

Master Plan Meeting #3

March 5, 2020



RTA TEAM



Brian Calhoun
Principal-in-Charge



Mike Riggs
Project Architect

Meeting Agenda

- 1. Agenda / Introductions – 5 minutes**
- 2. Overview of information to date – 5 minutes**
- 3. Review Proposed Options – Elementary**
Discussion
- 4. Review Proposed Options – Secondary**
Discussion
- 5. Identify preferred options**
- 6. Q&A – 5 minutes**

Meeting Norms

- Attendance is expected at all scheduled meetings.
- The meetings will start on time with duration of **1-1/2 hours** (typical). Group members should be on time and expect to remain for the entire meeting if possible.
- The purpose of each meeting will be defined; members are requested to come prepared to discuss the topic.
- The students' interests come first.
- Committee members will operate and work towards consensus on all issues. All agree to support the solutions and decisions of the group.
- Committee members are requested to focus on solutions that address the needs of the School District as a whole.
- Committee meetings will stay on task.
- Discussion, evaluation, and decisions will be research and data based guided by district's mission statement.
- Minutes of each meeting will be distributed by email within one week of meeting date.
- All members are to speak up in an open forum- all points of view will be heard and valued.
- All participants will be treated with mutual respect.
- Members of the committees will operate on a first name basis.
- Snacks and Refreshments will be served at all meetings to give "energy boost."

Ridgway SD Master Plan Timeline

Phase 1 –MASTER PLAN

Step 1 – Collect District Information

Dec 2019 / Jan 2020

Step 2 – Master Plan Meetings

Jan – May 2020

Step 3 – Draft Recommendations

May 2020

Phase 2 IMPLEMENTATION PLAN

Funding Options / Timelines

Phase 3 – GRANT/BOND SUPPORT

• PAT MEETINGS:

- January 30th #1 *
- February 13th #2
- March 5th #3
- April 22nd #4 *
- May 7th #5 **

* Community Meeting

**Board of Education

RIDGWAY SCHOOL DISTRICT R-2

- RIDGWAY, CO -

Contact Us

Search ...

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- Home
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Quicklinks



- Employment Opportunities

Upcoming Events

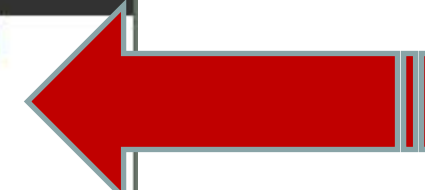
- FEB 24** 24 Feb 2020, No School - Teacher Workday
- FEB 25** 25 Feb 2020, RSS - 9th Grade Learn To Ice Climb

In the News

[RTA ARCHITECTS Ridgway School District Facilities Master Planning](#)

LATEST NEWS.....

WEB LINK



Draft Enrollment Forecast

<i>Year</i>	(K-5)	(6-8)	(9-12)	(K-12)	Preschool	Tot w PS	Net Growth
2020	181	54	94	328	24	352	-2
2021	177	52	92	322	24	346	-6
2022	176	53	93	322	24	346	0
2023	170	50	87	307	24	331	-15
2024	167	62	90	318	24	342	11
2025	171	64	85	320	24	344	1
2026	174	58	97	329	24	353	10
2027	181	57	96	333	24	357	4

<i>Projections based upon 3-year weighted average (Madison)</i>	K	1	2	3	4	5	6	7	8	9	10	11	12	(K-5)	(6-8)	(9-12)	(K-12)	PS	Tot w PS	Net Growth
2020	23	24	24	31	25	24	31	23	30	19	31	18	26	181	54	94	328	24	352	-2
2021	24	21	25	24	33	26	26	29	23	30	15	31	17	177	52	92	322	24	346	-6
2022	24	18	22	25	26	34	28	24	29	22	26	15	29	176	53	93	322	24	346	0
2023	24	15	19	22	27	27	36	26	24	28	19	26	14	170	50	87	307	24	331	-15
2024	25	25	16	20	24	29	29	35	27	23	25	18	24	167	62	90	318	24	342	11
2025	25	25	26	17	22	26	31	28	36	26	19	24	16	171	64	85	320	24	344	1
2026	25	25	27	28	19	23	27	30	28	35	22	18	22	174	58	97	329	24	353	10
2027	25	26	27	28	29	21	25	27	30	27	31	21	17	181	57	96	333	24	357	4

Elementary Capacity – 20 Students per Classroom

180 Students 327 SF/Student CDE 151 SF/Student

Enrollment 175 336 SF/Student

Secondary Capacity – 20 Students per Classroom / 70% Utilization

294 Students 210 SF/Student CDE 164 SF/Student

Enrollment 150 412 SF/Student







25.17 AC

0.15 ACRES

Executive Summary

District:	Auditor - Ridgway R-2
School Name:	Ridgway ES
Address:	1115 WEST CLINTON STREET
City:	RIDGWAY
Gross Area (SF):	64,700
Number of Buildings:	2
Replacement Value:	\$18,253,041
Condition Budget:	\$9,327,348
Total FCI:	0.51
Adequacy Index:	0.28



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,665,798	\$1,267,485	0.48
Equipment and Furnishings	\$420,888	\$493,595	1.17
Exterior Enclosure	\$3,847,856	\$1,076,673	0.28
Fire Protection	\$13,596	\$795,676	58.52
Furnishings	\$407,175	\$455,307	1.12
HVAC System	\$2,524,974	\$2,179,398	0.86
Interior Construction and Conveyance	\$3,247,920	\$2,132,354	0.66
Plumbing System	\$1,004,945	\$694,393	0.69
Site	\$1,967,727	\$1,015,214	0.52
Structure	\$2,152,161	\$0	0.00
Overall - Total	\$18,253,041	\$10,110,095	0.55

Executive Summary

District:	Auditor - Ridgway R-2
School Name:	Ridgway MS/HS
Address:	1200 GREEN STREET
City:	RIDGWAY
Gross Area (SF):	61,800
Number of Buildings:	2
Replacement Value:	\$18,058,602
Condition Budget:	\$2,869,060
Total FCI:	0.16
Adequacy Index:	0.19



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,745,295	\$887,058	0.32
Equipment and Furnishings	\$628,066	\$0	0.00
Exterior Enclosure	\$2,375,643	\$0	0.00
Fire Protection	\$600,387	\$24,720	0.04
Furnishings	\$544,325	\$0	0.00
HVAC System	\$1,433,461	\$935,549	0.65
Interior Construction and Conveyance	\$3,064,271	\$737,734	0.24
Plumbing System	\$1,196,475	\$199,455	0.17
Site	\$2,619,639	\$109,266	0.04
Structure	\$2,851,041	\$0	0.00
Overall - Total	\$18,058,602	\$2,893,782	0.16

[B.E.S.T. Building Excellent Schools Today]

What is BEST?

Collaboration by CO legislative leadership, Gov. Bill Ritter, former State Treasurer Cary Kennedy, and a large coalition worked together on this for their ambitious and landmark legislation

The BEST legislation addresses health and safety issues by providing funds to rebuild, repair or replace the most needy K-12 facilities. The BEST plan calls for assessment, an expert-guided process for the selection of funding projects, and the spending of up to \$1 billion in funds without raising taxes;

Hazards and issues being addressed included: failing roofs, structural problems, inadequate fire safety, faulty and dangerous boilers, asbestos, code issues, inadequate educational suitability, overcrowding, faulty and dangerous electrical service, poor indoor air quality, lack of ADA accessibility, and carbon monoxide contamination.

3 types of BEST grants:

- 1 BEST Cash Grants [Fund smaller projects]
- 2 BEST Lease Purchase Grants [Fund larger projects]
- 3 BEST Emergency Grants [Unanticipated events]

Project funding is prioritized by:

**-Safety hazards, health concerns
and security at existing public
school facilities**

-Relieve overcrowding in public
school facilities

-Incorporating technology into the
educational environment

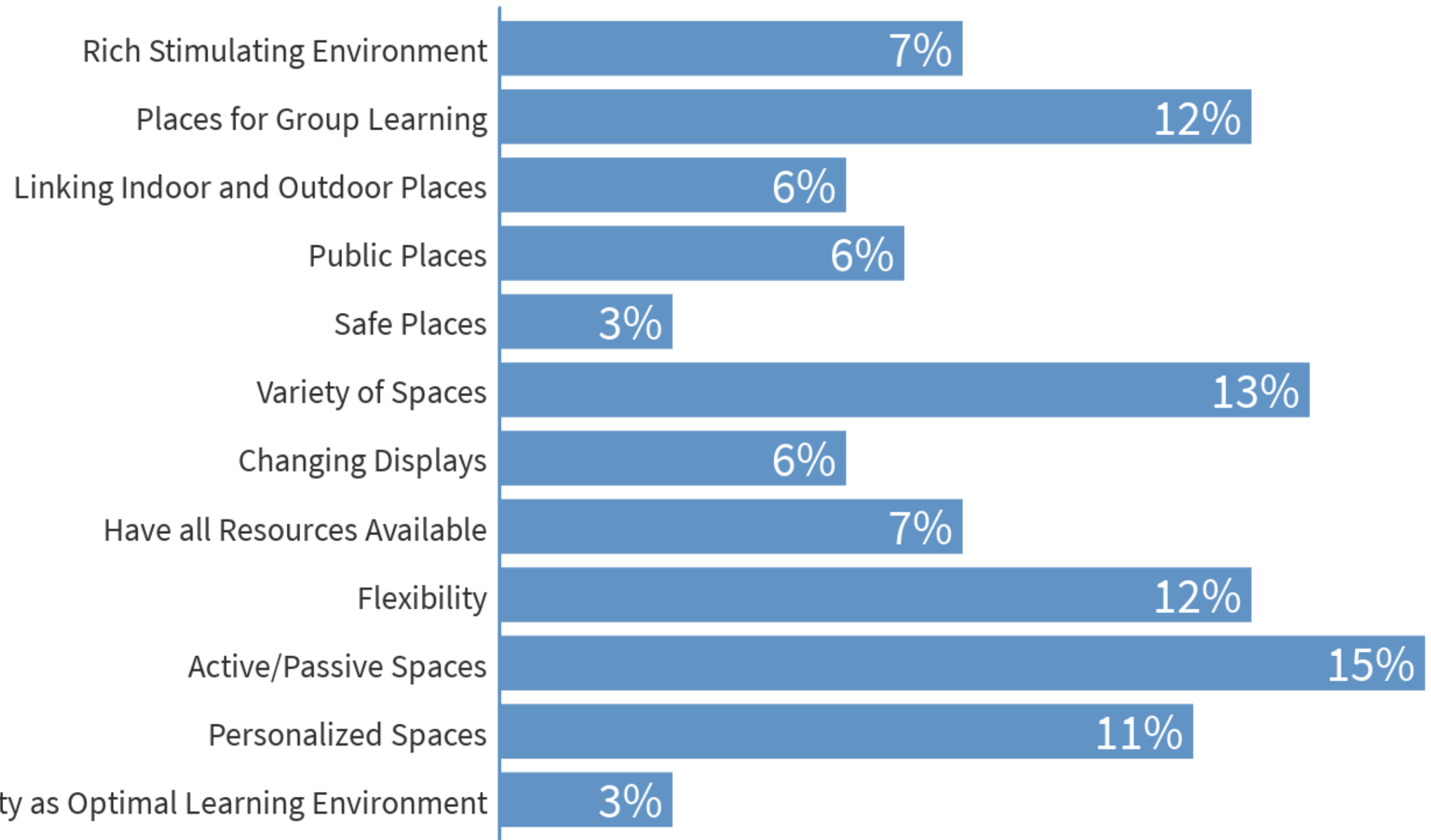
-All other projects

Match:

Ridgway School District: 54%

**\$20.2M +10% Available Bonding Capacity
\$10M w/o new taxes
\$1.7M in current debt**

What items from the 12 Principles of Design is RSD Missing?



Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

Where does the Ridgway School District fall in the Classroom Spectrum

Individually owned rooms

100%

Classrooms shared in pairs

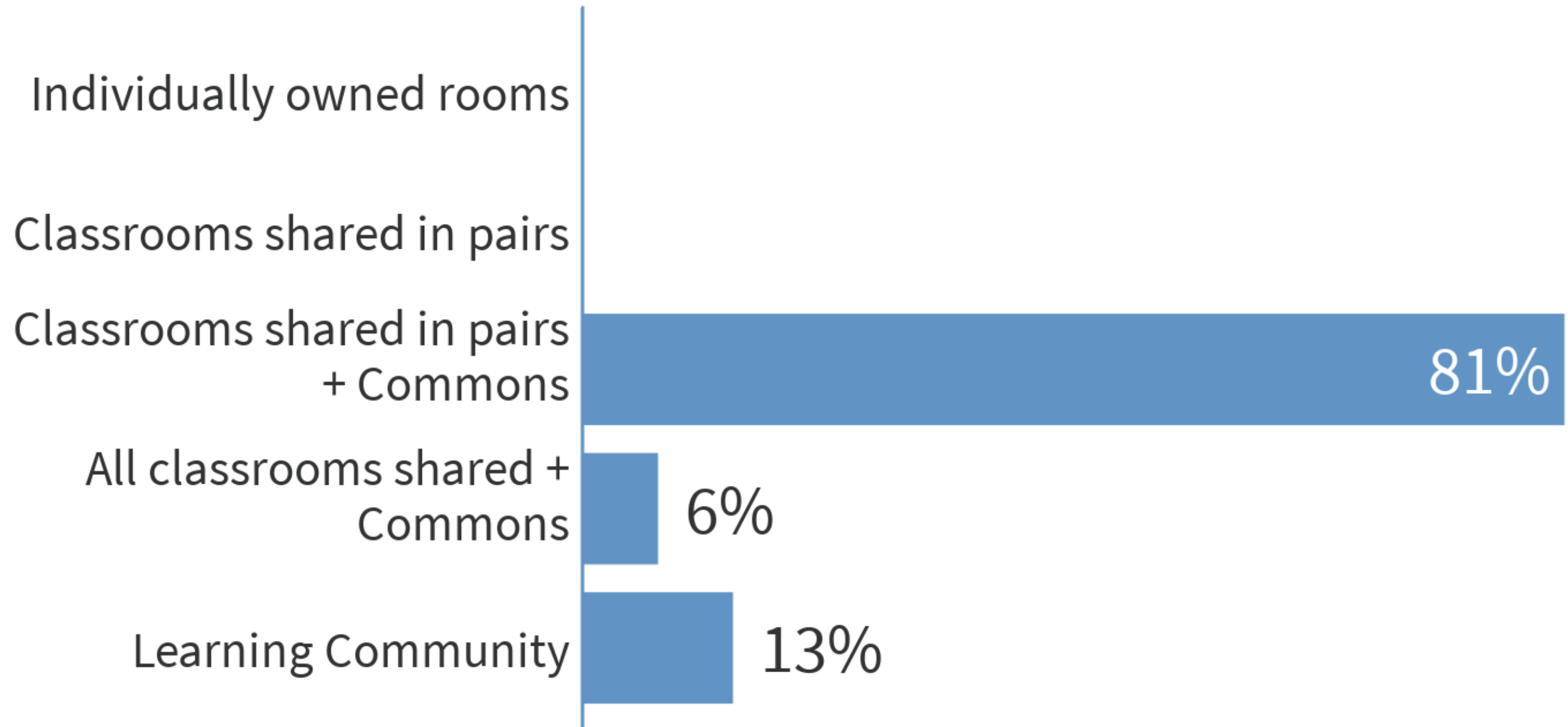
Classrooms shared in pairs
+ Commons

All classrooms shared +
Commons

Learning Community

Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

Where would you like the Ridgway School District to be in the Classroom Spectrum



Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

Break into groups

5 minutes each question

**What are the biggest obstacles you face
in your existing facilities?**

(Limit to top 5 items)

**What would be different in your ideal
school from what you have today?**

(Limit to top 5 items)

Quest.
#2

Having flexible space, shared.

Quest.
#4

"Felt locked"

Quest.
#1

Lack of ease of flow to outdoor spaces + resources.

Group:

- John Susan Marcia
- John Mike
- John Krista

Quest.
#1

Poorly designed spaces for learning

#2

Because of a flexible changing population - flexible spaces useful

#1 Outdoor Classroom zone is only two seasons
↳ GATED?

#2/
New/old building not integrated

- lack of open ^{work} areas w/ flexibility
- " view/natural light
- lack of → integratation (pre-school building + overall)
 - buildings
 - classroom spaces
- energy eff.
- circulation/flow
- hierarchy
 - spaces
 - function

• 21st century spaces ~~of~~ functional purpose w/ flexibility

Department Legend

- 1ST GRADE
- 2ND GRADE
- 3RD GRADE
- 4TH GRADE
- 5TH GRADE
- ADMINISTRATION
- ART/MUSIC
- BREAKOUT INSTRUCTION
- CAFETERIA
- CIRCULATION
- DINING/Common
- EXPLORATORY
- INSTRUCTIONAL AREAS
- KINDERGARTEN
- LIBRARY INFORMATION
- PE/ATHLETICS
- SCIENCE
- SP.ED.
- SUPPORT



Elementary

E1

MAINTENANCE

+

REMODEL

+

SMALL
ADDITION
PK

IDENTIFY BIGGEST ISSUES
AND DEVELOP A PLAN FOR
IMPLEMENTATION

0 - \$8M

\$-\$-\$



Remodel/Addition

- New Roof
- New HVAC
- Update Finishes

- Electrical Upgrades
- Fire Sprinkler?
- Library Renovation (Maker/STEM)
- Pre-K Addition

- Create additional SPED areas?
- Improve outdoor spaces (courtyard)

E2

MAINTENANCE

+

MAJOR RENOVATION

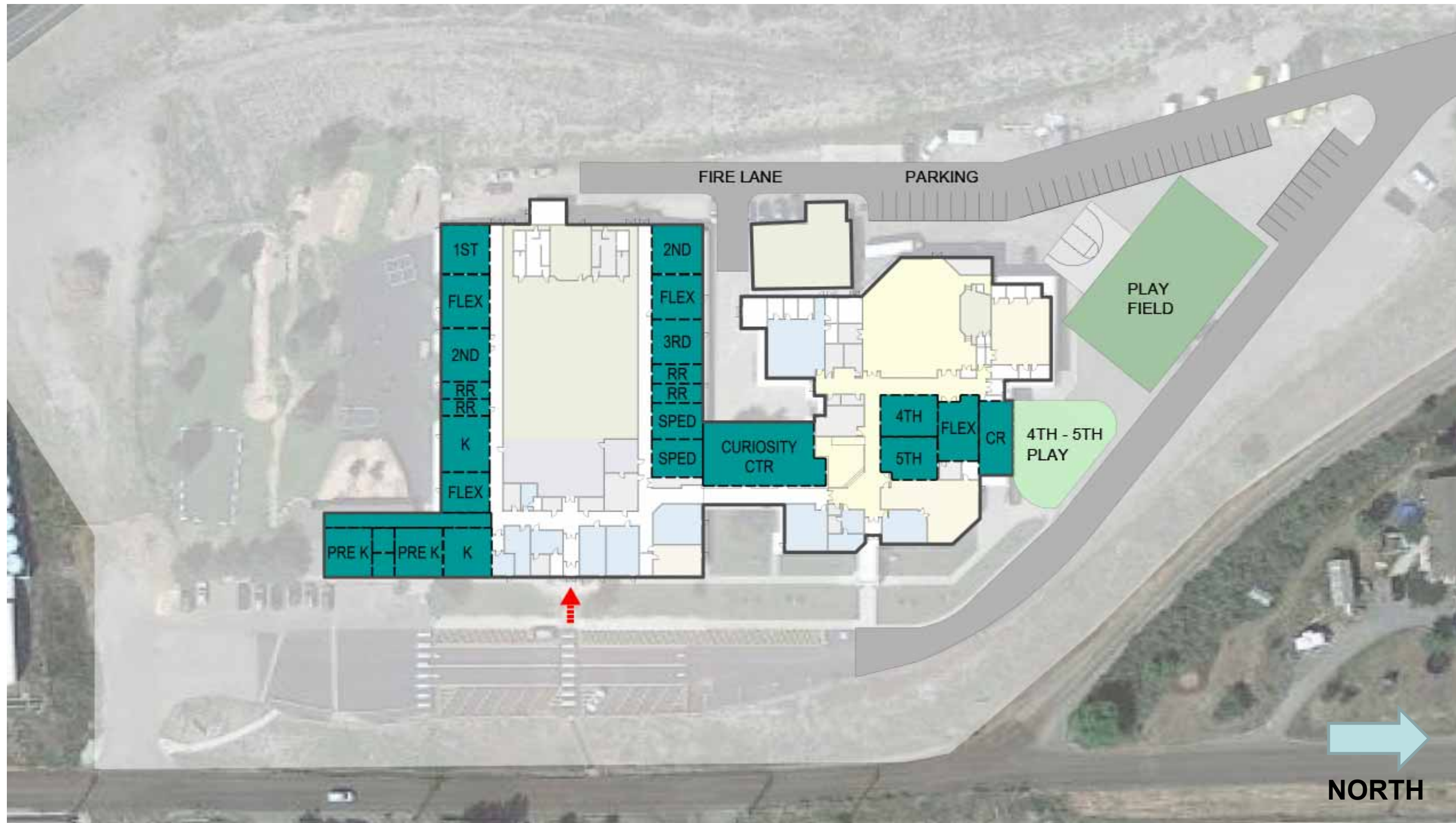
+

ADDITIONS
PK & LIBRARY

RETAINS EXISTING
STRUCTURE

\$8M

\$\$



Remodel/Addition

- New Roof
- New HVAC/Electrical
- Update Finishes
- Fire Sprinkler

- Library Renovation (4/5 Suite)
- Pre-K Addition
- Create additional SPED areas
- Improve outdoor spaces (courtyard)

- Create Flex Spaces
- Curiosity Center Addition
- 4/5 Playground and field

Flex Areas





“Provide flexible learning environments that support various modes of education”



Photograph: V/S Furniture



Ideal Learning Spaces call for:

- Flexibility and Variety
- Agility
- Collaboration
- Transparency
- Community
- Technology
- Choice

Maker Space/Learning Center

BEFORE





E3

RENOVATION



MAJOR ADDITION

PROVIDES NEW CLASSROOM BUILDING COMPONENTS

\$15-18M



Remodel/Major Addition

- Maintenance on '96 Building
- Temporarily move to '96 Building
- Demo '72 and Construct New
- New Playgrounds in front (with separate Pre-K area)
- New Drop-off/parking
- Separate Bus/Parents
- New small gym
- Leave BOCES and District Offices
- Classroom areas include Learning Commons concept
- Renovate existing library?

Spaces that Build Relationships

- Breakout Space
- Project Space
- Group Space
- Student Space



Learning Communities



E4

NEW PK-5 SCHOOL

BUILD NEW PK-5 SCHOOL & FIELDS WEST OF SECONDARY SITE

\$25M+

\$\$\$\$



New Building

- Build a new K-5 School on site west of Secondary (225+ Students)
- Shared Campus Parking
- Plan for future expansion
- Building new CTE Program on Secondary Site
- Includes all design features of a new 21st Century School



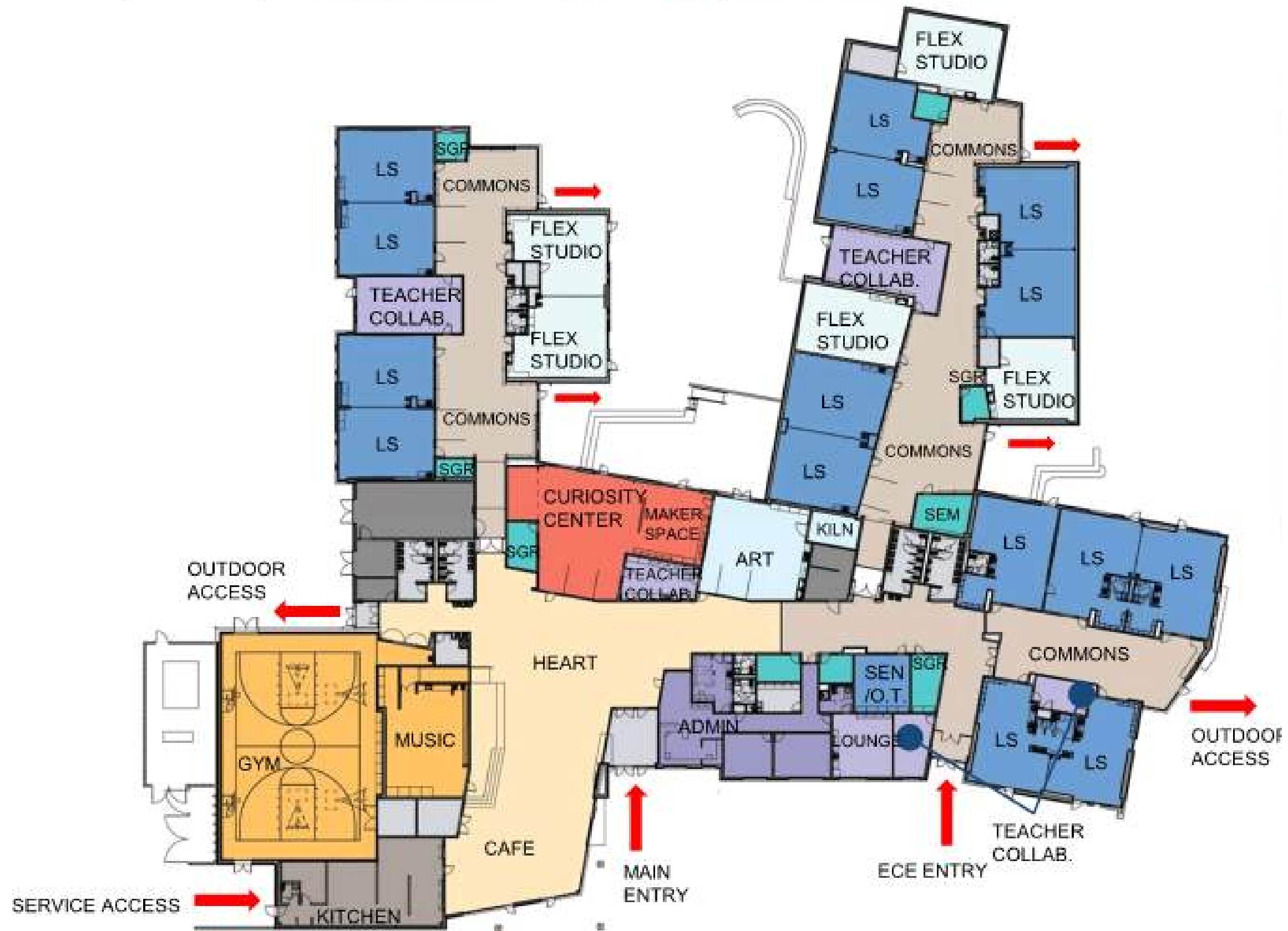
Douglass Elementary School

Boulder Valley School District





Design Development | Floor Plan Development

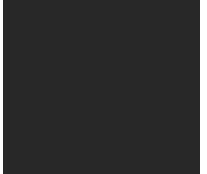


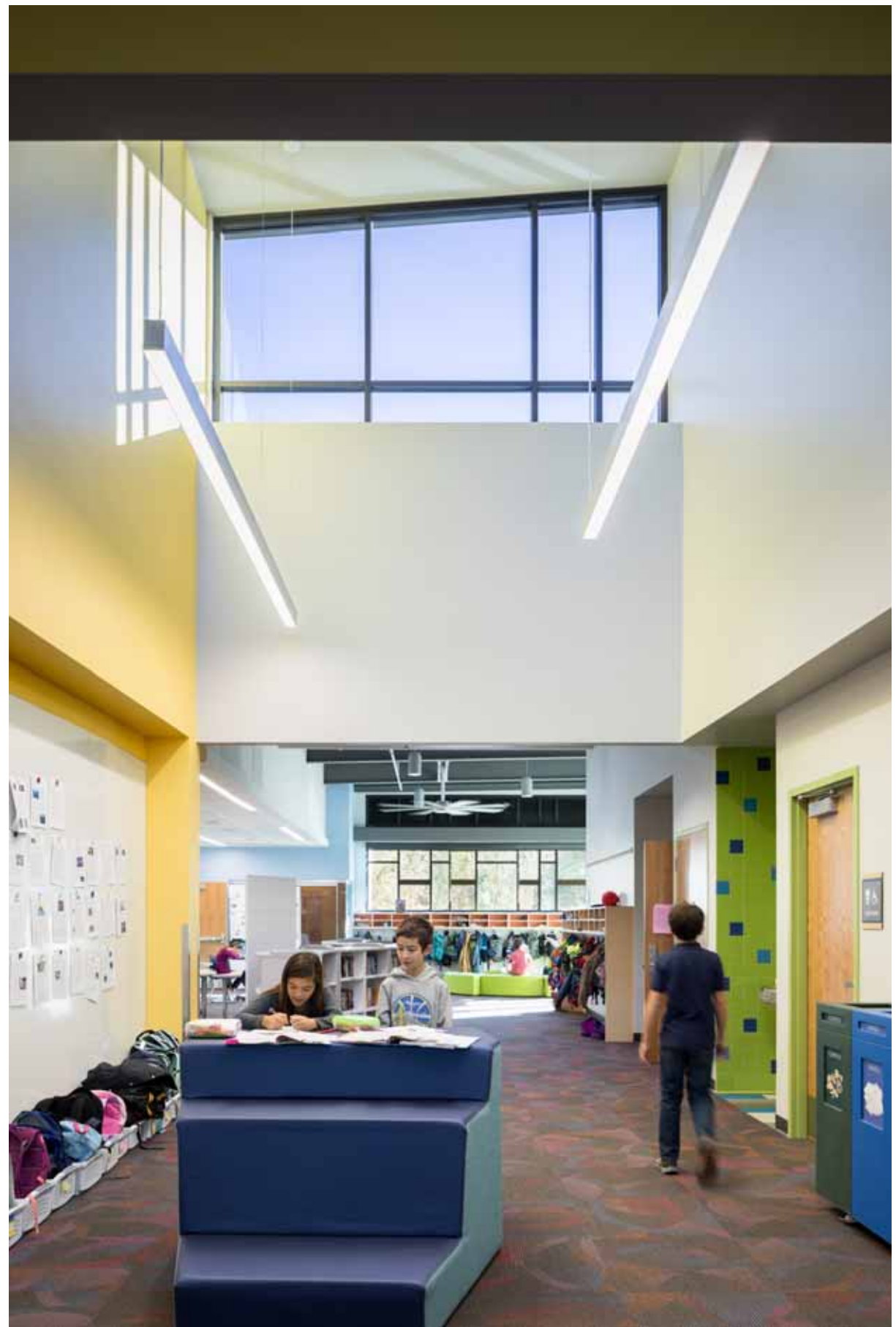


Design Development | Floor Plan - 1-2 Learning Community



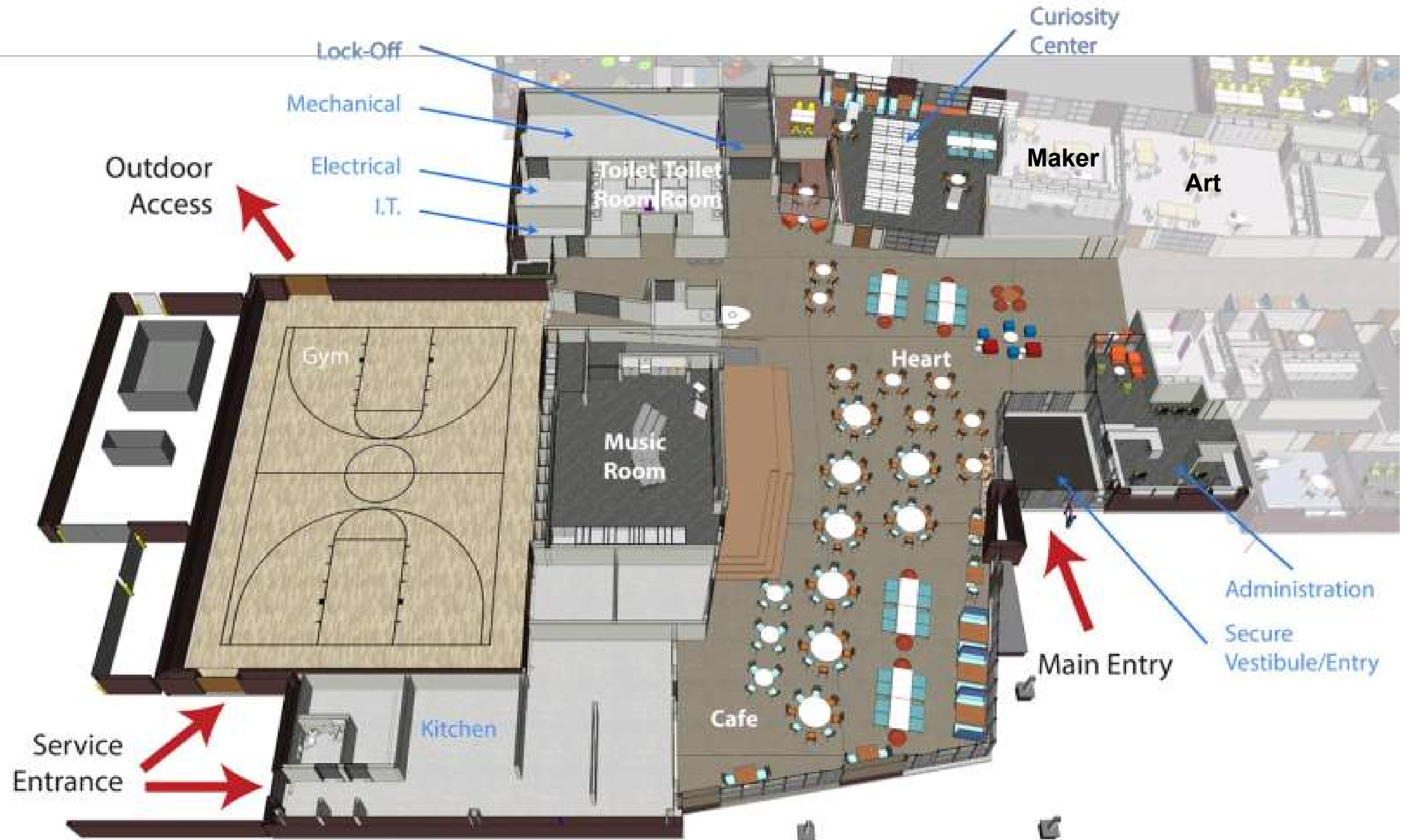








Design Development | Floor Plan - Heart / Cafe / Gym / Music







SUMMARY OF OPTIONS – Elementary School

E1

MAINTENANCE

+

REMODEL

+

SMALL
ADDITION
PK

IDENTIFY BIGGEST ISSUES
AND DEVELOP A PLAN FOR
IMPLEMENTATION

0 - \$8M

\$-\$

E2

MAINTENANCE

+

MAJOR
RENOVATION

+

ADDITIONS
PK & LIBRARY

RETAINS EXISTING
STRUCTURE

\$8M

\$\$

E3

RENOVATION

+

MAJOR
ADDITION

PROVIDES NEW
CLASSROOM BUILDING
COMPONENTS

\$15-18M

\$\$\$

E4

NEW PK-5
SCHOOL

BUILD NEW PK-5 SCHOOL
& FIELDS WEST OF
SECONDARY SITE

\$25M+

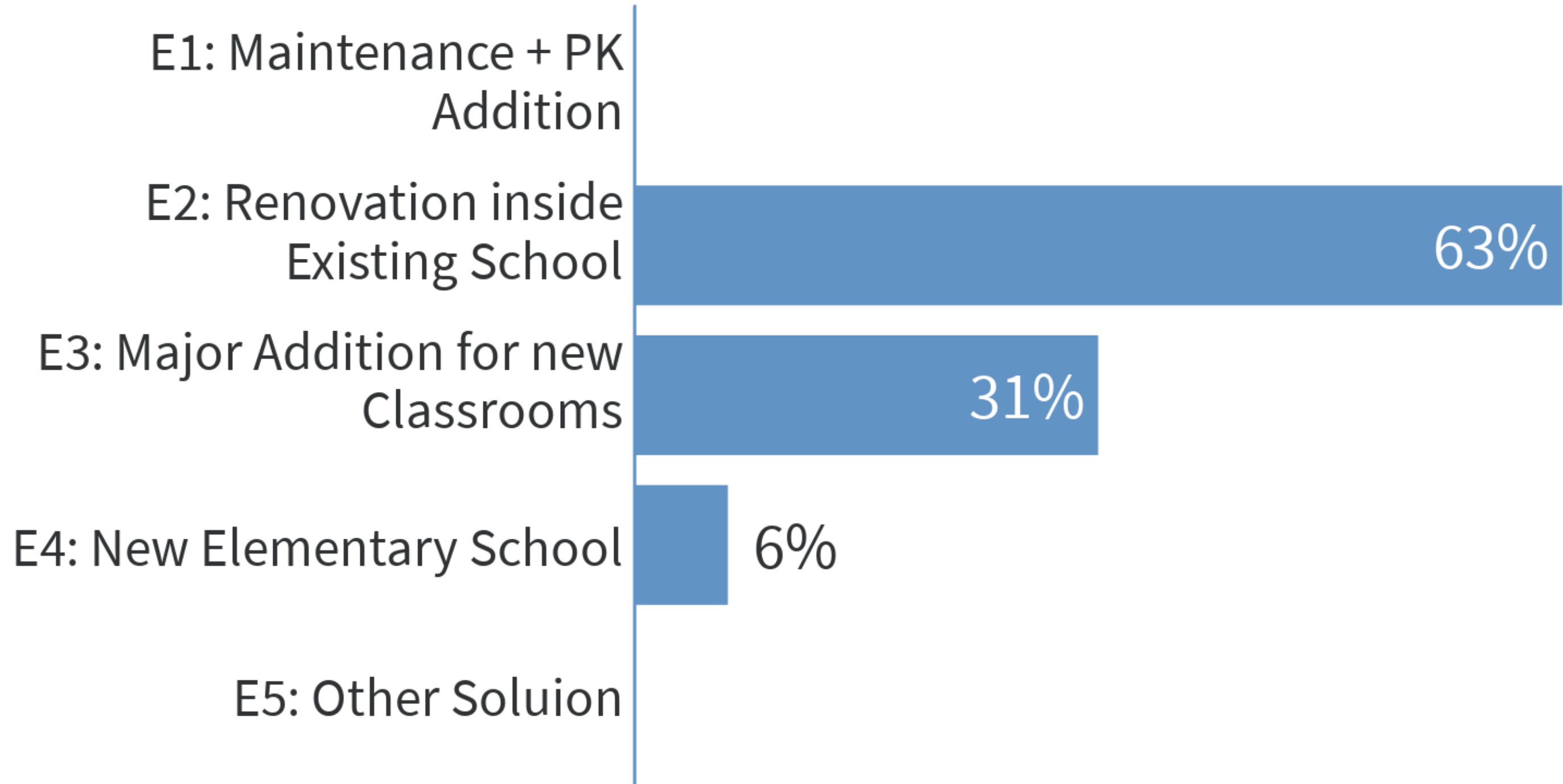
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E5

OTHERS

\$-\$

What is your preferred Elementary Option



Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app



ELEMENTARY SCHOOL DEFICIENCIES

DIFFICULT ACCESS & EGRESS TO PLAYGROUND

PRE-SCHOOL ACCESS & LOCATION

SPECIAL EDUCATION

GYM LOCKER ROOMS - NOT USED

- STORAGE. # PE Locker Rooms

- 1 ROOM USED FOR TEAMS/BATHROOMS

COURTYARD USE

SECURITY.

HOT HITTING.

ICE / DRAINAGE.

UNUSED SPACE / UNDERUTILIZED / FUNCTIONALITY.

LIBRARY.

BOYS SPACE.



PRO:

- * TAKES CARE OF BUILDING ASSESSMENT DEFICIENCIES
- * FUND WITHOUT RAISING TAXES.
- * SUMMER CONSTRUCTION/RENOVATION.

CON:

- * NO ADDITIONAL INSTRUCTIONAL SPACE
I.E. SPED
- * DOES NOT IMPROVE EDUCATION SPACES
I.E. FLEXIBLE LEARNING, MAKER SPACE.

NOTES:

- * ~~MAINTAIN PK MONOLARS FOR RELOCATION~~
- STICK FRAME. NOT MONOLAR.
- * ADD SPED ADDITIONAL.

E5

A. ELEM ON SECONDARY PARKING LOT

B. ELEM ON SECONDARY SOCCER FIELD

- * MAINTAINS TOWN/COMMUNITY CONNECTION.
- * CONSISTENT WITH COMMUNITY SURVEY

(cont.)

- * CHECKER IN PARKING LOT
- * BUS/DROP OFF AREA
- * CONNECTED AS ONE SPACE

OPPORTUNITIES

- * REUSE LOCKERS - ADD SPACE
- * REUSE BENCHES THAT ARE TO SPACE?

E2

PRO

- * FUNDED WITHOUT RAISING TAXES.
 - EXTENDS CURRENT TAXES.
- * INCLUDES FLEX SPACES / IMPROVES FID ENVIRONMENT
- * MAINTAINS TOWN / COMMUNITY CONNECTION.
- * CONSISTENT WITH COMMUNITY SURVEY.

CON:

- * CHARACTER IN PARKING CONFIGURATION
 - PLAYFIELD DISRUPTION.
- * BUS / DROP OFF NOT IMPROVED.
- * NOT CONNECTED AS ONE CAMPUS

OPPORTUNITIES

- * REMOVE LOCKER ROOMS - ADD SPACE
 - * REVISIT FACILITIES MOST FOR ED SPACE?



Easel Pad
Tableau à feuilles mobiles
Block de Hojas Reponicionables

Super Sticky
Super Collant
Super Adhesivas



5.2 in (13.3 cm x 2.08 in)
5.2 in (13.3 cm x 2.08 in)
Cont. 1 block de 30 hojas

3M

E3

Pro:

* CREATES EDUCATION CAMPUS

Con:

* BUS DROP & HIGHWAY ACCESS

* REQUIRES ADDITIONAL FUNDING, BOND / BEST GRANT.



Easel Pad
Tableau à feuilles mobiles
Block de Hojas Reponibles

Super Sticky
Super Collant
Super Adhesivos

5.2 1/2" (2.5 1/8 x 2.08 ft)
5.2 1/2" (2.5 1/8 x 2.08 ft)
Cont. 1 block de 30 hojas

3M



PRO

+ CREATES EDUCATION CAMPUS

CON

- * ADDITIONAL FUNDING.
- * UNUSED FACILITY - EXISTING EZZAM
- HOWEVER IT IS MARKETABLE.

Ridgway Secondary School Concerns

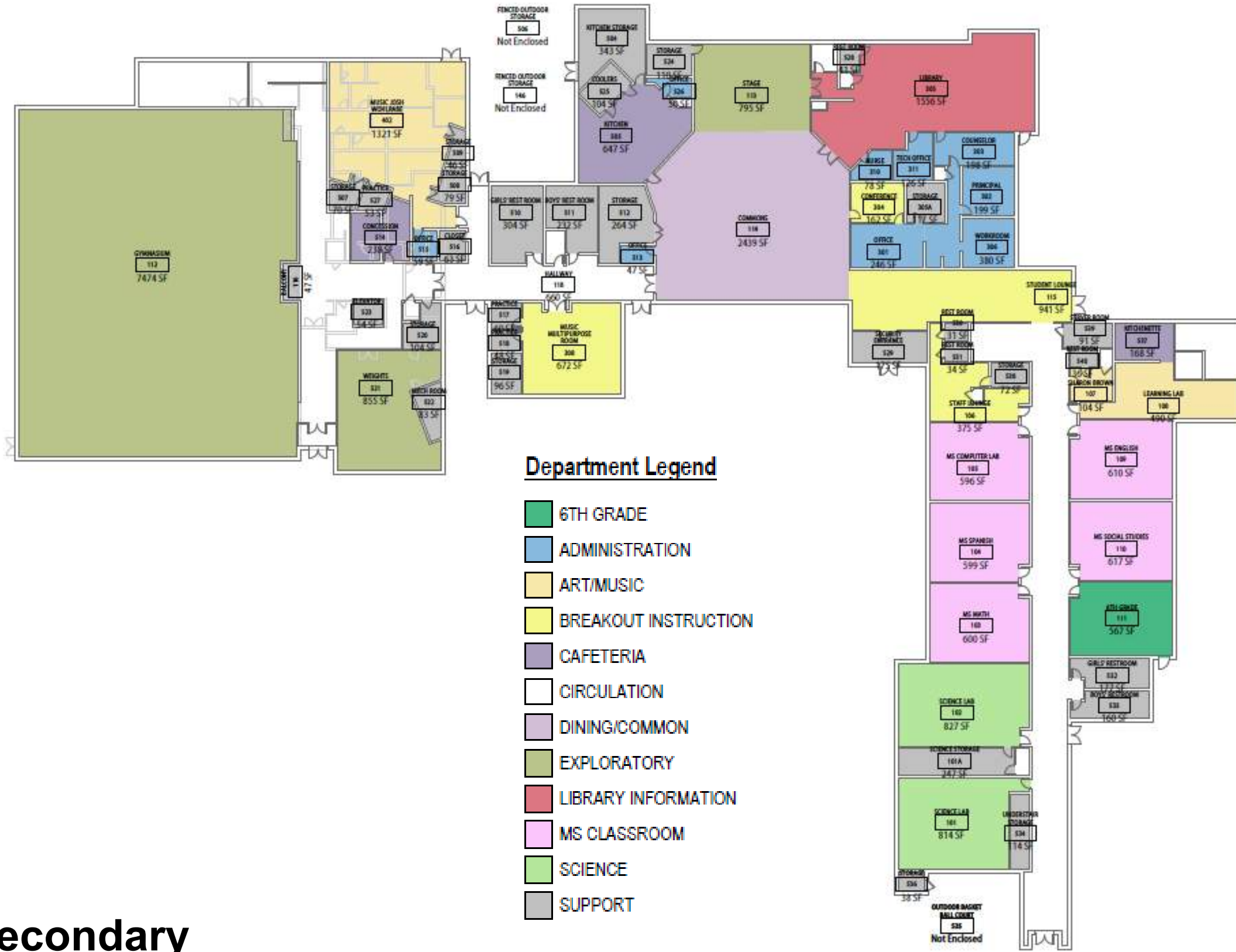
Obstacle - Science Community Cuit break-out

- Industrial Arts limited
 - Automotive
 - Welding
 - Home Ec
 - Woodworking
- Performing Arts limitations
- furniture not flexible
 - Not inviting in student spaces.
- Teacher breakroom ^{not} inviting or collaborative
- Conference room off the main office not big enough
- More outdoor learning spaces.
- Cardio/weight-lifting space needs to be a dedicated space
- practice field / track
- greenhouse growing / horticulture space
- Teacher housing



Green St

Green St

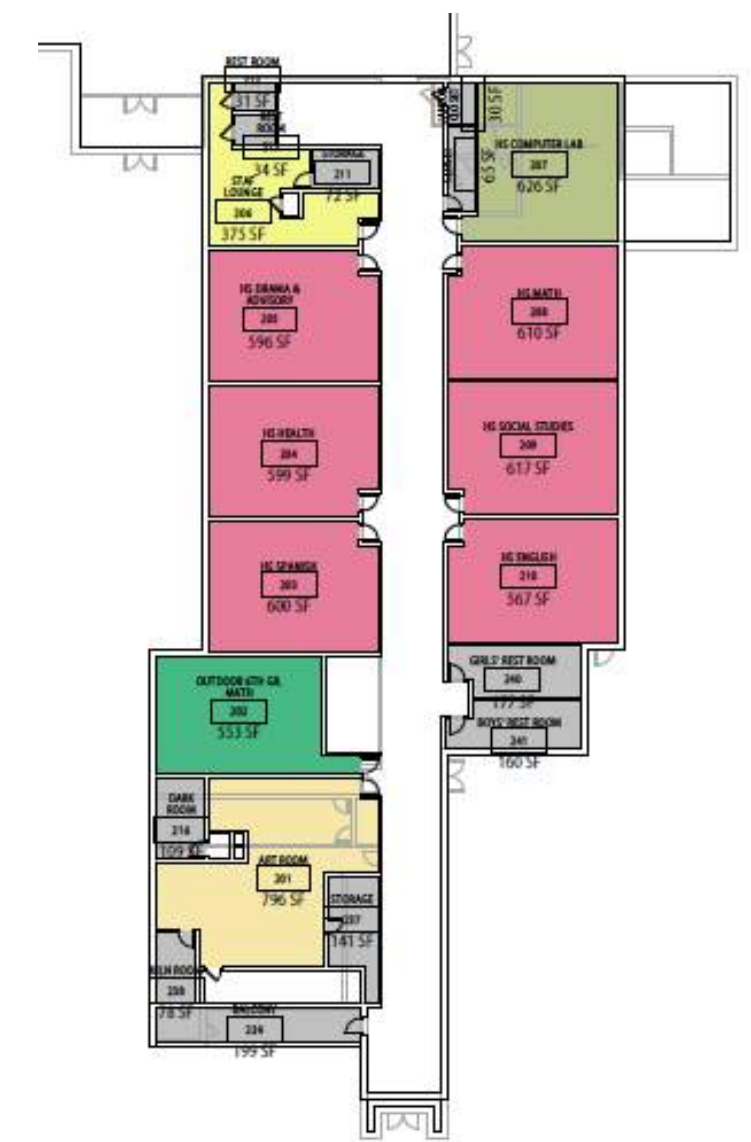


Department Legend

- 6TH GRADE
- ART/MUSIC
- BREAKOUT INSTRUCTION
- EXPLORATORY
- HS CLASSROOM
- SUPPORT

Department Legend

- 6TH GRADE
- ADMINISTRATION
- ART/MUSIC
- BREAKOUT INSTRUCTION
- CAFETERIA
- CIRCULATION
- DINING/COMMON
- EXPLORATORY
- LIBRARY INFORMATION
- MS CLASSROOM
- SCIENCE
- SUPPORT



Secondary

SECONDARY SCHOOL: OPTION S1

The following items are currently the identified issues

1. Renovate/Improve Cafetorium
2. Construct a Track/Practice field
3. Expand Industrial Arts Program
4. Solar Panel Project
5. Provide additional outdoor learning spaces
6. Replace Roof
7. Renovate for Teacher Collaboration, Conference Room
8. Provide Gender Neutral Locker Rooms
9. Renovate Locker Rooms – private shower stalls
10. Provide separate weight room
11. Provide Flexible Furniture
12. Provide Green House
13. Replace Mechanical Units – 5 yrs
14. Pave/improve Parking Lot
15. Other



MAINTENANCE



REMODEL

- IDENTIFY BIGGEST ISSUES
- PLAN FOR IMPLEMENTATION

0 - \$4M



In what order would you prioritize the following Items

- Improve Cafetorium
- Construct Track/Practice Field
- Expand Industrial Arts
- Solar Panel Project
- Additional Outdoor Learning Spaces
- Replace Roof
- Renovate for Teacher Collaboration
- Provide Gender Neutral Locker Rooms
- Renovate Locker Rooms - private shower stalls
- Separate Weight Room
- Provide new Flexible Furniture
- Green House
- Replace Mechanical Units
- Pave Parking/Improve Drop-off
- Other

Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

Track Options – Secondary School



Track Options Town Park???



Questions?

Next PAT Meeting – Community Meeting

Thursday, April 22nd, 4:30-6:00pm

Thank You!



www.rtaarchitects.com



12 Design Principles Based on Brain-based Learning Research

DesignShare Article By Jeffery A.

Lackney, Ph.D.

Based on a workshop facilitated by

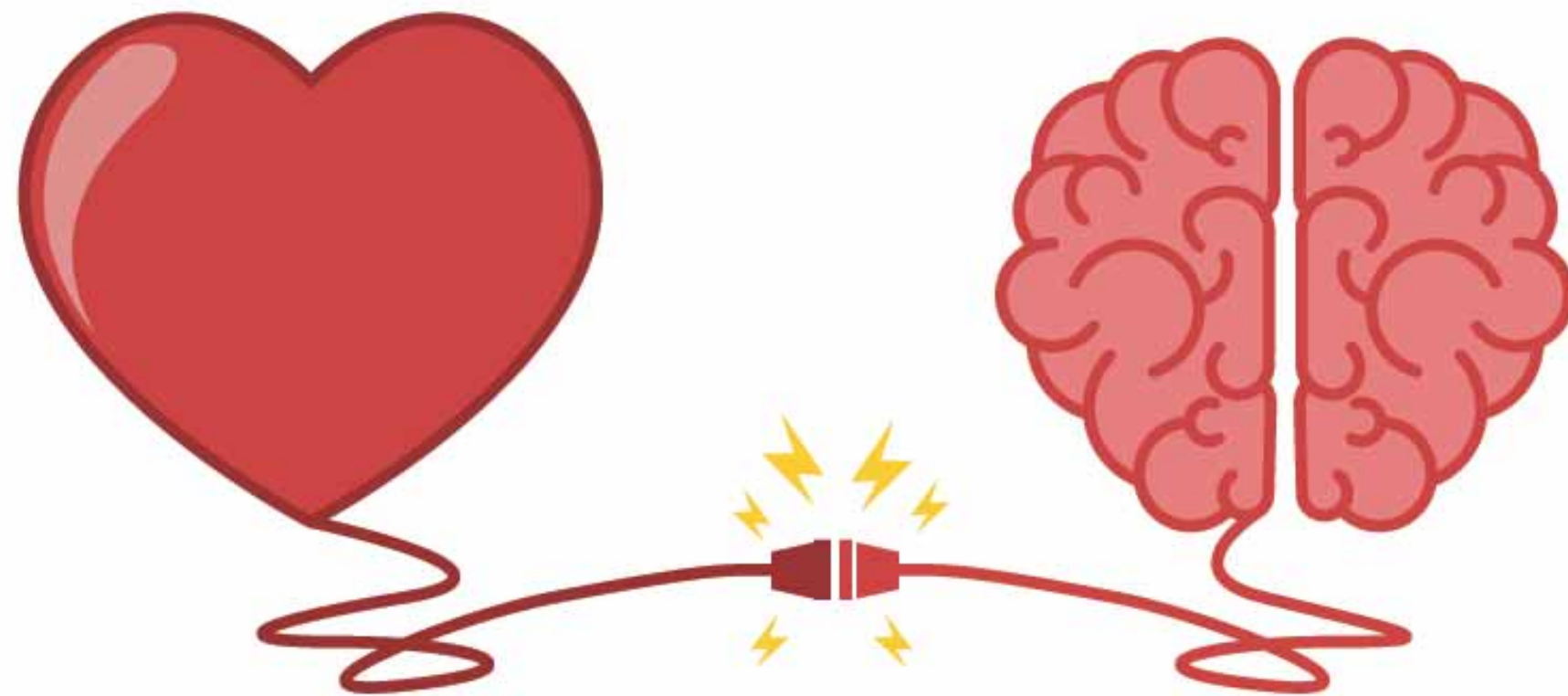
Randall Fielding, AIA



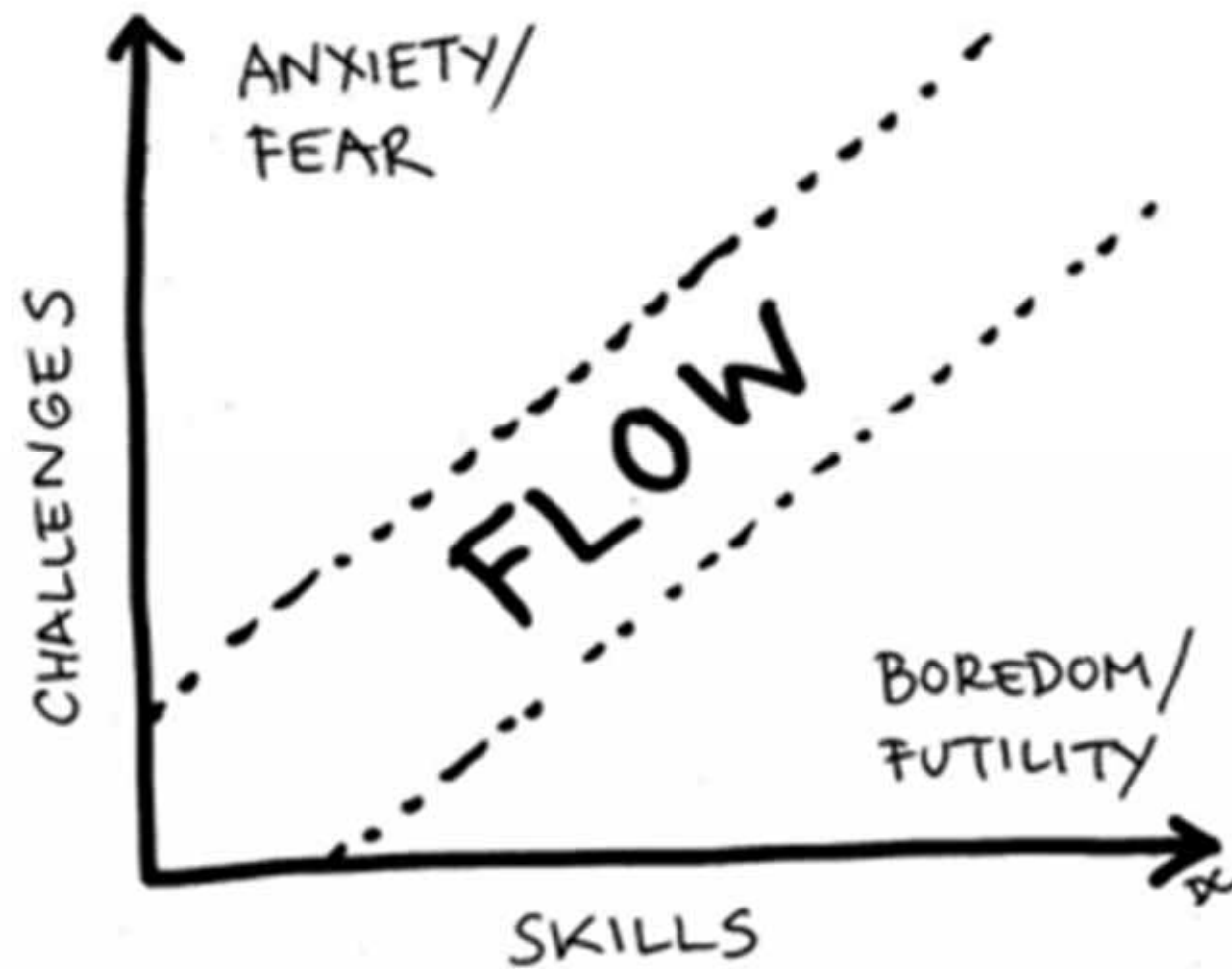
Some Key Take Aways...

The brain is a vastly complex and adaptive system with hundreds of billions of neurons and interneurons that can generate an astronomical number of neural nets, or groups of neurons acting in concert, from which our daily experience is constructed.

From brain research we know now that when we get emotional about a task we are involved in learning. Brain research has confirmed that emotions are linked to learning by assisting us in recall of memories that are stored in our central nervous system.



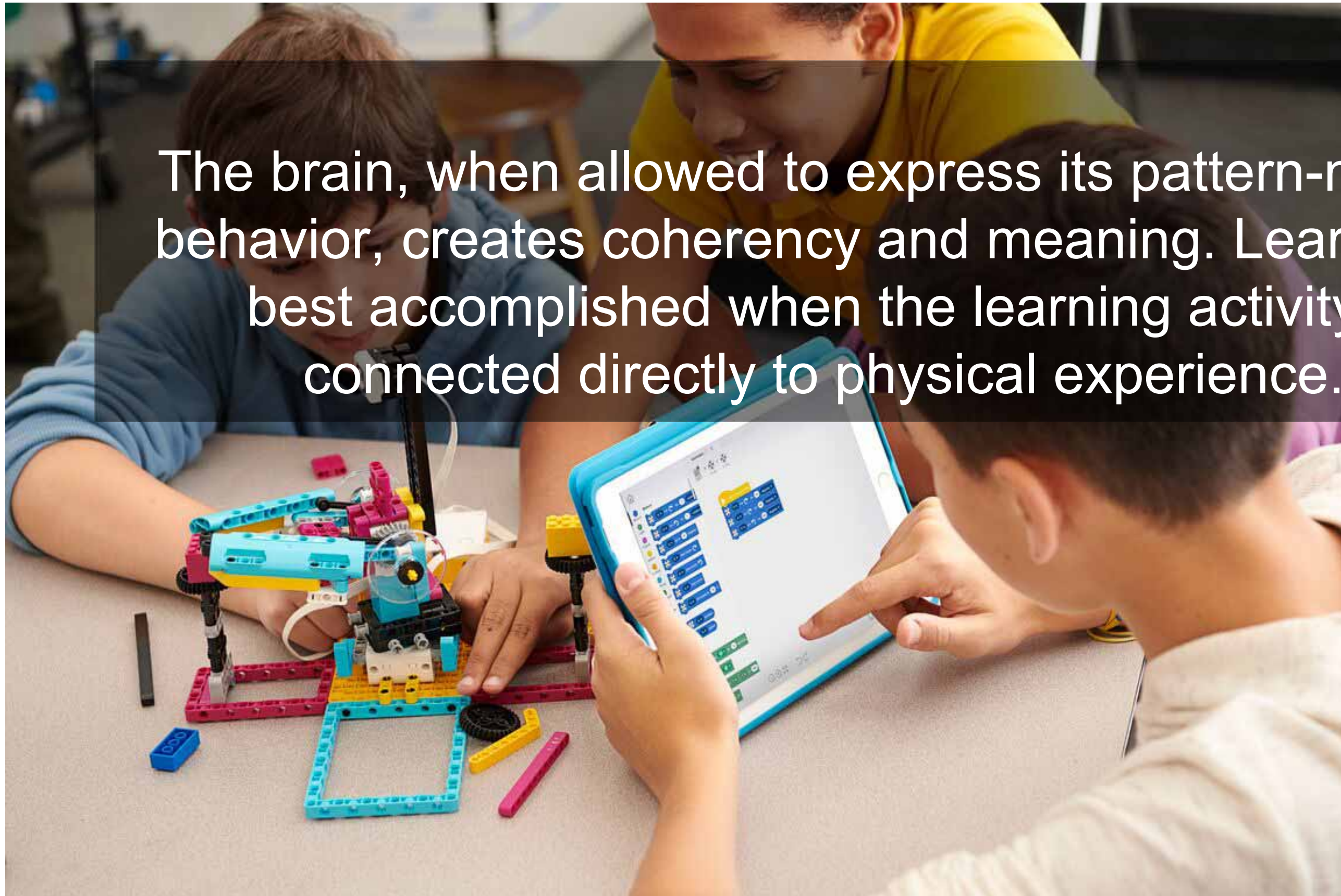
The brain learns best when confronted with a balance between stress and comfort: high challenge and low threat.





Pattern making is pleasing (emotional content) for the brain. The brain takes great pleasure in taking random and chaotic information and ordering it.

The brain, when allowed to express its pattern-making behavior, creates coherency and meaning. Learning is best accomplished when the learning activity is connected directly to physical experience.



12 Principles of Brian Compatible Learning

1. Uniqueness – every single brain is totally unique.
2. Impact of threat or high stress can alter and impair learning and even kill brain cells
3. Emotions are critical to learning – they drive our attention, health, learning, meaning and memory.
4. Information is stored and retrieved through multiple memory and neural pathways.
5. All learning is mind-body – movement, foods, attentional cycles, drugs and chemicals all have powerful modulating effects on learning.
6. The brain is a complex and adaptive system – effective change involves the entire complex system
7. Patterns and programs drive our understanding – intelligence is the ability to elicit and to construct useful patterns.
8. The brain is meaning-driven – meaning is more important to the brain than information.
9. Learning is often rich and non-conscious – we process both parts and wholes simultaneously and are affected a great deal by peripheral influences.
10. The brain develops better in concert with other brains – intelligence is valued in the context of the society in which we live.
11. The brain develops with various stages of readiness.
12. Enrichment – the brain can grow new connections at any age. Complex, challenging experiences with feedback are best. Cognitive skills develop better with music and motor skills.

12 Principles of Design

RICH STIMULATING ENVIRONMENT

color, texture, "teaching architecture", displays created by students (not teacher) so students have connection and ownership of the product.



IGNACIO HIGH SCHOOL
RTA, INC.

PLACES FOR GROUP LEARNING

breakout spaces, alcoves, table groupings to facilitate social learning and stimulate the social brain; turning breakout spaces into living rooms for conversation.



LINKING INDOOR AND OUTDOOR PLACES

movement, engaging the motor cortex linked to the cerebral cortex, for oxygenation.



PUBLIC PLACES

containing symbols of the school community's larger purpose to provide coherency and meaning that increases motivation (warning: go beyond slogans).

-



DISCOVERY ELEMENTARY SCHOOL

VMDO.

SAFE PLACES

reduce threat, create spaces that feel and are safe.



IGNACIO HIGH SCHOOL
RTA, INC.

VARIETY OF PLACES

provide a variety of places of different shapes, color, light, size, nooks & crannies..



DISCOVERY ELEMENTARY SCHOOL

VMDO.

CHANGING DISPLAYS

changing the environment, interacting with the environment stimulates brain development. Provide display areas that allow for stage set type constructions to further push the envelope with regard to environmental change.

active minds.
active learning.
active spaces.

HAVE ALL RESOURCES AVAILABLE

provide educational, physical and the variety of settings in close proximity to encourage rapid development of ideas generated in a learning episode. This is an argument for wet areas/ science, computer-rich workspaces all integrated and not segregated. Multiple functions and cross-fertilization of ideas are primary goal.



DOUGLASS ELEMENTARY SCHOOL
RTA, INC.

FLEXIBILITY

a common principle in the past continues to be relevant. Many dimensions of flexibility of place are reflected in other principles.



ASPEN COUNTY DAY SCHOOL

VS

ACTIVE/PASSIVE PLACES

students need places for reflection and retreat away from others for intrapersonal intelligence as well as places for active engagement for interpersonal intelligence.



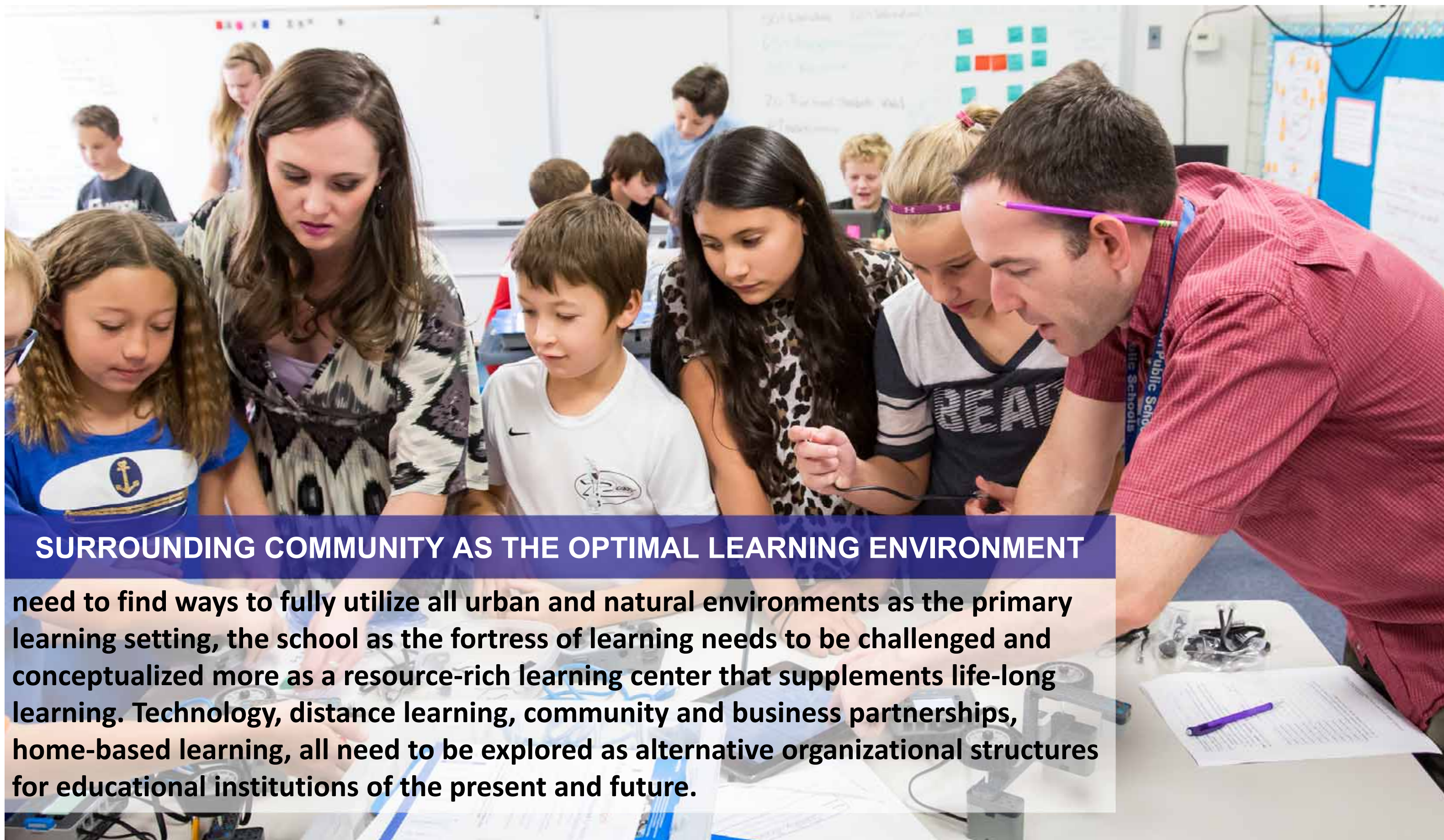
RODRIGUEZ MIDDLE SCHOOL
CORGAN

PERSONALIZED SPACE

the concept of home-base needs to be emphasized more than the metal locker or the desk; this speaks to the principle of uniqueness; the need to allow learners to express their self-identity, personalize their special places, and places to express territorial behaviors.



DOUGLASS ELEMENTARY SCHOOL
RTA, INC.



SURROUNDING COMMUNITY AS THE OPTIMAL LEARNING ENVIRONMENT

need to find ways to fully utilize all urban and natural environments as the primary learning setting, the school as the fortress of learning needs to be challenged and conceptualized more as a resource-rich learning center that supplements life-long learning. Technology, distance learning, community and business partnerships, home-based learning, all need to be explored as alternative organizational structures for educational institutions of the present and future.

Red Hawk
Elementary,
St. Vrain
School
District



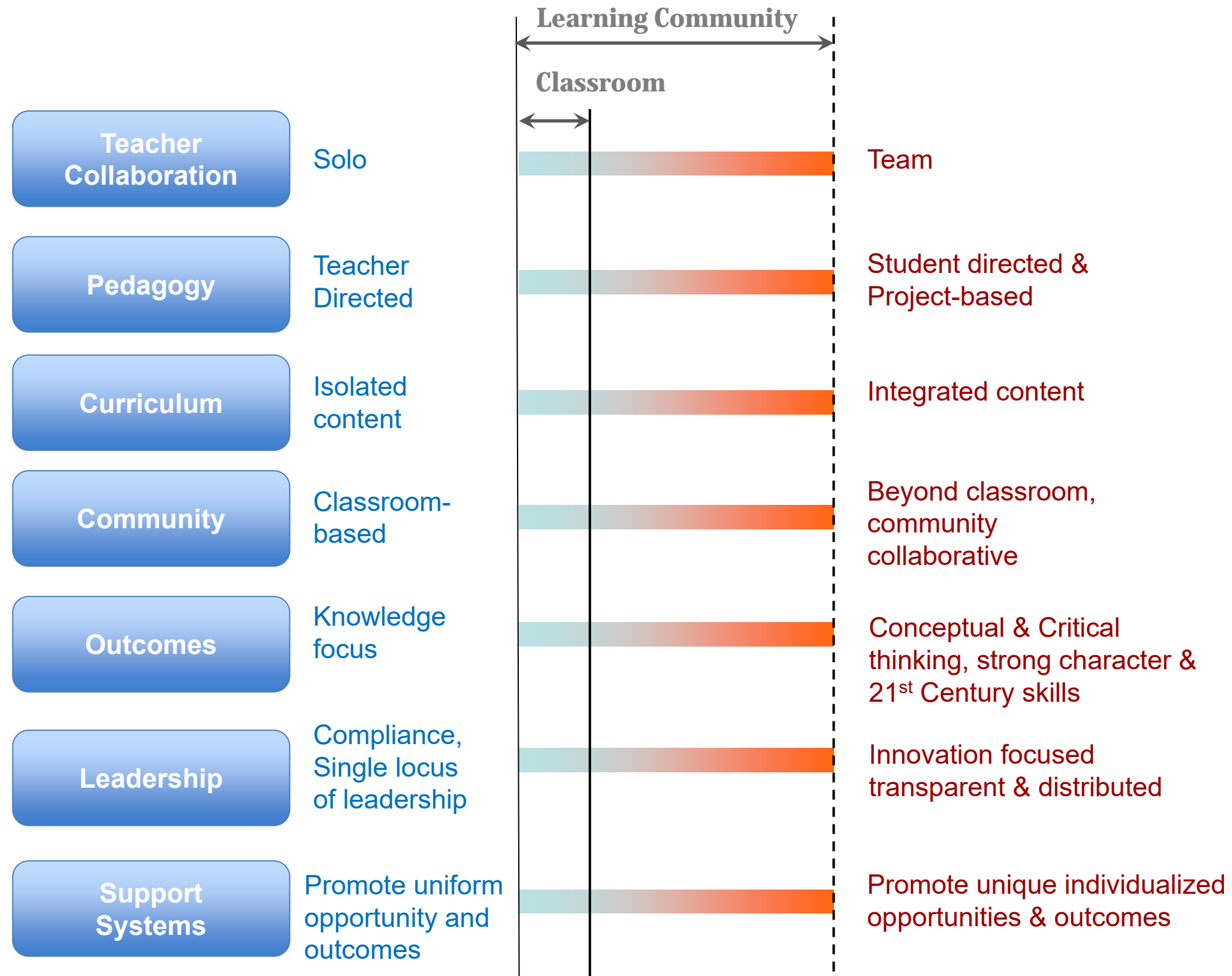
3/9/2020

Evolution of the classroom

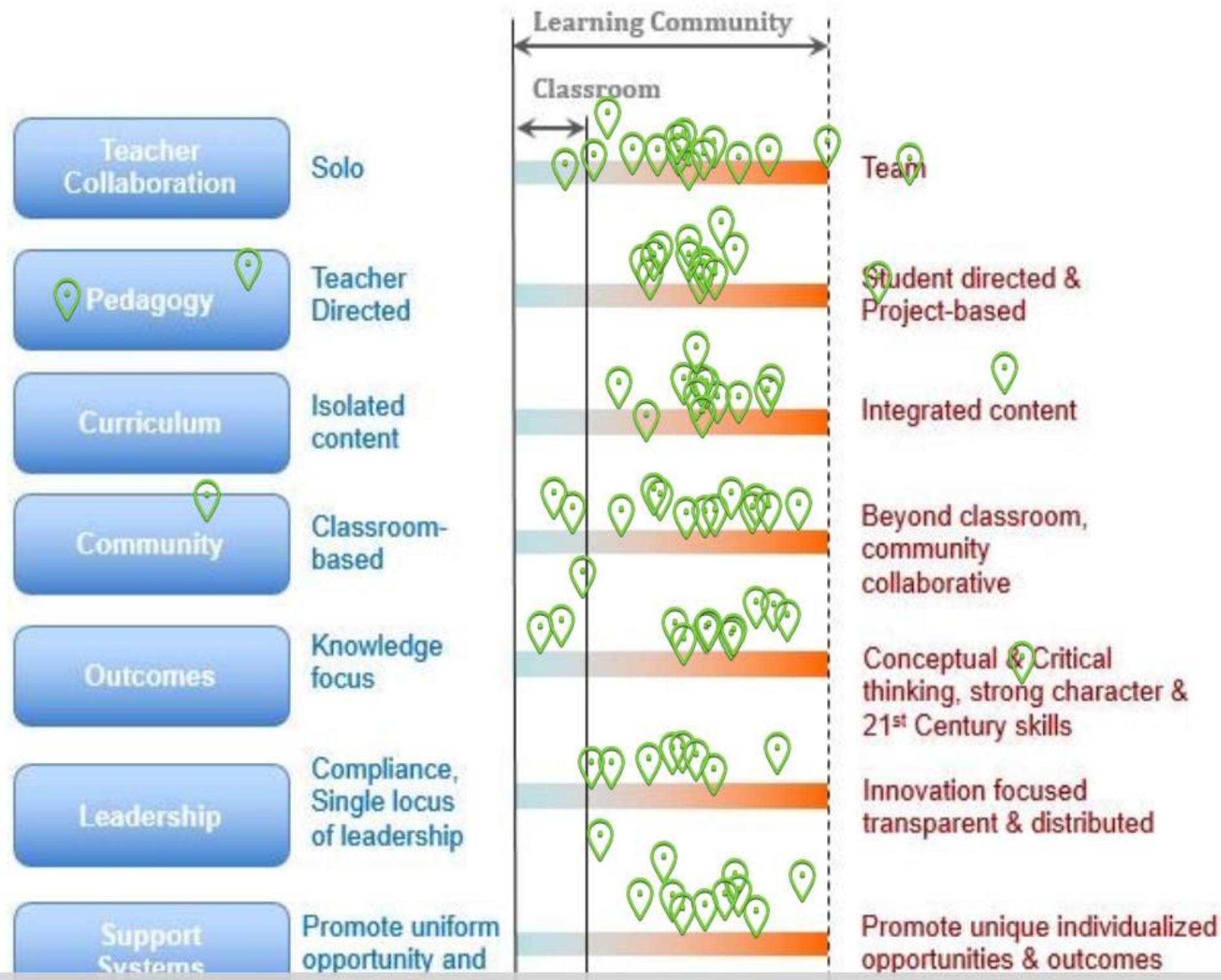
Douglass Elementary BVSD

RTA Architects with FNI

Teaching and Learning Practice Spectrums



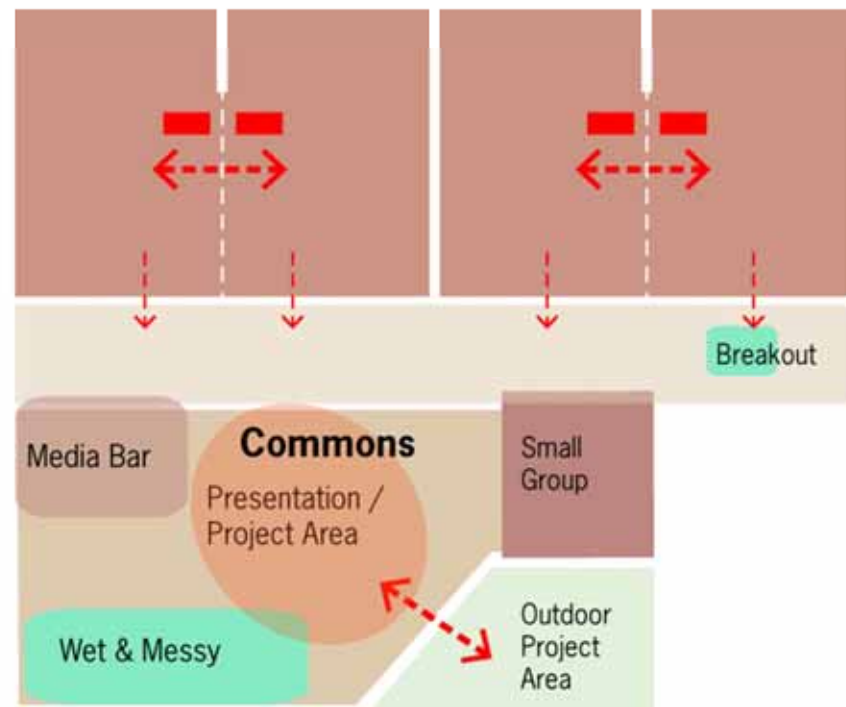
Where does RSD fall in the teaching practice spectrum?



Start the presentation to see live content. Still no live content? Install the app or get help at PollEv.com/app

Shared in Pairs + Commons

Optimized for: Collaborative teams of 2 or 4 teachers, periodic cohesive unit planning, analysis, and plan revision, shared assessment, flexible groupings, co-instruction, multi-cohort instruction, flexible and dynamic spaces for breakout and differentiated learning



Teacher Collaboration

Individual Team



Pedagogy

Teacher Directed Student Directed



Curriculum

Isolated Content Integrated Content



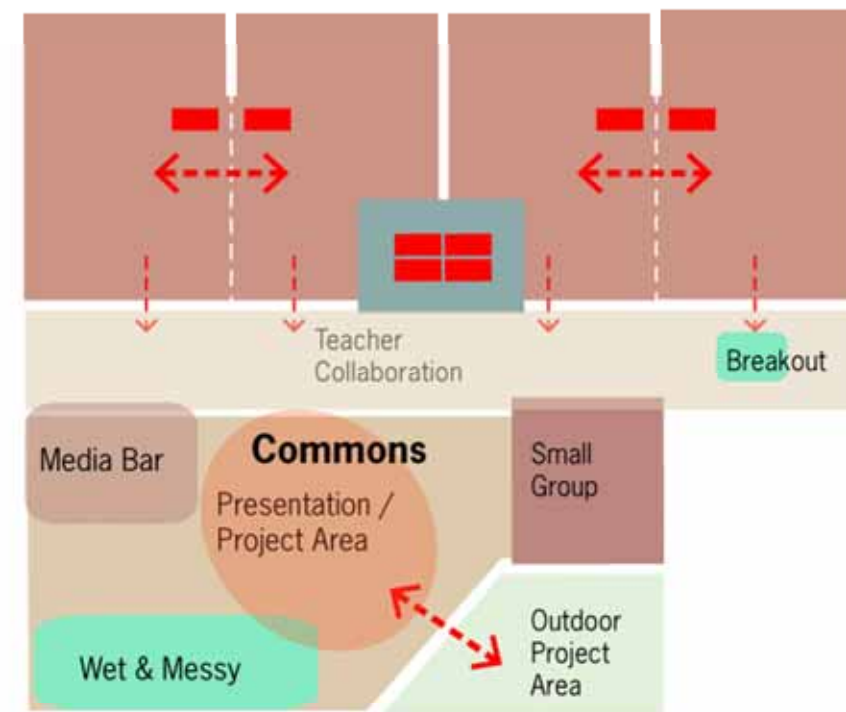
Community

Classroom Beyond the Classroom



All Rooms Shared + Commons

Optimized for: Collaborative teams of 3-4, regular cohesive unit planning, regular co-teaching, thematic integrated project-based learning, expanded sense of “community”, distributed and shared instructional leadership



Teacher Collaboration

Individual Team



Pedagogy

Teacher Directed Student Directed



Curriculum

Isolated Content Integrated Content



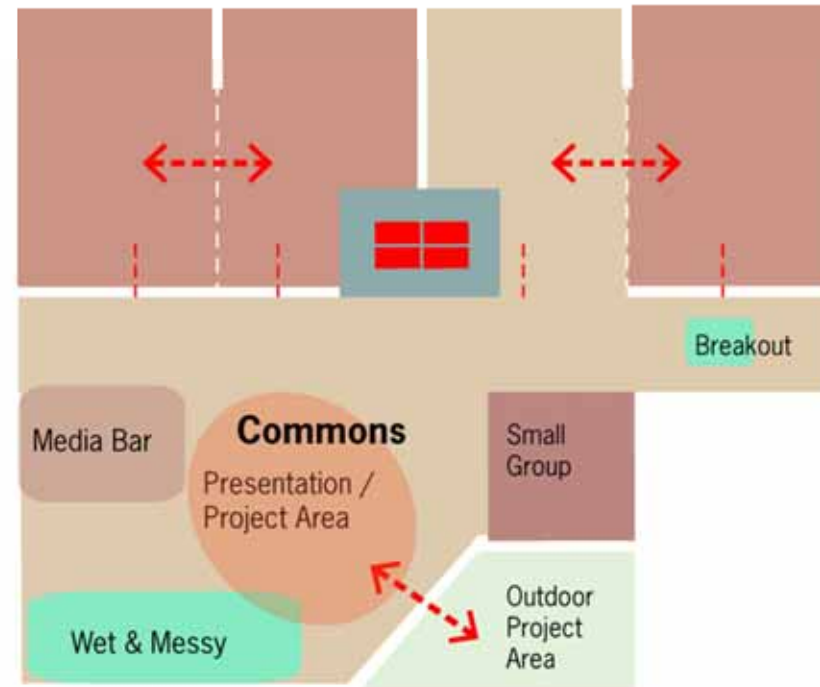
Community

Classroom Beyond the Classroom



Learning Community

Optimized for: Curriculum organized around interdisciplinary themes, distributed democratic leadership, shared student responsibility, co-facilitated, cohort scheduling, highest levels of “community” and self directed learning.



Teacher Collaboration

Individual Team



Pedagogy

Teacher Directed Student Directed



Curriculum

Isolated Content Integrated Content



Community

Classroom Beyond the Classroom

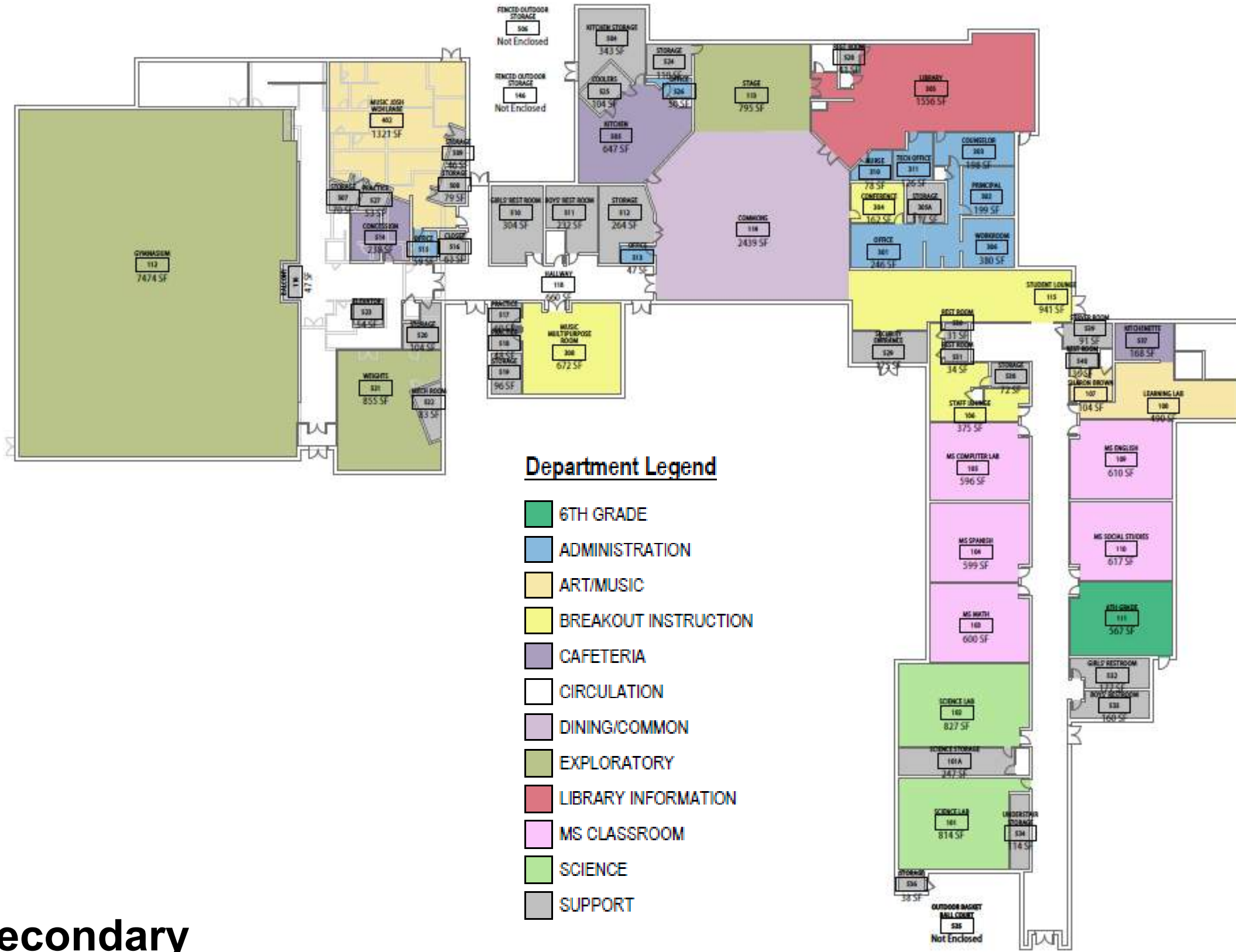


Department Legend

- 1ST GRADE
- 2ND GRADE
- 3RD GRADE
- 4TH GRADE
- 5TH GRADE
- ADMINISTRATION
- ART/MUSIC
- BREAKOUT INSTRUCTION
- CAFETERIA
- CIRCULATION
- DINING/COMMON
- EXPLORATORY
- INSTRUCTIONAL AREAS
- KINDERGARTEN
- LIBRARY INFORMATION
- PE/ATHLETICS
- SCIENCE
- SP.ED.
- SUPPORT



Elementary

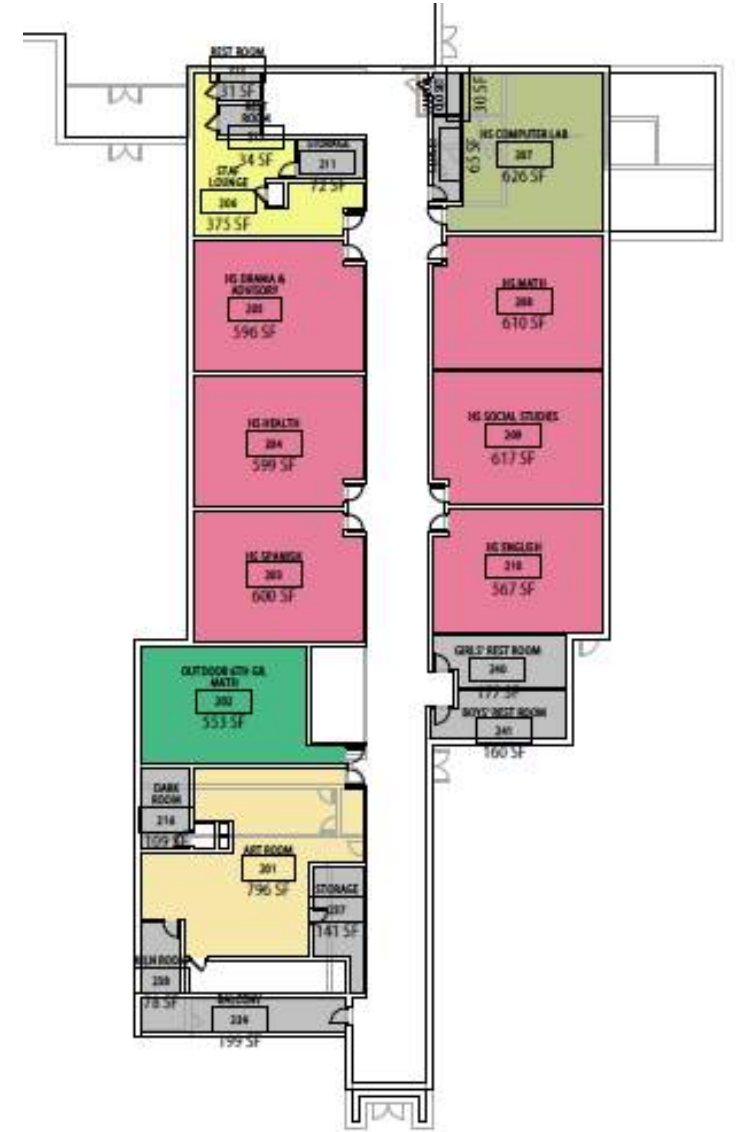


Department Legend

- 6TH GRADE
- ART/MUSIC
- BREAKOUT INSTRUCTION
- EXPLORATORY
- HS CLASSROOM
- SUPPORT

Department Legend

- 6TH GRADE
- ADMINISTRATION
- ART/MUSIC
- BREAKOUT INSTRUCTION
- CAFETERIA
- CIRCULATION
- DINING/COMMON
- EXPLORATORY
- LIBRARY INFORMATION
- MS CLASSROOM
- SCIENCE
- SUPPORT



Secondary

Project Goals and Vision

■ SWOT Analysis

- What are Cheraw School District's **Strengths**?:

—

—

—

- What are Cheraw School District's **Weaknesses**?:

—

—

—

- What **Opportunities / Goals** can be capitalized in the Cheraw School District?:

—

—

—

- What are the **Threats / Fears** to the Cheraw School District?:

—

—

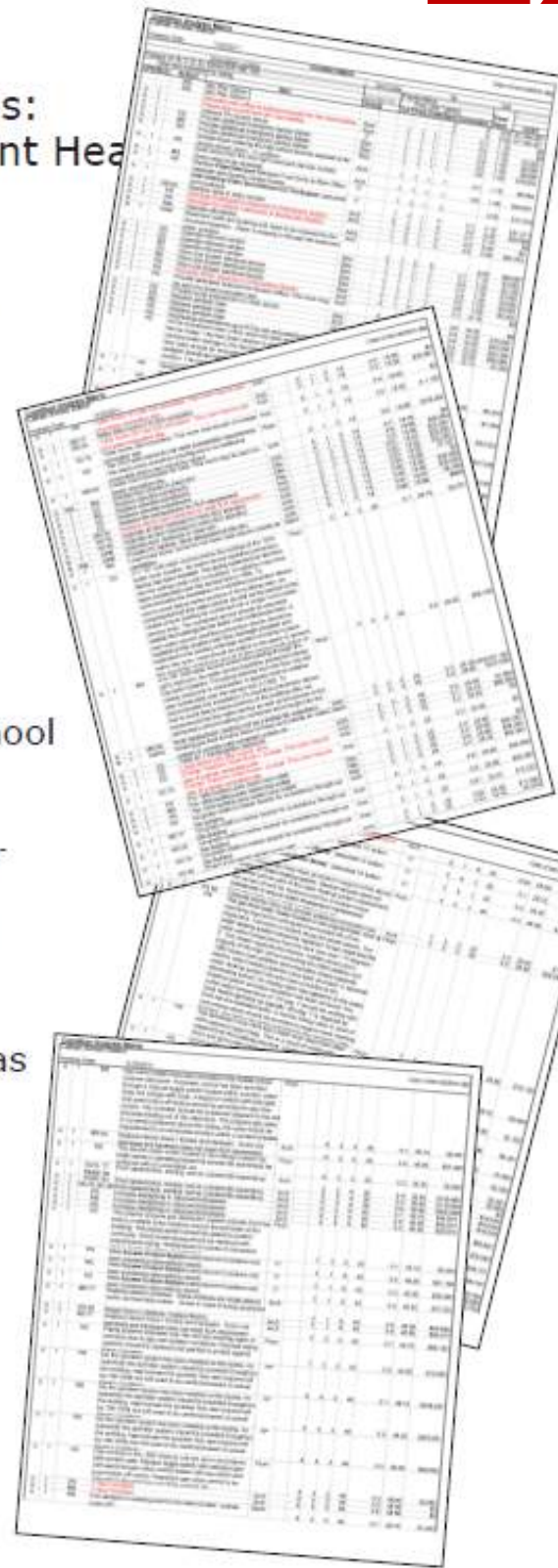
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[Condition Matrix]

Example

12 Highest Ranking Items: Life Safety and Student Health

- 1 Relocate Main Office to Enhance Security of Building
- 2 Parent Pick Up and Drop Off/Bus Loading Improvements
- 3 Address PA Volume Issues
- 4 Additional Emergency Egress Lighting
- 5 Double Egress doors at High School
- 6 Existing Exit Doors from Old Gymnasium encroach in Corridor
- 7 Replace Video Intercom at Front Door
- 8 Add Missing Surveillance Cameras
- 9 Replace Ramp in Main Corridor
- 10 Relocate Kindergarten Room to Elementary Corridor
- 11 Provide Secure Access to Pre-School Room
- 12 Upgrade Site Lighting



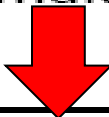
Condition Analysis Matrix

Douglas County School District
 Facility: Fox Creek Elementary School
 Analysis Date: December 1, 2005
 Date of last addition: NA
 Year round start date: 1995

Condition Matrix											
Description Location		Sort Order		1st			2nd				
School Name		CSI DIVISION		Category			FAILURE TIMING			Final	
SCH	Feeder H.S.	S.D. DEPT.	CSI	CAT	FAIL	CON	Rank	Consultant	Final Rank	COST	
FCE	HRHS	O&M	16400	1	1	1	1	0.1	1.1	\$	6,900
FCE	HRHS	O&M	16500	1	1	1	1	0.2	1.2	\$	14,375
FCE	HRHS	GRND	02700	1	1	1	1	0.3	1.3	\$	15,773
FCE	HRHS	O&M	08700	1	1	1	1	0.4	1.4	\$	1,173
FCE	HRHS	O&M	16500	1	1	1	1	0.5	1.5	\$	17,250
FCE	HRHS	GRND	03300	1	1	1	1	0.6	1.6	\$	1,840
FCE	HRHS	O&M	16500	4	1	1	4	4.0	4.0	\$	575
FCE	HRHS	O&M	11480	7	1	1	7	0	7.0	\$	1,035
FCE	HRHS	GRND	02930	8	1	1	8	0.1	8.1	\$	70,380
FCE	HRHS	GRND	02861	8	1	1	8	0.2	8.2	\$	920
FCE	HRHS	Grounds	02750	8	1	1	8	0.3	8.3	\$	575
FCE	HRHS	O&M	16400	4	1	3	12	0.1	12.1	\$	-
FCE	HRHS	O&M	08100	3	1	4	12	0.2	12.2	\$	10,350
FCE	HRHS	O&M	09900	3	1	4	12	0.3	12.3	\$	5,126
FCE	HRHS	O&M	04900	3	1	4	12	0.4	12.4	\$	18,377
FCE	HRHS	O&M	09600	3	1	4	12	0.5	12.5	\$	5,003
FCE	HRHS	Grounds	07920	3	1	4	12	0.6	12.6	\$	1,150
FCE	HRHS	O&M	07900	3	1	4	12	0.7	12.7	\$	575
FCE	HRHS	O&M	07900	3	1	4	12	0.8	12.8	\$	2,392
FCE	HRHS	O&M	09600	2	1	7	14	14.0	14.0	\$	140,070
FCE	HRHS	O&M	09600	2	2	4	16	0.1	16.1	\$	8,500
FCE	HRHS	O&M	09600	2	2	4	16	0.2	16.2	\$	23,500
FCE	HRHS	O&M	09900	2	2	4	16	0.3	16.3	\$	2,517
FCE	HRHS	GRND	02861	6	1	3	18	0.1	18.1	\$	17,250
FCE	HRHS	Grounds	02750	3	1	6	18	0.2	18.2	\$	1,150
FCE	HRHS	O&M	09600	7	1	3	21	21.0	21.0	\$	21,500
FCE	HRHS	O&M	08600	3	2	4	24	24.0	24.0	\$	4,140
FCE	HRHS	Grounds	02750	5	1	5	25	25.0	25.0	\$	6,900

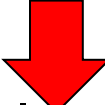
Ouray School District

Prioritization is intended to clearly identify the problems that must be addressed immediately. The priority levels are designed to direct the evaluators choices on any issue and to organize the decision making into a simple understandable step by step process.

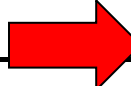


Level 1	Rank	Category - What is the problem or concern?
	1	Life Safety - This is unsafe
	2	Student health - This is unhealthy
	3	Potential for damage to the building
	4	Code Issues.
	5	Space characteristics / adequacies as compared to the Ed- Spec.
	6	ADA Issues.
	7	A component of a system or an entire system needs to be added or replaced.
	8	A component of a site element or an entire site system needs to be replaced.
	9	The School District would prefer a different product, system or equipment.
	10	Input from facility users and administrators.
	11	Politically expedient.
	12	System has been checked and does not have a problem

Priority Matrix



Level 2	Failure Expectancy - When is the problem likely to occur?	
	<ol style="list-style-type: none"> 1 2 3 4 5 6 	<p>The item will fail or has already failed</p> <p>Probable - Failure within the next 2 to 5 years</p> <p>Probable - Failure within the next 15 years</p> <p>The system currently does not exist</p> <p>Failure has occurred but did not impact student achievement or program</p> <p>There is no problem with this system.</p>
Level 3	Consequences - What happens when failure occurs?	
	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8 	<p>Failure could injure a building occupant</p> <p>When failure occurs, it will close the facility or a portion of it.</p> <p>Must be updated to meet code or ADA</p> <p>Failure will cause damage to other components or elements but will not close the building</p> <p>Programmatic - School will not adequately support the ED Specs</p> <p>Positive cost or benefit. Correction in conjunction with another project could save money.</p> <p>Minor consequences. Failure will only damage the specific system or element.</p> <p>No failure is expected.</p>



Priority Matrix

Example	Item -	If the roof is leaking the ranking would be:	
		2	Potential for damage to the building
	x	1	The item has already failed
		4	Failure will cause damage to other components or elements but will not close the building
	x		
	+	0.1	The prioritized ranking from the consultant.
	=	8.1	The ranking for this item.

The prioritized ranking for each item is based on the consultants experience and is required to final rank items that score the same numeric value on the priority matrix listed above for Level 1 x Level 2 x Level 3 rankings.

Pre-bond election, planning services approach to the promote the Master Plan concept to the community

A Finely-Tuned Approach That Delivers Success at the Polls

Our team has realized a collaborative team approach is essential to creating an effective bond campaign. Integration of all the key professionals early in the process ensures the appropriate milestones are identified and integrated into the process. School district leadership, facility personnel, administrators, design team, community, and the bonding company must contribute to the bond campaign strategy.

A BONDING COMPANY'S KEY COMPONENTS FOR A SUCCESSFUL BOND CAMPAIGN

- Ongoing campaign consulting
- Voter identification and targeting
- Board, staff and volunteer training
- Campaign organization
- Message development
- Campaign branding
- Campaign communications (direct mail, yard signs, print ads, phone scripts, etc.)
- Campaign web site
- Campaign timeline
- Campaign budget
- Fundraising tools and strategies
- Volunteer training



Paradox Valley School

1 Multi-purpose Addition
2 Library / Office Addition



Paradox Valley School

East Library / Office Addition

PROBLEMS

- Unsafe Gymnasium with structural and environmental deficiencies
- Inability to secure entry / access to Office through school
- Inadequate Kitchen and food storage facilities
- Lack of adequate Classroom / Breakout space
- No functional Stage / Performance space
- Inadequate space for Library
- No secured Teacher / Staff Workroom
- Poor Energy Efficiency
- Lack of adequate / ADA compliant toilet facilities

PROPOSAL

- Remove existing unsafe Gymnasium and replace with a new energy efficient LEED Gold building addition to house:
 - Multi-purpose Gym / Auditorium / Cafeteria
 - Music Room / Stage
 - Kitchen / Storage
- Provide new building addition on east side of existing building to provide new Library, access controlled building entry and office
- Renovate existing building to provide 2 new classrooms, 4 educational breakout rooms, an Art / Science area, toilet rooms and a teacher / staff workroom

Paradox Valley School Mission: to inspire our children to have goals and dreams, future, and to provide a level of educational excellence that teaches them the knowledge, skills, character, and creativity necessary to manifest their greatest potential in life.

Paradox Valley School is an arts-based school in the West End Public School District, Montrose County, founded in 1999. We are in the beautiful Paradox Valley approximately 25 miles west of Naturita, CO. We are a small but growing school, where close relationships with the students are an important part of our success. Innovative programs and deep parent commitments from staff members aim to guarantee that each child who leaves Paradox Valley School will be equipped for success to follow their dreams.

P.O. Box 420, Paradox, Colorado 81429. Phone: 970.859.7236 Fax: 970.859.7235



EXISTING AREA: 11,733 S.F.
[GYM DEMOLITION] [4,925 S.F.]

ADDITIONS: 7,589 S.F.
RENOVATIONS: 2,928 S.F.

GROSS NEW AREA: 14,398 S.F.

NEW CLASSROOMS: 3
BREAKOUT ROOMS: 4
ART/SCIENCE: 1

COST:
TOTAL DIRECT & INDIRECT COSTS \$2,518,201
CDE RESERVE (10%) \$251,820
TOTAL WITH CDE RESERVE \$2,770,021
SCHOOL MATCHING FUNDS (11%) \$304,702
BEST GRANT REQUIRED \$2,465,319

P.O. Box 420, Paradox, Colorado 81429. Phone: 970.859.7236 Fax: 970.859.7235