MASTER PLAN COMMITTEE

WORKSHOP #2

“PRINCIPLES + STANDARDS”
welcome
Mission:
- Empower to learn
- Challenge to achieve
- Inspire to excel

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

To co-create a clear and compelling vision for how facilities will align with the Thompson School District educational mission and vision.
JANUARY Workshop #1: Master Plan Visioning

FEBRUARY Workshop #2: Facility Principles + Standards

MARCH Workshop #3: (no meeting)

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

MAY Workshop #5: Summary + Conclusions
Welcome back!

Co-Creative Process + Commitments

TSD Parallel Efforts

Highlights from Workshop 1

Vision Statement Offering

Limiting Beliefs

Guiding Principles for Facilities Planning

Facility Standards

<<Break>>

Looking Ahead

Reflections & Next Workshops
WHAT IS A MASTER PLAN?

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

A fun, creative working process that promotes full collaboration among all of your key stakeholders, and utilizes design thinking to openly and effectively make great decisions about the future.
co-creative mindset
RELAX & ALLOW. Constant self monitoring will get in the way of group performance. Let go…

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

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

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

Updates on current work in Thompson School District

- Board Approvals of CTE and Early Childhood Center
- Bond project status update / Bond premium proposal
- Strategic Plan update
- Growth, building utilization, capacity analysis - Skip
## District Cost Model for Program Moves and Bond Premium

### Cost Scenarios

<table>
<thead>
<tr>
<th>Facility Cost Breakout</th>
<th>Estimated Cost of ECE Renovation at Stanberry</th>
<th>Estimated Cost to Renovate VBEs to CTE</th>
<th>Ferguson and Transition Programs - BLD Addition at VBES</th>
<th>Estimated Additional Freezer Space</th>
<th>Move Facilities</th>
<th>Warehouse Space (existing facility)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>35,000 SF</td>
<td>40,000 SF</td>
<td>20,000 SF</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renovation Cost</td>
<td>$3,850,000</td>
<td>$8,000,000</td>
<td>$6,000,000</td>
<td>$300,000</td>
<td>$450,000</td>
<td>$-</td>
</tr>
<tr>
<td>Design Cost</td>
<td>$385,000</td>
<td>$800,000</td>
<td>$600,000</td>
<td>$30,000</td>
<td>$35,000</td>
<td>$-</td>
</tr>
<tr>
<td>Inspection and Soft Cost</td>
<td>$15,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$-</td>
</tr>
<tr>
<td>Site Development</td>
<td>$200,000</td>
<td>$100,000</td>
<td>$500,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Technology, Furniture Fixtures, and Equipment</td>
<td>$25,000</td>
<td>$200,000</td>
<td>$150,000</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$4,475,000</strong></td>
<td><strong>$9,150,000</strong></td>
<td><strong>$7,300,000</strong></td>
<td><strong>$335,000</strong></td>
<td><strong>$490,000</strong></td>
<td>$0</td>
</tr>
</tbody>
</table>

### Funding Options

<table>
<thead>
<tr>
<th>Funding Options</th>
<th>Sell Ferguson (Market Estimation)</th>
<th>Allocated Bond Monies</th>
<th>Sell Facilities Building (Market Estimation)</th>
<th>Allocated Bond Monies from Facility Building</th>
<th>Sell Community Connection Building</th>
<th>Annual Cost Savings to buy bulk food products</th>
<th>Possible Head Start Grant</th>
<th>Delta funding needed</th>
<th>$1,900,000</th>
<th>$7,540,000</th>
<th>$1,100,000</th>
<th>$254,000</th>
<th>$10,000</th>
<th>$-</th>
<th>total delta</th>
<th>$10,808,000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$1,600,000</td>
<td>$1,610,000</td>
<td>$4,750,000</td>
<td>$1,150,000</td>
<td>$300,000</td>
<td></td>
<td>$77,000</td>
<td></td>
<td></td>
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<td>$-</td>
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<tr>
<td></td>
<td>$975,000</td>
<td></td>
<td>$480,000</td>
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<td></td>
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<td></td>
<td>$-</td>
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</tr>
</tbody>
</table>

**Total Cost One time** $10,808,000
<table>
<thead>
<tr>
<th>Additional Projects for Bond Premium</th>
<th>Projected Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Field at Ray Patterson- Move to synthetic, repair facility and create track for competition</td>
<td>$2,100,000</td>
</tr>
<tr>
<td>High impact athletic repairs at BHS, MVHS, LHS</td>
<td>$750,000</td>
</tr>
<tr>
<td>Replenish old furniture in schools - most furniture is 20+ years old, this will help move to more collaboration and 21st century learning environments (750 rooms at $5,000/rm)</td>
<td>$3,750,000</td>
</tr>
<tr>
<td>Additional maintenance priority needs</td>
<td>$9,935,000</td>
</tr>
<tr>
<td>Technology lab re-design</td>
<td>$100,000</td>
</tr>
<tr>
<td>Upfront bond cost including fees and consultant</td>
<td>$822,162</td>
</tr>
<tr>
<td>Bond Con’t</td>
<td>$6,600,000</td>
</tr>
<tr>
<td></td>
<td>$24,057,162</td>
</tr>
</tbody>
</table>

Total projected projects

85% of premium needs to be spent in first 3 years

Estimated Bond Premium & Interest Earnings $34,863,238
Total Remaining Premium Opportunity $24,055,238

Total remaining premium after additional projects $ (1,924)
highlights
from January Workshop #1
FACILITIES PLANNING

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

The objectives of the LRFMP shall be:

1. To maintain and improve the educational environment for students and teachers in all district buildings.

2. To provide district schools with adequate support services in as effective and cost-efficient manner as possible.

3. To modernize in phases with consideration given to renovation, remodeling or improvement of substandard facilities, additions to facilities and use of appropriate alternatives to facility-based solutions. Prioritization of these phases will be consistent and congruent with facility conditions, instructional program delivery, and enrollment trends.

4. To create school complexes which are the best possible balance of effective grouping of educational resources, efficient management and operations, and community expectations for the character of the school system.

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

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

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

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

CREATE PLAN FOR STD SUCCESS

SYSTEMS THAT ENHANCE OUR SCHOOLS

INCLUSIVE MODEL, FEEL PART OF

SUSTAINABLE LONG-TERM F.

FUTURE FOCUSED!

ADDRESS AT RISK NEEDS EARLIER, BUILD PARTNERSHIPS

supports 100% grad. rate + career goals!

INNOVATIVE ENVIRONMENT FOR FUTURE STUDENTS.

CLEAR CONCISE PURPOSE!

GET THE INFO. WE NEED TO MAKE GOOD DECISIONS!

COMMUNITY INVOLVEMENT

COLLABORATION - ADDRESSES RISK KIDDO'S CREATE DIFFERENTIATION!

OPTIMIZE MAINT. OF EXP. ALLOCATE FUNDS APPROP.

COMMUNITY PARTNERSHIP SUPPORT

INNOVATION

STUDENT SUCCESS CREATES COMM SUSTAIN

TRANSPARENCY

GREATER EQUITY ACROSS FACILITIES + LOCATIONS

FURTHER THINKING/ HOPES

PARENTS GET WHAT THEY NEED (NO CHARTER'S)

DEVELOP CONVINCING ARGU TO ASSUM FUNDING

CUNNINGHAM GROUP
HIGHEST HOPES

- Creating Long Term Plan w/ Everyone’s Input
- Collaboration & Understanding Dist.: Community
- Ed + Tech Broad Enough into Future Strong Ahead
- School Dist. Program Amrprd Throughout State
- Technology & What Will Kids Grow into Eo in 10-20 yrs
- Build Trust w/ Community for Next Bond
- Leading the Way! Rather Than Growing Up

~ Cont’d

~ Like to See Equity
~ Facilities + Programs Community Bond Of & Buy-In
~ Fiscal Responsibility
~ 2040 ~ Look Back & See the Great Work Done Now
~ Build Stronger Trust w/ Community
~ Increase Communication @ Grade w/ Community & District
~ If New System, Not Feel Like Grounded
~ Innovative For Students & Staff; Healthy No MISSES
FORCES of CHANGE

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

SIR KEN ROBINSON
CHANGING PARADIGMS

EVERY COUNTRY ON EARTH, AT THE MOMENT, IS REFORMING PUBLIC EDUCATION

THERE ARE TWO REASONS FOR IT

viewed video from:

RSA
www.theRSA.org
VIDEO REFLECTIONS:

Build in flexibility / nimbleness
Look at middle school through students eyes
Magnified from 2010
No major changes
People learn hands-on experience
The purpose of a facility related vision statement is to guide the master planning effort, help us set priorities, align resources, and facilitate an efficient decision making process.
I see / WE see...

Imagine it’s the year 2030, and your school facilities have evolved to adapt to the effects of changing educational practices. You are leading a tour of your facilities for a regional team of educators...
We see:
- Collaboration
- Experiential learning
- Soft, clean, updated facilities the community is proud of.
- Facilities that allow students to function at the next level.
- Learning environments that promote mental health.
- Competitively paid staff
- Technology that enhances learning

- Technology
- Collaborative Learning Environment
- Choices
- Environment & Security
We see flexible indoor/outdoor
innovative spaces for learning
(natural light, welcoming environment)

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

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

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

WE SEE

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

~ TSD Master Plan Committee Vision Statement
commitment
PRECONCEPTIONS:
{i.e. limiting beliefs}
PRECONCEPTIONS:
{i.e. limiting beliefs}

What personal and/or institutional beliefs exist that you feel might limit you in facing the challenges presented by these forces.
You don’t have to believe everything you think...
dinner break!
facility principles

Overarching beliefs and commitments to what’s important for all Thompson School District school facilities.
TSD GUIDING PRINCIPLES FOR FACILITIES PLANNING:

- Incorporate an inclusive input process.
- Keep in mind, school buildings are community assets.
- Facilities should support comprehensive programming for all students.
- Schools should be warm, welcoming and safe.
- Spaces should support innovation.
- Provide flexible and adaptable spaces to support learning.
- School building design should be informed by the communities they serve.
- Spaces should put learning on display.
- Design buildings to be future-ready.
- Design for inclusion of all.
- Promote school community in the building.
- Design Advisory Groups should experience new learning environments outside of TSD to inform design conversations.
What are we willing to be relentless about?
THOMPSON SCHOOL DISTRICT - FACILITY PRINCIPLES
With revisions noted per 02/04/2019 MPC Meeting

1. TSD is committed to creating environments that foster personalized, student-centered learning.

2. TSD is committed to innovation and providing flexible, adaptable and multi-functional learning environments with relevant technology.

3. TSD is committed to providing safe, warm, and welcoming environments that support the physical, emotional and social well-being of its users.

4. TSD is committed to providing learning environments that foster collaboration and teamwork.

5. TSD is committed to providing facilities that foster community connections and partnerships, while maintaining security.

6. TSD is committed to creating and maintaining fiscally responsible, environmentally sustainable, and energy efficient facilities.
SMALL GROUP TABLE WORK

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

(Note: Please feel free to edit the principle as you see fit…)
report out
FACILITY DESIGN STANDARDS

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

They are organized as “zones of work” related to each facility.
DEFINITION OF THE ZONES

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

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

3. INTERIORS AND FINISHES
   Fine grain issues relating to the materials and fixtures of spaces within the building

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

5. COMMUNITY/OFF-SITE
   Community based learning environments, or other environments not physically located at a D51 facility.
Building
1. Basic Learning Space
2. Varied Space for Program Delivery
3. Whole-School Assembly Space
4. Interdisciplinary Learning
5. Specialized Lab Space for Program Delivery
6. Shared Space for Programs
7. Special Services Needs
8. Space for Young Children and Parents
9. Places for the Individual
10. Space for Enriching Activities
11. Staff Resource and Collaboration Space
12. Daylighting and Views
13. Accessible Buildings
14. Community Services Centers
15. Safety
16. Clear Main Entry
17. Welcoming and Respectful Main Office
18. Health Services Space
19. Facilities for Media Centers
20. Food Service
21. Technology Space
22. Storage Space
23. Plumbing Core
24. Internal Circulation

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

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

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

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

**BUILDINGS**

<table>
<thead>
<tr>
<th></th>
<th>Site 1</th>
<th>Site 2</th>
<th>Site 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic Learning Space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design with finishes and fixtures that promote collaborative and creative project work and allow for the design of learning experiences. Basic Learning spaces, at all levels, will be generously sized for variable teaching layouts, technology and individual or group arrangements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Varied Space for Program Delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide a variety of sizes and character of learning space for different teaching and learning modes. Each school should have a variety of spaces to serve different purposes and group sizes, and that can be laid out in a variety of ways.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Student Gathering Space</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A student’s social development is part of their education and growth. The school facility will provide spaces for class groups and students to gather, interact and study in a safe, manageable and inviting environment.</td>
<td></td>
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</tr>
<tr>
<td>4. Whole-School Assembly Space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each school will have a space which allows gathering of the entire student and staff population, thereby supporting and strengthening school community spirit. Design for multiple uses (e.g. a high school double gym used for speakers and events as well as games).</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
FACILITY ASSESSMENT
PROCESS UPDATES
<table>
<thead>
<tr>
<th>Priority</th>
<th>Time Response</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Within 1 Year Response (typically within current work flow)</td>
<td>1</td>
<td>Threatens the health and/or life safety of building occupant. Projects involve compliance with Building Fire Safety, Liability, and other regulatory codes.</td>
</tr>
<tr>
<td>Medium</td>
<td>1-3 year Response</td>
<td>2</td>
<td>Impairs the functional use of the facility. Includes capacity and educational delivery issues.</td>
</tr>
<tr>
<td>Low</td>
<td>3-5 Year Response or More</td>
<td>3</td>
<td>Improve Building Usage for Academic Programs. Includes upgrading electrical system for additional computers, or creating additions space for a new program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>If not remedied in a timely manner, will incur additional damage, or will increase cost of repair or replacement or will increase operational costs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Reduces the quality of aesthetic value of the facility.</td>
</tr>
</tbody>
</table>
“packing for the future”

1. What is important to bring along with you?

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

3. What might you need to add?
IMAGINE THE FUTURE

• **SHORT-term (1-2 years):** 2018 Bond Projects; immediate opportunities and needs

• **MID-term (3-7 years):** next significant bond investments

• **LONG-term (7-10+ years):** implementation of the Shared Vision
IMAGINE THE FUTURE

• **SHORT-term (1-2 years):** 2018 Bond Projects; immediate opportunities and needs

• **MID-term (3-7 years):** next significant bond investments

• **LONG-term (7-10+ years):** implementation of the Shared Vision
NEXT STEPS

CGA/TSD to coordinate Gap Analysis with School Principals

MARCH (no meeting)

APRIL 1, 2019 - Workshop #3
- Gap Analysis Results + Analysis
- TSD Demographics Update
- TSD Facility Assessment Updates
NEXT SESSION: Monday, April 1st, 2019

MASTER PLAN COMMITTEE

WORKSHOP #3

“GAP ANALYSIS”
thank you!