

## MEETING MINUTES – DAG #1

**PROJECT:** Berthoud Elementary School  
ED10417.2501.00

**MEETING:** Design Advisory Group meeting #1

**DATE AND TIME:** December 16, 2025

**LOCATION:** Berthoud Elementary School

**MATERIALS USED:** PowerPoint presentation

<b>ATTENDEES:</b>	Jason Buckley	Dean
	Michelle Oster	3rd grade teacher
	James Wiggins	Head Custodian
	Ami Storle	4th grade teacher
	Lindsay Rashid	Health aid & parent
	Carrie Crespo	Parent
	Stu Boyd	BoE member (Berthoud rep)
	Tammie Knauer	Bond Director
	Kristen Battige	Director of Operations - TSD
	Todd Piccone	
	Dalton Njos	AP Superintendent
	Anthony Durst	AP Vice President
	Zach Chambers	TSD Bond PM
	Becky Roussin	BES Principal
	Lamb Caro	Director of Early Childhood
	Patrick Johnson	Treanor project manager
	Scott Dangel	Treanor lead designer
	Danielle Latza	Treanor project architect
	Juliet Bibla	Treanor architect

**AUTHOR:** Danielle Latza  
**For corrections or clarifications, contact:** dlatza@treanor.design

**DISTRIBUTION:** All present

ITEM	DISCUSSION	ACTION
1.1	The Treanor team reviewed the intentions, ground rules, and purpose of the DAG (Design Advisory Group) meetings	

ITEM	DISCUSSION	ACTION
1.2	<p>Hopes, Dreams, and Fears</p> <ol style="list-style-type: none"> <li>1. The DAG members shared their hopes, dreams, and fears about the upcoming project. These comments were written on sticky notes and placed on a board. (Attached to these minutes at the back end)</li> <li>2. The Treanor team will compile these into core values for the project and review them with the group at DAG #2</li> </ol>	
1.3	<p>Schedule and Team Structure</p> <ol style="list-style-type: none"> <li>1. Patrick spoke about where we are currently in the design timeline and where we're headed</li> <li>2. Roles, input, and decision making               <ol style="list-style-type: none"> <li>a. Executive team - leaders, decision makers</li> <li>b. Design Advisory Group - members of school and community</li> <li>c. User Groups - faculty and staff help define specific needs of the school</li> <li>d. Student Groups - important to consider all the users, including the kids who attend the school</li> </ol> </li> <li>3. The DAG is interested in visiting schools that AP and/or Treanor have worked on in the recent past (Roosevelt Middle School came up as an example)</li> </ol>	
1.4	<p>Budget</p> <ol style="list-style-type: none"> <li>1. Scott explained the dollars allocated to BES and scope of work determined for the project</li> </ol>	
1.5	<p>Existing Floor Plan Notes</p> <ol style="list-style-type: none"> <li>1. LC (Learning Center) – students get pulled out of typical classrooms to come to the learning center               <ol style="list-style-type: none"> <li>a. 5-8 students at a time (about 44 students total in the program)</li> <li>b. 1 teacher plus 1 aid</li> <li>c. LC space needs a calm corner</li> <li>d. Okay combining both LCs into one space</li> </ol> </li> <li>2. ILC (Intensive Learning Center) – students stay in these rooms and occasionally get pushed into typical classrooms               <ol style="list-style-type: none"> <li>a. About 12 students max at a time</li> <li>b. 1 teacher</li> <li>c. 2 spaces are needed – one fully-equipped classroom, and an adjacent “calm down” room for destructive students</li> <li>d. ILC rooms need to be adjacent to each other with a shared ADA restroom and changing table</li> </ol> </li> <li>3. OT/Speech               <ol style="list-style-type: none"> <li>a. 3 students at a time (about 10 students total in the programs)</li> <li>b. Current room works well because of its central location in the school</li> <li>c. Current location doesn't have any windows so it won't work as a typical classroom</li> <li>d. OT and Speech could fit into a smaller space than they're in now (Secretary room was given as an example)</li> </ol> </li> <li>4. Gifted/Talented and ELD               <ol style="list-style-type: none"> <li>a. Part time staff, roughly 10 students in each program</li> </ol> </li> </ol>	

ITEM	DISCUSSION	ACTION
	<ul style="list-style-type: none"> <li>b. These functions are okay to combine into one space</li> <li>c. Requires a full classroom teaching wall</li> </ul>	
	5. Psychologist just needs an office	
	6. Modulares <ul style="list-style-type: none"> <li>a. Current modulars are dry (no restrooms)</li> <li>b. Required to provide YMCA storage per school contract               <ul style="list-style-type: none"> <li>i. YMCA storage does not need to take an entire modular. It could fit into a 10x12 shed</li> </ul> </li> <li>c. Intention is for the modular programs to move to main building (for safety &amp; comfort)</li> <li>d. Modulars should be kept for storage, rental space, future growth</li> </ul>	
1.6	Opportunities <ol style="list-style-type: none"> <li>1. Scott reviewed proposed floor plan options</li> <li>2. Showed an example of revitalizing an existing corridor to feel more fresh and new at a recent project of similar scope</li> <li>3. Currently showing a modest addition of two 5<sup>th</sup> grade classrooms and a restroom block               <ul style="list-style-type: none"> <li>a. Treanor will study whether additional restrooms are actually needed</li> </ul> </li> <li>4. Pre-K and Kindergarten wing:               <ul style="list-style-type: none"> <li>a. The DAG was open to moving the Pre-K classroom to the larger existing Kindergarten room at the end of the corridor. This option and alternative options will be presented at DAG #2.</li> <li>b. Pre-K in a larger room would provide opportunity to accommodate 17+ kids</li> <li>c. Treanor will review current conditions with ECE regulations</li> <li>d. Kindergarten classes range from 17-24 students</li> </ul> </li> <li>5. ILCs and LCs:               <ul style="list-style-type: none"> <li>a. The DAG was open to one ILC room getting smaller</li> <li>b. ILC rooms should remain adjacent to each other with a shared accessible restroom and changing table</li> </ul> </li> <li>6. Playground:               <ul style="list-style-type: none"> <li>a. DAG prefers to keep play area on the south side of the school. There's more room for trikes, better sun exposure and supervision opportunities</li> <li>b. North side has bad sun exposure, less space, and poor drainage</li> </ul> </li> <li>7. Front Entry and Drop-off Loop:               <ul style="list-style-type: none"> <li>a. Scott showed a proposed front entry concept. This includes minimal demolition, with refreshed or new materials, new windows, and a small addition to create a more prominent front entry vestibule</li> <li>b. The proposed front entry renovation was well-received by the DAG. Treanor will continue to explore and develop this option</li> </ul> </li> <li>8. Site</li> </ol>	

ITEM	DISCUSSION	ACTION
	<ul style="list-style-type: none"> <li>a. There are currently issues with parents pulling up on the street and walking with their kids through the grass median at the bus loop</li> <li>b. Changing this loop to a parent drop-off and relocating the bus loop should help alleviate this issue</li> <li>c. AP will plan with staff to communicate with parents about planning and logistics during construction.</li> <li>d. The group discussed including a window in the construction barrier/fencing so students and the community can see the project as it gets built</li> </ul>	

1.7 Questions and Answers

- Q. Will the parking lot be renovated?
- A. This is on a list of potential scope items and can be listed as an alternate to include if budget allows
- Q. Is a furniture refresh part of the project?
- A. Furniture comes out of a separate budget within the project. We will help facilitate conversations between school users and furniture representatives to help keep consistency across rooms.
- Q. Is the grass at the front of the school entry used? Can the building expand to the South?
- A. This outdoor area is used more frequently in warmer months and for the 5<sup>th</sup> grade picnic as the trees here provide shade on hot days. Kindergarten parents typically use this area to wait for their kids. It's unlikely that we'd expand into this area.

**END OF MEETING MINUTES**

*The contents of these minutes are assumed to be correct unless Treanor is notified, in writing, of any additions, corrections, or deletions within three (3) calendar days of receipt.*



# Berthoud Elementary School

## Design Advisory Group #1





- Introductions
- Hope, Dreams, & Fears
- Design Process + Schedule
- T.S.D. 2025 Bond + Goals
- Building
- Site
- Next Steps

## DAG's DO

Act as **Ambassadors**

**Big Picture** design guidance

Provide input for **Building & Site Layout**

**Design Direction** consensus at each meeting

## DAG's DON'T

Set **Scope, Budget, or Schedule**

Select **Building Systems**

Select specific **Materials and Colors**

Provide **Specific Detail / User Input**



**ATTENDANCE IS CRITICAL**

**BE OPEN-MINDED**

**DO NOT HOLD BACK**

**LISTEN WELL**

**BE HONEST**

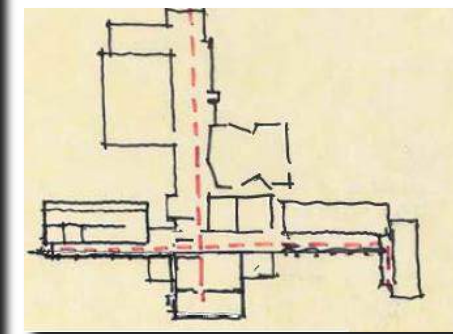
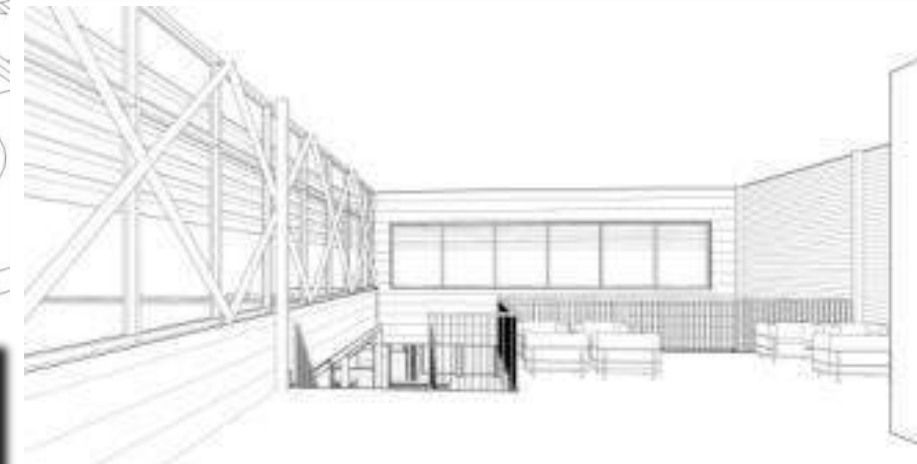
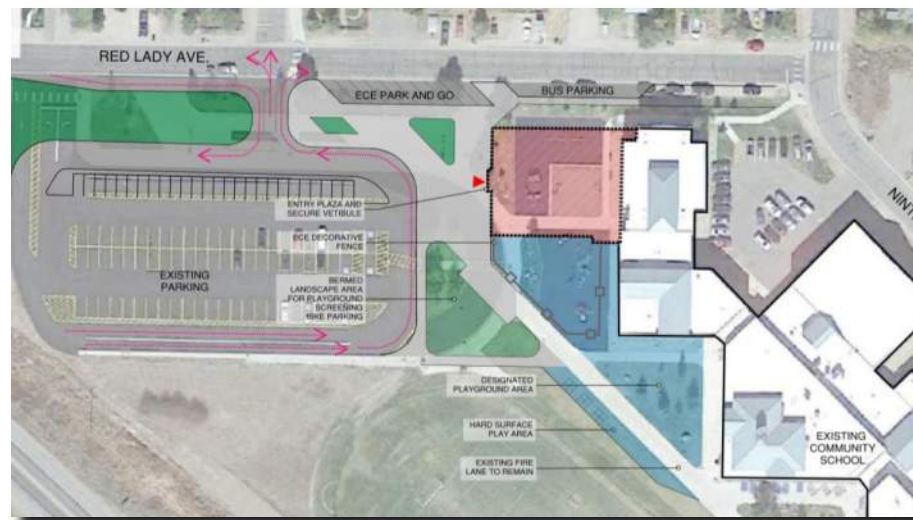
**DO NOT TAKE IT PERSONALLY**

**BE CREATIVE**

**STAY FOCUSED**

**HOMEWORK / AMBASSADOR**

**HAVE FUN!!!**



**HOPES  
DREAMS  
FEARS**



A photograph of a school building with a large tree in the foreground, overlaid with a blue tint and the text "DESIGN PROCESS + SCHEDULE". The building is a single-story structure with a flat roof and large windows. A large tree stands in the center-left foreground, casting shadows on the building. A signpost with a "NO PARKING NO STOPPING" sign is visible near the tree. The sky is overcast. The text "DESIGN PROCESS + SCHEDULE" is centered in white, bold, sans-serif font. In the background, there is a sign that reads "BIRTH-LEVEL ELEMENTARY SCHOOL" and "500".

# DESIGN PROCESS + SCHEDULE



## 1. MASTER PLANNING, SCOPE OF WORK, CONCEPT DESIGN

Road map of general goals for the district as a whole and each school individually. Building Program established.



## 2. SCHEMATIC DESIGN (SD)

Consider options with regard to site and building layout, systems and materials. Establish preferred solution. DAG meetings!



## 3. DESIGN DEVELOPMENT (DD)

Refine solution including building systems, assemblies, and materials. Finalize spaces, interior and exterior aesthetics. User group meetings.



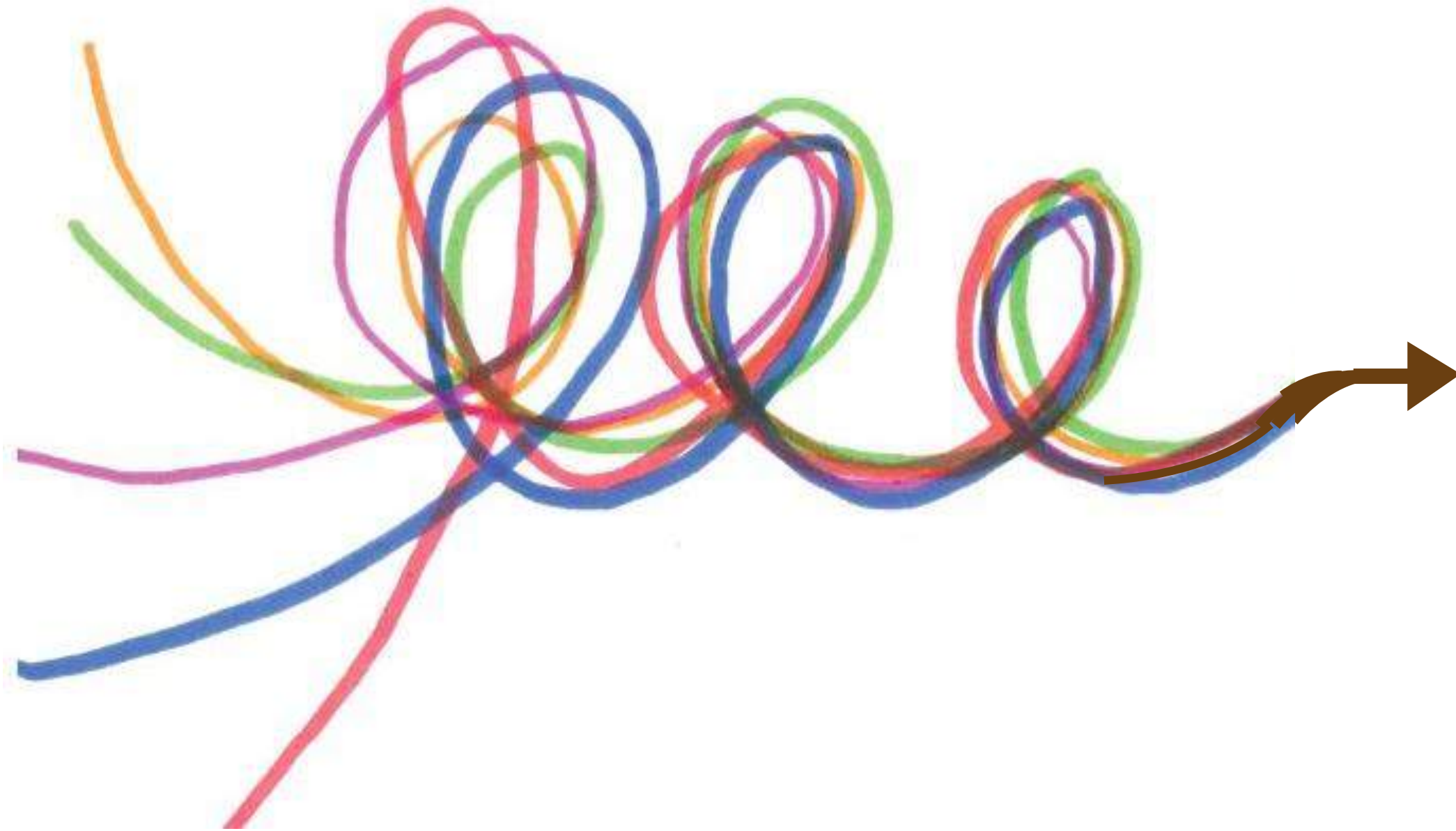
## 4. CONSTRUCTION DOCUMENTS (CD)

Technical documentation of all building systems and assemblies; includes details and specifications



## 5. CONSTRUCTION

Project built. Pricing prepared through bids from various subcontractors; documents submitted to the State for permitting. Fixtures, Furniture, and Equipment (FF&E) meetings.



SUPERINTENDENT  
SCHOOL BOARD MEMBERS  
BUSINESS MANAGER  
FACILITIES DIRECTOR  
PRINCIPALS



BERTHOUD COMMUNITY

PRINCIPALS  
KEY STAFF  
STUDENT REPRESENTATIVES  
COMMUNITY MEMBERS  
PARENTS  
BUILD PARTNER



EXECUTIVE  
TEAM

DESIGN  
ADVISORY  
GROUP

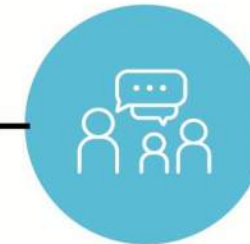
USER  
GROUPS

STUDENT  
GROUPS

BUILDING ADMIN.  
TEACHERS  
SCHOOL STAFF  
COACHES  
FOOD SERVICE  
CUSTODIAL

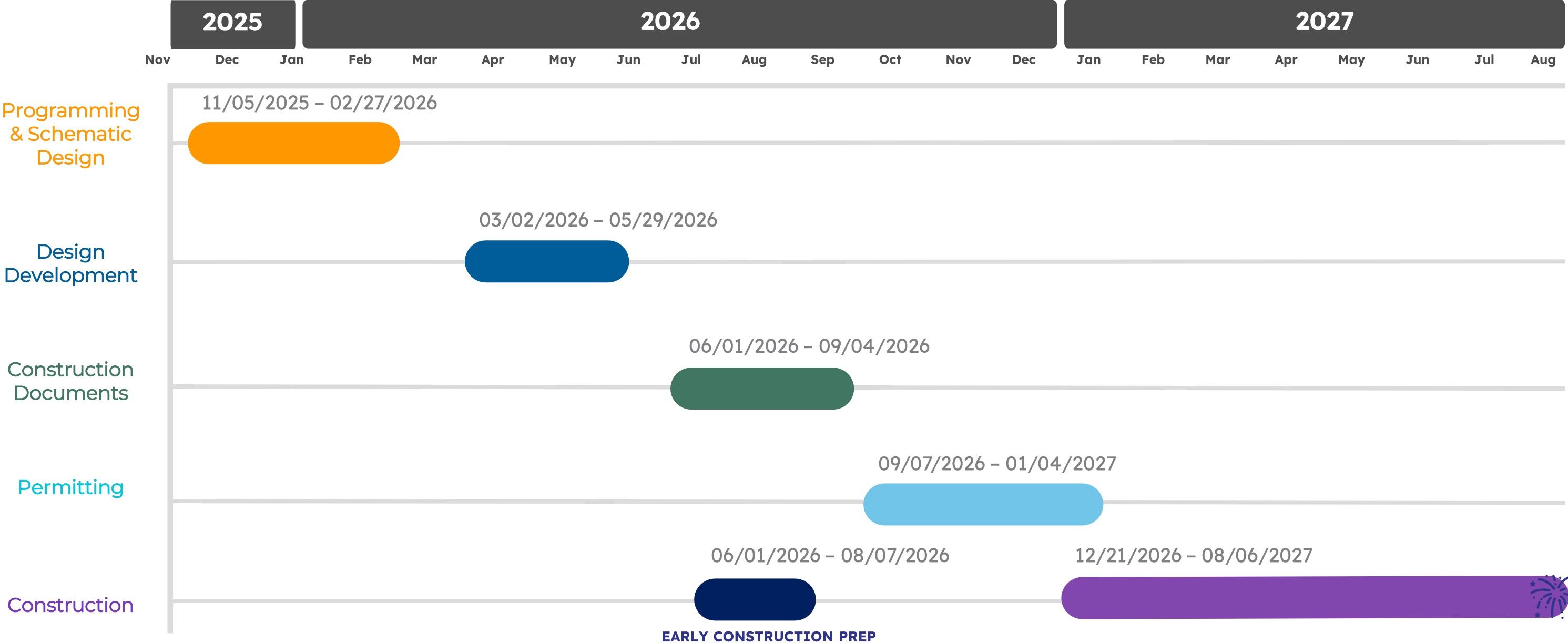


ELEMENTARY STUDENTS




# SCHEDULE

AUGUST 2027



EARLY CONSTRUCTION PREP

A blue-tinted photograph of a school building with a large tree in the foreground. The text 'Thompson School District 2025 Bond' is overlaid in white. In the background, a sign for 'THOMPSON SCHOOL DISTRICT' and a 'SCHOOL BUS STOPPING ZONE' sign are visible. The building has 'BERTHOUD ELEMENTARY SCHOOL' written on its facade.

# Thompson School District 2025 Bond

# **\$99 million bond = most pressing and immediate needs**

- **\$44,095,000 for growth at:**
  - **Ivy Elementary School**
  - **Berthoud Elementary School (\$21,145,000)**

- Not to exceed budget of \$21,145,000 (total)
- Open by August 2027
- Increase capacity to a compliant 4-round K-5
- 1 PK room
- Secure vestibule
- Main entry refresh / identity
- Cooling for existing building
- Parent drop-off and pick-up improvements
- Deferred maintenance

# BUILDING

THOMPSON  
SCHOOL DISTRICT

NO PARKING  
NO STOPPING  
SCHOOL BUS  
LOADING ZONE

BEHNKE ELEMENTARY SCHOOL  
360

SMOKE-FREE  
ZONE



YMCA 1,027 sf	STOR 1,027 sf
ELD 1,027 sf	PSYCH 1,027 sf

**Modulars**



**Staff to child Ratio**

AGES OF CHILDREN	NUMBER OF STAFF
6 weeks to 18 months (infants)	1 staff member to 5 infants
12 months to 36 months	1 staff member to 5 toddlers
24 months to 36 months	1 staff member to 7 toddlers
2-1/2 years to 3 years	1 staff member to 8 children
3 years to 4 years	1 staff member to 10 children
4 years to 5 years	1 staff member to 12 children
5 years and older	1 staff member to 15 children
Mixed age group 2-1/2 years to 6 years	1 staff member to 10 children

**Square Footage Requirement per Child**

AGE OF CHILD	SEPARATE FREE PLAY AREA	SEPARATE SLEEP AREA	COMBINED SLEEP AND PLAY AREA
6 weeks to 18 months (infants)	35 square feet	Adequate space to accommodate size of cribs and needs of infant and staff	50 square feet
12 months to 36 months (toddlers)	30 square feet	30 square feet	45 square feet
2-1/2 years to 5 years (preschool)	N/A	N/A	30 square feet
5 years and over (school-age)	N/A	N/A	30 square feet

**2.235 TOILET FACILITIES**

- A. Toilet facilities for the staff and other adults must be in separate restrooms or be separated by a partition from children's facilities, except in centers licensed for thirty (30) or fewer children and in centers with programs of four (4) hours or less.
  - 1. In toilet facilities where the adult and children's facilities are separated by a partition, adults and children must not use the facilities at the same time.
  - 2. After January 1, 2022, staff and children toilet facilities must be separate in new construction.
- B. Toilet facilities for children must be separate from rooms used for other purposes and must be located on the same floor as the inside play area.
- C. A minimum of one (1) sink and one (1) flush toilet must be provided for each fifteen (15) or fewer children.
- D. The same toilet facilities must not be used simultaneously by school-age children of all genders, and toilets for school-age children must be separated by partitions to provide privacy.
  - 1. School-age children must be allowed the use of toilet facilities that correspond with their gender identity.
- E. Toilet facilities must be provided for children two (2) years of age and older.
- F. Toilet facilities for toddlers must be located within their classroom.



**2.232 OUTDOOR LEARNING ENVIRONMENT**

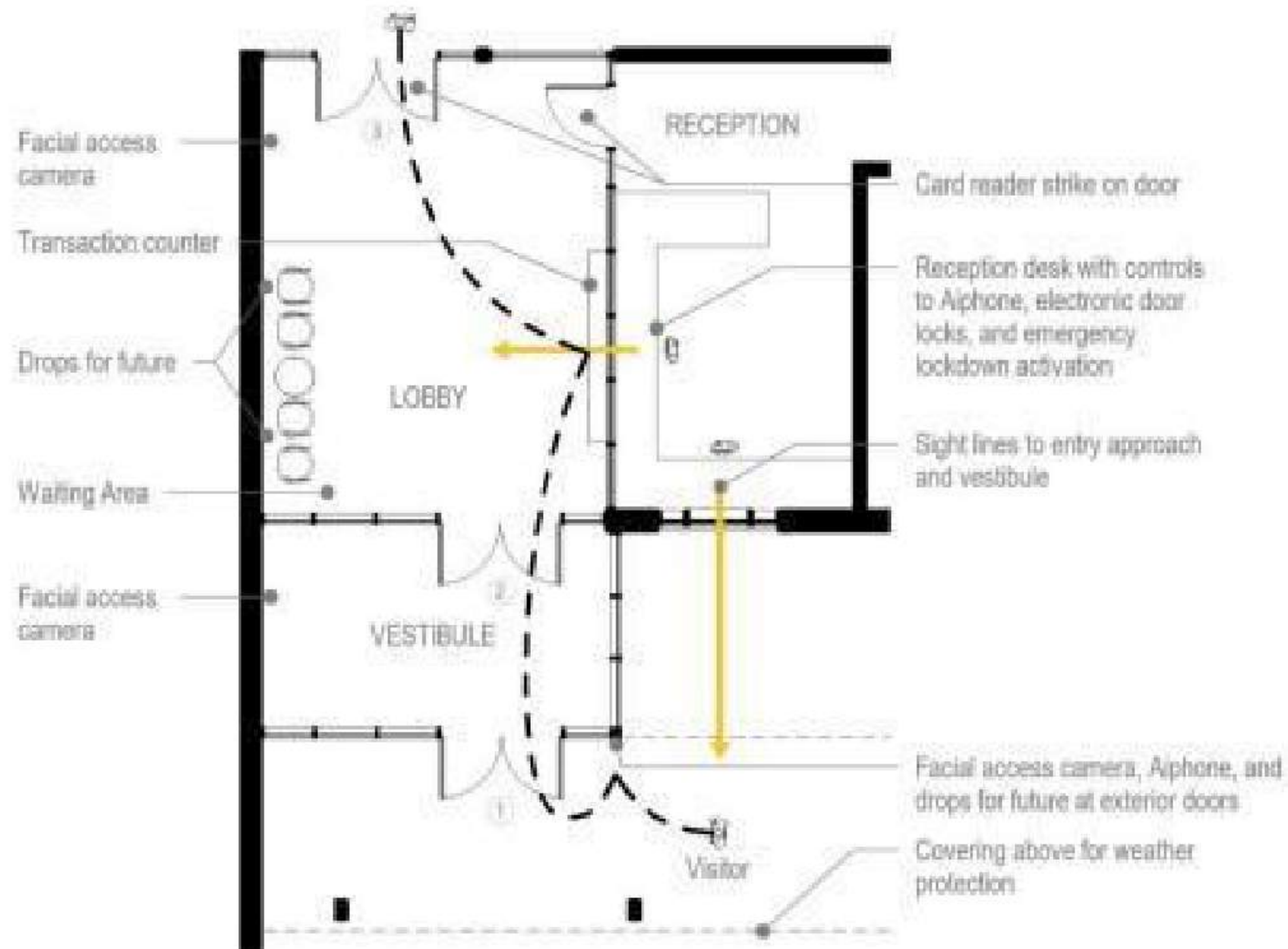
**A. Outdoor Space Requirements**

1. Readily accessible gross motor play space and access to outdoor space must be provided.
2. The outdoor learning environment for preschool age and older must provide a minimum of seventy-five (75) square feet of space per child for a group of children using the total play area at any one time. The total play area must accommodate at least thirty-three percent (33%) of the licensed capacity for children preschool age and older or a minimum of 1,500 square feet, whichever is greater.
  - a. Programs who qualify for an outdoor space hardship per rule section 2.232(B)(1), must meet the minimum outdoor learning environment square footage requirements indoors or through a combination of indoor and outdoor space.
3. The play area must be fenced or have natural barriers, such as hedges or stationary walls at least four (4) feet high, to restrict children from unsafe areas.
  - a. Centers licensed to provide care for preschool-age children only may use the centers perimeter fencing if they maintain a ratio of one (1) staff member to eight (8) children.
4. The play area must be designed so that it is easily supervised.
5. A minimum of one hundred fifty (150) square feet of shaded area in the fenced play area must be provided to guard children against the hazards of excessive sun and heat. Shaded areas must be provided year-round.
6. In the infant program, the outdoor play area must be a minimum of four hundred (400) square feet.

**B. Outdoor Space Hardship**

1. If an outdoor play space is not directly attached to the facility or accessible via secure access, or the child care facility cannot meet outdoor space requirements due to a hardship based on the location of the facility, the facility must develop a site-specific plan, which will be submitted to the Department for review and approval, that includes the following:
  - a. Identification of an accessible (appropriate for the age group of children served) alternate outdoor space including a description and approximate square footage of the space;
  - b. A diagram outlining how children will safely travel to and from this location;

**Option 1 Entry Sequence (Preferred at all levels):** Visitors circulate through the weather vestibule and then enter the administration office/ reception.





Existing Berthoud Corridor



RE-5J Before



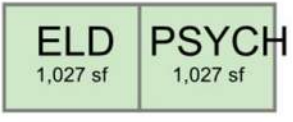
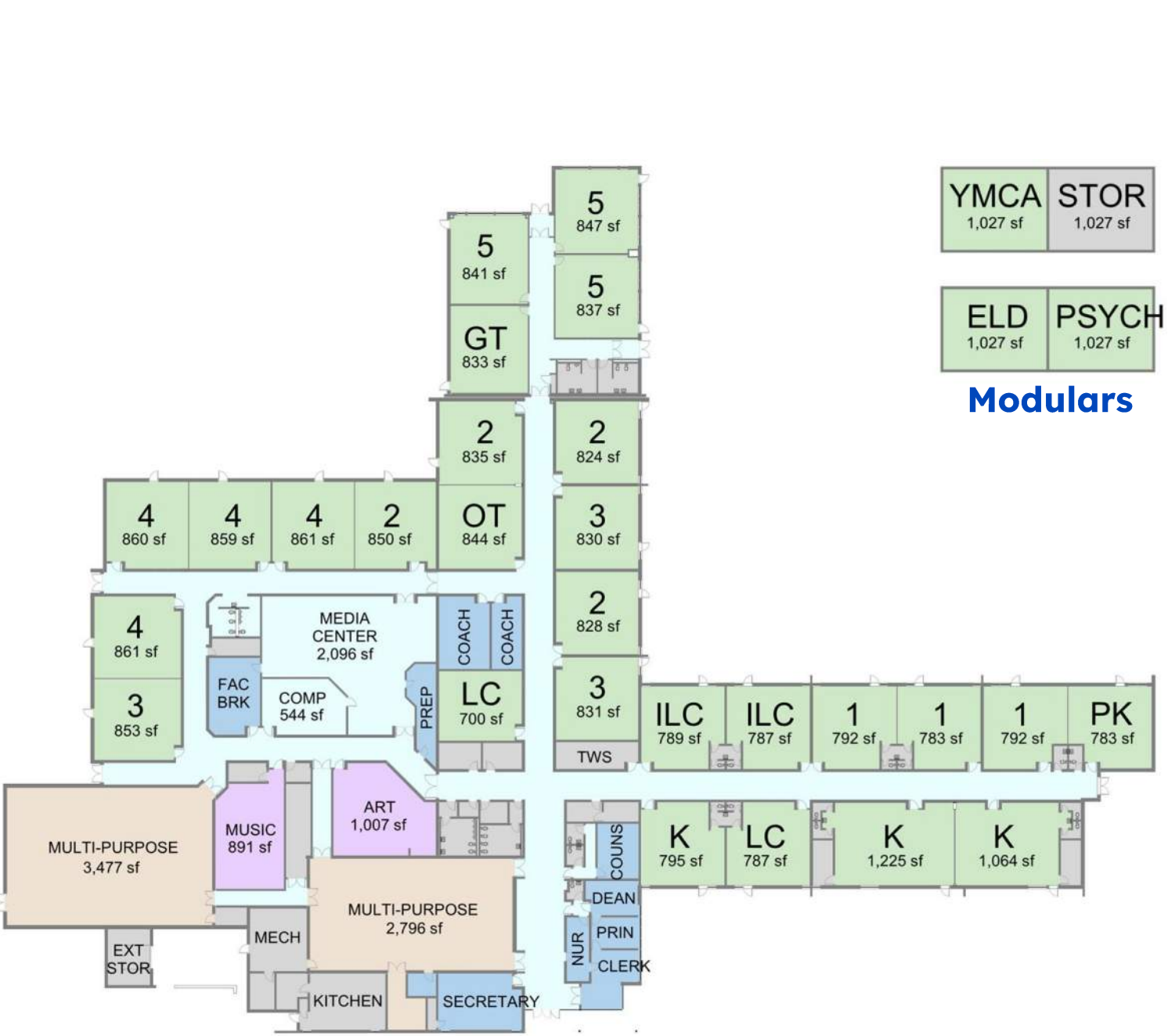
RE-5J After

2,800 SF  
ADDITION

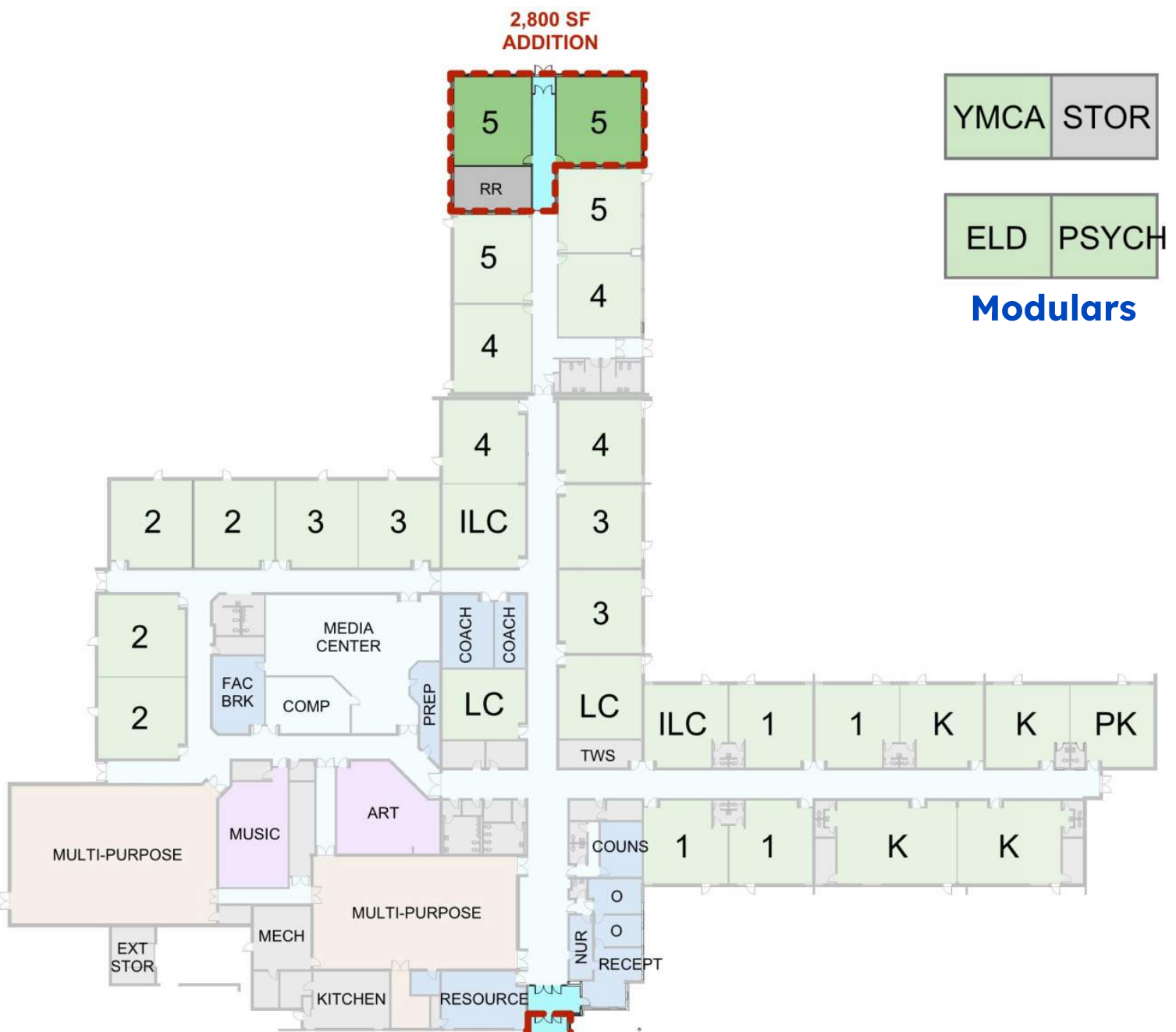


**Modulars**

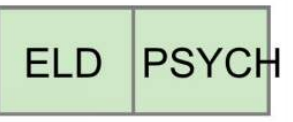
130 SF  
ADDITION



**Modulars**



**130 SF ADDITION**



**Modulars**

**Existing**

**New Option**

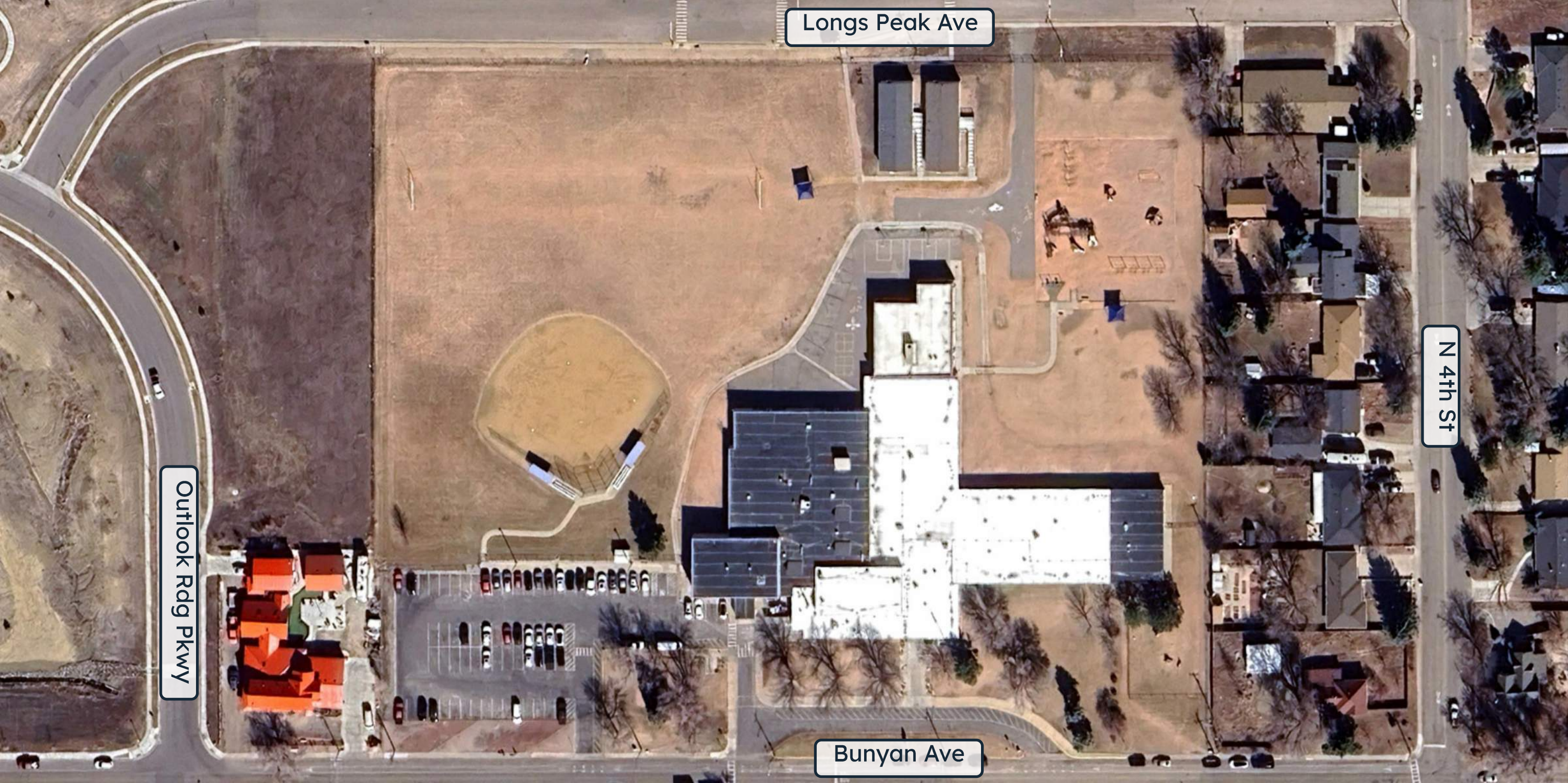
# SITE

THOMPSON  
SCHOOL DISTRICT

NO PARKING  
NO STOPPING  
SCHOOL BUS  
LOADING ZONE

BERTHOUD ELEMENTARY SCHOOL  
560

SMOKE-FREE  
ZONE

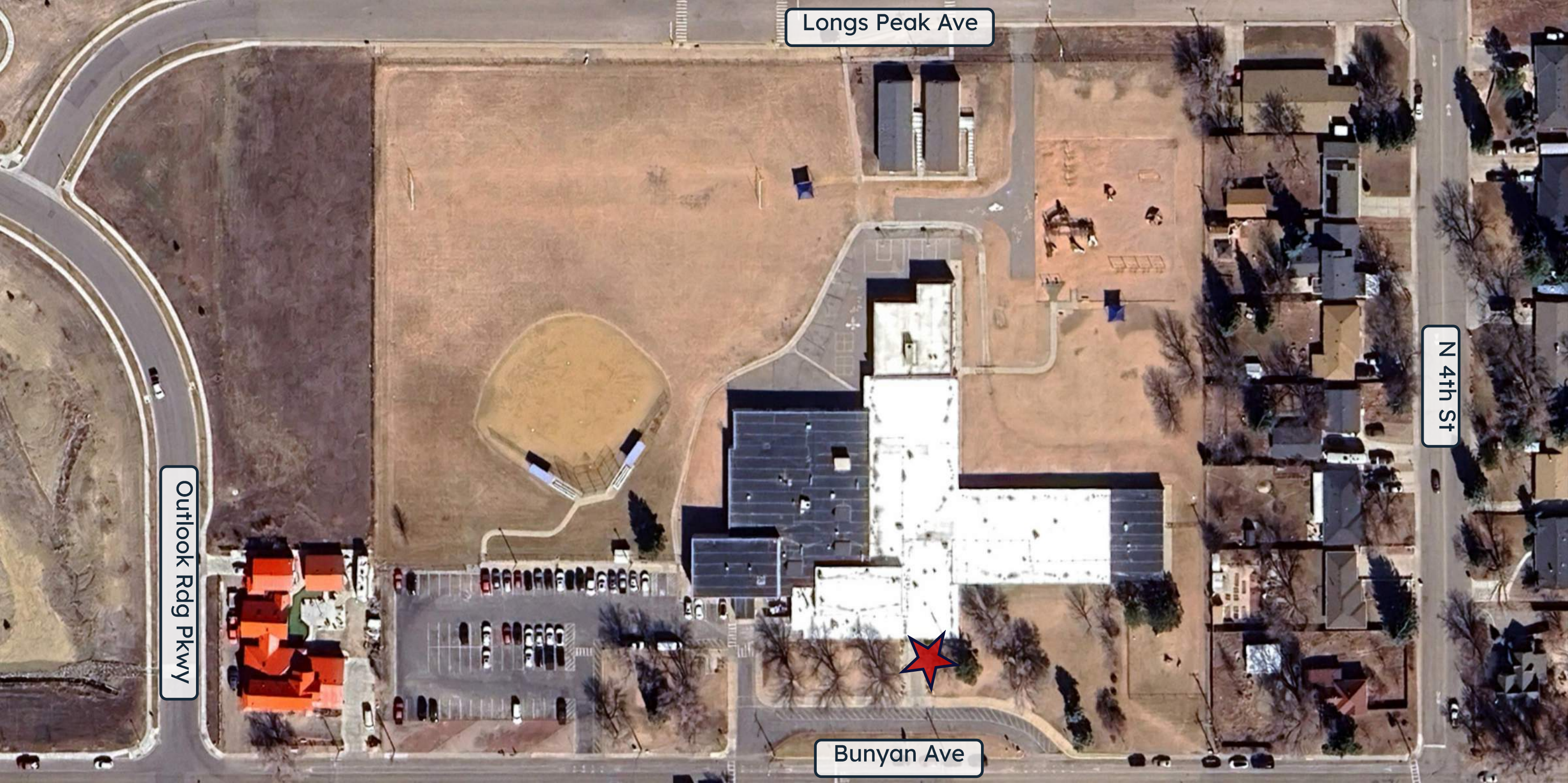


Longs Peak Ave

N 4th St

Outlook Rdg Pkwy

Bunyan Ave

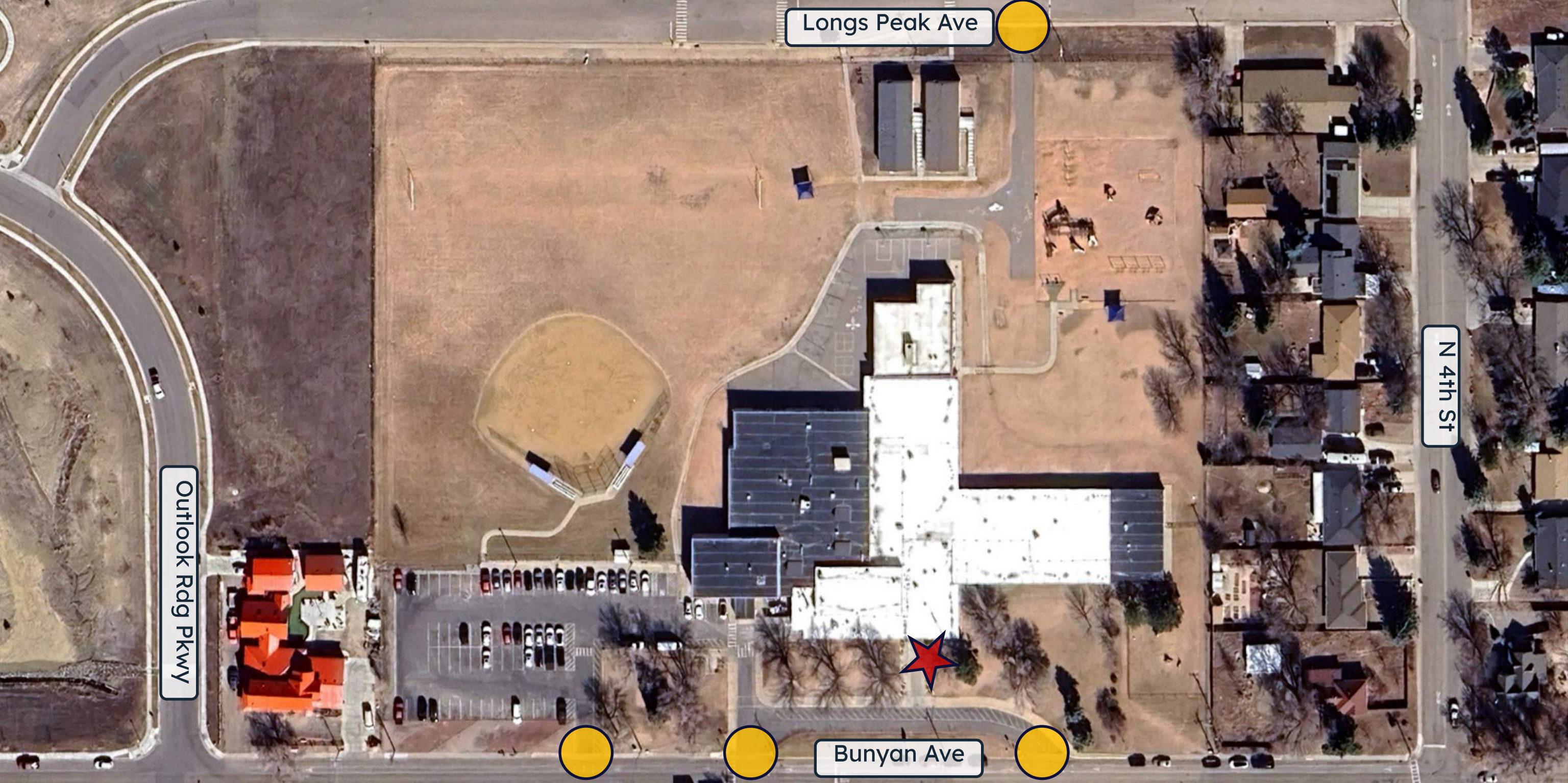


Longs Peak Ave

N 4th St

Outlook Rdg Pkwy

Bunyan Ave

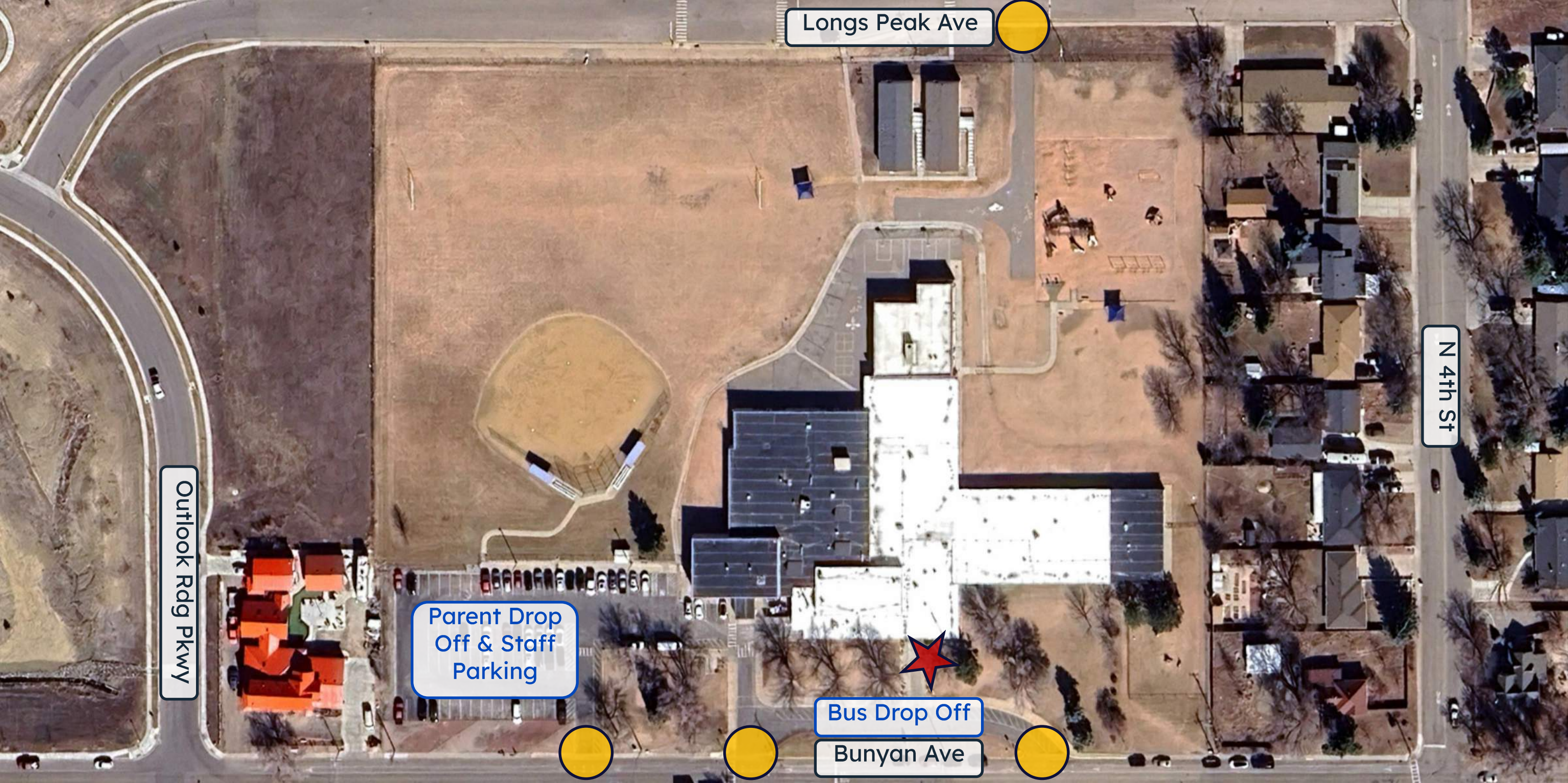


Longs Peak Ave

Outlook Rdg Pkwy

N 4th St

Bunyan Ave



Longs Peak Ave



N 4th St

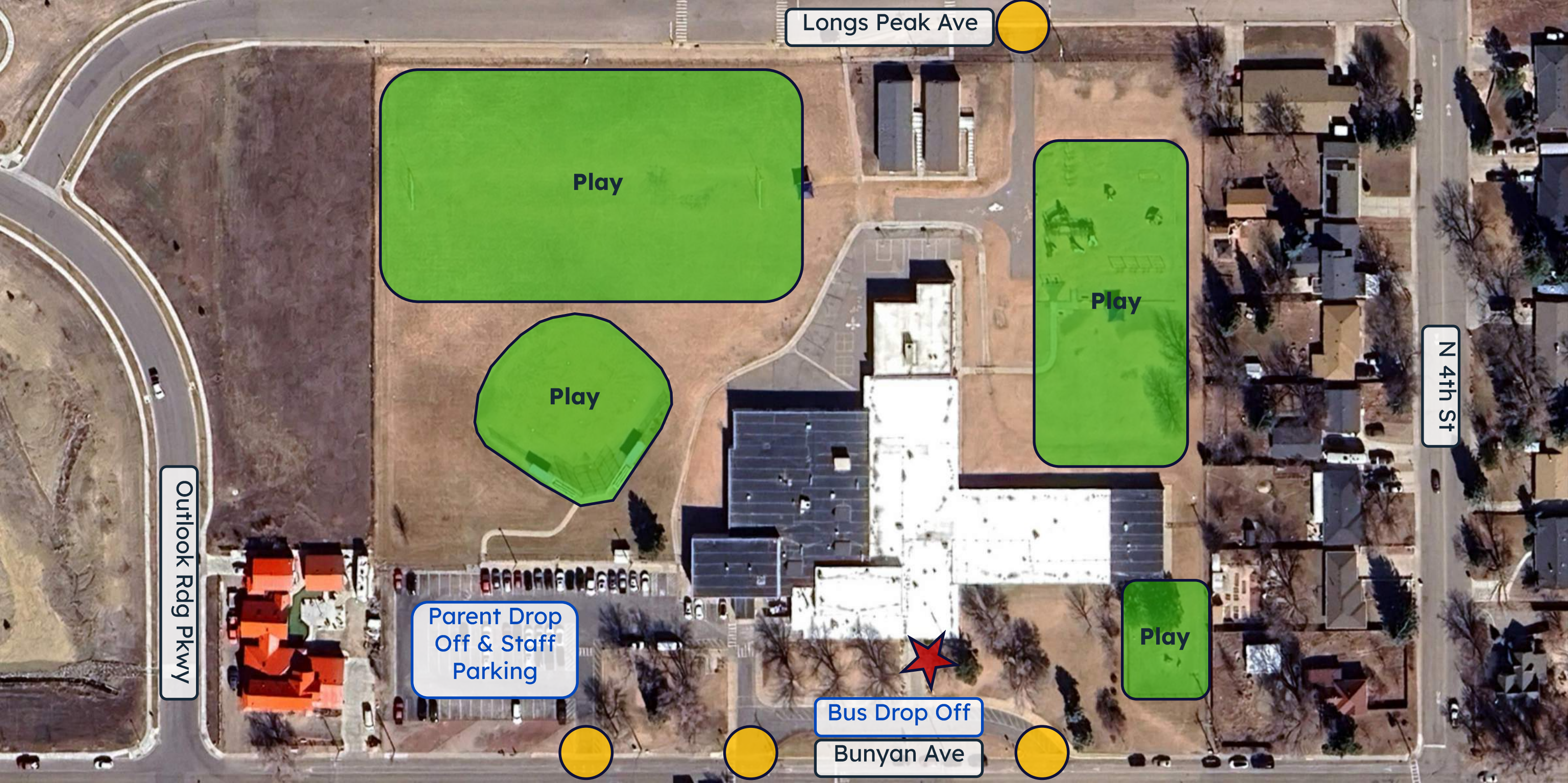
Outlook Rdg Pkwy

Parent Drop Off & Staff Parking

Bus Drop Off

Bunyan Ave

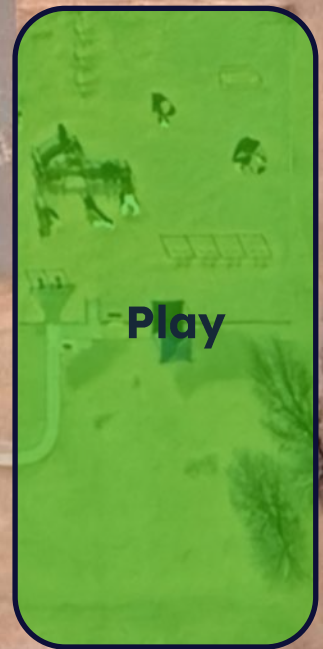




Longs Peak Ave



Play



Play



Play



Play

Parent Drop Off & Staff Parking



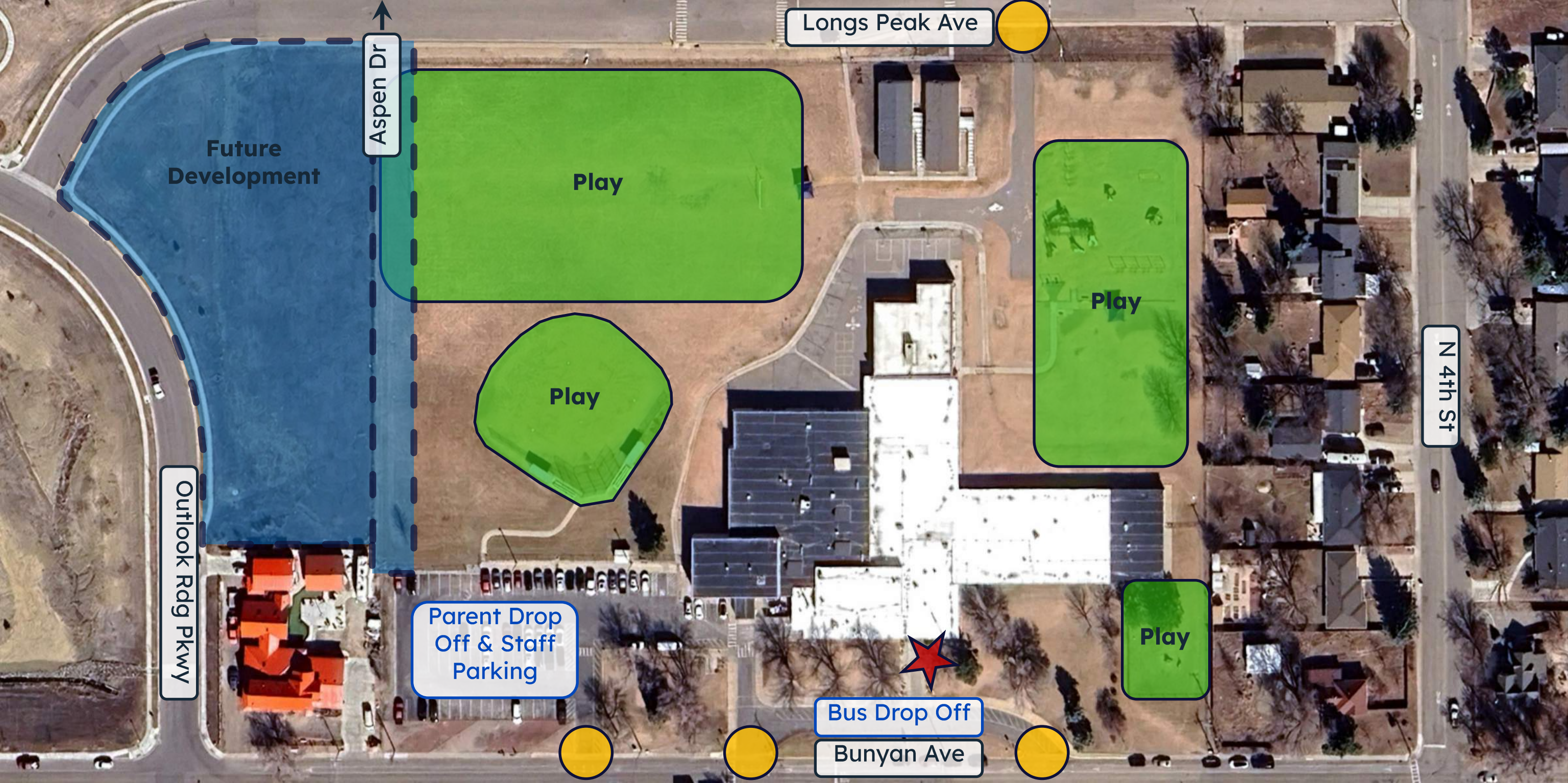
Bus Drop Off

Bunyan Ave



Outlook Rdg Pkwy

N 4th St



Future Development

Aspen Dr

Longs Peak Ave

Play

Play

Play

Play

N 4th St

Outlook Rdg Pkwy

Parent Drop Off & Staff Parking

Bus Drop Off

Bunyan Ave



Playground  
Option

Drop-Off Option

Playground  
Option







**December 2026 through April 2027**



**May 2027 through August 2027**





**Hi!**

You might see Adolfsen & Peterson Construction (AP) "hanging" around in the neighborhood for the next few months.

Brighton School District 27J is investing in the future by building new educational facilities.

During construction, we promise to be respectful, informative and part of your community in the best way possible for all of us.

**QUESTIONS?**  
Contact Kyle Harris @ 307-274-1457

**Hola!**

Puede que veas a Adolfsen y Peterson Construcción (AP) "pasando el rato" el barrio durante los próximos meses.

Distrito 27J está invirtiendo en el futuro mediante la construcción de nuevas instalaciones educativas.

Con la construcción, prometemos ser respetuosos, informativos y parte de tu comunidad de la mejor manera posible para todos nosotros.

**PREGUNTAS?**  
Contacta a Kyle Harris @ 07-274-1457



- **Happy Holidays!**
- **DAG #2**
- **DAG #3**
- **User Group Meetings**
- **Schematic Design**

**01/13/26?**  
**02/03/26?**  
**2 wk of Feb**  
**02/27/26**

## Next Steps