

# Meeting Minutes: DAT #1

#002

**Project:** BVSD Nederland MS HS DAT Kick Off

**Date:** 27 January 2026

**Project No.:** 2526

**Time:** 4:00pm

**Attendance:** Matt Arabasz, Josh McGarvey, Chloe Carry, Kris Stoppenhagen, Gene Temanson, Caleb Melamed, Judie Sievers, Aimee Tomlinson, Brynel Dodge, Sean Depaula, Dan Wade, Harry Waterman, Alia Brand

**Location:** Nederland Middle High School

*These meeting minutes are believed to be an accurate account of this project meeting. If there are any questions and/or comments, please contact RB+B Architects.*

| ITEM # | ITEM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 01.    | <b>Purpose of Meeting</b> <ul style="list-style-type: none"> <li>Introduce the bond program and Design Advisory Team (DAT)</li> <li>Clarify roles, scope, schedule, and expectations</li> <li>Begin high-level visioning for key renovation areas</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 02.    | <b>Bond Overview</b> <ul style="list-style-type: none"> <li><b>Total Bond Amount:</b> \$10.5 million (post track/field)</li> <li><b>CTE Allocation:</b> \$2.68 million (includes soft costs)</li> <li>Bond website includes: <ul style="list-style-type: none"> <li>Detailed budget breakdown</li> <li>Project information</li> <li>DAT member list</li> </ul> </li> <li>Bond Website Contact: <ul style="list-style-type: none"> <li><b>Kris Stoppenhagen</b> – Community Engagement</li> </ul> </li> <li>Sustainability is an ongoing importance to BVSD. <ul style="list-style-type: none"> <li>Each project will reach the ability to meet LEED v4.1 Gold Standards.</li> <li>Each Project is guided by Green building Principles</li> </ul> </li> </ul>  |
| 03.    | <b>Overview of Bond Scope</b> <ul style="list-style-type: none"> <li>There are many items included in the bond, including life safety and ADA accessibility. <ul style="list-style-type: none"> <li>Non DAT related items account for \$4,859,000</li> <li>Maintenance items at both ES and MSHS</li> <li>Includes adding fire sprinkler system to MSHS</li> </ul> </li> <li>The DAT's responsibility is to help with the following: <ul style="list-style-type: none"> <li>Locker Rooms – Replacement? Redesign? Rebuild? <ul style="list-style-type: none"> <li>\$1,300,000</li> </ul> </li> <li>Theater Renovations and Upgrades <ul style="list-style-type: none"> <li>\$750,000</li> </ul> </li> <li>CTE Renovations and Upgrades</li> </ul> </li> </ul> |

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|     | <ul style="list-style-type: none"> <li>▪ \$2,200,000</li> <li>• Note that these budget line items have some flexibility. For instance, because there are CTE pathways in theater some of the CTE budget could also go toward auditorium and theater upgrades.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 04. | <p><b>Project Schedule Overview</b></p> <ul style="list-style-type: none"> <li>• The Design Advisory Team will work together with Designers mostly in the early phase of design called “Schematic Design” <ul style="list-style-type: none"> <li>◦ This is the point in the project to really “Dream Big”. The further along we get into design, the more difficult it becomes to make those big changes.</li> </ul> </li> <li>• The DAT will meet 3 times before Schematic Design. And again two more times during “Design Development”.</li> <li>• Our entire design process will conclude late September 2026 with major construction beginning in 2027.</li> <li>• Some scope like the fires suppression system will most likely start earlier.</li> </ul>                                                                                                                                                                                                                                                                                            |
| 05. | <p><b>What is a DAT?</b></p> <ul style="list-style-type: none"> <li>• DAT members act as <b>ambassadors</b> between: <ul style="list-style-type: none"> <li>◦ The school and broader community (students, parents, teachers)</li> <li>◦ The design team (RBB)</li> </ul> </li> <li>• Responsibilities: <ul style="list-style-type: none"> <li>◦ Bring information from the project team back to the community</li> <li>◦ Gather feedback, ideas, and concerns</li> <li>◦ Build excitement and serve as project champions</li> <li>◦ Advises the Project Management Team and Architect in establishing a design direction.</li> </ul> </li> <li>• DAT members are listed on the bond website</li> <li>• Questions can be directed to <b>Gene</b> or <b>Kris</b></li> </ul>                                                                                                                                                                                                                                                                                 |
| 06. | <p><b>CTE Pathways, Investigation: What does CTE mean for Nederland?</b></p> <ul style="list-style-type: none"> <li>• Original CTE pathways were based on a <b>traditional middle/high school model</b></li> <li>• This framework <b>does not fully resonate</b> with the school</li> <li>• Initial ambitions for CTE were broad; focus is now clearer: <ul style="list-style-type: none"> <li>◦ <b>Outdoor leadership</b> as the core CTE direction</li> <li>◦ Preparing students for <b>careers connected to the outdoors</b></li> <li>◦ Emphasis on: <ul style="list-style-type: none"> <li>▪ Wide exposure to career paths</li> <li>▪ Culminating internships aligned with student interests</li> </ul> </li> </ul> </li> <li>• Programs <b>not included</b>: <ul style="list-style-type: none"> <li>◦ Advanced manufacturing</li> <li>◦ Energy programs</li> </ul> </li> <li>• Potential components: <ul style="list-style-type: none"> <li>◦ Outdoor tourism</li> <li>◦ Business and marketing related to outdoor industries</li> </ul> </li> </ul> |
| 07. | <p><b>Arts &amp; CTE Integration</b></p> <ul style="list-style-type: none"> <li>• School has a very successful arts program – there is a massive interest in the Theater/ choir programs <ul style="list-style-type: none"> <li>◦ If we had better facilities, then we would be able to build enrollment</li> </ul> </li> <li>• Opportunities to blend Arts + CTE, for example: <ul style="list-style-type: none"> <li>◦ Photography</li> <li>◦ Creative documentation of outdoor and leadership programs</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|     | <p><b>CTE – pathways/ challenges and how to integrate into Nederland MS/HS</b></p> <p><b>Career Paths &amp; Certifications (Examples) – these are all just explorative at this stage.</b></p> <ul style="list-style-type: none"> <li>• Ski resort manager</li> <li>• Snow operations</li> <li>• Forest ranger</li> <li>• Bike repair</li> <li>• Other outdoor-industry careers still being identified</li> </ul> <p><b>Expanding CTE to Middle School</b></p> <ul style="list-style-type: none"> <li>• Growing desire to <b>engage students earlier</b></li> <li>• Challenges: <ul style="list-style-type: none"> <li>◦ Limited clear pathways</li> <li>◦ Some certifications are not age-appropriate for middle school</li> </ul> </li> <li>• Teacher interest exists, especially for: <ul style="list-style-type: none"> <li>◦ Environmental science</li> <li>◦ Leave No Trace principles</li> <li>◦ Outdoor learning</li> </ul> </li> <li>• Constraint: <ul style="list-style-type: none"> <li>◦ Limited outdoor teaching space, despite strong interest</li> </ul> </li> </ul> <p><b>Certifications Before Graduation</b></p> <ul style="list-style-type: none"> <li>• Desired certifications include: <ul style="list-style-type: none"> <li>◦ Bike technician (needs a more permanent, better-equipped space)</li> <li>◦ Wilderness First Responder / First Aid (currently uses conference rooms)</li> </ul> </li> <li>• Interest in: <ul style="list-style-type: none"> <li>◦ Creating <b>high-optics spaces</b> visible from major roads (Hesse / Eldora)</li> <li>◦ Certifications aligned with climate literacy and outdoor industries</li> </ul> </li> </ul> |
| 08. | <p><b>Brand Identity &amp; Visibility</b></p> <ul style="list-style-type: none"> <li>• Interest in a clear <b>CTE identity</b> on campus</li> <li>• Ideas such as: <ul style="list-style-type: none"> <li>◦ “Innovation Commons”</li> <li>◦ Transparency and visible connections between pathways</li> </ul> </li> <li>• Desire for <b>forward-facing, high-visibility</b> spaces that communicate what the school does to the broader community</li> <li>• Our campus has a unique opportunity because of where we are. This school is on the way to many outdoor gateways. We should explore this: <ul style="list-style-type: none"> <li>◦ Ropes course outside</li> <li>◦ Branding</li> <li>◦ Increase student interest/ enrolment through unique offerings.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 09. | <p><b>STEM &amp; Theater Integration</b></p> <ul style="list-style-type: none"> <li>• Opportunities for CTE pathways tied to theater: <ul style="list-style-type: none"> <li>◦ Sound engineering</li> <li>◦ Stage design</li> <li>◦ Multi-purpose theater support spaces</li> </ul> </li> <li>• Culinary Arts – has not been an active program in about 10 years. That space is underutilized and available for a different use. <ul style="list-style-type: none"> <li>◦ Opportunity to <b>reimagine Culinary Arts</b> in an innovative way</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|     | <b>Physical Education (PE)</b> <ul style="list-style-type: none"> <li>Desire to broaden PE beyond traditional sports: <ul style="list-style-type: none"> <li>Holistic health and wellness</li> <li>Non–basketball-focused activities</li> <li>Gamification approaches – not a Nederland approach.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 10. | <b>Wood Shop</b> <ul style="list-style-type: none"> <li>Primarily used for theater productions</li> <li>Issues identified: <ul style="list-style-type: none"> <li>Very large space</li> <li>Far from the theater</li> <li>Inefficient use of space</li> </ul> </li> <li>Wish to: <ul style="list-style-type: none"> <li>Relocate wood shop closer to theater</li> <li>Repurpose existing wood shop space</li> </ul> </li> <li>Challenge: <ul style="list-style-type: none"> <li>No dedicated wood shop teacher currently</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 11. | <b>Art Room</b> <ul style="list-style-type: none"> <li>Acoustic issues identified</li> <li>Architects noted this is something that can be addressed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 12. | <b>Theater</b> <ul style="list-style-type: none"> <li>Sound system is generally adequate</li> <li>Primary issues are spatial, not equipment-based: <ul style="list-style-type: none"> <li>Hanging mic configuration</li> <li>Size of sound booth</li> <li>Cove design</li> <li>HVAC problems (poor controls, overheating)</li> </ul> </li> <li>Potential CTE-related improvements: <ul style="list-style-type: none"> <li>Mac-compatible keyboards</li> <li>Stagecraft pathways</li> <li>Dust hazard analysis</li> <li>Functional workbench</li> <li>Expand the soundbooth for CTE innovation</li> </ul> </li> <li>Lighting system is outdated and not intuitive – needs to be replaced</li> <li>Performing arts are a core identity of the school and need advocacy</li> <li>Theater teacher is new but expected to be a strong advocate</li> <li>Other Replacement issues: <ul style="list-style-type: none"> <li>Back curtain replaced</li> <li>Theater seats cleaned</li> <li>New counters in dressing rooms and sound booth</li> <li>Add “tuff” shed for storage</li> <li>Theater back doors converted to garage doors to avoid snow and cold to utilize more with large items</li> <li>New sink in paint closet (Janitor closet), Add shelves and repair drywall</li> </ul> </li> <li>Theater Workshop <ul style="list-style-type: none"> <li>Ventilation so that the workshop can become functional</li> <li>Standing tools</li> <li>Buy new table saw/ drill press/ band saw + sander</li> <li>If able to utilize the workshop then theater would not need to use the wood shop on the first floor.</li> </ul> </li> <li>Junior/ Senior lounge could be changed to storage or add window coverings – no coverings is dangerous.</li> </ul> |

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| 13. | <b>PE &amp; Outdoor Education Spaces</b> <ul style="list-style-type: none"> <li>• Most outdoor programs happen outside, making indoor spaces less relevant</li> <li>• Staffing limitations impact space usefulness</li> <li>• Strong interest from the Greater Boulder community</li> <li>• Potential to: <ul style="list-style-type: none"> <li>○ Become a district-wide hub for outdoor education</li> <li>○ Use space as a community-facing resource</li> </ul> </li> <li>• Ideas discussed: <ul style="list-style-type: none"> <li>○ Avalanche Beacon Park</li> <li>○ Ropes course?</li> <li>○ Outdoor recreation focused spaces on campus could possibly take place on middle level field?</li> <li>○ Mountain Bike Trials / Pump Track</li> <li>○ Leadership and team-building programs</li> <li>○ Hosting staff or students from other schools</li> <li>○ Outdoor teaching spaces</li> </ul> </li> <li>• Goal: <ul style="list-style-type: none"> <li>○ Increase visibility, curb appeal, enrollment, and community engagement</li> </ul> </li> </ul>                                               |
| 14. | <b>Locker Rooms</b> <ul style="list-style-type: none"> <li>• Desire for more flexible spaces</li> <li>• PE teacher was not present, so discussion to continue</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 15. | <b>Circulation &amp; Safety</b> <ul style="list-style-type: none"> <li>• Grand hallway is heavily used during lunch</li> <li>• Hidden staircase is a concern: <ul style="list-style-type: none"> <li>○ Student hiding spot</li> <li>○ Access and security issues during basketball games</li> <li>○ Inability to isolate upstairs during events</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 16. | <b>Space Utilization – Key Observations</b> <ul style="list-style-type: none"> <li>• Upstairs spaces are overutilized</li> <li>• Downstairs spaces are underutilized</li> <li>• Direct instruction is spread across multiple classrooms and content areas – it would be better to consolidate into a single space. (Forward focused for community optics)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 17. | <b>Big Picture Takeaways</b> <ul style="list-style-type: none"> <li>• Need to better <b>integrate CTE programming across the entire building</b></li> <li>• Maximize use of all available space</li> <li>• Classrooms spaces are awkwardly sized for grade sizes. <ul style="list-style-type: none"> <li>○ Either too small to teach an entire grade but too large to split the grade into two classes (with too few teachers to do so)</li> </ul> </li> <li>• Focus on <b>fewer, stronger pathways</b> rather than many: <ul style="list-style-type: none"> <li>○ Previous bond focused on project-based learning (makerspace)</li> <li>○ Lack of community support led to failure</li> <li>○ 4 CTE pathways felt too ambitious</li> <li>○ Target closer to <b>1–2 strong pathways</b></li> </ul> </li> <li>• Strengths of the school: <ul style="list-style-type: none"> <li>○ Small size = high-quality experience</li> <li>○ Strong arts, athletics, and outdoor leadership</li> <li>○ Deep student-teacher relationships</li> <li>○ High student involvement across activities</li> </ul> </li> </ul> |

#### Future Opportunities

- Outdoor education & leadership as a signature program
- Potential partnerships:
  - Calwood-style outdoor education for MS/HS
  - Collaborations with Eldora:
    - Hosting camps
    - Leadership opportunities for students
    - Running programs for visiting schools
- Strong interest in exploring these partnerships further

## NEXT MEETING

**Date:** 02/25/2026

**Time:** 4:00pm

**Objective:** DAT #2

**Location:** Nederland MS/HS