



THOMPSON SCHOOL DISTRICT

**PK-8 SCHOOL
EDUCATIONAL SPECIFICATIONS**

March 14, 2019



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EDUCATIONAL SPECIFICATIONS**

Thompson School District
395 South Pratt Parkway
Longmont, Colorado 80501

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SUMMARY

This document provides a design framework for District staff, architects, engineers, and other consultants to inform the design and renovation of District school buildings. It is a starting point for conversation and creative collaboration with the overarching goal of supporting the District's mission.

CONTENTS

1. Teaching and Learning Vision

This document describes what learning is in Thompson School District.

2. Guiding Principles for Facilities Planning

These principles are to guide District Design Advisory Groups and consulting design teams during facilities planning. They are relevant to all facilities investments, renovations and new construction.

3. Building Program Summary

A list of specific spaces and considerations to inform the construction of a new 1,000 student PK-8 facility.



TEACHING AND LEARNING VISION

Learning and Teaching are Social Processes

Learning is supported through authentic interaction among students, staff, and community.

Learning is Student Centered

All efforts must begin with students and what will best support their learning.

Learning is Real and Relevant

We create learning experiences that are relevant to the real world. Learning should be future focused in order to prepare students to be college, career, and community ready.

Learning is Active, Challenging, and Engaging

We encourage learners to be curious, take risks, and to investigate their interests with confidence. Growth through challenging engagement is fun.



GUIDING PRINCIPLES FOR FACILITIES PLANNING:

The design should...

- Incorporate an inclusive input process.
- Support safe and appropriate community use.
- Support comprehensive programming and services for all students.
- Be warm, welcoming, and safe.
- Support innovation.
- Provide flexible and adaptable spaces to support a variety of student learning styles.
- Be informed by the communities they serve.
- Put learning on display, and provide lines of sight for supervision and observation.
- Be Future-ready and environmentally responsible.
- Be inclusive of all.
- Promote school community in the building.
- Connect to the outdoors through views, natural light, and exterior learning environments.
- Accommodate staff planning and preparation that is social and communal.

Design Advisory Groups should...

- Experience new learning environments outside of TSD to inform design conversations.



BUILDING PROGRAM SUMMARY – 1,000 STUDENT PK-8 SCHOOL

		<u>Comments</u>
Preschool and Kindergarten	6,650 S.F.	
Preschool Classrooms	2	Should include bathrooms, storage, adaptable spaces.
Kindergarten	x 96 students	
General Learning (Grades 1 – 8)	33,700 S.F.	Learning environment to support approximately 100 students per grade. Configuration to be determined through DAG process.
Specialized Learning (Grades 1 – 8)	12,000 S.F.	Consider the following spaces to meet program needs: Science Classrooms Music Classroom – Instrumental Music Classroom – Vocal Art Classroom Makerspace Lab(s) STEAM
Physical Education	16,200 S.F.	
Gymnasium (seating for 1000)	1	
Auxiliary Gym	1	
Locker Rooms	2	
Special Education	2,600 S.F.	Consider the following spaces to meet program needs: Resource Classroom Intervention Classroom Learning Center
Learning Commons	5,000 S.F.	
Food Service/Cafetorium	8,800 S.F.	
Staff Support Spaces	2,550 S.F.	Consider Itinerant Staff
Administration	3,350 S.F.	
Counseling/Student Services	<u>1,150 S.F.</u>	
Net Building Area	92,000 S.F.	
Net to Gross Factor	<u> </u> x 1.36	
Total Building Area	125,000 S.F.	