



**BOLOGNA ELEM**

**REIMAGINING LEARNING ENVIRONMENTS**

# AGENDA

1

Introductions (*Introducciones*)

2

Review of Results (Revisión de resultados)

3

Program/Curriculum Prioritization (Priorización del plan de estudios)

4

Gaps Analysis (buscando información faltante durante el proceso de análisis educativo)

5

Discussion (Discusión)

6

Next Steps (Próximos pasos)

**Q1:**

**What skills and  
dispositions from the  
Portrait of the Learner do  
you think are currently  
nurtured by Bologna?**

Q1:

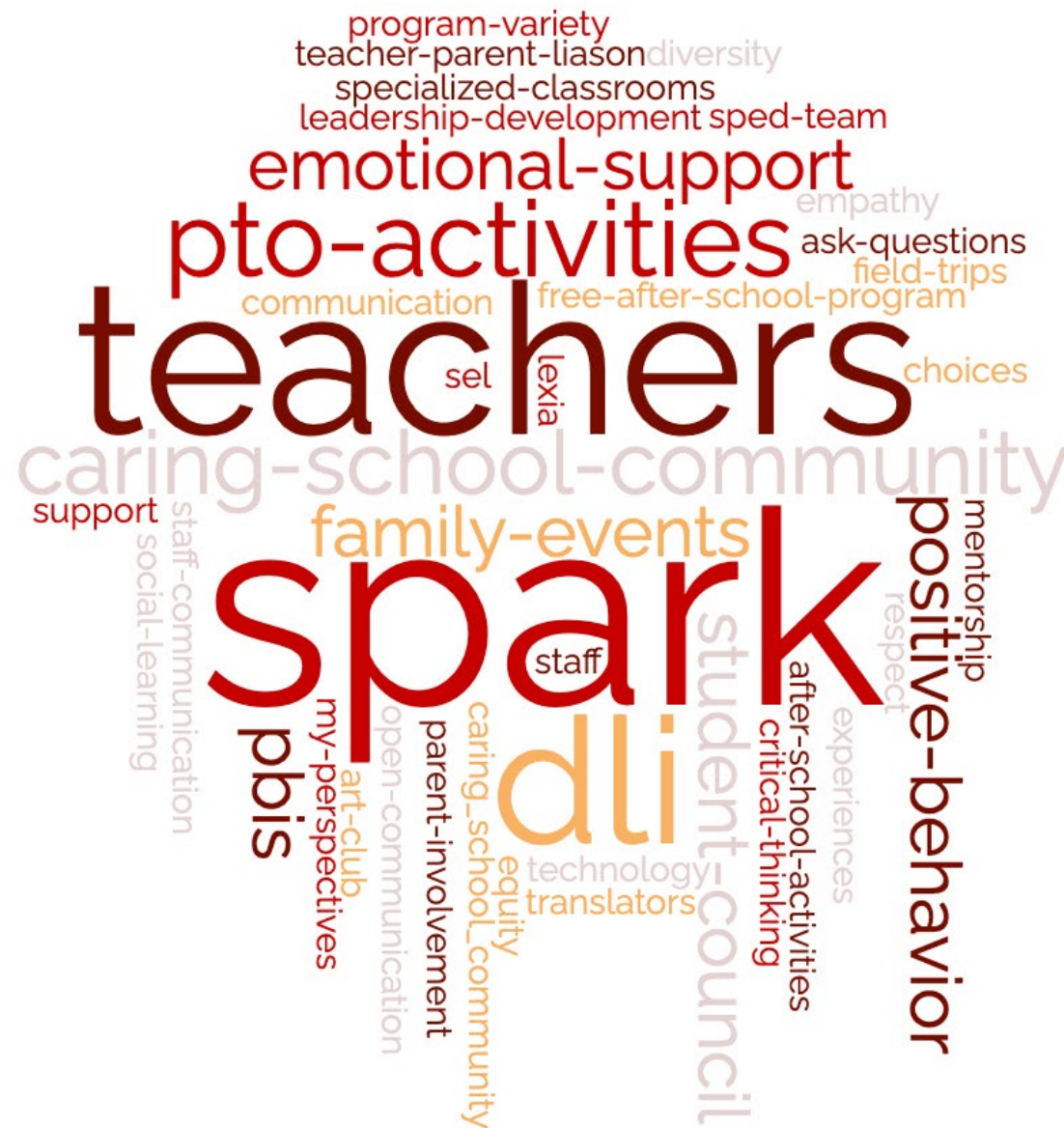




**Q2:**

**What Educational Programs, Experiences, and Curricular options are currently provided by Bologna that build such skills to align with the Portrait of the Learner?**

Q2:



**Q3:**

**What additional  
Educational Programs,  
Experiences, and  
Curricular Options should  
be provided by Bologna  
to better align with the  
Portrait?**

## Q3:





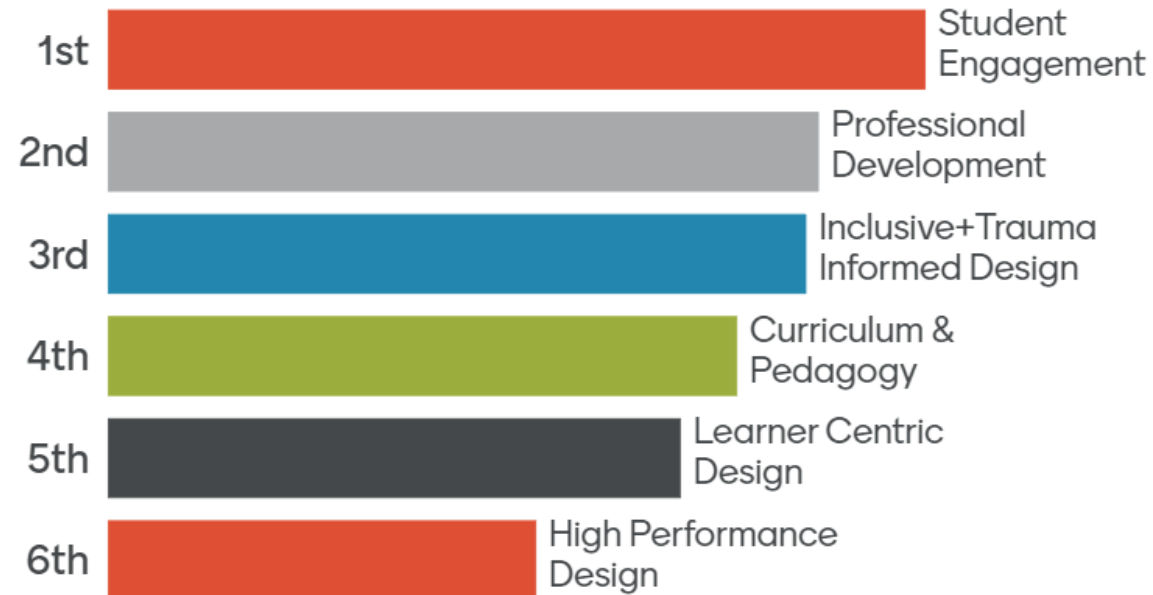
**Q4:**

**What facilities, resources,  
and infrastructures  
(furniture, technology,  
personnel, etc) are needed to  
impact and improve student  
outcomes, to better align  
with the Portrait?**

Q4:



Within the context of the Portrait of the Learner, and the Key Ideas presented, rank Bologna's current performance in the following categories



# **Group Breakout- Frequency of Words**





# Group Breakout- Frequency of Ideas





# NEXT WEEK



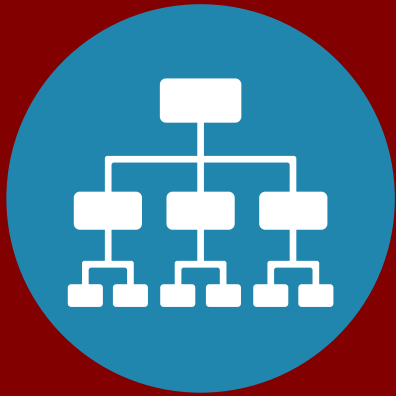
VISION



REALITY



# REIMAGINATION ENCOMPASSES...



**WHO**  
(Operations)



**WHERE**  
(Facilities)



**WHAT**  
(Curriculum)



**WHY**  
(District Goals)



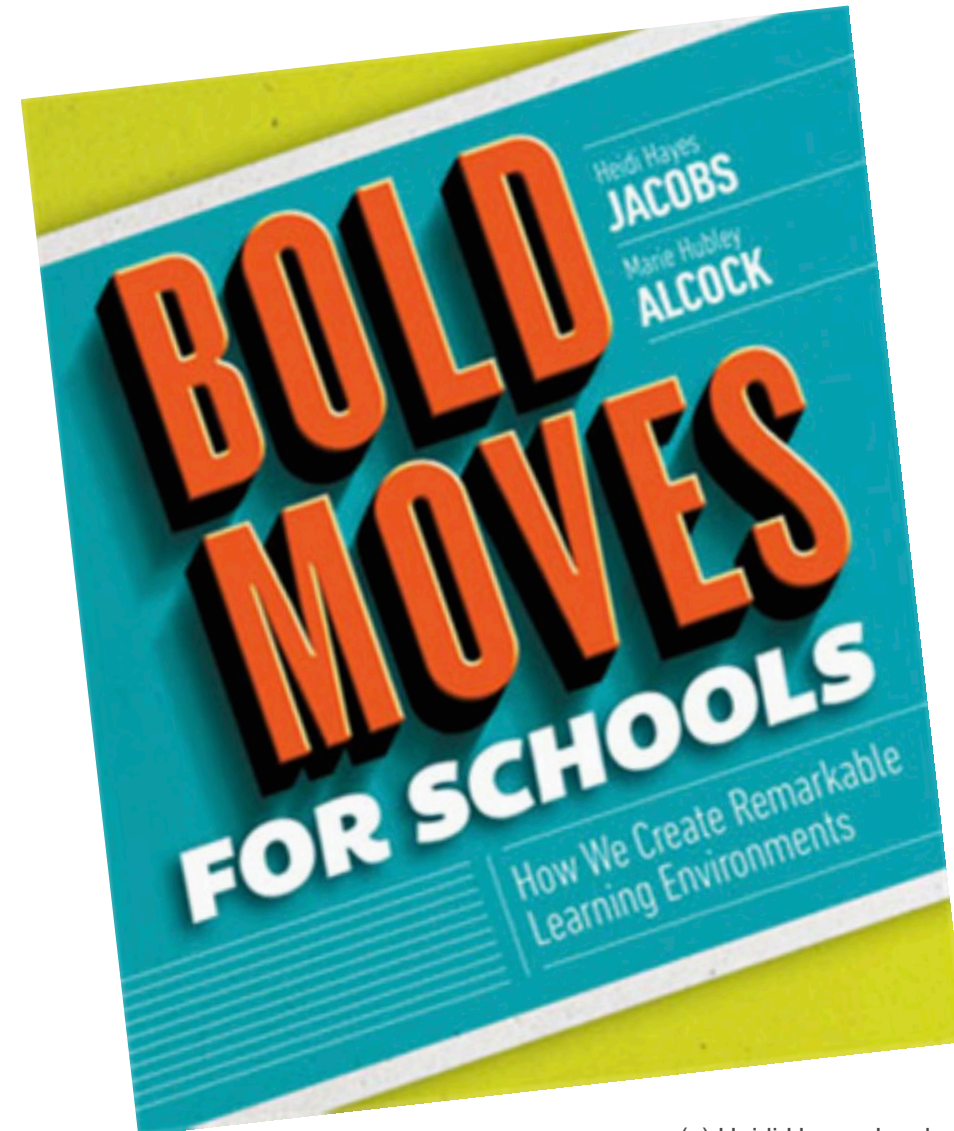
**HOW**  
(Pedagogy)



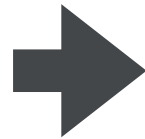
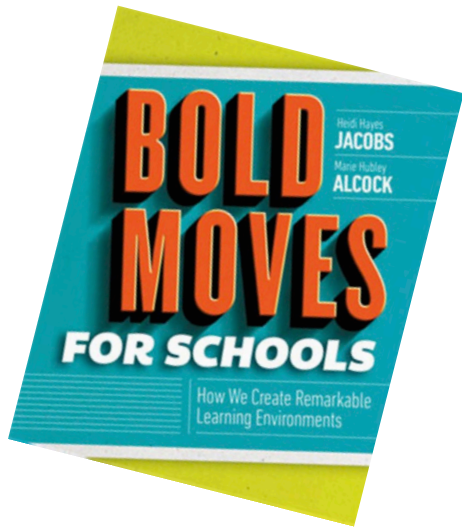
**CHANGING JUST ONE DATA POINT...**

# HOLISTIC FRAMEWORK

- **ESSENTIAL ANCHORS OF TRANSFORMATION** [Important tools or topics that help to ensure implementation]
- **CLUSTERS OF PEDAGOGY** [Understanding the spectrum of facilities, ranging from antiquated to contemporary. Being able to place yourself on that scale]
- **PROGRAM STRUCTURES** [Within any school setting, influences that directly impact students and teachers]



# ESSENTIAL ANCHORS OF TRANSFORMATION



1

21st Century Vision of Teaching and Learning

2

Impactful Pedagogy to Serve that Vision

3

Transformative Leadership to Enact the Vision

4

Deep Implementation Across Systems, Structures and Policy

# ESSENTIAL ANCHORS OF TRANSFORMATION



## 21ST CENTURY VISION

- “*The antiquated notion of student as receptacle is over.*”
- Transformative districts embrace a set of 21st Century competencies; some have specifically *adopted a profile or portrait of a graduate*, a vision statement outlining the competencies that are critical for each student to develop, *beyond content mastery and memorization.*



## IMPACTFUL PEDAGOGY

- “*Pedagogy results in action.*”
- Rather than dissemination of information, competencies require pedagogies such as project-based learning, design thinking, and inquiry-based learning.
- Requires teachers to *reframe, rather than simply recalibrate* their professional role.



# ESSENTIAL ANCHORS OF TRANSFORMATION



## TRANSFORMATIONAL LEADERSHIP

- Departure from a rigid hierarchical leadership structure.
- Leaders *model the creativity, collaboration, communication and critical thought* they want too cultivate in their schools.
- Visionary and committed senior leader that *empowers their teams and teacher as leaders* in their own right.



## DEEP IMPLEMENTATION

- “*The physical plant of a school is a concrete manifestation of pedagogy.*”
- Reconstruct outdated conceptual structures such as time, organization of groups, and professional development.
- Seismic shift in view of profession, *project that view to the public, employ it with policymakers.*

# ANTIQUATED PEDAGOGIES

A photograph of a classroom. A female teacher stands at the front near a whiteboard and a green chalkboard. Several young students are seated at their desks, and many of them have their hands raised, indicating an interactive or questioning period in the lesson. The classroom is bright with large windows on the left.

“

*Teacher covers and deposits info to students as empty vessels, obedient receivers, receptacles to be filled, with no “discovery”.*

”



# CLASSICAL PEDAGOGIES



*Teacher as guide, nurturer, stimulator. Student as creative, critical thinkers, collaborative team members, researchers, knowledge organizers.*





# CONTEMPORARY PEDAGOGIES



“

*Both teachers and learners as self navigators, social contractors, media critic and media makers, innovative designers, global citizens.*

”

# CLUSTERS OF PEDAGOGY

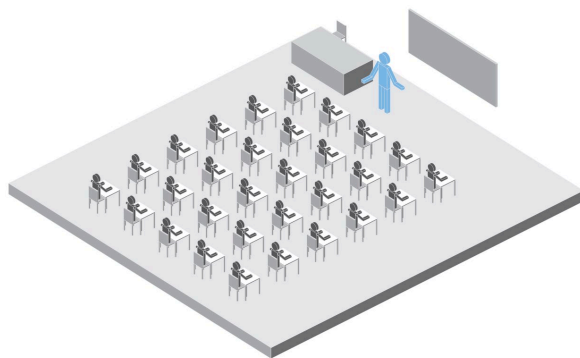
| ANTIQUATED   | CLASSICAL  | CONTEMPORARY  |
|--|--|---|
| <ul style="list-style-type: none"><li>• Learning experiences entirely within classroom</li></ul>   | <ul style="list-style-type: none"><li>• Classroom in school and other places</li></ul>                     | <ul style="list-style-type: none"><li>• Learning within a range of physical and virtual environments</li></ul>                        |
| <ul style="list-style-type: none"><li>• Linear delivery in class</li></ul>                         | <ul style="list-style-type: none"><li>• Delivery in a range of settings</li></ul>                          | <ul style="list-style-type: none"><li>• Nonlinear learning</li></ul>  |
| <ul style="list-style-type: none"><li>• Set formats and structure</li></ul>                        | <ul style="list-style-type: none"><li>• Limited flexibility in structure</li></ul>                         | <ul style="list-style-type: none"><li>• Fluid and flexible scheduling structures</li></ul>  |
| <ul style="list-style-type: none"><li>• Strict, specific roles for students and teachers</li></ul> | <ul style="list-style-type: none"><li>• Interactive yet specific roles for students and teachers</li></ul> | <ul style="list-style-type: none"><li>• Fluid roles for students and teachers as they interact as both teachers as learners</li></ul> |
| <ul style="list-style-type: none"><li>• Restricted communication tools</li></ul>                   | <ul style="list-style-type: none"><li>• Limited communication tools</li></ul>                              | <ul style="list-style-type: none"><li>• Open-access communication tools</li></ul>   |
| <ul style="list-style-type: none"><li>• Rigid, set curriculum</li></ul>                            | <ul style="list-style-type: none"><li>• Established curriculum with some flexibility</li></ul>             | <ul style="list-style-type: none"><li>• Responsive curriculum both ongoing and personalized</li></ul>                                 |

# PROGRAM STRUCTURE CONTINUUM

|           | ANTIQUATED  | CLASSICAL  | CONTEMPORARY   |
|-----------|---|--|--|
| SPACE     | <ul style="list-style-type: none"> <li>Self-contained</li> <li>All rooms the same</li> </ul>  | <ul style="list-style-type: none"> <li>Field Experience</li> <li>Use of existing spaces for effective instructional grouping</li> </ul>        | <ul style="list-style-type: none"> <li>Virtual spaces 24/7</li> <li>Field Experience</li> <li>Wide range; learning spaces create new learning experiences</li> </ul>   |
| TIME      | <ul style="list-style-type: none"> <li>Standardized, 19th century agrarian, 13-year experience</li> <li>Daily schedule standardized by habit</li> </ul>   | <ul style="list-style-type: none"> <li>Coordinated time frames which possible to support learners</li> </ul>                                   | <ul style="list-style-type: none"> <li>Task determines time</li> <li>Teachers work with students to bid for on site time segments over week and month</li> </ul>   |
| GROUPINGS | <ul style="list-style-type: none"> <li>Strict grade-level grouping K-12</li> <li>Classroom; no instructional grouping</li> </ul>  | <ul style="list-style-type: none"> <li>Some cross-grade cooperative groups</li> <li>Individualized</li> <li>Differentiated grouping</li> </ul> | <ul style="list-style-type: none"> <li>Personalized: on site virtual</li> <li>Field experience based on quest</li> <li>Multi-age based on learning progressions</li> </ul>   |
| PERSONNEL | <ul style="list-style-type: none"> <li>One teacher, self-contained in isolation to match class</li> <li>Faculty grouped by grade/department in isolation</li> <li>No interschool connections</li> </ul> | <ul style="list-style-type: none"> <li>Some vertical and interdisciplinary within and between buildings</li> </ul>                             | <ul style="list-style-type: none"> <li>Teacher has multiple affiliations:</li> <li>Inquiry quest groups</li> <li>Coaching individuals</li> <li>Virtual/on-site direct teaching</li> <li>Seminar/webinar</li> <li>Global cyber faculty</li> </ul> |

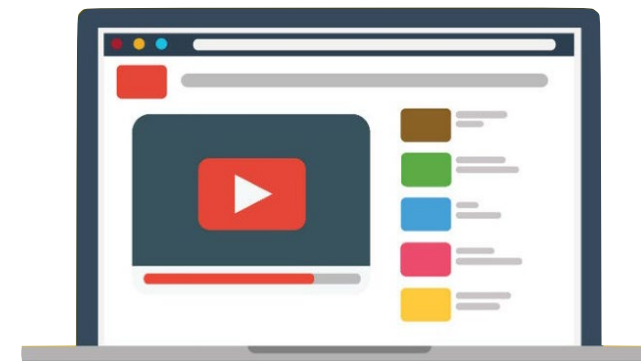
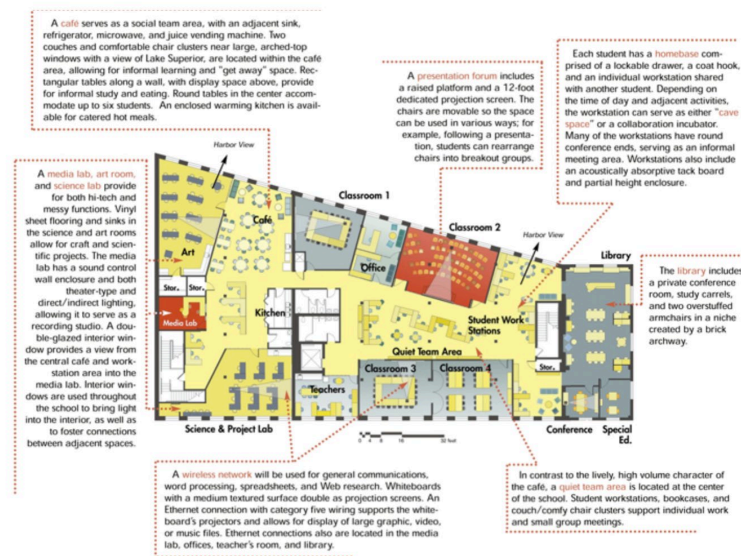


# SPACE



RANK & FILE SEATING  
Used for one-way Teaching

- Four walls
- Reflection of standardization and uniformity (factory age)



- Breakdown of four walls
- Various learning experiences on site (library, gardens, etc)

- Issue and skill based
- Furniture as an enabler
- Diversity and cross-pollination of activities
- Virtual

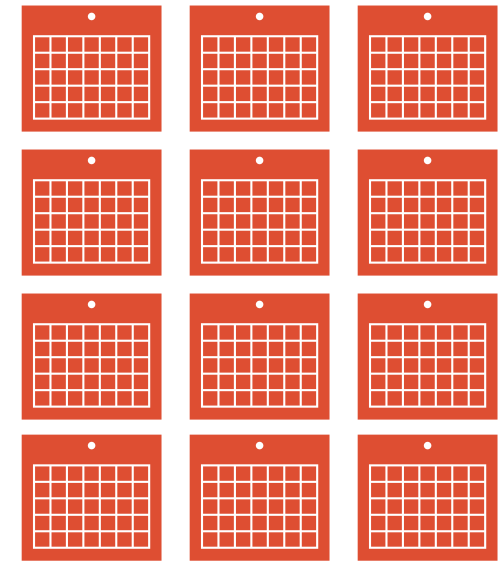
# TIME



- Agricultural schedule/cycle
- Curriculum fits within Schedule

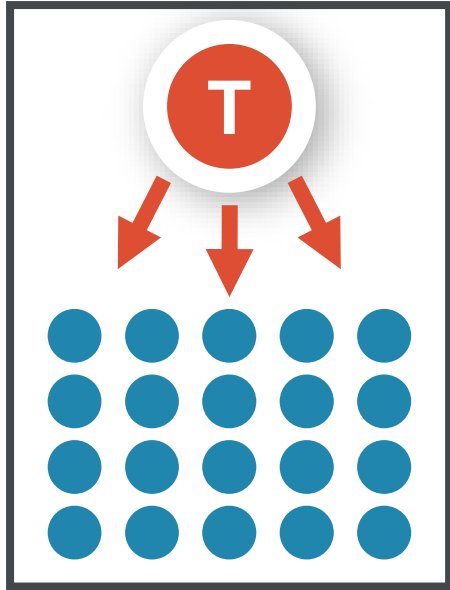


- Latitude afforded with periods, blocks, modules, anchor days, etc.

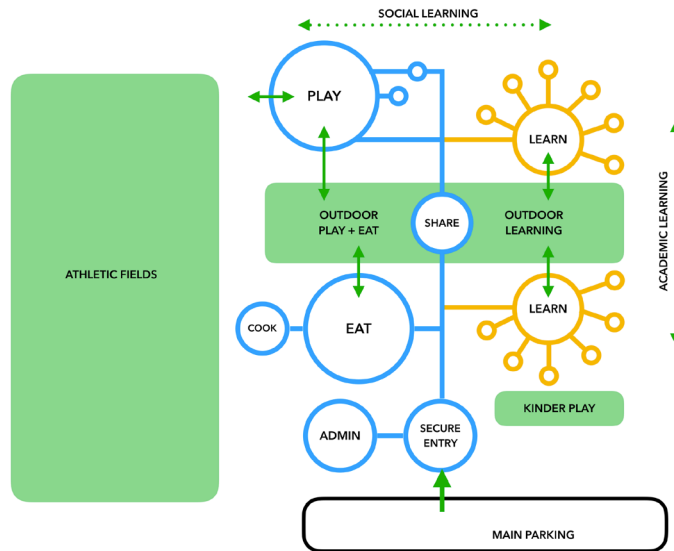


- Task determines time
- 24 / 7 / 365 via virtual learning

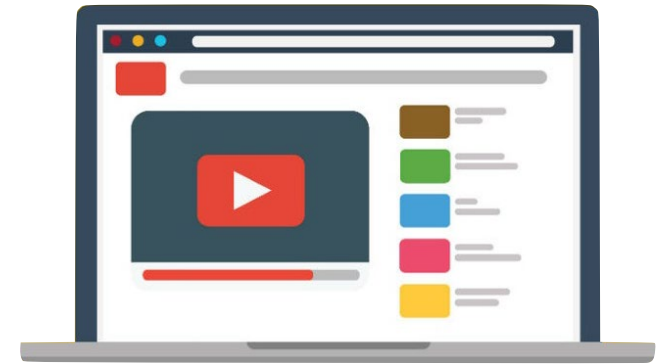
# GROUPINGS



- Designed for efficiency & coverage of content
- How many kids can a teacher manage?
- Constricted/isolated by space

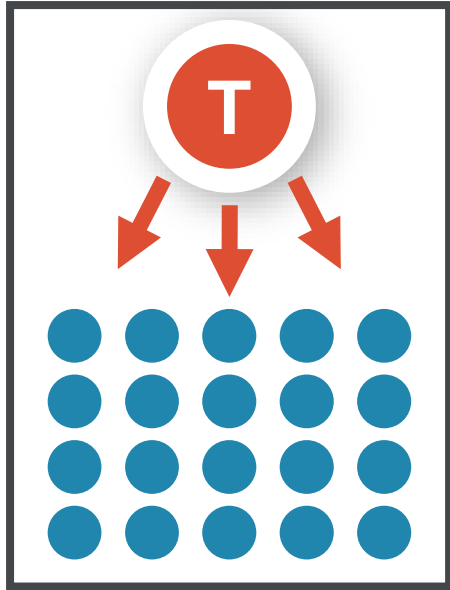


- Institutional vs. Instructional
- Grouping via “differentiation”
- Grouping via subject, gender, age, activity, etc

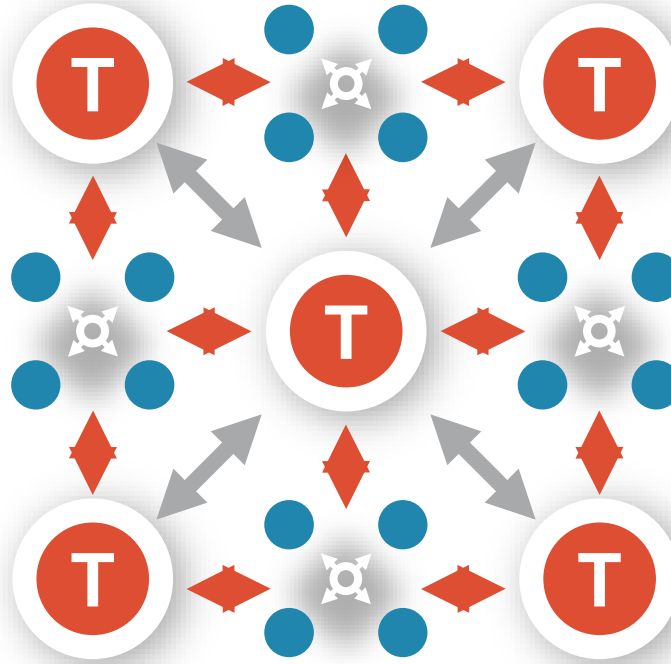


- Coached self-navigation enabling learners to seek and find appropriate groups and possibilities
- Virtual learning studios, seminar rooms, and town squares

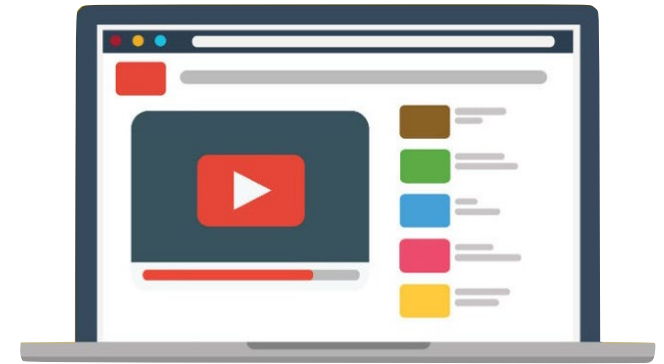
# PERSONNEL



- Self contained classes
- Isolation except for basic professional development
- Primary affiliation with other teachers in same grade

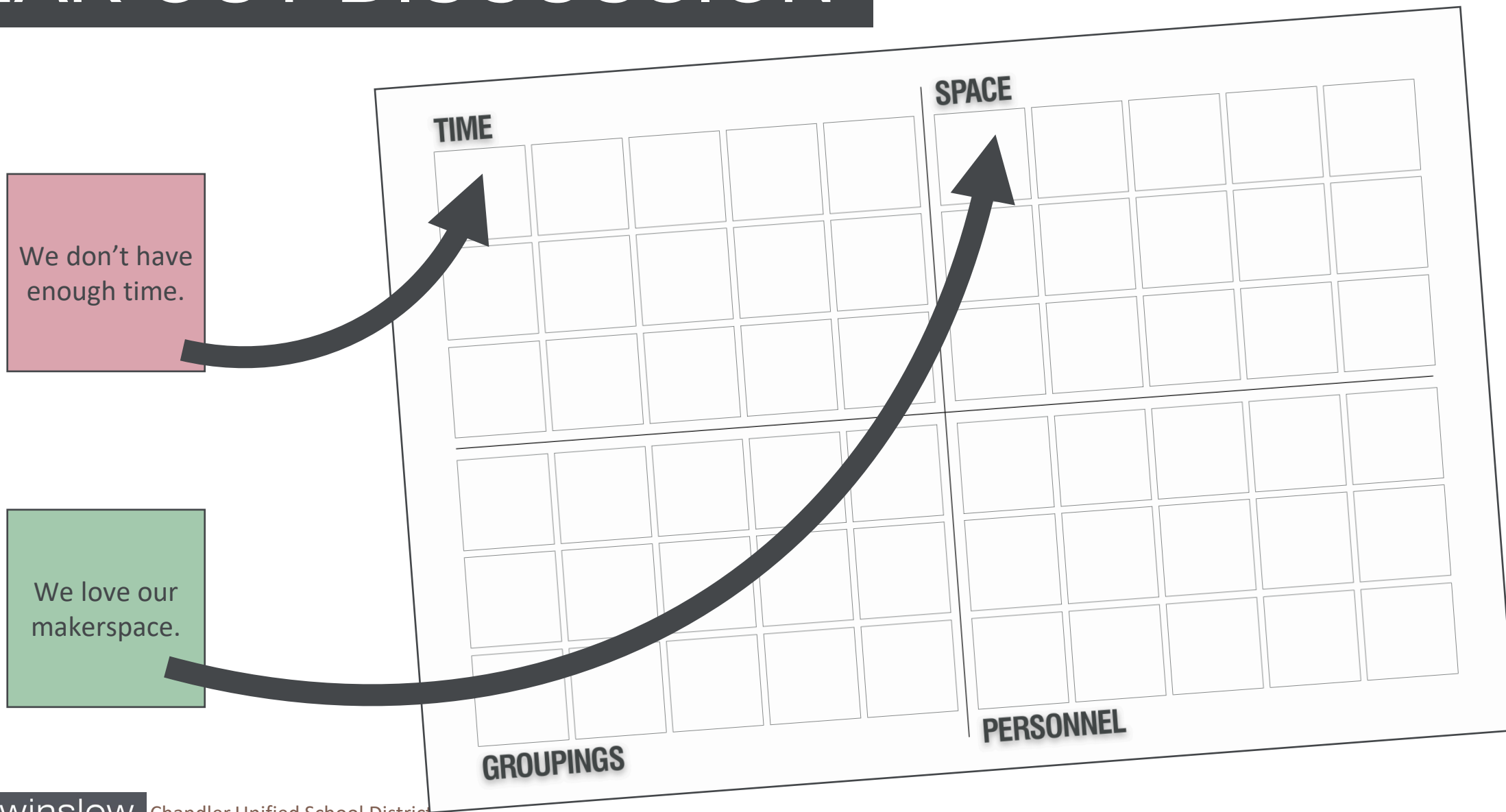


- Project/inquiry based learning causes collaboration
- Collaboration limited to on site
- Based on institutional practice



- Faculty can have multiple affiliations both on site and virtual (networking)
- Grouped by interest, mentors and coaches

# BREAK OUT DISCUSSION

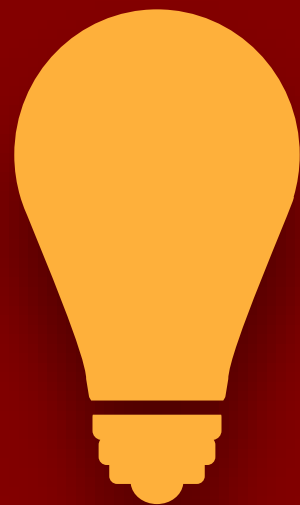




# GAPS ANALYSIS



| TIME  |  |  |   | SPACE   |  |  |                                    |                      |
|---|--|--|---|---|--|--|------------------------------------|----------------------|
| State Mandated Minutes  |  | Wasted Time In-school/ PD                |   | Community Commons Space Locking                               | Varied Classroom Arranged w/ tables instead of desk                  | Underutilization of Existing Space                                   | Color                              |                      |
| State Mandated minutes small group learning                                       |  |  |   | Natural light + views   | Flexible Furniture that promotes choice                              | Lack of alternative space  | Don't allow for collaboration (20) | Flexibility of space |
| Training to help community come in to support classroom + after school activities |  |  |   | Safe/SAFE SPACE   | Unsafe playground - out dated equipment                              | Playground not accessible for ALL students                           | Lack of space                      |                      |
|   |  |  |   |   |  |  |                                    |                      |
|   |  |  |   |   |  |  |                                    |                      |
| GROUPINGS   |  |  |   | PERSONNEL   |  |  |                                    |                      |
| Departmentalizing Curriculum 4 & 5  | Smaller class sizes (skill based small groups) | Smaller class sizes (HARRIS ON PROJECTS) | Smaller classes mean more meaningful social + emotional support/connections | Utilize parents who are willing to help                       | Lack of specialized educational professionals (Tech teacher for ex.) | Creating Parental Ownership of spaces                                |                                    |                      |
| Circle share time   | Vertical groupings + ability groupings         |  |   | Community involvement - lack of community + lack of ownership | Partnerships w/ community experts                                    |  |                                    |                      |
|   |  |  |   | After Time Perception   | After school sports, activities, music, clubs                        | Lack of training to help community come into volunteer and run clubs |                                    |                      |



Think **BIG!**



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## COCONINO HIGH SCHOOL



JANUARY 22, 2020

## BREAKOUT DISCUSSIONS



= not working



= wish list

## TIME

- Flexible schedules to accommodate for work schedules / activities
- Simulate collegiate level
- Time for teacher collaboration / pd
- Individual time for make-up, group, study, collaboration
- Technology could be used to monitor progress, and breakdown traditional needs for one to one monitoring.

## SPACE

- Atrium spaces under utilized, accessibility an issue
- Science labs need larger space, newer equipment, better seating
- Flexible seating, variety of seating throughout all classrooms
- Lack of multi dimension space that is inclusive
- Environmental conditioning / comfort
- Maker space for students
- Flexibility of space, furniture, technology, infrastructure
- Outdated instructional space size and configurations
- Lack of maintenance
- More natural light, skylight, views to the exterior
- Re-envision the "swampy pond", utilize better
- Robotics lab
- Several inaccessible spaces
- Safe space for students and faculty
- Additional performance / gathering space for both community and students
- Aesthetically pleasing color, materials in spaces
- Modernizing spaces, feels industrial and dated

## GROUPINGS

- Integrating curriculum, hard to schedule time/ resources
- Community ownership and use of schools
- Culturally inclusive, and associated ramifications

## PERSONNEL

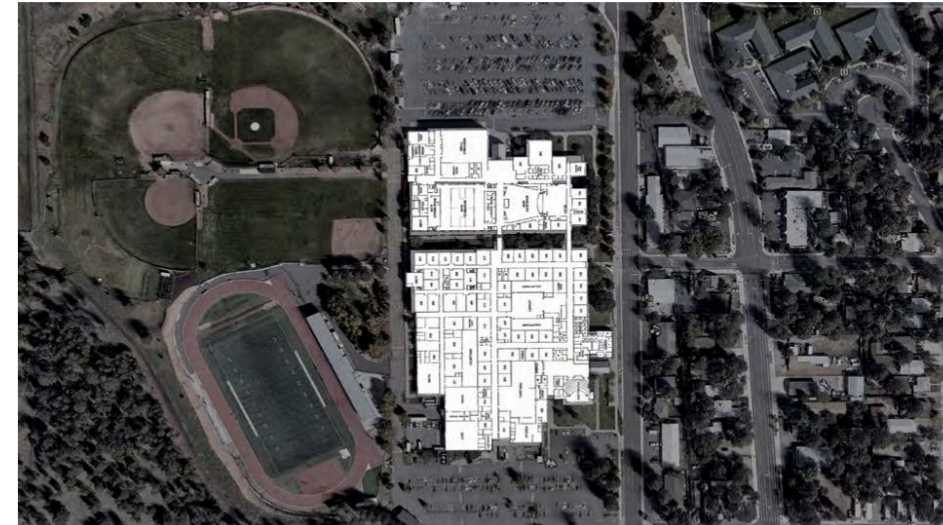
- Expert Professional Development - ongoing learning methods support
- Lack of cultural diversity
- Community liaison for outside professionals and learning opportunities.
- Access for student internships / partnerships with professionals, real world experience
- Need for additional counselors/mental health experts for students and faculty
- Understaffed in general, content specific intervention

## DISTRICT WIDE RAW DATA

## COCONINO HIGH SCHOOL



## CAMPUS WALK / FINDINGS



## DISTRICT WIDE PRIORITIES



FLEXIBLE &amp; COLLABORATIVE FURNITURE



BIOPHILIC DESIGN CONCEPTS, NATURAL LIGHT



TECHNOLOGY INTEGRATION &amp; SUPPORT



ACCESSIBILITY UPGRADES

## CAMPUS SPECIFIC PRIORITIES



COMMUNITY SPACE/HUB



SENSORY &amp; CALMING / REFOCUSING ROOM



SAFE &amp; ACCESSIBLE LEARNING THROUGH PLAY



CAREER TECHNICAL EDUCATION



ACCESSIBLE &amp; MAINTAINABLE OUTDOOR LEARNING



MULTI-USE FLEXIBLE SPACE &amp; VARIETY



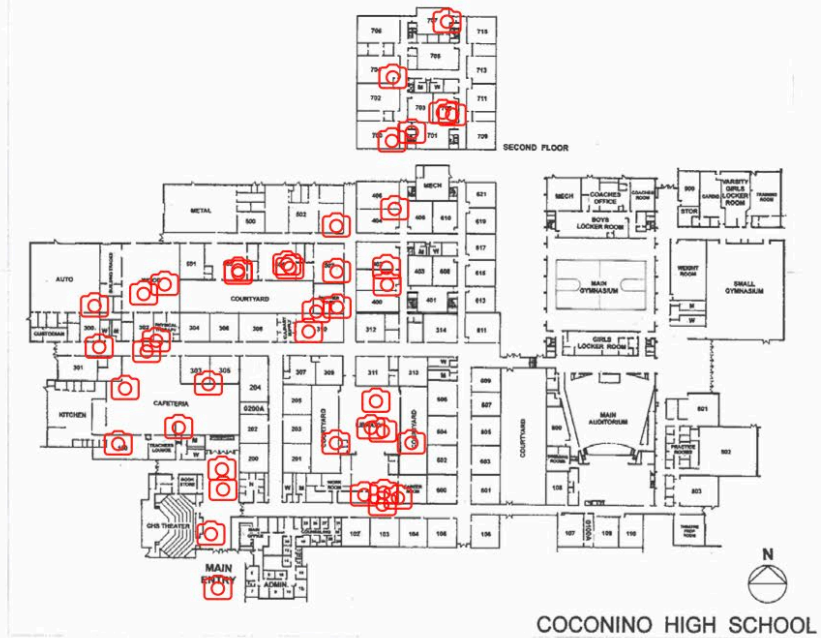
WELCOMING &amp; INCLUSIVE CURB APPEAL

DISTRICT WIDE RAW DATA

# COCONINO HIGH SCHOOL



## CAMPUS WALK / FINDINGS

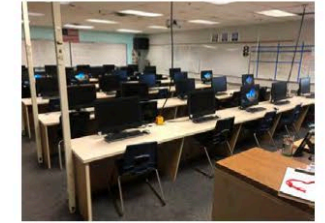
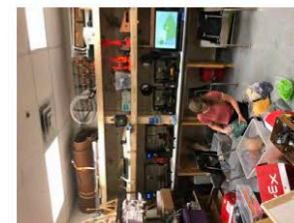
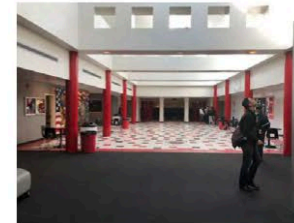


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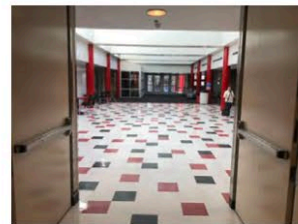
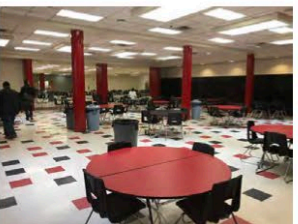
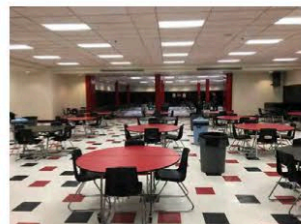
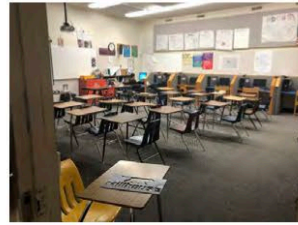
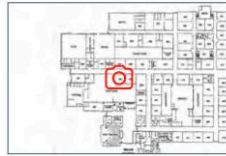


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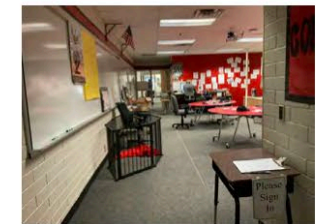
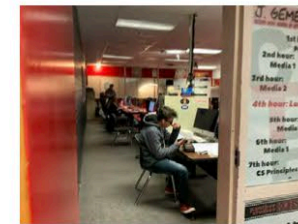
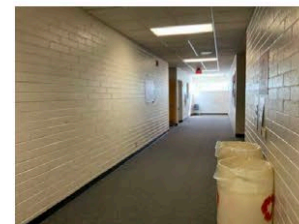
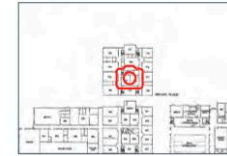
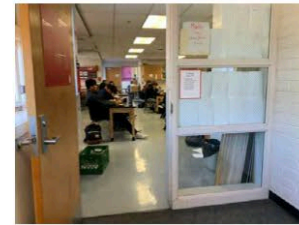
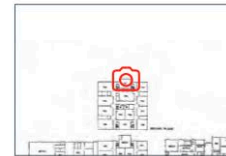


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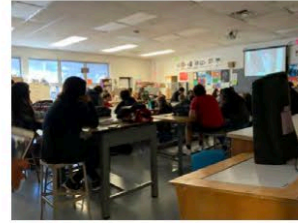


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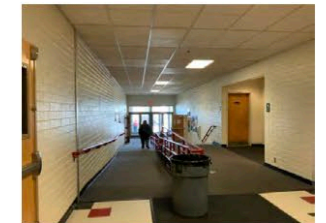
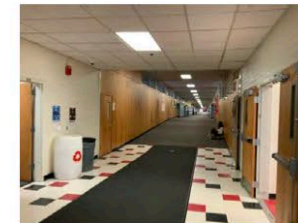
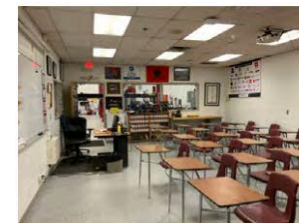
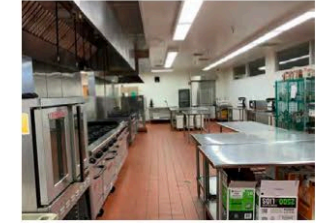
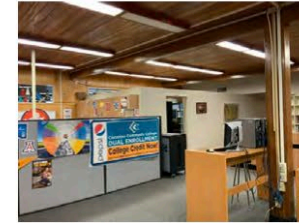


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## CAMPUS WALK / FINDINGS



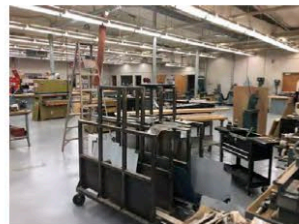
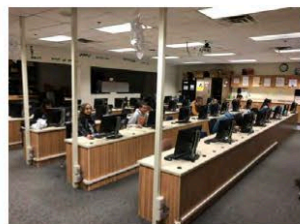
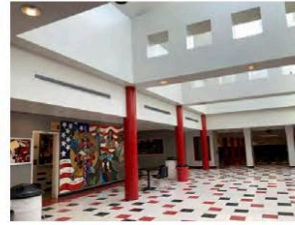
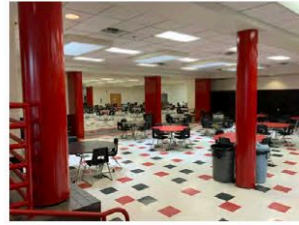
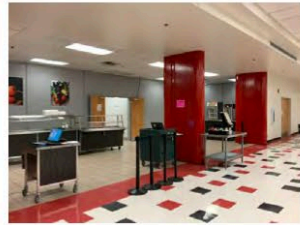


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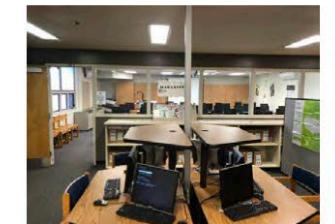
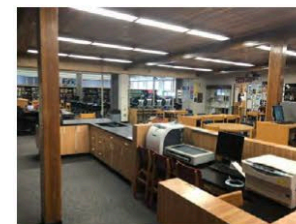
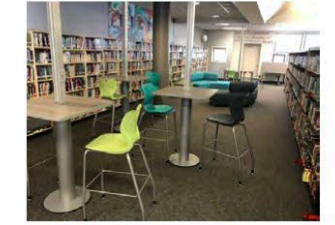


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# COCONINO HIGH SCHOOL



## CAMPUS WALK / FINDINGS





# 2020 STRATEGIC MASTER PLAN FACILITIES REPORT



**orcutt | winslow**  
ARCHITECTURE | PLANNING | INTERIOR DESIGN

DATE ISSUED  
JULY 1, 2020

## Sinagua Middle School Assessment

| Identified Scope of Work   | Square Feet/<br>Quantity | Estimated Unit<br>or SF Cost | Total<br>Estimated<br>Cost | Priority | Year To Be<br>Complete | 2022 Bond                           | 2024 Bond   | 2026 Bond   | 2028 Bond   | 2030 Bond   | Comments   |
|--|--------------------------|------------------------------|----------------------------|----------|------------------------|-------------------------------------|-------------|-------------|-------------|-------------|--|
|  |                          |                              |                            |          |                        | Inflation calculated at 3% per year |             |             |             |             |  |
| <b>SIG, Collaborative &amp; Flexible Learning Spaces</b>             |                          |                              |                            |          |                        |                                     |             |             |             |             |  |
| Flexible multi-use space   |                          |                              |                            |          |                        |                                     |             |             |             |             |  |
| Rooms of various sizes for alternative groupings                     | 3,000                    | \$175                        | \$525,000                  |          |                        | \$558,000                           | \$589,893   | \$625,283   | \$662,900   | \$702,569   | Media/Makerspace Upgrade   |
| Flexible and collaborative furniture                                 | 3,000                    | \$100                        | \$300,000                  |          |                        | \$321,000                           | \$404,496   | \$438,766   | \$474,462   | \$511,701   | Partitioning/Rearranging multiple classrooms to accommodate for isolated activity grouping |
| Servery & catering non-traditional room                              | 1                        | \$200,000                    | \$200,000                  |          |                        | \$212,000                           | \$224,720   | \$238,203   | \$252,405   | \$267,645   | Allowance  |
|  | 900                      | \$200                        | \$180,000                  |          |                        | \$190,800                           | \$202,249   | \$214,383   | \$227,246   | \$240,881   | 2 half classrooms  |
| <b>WELL, Biophilic Design Concepts &amp; Outdoor Learning</b>        |                          |                              |                            |          |                        |                                     |             |             |             |             |  |
| Patterns, colors & novelty   |                          |                              |                            |          |                        |                                     |             |             |             |             |  |
| Natural light and views  | 1                        | \$100,000                    | \$100,000                  |          |                        | \$108,000                           | \$112,362   | \$116,102   | \$120,248   | \$124,803   | Allowance  |
| Physiological comfort (thermal comfort, HVAC improvements, lighting) | 1                        | \$300,000                    | \$300,000                  |          |                        | \$318,000                           | \$327,092   | \$337,305   | \$347,743   | \$358,409   | Allowance  |
| Outdoor classroom spaces   |                          |                              | \$0                        |          |                        |                                     |             |             |             |             | Refer to H2 Group Facilities Condition Assessment Report                                   |
| Accessibility, durable & low maintenance (off-season)                | 3,000                    | \$75                         | \$225,000                  |          |                        | \$238,500                           | \$252,810   | \$267,879   | \$284,027   | \$301,121   | Allowance  |
| Servery paths & movement opportunities                               | 1                        | \$10,000                     | \$10,000                   |          |                        | \$10,800                            | \$11,236    | \$11,610    | \$12,025    | \$12,480    | Allowance  |
| <b>Parent/Community Engagement</b>                                   |                          |                              |                            |          |                        |                                     |             |             |             |             |  |
| Community space/hub  | 3,000                    | \$150                        | \$450,000                  |          |                        | \$477,000                           | \$502,630   | \$530,557   | \$560,115   | \$591,321   | Reclaim maintenance space in commons   |
| Inclusive & inviting (curb appeal and welcoming)                     | 237,586                  | \$1                          | \$237,586                  |          |                        | \$251,587                           | \$256,693   | \$262,695   | \$269,656   | \$277,636   | Allowance: Adjusted to reflect recent modernization of front entry                         |
| Inclusion of cultural identities (Color, Pattern, Shapes, etc.)      | 1                        | \$0                          | \$0                        |          |                        | \$0                                 | \$0         | \$0         | \$0         | \$0         | Include in line item directly above  |
| <b>Technology Integration &amp; Support</b>                          |                          |                              |                            |          |                        |                                     |             |             |             |             |  |
| Improved interior and exterior wifi and hotspots                     | 1                        | \$20,000                     | \$20,000                   |          |                        | \$21,600                            | \$22,636    | \$23,711    | \$24,827    | \$25,984    | Allowance: Additional technology and support for next generation                           |
| <b>Campus Specific Projects</b>                                      |                          |                              |                            |          |                        |                                     |             |             |             |             |  |
| Southern wall path improvements                                      | 1                        | \$10,000                     | \$10,000                   |          |                        | \$10,800                            | \$11,236    | \$11,610    | \$12,025    | \$12,480    | Allowance: Additional technology and support for next generation                           |
| CTE & MAT-2 Improvements   | 3,600                    | \$150                        | \$540,000                  |          |                        | \$572,400                           | \$606,744   | \$643,149   | \$681,728   | \$722,643   | Allowance  |
| Hallway reconfiguration for collaborative learning                   | 2,400                    | \$100                        | \$240,000                  |          |                        | \$254,400                           | \$269,664   | \$285,844   | \$302,964   | \$321,174   | Allowance  |
| Reconfigure computer labs into flexible learning spaces              | 1,800                    | \$100                        | \$180,000                  |          |                        | \$190,800                           | \$202,249   | \$214,383   | \$227,246   | \$240,881   | Potential NAU Grant  |
| <b>Facilities Condition Assessment Scope of Work</b>                 |                          |                              |                            |          |                        |                                     |             |             |             |             |  |
| Remaining FCA Scope of Work  | 1                        | \$4,338,153                  | \$4,338,153                |          |                        | \$4,599,502                         | \$4,875,472 | \$5,168,001 | \$5,478,281 | \$5,805,758 | Refer to H2 Group Facilities Condition Assessment Report                                   |
| <b>Potential BFB Building Renewal Grant Projects</b>                 |                          |                              |                            |          |                        |                                     |             |             |             |             |  |
| Roofing/Repairs/Replacements   | 1                        | \$750,000                    | \$750,000                  |          |                        | \$795,000                           | \$842,700   | \$893,282   | \$946,856   | \$1,003,689 | Refer to H2 Group Facilities Condition Assessment Report                                   |
| Mechanical Equipment Repairs & Controls                              | 1                        | \$474,712                    | \$474,712                  |          |                        | \$503,136                           | \$533,386   | \$565,390   | \$599,313   | \$635,272   | Refer to H2 Group Facilities Condition Assessment Report                                   |
| <b>Subtotal</b>  |                          |                              |                            |          |                        |                                     |             |             |             |             |  |
|  |                          |                              | \$3,311,221                |          |                        | \$3,469,894                         | \$3,642,068 | \$3,821,081 | \$4,008,313 | \$4,200,514 |  |
| <b>Review Identified Items Below For Inclusion Above</b>             |                          |                              |                            |          |                        |                                     |             |             |             |             |  |
| Items Identified on 04/02/2020                                       |                          |                              |                            |          |                        |                                     |             |             |             |             |  |

### Review Identified Items Below For Inclusion Above:

- An existing exit to the south terminates onto a concrete pad. It is not currently useable as an "area of refuge", nor a walking path.
- Currently, the sensory and calming room is located under an existing stair.
- Bathrooms currently underway
- ADA elevator project
- Maintenance space near commons/cafe is underutilized space, potentially useable for technology hub, etc.
- Transition computer labs into useable/flexible learning spaces
- Reorganize classroom layouts of those in the upper southeast corner that do not have windows
- Security and traffic control upgrades
- NAU/Makerspace development

**Additional Items from GW notes, Memo, Stormboard, etc. (Only capital issues)**  
• None not mentioned above



Thomas Elementary School Assessment

| Identified Scope of Work                                  | Square Feet/<br>Quantity  | Estimated Unit<br>or SF Cost | Total<br>Estimated<br>Cost | Prioirity | Year To Be<br>Complete | 2022 Bond                           | 2024 Bond | 2026 Bond | 2028 Bond | 2030 Bond | Comments   |
|---|---|------------------------------|----------------------------|-----------|------------------------|-------------------------------------|-----------|-----------|-----------|-----------|--|
| 21C, Collaborative &<br>Flexible Learning Spaces          |   |                              |                            |           |                        | Inflation calculated at 3% per year |           |           |           |           |  |
|   | Flexible multi-use space  | 2,400                        | \$175                      |           |                        | \$445,200                           | \$471,912 | \$500,227 | \$530,240 | \$562,055 | Media/Makerspace Upgrades  |
|   | Rooms of various sizes for<br>alternative groupings                                   | 1,800                        | \$100                      |           |                        | \$190,800                           | \$202,248 | \$214,383 | \$227,246 | \$240,881 | Partitioning/Rearranging multiple<br>classrooms to accommodate for<br>scalable activity grouping |
|   | Furniture in specialty areas  | 1                            | \$120,000                  |           |                        | \$127,200                           | \$134,832 | \$142,922 | \$151,497 | \$160,587 | Allowance  |
|   | Sensory & calming<br>rooms/refocus rooms  | 450                          | \$200                      |           |                        | \$95,400                            | \$101,124 | \$107,191 | \$113,623 | \$120,440 | Single half classroom  |
|   |   |                              |                            |           |                        |                                     |           |           |           |           |  |
| WELL, Biophillic Design<br>Concepts & Outdoor<br>Learning |   |                              |                            |           |                        |                                     |           |           |           |           |  |
|   | Patterns, colors & novelty  | 1                            | \$75,000                   |           |                        | \$79,500                            | \$84,270  | \$89,326  | \$94,686  | \$100,367 | Allowance  |
|   | Natural light and views   | 1                            | \$150,000                  |           |                        | \$159,000                           | \$168,540 | \$178,652 | \$189,372 | \$200,734 | Allowance  |
|   | Physiological comfort (thermal<br>comfort, HVAC improvements)                         | 1                            | \$0                        |           |                        | \$0                                 | \$0       | \$0       | \$0       | \$0       | Refer to H2 Group Facilities<br>Condition Assessment Report                                      |
|   | Outdoor classroom spaces:<br>Accessibility, durable & low<br>maintenance (off-season) | 1,800                        | \$100                      |           |                        | \$190,800                           | \$202,248 | \$214,383 | \$227,246 | \$240,881 |  |
|   | Playgrounds: Safe & accessible<br>learning through play                               | 1                            | \$75,000                   |           |                        | \$79,500                            | \$84,270  | \$89,326  | \$94,686  | \$100,367 | Allowance  |
|   | Sensory paths & movement<br>opportunities   | 1                            | \$10,000                   |           |                        | \$10,600                            | \$11,236  | \$11,910  | \$12,625  | \$13,382  | Allowance  |

# QUESTIONS



orcutt | winslow