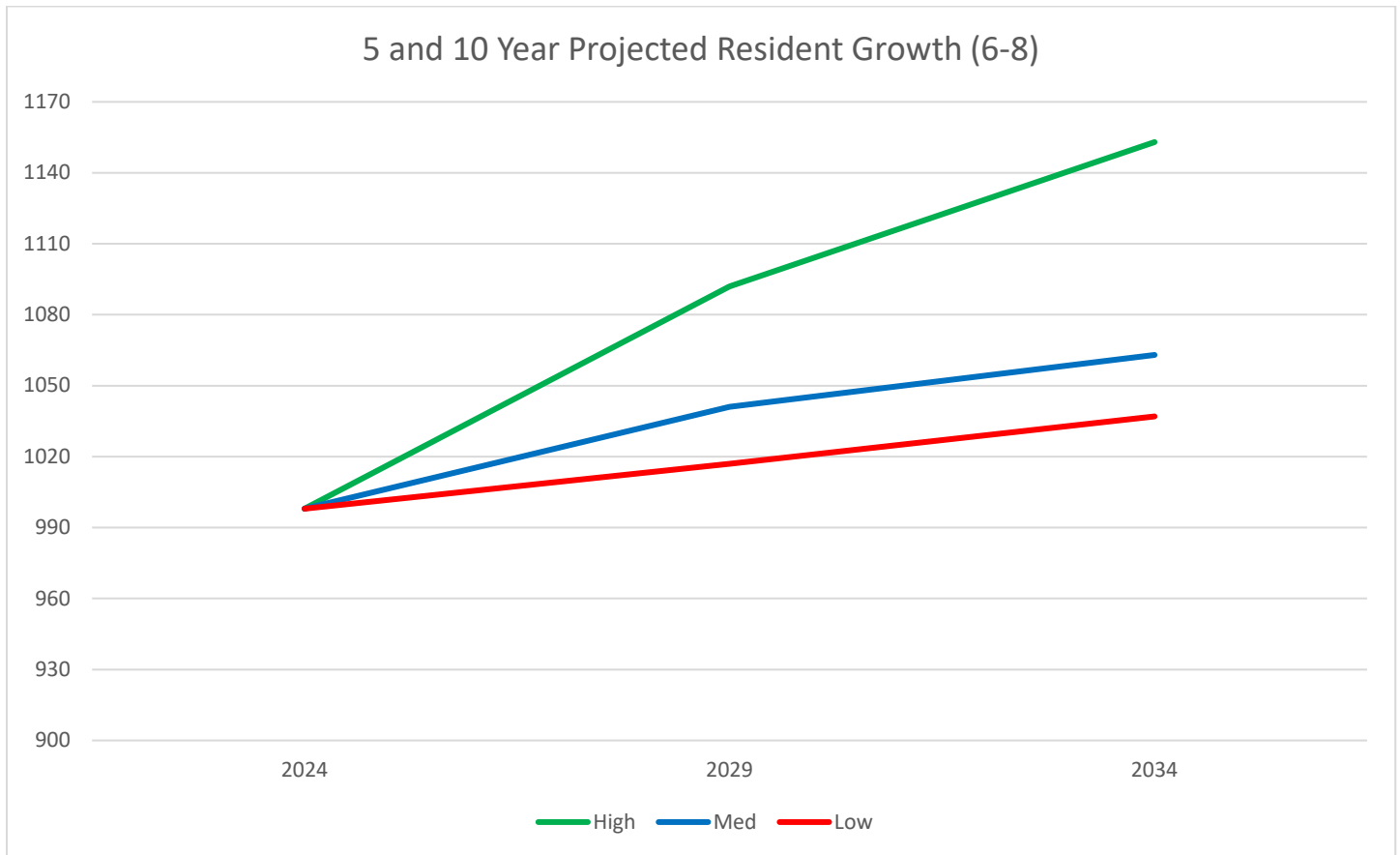


Figure 1.14 - Projected Resident Growth (6-8)

As the elementary cohort ages into middle and high, enrollment is projected to show steady increase bolstered by development on the Southeast side of I-25 and Centerra.

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:

Capacity

Growth

Mountain View Feeder System

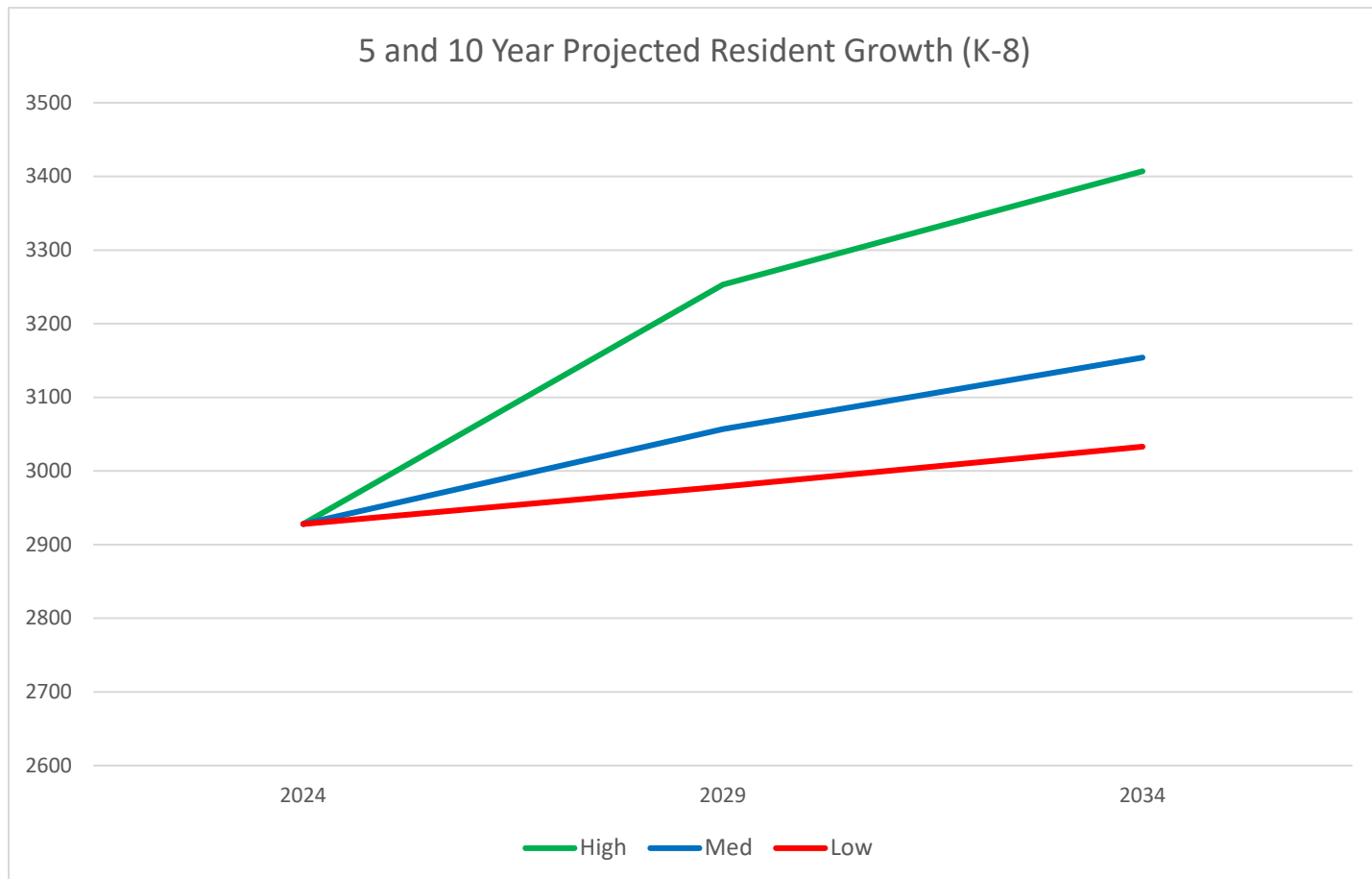


Figure 1.15 - Projected Resident Growth (K-8)

CONCLUSIONS:

- A new elementary or PK-8 on the northeast side of I-25/US-34 will be necessary within the next 5-10 years.
- A new middle school may be required toward the end of that period, probably at the Mountain View site
- Continue to monitor the after-effects of Mary Blair-Monroe-Conrad Ball consolidation as the model may be used in the future.

Capacity

Growth

Thompson Valley Feeder System

The Thompson Valley High School 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 students at the same rates as those in some other areas of the District, resulting in much less impact on enrollment.

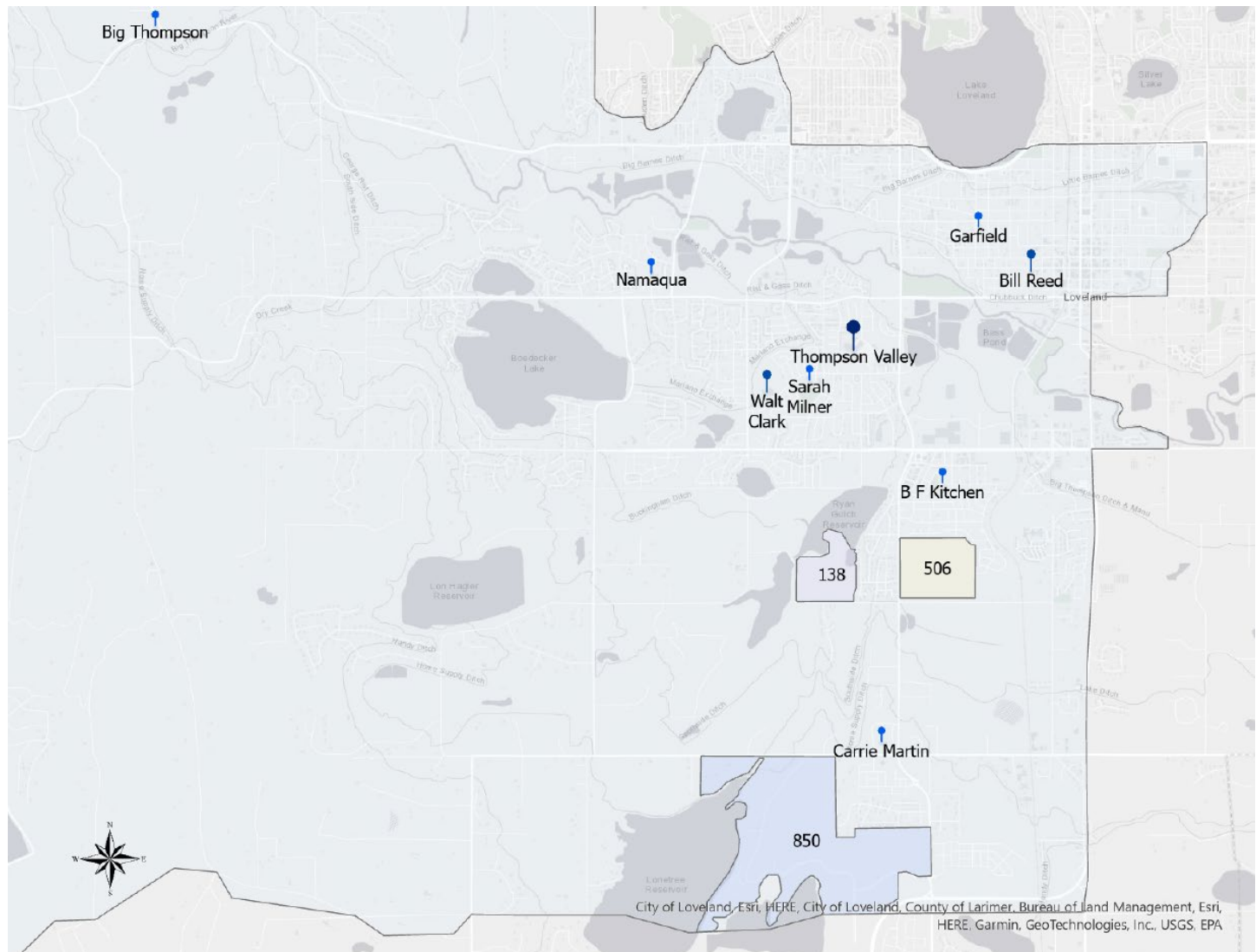


Figure 1.16 - Number of Dwelling Units in New Subdivisions - Thompson Valley Feeder System

Capacity

Growth

Thompson Valley Feeder System

At the elementary level, the two school boundaries with measurable developments are Carrie Martin and B. F. Kitchen, though it may be a few years before we see noticeable student yields. The other developments are either high-end (Heron Lakes) or not producing student yields reaching the District average.

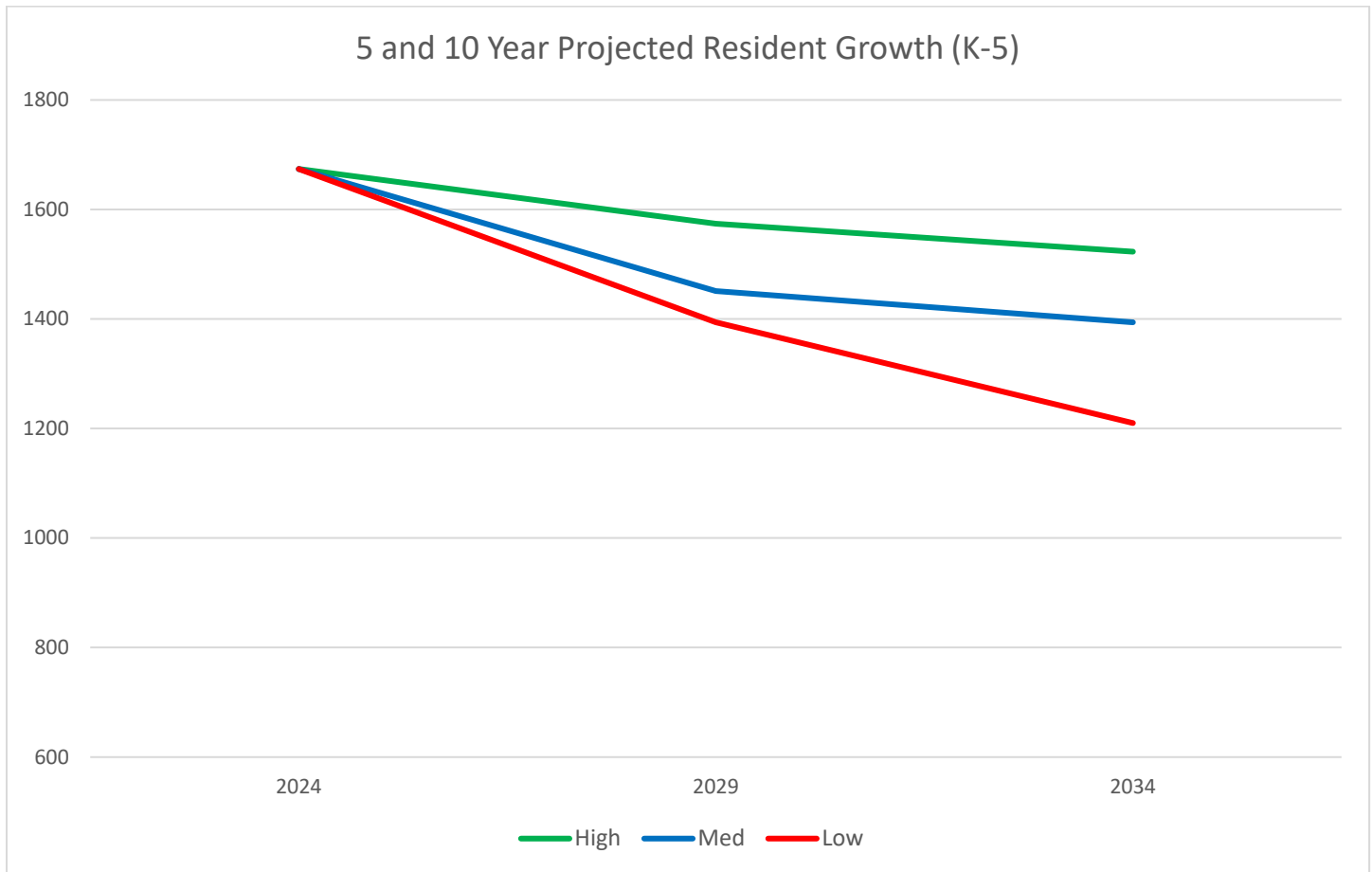


Figure 1.17 - Projected Resident Growth (K-5)

The remaining elementary schools 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.

Capacity

Growth

Thompson Valley Feeder System

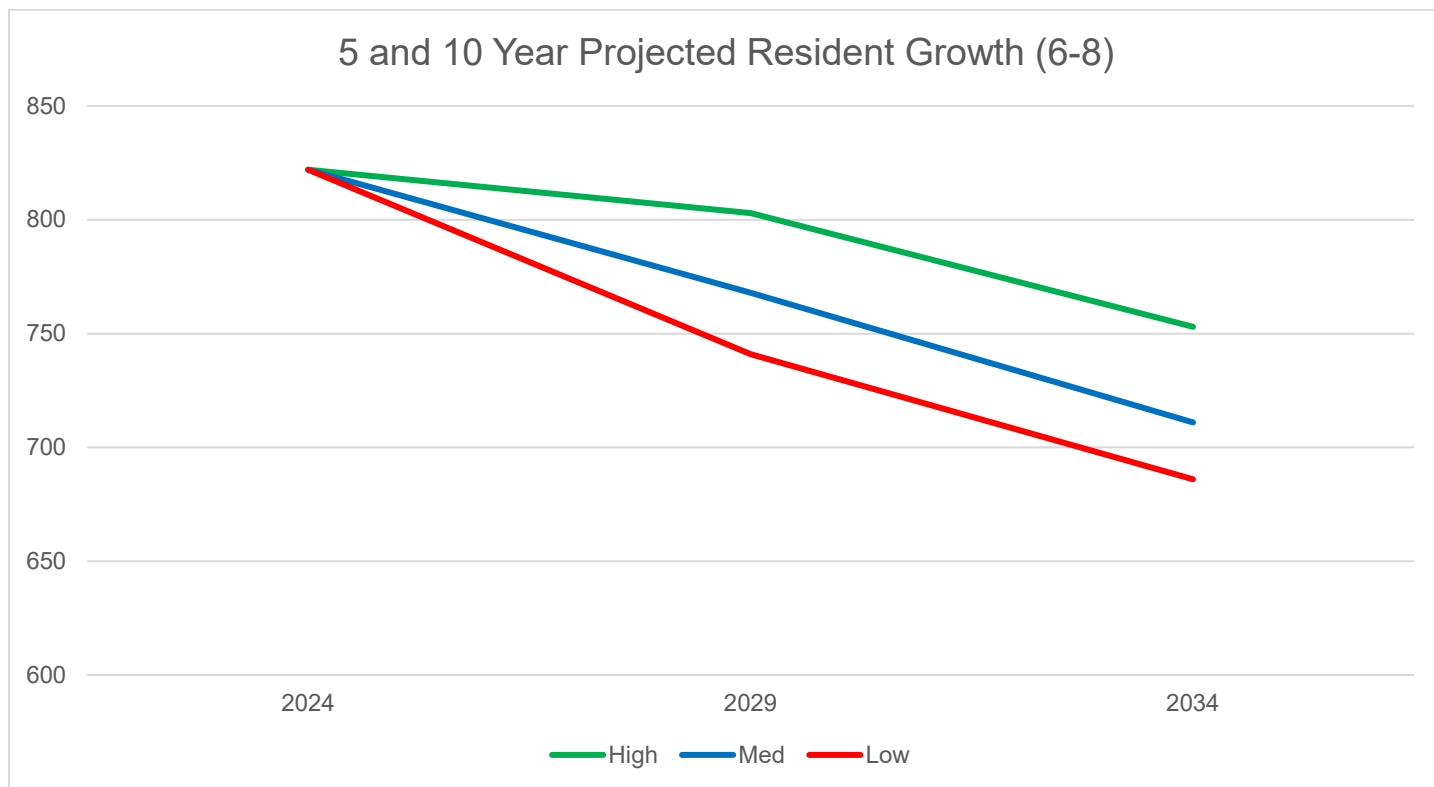


Figure 1.18 - Projected Resident Growth (6-8)

Secondary resident populations will continue to decline, though cohort counts are projected to stabilize in the short-term resulting in a plateauing of falling enrollment. Area schools will continue to fall on the lower end of utilization.

CONCLUSIONS:

- Elementary and Middle schools need to be monitored for capacity vs. utilization, per Board policy FCA.

Capacity

Land

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.

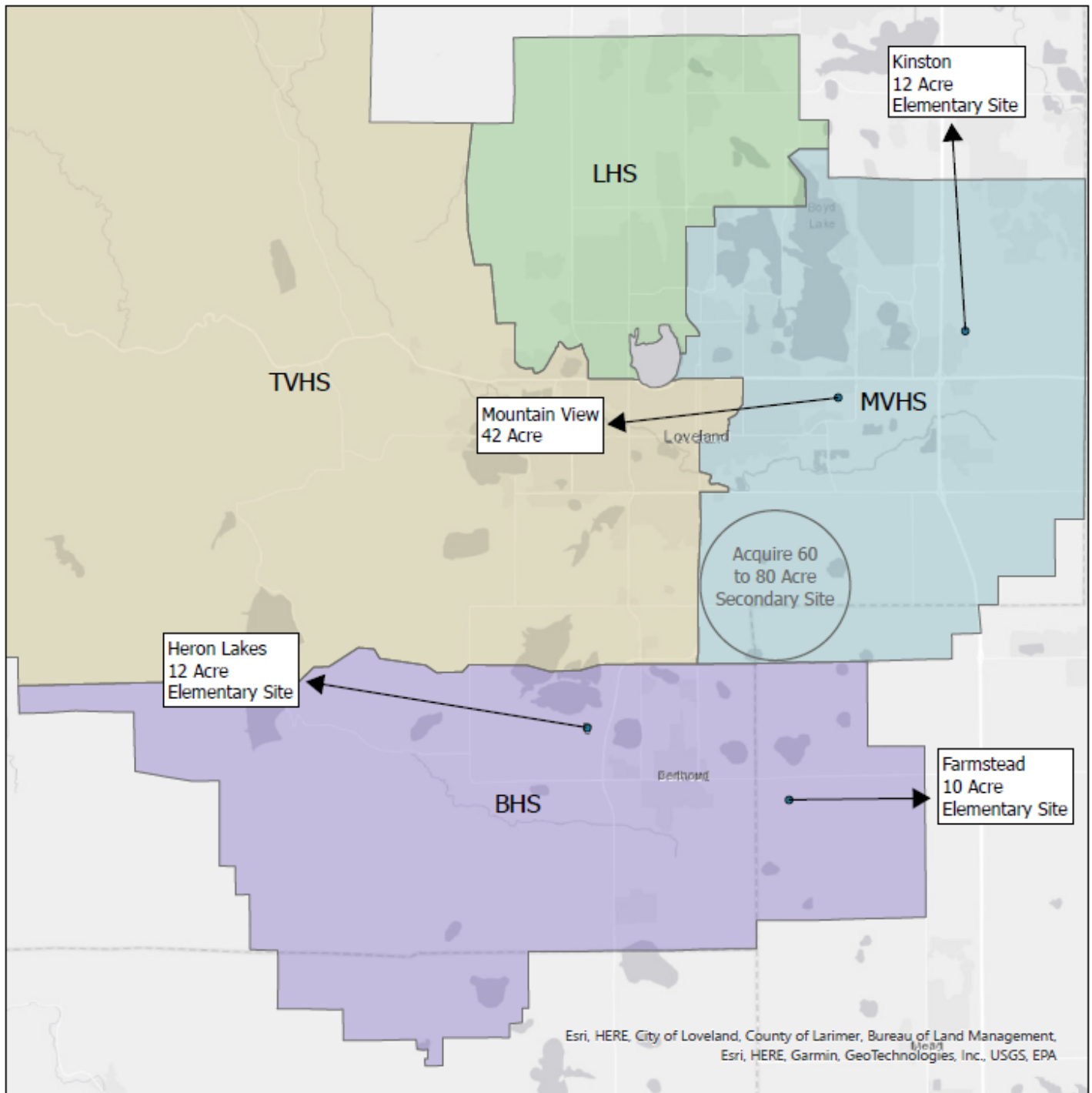


Figure 1.19 - Sites the District owns or has claim to

Capacity

Land

Kinston

This 12-acre site is part of the dedication requirement of the Millennium General Development Plan, 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 10-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.

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.

Capacity

Modular Classrooms

Modular or portable classrooms are intended to provide temporary solutions to address over-utilization at specific schools. Historically, in TSD, these structures have often remained in place even after their original purpose has been fulfilled. Contributing factors include the cost of relocation, repurposing for storage or program use, and anticipation of future growth.

However, these buildings present challenges. They are generally less secure and less durable than permanent brick-and-mortar facilities, creating potential safety risks and driving up maintenance expenses that are difficult to justify for long-term use.

Over the past five years, the district has made significant strides in removing unneeded modular buildings through the surplus property process. Each structure is evaluated for condition and sold when feasible, although deteriorating conditions often limit resale opportunities.

The following section provides an updated modular inventory along with recommendations from Operations staff regarding their future use or removal, aligned with district goals, such as integrating Early Childhood programs into permanent facilities.

School	Current # of Modulares	Current Modular Use	Modular Condition	Comments	Recommendations
Berthoud Elementary	2	#12-English Language Development #46-Gifted Education	#12- Good #46- Good	Modulars relocated here in 2018	Leave modulars
BF Kitchen Elementary	0				
Big Thompson Elementary	0			Removed modular #20- 2018	
Carrie Martin Elementary	2	#6-Early Childhood #47-Art/ Music	#6- Fair #47- Fair		Leave modulars Explore options to get Early Childhood in the building; remove 6
Centennial Elementary	2	#4- Early Childhood #7-Before and After Care/ PTA	#4- Fair #7- Poor		Remove modular #7 Moving Early Childhood in the building; remove modular #4
Cottonwood Plains Elementary	0				
Coyote Ridge Elementary	0				
Garfield Elementary	0			Removed Modular #5- 2018	
Ivy Stockwell Elementary	2	#11- Gifted Education/ PE for Kindergarten #5- Occupational Therapist/ Multilingual Learner	11- Good 5- Good	Modulars relocated here 2018	Leave modulars

Capacity

Modular Classrooms

Laurene Edmondson Elementary	1	#2 - OT / MUSIC	2- Fair	Removed modular #1 2024	
Lincoln Elementary	2	#43- Early Childhood #44- Early Childhood	43- Fair 44- Fair		Explore options to get Early Childhood in the building; remove modulars
Mary Blair (YMCA)	1	#48-YMCA	48- Good		
Namaqua Elementary	1	#24-Storage/ TEF prom dress storage	24- Fair	Removed modulars #23, 25- 2018	Hold onto modular #24 for potential relocation need.
Ponderosa Elementary	0				
Sarah Milner Elementary	2	#34- Boys and Girls Club #42-Early Childhood	34- Poor 42- Fair	Removed modular #41- 2022	Remove modular #34 2025 Explore options to get Early Childhood in the building; remove 42
Truscott Elementary	0				
Winona Elementary	0			Removed modulars #28, 29, 30- 2023	
Stansberry Early Childhood	0				
High Plains PK8	0				
Peakview PK8	0				
Riverview PK8	0				Monitor for need
Bill Reed Middle	0				
Lucile Erwin Middle	2	#18- Storage #45-Storage	18- Good 45- Good		Monitor for need
Turner Middle	0				
Walt Clark Middle	0				
Berthoud High	0				
Ferguson High/ Thompson Career Campus	0				
Loveland High	0			Removed 1 modular 2019	
Mountain View High	0			Removed (2) modulars #15, 16- 2020	
Thompson Valley High	0			Removed (5) modulars #26, 27, 35, 36, 37- 2019	

Figure 1.20- Current Modular Inventory

Capacity

Modular Classrooms

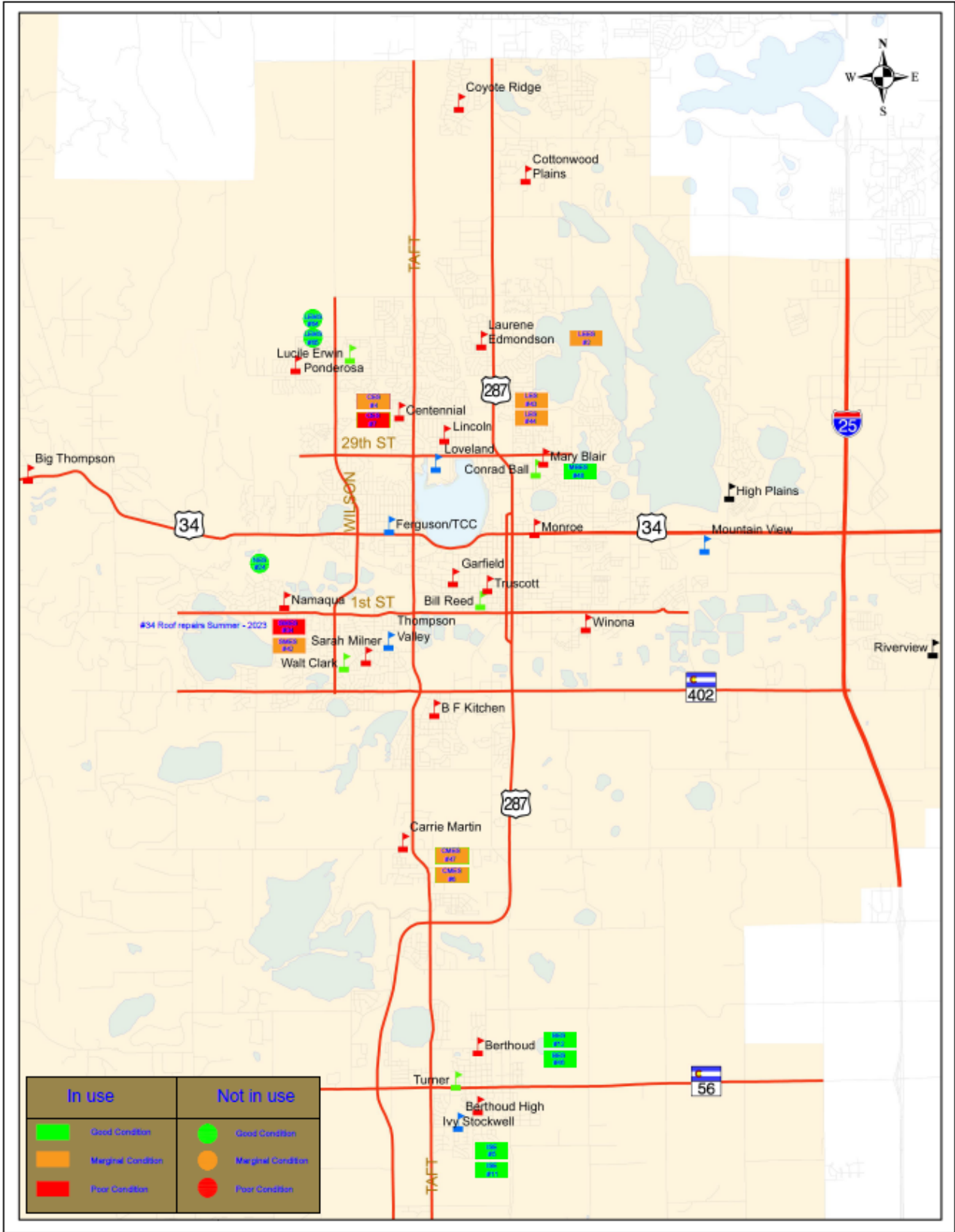


Figure 1.21 Map of Current Modular inventory

Capital Maintenance

Introduction

The stewardship of our school district's facilities and grounds encompasses a wide range of activities essential to maintaining safe, functional, and inspiring environments for our students, staff, and community. This includes routine daily maintenance tasks such as replacing light bulbs, touching up paint, and repairing irrigation systems, alongside more significant capital investments like carpet replacement, major lighting upgrades, enhancements to security systems, HVAC system upgrades, as well as major renovations and additions.

To ensure our facilities remain in optimal condition, the District employs a team of skilled trades professionals who work diligently to address immediate needs while proactively assessing and planning for long-term capital maintenance requirements. This ongoing evaluation process allows us to prioritize projects and allocate resources effectively to address both current and future challenges.

This section provides an overview of our buildings, reviews accomplishments funded by the 2018 bond program, highlights other large-scale capital improvements, and delves into the capital maintenance forecasting process. Additionally, it outlines the District's capital maintenance needs over the next seven years, offering a strategic roadmap for sustaining and enhancing our facilities to meet the evolving needs of our community.



Capital Maintenance

District Summary

BUILDINGS	SITE (ACRES)	BLDG (SQ FT)	YEAR BUILT	ADDITION & RENOVATIONS
EARLY CHILDHOOD CENTERS				
STANSBERRY	10	34,253	1980	2009-RENOVATIONS, 2022-RENOVATIONS TO EARLY CHILDHOOD BUILDING
SUBTOTAL	10	34,253		
ELEMENTARY SCHOOLS				
BERTHOUD	8.2	55,324	1962	1962 ROOM-ADDITION AND RESTROOM, 1991-RESTROOM & ADDITION, 2021-ADDITION
BF KITCHEN	7.4	30,297	1969	1969, 1990 ADDITIONS , 1990, 1997, 2022-RENOVATION
BIG THOMPSON	14.3	29,070	1921	1952, 1962 & 1966-ADDITIONS , 1993-REMODEL, 2007-MECHANICAL RENOVATIONS, 2021-RENOVATION
CARRIE MARTIN	8	32,649	1980	1992-ADDITION , & 1992, 2007, 2021,-RENOVATIONS
CENTENNIAL	8.1	58,156	1976	2006 & 2013-ADDITIONS
COTTONWOOD PLAINS	8.5	59,306	1992	1999-ADDITION , 2023-RENOVATIONS
COYOTE RIDGE	7.2	58,371	2008	2012-ADDITION 2023-RENOVATIONS
GARFIELD	6.1	35,325	1953	1965, 1991, 2002-ADDITION , 2002, 2021-RENOVATIONS
IVY STOCKWELL	8.5	41,492	1975	1997, 2021-ADDITION , 1993-REMODEL,
LAURENE EDMONDSON	10	31,853	1979	1993-ADDITION , 1993,& 2022-RENOVATIONS
LINCOLN	8	40,474	1971	1993-ADDITION , 2007, 2021-RENOVATIONS
NAMAQUA	10	51,291	1973	1991 & 1994-ADDITIONS , 2009, 2021-RENOVATIONS
PONDEROSA	10	71,441	2010	2023-RENOVATIONS
SARAH MILNER	6.3	36,729	1978	1991-ADDITION &, 1991, 2010, 2021-RENOVATIONS
TRUSCOTT	4.1	42,958	1957	2005-PARKING LOT SITE ADDITION , 1993 & 2023-RENOVATIONS
WINONA	8.3	66,765	1971	1992-REMODEL, 2006-ADDITION, 2020-RENOVATIONS
SUBTOTAL	125	741,501		
PRE-K-8				
HIGH PLAINS	10	92,795	2016	2023-ADDITION
PEAKVIEW ACADEMY @ CONRAD BALL	8.2	107,028	1973	1990, 2020 & 2023-ADDITIONS & 1990, 2024-REMODEL AND ADDITIONS
RIVERVIEW	17	117,283	2021	NO ADDITIONS/REMODELS
	35.2	317,106		
MIDDLE				

Capital Maintenance

District Summary

BILL REED	16	125,951	1918	1938, 1953, 1990,-ADDITIONS , & 1938, 1972, 1974, 1976, 1990, 2021, 2023-RENOVATIONS - 1938-AUDITORIUM, 1953-GYM & CAFETERIA, 1972-CLASSROOMS, 1990-CLASSROOMS, 2021-REMODEL, 2023-3RD FL COOLING
LUCILE ERWIN	30	115,866	1998	2008-ADDITION - SPED CLASSROOM, 1998-MECHANICAL RENOVATIONS, 2021-RENOVATIONS
TURNER	24	74,549	1921	1981, 1991, 1999-ADDITIONS & 1963, 1971, 1991, 1999, 2007 & 2022-RENOVATIONS - 1981-CLASSROOMS. 1991-CLASSROOMS, 1999-CLASSROOMS
WALT CLARK	30	98,445	1978	1991-ADDITION - CLASSROOMS, 2021-RENOVATIONS
SUBTOTAL	100	414,811		
HIGH				
BERTHOUD	36	140,115	1981	1998, 2004 & 2009-ADDITIONS & 1991, 2014 & 2022-REMODEL - 1998-CLASSROOMS, 2004-PRESS BOX & 2009-CLASSROOMS & FIELD HOUSE, 2024-ADA IMPROVEMENTS
LOVELAND	25	210,994	1963	1966, 1990, 1998-ADDITIONS & 1990, 1992, 1995, 2003, 2010, 2021, 2024-REMODELS
MOUNTAIN VIEW	49.7	252,307	2000	2001 Pool Addition, 2008-ADDITION & 2021-RENOVATIONS
THOMPSON VALLEY	38	218,063	1976	1986, 1991 & 1995-ADDITION & 1991, 2007 2021, 2024-REMODELS
FERGUSON/TCC	8.2	60,181	1967	1993 & 2008-ADDITIONS & 1993, 2007 & 2021-REMODELS
SUBTOTAL	156.9	881,660		
OTHER FACILITIES				
ADMINISTRATION	12.6	85,793	1984	1990, 1991, 1995, 2007 & 2019-ADDITION & 1990, 1995, 2004, 2007 & 2019-REMODEL
COMMUNITY CONNECTION	0.46	4,266	1965	2006-ADDITION OF NORTH SECTION TO MODULAR & 2012-REMODEL
SUPPORT SERVICES	3.7	28,779	1986	1987 & 1991-ADDITIONS & 1997, 2009 & 2019-REMODELS
TRANSPORTATION	9.3	18,760	1993	NO ADDITIONS/REMODELS
WAREHOUSE/ SHOPS	N/A	18,441	2010	2019- WAREHOUSE/ SCIENCE KIT REMODEL
THE LANDING YOUTH SHELTER	N/A	6,678	2009	FORMER EC BLDG
YMCA @ MARY BLAIR	7.4	49,144	1973	FORMER ELEMENTARY BLDG
CLINIC @ PEAKVIEW	N/A	1,584	2020	MODULAR BUILDING: SCHOOL-BASED HEALTH CLINIC
SUBTOTAL	33.46	213,445		
DISTRICT TOTAL	460.56	2,568,523		AVERAGE AGE: 49 YEARS

Capital Maintenance

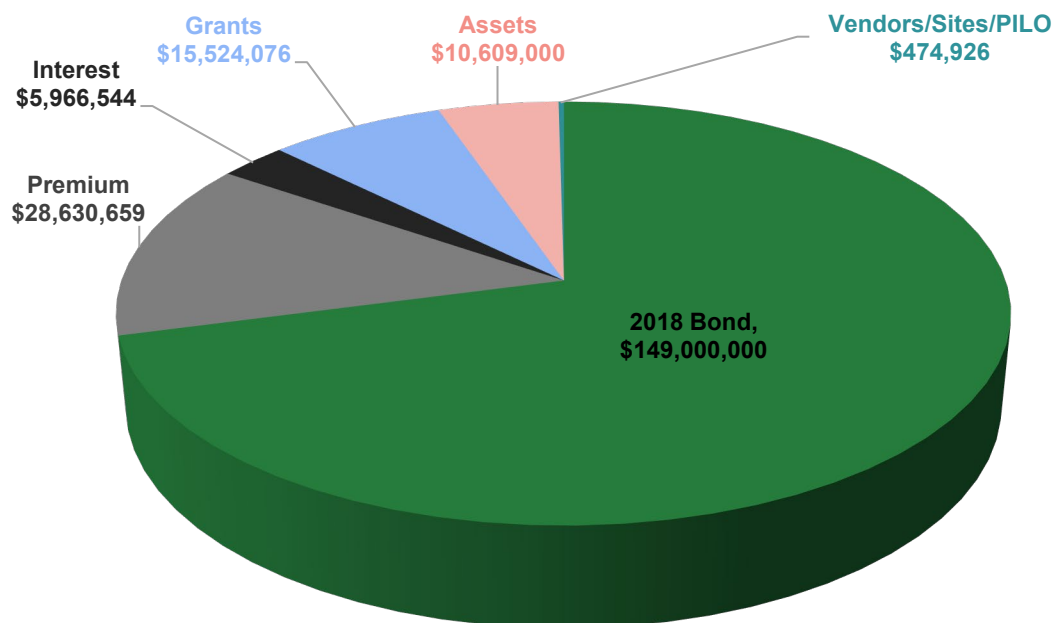
2018 Bond Program and Other Large Capital Improvements

In 2018, our community demonstrated its commitment to education by approving a \$149 million bond to support vital improvements across the District. The bond focused on three primary components: the construction of a new PK-8 school in the eastern part of the District (Riverview PK8), two four-classroom additions to Berthoud's elementary schools, and critical building upgrades. These upgrades addressed a portion of the maintenance backlog, enhanced security and IT systems, and allocated funds to support charter schools.

Through prudent financial management, the 2018 bond generated additional funding from premiums and asset sales. Additionally, bond funds were strategically leveraged to secure various grants, ultimately increasing the total available funding to over \$210 million.

This substantial financial boost enabled the District to significantly expand its scope of improvements. In addition to the planned projects, bond funds supported numerous upgrades, including HVAC system improvements, asphalt and concrete repairs, flooring replacements, and enhancements to educational spaces. The District also prioritized safety with the addition of secure vestibules across multiple schools and camera, access control, and door hardware upgrades district-wide. Further, the expanded funding facilitated transformative initiatives such as furniture enhancements, artificial turf upgrades, the creation of an early childhood center, the conversion of Conrad Ball Middle School into the Peakview Academy at Conrad Ball PK8, and the combined relocation of the alternative high school with the addition of the Thompson Career Campus.

These projects have enriched the learning environment and strengthened the District's ability to meet the needs of students, staff, and the broader community.



Capital Maintenance

2018 Bond Program and Other Large Capital Improvements

Summary Photographs

The next few pages include a number of photographs of work completed as part of the 2018 Bond Program. Similar work was completed at various schools so locations are not identified in all pictures.



**Bathrooms and
Mechanical Systems**



**Old Furniture on Left
Replaced with new on the right**

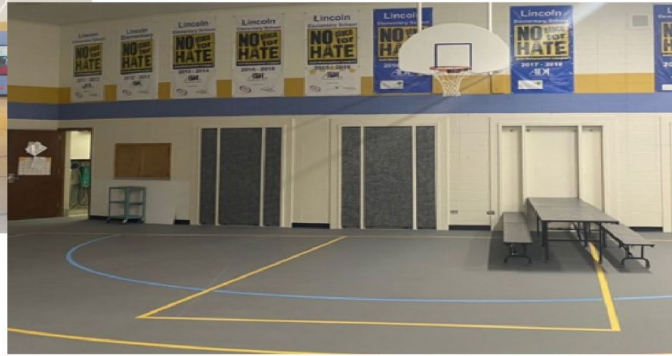


New Fall Surface



Capital Maintenance

2018 Bond Program and Other Large Capital Improvements



New Flooring, Paint, Tables



Entry Modifications



New Asphalt

Capital Maintenance

2018 Bond Program and Other Large Capital Improvements



New Gym Floor



New Commons
Flooring and Tables

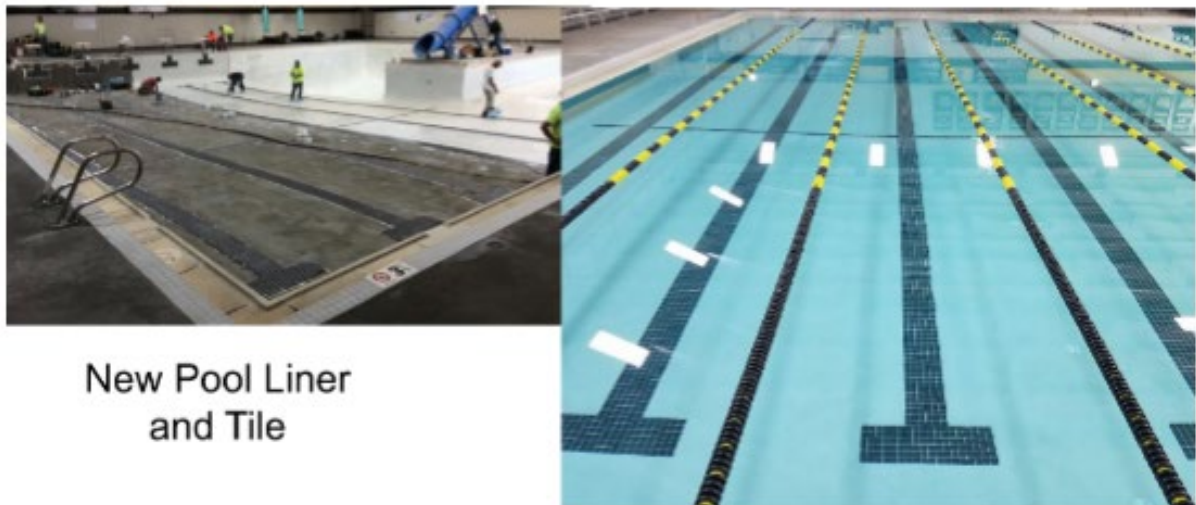


Courtyard Refresh



Capital Maintenance

2018 Bond Program and Other Large Capital Improvements



Capital Maintenance

2018 Bond Program and Other Large Capital Improvements



New Bleachers



Renovated from an ES
To an Early Childhood Center



New TCC and
FHS Campus



Capital Maintenance

2018 Bond Program and Other Large Capital Improvements



Replace Older Furniture with Collaborative Options

In addition to projects funded by the 2018 bond, other projects were undertaken utilizing the annual Capital project fund, as well as Local Urban Renewal Authority (LURA) and Tax Increment Financing (TIF) dollars, donations, and grants. Below are some of these projects highlighted.

High Plains PK8 Expansion

High Plains School underwent a significant expansion to accommodate the growing student population and enhance educational facilities. The expansion project, completed in the summer of 2023, added new classroom spaces, an additional gymnasium, a performance area, and an addition of a track, enriching the school's capacity to offer diverse programs and activities.

The funding for this expansion was sourced from TIF and LURA, totaling \$15,770,000. This financial strategy allowed the District to invest in the school's growth without utilizing bond funds allocated for other projects.

Ray Patterson Stadium Scoreboard

TSD undertook a significant project to enhance the scoreboard at Ray Patterson Stadium, home to the District's high school football teams. This initiative involved securing donations from various sponsors to fund

Capital Maintenance

2018 Bond Program and Other Large Capital Improvements

the new scoreboard. The upgraded video scoreboard not only improves the viewing experience for spectators but also serves as a valuable tool for the teams during games.

The Landing Youth Shelter

The Landing Youth Shelter is a collaborative project designed to provide support for youth experiencing homelessness. The shelter offers overnight accommodations for up to 20 individuals and daytime services for an additional 15-20 youth, including mental health support, life skills training, and educational resources. Construction involved extensive renovations to the former Monroe Early Childhood Center and was funded through a \$4.7 million grant from the Colorado Department of Local Affairs, which includes both the Transformational Affordable Housing and Homelessness Response Grant programs. Additionally, Larimer County contributed \$1.5 million in American Rescue Plan Act funding. Thompson School District contributed the building and site to this project and managed the design and construction, with the Matthews House operating the facility. The shelter opened its doors January 29, 2025.



Playground Improvements:

Thompson School District has completed several playground improvement projects across its schools. Notable updates include surfacing replacement at Carrie Martin Elementary and a District-wide refresh of Engineered Wood Fiber (EWF) surfaces. Playground components, such as slides and platforms, have been replaced at various sites to enhance safety and usability. Additionally, a new play structure was added at Laurene Edmondson Early Childhood, further enriching outdoor learning and play spaces for students. These efforts reflect the District's ongoing commitment to providing safe, engaging environments for children.

Landscaping Upgrades:

Thompson School District has undertaken numerous landscaping projects, including two larger scale projects at Cottonwood Plains Elementary School (CPES) and Winona Elementary School (WES) to promote water conservation and enhance the learning environment.

A native plant landscape was created at CPES to reduce water usage, transforming unused turf into a sustainable space. The project, supported by design assistance from Denver Botanic Gardens and funding from Northern Water, the Colorado Water Conservation Board, the school's parent-teacher organization, and the District, also saw volunteers from the CPES community and local residents planting native species.



Similarly, rather than planting high-water Kentucky Bluegrass at WES after removing the modular classrooms, native plants, such as Big Brush Sage and Little Bluestem, along with boulders and gravel pathways were used to fill the space and received funding through a Colorado Water Conservation Board grant. Between the two projects, TSD is expected to conserve over 450,000 gallons of water annually compared to Kentucky Bluegrass. These projects as well as others in the future will serve as demonstration gardens to educate the community about low-water landscaping.

Capital Maintenance

2018 Bond Program and Other Large Capital Improvements

Thompson Career Campus expansion- in process

The Thompson Career Campus (TCC) is expanding in 2025 with a \$2 million grant for construction from the Bohemian Foundation and Larimer County. The funding, sourced from the American Rescue Plan Act, supports the creation of a new first responder pathway, offering students training to become emergency medical technicians or pursue careers in law enforcement or firefighting. This initiative aims to provide students with practical skills and career readiness opportunities. This expansion aims to provide students with practical skills and career readiness opportunities, enhancing workforce development in the region.

Learning Space Improvements

Learning space improvement projects across the District have focused on enhancing specialized areas to better support student learning. These upgrades include ventilation improvements in industrial technology spaces at secondary schools and enhancements to the culinary facilities, including the installation of a coffee shop at Loveland High School, ensuring a more comfortable and effective learning environment for students in these hands-on programs.



Maintenance Projects

In addition to these improvement-focused projects, several significant maintenance initiatives have also been completed, including multiple water heater and boiler replacements, as well as extensive asphalt replacement, crack sealing, and seal coating efforts, among others.

Significant progress has been made through the 2018 bond and other funding sources, but ongoing investments in capital maintenance and improvements are essential to keep District buildings and sites in excellent condition. These efforts not only preserve the integrity of the facilities but also ensure safe, modern, and inspiring learning environments for students.

Capital Maintenance

Capital Maintenance Forecasting

Capital maintenance forecasting is a strategic process aimed at understanding and addressing both immediate and long-term needs for District buildings and sites. Unlike improvement projects, which focus on adding new elements, capital maintenance targets existing systems and components that require repair or replacement. Through in-depth analysis of building systems and life-cycle modeling, the District can identify components at risk of failure within the next 0-7 years. This proactive approach helps prioritize repairs and plan for major system replacements. Collaborations with architects, engineers, and District staff have provided a thorough assessment of specific needs for the next seven years, 2025-2032.

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 Both Priority and Criteria:	
Priority	Time Response
High	1 Year Response
Medium	2-4 Year Response
Low	5-7 Year Response
Score	Criteria
1	Threatens the health and/or life safety of building occupants. Projects involve compliance with Building Fire Safety, Liability, and other regulatory codes
2	Impairs the functional use of the facility. Includes capacity and educational delivery issues.
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 2.1 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.

Data Input

A master facility needs list is maintained with needs estimated over the next seven years. This list is reviewed at least annually to keep up to date on condition and priority. In addition to this, a system analysis is conducted based on lifecycle estimates to keep a pulse on upcoming potential failures and ensure these needs are accounted for in the forecast.

Capital Maintenance

Capital Maintenance Needs

The District's capital maintenance needs are estimated at approximately \$280 million for 2025 through 2032. This total includes projected hard costs (construction and materials), soft costs (such as design fees, commissioning, permitting, utilities, testing, and abatement), and cost escalation. Soft costs specifically account for expenses related to design, geotechnical surveys, special inspections, technology, and contingencies but exclude items such as furniture and computers.

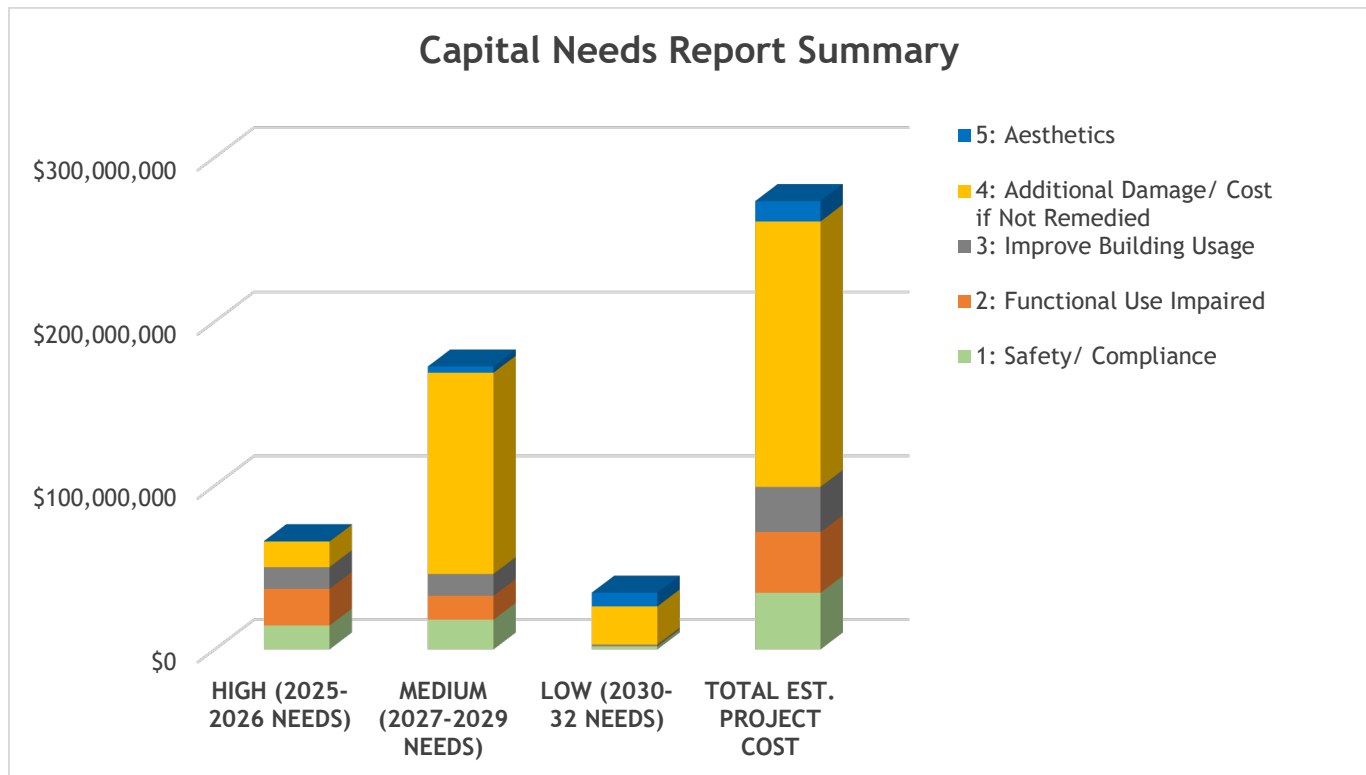


Figure 2.2 Capital Maintenance Needs for 2025-2032 broken down by priority and score

PRIORITY	TOTALS	1: Safety/ Compliance	2: Functional Use Impaired	3: Improve Building Usage	4: Additional Damage/ Cost if Not Remedied	5: Aesthetics
HIGH (2025-2026 NEEDS)	\$70,333,735	\$14,574,322	\$22,394,323	\$13,229,712	\$15,657,514	\$246,408
MEDIUM (2027-2029 NEEDS)	\$174,407,190	\$18,168,997	\$14,573,986	\$13,268,371	\$122,857,159	\$3,781,928
LOW (2030-32 NEEDS)	\$34,640,379	\$1,791,022	\$138,930	\$1,051,179	\$23,276,594	\$8,382,654
TOTAL EST. PROJECT COST	\$279,381,304	\$34,534,341	\$37,107,239	\$27,549,262	\$161,791,267	\$12,410,990

Figure 2.3 Capital Maintenance Needs for 2025-2032 broken down by priority and score; shown in a different format.

Capital Maintenance

Capital Maintenance Needs

The most significant capital needs over 2025 through 2032 include HVAC, lighting, and electrical system upgrades, driven largely by aging infrastructure in District buildings. We are seeing a large portion of these needs in the aging HVAC and electrical systems. These costs are repairing and replacing what is there and does not include the addition of air conditioning. Additionally, Colorado's House Bill 23-1161, known as the "Clean Lighting Act," banned the manufacture, distribution, and sale of most fluorescent light bulbs containing mercury, effective January 1, 2025. This legislation necessitates district-wide lighting upgrades to comply with the new regulations and transition to more energy-efficient and environmentally friendly lighting solutions.

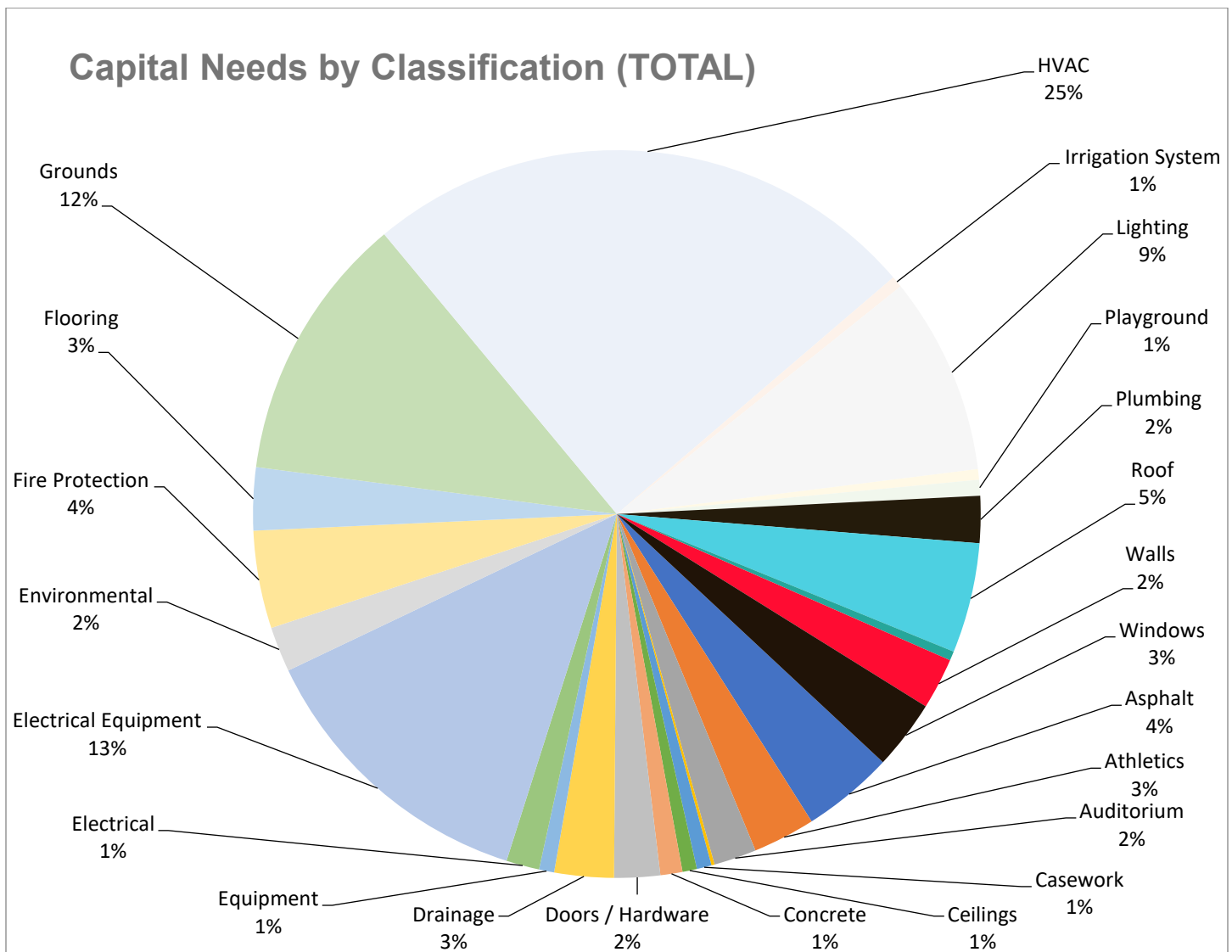


Figure 2.4 shows the breakdown of capital maintenance costs for 2025 through 2032, by classification.

Capital Maintenance Needs information for each building can be found in Appendix A.

Building Modernization

Introduction

When investing in our buildings, it is important to not only ensure District facilities are well-maintained, but also that they support the educational goals, health, safety, and overall well-being of our students, staff, and community.

To guide this work in moving beyond just the maintenance of our buildings, the Master Plan Committee established Facility Principles and Standards to ensure consistent, equitable, and high-quality learning environments across all buildings. These provide a guide for capital improvements, emphasizing functionality, safety, and adaptability to support learning environments of the future. They focus on creating spaces that promote collaboration, innovation, and inclusivity while meeting the unique needs of each school community.

These standards were updated with the assistance of Wold Architects and Engineers in 2022 to look at these guidelines from a suitability and equity lens. This process engaged a diverse group of stakeholders, including students, the Master Plan Committee, and Learning Services Department leadership and principals to highlight basic standards that should be in place across Thompson School District. An assessment was then conducted to determine which buildings were not meeting these standards, ensuring that capital investments can be prioritized to address disparities and enhance opportunities for all students.

The Facility Principles and Standards provide a framework from which improvements can be prioritized and planned for, including improvements based on the specific standards, as well as programmatic needs of the District.

The photographs below exemplify improvements made at District facilities that demonstrate the principles outlined below



Building Modernization

Facility Principles

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

1. **TSD is committed** to creating environments that foster *personalized, student-centered* learning. This means ...
 - Valuing and maximizing 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, functional storage of student materials, 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
 - Meeting needs of all users: students, staff, parents, community
 - Providing a physically protective environment
 - Healthy buildings
4. **TSD is committed** to providing learning environments that foster *collaboration* and *teamwork*. This means ...
 - Adaptable furniture
 - Flexible, multi-use areas
 - Ample space
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

Building Modernization

Facility Principles

6. **TSD is committed** to creating and maintaining *fiscally responsible, environmentally sustainable, and energy-efficient facilities*. This means ...
 - New/replacement buildings that are energy efficient
 - Consider renewable energy, carbon footprint and environmental impact
 - Reuse/repurpose/recycle
 - Buildings that teach
 - Building materials are sourced through low-impact methods
 - Consider life-cycle cost
 - Xeriscaping
 - Access to /water usage (purification) potable

Building Modernization

Facility Standards

Facility Standards are criteria that describe the physical characteristics required of all Thompson School District Facilities. These Standards were modified in 2022 through a lens of suitability and equity. To ensure these standards were representative of Thompson School District, a variety of stakeholders were engaged in the process to develop and fine-tune them.

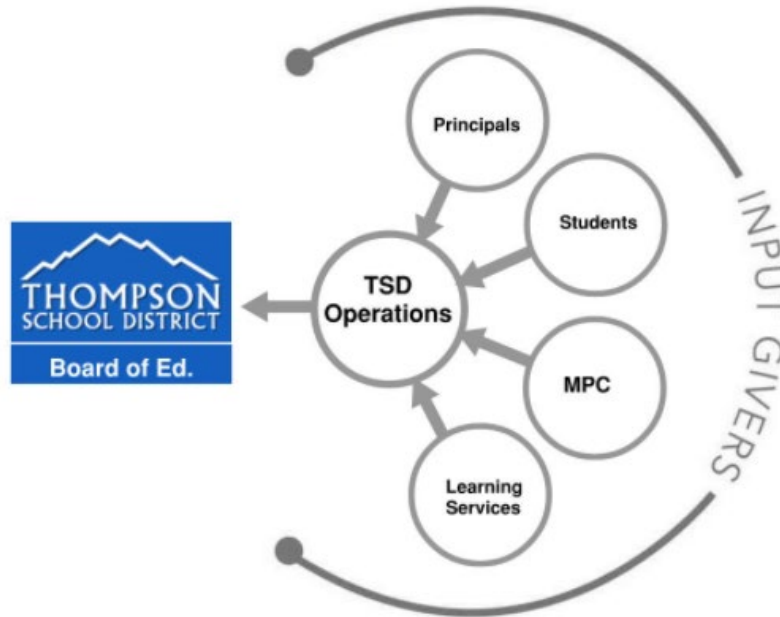


Figure 3.1 shows the process for how these standards were developed

The following statements guided this update work: The District is committed to providing safe, inclusive, and supportive learning and work environments in which students, staff, families and the community's diversity are recognized, honored, and respected, thereby creating a strong sense of belonging so that each individual can achieve their goals.

- Facilities will be welcoming, inclusive and foster a sense of belonging for each student, staff member, family and community member.
- Each student and staff member will have access to the resources and facilities needed to be successful.
- Learning and work environments will promote physical and emotional safety for each student and staff member.

The standards fell into five categories: Comprehensive Programming, General Learning Environments and Support Spaces, Welcoming and Inclusive Facilities, Building Safety and Site Safety. These items were cross-referenced with the original Facility principles to ensure important elements were captured. The Facility Standards define consistency, value and quality across facilities as they are maintained, improved or built.

Building Modernization

Facility Standards

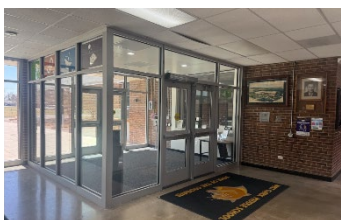
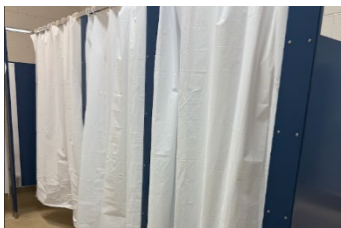


Comprehensive Programming

1. Space for the Intensive Learning Center (ILC) student population will be intentionally and appropriately designed.
2. Schools will have a dedicated resource room/ learning center.
3. Pre-K classrooms are preferred to have a toilet accessible directly from the room.
4. Classrooms will be appropriately sized to accommodate the intended class size.
5. Elementary schools are preferred to include dedicated spaces for specials, including art, music, and physical education.
6. Kindergarten classrooms are preferred to have a toilet accessible directly from the room.
7. Schools will have a dedicated project/ maker space.

Building Modernization

Facility Standards



Building Safety

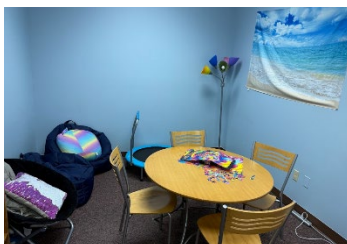
8. Locker rooms and restrooms will provide adequate privacy to support emotional and physical safety.
9. Schools will have a secure entry that meets District standards.

Site Safety



10. Bus and parent drop-off areas will be safe and separate.
11. A safe pedestrian path with appropriate crosswalks and minimal traffic lane crossings will lead to the main entrance.
12. Pick-up and drop-off areas will provide adequate space for parent vehicle queueing.

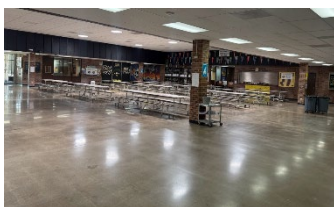
General Learning Environments and Support Spaces



13. Spaces for specialized services and programming will be safe, inclusive, supportive, and intentionally designed.
14. Areas for privacy or regulation will be located in or adjacent to student learning environments.

Building Modernization

Facility Standards



15. Classrooms will maintain a temperature conducive to learning.

16. Staff and students will have sufficient access to technology, infrastructure, and equipment.

17. Playgrounds will be up to date and age appropriate.

18. Cafeterias will be appropriately sized for the school population.

19. The library/media center will include appropriate technology and furnishings.

20. Comfortable and confidential spaces will be available for staff meetings, Individualized Education Program (IEP) meetings, professional development, Professional Learning Community (PLC) meetings, and other forms of staff, administration, and family collaboration.

21. Learning environments will have access to natural light.

Building Modernization

Facility Standards



22. Schools will have an outdoor learning classroom.



23. Flexible learning areas will be incorporated into the school design.



24. Assembly space will be large enough to accommodate the entire school population.

Welcoming and Inclusive Facilities



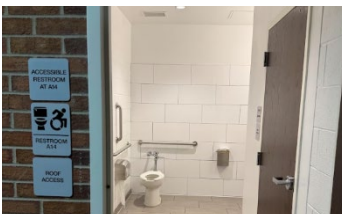
25. Schools will have a welcoming and identifiable main entrance that positively reflects the quality of education taking place within.



26. Playgrounds will include accessible equipment.



27. Schools will comply with ADA requirements.



28. Single-occupant unisex restrooms will be available for student and staff use.

Building Modernization

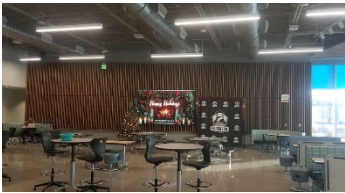
Facility Standards



29. Building and site signage will meet District standards.



30. Schools will feature clear wayfinding and intuitive circulation.



31. Lighting levels will support a positive and engaging learning environment.



32. Interior aesthetics will promote positive and engaging learning environments.



33. Adequate parking will be provided for visitors and staff.

Building Modernization

Recommendations

The standards were ranked by stakeholders based on importance. An assessment was then conducted to evaluate each school's alignment with these principles, identifying those that met the standards and those that did not. A cost range was then assigned for the top seven standards to estimate the investment needed for improvement. More detail around this process of developing, prioritizing, and assessing can be found in Appendix B.

Based on consideration of the Facility Standards as well as programmatic needs, recommendations have been developed to prioritize. The following chart shows the prioritized Facility Standards and a potential cost range.

CRITERIA	PRIORITY RANKING FOR EACH STANDARD BY STAKEHOLDER GROUP						Average Ranking	# of Schools that fail the criteria	Potential Cost Range
	LEARNING SERVICES	MPC	PRINCIPAL	HS STUDENT	MS STUDENT	ES STUDENT			
Sites will have safe pedestrian path to main entrance with appropriate crosswalks and minimal crossing of traffic lanes	1	2	4	6	4	4	3.5	10	\$.6M - \$7.7M
Space for ILC Student population will be intentionally and appropriately designed	4	10	9	13	3	1	6.7	17	\$4.4M - \$6.6M
Every elementary school will have dedicated space for specials, including art, music, and P.E.	1	3	11	8	18	6	7.8	9	\$4.4M - \$23.8M
ADA compliance	3	5	5	17	1	17	8.0	25	\$8.3M - \$32M
Classrooms will be kept at a temperature that supports learning	2	13	3	4	15	13	8.3	15	\$140M
Locker rooms and toilets will provide adequate privacy for emotional and physical safety	5	7	23	2	16	2	9.2	16	\$5.3M - \$10.6M
Every school will have a secure entry that meets District standards	1	4	19	14	23	3	10.7	12	\$8M - \$16.5M

Figure 3.2 shows top seven standards that were ranked by the stakeholders-averaged out- and their potential cost range. The ranking goes from 1-33 and shows the average importance for each standard assessed by each stakeholder group.

Building Modernization

Recommendations

The potential costs for the Facility Standards are provided in a range, as there is a range of solutions that could be put in place. For cooling, it has already been established that a permanent solution is the route the District would take. Based on the costliness of the top seven prioritized improvements, a cost was not assessed for the remaining standards.

Estimated Costs for top six* standards: \$171,000,000 - \$237,200,000

Beyond building standards, addressing programmatic needs is essential to advancing the district's educational goals. Priorities include enhancements such as Career and Technical Education (CTE) programs, flexible learning spaces, space improvements, and upgrades to athletic facilities, which play a critical role in supporting student development and success.

Estimates for priority program projects: \$70,000,000

Total Estimates for priority Building Modernization: \$241,000,000 - \$307,200,000

*The top six are estimated here, as the seventh criteria-secure vestibule-is already accounted for in the Security section of the Master Plan.

Safety and Security

Introduction

Thompson School District (TSD) is committed to creating a safe and secure environment through targeted investments in advanced security infrastructure. These improvements ensure that the District's facilities meet modern safety standards while fostering a sense of security for students, staff, and the community.

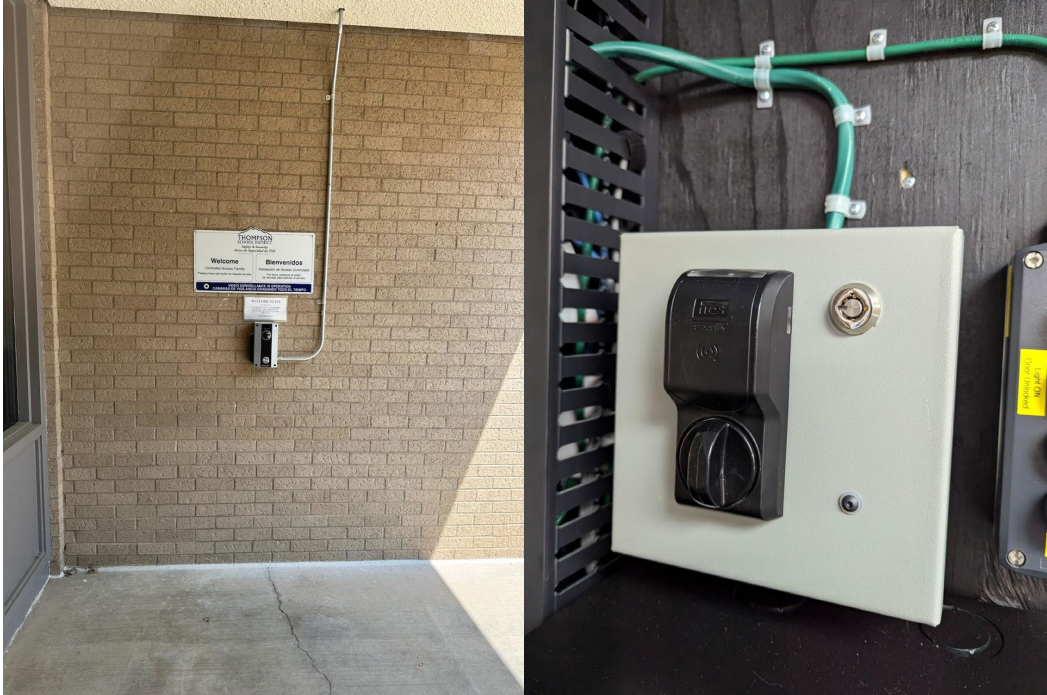
This section will highlight recent safety and security infrastructure improvements that have been made, discuss the Thompson School District Safety and Security Guidelines for Facility Design, as well as highlight safety and security improvement priorities.



Safety and Security

Improvements

In recent years, TSD has implemented significant upgrades to its physical security measures. Notably, secure vestibules have been installed in most schools, requiring the first person a visitor comes into contact with to be an adult. Upon entry, visitors must sign in at the main office and are escorted by staff to their destinations. Additionally, the district has invested in updated controlled-access systems and surveillance cameras to bolster security across campuses.



Safety and Security

Guidelines

Ongoing investment in the safety and security infrastructure improvements is critical to stay current in an ever-evolving field. Safety and Security Guidelines for Facility Design have been developed by the Thompson School District in order to provide direction when adjusting existing sites and buildings or new construction.

These guidelines provide direction on the following general principles:

Secure Perimeters

TSD prioritizes secure property perimeters to delineate boundaries and control access. Features such as fencing, gates, and natural barriers like landscaping and boulders are used to enhance security. Athletic fields, playgrounds, and outdoor learning areas are designed with clear sightlines so that visual supervision can be maintained, and perimeter fencing to ensure safety while maintaining a welcoming appearance.

Safe Parking and Access

Parking lots and access points are designed following Crime Prevention Through Environmental Design (CPTED) principles to promote visibility and safety. Dedicated pathways separate pedestrian and vehicular traffic, and barriers such as anchored benches or boulders prevent unauthorized vehicular intrusion. Visitor parking is conveniently located near administrative offices, ensuring ease of monitoring and access.

Enhanced Building Security

Building exteriors are equipped with reinforced doors, security-rated glazing, and video intercom systems for controlled access. Exterior doors are clearly numbered for quick emergency response, and secure access is provided for dumpsters and utility areas. Additionally, cellular and radio signal boosters ensure reliable communication for emergency responders.

Secure Entry Vestibules

TSD schools feature secure vestibules that act as controlled entry points for visitors. These vestibules include intercom systems, reinforced glazing, and electronic locks to ensure monitored and safe access.

Safety-Driven Interior Spaces

Interior spaces are compartmentalized with cross-corridor doors and stairwell barriers to contain emergencies. Classrooms and common areas are designed for visibility and safety, with designated lockdown zones, clear sightlines, and multiple egress points where appropriate. Student wellness spaces are strategically located in high-traffic areas to encourage accessibility and reduce stigma.

Implementing safety and security upgrades requires close collaboration among TSD, design professionals, first responders, and local authorities. Regular meetings with TSD's Safety and Security Division ensure compliance with guidelines, while input from emergency services and other stakeholders is integrated to create site-specific safety strategies.

Safety and Security

Priorities

Thompson School District utilizes the Texas School Safety Center Safety and Security Audit Checklist, recommended by the Colorado School Safety Resource Center, to evaluate and improve the safety and security of its facilities. This audit method engages campus faculty and staff in assessing current conditions and developing action plans for improvements, tailored to the district's specific needs and environment. These audits will be used on an ongoing basis to provide safety and security infrastructure improvement recommendations. The following are the current infrastructure priorities:

Secure Vestibules:

There are 22 buildings that have secure vestibules that meet District Standards. Eight have a pass-thru vestibule area, which means that the front entrance can be locked, but students have to pass through regularly to access different parts of the building. Four buildings do not have a locked area inside the building at the main entrance. Improvements have been identified across locations—even those that have a secure vestibule—to make these areas more secure including adding a secure vestibule, adding cameras, security film, door hardware upgrades, etc.

Estimated cost: \$10,000,000

Physical Security Improvements:

These are a key component of the district's ongoing efforts to strengthen facility safety. These upgrades address vulnerabilities in building access and perimeter control through targeted enhancements such as the installation of secure fencing, construction or reinforcement of interior and exterior walls, addition or replacement of doors, and the addition of film to windows. Many of these improvements are informed by safety audits and are tailored to the unique layout and needs of each campus. The goal is to create more secure environments by limiting unauthorized access and improving the structural barriers that protect students, staff, and visitors.

Estimated cost: \$3,500,000

Bi-Directional Amplification (BDA) Systems:

A BDA system enhances communication within school buildings by amplifying radio signals for first responders, ensuring reliable coverage during emergencies. While some schools in Thompson School District have BDA systems in place, 21 sites remain in need of these systems to address communication gaps. Priority schools include Berthoud High, Mountain View High, Thompson Valley High, and several middle and elementary schools. Implementing BDA systems across these locations is critical to providing seamless communication for safety and emergency response, ensuring the well-being of students and staff district-wide.

Estimated cost: \$1,600,000

Surveillance System Upgrades:

To maintain the effectiveness and reliability of our security infrastructure, regular updates and replacements are essential. From servers to camera hardware, ongoing improvements are necessary to

Safety and Security

Priorities

ensure the surveillance system operates at peak performance, providing continuous support for the safety and security of our school community.

Estimated cost: \$2,600,000

Total Priority Security Needs: \$17,700,000*

*Estimates based on 2025 pricing, not including future inflation.

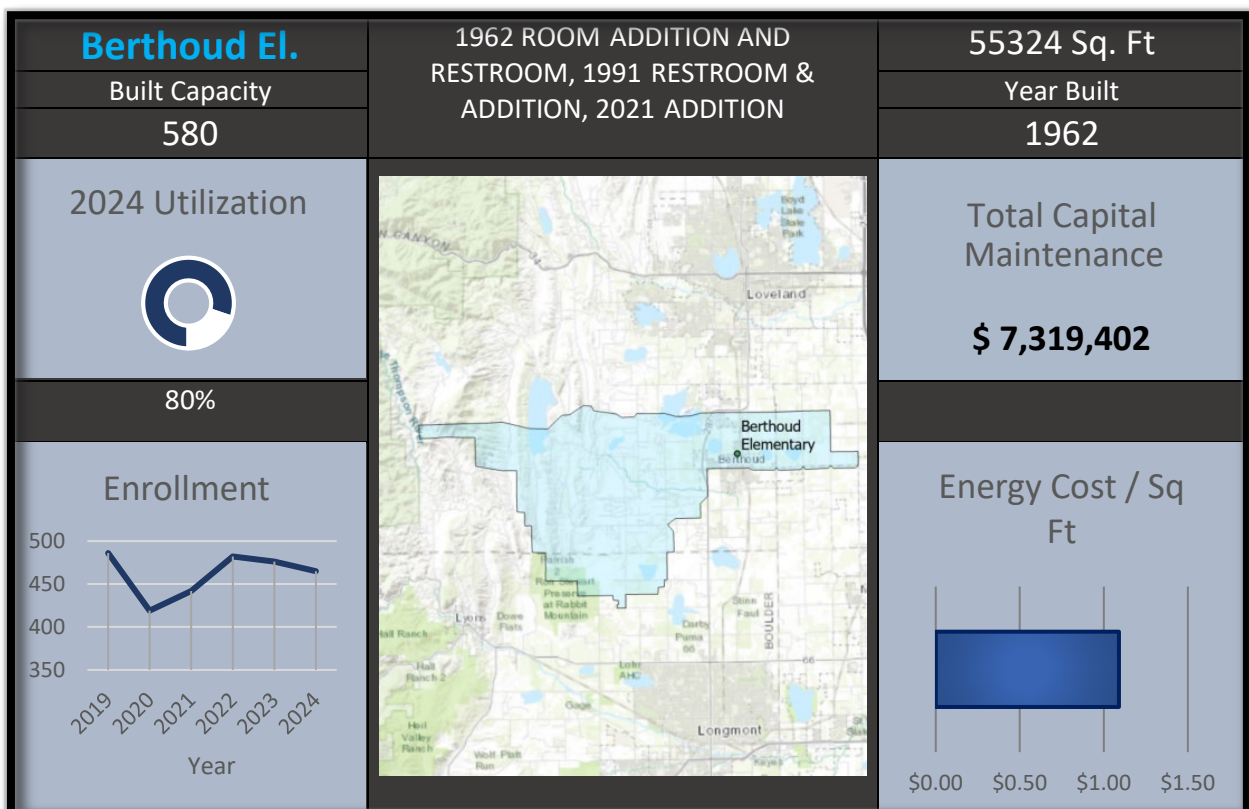
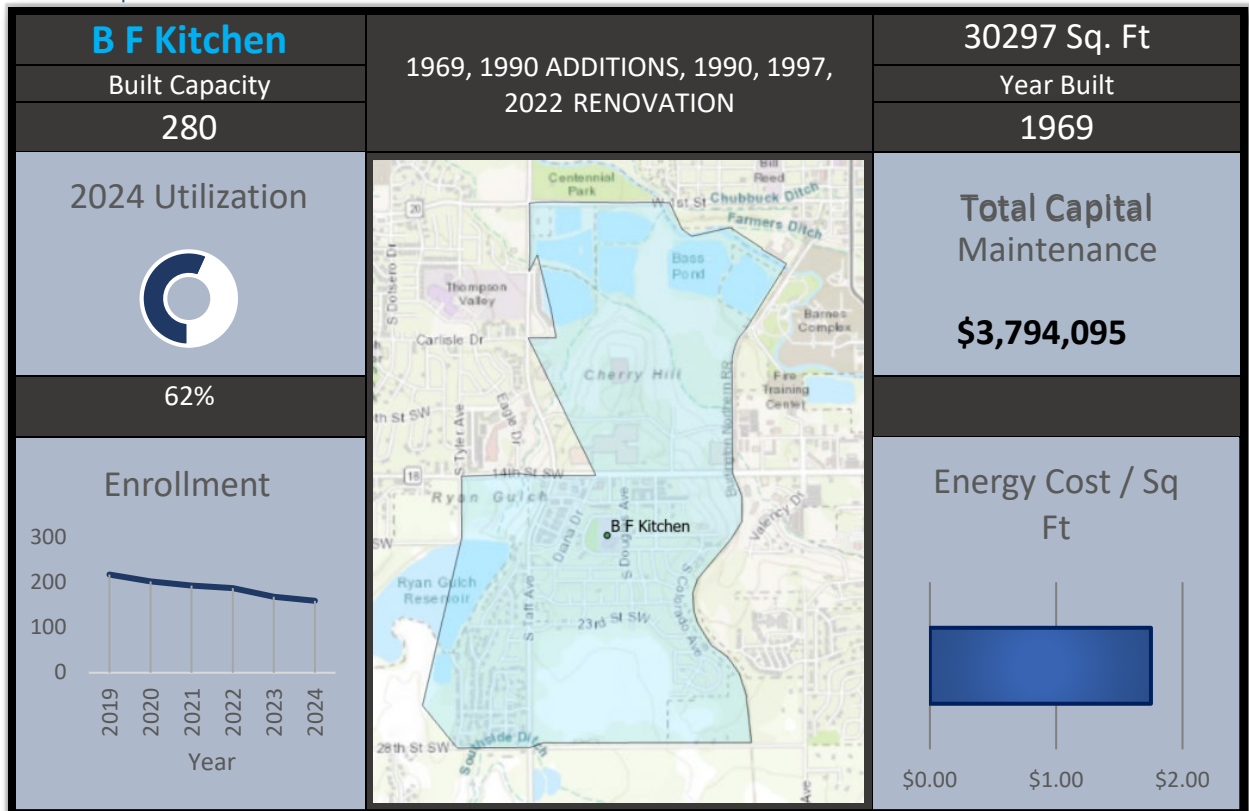
Closing Statement

Through a detailed evaluation of capacity, capital maintenance, building modernization, and security, this Master Plan provides a comprehensive overview of the district's needs through 2032. While this document outlines key findings, additional in-depth analysis will occur as specific funding strategies or targeted initiatives are developed.

The Master Plan Committee serves a critical role in reviewing this information, conducting further analysis, and making informed recommendations. This document will serve as a guiding resource to support the Committee's ongoing work.

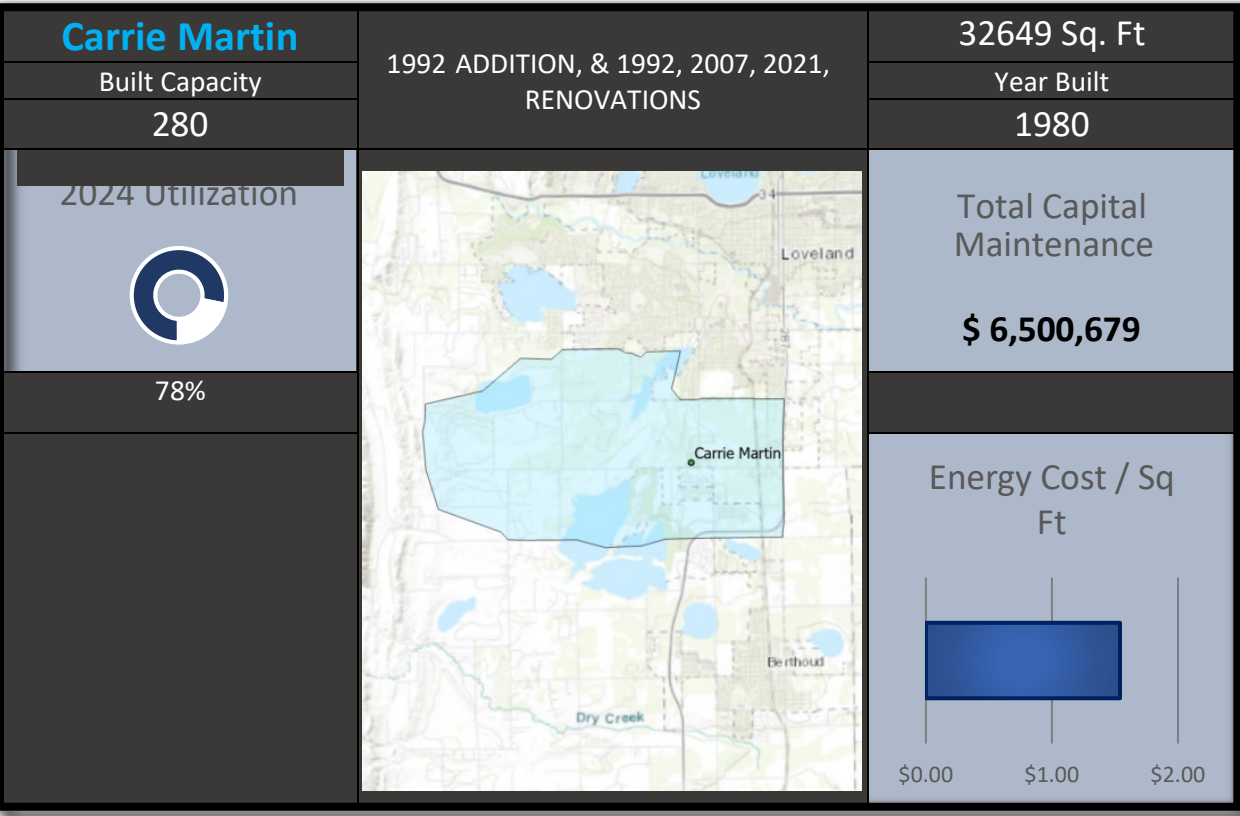
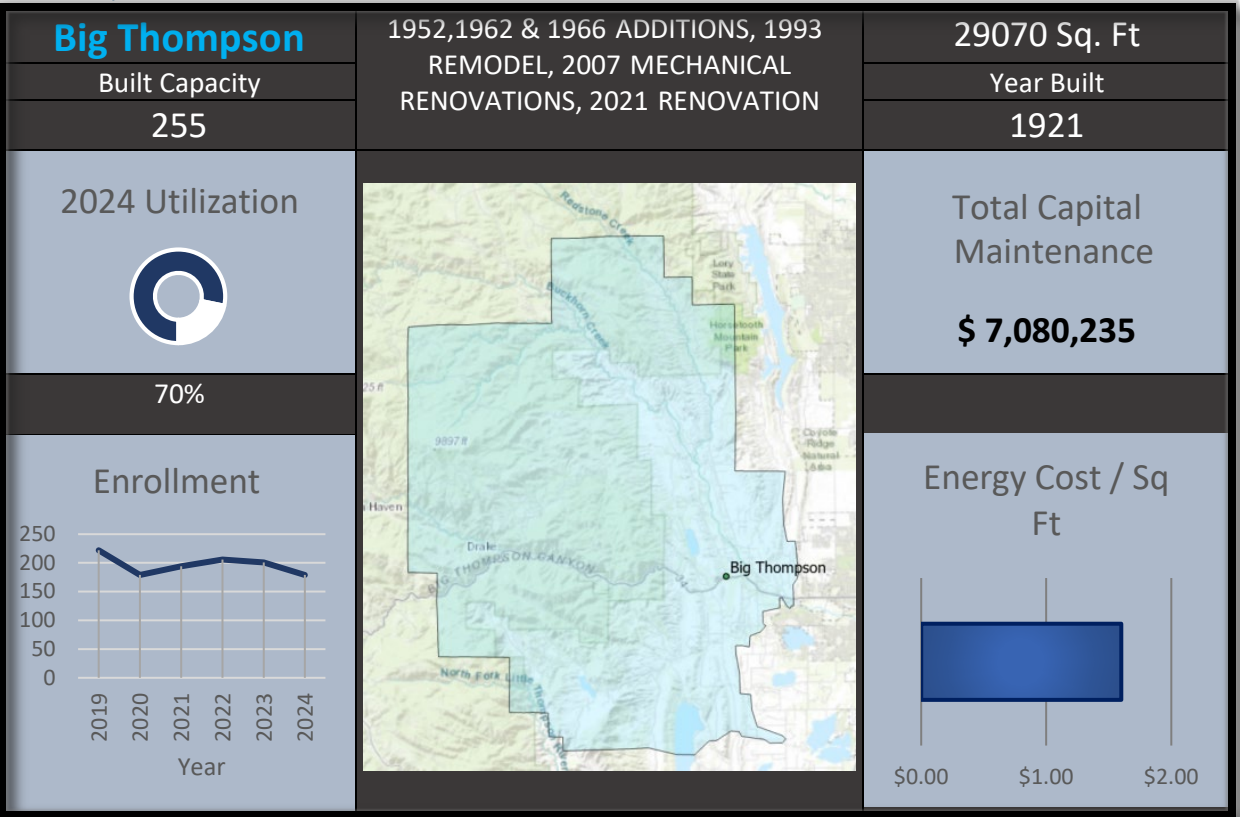
For a summary of recommendations, please refer to the Executive Summary on page 10.

School Snapshots

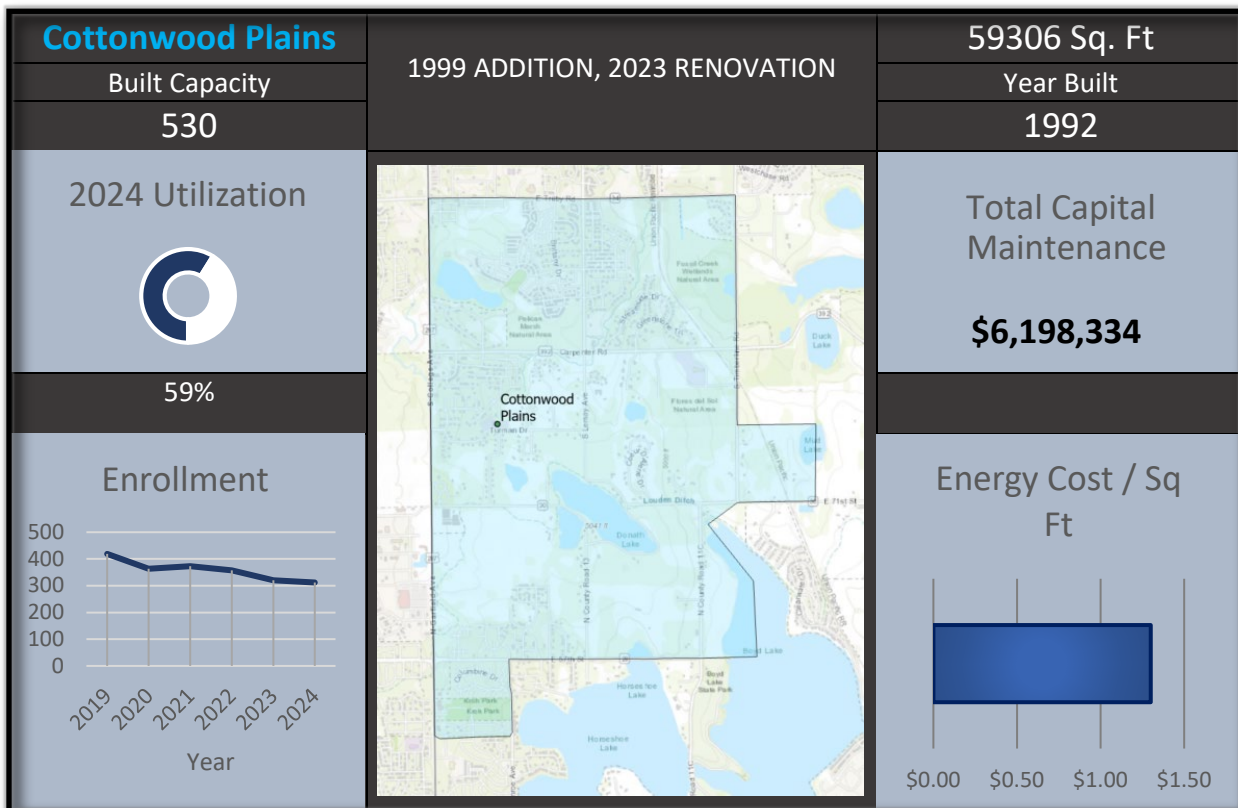
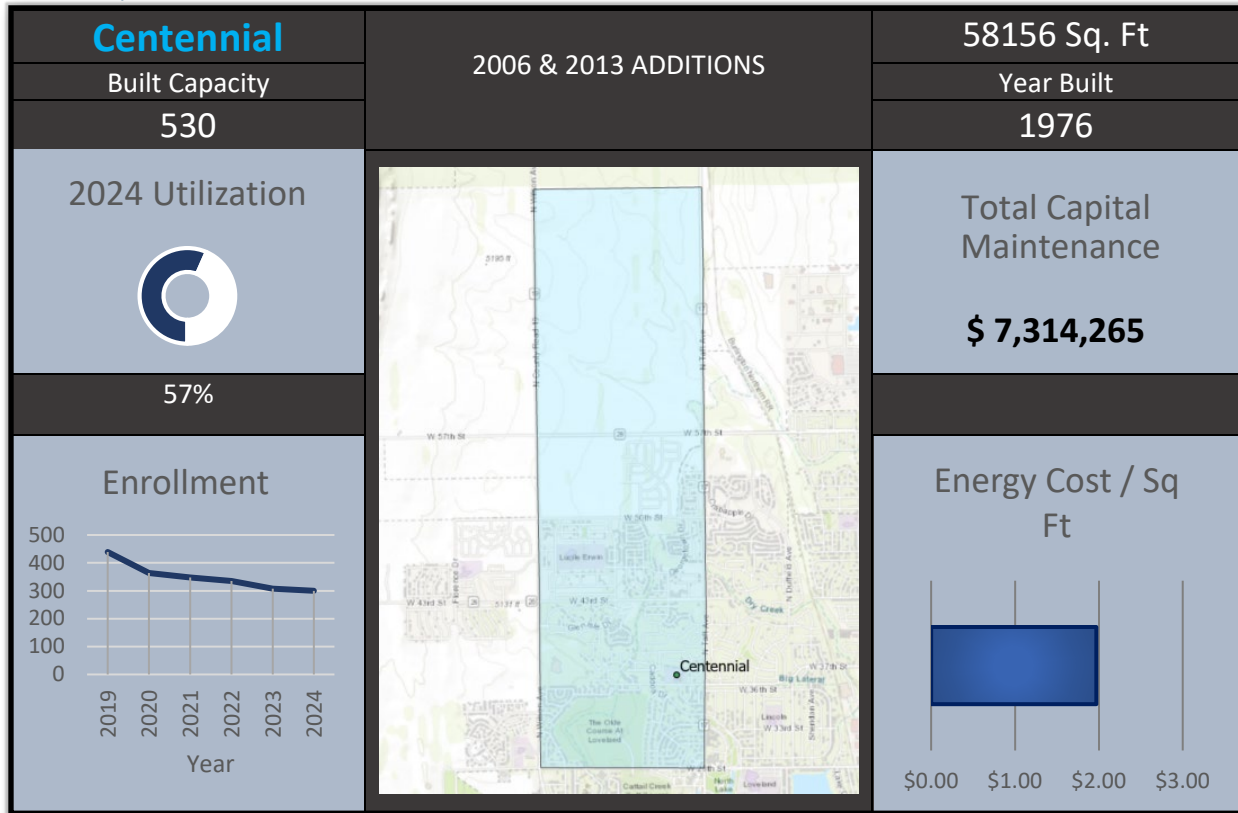


School Snapshots provide a cross-section overview of each school's demographic profile and capital maintenance needs across the district. To view the dashboard in an online environment use the following link:
<https://tsdr2j.maps.arcgis.com/apps/dashboards/aa0aed3ca4784f77b0f9ca763bca69a8>

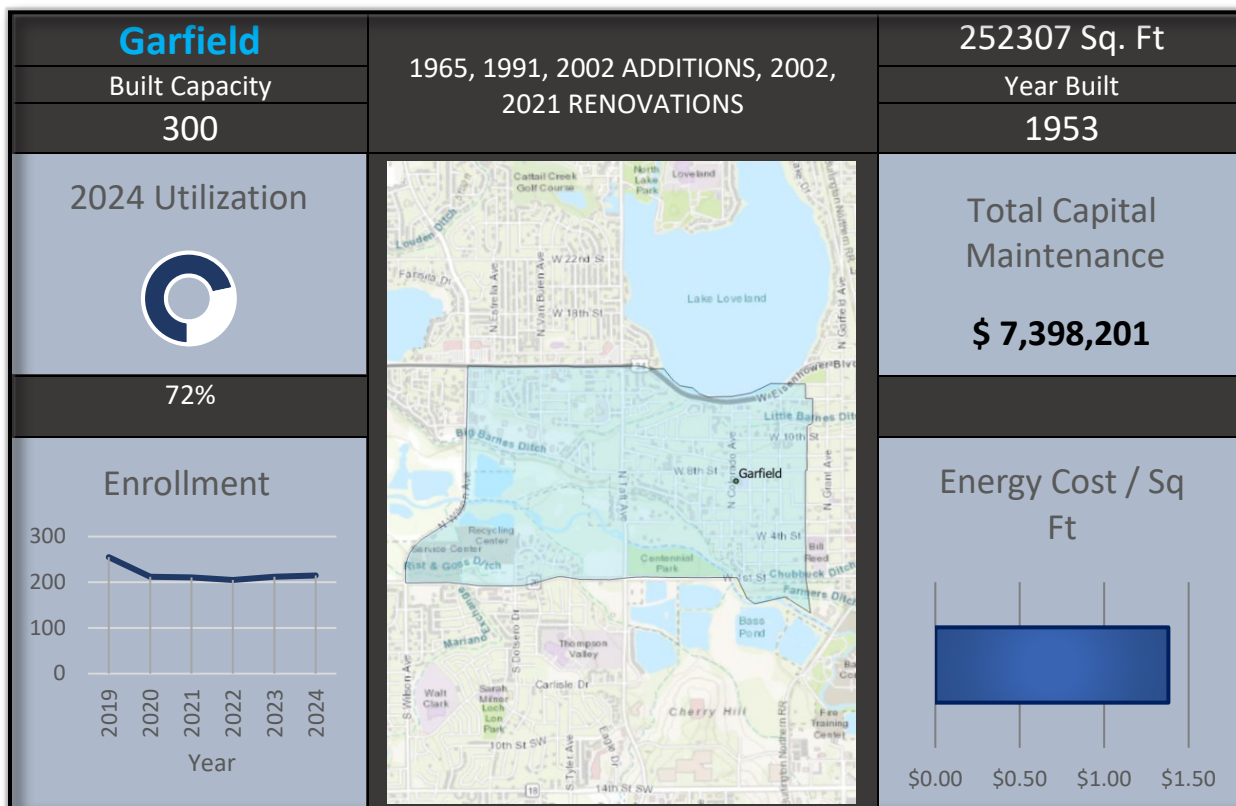
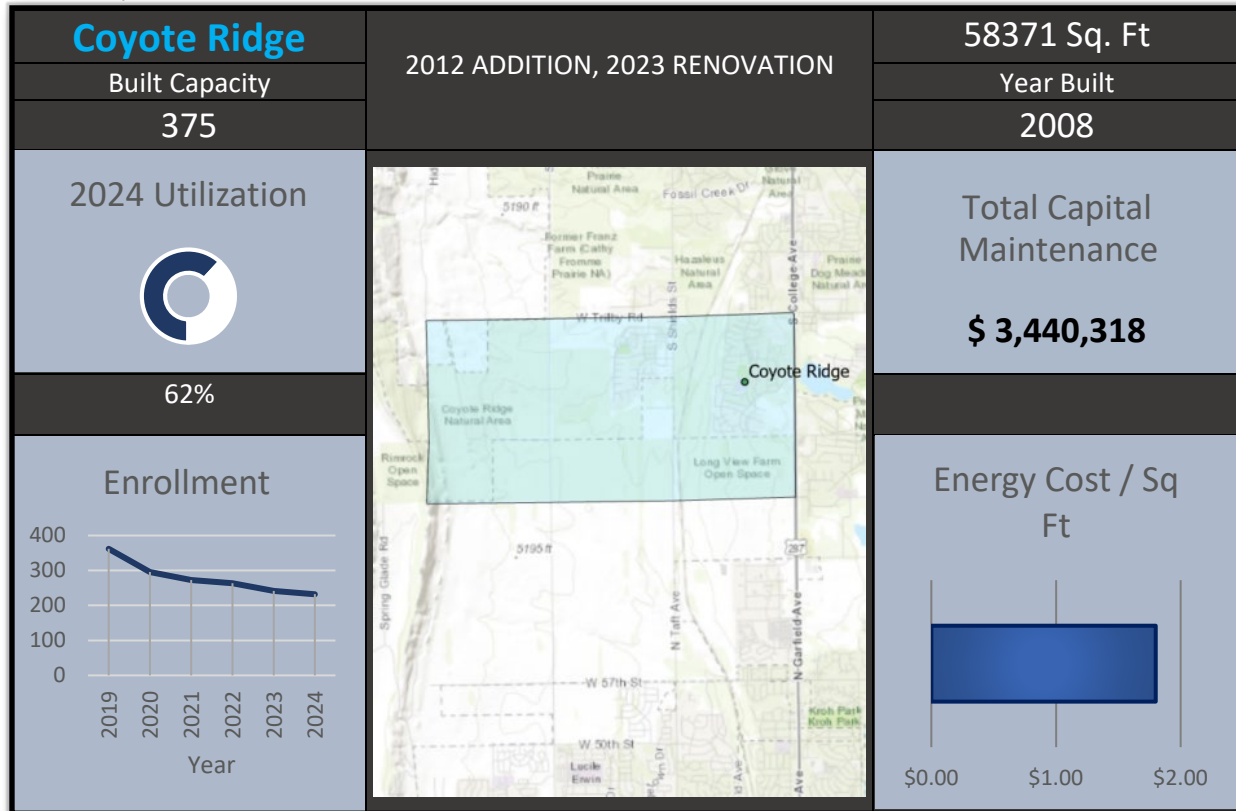
School Snapshots



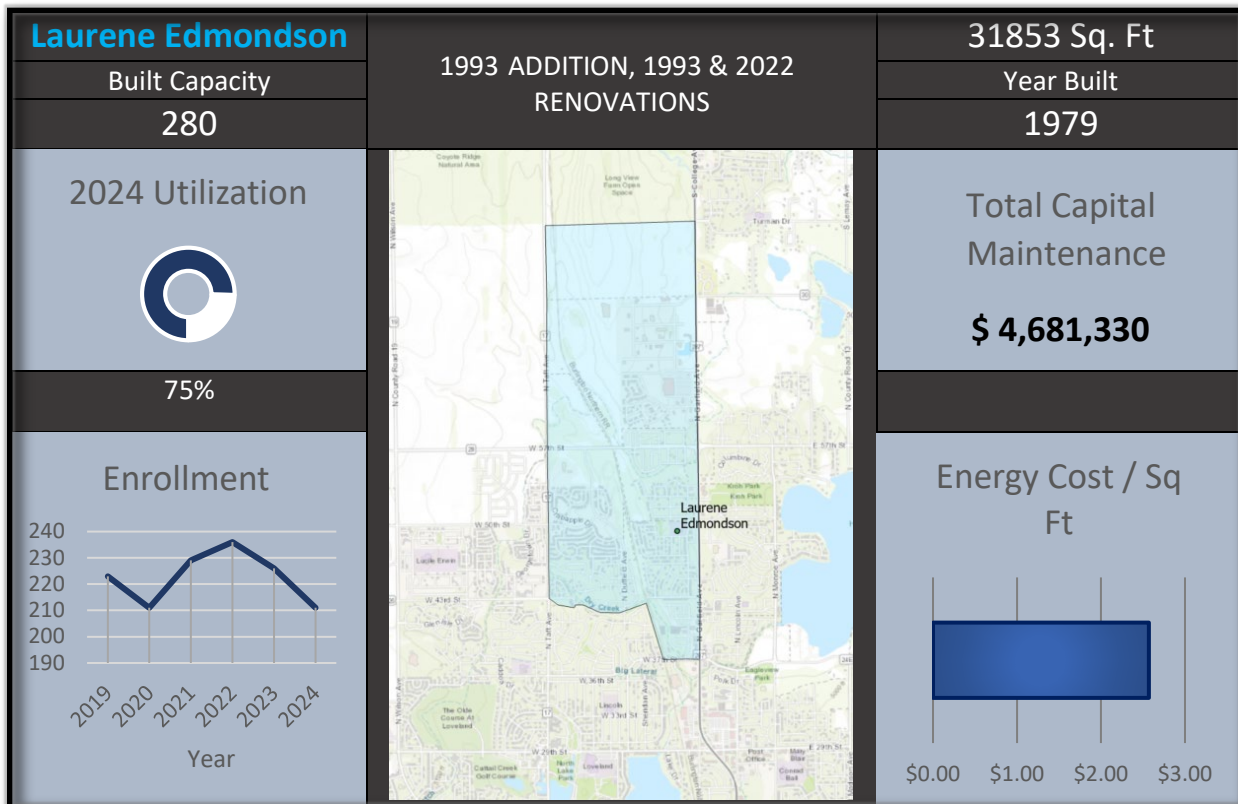
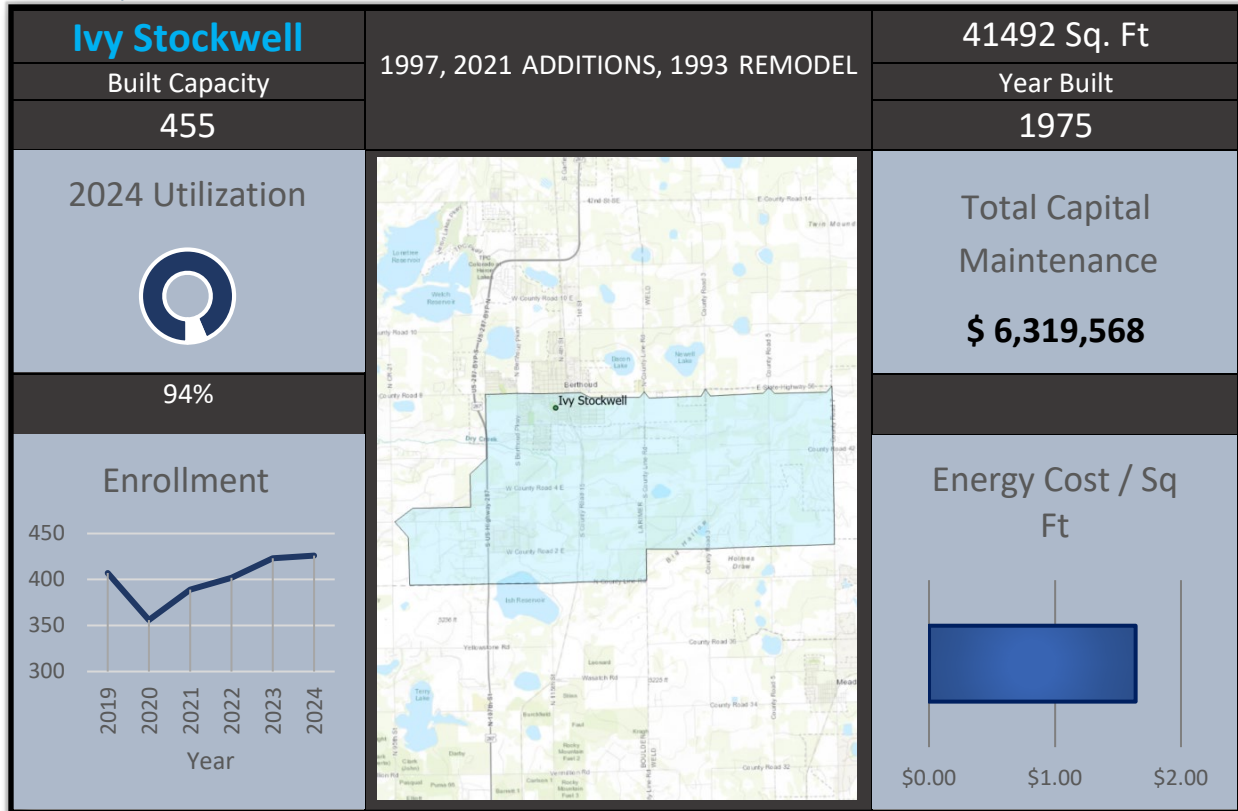
School Snapshots



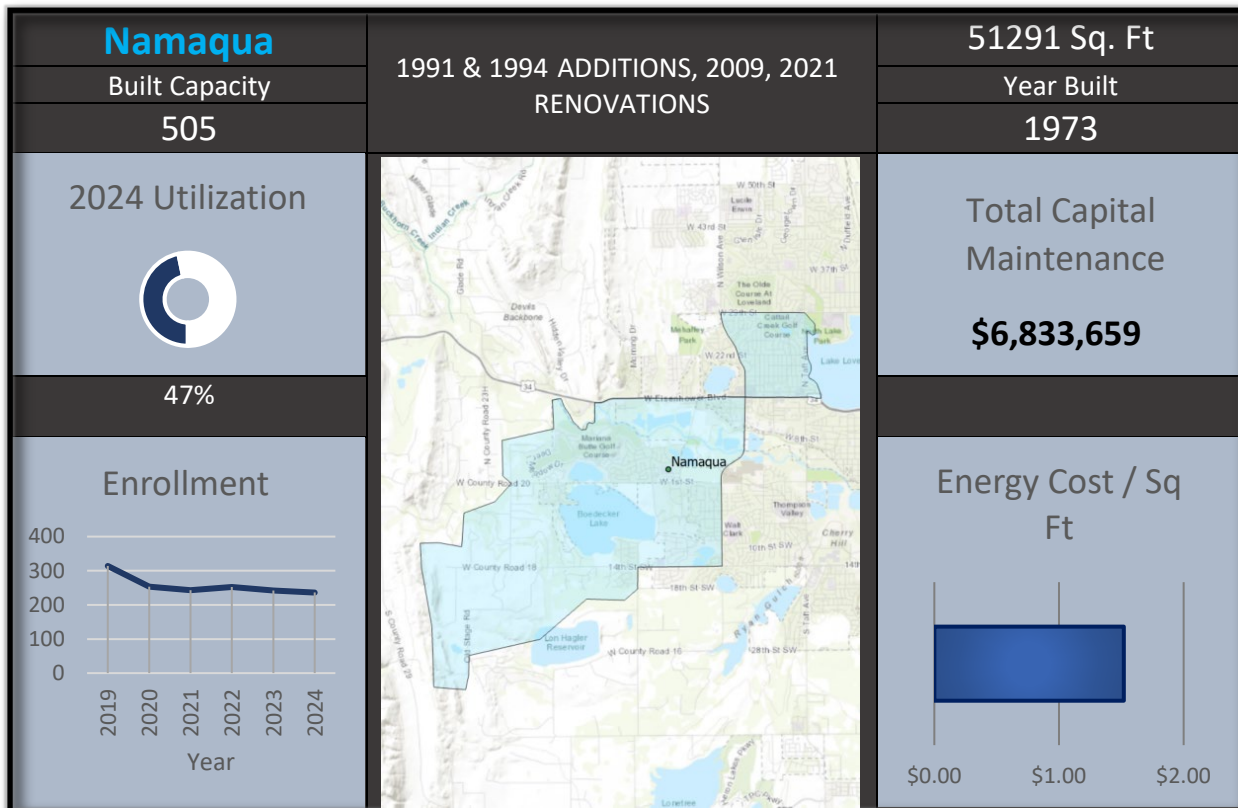
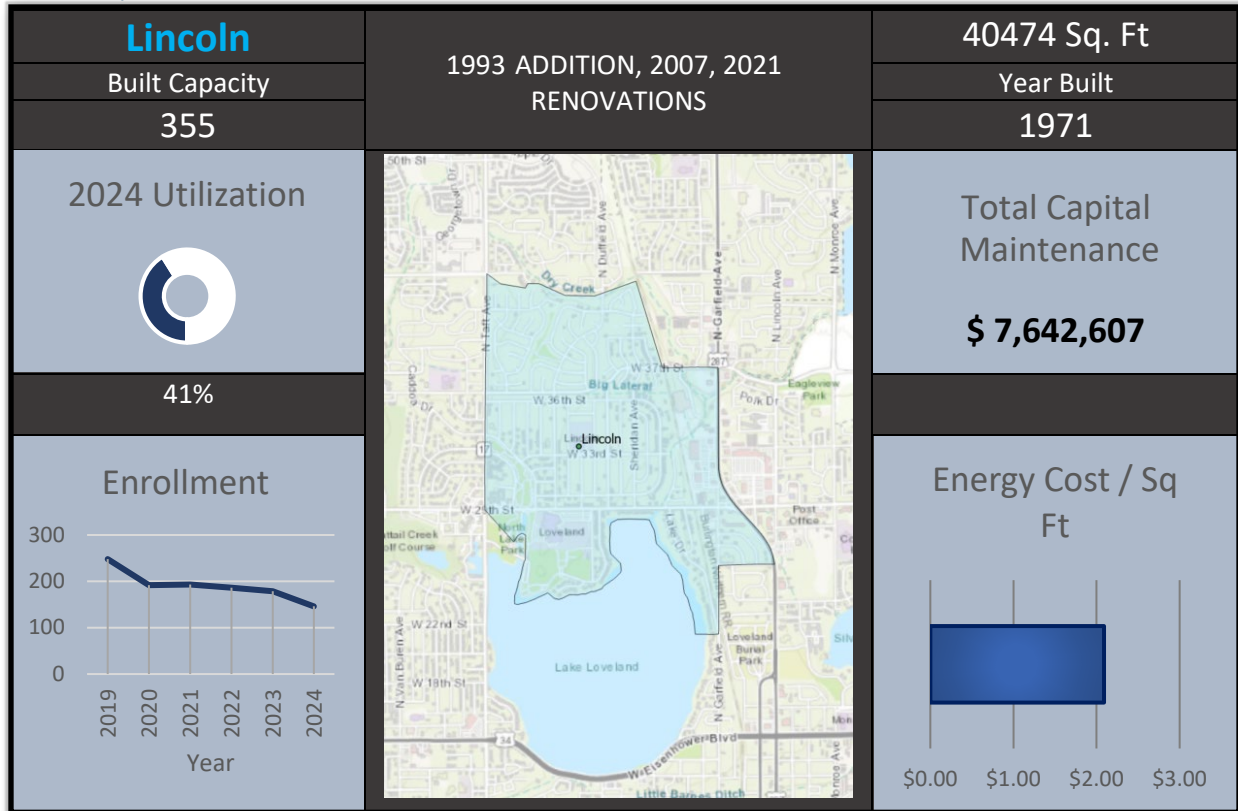
School Snapshots



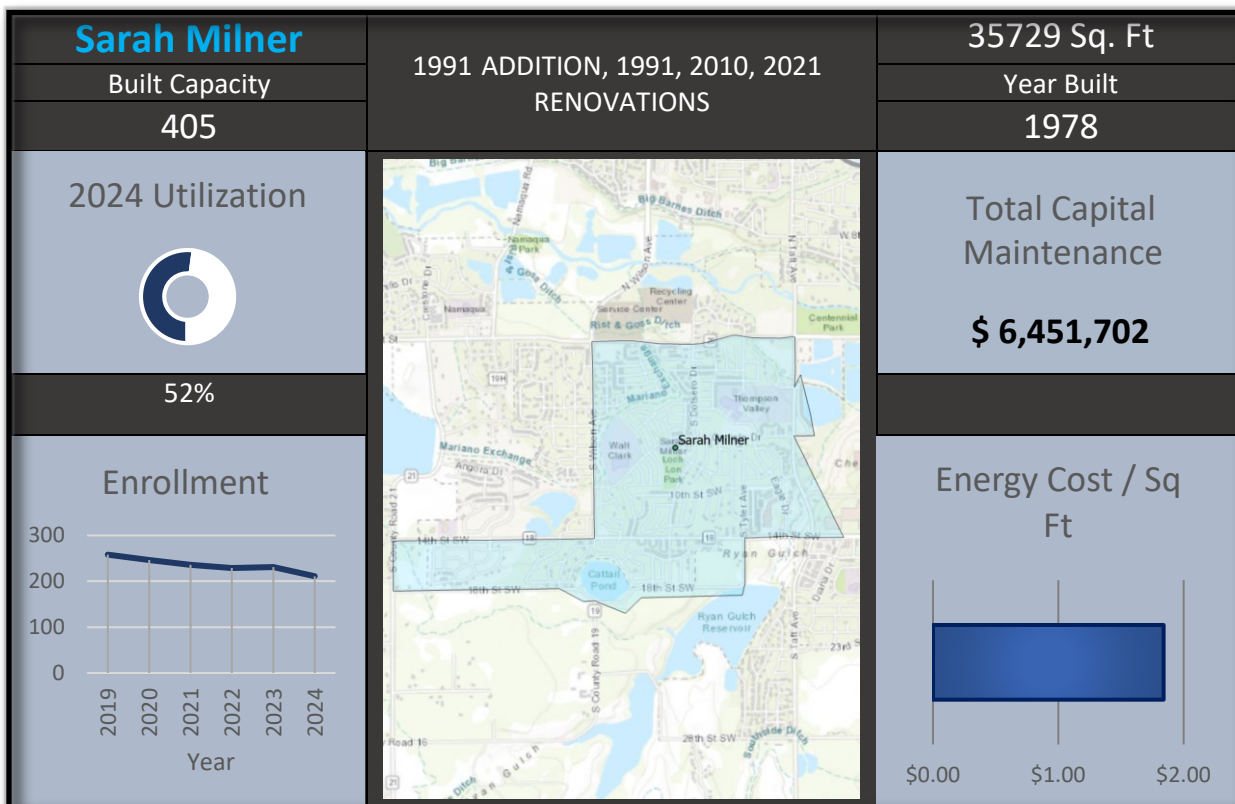
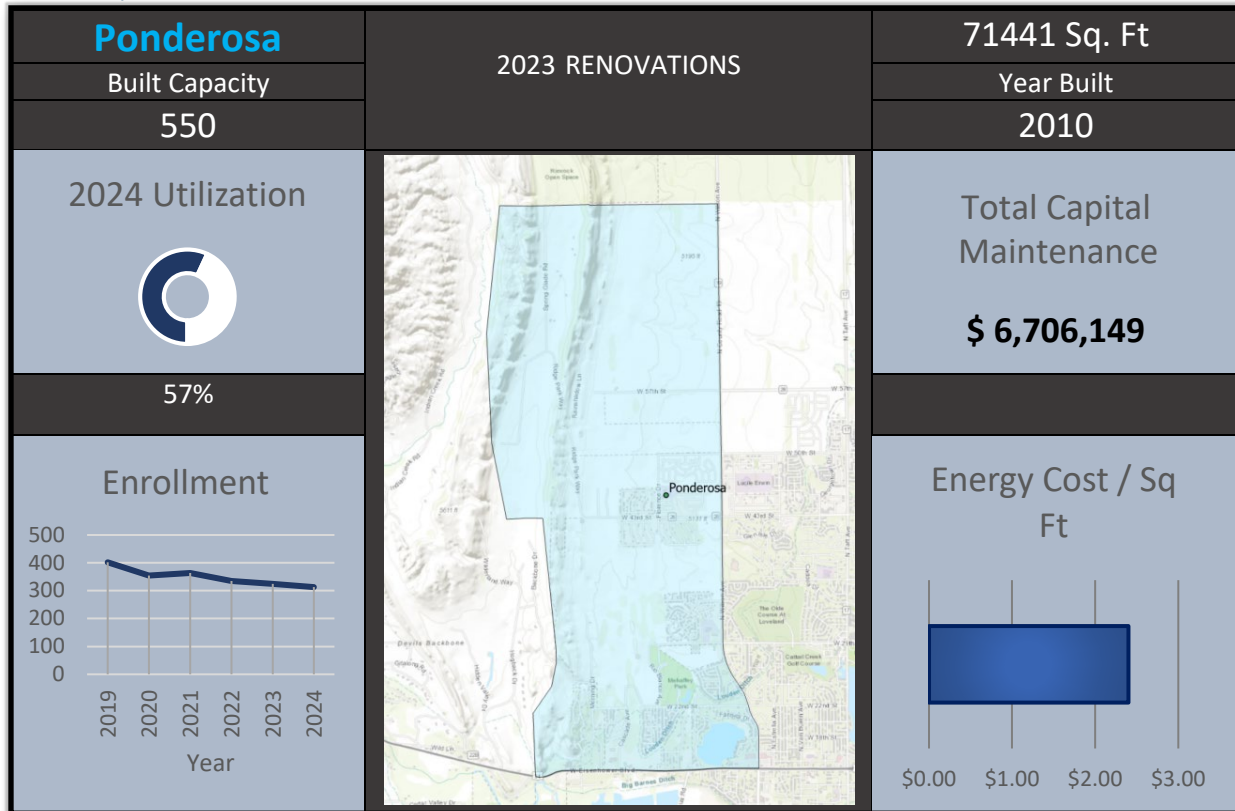
School Snapshots



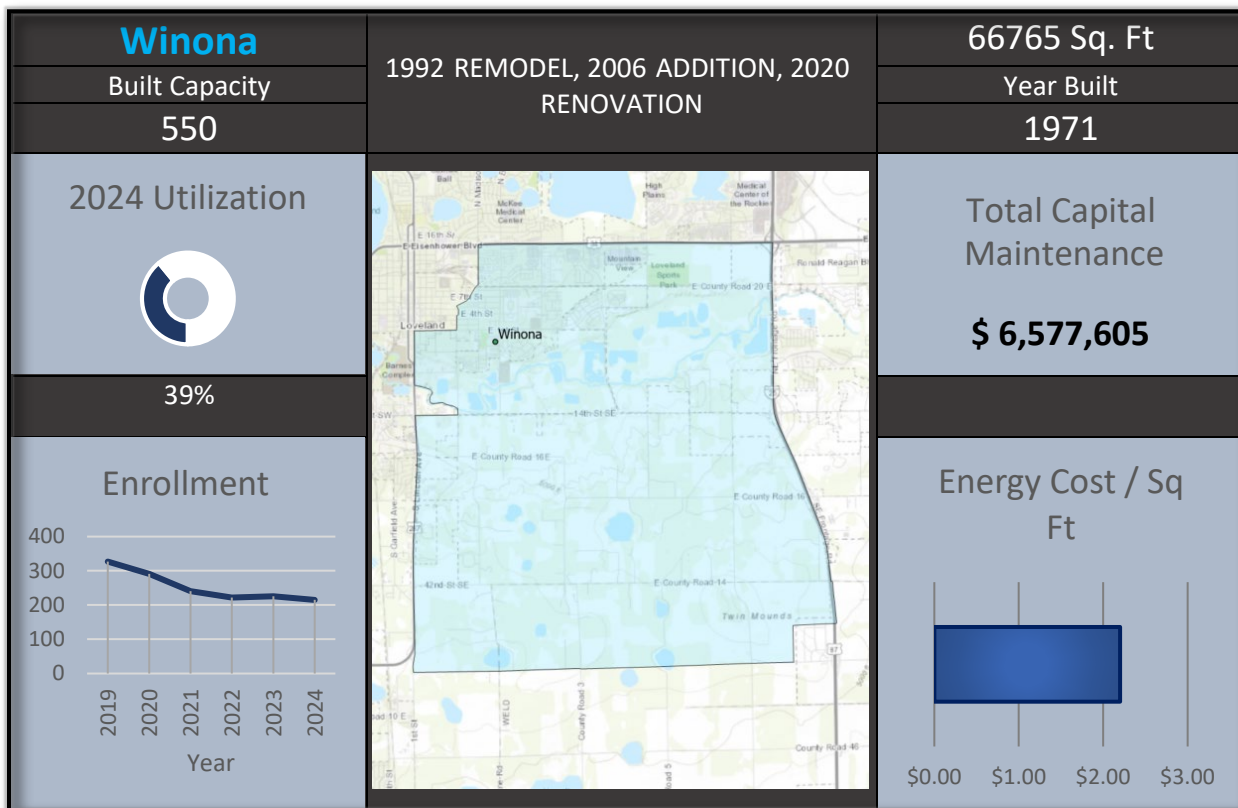
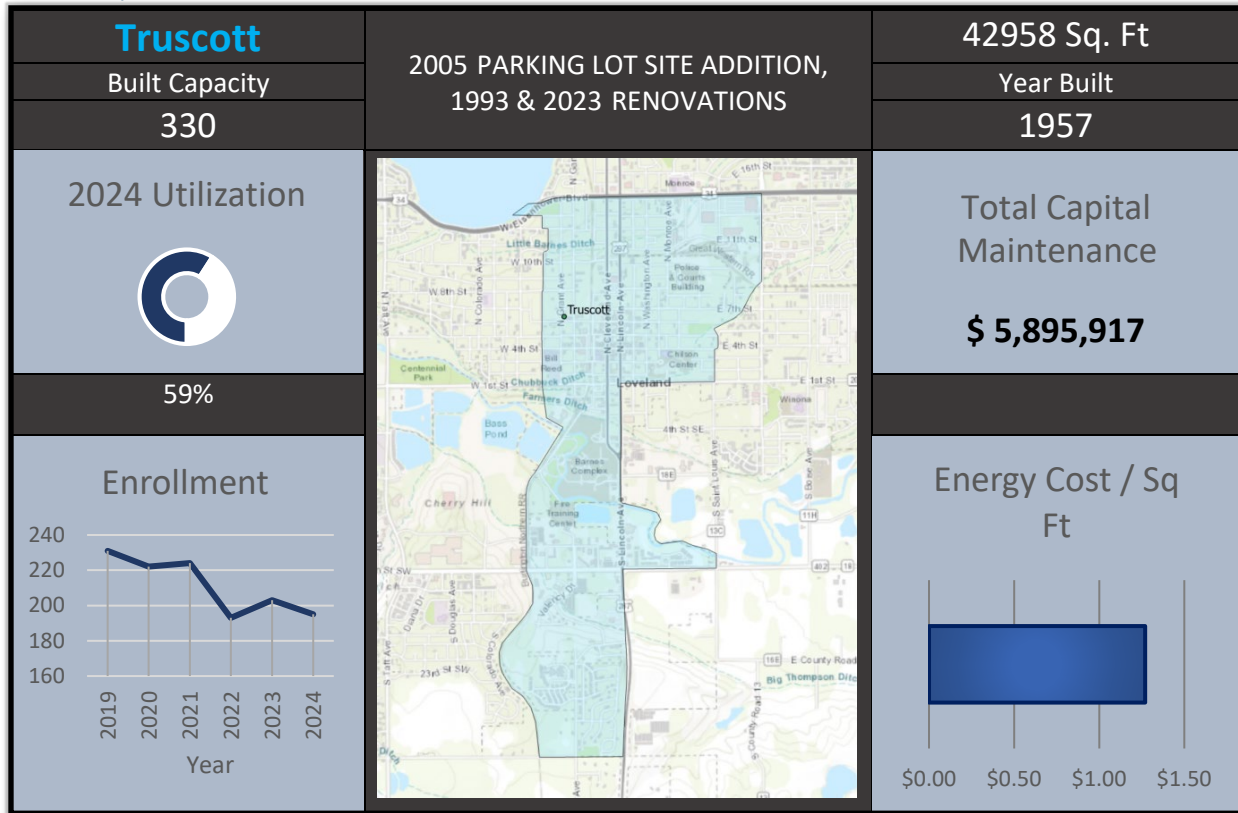
School Snapshots



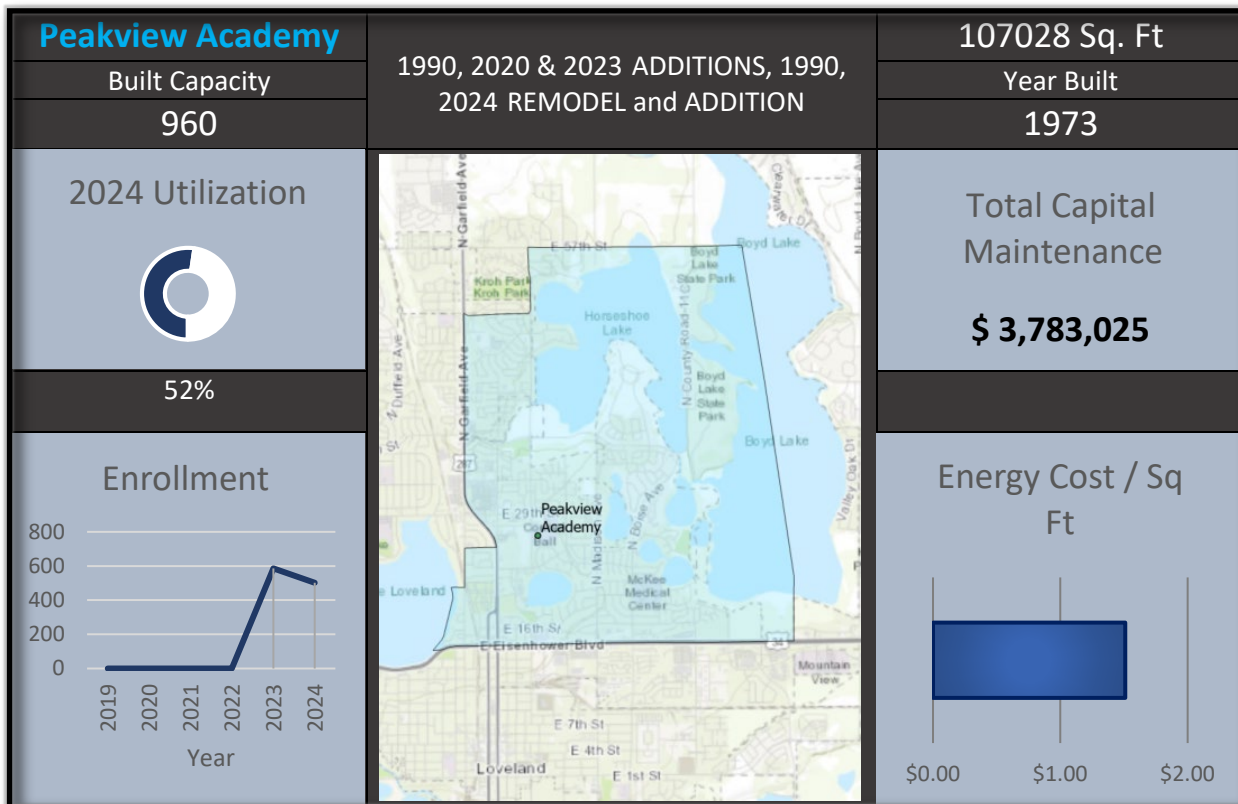
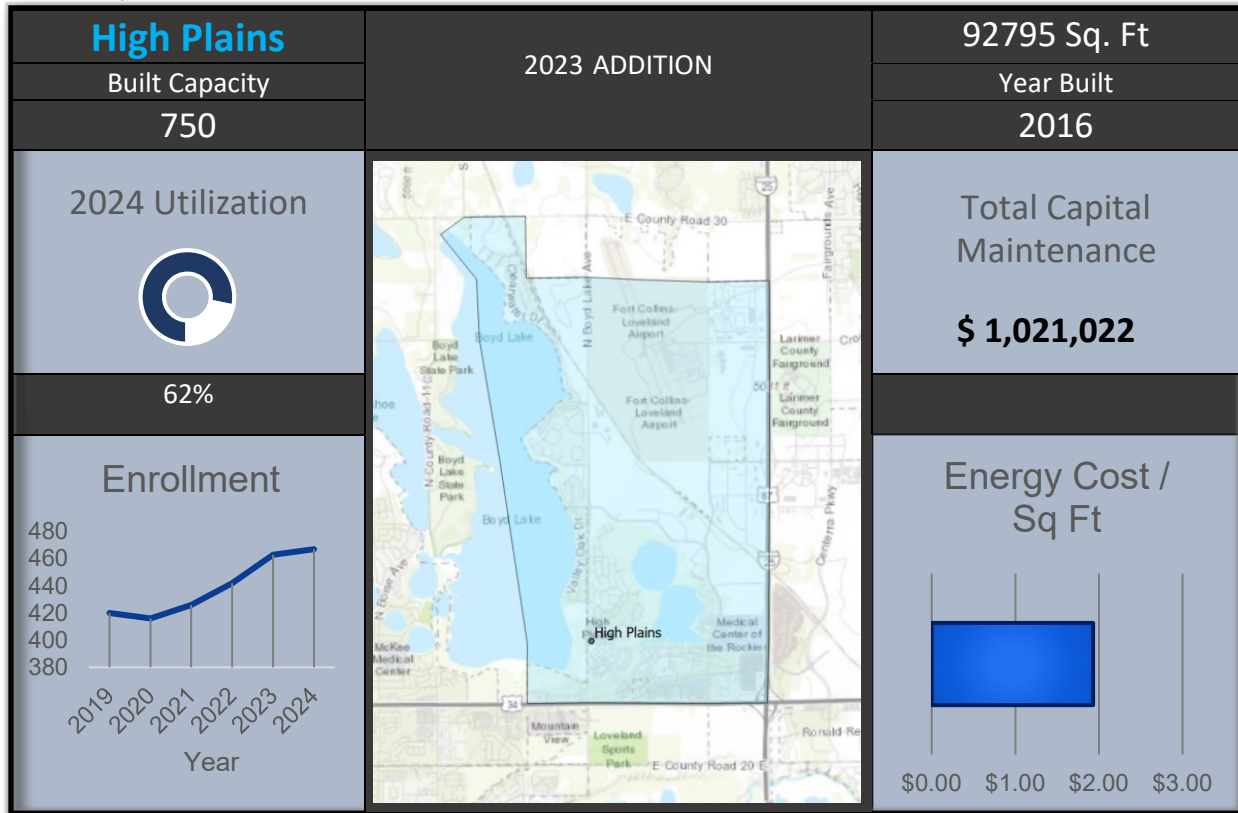
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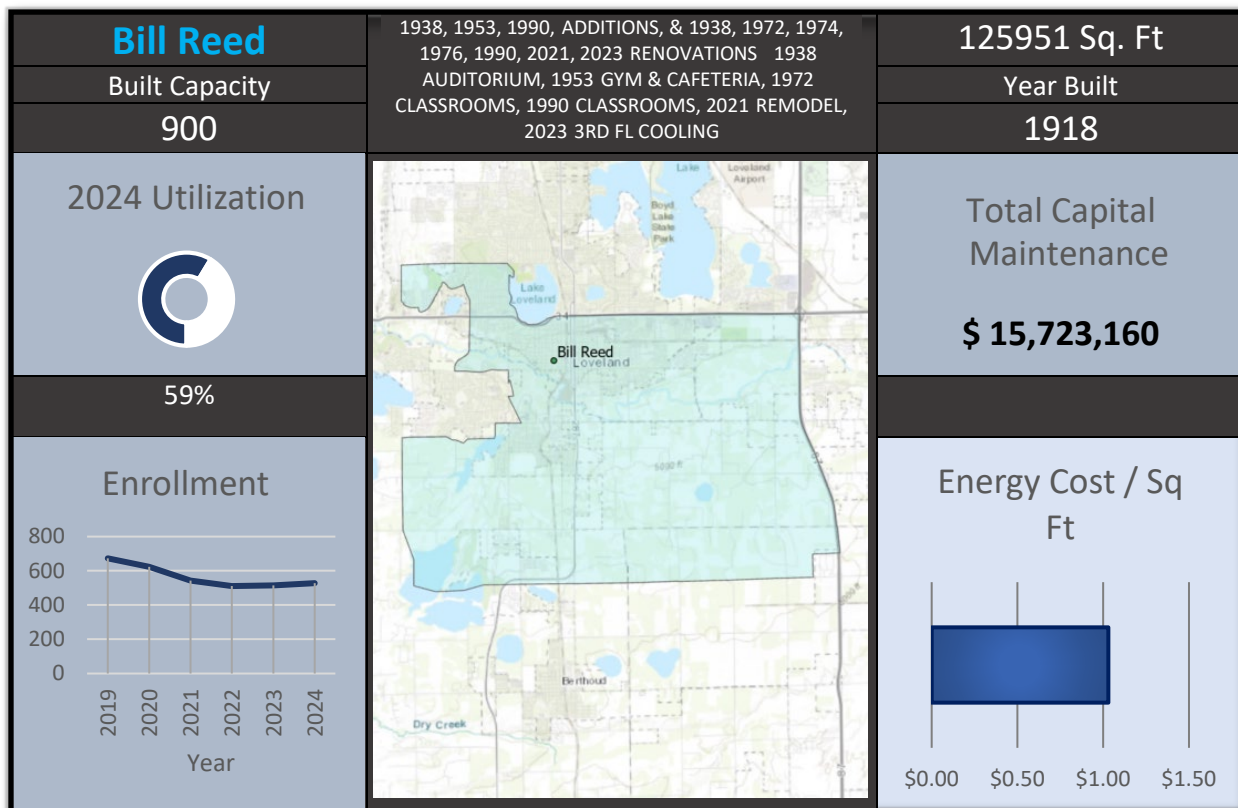
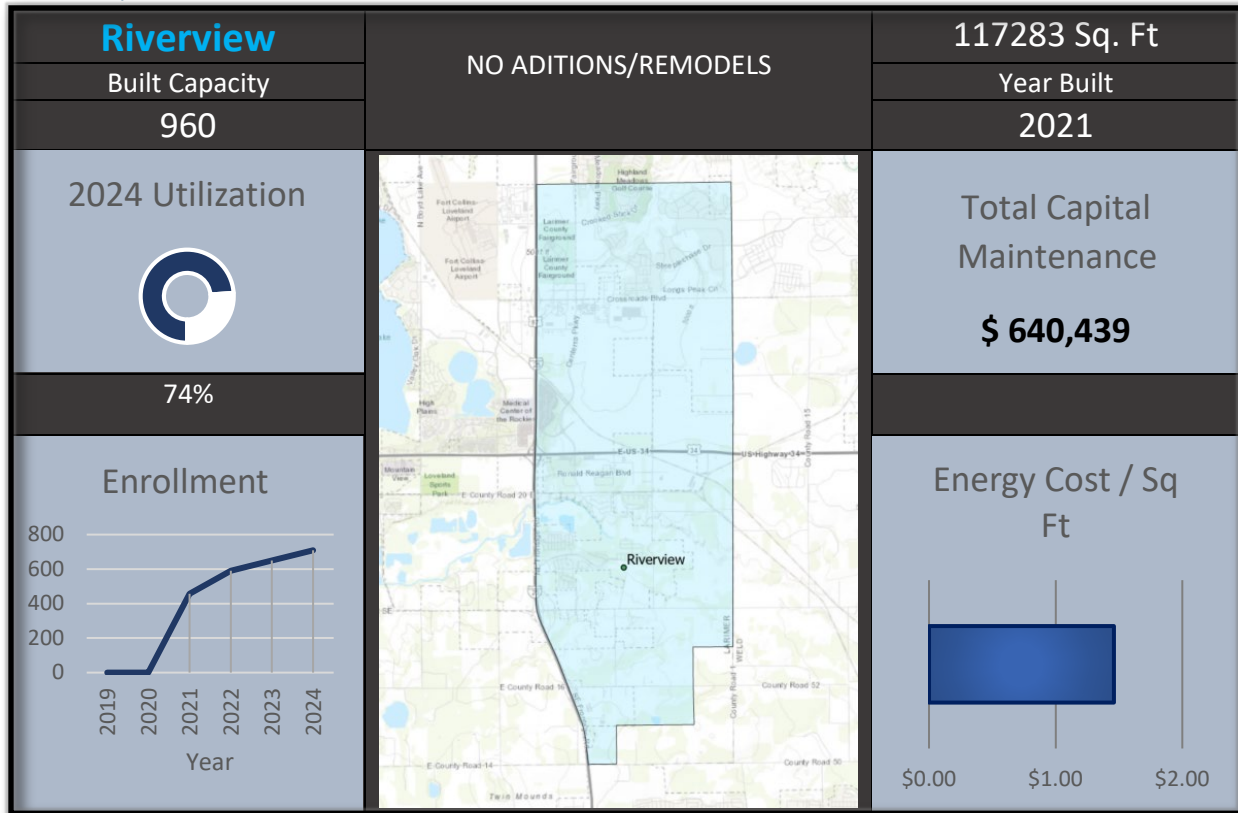
School Snapshots



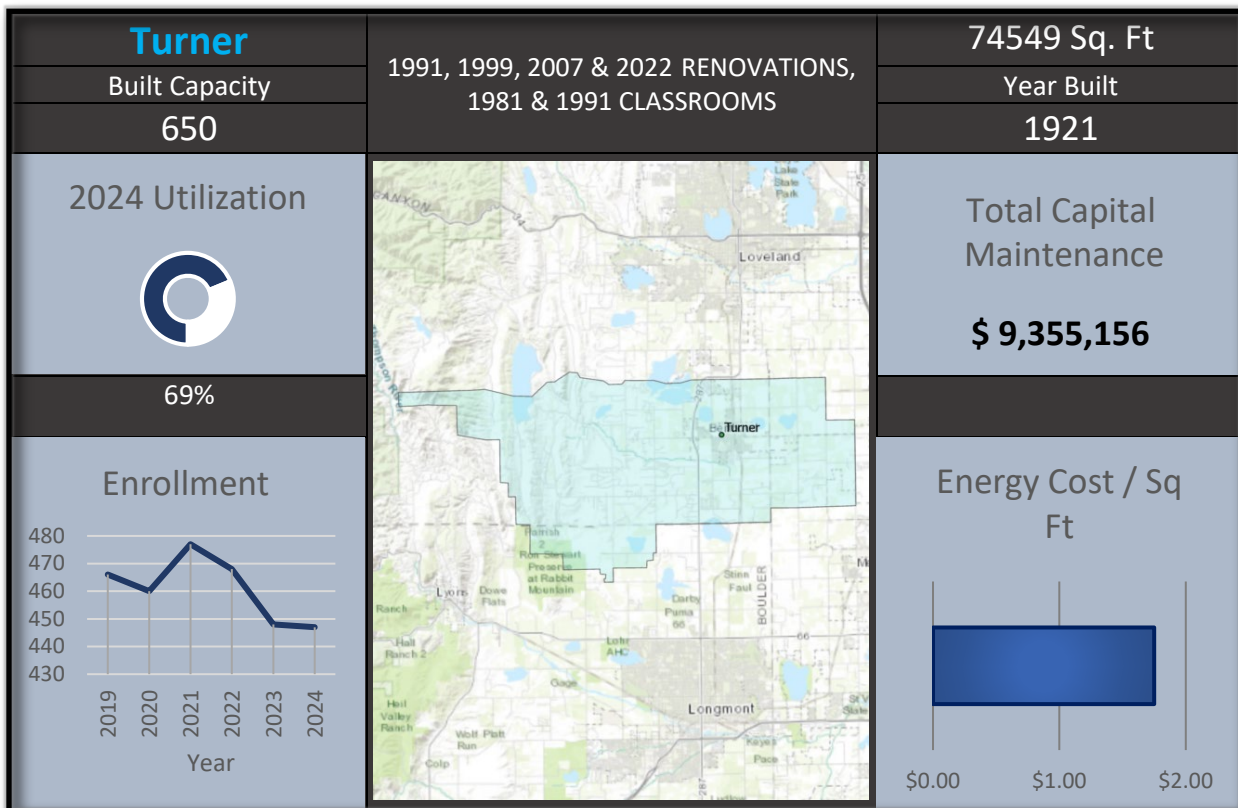
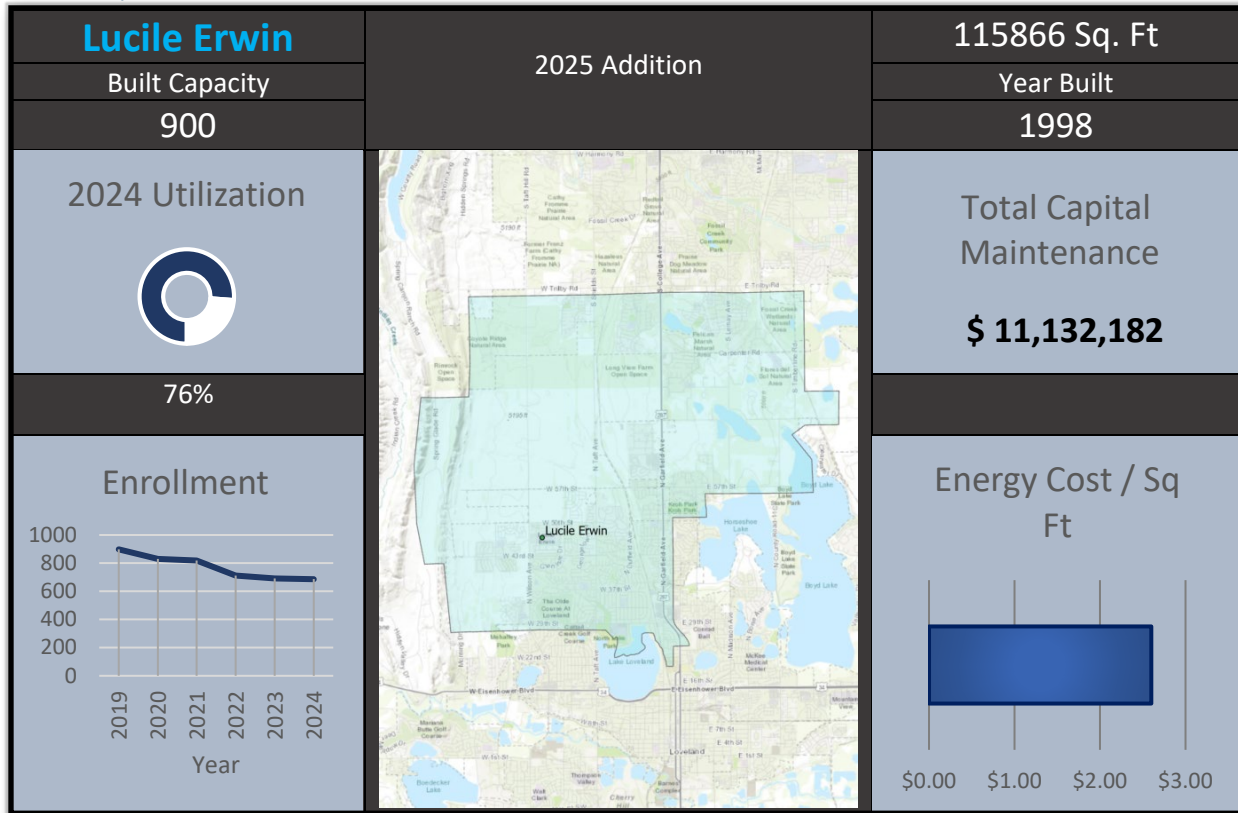
School Snapshots



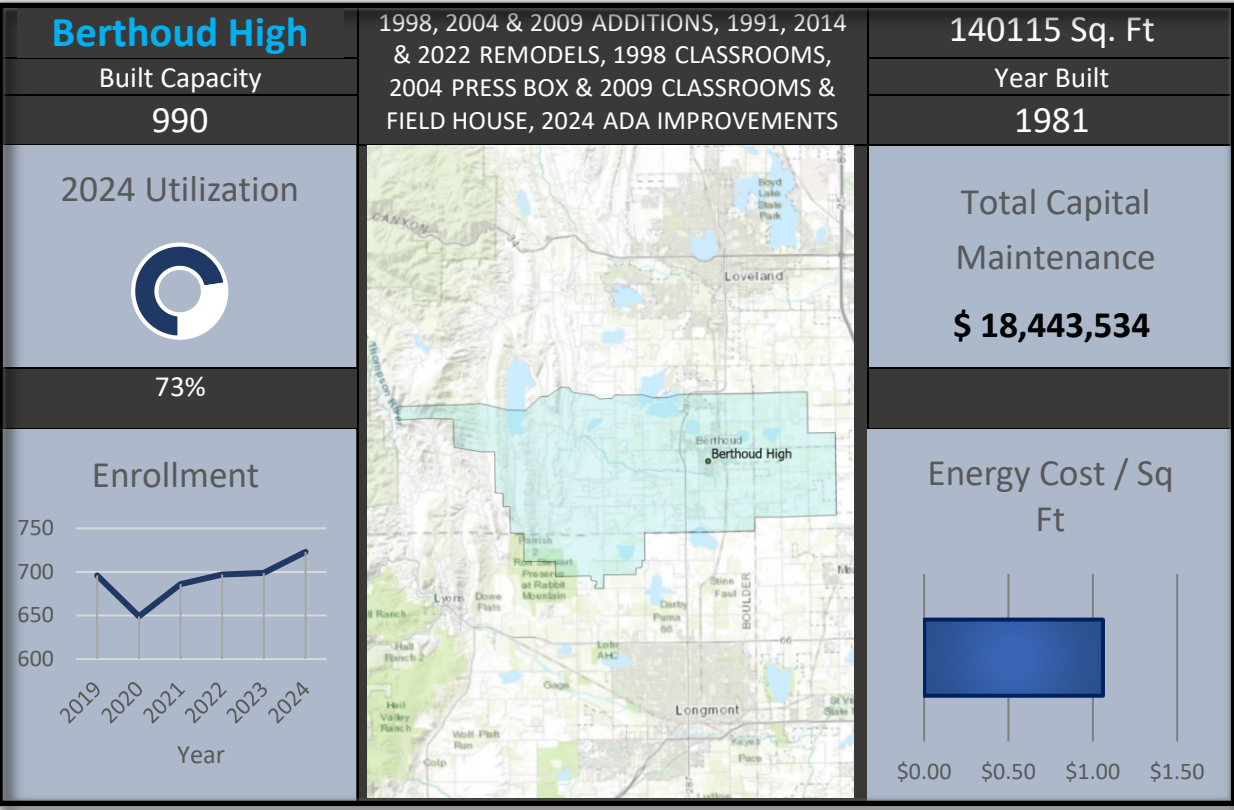
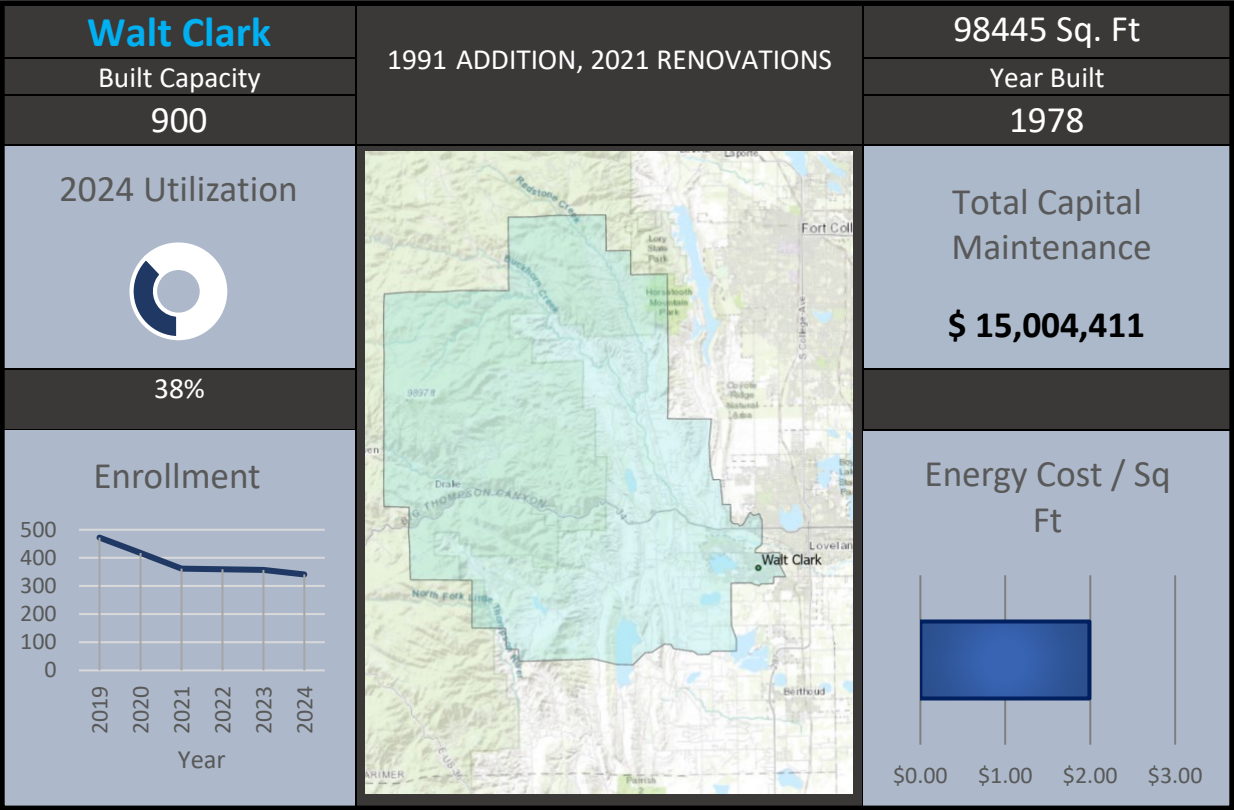
School Snapshots



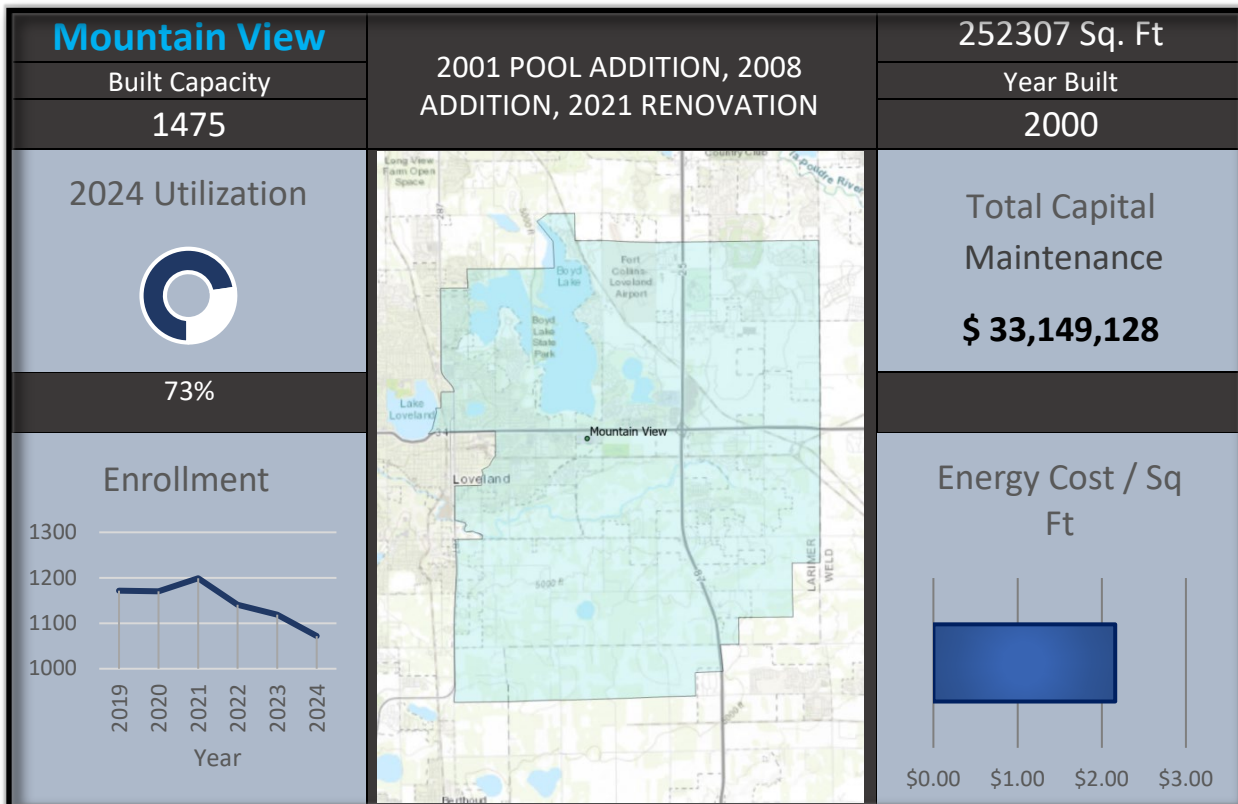
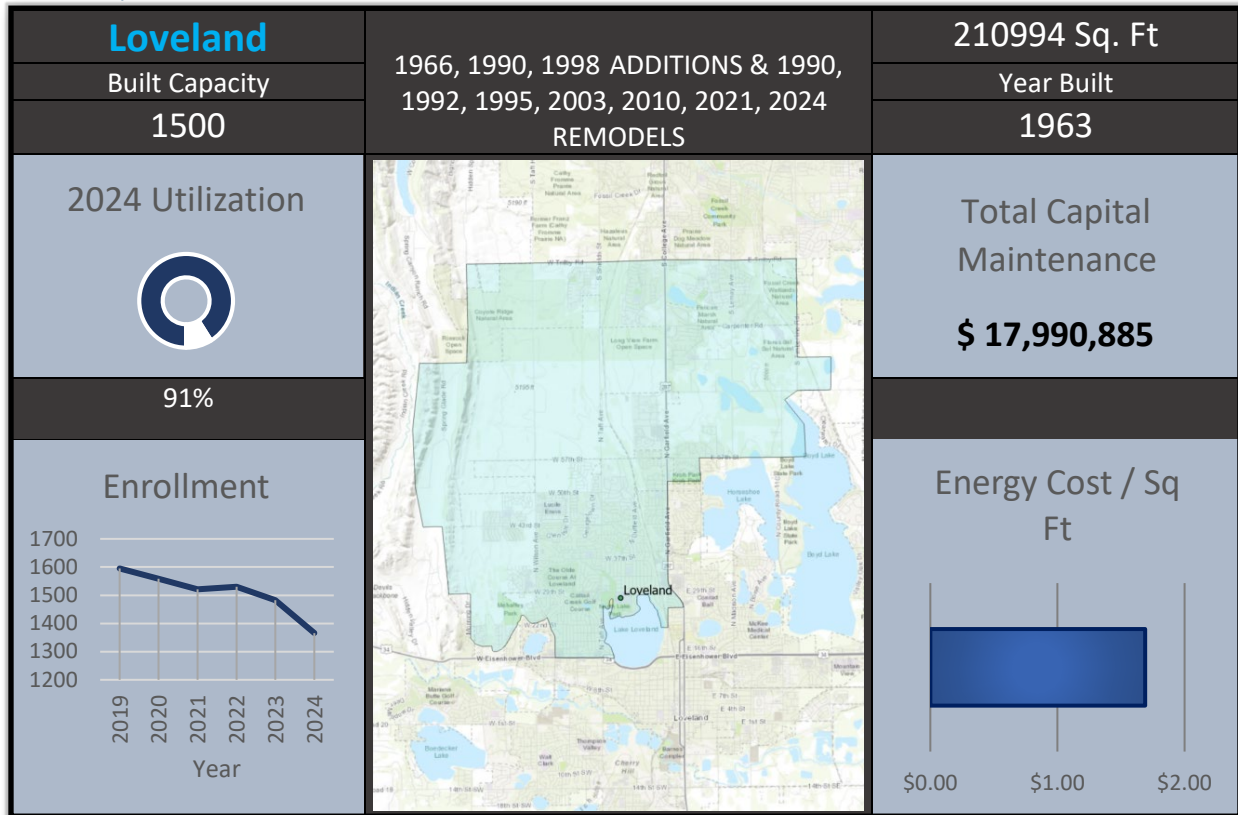
School Snapshots



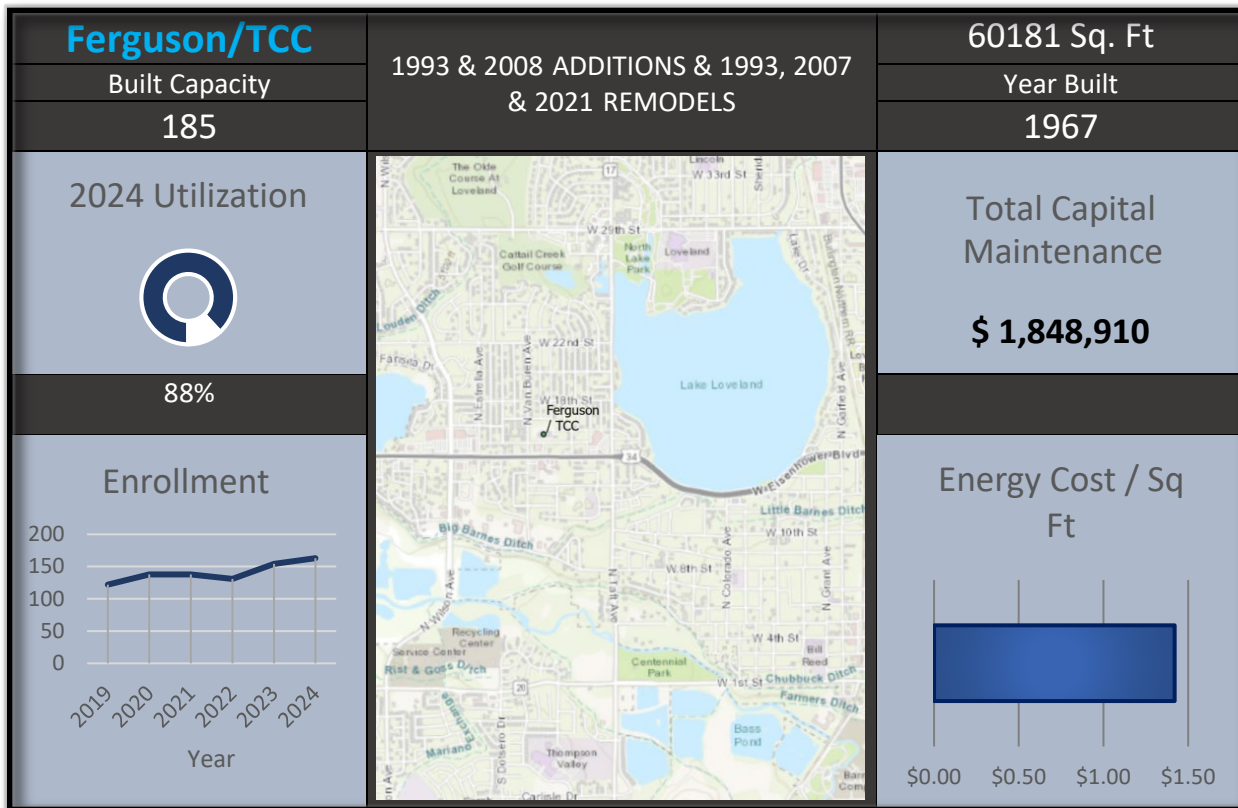
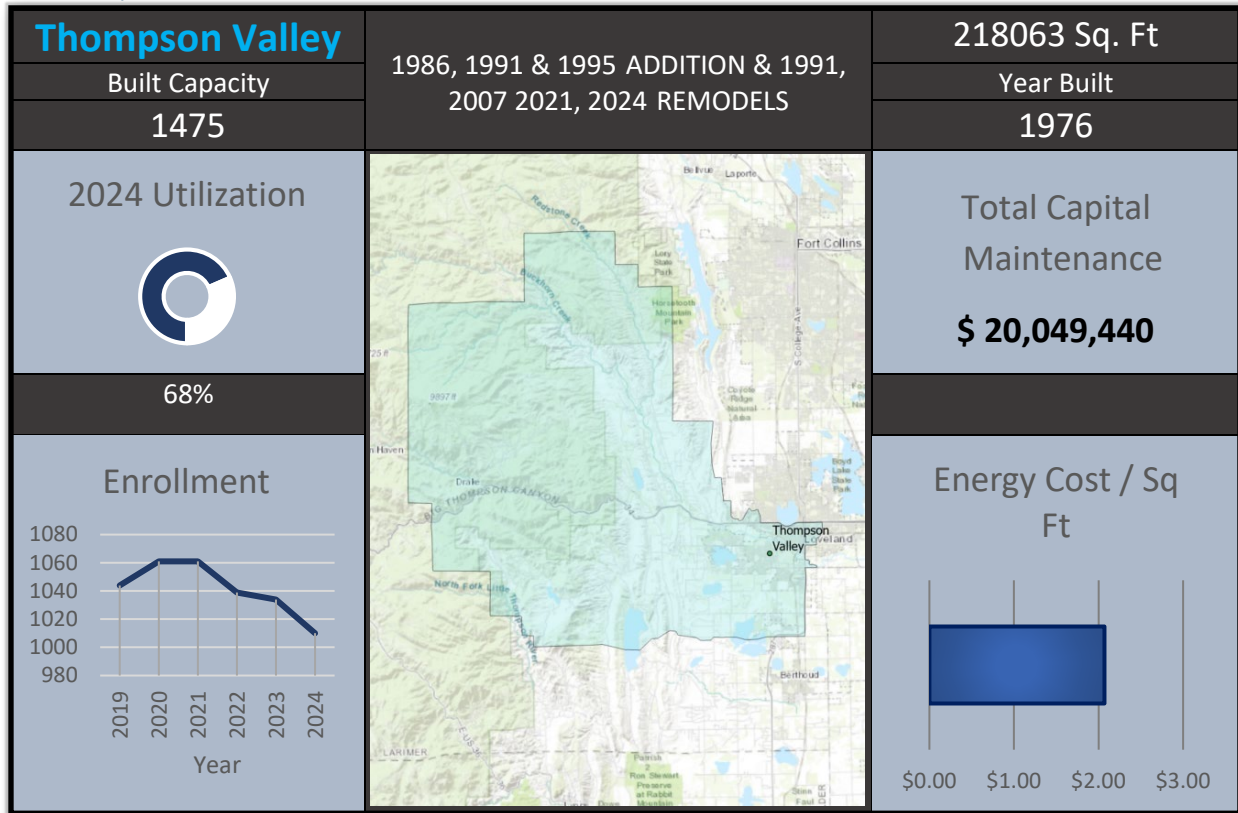
School Snapshots



School Snapshots



School Snapshots



Appendix B

Facility Standards Update

In the fall of 2022 an effort was undertaken with Wold Architects and Engineers to update the Master Plan Facility Standards through the lens of suitability and equity. This process started with a group from TSD's Learning Services Department leadership as we looked at critical aspects of buildings at TSD. Guiding Principles for this work were developed in conjunction with draft updated Facility Standards. Feedback was then gathered from a variety of stakeholders to adjust these Standards, as well as prioritize them.

Wold Architects and Engineers gathered information from Principals regarding each of the Standards at the buildings and also did a third-party assessment of the Standards. Examining the deficiencies at each of the buildings, they provided a cost estimate range to address the top seven priority Standards.

The following are slides from Master Plan Committee presentations updating the status of this process in 2022.

Appendix B

Facility Standards Update

Master Plan Committee

7 February 2022



Suitability/ Equity Standards



Review Process to create standards

Review draft standards

Small Group work

2025 Master Plan Update Note: The Facility Standards have been updated and the items have been revised to read as complete sentences.

Appendix B

Facility Standards Update

Guiding Principles

Thompson School District

Suitability and Equity Committee

Focus Group Meetings

The District is committed to providing safe, inclusive, and supportive learning and work environments in which students, staff, families and the community's diversity are recognized, honored, and respected, thereby creating a strong sense of belonging so that each individual can achieve their goals.

- Facilities will be welcoming, inclusive and foster a sense of belonging for each student, staff member, family and community member.
- Each student and staff member will have access to the resources and facilities needed to be successful.
- Learning and work environments will promote physical and emotional safety for each student and staff member.

Criteria: Comprehensive Programming

To align with our Suitability and Equity Guiding Principles, our buildings and sites will meet with the following criteria.

Comprehensive Programming

- Space for ILC student population will be intentionally and appropriately designed
 - Accessible bathroom with changing table for every ILC classroom
- Every school will have a dedicated resource room/learning center
- Every Pre-K room will have a toilet accessed directly from classroom
- Classrooms will be appropriately sized for class size
- Every elementary school will have dedicated space for specials, including art, music, and P.E.
- Every Kindergarten room will have a toilet accessed directly from classroom
- Every school will have a project/maker space

Appendix B

Facility Standards Update

Criteria: Building and Site Safety

To align with our Suitability and Equity Guiding Principles, our buildings and sites will meet with the following criteria.

Criteria: General Learning Environments and Support Spaces

To align with our Suitability and Equity Guiding Principles, our buildings and sites will meet with the following criteria.

Building Safety

- Locker rooms and toilets will provide adequate privacy for emotional and physical safety
- Every school will have a secure entry that meets District standards

Site Safety

- Sites will have safe and separate bus and parent drop off areas
- Sites will have safe pedestrian path to main entrance with appropriate crosswalks and minimal crossing of traffic lanes
- Pick up and drop off areas will provide adequate space for parent vehicular queueing

General Learning Environments and Support Spaces

- Safe, inclusive, supportive, and intentionally designed spaces for specialized services and programming.
- Every school will have space for students who need privacy or regulation adjacent to their learning environments
- Classrooms will be kept at a temperature that supports learning
- Every school will have sufficient access to technology, infrastructure and equipment
- Playgrounds will be up to date and age appropriate
- Cafeterias will be appropriately sized for school population
- Library/ Media Center will have appropriate technology and furnishings
- Every school will have comfortable and confidential spaces for collaboration including staff meetings, IEP meetings, professional development PLC and other forms of meetings for staff, admin, and family collaboration
- Learning Environments will have access to natural light
- Every school will have an outdoor learning classroom
- Every school will have flexible learning areas
- Every school will have assembly space that accommodates entire school population

Appendix B

Facility Standards Update

Criteria: Welcoming and Inclusive Facilities

To align with our Suitability and Equity Guiding Principles, our buildings and sites will meet with the following criteria.

Welcoming and Inclusive Facilities

- All schools will have a welcoming exterior and main entrance that is identifiable and positively reflects the quality of education taking place within.
 - All schools will have an accessible playground equipment
 - All schools will be ADA compliant
 - Single occupant unisex restrooms available for use by students and staff
 - Building and site will have appropriate signage up to District Standards
 - Clear wayfinding and intuitive circulation throughout school
 - Lighting levels will create positive and engaging learning environments
 - All schools will have an interior aesthetic that creates positive and engaging learning environments
 - All schools will have adequate parking for visitors and staff
-
- Equity/Suitability Standards
 - Combining feedback from students, LS committee, and MPC;
 - Architects walking schools, meeting with principals, and assigning estimated costs for priority standards.

NEXT STEPS

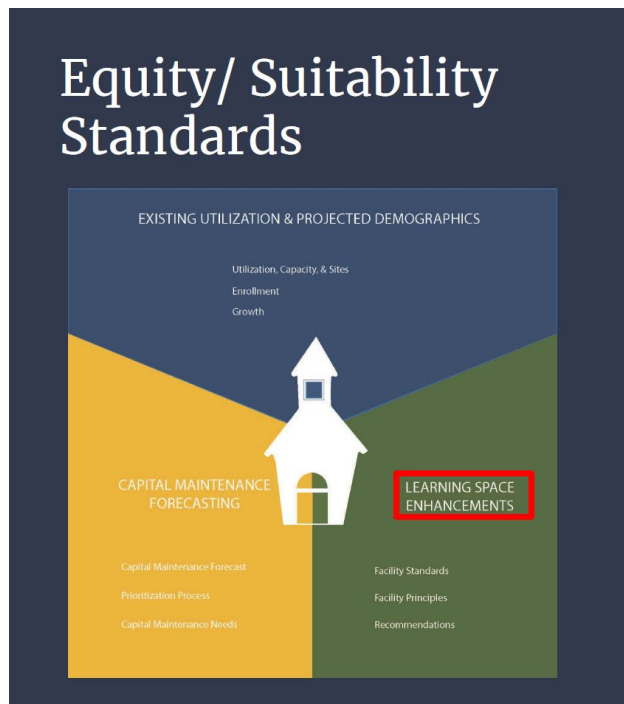
Appendix B

Facility Standards Update

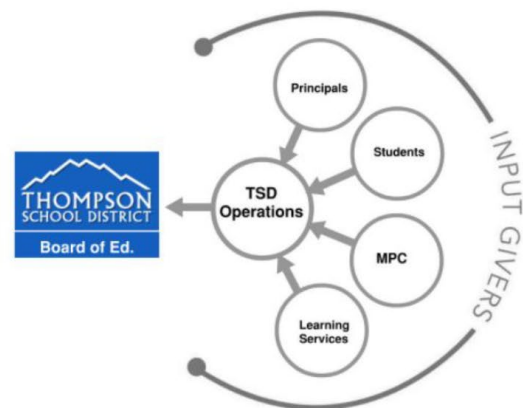


TSD Equity and Suitability Criteria Update

April 4, 2022



- Criteria Assessments
- Input Sessions
- Scoring Priorities
- Tour
- Standards Debrief



Facility Standards Update



Prioritization

PRINCIPAL CRITERIA ASSESSMENT

[illegible]

Prioritization

WOLD CRITERIA ASSESSMENT

[illegible]

Appendix B

Facility Standards Update



Learning Services Update INPUT SESSIONS

Thompson School District
Suitability and Equity Committee
Focus Group Meetings



Welcoming and Inclusive Facilities

- ● ● ● All schools will have a welcoming exterior and main entrance that can be found easily.
- ● ● All schools will have playground equipment appropriate for students in wheelchairs.
- ● ● All schools will be appropriate for students in wheelchairs
- ● Single occupant unisex restrooms available for use by students and staff
- ● Building and sites will have signs that are easy to read and understand for everyone.
- ● Schools will be easy to find your way around.
- ● Lighting levels will create positive and engaging learning environments
- ● All schools will have an interior aesthetic that creates positive and engaging learning environments
- ● All schools will have adequate parking for visitors and staff

Input Gathered From:

Master Planning Committee
Principals (PK-12)

-Missing HS input and two MS

Elementary School Students
Middle School Students
High School Students



Prioritization TOP SEVEN SCORING PRIORITIES AND PRICING

CRITERIA	LEARNING SERVICES	MASTER PLANNING COMMITTEE	PRINCIPALS	HS STUDENTS	MS STUDENTS	ES STUDENTS	Average	# of Schools that fail the criteria	Potential Cost Range
Sites will have safe pedestrian path to main entrance with appropriate crosswalks and minimal crossing of traffic lanes	1	2	4	6	4	4	3.5	10	\$5M - \$7M
Space for ILC Student population will be intentionally and appropriately designed	4	10	9	13	3	1	6.7	17	\$4M - \$6M
Every elementary school will have dedicated space for specials, including art, music, and P.E.	1	3	11	8	18	6	7.8	9	\$4M - \$21.6M
All schools will be ADA compliant	3	5	5	17	1	17	8.0	25	\$7.5M - \$20M
Classrooms will be kept at a temperature that supports learning	2	13	3	4	15	13	8.3	15	\$118M
Locker rooms and toilets will provide	5	7	22	2	16	2	8.2	16	\$1.8M - \$2.8M

Appendix B

Facility Standards Update



Prioritization LOWEST SCORING PRIORITIES

Sites will have safe and separate bus and parent drop off areas	5	21	24	19	32	14	19.2
Every school will have flexible learning areas	4	31	17	27	20	20	19.8
Every school will have a project/ maker space	2	32	29	28	7	22	20.0
Learning Environments will have access to natural light	3	27	14	21	25	32	20.3
Every school will have a dedicated resource room/ learning center	6	30	25	5	32	31	21.5
All schools will have adequate parking for visitors and staff	2	26	33	25	17	30	22.2
Every school will have an outdoor learning classroom	7	33	28	33	33	33	27.8



Prioritization TOP SEVEN SCORING PRIORITIES

Sites will have safe pedestrian path to main entrance with appropriate crosswalks and minimal crossing of traffic lanes



Appendix B

Facility Standards Update



Prioritization TOP SEVEN SCORING PRIORITIES

Space for ILC Student population will be intentionally and appropriately designed



Prioritization TOP SEVEN SCORING PRIORITIES

Every elementary school will have dedicated space for specials, including art, music, and P.E.



Appendix B

Facility Standards Update



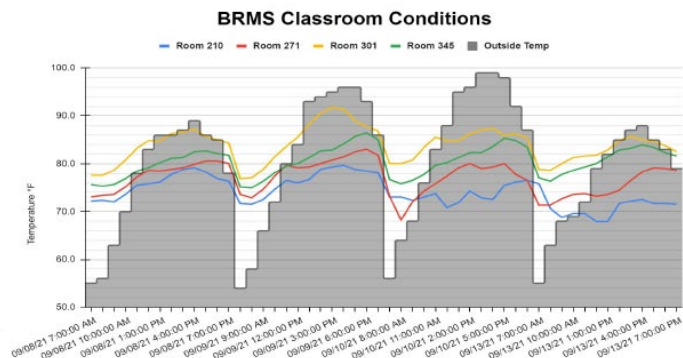
Prioritization TOP SEVEN SCORING PRIORITIES

All schools will be ADA compliant



Prioritization TOP SEVEN SCORING PRIORITIES

Classrooms will be kept at a temperature that supports learning



Appendix B

Facility Standards Update



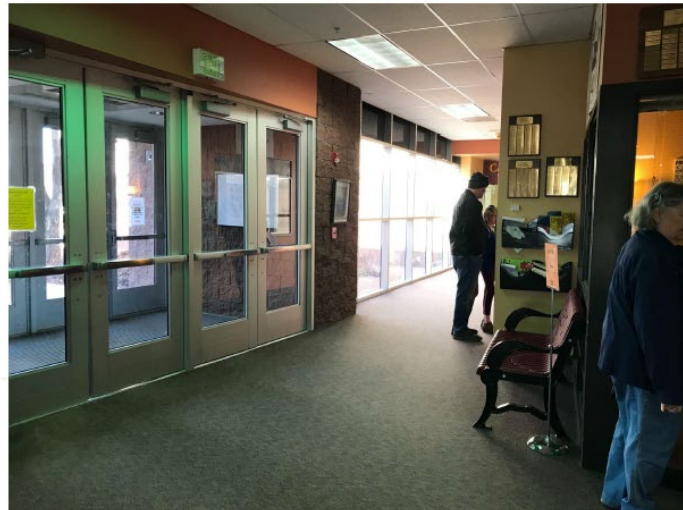
Prioritization TOP SEVEN SCORING PRIORITIES

Locker rooms and toilets will provide adequate privacy for emotional and physical safety



Prioritization TOP SEVEN SCORING PRIORITIES

Every school will have a secure entry that meets District standards



Appendix B

2025 Master Plan Note: “Top Criteria that Buildings Fail” means the criteria that the most buildings fail.

Facility Standards Update



Prioritization

TOP CRITERIA THAT BUILDINGS FAIL

- Building and site will have appropriate signage up to District Standards (31/31)
- Classrooms are kept at a temperature that supports learning (18/31)
- Classrooms will be appropriately sized for class size (14/31)
- Pick up and drop off areas will provide adequate space for parent vehicular queueing (13/31)
- Sites will have safe and separate bus and parent drop off areas (12/31)
- Safe, inclusive, supportive, and intentionally designed spaces for specialized services and programming (12/31)
- Every school will have an outdoor learning classroom (12/31)



Prioritization

SCHOOLS WITH MOST FAILED CRITERIA

- BF Kitchen Elementary School
- Ivy Stockwell Elementary School
- Winona Elementary School
- Carrie Martin Elementary School
- Garfield Elementary School
- Sarah Milner Elementary School