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**PROJECT: Ridgway School District – Facility Master Plan**

**PROJECT NO: 19057.00**

**DATE: February 13, 2020**

**ATTENDANCE: Refer to separate attendance sheet**

**SUBJECT: Planning Advisory Team (PAT) Meeting #2**

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**Purpose:** The purpose of this meeting is to better understand the goals and visions for the learning environments within the district.

**Planning Advisory Team Meeting #2: (refer also to separate presentation slides)**

Brian Calhoun from RTA introduced the RTA team and each attendee briefly introduced themselves. Brian reviewed the agenda and the meeting norms. The purpose and outcomes of the facilities master plan were reviewed as well as the upcoming meetings.

The group participated in a poll to “describe yourself in one word”. The poll was intended to have the group log into the polling software from mobile devices. Answers included: Nerd, Busy, Teacher, book lover, excited, tired, inquisitive, swarthy, happy, hopeful, caffeinated, outgoing, creative, nature-lover, fantastic, stressing, ready.

Brian introduced and reviewed brain-based learning. Our daily experiences create new brain connections. Emotion is linked to learning. Brains work best in a balance between stress and comfort; the flow zone. Pattern making is a pleasurable emotion for brain activity; ordering chaotic information. Learning is best accomplished when the learning activity is associated with a physical activity. 12 principles of brain compatible learning were reviewed.

12 Principles of Design which contribute to brain development were introduced by Brian. Rich Stimulating Environment, Places for Group Learning, Linking Indoor and Outdoor Places, Public Places, Safe Places, Variety of Places, Changing Displays, Have All Resources Available, Flexibility, Active/Passive Places, Personalized Space, Surrounding Community as the Optimal Learning Environment.

The PAT was polled regarding what items from the 12 Principles of Design is RSD Missing? All items were identified at least once. The highest ranking items were Active/Passive Places, Variety, Places for Group Learning, Flexibility, and Personalized Spaces.

The PAT was polled as to what are 21<sup>st</sup> Century Learning Environments to you? Collaborative, Flexibility, integrative, team based, creative studios, outdoors, empowered, choice.

Susan (Ridgway School District Superintendent) reviewed the district mission statement and strategic plan. Susan discussed the components of the strategic plan that have an impact on physical environments.

Brian asked the group if there are spaces that would influence the way how students learn or are taught.

Comments:

What spaces are needed from a community perspective? Where in the process will the ability to provide input for community use? Brian and Susan noted that the community input is integral to the process.

The performing arts space is an area identified for improvement.

Mike Riggs reviewed the teaching practice spectrum with the group. Attendees were asked to respond using the online poll as to where they felt the current practices at RSD fell on the spectrum. In general, the group indicated that the current teaching practices fell in the middle of the spectrum. Refer to the presentations slides for actual results.

Mike Riggs reviewed classroom diagrams that illustrate the evolution of the classroom environment from traditional single classrooms to a learning community. This spectrum included:

1. Individually owned classrooms
2. Classrooms shared in a pair
3. All Classrooms shared in pairs plus commons
4. All Classrooms shared with teacher office plus commons
5. Learning Community

The attendees were asked to identify where they felt they currently are in terms of this spectrum. The group all felt that they had individually owned classrooms.

Mike Riggs reviewed the design of Douglass Elementary school and discussed how the spaces are used. Key features of the design were identified. It was mentioned that the current use of this school aligns most closely with item 3 above (Classrooms shared in pairs plus commons), but that the school was designed so that it could function as true learning communities. It is desired by the Boulder Valley School District that they eventually reach this model, but the school can function well as they transition.

**Breakout Groups:** At the end of the meeting attendees were asked to break into small groups (3 groups) and address the question of: What are the biggest obstacles you face in your existing facilities? And What would be different in your ideal school from what you have now? The comments below represent the items identified by the small groups. Note that the items tended to address both questions in what was generally one list of responses

#### Secondary School Group

1. The offerings in the Industrial Arts program are limited. Would like to have Automotive, Welding, Home Economics, plus Woodworking
2. The performing arts (cafetorium) has limitations (primarily in terms of acoustics)
3. The furniture in the building is not flexible. It is not inviting in student spaces
4. The teacher breakroom is not inviting or collaborative
5. The conference room off the main office is not big enough
6. More outdoor learning spaces are desired
7. The cardio/weight room would be best as a dedicated space and not shared with the climbing wall
8. There is a need for an additional practice field with a track (no track exists)
9. A greenhouse/horticulture space is desired
10. Teacher Housing is desired

#### Elementary School Group 1

1. Lack of open work areas with flexibility
2. Lack of views and natural light
3. Lack of integration of buildings (separate preschool and other buildings)
4. Desire a building with more energy efficiency
5. Desire a building with better circulation and flow (which offers opportunities for educational space rather than just corridors)
6. Desire a building with a better hierarchy of spaces and functions

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7. Desire a building with 21<sup>st</sup> Century Educational spaces that address the list above (a purposeful building with flexibility)

#### Elementary School Group 2

#### Obstacles we face

1. Poorly designed spaces for learning
2. Outdoor space is only really a two-season space (gated?)
3. Students who feel locked into isolated rooms
4. Lack of ease of flow to outdoor spaces
5. Lack of connection between two school buildings (preschool and secondary)

#### Ideal Building would have

1. Design flexible space that is shared
2. Because of changing population, flexible spaces to accommodate bubbles in enrollment would be useful

Attachments:

CC:

REPORTED BY:

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Signature

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Brian Calhoun, AIA

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Printed Name



