



GREELEY-EVANS WELD COUNTY SCHOOL DISTRICT 6
GREELEY WEST HIGH SCHOOL

Design Advisory Group (DAG) Meeting #1 - January 15, 2020

AP | HCM
DESIGN-BUILD TEAM

DAG MEETING #1

ATTENDEES

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The goal of tonight's meeting was to Kick Off the DAG process for the Greeley West High School project. The agenda included Introductions, role of the DAG members, Project Overview, Summary of Vision Statements, Trends in High School design, Overview of Programming, and Next Steps.

ROLE AND EXPECTATIONS OF DAG MEMBERS

Role of DAG Members:

A document was handed out to all of the DAG members. This document highlighted the roles and expectations of the DAG members. Adele Willson and Dr. Pilch led the DAG through each item.

1. Design Advisory Group plays an important role in providing input during the early design phases of the project. The input is advisory to the District and design/build team. Your input is valuable and will impact the building and site design.

Adele reiterated that the Design Build team and the DAG are both charged with the tasks of planning for the future and being open and future minded when evaluating design options.

2. The District Master Plan Vision should be used as a guide. Planning for the future is an important mindset when giving input.

Kent Henson reminded the DAG that we need to honor the parameters set by the master-planning team, which was a team inclusive of the community whose efforts ultimately helped pass the bond.

3. Regular attendance is important. Decisions will be made at every meeting and it is important not to revisit decisions or back track with a fast paced schedule.

DAG meetings will follow a regular and consistent schedule. The design process must progress from meeting to meeting and recommendations by the DAG and decisions by the Executive Committee won't be able to be revisited without impacting the schedule.

4. We want you to be a conduit for providing input and also sharing out to other staff and community members about the process.

DAG members need to be conduits for information flow and must be advocates for the process.

5. Respect for the input of all team members is important for a positive and productive design process.

Everyone has an equal voice on the DAG. It is important to both listen and share your opinions with the group.

Thank you to everyone who has volunteered to participate

PROJECT OVERVIEW

Jeff Kirtley, the Owner's Representative for the project, provided an overview of the scope and schedule. The overall schedule is aggressive, which is one of the reasons the District selected a Design/Build delivery method. This method pairs the design team with the construction team from the onset, providing a single entity for the District to work with. This approach allows all the team members to know all the details of the project from the onset and provides the District with a seamless process from the first DAG meeting through construction and close out.

The Design Advisory Group will meet every other week through the first phase of design, defined as Schematic Design. This phase concludes at the end of April. DAG meetings in the following phases will be scheduled at a later point in time.

Goal is for the new GWHS building to be occupied in the fall of 2022. Work on site improvements will continue until December of 2022.

The direct cost of work for the GWHS project is budgeted at \$105 million. The guaranteed maximum price for the project is \$123 million. This total includes all costs related to design fees, construction management fees, and construction supervision.

Additional costs beyond the \$123 million include 3rd party consultants, FF&E, technology, construction and materials testing, geotechnical reports, permits, development fees, and Owner's representative fees.

The school is being designed to accommodate between 1,800 and 1,850 students. The question about additional growth beyond these numbers was asked. During the master-planning process, it was determined that the Greeley West site cannot support more students than this established capacity. As the District continues to grow, this growth will need to be accommodated with expansions at other sites or a new school elsewhere within the District.

VISIONING

The Vision Statements established by the District were shared and including the Innovation 2020 Strategic Plan:



The vision statement from the master-planning process:

SHARED VISION

"We see **sustainable** district facilities that utilize **innovative design** to create **flexible learning spaces** that encourage collaboration, culturally relevant community areas, indoor/outdoor **integrated learning**, and natural light. We see an environment that is **adaptable** to future needs; creating an environment that utilizes **progressive technology** and maximizes **safety** and security while capitalizing on community **partnerships** and resources and that **celebrates the diversity** of the community."

Matt presented the Guiding Principles that were developed with the staff from Greeley West High School on December 19, 2019. The purpose of guiding principles is to serve as a reminder of the overall goals for the Design team and the DAG and can be used to help make recommendations and decision when evaluating different options.

1. Design a School that Honors Tradition, Instills Pride, and Invites The Community
2. Plan for the Future with Flexibility Meeting Today's Needs plus Evolving Global Challenges
3. Provide a Variety of Student Spaces to Learn, Study, Share Culture, and Grow in Excellence
4. Foster a Collaborative, Inclusive Family in a School that is Safe and Sustainable
5. Celebrate Diversity

On Friday, January 10th, Adele, Matt and Austin had the opportunity to meet with the majority of the existing GWHS staff to discuss the spaces they currently work in and to talk about what they would like to see in the new GWHS to help both them and their students better succeed. The following is a summary of common topics and feedback.

- Want rectangular classrooms, windows and more bathrooms!
- Most teachers like having a "home" classroom, but are fine with sharing. They also like the idea of Teacher Work Rooms as a place to go during Planning.
- Like the idea of Intervention and CLD instruction in Small Group rooms as opposed to Co-teaching in a classroom
- Administration and Counseling needs more space and separate entrances
- PE/Athletics – need larger spaces for Weights and another space for Dance/Fitness
- FCS – shift from residential to commercial instruction, space and equipment
- Separate Drama Classroom, not stage
- Most would prefer Departmental approach, especially Science
- More space required for FFA program to allow more students per class period

SCHOOL TOURS

On Monday, January 6th, the majority of the DAG and other District executives toured 4 new High School Facilities. The tours included the new Jr./Sr. High addition in Wiggins, the new Jr./Sr. High addition in Brush, the new Riverdale Ridge High School in Thornton (part of the 27J School District), and the new Severance High School.

The following is a summary of comments shared by DAG members concerning the tours.

- Loved the graphic wall in Wiggins at the main entry stair. It incorporated words that were important to the school combined with the school mascot. It was described as unifying and visually interesting.
- Concerned with a second floor weight room, which was part of the Severance High School.
- Liked the overall equal level of quality of the design and construction of the different spaces in Brush. All of the spaces were inviting to the entire student population. Conversely, the quality of spaces at Riverdale Ridge appeared to be inequitable.
- Liked the telescoping seating at the Wiggins assembly space, it provides great flexibility for the space to be used more often by a variety of programs / groups.
- Liked the science classrooms at Wiggins, specifically, the use of technology at each lab station.
- Brush's dining commons space served as the lobby for both the gymnasium and auditorium, but without having to be a space that was circulated through.
- Jeff noted that some of the specialized spaces were nice (recording studio), but questioned how that space could be used more often throughout the day.
- Riverdale Ridge and Severance organized general classrooms by grade level with intermixed disciplines. This supports many social aspects of the student experience, but lacks efficiencies of possible room sharing by department.
- A big fear for the future design of GWHS is to walk into a new school that lacks identity, which is how Riverdale Ridge felt. Preserving the existing character and history of GWHS will be important in defining the success of the design.
- Liked the relationship of the main administration and counseling areas at Riverdale Ridge.
- Issues with GWHS today is that there are no private spaces or work spaces for teachers outside of the classrooms. In order to better utilize classrooms throughout the day, spaces to support these will be needed.
- Did not like the teacher work areas at Severance, which felt like cubicles without collaboration space.
- A parent perspective is that it is important for student's to know where they can find teacher's when they are not in a classroom. Providing a variety of spaces provides flexibility, but operationally it is important for student's to know where to go.
- Like to see natural daylight into all spaces, gymnasium included.

- Liked that the Riverdale Ridge science classrooms were adjacent to each other, but in order to do that, they became interior classrooms without windows, which was not liked.
- Students expressed concerns with windows between classrooms and corridors as both a safety concern and a distraction concern.
- Every school had varying approaches to locker count. From a simple straw pole in one classroom, only 6 of 150 students currently used lockers.
- Freshman use lockers more often than other grade levels. Likely because it is a novelty and many upperclassman use their cars as their locker. If GWHS moves to a closed campus, the need for lockers may increase.
- The texture of the interior and exterior building materials are important as it develops a feeling for the school.
- Appreciation for designs that utilized the design as a teaching tool.

WIGGINS JR./SR. HIGH



BRUSH JR./SR. HIGH



RIVERDALE RIDGE HIGH SCHOOL



SEVERANCE HIGH SCHOOL



HIGH SCHOOL DESIGN TRENDS

Adele presented a series of topics and images that reflect current trends in the design of High Schools. After each trend was presented, the DAG had the opportunity to share their impressions and thoughts on how that trend could impact the design for GWHS.

COLLABORATION SPACES



DAG Comments:

- Like accessibility of technology
- Like small group rooms/spaces for meetings and learning
- Like open space with flexible furnitures, spaces for students while note in class

CAREER AND TECHNICAL EDUCATION



DAG Comments:

- Liked the CTE arrangement at Brush with shops on either side of shared classroom space.
- Like industrial space with open concept and flexible arrangements

OUTDOOR CONNECTIONS AND CURRICULUM



DAG Comments:

- Liked courtyard at Wiggins, helps idea of a closed campus
- Could support current Socratic seminar approach
- Like spaces that support students both socially and academically

TECHNOLOGY AND THE ARTS



DAG Comments:

- Like idea of having spaces to record (video and audio)
- Spaces like these support the interests of the students today and are likley spaces that will continue to be important in the future
- Any computer lab space needs to remain flexible and adaptable for changing technology

DINING COMMONS



DAG Comments:

- Dining space needs to be used through out the day
- Furniture solutions are allowing for flexibility and provides students a variety of spaces to be in
- Connection to functional outdoor space

LEARNING COMMONS



DAG Comments:

- Less about stacks within a space and more about pushing books storage to the perimeter and creating flexible collaboration space
- Designs reflect the environment and attributes of book stores

STEM AND MAKERSPACE



DAG Comments:

- Could be school wide resource to support hands-on learning
- Potentially could house 3-D printer and other equipment that can be shared by a number of curriculum and departments.
- Elementary Schools and Middle Schools have or will be getting these spaces and the students will expect to have these spaces in High School
- Question: Who owns and manages this space.

FLEXIBILITY AND ADAPTABILITY



DAG Comments:

- Having easy to use operable walls between classrooms provides flexibility for class size and co-curricular teaching
- The use of telescoping seating provides flexibility for additional use of a space.

The results from the dot voting exercise that took place with staff on December 19th as it related to allowing everyone to pick their top 3 most important trends for the design of the new GWHS tallied as such:

STAFF PRIORITIES: NEXT-GEN HIGH SCHOOLS

- Outdoor Connection – 73 votes
- Flexibility/Adaptability – 71
- Career & Tech Ed – 58
- Learning Commons – 56
- Arts & Technology – 48
- Collaboration Spaces – 44
- Dining Commons – 35
- STEM/Makerspace – 24

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NEXT STEPS AND MEETINGS

- 01/29/2020: DAG MEETING #2 - PROGRAMMING
- 01/29/2020: COMMUNITY MEETING