MEETING MINUTES

Boulder High School –

Date of Meeting:	January 31, 2024
Minutes By:	Nora Brooks
Time:	4:30 pm
Meeting Location:	Boulder High School

ATTENDEES **See attached sign-in sheet.**

COPIED (via E-mail):

- Attendees
- Design Team

These minutes are part of the permanent record for this project. Any changes, discrepancies and/or exclusions should be directed to this office in writing for discussion and possible amendment(s). If no exceptions are made within ten days, the minutes will stand approved as written.

PURPOSE OF MEETING:

The purpose of the meeting was to kick-off the Design Advisory Team (DAT) design process and to provide an overview of the proposed work for the renovations at the school.

- Introductions occurred, along with a brief description of responsibilities.

- Tom Blahak (District Project Manager) presented an overview of the Bond, the design process, and a high-level description of the project scope and timeline. Due to the size of this project, the A/E team are at present still analyzing the building.

- The projects construction delivery method is CM/GC and JHL Constructors has been selected for this project. They will be assisting the design team throughout the design process with cost estimating and suggestions. They will eventually provide a Guarantied Maximum Price (GMP) for the project, which will be the basis for a construction agreement to start construction.

- The role of the DAT, which is advisory in nature was discussed (*see attached DAT Guidelines – Revised 2022)*. It was noted that the role of the DAT is typically complete after the Design Development Phase.

- The Boulder High School "Critical Needs" list was discussed. This is a catalogue of various building and code deficiencies that are to be addressed as part of the bond project. The assessment which resulted in this list was completed by an independent consultant prior to the bond issue.

- Career and Technical Education Improvements (CTE) improvements are included in this project. Arlie Huffman, director of CTE projects throughout the District, discussed the general goals and objectives associated with this portion of the project. The design scope will be determined based on Focus Group meetings in the near future.

- There was discussion around creating Focus Groups to help determine various project scopes. Alana and Ryan will work on forming the following groups.
    - CTE
    - Athletics
    - Art
    - Theater
    - Building Facilities

- Communications: Information on the project at Boulder High School can be found on the district's website.
  https://bond.bvsd.org/school-projects/boulder-high-school

- Ghita Caroll (BVSD Sustainability and Energy Officer) presented an overview of the district's Green Building Guiding Principles. (*See attached 2023GreenBuildingGuidingPrinciples.)* The BVSD Bond website includes additional information.
  https://bond.bvsd.org/green-building

Suggestions / Questions / Discussion:

1. Student Anya Hoth suggested creating an outdoor classroom(s) with a shade structure if possible. The District noted that a vast majority of the BHS exterior space is in a flood plane which limits the type and location of improvements that can be made on the property. In addition, there is a chance that the homeless population could use the new outdoor spaces for camping.

2. Question: Can we add solar panels to the school?
   Response: The school currently has solar panels.

3. Question: Can the windows that open onto the courtyard balcony be made opaque/ translucent/impact (bullet) resistant?
   Response: This will be reviewed; however, the District noted that the high cost of bullet-resistant glass is prohibitive.

Preliminary Schedule Milestones
Tom Blahak outlined the following milestone schedule:

▪ Schematic Design	March 2024
▪ Design Development	June 2024
▪ Construction Documents	September 2024
▪ Permitting	September 2024
▪ Construction Phase 1	August 2025
▪ Construction Final Completion	August 2026

Next Steps
- Focus groups will be organized and meetings will be scheduled as soon as feasible.
- The OAC (Owner, Architect, Contractor) will gather information from these Focus Groups and begin work on design solutions. This information will be presented back to the DAT.
- The Design Team will be visiting the building (on multiple occasions) to verify existing conditions and various scopes of work associate with Critical Needs.

END OF MINUTES

Attachments: DAT #1 Sign-in Sheet
DAT Guidelines – Revised 2022
Green Building Guiding Principles
Power Point (PP)_Boulder High School – DAT No. 1 - 013124

BOULDER VALLEY SCHOOL DISTRICT
SIGN-IN SHEET

PROJECT: BOULDER HIGH PHASE 2
DESIGN ADVISORY TEAM MEETING

DATE: JANUARY 31, 2024 4:00 PM

NAME	COMPANY / DEPARTMENT	E-MAIL	PHONE
Tom Blahak	BVSD Operations PM	tom.blahak@bvsd.org	
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BUILDING FOR STUDENT SUCCESS
BOULDER VALLEY SCHOOL DISTRICT

Design Advisory Team

Guidelines

Revised February 2022

Introduction

Boulder Valley School District (BVSD) has chosen to use the Design Advisory Team (DAT) process in designing the projects of the Bond Program to ensure decision-making is community based and that projects meet the needs of individual schools. The purpose of this handbook is to provide members of the DAT with an overview of the Bond Program, the typical design and construction process, and the role and responsibilities of the DAT.

Background

In 2021, BVSD conducted a districtwide assessment to update the facility database which will help the district understand and plan for on-going maintenance and replacement cycles of materials, equipment, and systems. The database identifies more than $670M in facility needs that will come due in the next 10 years as buildings age and major systems reach their end of life.

The 2022 Critical Capital Needs Plan represents $350M of the District's highest priorities needing to be addressed in the next four years and was approved for funding by voters in November 2022. The plan outlines a strategy for investing in all BVSD schools to address major maintenance needs in aging buildings to extend their useful life; replace New Vista High School; plan for enrollment growth; create more Career and Technical Education opportunities; and make it easier for students of all physical abilities to enjoy our playgrounds. Approved by the Board of Education, the plan is a road map and a promise for the work that will be completed at each school through the Bond-funded capital improvement program.

Community Engagement in Projects

Community engagement is key to ensuring capital improvement projects meet the needs and expectations of building users and district taxpayers. The projects included in the 2022 Critical Needs Plan range in complexity from large-scale maintenance projects to major renovations to new buildings. This range of projects calls for varying levels of school community involvement.

Staff Engagement Process

Many projects in the 2022 Critical Needs Plan are almost entirely large-scale maintenance projects composed of work such as roof repair/replacement, site paving and concrete, electrical and plumbing system repair/replacement, etc. Most elementary school projects fall into this category. For these projects, project managers (PM) will work directly with school principals to discuss the identified renovations, meet with the architect, and coordinate the construction schedule. The principal will decide which school staff or parents might need to be involved with the design process depending on the scope of work.

Project managers will share information with the entire school staff at key milestones through the design process:

Pre-Design - After an architect has been selected for the project, the project team will meet with the principal to review the scope of work, schedule, and budget. At this meeting, the team will discuss whether other school staff members need to participate in the design process. Following this meeting, the PM will attend a school staff meeting to review the project scope, schedule, and budget with staff. Communication with the principal will be on-going through the design phase.

Construction Bid Award - At the conclusion of the design phase, contractors will provide a bid and proposed construction schedule. Once a bid and schedule have been accepted, the PM will attend a staff meeting to share the final design plan and construction schedule with staff. The presentation will include anticipated impacts to the school such as packing up rooms, temporary relocations, or traffic disruptions.

Construction Kick-Off - Close to the start of construction, the PM will attend another staff meeting to provide more details about the construction schedule and impacts to the school, such as packing and moving dates, etc. Bond staff will continue to provide regular updates to the school community through the construction process.

The Design Advisory Team (DAT)

Projects that include significant renovations to learning spaces such as auditoriums or career and technical education improvements will use a Design Advisory Team (DAT) process. This includes most PK-8, middle, and high school projects.

What is a DAT?

The Design Advisory Team (DAT) is a group of representatives from the school community who work with other design team members to clarify and refine the specific scope of work based on the general scope outlined by the Critical Needs Plan. The DAT assists the architect to meet the District's educational goals and the community's expectations for the facility.

The design team usually consists of:

- School DAT participants
- District project manager
- Project architect
- Architect's consultants

DAT Membership

The school principal will work with the Bond Team to select members to serve on the DAT. The Executive Director of Bond Construction will provide final approval of all DAT membership. The membership should represent the interests of the school community and have enough

members to present sufficient viewpoints. In some cases it may be prudent to include authorities on a particular subject, for example, if the building is considered to have historical significance. Recommended membership is:

- Principal
- 3-4 classroom teachers
- 2-3 specialists
- 4-5 parents/community members
- 1-2 students (optional depending on age)

Membership should range between 11-15 members, although group size may vary with the size of the project scope of work.

DAT Responsibilities and Participation in the Design Process

The DAT's role is advisory in nature. The DAT is not the client nor the owner's representative. As the primary users of the building, the DAT members have the most knowledgeable perspective on how the building needs to function. The DAT helps the project architect understand the users' needs to enable the architect to design a building to support those needs. The architect and the project management team (PMT) will be responsible for all final design decisions. The project management team is ultimately responsible for delivering the scope of work in the Critical Needs Plan and includes the Project Manager, Executive Director of Bond Construction and Assistant Superintendent of Operational Services. BVSD's energy consultant and a representative from the contractor for CM/GC projects will also participate in the process. The input provided by the DAT will inform those decisions.

The DAT begins its work with the basic scope of work outlined in the Critical Needs Plan. The scope of work was developed from the facilities assessment with review by the Capital Improvement Plan Review Committee. In addition, the project architect will likely bring preliminary ideas of possible solutions to fulfill the project scope. The DAT will work with the architect and district staff to further develop these preliminary ideas.

Specific DAT responsibilities include:

- Provide input to the project architect during the programming phase. (Project phases are described in the next section.)
- Assist the project architect to develop a schematic design within the established budget. It is critical that each project stay within budget to avoid compromising funding for the overall program.
- Work with the project architect to complete the programming and schematic design phases on time.
- Ensure the design development documents fulfill the scope of work in the Critical Needs Plan.
- Represent the school community during meetings with the design team.

- Serve as an informational liaison within the school and the community by sharing information and communicating progress. The DAT will also bring the perspectives of stakeholder groups to the design team, mindful of the need to advocate for the best interest of the school as a whole.
- The role of the DAT ends after design development documents are complete.
- The DAT does NOT participate in detailed design work such as selection of materials or value engineering that is performed to bring a project into budget. Any significant changes made by the architect and project manager during later design phases, including value engineering, will be communicated to the DAT by the project manager.
- All decisions will adhere to the district's technical and educational specifications and will not waiver from the priorities listed in the Critical Needs Plan.

Group norms and expectations

To enable all members to have a positive, rewarding and valuable experience, DAT members are asked to abide by the following group norms and expectations. In addition, the group may develop its own norms and expectations:

- It is expected that all DAT members will attend all DAT meetings to the extent possible. The group's body of knowledge grows as the team moves through the design process. It is important for all members to stay in step with how the design has evolved and why and how decisions have been made.
- It is expected that all DAT members will listen politely to input from other members. The process works well when approached with a collective spirit and ideas are shared and received openly.
- Multiple points of view are important to the work of the team and the architect. Members are asked to bring to the discussion their perspectives as representatives of various stakeholder interests. In addition, members are also asked to set aside personal agendas and participate in a collaborative way with the group.
- All input provided by DAT members will be given respectful consideration by the architect.
- The DAT should establish norms for reaching consensus.
- Individual DAT members will support decisions made by the DAT.
- All media inquiries are to be handled by the Operational Services Communications Manager.

DAT Meetings

The architect will facilitate the DAT meetings. If needed, interpreters for non-English speaking participants will be provided by BVSD. The architect will provide an agenda for meetings and will take minutes. At the first meeting the team will determine the best day of the week to meet and the frequency of meetings. More frequent meetings (every two weeks) are helpful. The DAT meetings should be held to a maximum of 1½ to 2 hours and be held after or prior to normal

school functions. It is important to pick a time and day that works for school employees as well as parents and community members on the team.

Focus group meetings are helpful in gaining a deeper understanding of specific user group needs. The architect may elect to conduct these meetings in addition to regular DAT meetings.

Suggested handouts for the first DAT meeting:

- Critical Needs Plan school data detail
- Detailed project description
- Floor plan of school (8 ½" X 11") from BVSD Planning & Engineering
- Budget

Public Involvement and Communications

Boulder Valley School District (BVSD) has chosen to use the DAT process in designing the projects of the Bond Program to ensure decision-making is community based and that projects meet the needs of individual schools.

DAT meetings are open to the public to attend and observe. Similar to board of education meetings, public comment is welcome at the start of each meeting. Meeting dates and minutes will be posted on the Bond Program website at bond.bvsd.org. When each DAT begins its work, a letter will be sent to neighbors adjacent to the school to inform them of the process and how to get information.

The progress of the design will be shared with the community at significant project milestones such as upon the completion of schematic design or design development. The DAT will communicate with other stakeholders, soliciting input and communicating decisions. A final presentation of all decisions will be made by the architect to the DAT and all interested stakeholders prior to proceeding with preparation of bid documents.

Issues Resolution

By design, the DAT is intended to represent the various school stakeholder groups and bring the interests of those groups to the design forum. In addition to providing input to the design, DAT members are expected to act as liaisons, sharing the work of the team with their peers and bringing the perspectives of their stakeholder groups to the design team. It is intended through this interaction that concerns and interests will be brought to the design team. In addition, as mentioned in the previous section, members of the public have various options for communicating with the design team.

The Boulder Valley Board of Education has endorsed the DAT process as a way to fulfill its pledge to involve the community in the implementation of the Bond Program. In so doing, it has empowered the DATs to represent stakeholder interests and weigh and consider concerns of the community.

With this inclusive participation and open access, it is intended that building design and site issues can be resolved in the DAT forum and assure access for members of the public to express their thoughts to the DAT and the architect.

If an impasse is reached by the DAT as to the needs of the school, a written request will be made to the Assistant Superintendent of Operations, who will submit the change to the Community Bond Oversight Committee (CBOC). CBOC is a committee of community members and BVSD staff that provides oversight and monitoring of the Bond Program and considers requests for significant changes in project scopes or budgets. In addition, community members with concerns that have not been satisfactorily resolved through the DAT process may bring their concerns to the Project Manager or Executive Director of Bond Construction. The project management team (PMT) will investigate the concern and respond with its findings.

Project phases and sequence

As each project (or package of projects) is initiated, it generally will progress through the typical sequence of design and construction activities outlined below.

Pre-Design Activities
The district selects a project architect, who meets with the project manager, principal, DAT and district staff to review scope, schedule, and budget for the project and to establish the DAT's role during the programming and schematic design phase and its continuing role through project completion.

Programming
The project architect works with the DAT during the programming phase to clarify the line items comprising the project as described in the Critical Needs Plan. The DAT explains its expectations for the project within the defined scope, describing the function and uses of specific facilities to be added or remodeled, and the architect identifies the code requirements, district standards, existing conditions and other factors important to an understanding of the design criteria and the development of a schematic design within the budget. Any budget limitations should be discussed with the DAT in this phase.

Schematic Design
After the needs of the building have been identified through programming, the project architect develops concepts and alternatives for the DAT's consideration. Discussions with the DAT result in preliminary agreement as to basic design and essential elements of the work. The architect prepares preliminary design drawings known as schematic design drawings (SD's) which show the scale and relationship of the project's components, and then serves as liaison to the district, obtaining concurrence with the proposed design and initial estimate at the district level.

Design Development
The project architect prepares design development documents (DD's) describing the size and character of the project with greater detail as to architectural, structural, civil, mechanical, electrical, materials, and other such essential elements as may be appropriate. These documents are submitted to the district for approval before the architect begins final construction documents.

Simultaneously, the architect's Statement of Probable Construction Cost is reviewed by the district to ensure that the project remains within budget.

The DAT's role is essentially complete at the conclusion of this phase. A final presentation of all decisions will be made by the architect to the DAT and all interested stakeholders prior to proceeding with preparation of bid documents.

Construction Documents
The project architect then prepares working drawings and specifications, usually referred to as "CD's" (construction documents). Finally, the project architect submits completed documents with necessary bidding information for approval by the district.

The project architect's detailed, pre-bid estimate of construction cost is reviewed by the PMT to ensure the project remains within budget before documents are issued for construction bids.

The DAT does not participate in this phase. Any significant revisions to the design in this phase will be communicated to the DAT by the project manager.

Bid & Award
The district will solicit bids, or proposals, for construction of the project. Contractors pre-qualified by the district for the type of work involved will pick up bid documents, review them, and request any clarifications before preparing estimates and submitting bids (on several or all of the buildings within a package.)

At the designated date and time, bids are opened and evaluated for contractor responsiveness to bid documents, seeking the lowest bid price acceptable to the district. Often, bids will identify "alternates" – optional features to be included if base bids are under the project budget.

After verifying that the proposal and any bonds, insurance certificates and other documents required of the contractor are correct, the district executes an agreement with the construction contractor and issues a "Notice to Proceed" to start the work.

The DAT does not participate in this phase.

Construction

The contractor furnishes all labor, equipment, and materials necessary to perform the specified work within the prescribed time for the amount stated in the bid. Prior to construction, the architect and the PMT review the contractor's detailed work schedule to confirm its completeness and "constructability" and to assure compliance with district requirements for coordinating work with the building staff and the academic calendar.

The DAT does not participate in this phase.

Move-In & Occupancy
The architect and project manager monitor progress to ensure that the contractor completes the work and final clean-up as scheduled. The principal works with the project manager, contractor, and district staff to schedule and coordinate the ordering, delivery and set-up of furnishings, moveable equipment and supplies in time for classes to begin.

The DAT does not participate in this phase.

Close-Out
Close-out is the final phase. The contractor has completed the scope of work and corrected any deficiencies identified. The project architect certifies the work has been completed satisfactorily, and the district verifies all contract requirements and final documents are complete. The district makes final payment to the contractor and closes all accounts associated with the project.

The DAT does not participate in this phase.

Bond Program Guidelines

Three critical constraints on any project
The success of a project will be measured by how well it meets or exceeds expectations for quality within three critical constraints: the budget, the scope of work, and the schedule.

Budget
Total budget includes non-construction and construction costs. Non-construction budget includes: architect's fees, permits, furniture and equipment, surveys, soils studies, materials testing and allowance for inflation or contingency. Construction budget is the estimated cost to do the actual construction identified in the scope of work. It is crucial that each school stay within its budget to avoid compromising funding resources for the overall program. The Project Manager, Executive Director of Bond Construction and Assistant Superintendent of Operations are responsible for keeping the Bond Program on schedule and within budget. However, all DATs and their architects must work together to keep their projects on track. If all items identified by the DAT are completed within the allotted budget, all remaining monies will be returned to the Bond Fund.

Scope of Work
The scope of work is a description of the construction to be performed at a school for a specific project or package. District staff worked with a third party consultant to assess each facility's needs and identify the priority projects, which constitute the basic scope of work to be accomplished. As such the DAT is beginning its work with an outline of what the project will entail. In addition, the project architect will likely bring preliminary ideas of possible solutions to fulfill the project scope. A more detailed scope will be developed by the DAT at each site, working with the architect and other project-specific design professionals.

Schedule
The schedule is the established sequence and duration of design and construction activities for a project. Each project will have a specific position within the master program schedule. Therefore, it is essential that design and construction for the project be completed on time, not only for the earliest possible use of new facilities by students but also to ensure the overall success of the program. When several schools are grouped within a single design package, it is critical that every school remains on schedule throughout the design phases. Otherwise, a delay at one school can delay the start of construction for all schools in the package.

Design Parameters
- The scope of work outlined in the Critical Needs Plan will be accomplished to the greatest extent possible within the budget identified in the plan.
- The work will be accomplished according to the schedule outlined in the master project schedule.
- District design standards/guidelines described in the Technical Specifications will be followed. Individual preferences and interests that are in conflict with these standards and guidelines will not be considered.

Scope, Budget, Schedule Changes
In the event situations arise which strongly suggest the scope, budget or schedule outlined in Critical Needs Plan or master schedule is not valid, the following process is provided for changes to be considered:

- The DAT/design team outlines the recommended change with rationale to support the change.
- The Project Manager submits in writing the recommended change to the Assistant Superintendent of Operational Services.
- Assistant Superintendent submits the change to the Community Bond Oversight Committee for review.
- The committee will recommend approval, delay, or reject for further information. If a change is recommended by CBOC, the proposed change will be presented to the Board of Education for consideration.

Integrity of Projects

The line items of work scheduled for each building have been identified and prioritized through the assessment process, and reviewed by district staff and CIPRC, approved by the Board of Education and endorsed as a total program by the voters of the school district. The program management team assigned a project manager and an architect or other professional consultant to have primary responsibility for completion of each package, consulting with the DATs as appropriate during critical phases of the work.

Project Guidelines

To assure all line items are accomplished consistent with the intent of scope descriptions and resources provided under the approved Bond Program, certain guidelines have been established for all DATs, architects, engineers, project managers, and the Community Bond Oversight Committee to follow:

1. No project item will be added to or deleted from the Critical Needs Plan without prior written justification from the DAT, recommendation of CBOC and approval by the Board of Education.

2. Scope of work for any project in the Critical Needs Plan will not be significantly reduced or expanded without prior written justification from the DAT, recommendation of CBOC and approval by the Superintendent and Board of Education.

3. Line item projects for a given building may be shifted from one design package to another, as the program management team determines will best expedite the work or improve cost effectiveness.

4. Line item budget substitutions within a package at an individual school – e.g., from "Non-Construction Contingency" to "Furnishing & Equipment" – must be authorized by the program management team.

5. Costs to abate hazardous material in the path of new construction or remodeling must be accommodated within the overall construction budget for a given package at a building, except where such materials have not been previously identified in the district's abatement plans.

6. Projected cost variances for individual line items will be managed within a specific package, balancing overruns and underruns in the construction budget at each building, up to the time bids are received.

7. Cost estimates will be the responsibility of the project architect and the CM/GC, who shall work with the DAT and the program management team to reconcile bids with budget allowances by one (or more) of the following means:

    - Identifying unnecessarily costly requirements in the preliminary bid documents;
    - Undertaking redesign of the work as necessary, without additional design fees and without serious reductions in the original scope of work and/or
    - Submitting to the CBOC a written request for supplemental funding (from within available Bond Program resources) to cover remaining overruns, where such overruns are the result of clearly inadequate budgeting or other unforeseeable factors (e.g. previously-undetected asbestos.) CBOC will make a recommendation to the Board of Education.

8. Initial construction contract commitments will preserve a minimum ten percent (10%) contingency within the total budget to cover conflicts, changed conditions and design revisions during construction.

9. Uncommitted funds will be retained for each building until work under a given package is substantially complete and final costs are identified, at which time any savings will revert to the Bond Program Reserve.

10. Pooled funds, whether accumulated through bond premium, project savings, or increased bond interest earnings, will first be allocated by CBOC as necessary to complete authorized Bond projects. Alternatively, with Board of Education approval, such pooled funds may be allocated to additional facility improvement from the priority lists recommended by the Critical Needs Plan and district staff or to meet other identified facility needs.

Green Building Guiding Principles

1. BVSD has a strong commitment to sustainability and goals which are supported by Board policy and outlined in detail in the District's Sustainability Management System and Sustainable Energy Plan. This document provides an overview of relevant areas for building and construction on BVSD sites, but is not comprehensive. Please review the technical specifications for more detail.

2. All **new schools** and buildings will be designed to meet **LEED v. 4.1 GOLD standard**. In addition, new buildings will be designed as zero net energy or zero net energy ready, targeting a site EUI of 18.7 for primary schools and 19.0 for secondary schools.

3. All projects will be designed to maximize LEED points for Indoor Environmental Quality. All projects will target a CO2 (ppm) of <1200 for occupied spaces. (ASHRAE Standard 62 recommends carbon dioxide (CO2) concentration 700 ppm above the outdoor concentration as the upper limit for occupied classrooms (usually around 1,000 ppm)).

4. Schools identified for **deep energy retrofits** will reduce existing average kBtu/SF to the following levels, which represent an average reduction of approximately 50%: § secondary schools: 40 kBtu/SF § elementary schools: 35 kBtu/SF.

5. **All remaining projects will target a 20% reduction in energy use , or target 55 EUI (whichever is less)**. Other upgrades intended to boost sustainability include installing LED lighting in some locations, particularly gyms; replacing old, inefficient boilers with efficient models, replacing windows and installing pipe insulation. All projects call for energy modeling as well as commissioning of mechanical systems upon completion to ensure all systems are performing optimally. **New roof structures will be designed to be solar ready.** All projects will design and plan for future integration of renewables.

6. All projects will push **water efficiency** beyond code requirements and will decrease water consumption by 5% Kgals. Focus on local stormwater management; plumbing improvements based on design standards; use of independent meters for irrigation meters; landscape design and green school yards to optimize evapotranspiration irrigation systems; and use efficient and life-cycle costing to evaluate design choices and options.

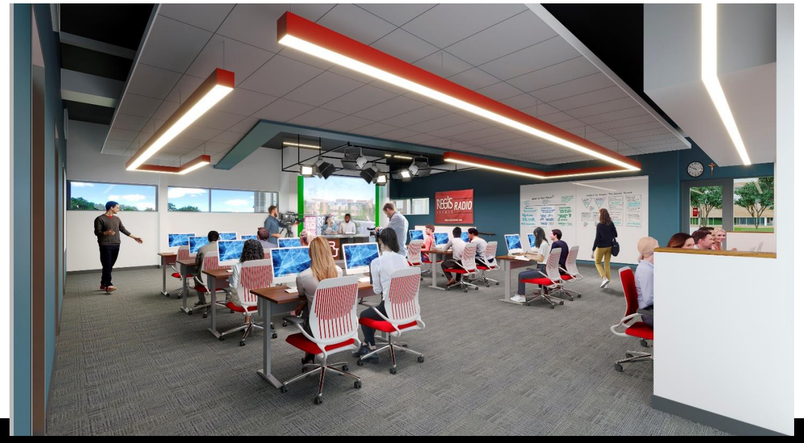
7. Where these alternatives exist, all projects should use **materials** that are durable, repairable, and reusable or recyclable; limit toxins and indoor air pollutants; are made with high postconsumer recycled content; and are resource and energy efficient in their manufacturing, use and disposal.

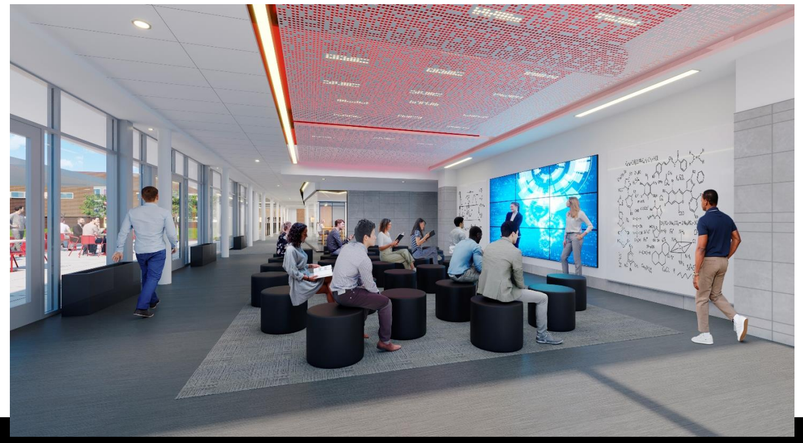
8. All projects will target a **75% diversion rate for construction waste**. BVSD will provide contacts and priorities for waste reduction, collection and removal.

9. All projects will consider access to the site by all modes of transportation, with preference for **sustainable modes of transportation** including biking, walking, carpooling and busing. When redesigning existing sites, where reasonable, we will increase accessibility for sustainable modes of transportation including biking, walking, carpooling and busing. During any project, where reasonable, will will add infrastructure to support electric vehicle charging and bicycling (e.g. bike racks).

10. Projects should **support our educational mission** by striving to incorporate teachable moments such as lessons about the construction work in the school and energy efficient or sustainable features; designing features that teach, such as a truth wall; and including student groups in the design and construction process.

11. **Creating outdoor classrooms, access to outdoors and access to natural light** supports our sustainability goals. It is BVSD's goal that by 2026 all elementary schools will have green schoolyards and outdoor learning spaces that may include but are not limited to gardens, nature play areas and access to natural habitat. All secondary schools will have increased outdoor seating and shaded areas. The use of landscape plantings that require treatment with systemic pesticides, especially neonicotinoids, or have been pretreated with these pesticides is not allowed.

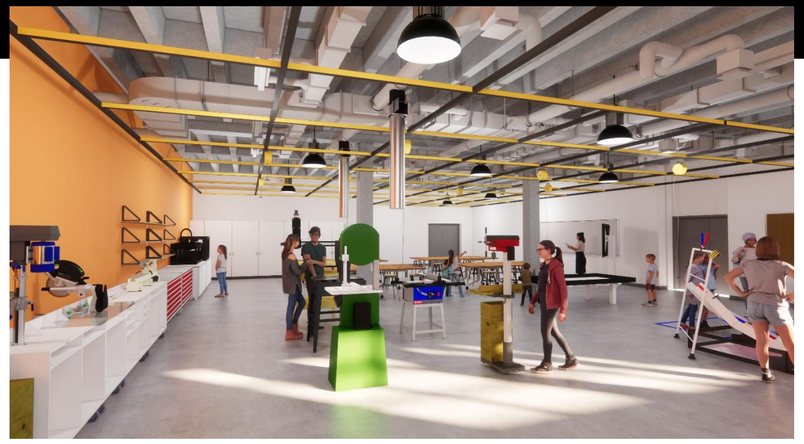


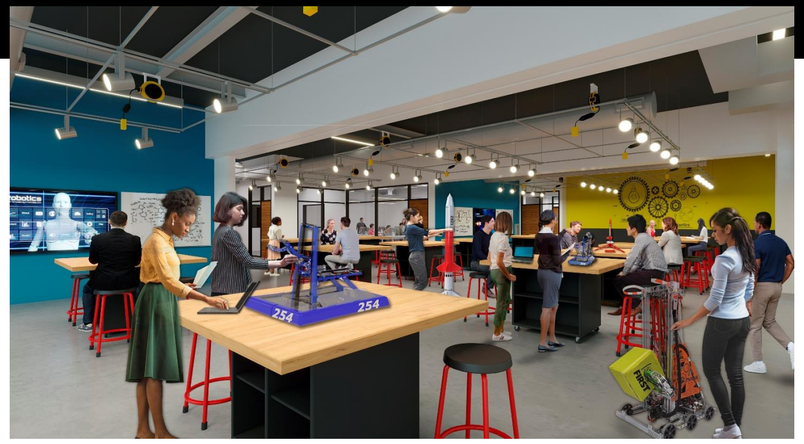


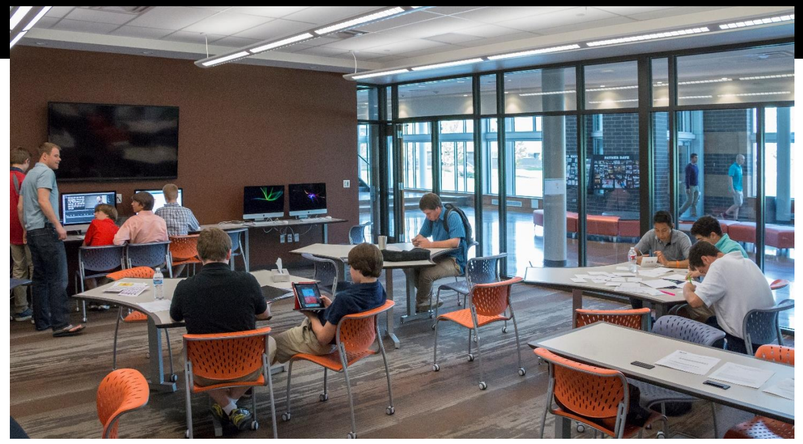
LIA
larson incitti architects

ROULDER
PANTHERS EST. 1875

DESIGN ADVISORY TEAM MEETING NO. 1







INTRODUCTIONS

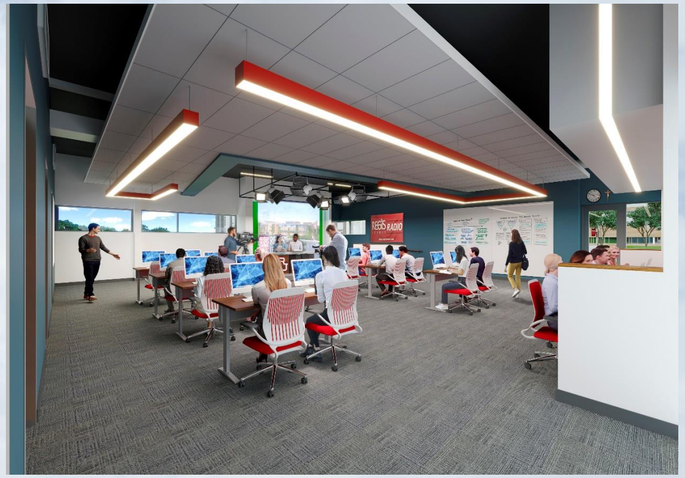
1. ROLE OF DAT & FOCUS GROUPS

2. BOND SCOPE OF WORK
   - Critical Needs (VFA)
   - CTE Programs

3. DESIGN PHASES | SCHEDULE

4. OTHER ITEMS
   - Communications
   - Sustainable Design
   - Next Steps

DISCUSSION



AGENDA – DAT #1

Boulder High School

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DESIGN ADVISORY TEAM (DAT)

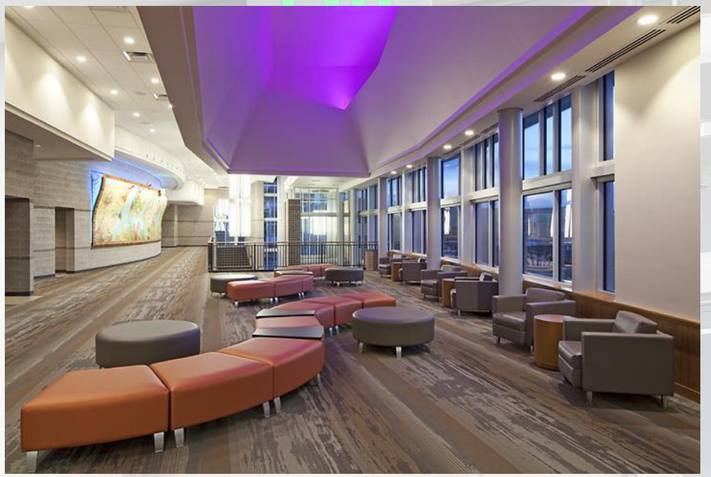
A community-based group of representatives who work with the design team to clarify and refine specific scopes of work outlined by the overall bond scope.

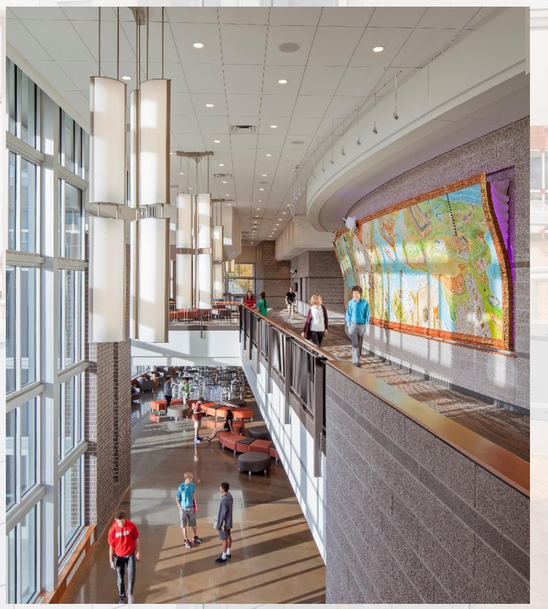
The DAT's role is advisory in nature and typically includes:

- School admin/teachers/staff representatives
- Students if desired and applicable
- Community members
- District Project Manager
- Architects and Engineers
- General Contractor (CMGC)

Focus Groups

- Representatives of specific programs or areas





1. ROLE OF DAT

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CRITICAL NEEDS (VFA)

PROCESS

- Document existing conditions
- Confirm scope for each VFA item
- Work with District and onsite FM staff
- Multiple site visits with design team
- Design scope defined for estimating
- Final solutions documented for construction
- Budget compliance

PRIORITY	REQUIREMENT_NAME	REQUIREMENT CATEGORY	REQUIREMENT LINKEDSYSTEMGROUP
A1	Mechanical and Electrical Penetrations - Stairwells - Non-Compliant	Life Safety	Interior Construction and Conveyance
A2	Wood Wi		Exterior Enclosure
A3	Windows		Exterior Enclosure
A4	Steel Wir		Exterior Enclosure
A6	New Athl		None Selected
A7	Update Pl		
A8	Single-Ply		Exterior Enclosure
A9	Interior In		Interior Construction and Conveyance
A10	Equipmen		System Not Linked
A11	Combusti		Electrical System
A12 ?	Primary a		Plumbing System
A13	Ceramic V		Interior Construction and Conveyance
M1	Packaged		HVAC System
M2	Packaged		HVAC System
M3	Boiler - Ca		HVAC System
M4	Water He		Plumbing System
M5	Water He		Plumbing System
M6	Packaged		HVAC System
M7	Furnace -		HVAC System
M8	Water He		Plumbing System
A14	Single-Ply		Exterior Enclosure
A15	Exterior S		Exterior Enclosure
A16	Multi-Sto		Structure
A17	Equipmen		System Not Linked
A18	ADA - Inte		Structure
A19	ADA - Plu		Interior Construction and Conveyance
A20, A20.1	ADA - Inte		Interior Construction and Conveyance
A21	ADA - Noi		Furnishings
A22	ADA - Cor		Electrical System
A23	ADA - Ext		Exterior Enclosure
A24	ADA - Inte		Interior Construction and Conveyance
A25	Fixed Cas		Furnishings
A26	Exterior D		Exterior Enclosure
A27	Exterior S		Exterior Enclosure
A28	Courtyard		Structure
A29	Exterior M		Exterior Enclosure
A30	Fire Protection - Sprinkler Discharge Pattern Obstructed (Plumbing)	Life Safety	System Not Linked
A31	Access Fixed Ladders - Exterior - Older Renewal	Beyond Useful Life	Equipment
E1, E1.1	Auditorium Renovation (Architectural)	Modernization	System Not Linked

Boulder High School
1604 Arapahoe Ave. | Boulder, CO 80302

Gross Square Footage: 245,390 sq. ft.
Original Construction Date: 1937
Estimated Project Budget: $12,433,000*
**Final budget will be determined during the design phase.*

Overview of work to be completed:

Building Envelope	• Repair/replace select exterior doors & wood windows • Re-caulk exterior masonry • Repair exterior walls • Repair/replace deteriorating areas of roof and roof components
Building Systems	• Replace deteriorating HVAC and plumbing systems components to avoid potential system failure • Update obsolete HVAC controls
Infrastructure/Site	• Repair/replace irrigation pump system • Repair/replace exterior concrete & pavement • Repair tennis court surfacing • Repair/replace stadium systems at Recht Field
Safety/Code	• Address various ADA needs • Address courtyard balconies safety issues • Install safety railings • Update fire protection system
Interior Space Improvement	• Auditorium improvements • Improve interior finishes such as flooring, wall tile, ceilings and paint • Repair/replace select casework • Renovate athletic locker rooms • Repair/replace select restroom partitions • Renovate select restrooms
Career & Technical Education Improvements	Boulder High is eligible to receive up to $2.86M in additional funds to invest in renovations to create learning environments to support career & technical education.

Adjacencies that Inform

3. BOND SCOPE – VFA ITEMS

BVSD CTE MASTER PLAN

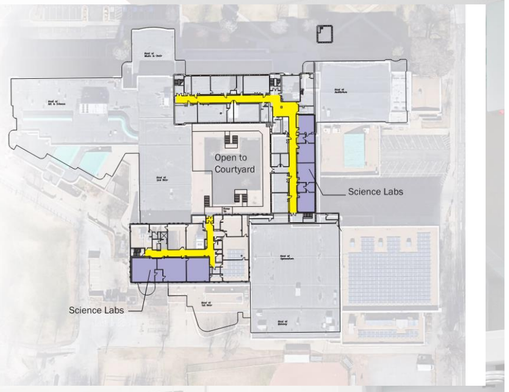
POTENTIAL NEW PATHWAYS AT BOULDER HS

- Graphic Arts
- Skilled Trades

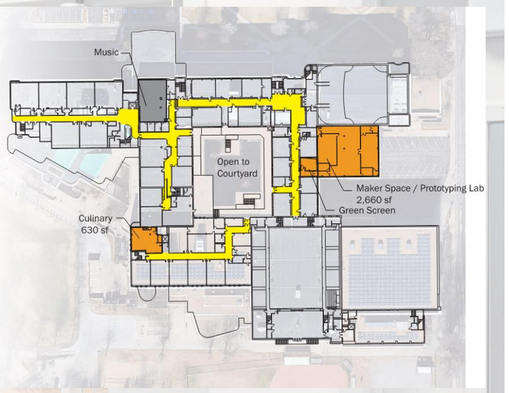
EXISTING CTE PROGRAMMING AT BOULDER HS

- Business
- Informational Technology and Computer Science
- Arts, Audio Visual Technology, and Communications
- Hospitality and Tourism
- Human Services
- Technology and Industry
- Energy
- Aviation

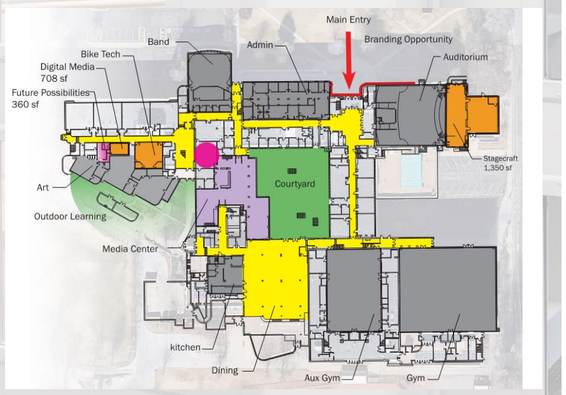
Computer Lab

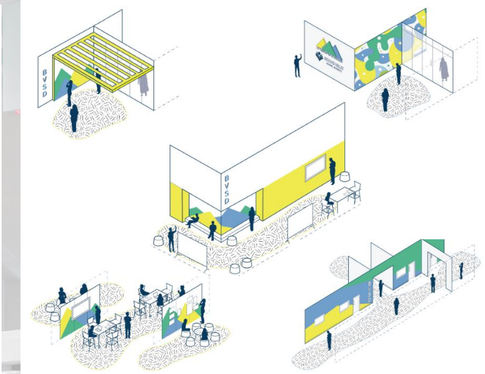


Maker Space/Prototype Lab

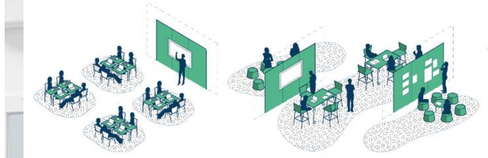


Art





Branding



FF&E and Technology

Adjacencies that Inform

3. BOND SCOPE - CTE Programs

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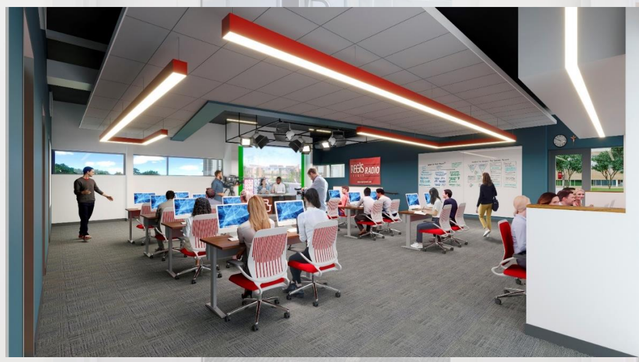
DESIGN PHASES | SCHEDULE

- Programming and Concept Design
- Schematic Design (15%) Mar 2024
- Design Development (20%) June 2024
- Construction Documents (40%) Sept 2024
- Bidding/Permitting/GMP (2.5%) Oct 2024
- Construction Administration (20%)
  - Phase 1 Aug 2025
  - Final Completion Aug 2026
- Closeout and Warranty (2.5%)

DAT & FOCUS GROUP COMMITMENT

- SD and DD Phases
- Finishes committee



3. DESIGN PHASES | SCHEDULE

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COMMUNICATIONS

SUSTAINABLE DESIGN
- BVSD Green Building Sustainability Design Guidelines

NEXT STEPS - SHORT TERM
- Archive research and investigation
- Develop base drawings for design process
- Focus Group meetings (e.g., CTE, athletics, etc.)
- Site visits to review existing conditions and determine VFA scope items

NEXT DAT MEETING

4. OTHER ITEMS | NEXT STEPS

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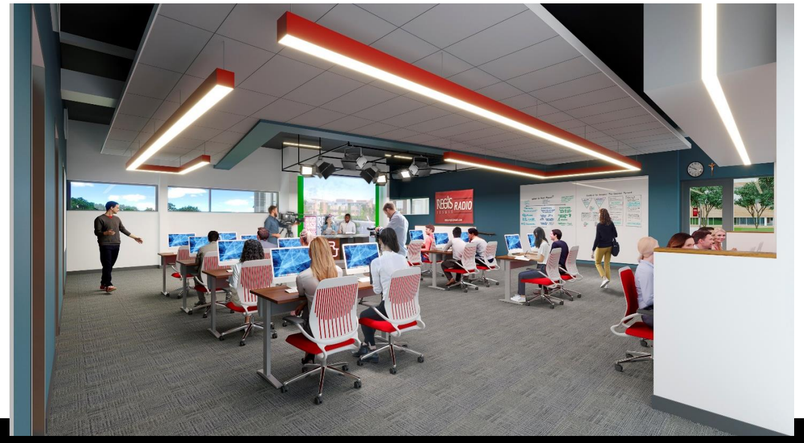

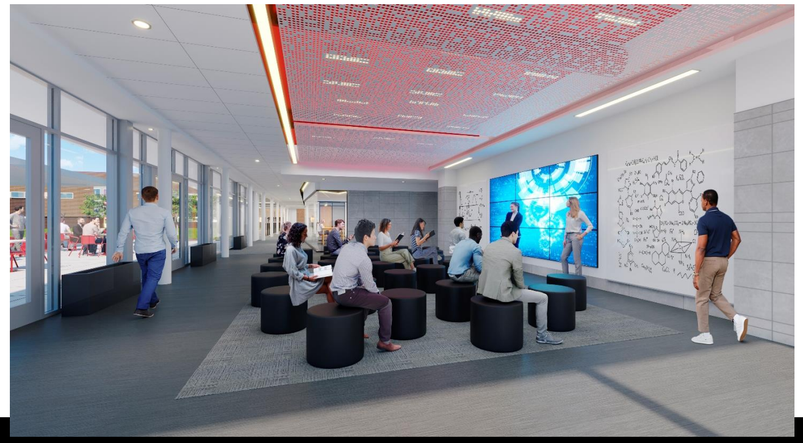

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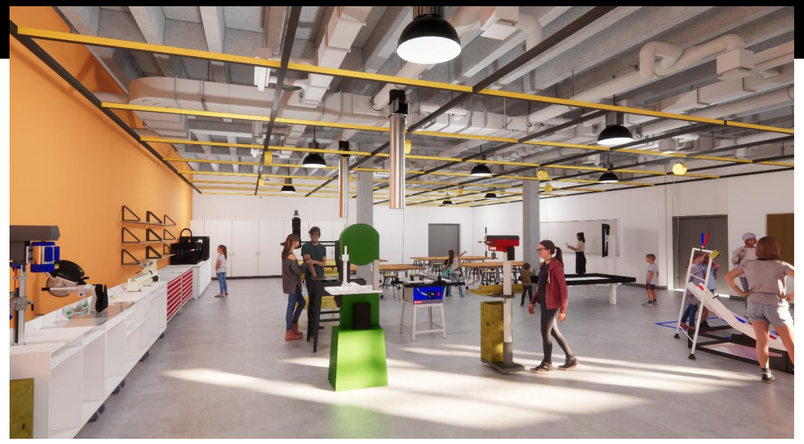
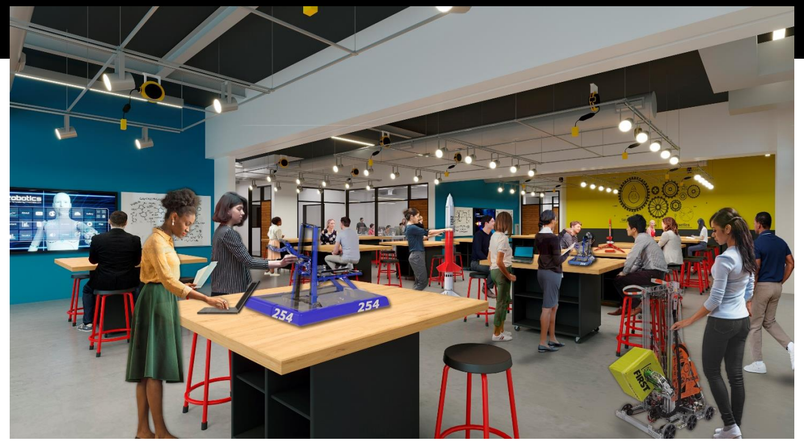
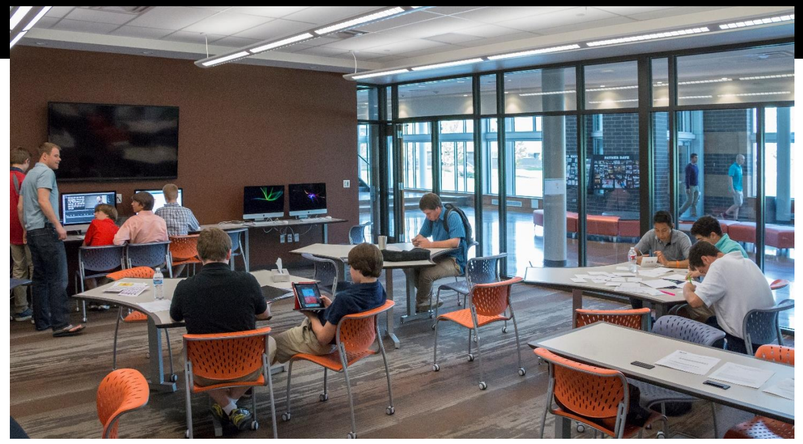
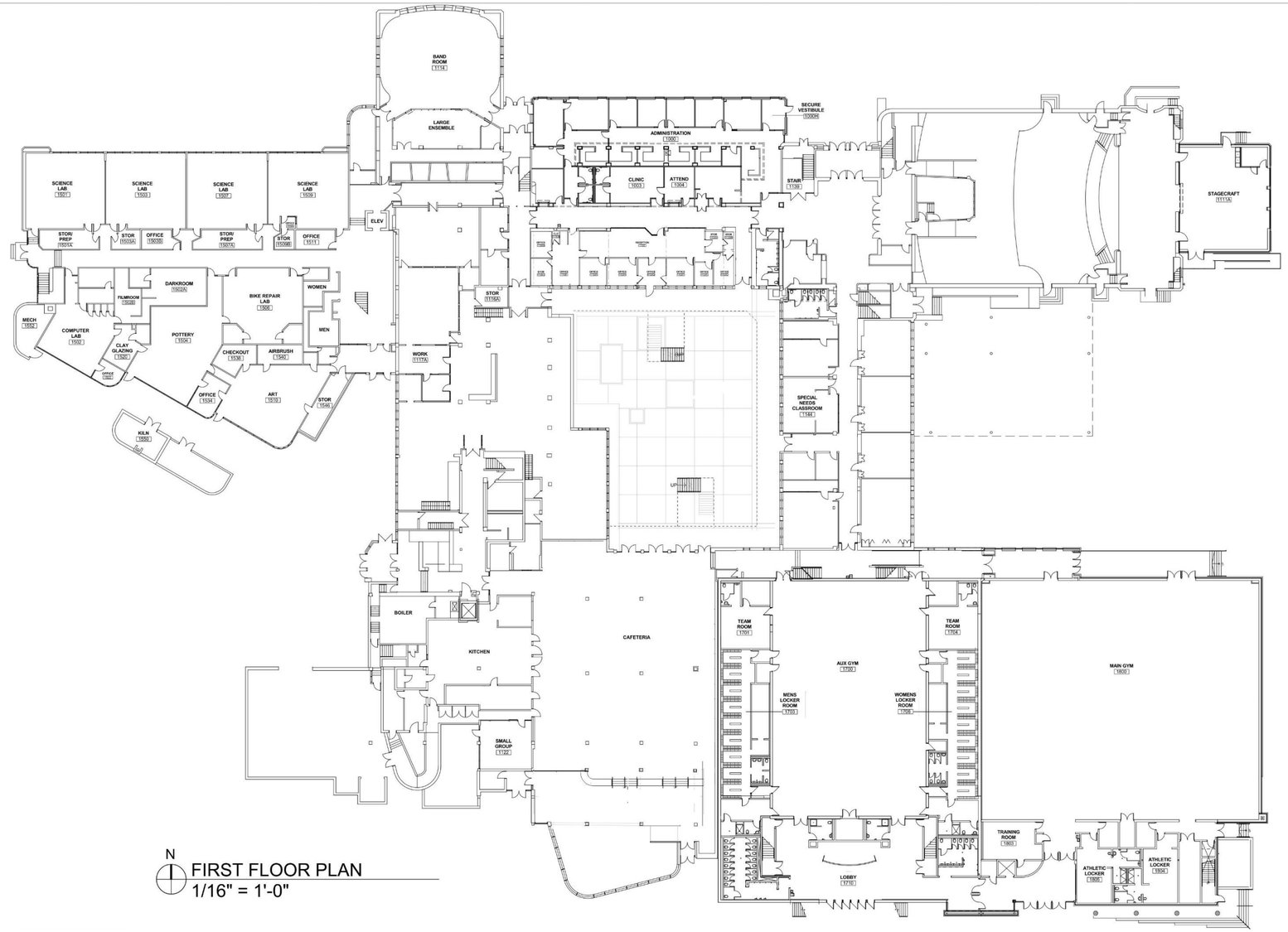
BOULDER PANTHERS EST. 1875

Boulder High School









EXISTING FLOOR PLANS

Boulder High School

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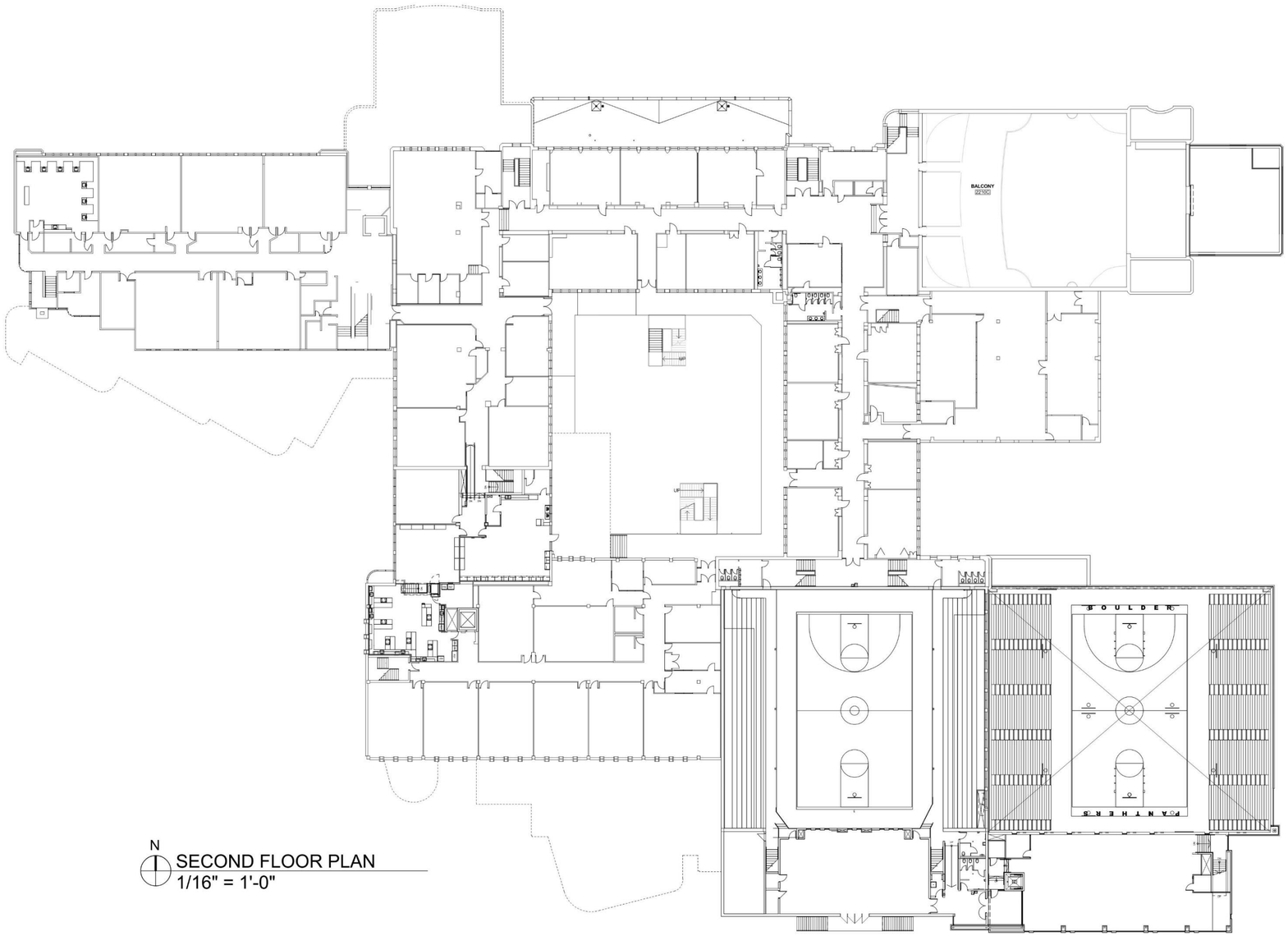

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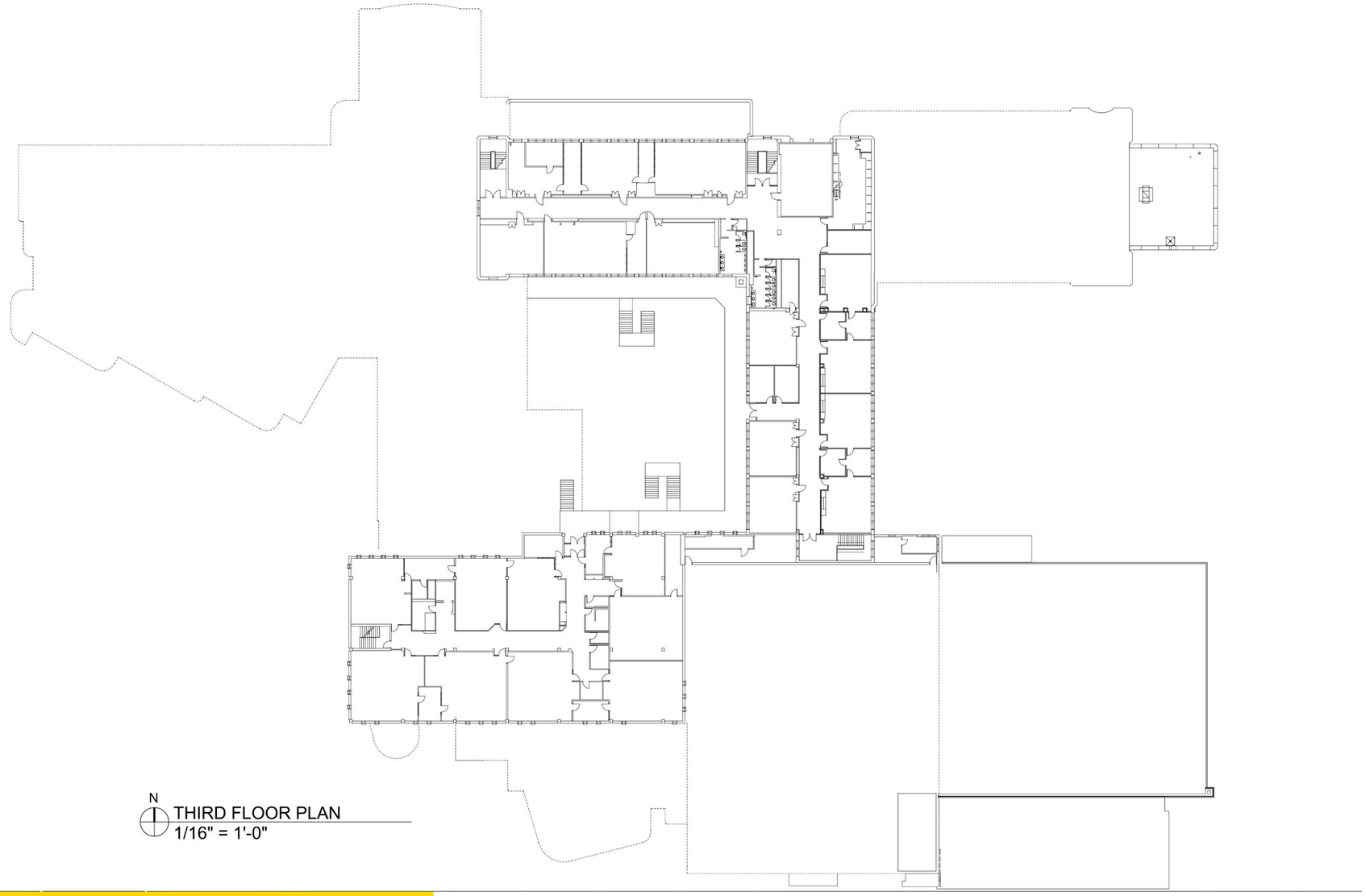

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