CREEKSIDE ELEMENTARY SCHOOL
DISCOVERY REPORT
September 8-9, 2015
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ACKNOWLEDGEMENTS

Fielding Nair International (FNI) would like to thank and acknowledge all of those who made the Discovery Visit possible, including the Creekside Elementary School community, parents, teachers, staff, and students who participated in workshops and discussions. FNI appreciates your time and your insights. FNI would like to specifically acknowledge the following groups for leading this effort:

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INTRODUCTION

Thanks to the generosity of BVSD voters who supported the $576.5M Bond issue, Creekside’s well-worn building will be replaced with a new, innovative building that supports teaching and learning to foster student success in the 21st Century.

BVSD is working with Fielding Nair International (FNI), known around the world for creating innovative learning environments, to define how to create the best learning environment for students. The outcomes of this process will infuse educational innovation into every Bond project and create learning spaces that support success for all students.

At FNI, we begin the school design process by discovering all we can about your school community. Discovery is a process designed to gather input from multiple stakeholders (school leadership, teachers, students, and parents) to build a common vision. The FNI Discovery Process is a highly collaborative, rigorous, and data-driven system that results in a clear blueprint to move forward into design.

During the 2-day discovery visit, FNI architects and educators conducted workshops, presented case studies, and facilitated countless conversations with teachers, staff, parents, and students about their hopes and dreams for Creekside’s future. This report highlights the key discoveries from those conversations.
DISCOVERY VISIT

AGENDA

TUESDAY, SEPTEMBER 8TH

8-10 a.m.: Visioning Workshop with Leadership: From District Guiding Principles to School Cornerstones
10-11 a.m.: Walking Tour
12-1:30 p.m.: Teacher Focus Group: Intentional Learning Communities: From My to Ours; from Me to We
1:30-3 p.m.: Community and Site Ethos Workshop

WEDNESDAY, SEPTEMBER 9TH

8:30-10:30 a.m.: Design Patterns for Innovation in Learning, Session 1
12:45-2:45 p.m.: Design Patterns for Innovation in Learning, Session 2
3-5 p.m.: Design Advisory Team (DAT) Meeting
6:30-8 p.m.: Community Visioning Workshop
THE DISCOVERY TEAM

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Reflecting on the many conversations and all of the data collected, several overarching themes have emerged. The following discoveries represent the core design drivers that will influence the design of the new campus:

A HISTORY OF LEARNING IN COMMUNITY

Based on your experience with the co-teaching model, Creekside is well-suited to look beyond individual classrooms and classroom pairs to Learning Communities.

Your familiarity with co-teaching will allow for a smooth transition from "I" and "Mine" to "We" and "Ours."
A PLACE TO GATHER

The lack of gathering space other than the gym is a source of frustration for many at Creekside. A multitude of voices expressed the need for a large space that can be flexibly used for exhibits, performances, and community gatherings.
We've identified areas within the school, including the library, that are currently underutilized and poorly designed for Creekside's needs.

With more flexible spaces that can support a variety of learning modalities, the school can move away from a model of single-purpose spaces to multifunctional areas.
DESIGN FOR GROWTH

The new Creekside campus may become a “magnet,” attracting more students and increasing enrollment. Therefore, we'll need to design a school that can accommodate the current population as well future growth.
HOW MIGHT WE?: TURNING INSIGHTS INTO OPPORTUNITIES

Every pain point is an opportunity for design. Throughout this report, we have framed Creekside’s challenges as “How Might We” questions to put you on the path to innovative thinking. We hope that as a community, you will want to answer these questions, talk about them, and ultimately, solve them.

**HOW**

assumes that solutions exist and provides the creative confidence needed to identify and solve for unmet needs.

**MIGHT**

suggests that you can put ideas out there that might work or might not—either way, you’ll learn something useful.

**WE?**

signals that you are going to collaborate and build on each other’s ideas to find creative solutions together.
The following summarizes our findings from the workshops conducted over the 2-day Discovery Visit.
VISIONING WORKSHOP WITH LEADERSHIP

This workshop with school leadership explored opportunities for the future both architecturally and educationally. We discussed and brainstormed ideas that will become the cornerstones for educational change at Creekside.

Objective: Emerging Cornerstones

DISCOVERIES

- Demographics
  - International - parents from CU (25%)
  - Transient population: leave after a year or two
  - Fewer Hispanic families (23%)
  - IEPs: low (about 10%)
  - 292 students total
  - Less flight from neighborhood kids: new school will increase neighborhood attendance
  - Lots of choices: 4 elementary schools w/in a 2 mile radius
  - Some people come for the international population

- Instruction
  - Students experience a lot of growth, yet their overall proficiency rates remain flat
  - PBIS has been used to target inconsistent behavior expectations
VISIONING WORKSHOP WITH LEADERSHIP

DISCOVERIES, CONTINUED

- The school experimented with co-teaching for a few years
  - Problems: personality conflicts, other schools complained about equity, not enough training
- Community was sad to see the co-teaching go away
- Co-teaching was successful, yet not enough resources to execute successfully

“I think co-teaching at this school was a real success. This school had a lot to offer to every other school in our district...it was something I saw as a source of pride.”

- Sandy Ripplinger
“Teachers work together across grade levels to enrich student learning and build on knowledge.”
DEVELOPING CORNERSTONES

During the Visioning Workshop, we asked participants to begin developing cornerstones, driven by Boulder Valley School District’s Innovation Guiding Principles.

Cornerstones are the values individuals and teams of leaders, teachers, and learners will use to guide decisions in learning, professional growth, resource allocation, systems design, learning environments, etc. They become the “rudder” that steers the ship (school) and the individuals within it each and every day.

On the following page, we have captured the major themes that emerged from the brainstorm.
VISIONING WORKSHOP WITH LEADERSHIP

Creekside Cornerstones Brainstorm Summary

STUDENT ENGAGEMENT
“Learning is everywhere!”

CULTURE
“Strong sense of belonging and community”

COLLABORATION
“Teachers talking, strategizing.”

CLIMATE
“Welcoming for all”

FLEXIBILITY
“Teachers working more as facilitators for students to take on their own learning.”

LEADERSHIP
“Various people taking leadership roles”

TECHNOLOGY
“Computer stations accessible and plentiful to support learning”

COMMUNITY
“More community involved”
How might we draw from our co-teaching experience to help us pivot towards a Learning Community model?

How might we design our new building to foster a strong sense of community?

How might we design a technology infrastructure that allows for anytime, anywhere connectivity?

How might we design a campus where learning occurs everywhere, not only in classrooms?
School Leadership and FNI walked the school together to observe and discuss how teaching and learning is fostered or constrained by the existing facility.

Objective: Shared understanding about the school facility in action: what works and what does not.

DISCOVERIES

- Library
  - Multi-purpose space
  - Underused space (50%)
- Outdoors
  - Students love connection to outdoors
  - Large, open space
- Lots of specialist rooms
- ILC needs connection to motor lab, needs to be handicap accessible
- Mixed age lunch
- Computer lab is used because WiFi connection is poor;
“We want a performance floor with a stage and seating for assemblies.”

- Creekside Student
**WALKING TOUR**

**DISCOVERIES, CONTINUED**

- Garden:
  - 2 lessons per year for each class
  - Confusion about ownership
- Safety: homeless camps beyond bikes
- CU students volunteer to paint the school.
- Blinds don’t work well, but are good for safety.
- There is a bike path beyond the fence.
- Teachers take students on creek walks.
- Covered bulletin boards are actually windows into the hallway.
- Storage room is a dead space.
- Gym has a stage which is great for theater productions, performance.
- There is flexibility between the gym & cafeteria.
- Administration suite is poorly designed
  - $1M spent 5 years ago to renovate
- Lots of traffic jams
- Teacher workroom does not have room for laptop working.
- Literacy library serves as storage for primary books.
- Art room
  - The kiln should be a part of the new school.
  - AC doesn’t work.
  - Lots of storage
HOW MIGHT WE?

The following questions reframe insights and challenges into opportunities:

**UTILIZATION**
How might we repurpose spaces that are underutilized?

**GARDEN**
How might we integrate the garden so that the outdoors become a natural extension of indoor learning?

**DAYLIGHT**
How might we orient the building to maximize daylight and solar energy?

**ADMINISTRATIVE SUITE**
How might we improve the design of the administrative suite to make it more functional, friendly, and inviting?
TEACHER FOCUS GROUP

This workshop engaged teachers in a thoughtful discussion about collaboration and working together. It included an overview of the emerging cornerstones and working in Learning Communities. The group explored several case studies as well as FNI’s Learning Spectrums. Teachers imagined new ways to work together in the context of new spaces that foster collaboration.

Objective: Shared understanding about the school facility in action: what works and what does not.

CASE STUDY: NORMA ROSE POINT

To spark inspiration, we shared a case study from Norma Rose Point School, one of three new elementary schools designed by FNI to meet the needs of Creative Age learners. Central to the design is a transition from a classroom-based organization to a Learning Community model, where teachers and specialists work in teams of 3-5 with student groupings of 90-125. Each Learning Community has at its heart a common area with natural light and views, a kitchenette, and ample space for gathering, presentations, independent, collaborative, and technology-enhanced learning.

After viewing a short video (left), we asked teachers to tell us how teaching and learning is enhanced and/or constrained by the current campus.
DISCOVERIES

- Building gets in the way of student centered learning modalities.
- Very poor flow
- Older students are confined to smaller rooms.
- Messy projects are difficult because of caution required.
- Classroom decor can be too visually stimulating.
- Specialist spaces: really valued here, especially music
- Special Education should not be an afterthought: think about how far students have to travel from room to room.

TEACHER VOICES

“I’ve done a lot of reading about the classroom environment, it’s sort of like a third teacher. The past couple of years I have really learned that it is so important to have your environment so there is flow, kids can access materials, and be as independent as possible.”

“...The bulk of my students are children with autism. For them, everything is experiential. We need rooms where they can be up to their elbows in shaving cream and we’re not worried that all of the learning materials will be trashed.”
HOW MIGHT WE?

The following questions reframe insights and challenges into opportunities:

**MESSY PROJECTS**
How might we design space for wet and messy activities?

**SPECIAL NEEDS**
How might we design a campus that accommodates students who need more focus or have special needs?

**THE ARTS**
How might we fully integrate the arts and music in the design of the building?

**HALLWAYS**
How might we eliminate the separation that exists between classrooms and hallways?
COMMUNITY & SITE ETHOS WORKSHOP

How might the design of the new campus support, represent, enhance the ethos of the community? The site? During this workshop, we ask participants to tell us how the ethos of the Creekside school community might be incorporated into the design of the new campus.

Objective: Emerging understanding of the ethos of the site and community. Identify additional site opportunities and challenges.

DISCOVERIES

• What are the qualities of Boulder that make it a great community? What part about the environment, activities, landmarks, make Boulder unique?
  • Active healthy lifestyle
  • Open space
  • Flatirons
  • Weather
  • Education: CU (hyper-educated)
  • Local flare: farmer’s market, restaurants, diverse food choices
  • Environmentally conscious
  • Natural environment
  • Access to outdoor activity/downtown
COMMUNITY & SITE ETHOS WORKSHOP

DISCOVERIES, CONTINUED

- Progressive, open-minded, inclusive
- Public support for education
- Lots of financial resources
- International population
- Community values: varied beliefs, inclusive
- Turf fields for less maintenance

What do you think makes Creekside unique as a school? How could a new school reflect the values and priorities of the community? How do you see Creekside school as a community resource?

- Diversity
- Opportunity & Influence
- Community
- Sustainability
- Definition of success is much broader

- Community-focused
- What type of spaces in Creekside could be shared with the community? How could Creekside be connected with other resources in Boulder?
  - Preschool playground
  - Sporting - local athletic clubs
  - Kitchen
  - Outdoor classroom/nature center
  - Playgrounds
  - Assembly space
  - Gyms
  - Atrium
  - Dog park

- Connections
  - More outreach w/CU
  - Connecting to retirement facilities
  - Family - library learning lab

- Entrepreneurs
- Garden
- City programs

“
We really are a neighborhood school, and the neighborhood itself is very strong...it is important that this school represent the neighborhood and be a source of pride and a resource."

- Creekside Parent
Shared space

- Preschool playground
- Sporting arena
- Assembly space
- Auditorium
- Gym (rent to local leagues)
- Nature garden
- Kitchen

Playground

Community outreach
Pre-K community outings/playdates

Outreach & CU students

Connect to old folks (2 homes in Martin Acres)

CU students
- Early educ.
- Tech
- Music
- Dance
Shared Spaces:
- Outdoor Spaces
  - Youth & Adult Sports
  - Outdoor learning lab
- COMMUNITY ART FORUM
  - Connects through: garden, university, city programs

Community Connections:
- Library
- C.U. Lab School (Research)
HOW MIGHT WE?

The following questions reframe insights and challenges into opportunities:

ACTIVE
How might we design a campus that encourages physical activity?

SUSTAINABLE
How might we design a campus that meets BVSD’s Green Building Guiding Principles?

SHARED SPACE
How might we design amenities that become shared community resources?

CONNECTED
How might we extend Creekside’s learning potential beyond the four walls of the school?
DESIGN PATTERNS WORKSHOP

Based on the emerging cornerstones, what should or what will learning look like at Creekside? Participants explored ideas and concepts using design patterns as a common language for all stakeholders to understand. The ideas generated began the process for establishing a shared vision for the new spaces.

Outcome: Design patterns or key ideas that might inform the design approach

DEFINING DESIGN PATTERNS FOR CREEKSIDES

We presented a list of common design patterns that help promote healthy school communities. Participants were tasked with defining:

- Which interior patterns are important for Creekside?
- What types of exterior patterns will support learner and community needs?
- Which patterns can be shared?

The common themes and areas of agreement are captured on the following pages.
INTERIOR PATTERNS
- Welcoming Entry
- Heart
- Learning Community
- Curiosity Center
- Social Commons
- Project-Based Learning Space (+ Art)
- Performance Space: Formal/Informal
- Fitness Space
- Play Space
- Learning Porch
- Cave Spaces
- Building as a 3-D Textbook

EXTERIOR PATTERNS
- Paths
- Parking
- Safe Transportation Routes
- Grassy Fields
- Playground Equipment
- Outdoor Learning Areas
- Gathering Spaces
- Learning Gardens
- Landscape
- Sunny Building
- Peaceful, Natural Places
- The Energy School
- Courtyard
- Covered Areas
- Seating
- Hard Play Surfaces
- entrance
- dedicated space for O.T., F.R.S., and larger ILC
- indoor water feature
- comfortable chairs
- PE. and music near cafeteria
- movable furniture
- high ceilings
- classes large enough for large classes/movable walls
- sky lighting
- a lot of windows for natural light
- 2 floors roof garden

indoor house
indoor green

in

DINING
PLAYGROUND
FOR PRESCHOOL
Poroh

Office
**DISCOVERIES**

- Interior Patterns
  - 2-story building
  - Computer lab
  - Curiosity center
  - Panic room
  - Bean bags
  - Music and performance space
  - Indoor treehouse
  - A heart of the school
  - Pool
  - Ice skating rink
  - Chemistry lab with mice and animals
  - Cafe
  - Eye scan for security system
  - Comfortable chairs
  - Roof garden
  - Lots of windows for light
  - Moveable furniture

- Exterior Patterns
  - Waiting area for parents
  - Cougar mural on outside wall
  - Four square court
  - Blue rock path
  - A tree house to learn in
  - Outdoor learning tables
  - Outdoor coverings
  - Trees
  - Soccer field
  - Amphitheater
  - SW facing building
  - Playground equipment
  - Bike rack
  - Enclosed greenhouse
  - Garden
  - Rooftop playground
  - Outdoor and indoor lunch space
  - Nature trail
  - Sculptures and art

- Shared
  - Gym
  - Curiosity center
  - Heart/common area
  - Cave space
  - Auditorium
  - Art room
  - Science lab
  - Computer lab
  - Performance floor with a stage
  - Indoor pool
  - Reading area
  - Dance
  - Cafeteria with opening/closing ceilings
  - Modular tables
  - Picnic area
  - Sports fields
The following questions reframe insights and challenges into opportunities:

**EATING AREAS**
How might we design a humane environment for eating that encourages respectful and mature behavior?

**FURNITURE**
How might we use soft, ergonomic seating to enhance learning?

**THE LIBRARY**
How might we redistribute library resources throughout the entire school so that reading can happen anytime, anywhere?

**OUTDOOR LEARNING**
How might we actively build outdoor learning into the school day?
COMMUNITY VISIONING

During this large-scale workshop for all school stakeholders, FNI presented leading practices in the design of 21st century learning spaces. We reviewed the emerging cornerstones and presented site opportunities and challenges.

Objective: Orientation to the process for the community. Expand vocabulary of what is possible. Understanding of likes, wishes, and concerns from broader community.

“I LIKE, I WISH, I WONDER”

While the school community asked questions, shared stories, debated, and expressed their concerns, we listened. We synthesized your feedback into three categories: What you like about the spaces presented, what you wish for the new Creekside campus, and what you are wondering about.

The school community’s feedback is captured on the following pages.
<table>
<thead>
<tr>
<th>I LIKE...</th>
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<tbody>
<tr>
<td>Learning spaces with lots of natural light that let the outside and nature into the classroom</td>
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<tr>
<td>The focus on making sure the school accommodates the needs of different age groups (k-2 vs. 3-5) and different learning needs (sensory issues, need for quiet spaces, routine structure, etc)</td>
</tr>
<tr>
<td>The fact that the school will remain open while the building is completed! I don't want my children to moved to another school during construction.</td>
</tr>
<tr>
<td>Learning spaces that are versatile and allow the multiple configurations</td>
</tr>
<tr>
<td>Learning spaces with lots of natural light that let the outside and nature into the classroom</td>
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<tr>
<td>“Maker space“ concept</td>
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<td>A school that still “feels” like a neighborhood elementary</td>
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<tr>
<td>The consideration given to maintaining the pathway structure so that students can continue to walk to school</td>
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<tr>
<td>Natural environment: rocks, grass, creeks, gardens, play structures</td>
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<tr>
<td>The thoughtfulness the designers are putting into security, avoiding blindspots, and making the schools safe and secure</td>
</tr>
<tr>
<td>For a school to have gathering spaces that are available throughout the day (avoiding multi-purpose cafeterias/gyms/auditoriums)</td>
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</tbody>
</table>
I WISH...

The school facility incorporates an area for middle school bus pick up. It should provide a shelter. Right now, middle school kids wait out on the street and are not allowed in the building during inclement weather. These are Creekside alum and they need to be considered in the future design.

The bike path connected straight to the school without touching any roads, and that there were more bike rides.

The view from the playground is spectacular. I wish that it can be preserved.

We have a kitchen where we can take a cooking class!

We have stand up desks. Kids don’t need to sit to learn!

For spaces in the building that welcome parents and community, such as: parent/community room used by all; welcoming locations for critical offices such as the family resource coordinator.

A beautiful, more “magical” feeling in the outdoor playground area. Something more creative than a standard school playground.

The new Creekside will keep some/all of the good qualities of the old Creekside: garden to table, courtyard, durable materials, thermal mass.

That Creekside will continue to be an Eco-cycle, Greenstar school. Please plan/design for maximum success of the recycling and composting program. Make it easy and convenient.

We could create real outdoor learning environments and sustainable recreation areas (creek, garden, exercise areas)
<table>
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<th>I WONDER...</th>
<th>How to make the bike path more encouraging of alternative transportation?</th>
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<tr>
<td>If we can make the outdoors accessible while also, easily keeping out the severe winter weather?</td>
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<tr>
<td>I'm wondering why the concept is for a 2-story building? This is a huge impact for the neighborhood and seems unnecessary to me to meet educational goals; Also wondering why we can't accommodate the project w/o completely moving the school and thereby salvaging more of the $2M improvements recently done AND avoid moving the location of the school, parking, traffic patterns?</td>
<td></td>
</tr>
<tr>
<td>How are we going to intentionally integrate our general ED and SPED students? Encourage less pull-out and more push-in?</td>
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<tr>
<td>How accurate the timeline is for construction and the opening of the new school?</td>
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<tr>
<td>How we “sell” project-based learning to those who see the value in didactic learning?</td>
<td></td>
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<tr>
<td>Whether my neighbors and I will lose our lovely view of the flatirons to a large multi-storied building as every building pictured in the slides and video were at least 2 stories?</td>
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<td>Are teachers excited about the changes?</td>
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The following questions reframe insights and challenges into opportunities:

**CONSTRUCTION**
How might we minimize the negative impact of construction on our students and neighbors?

**PROGRAMMING**
How might we program the new building to maximize collaboration and multi-age learning?

**NEIGHBORHOOD SCHOOL**
How might we preserve Creekside’s reputation as a neighborhood school?

**HISTORY**
How might we incorporate elements of the old campus into the new?
THANKS FOR PARTICIPATING!

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