



SAN MARCOS ELEM.

REIMAGINING LEARNING ENVIRONMENTS



AGENDA

- 1 Introductions – CUSD & Orcutt | Winslow
- 2 Portrait of the Learner + Journey to Excellence
- 3 Polling
- 4 Learning Outcomes <<>> Learning Environments
- 5 Polling
- 6 Discussion

Introduction

S



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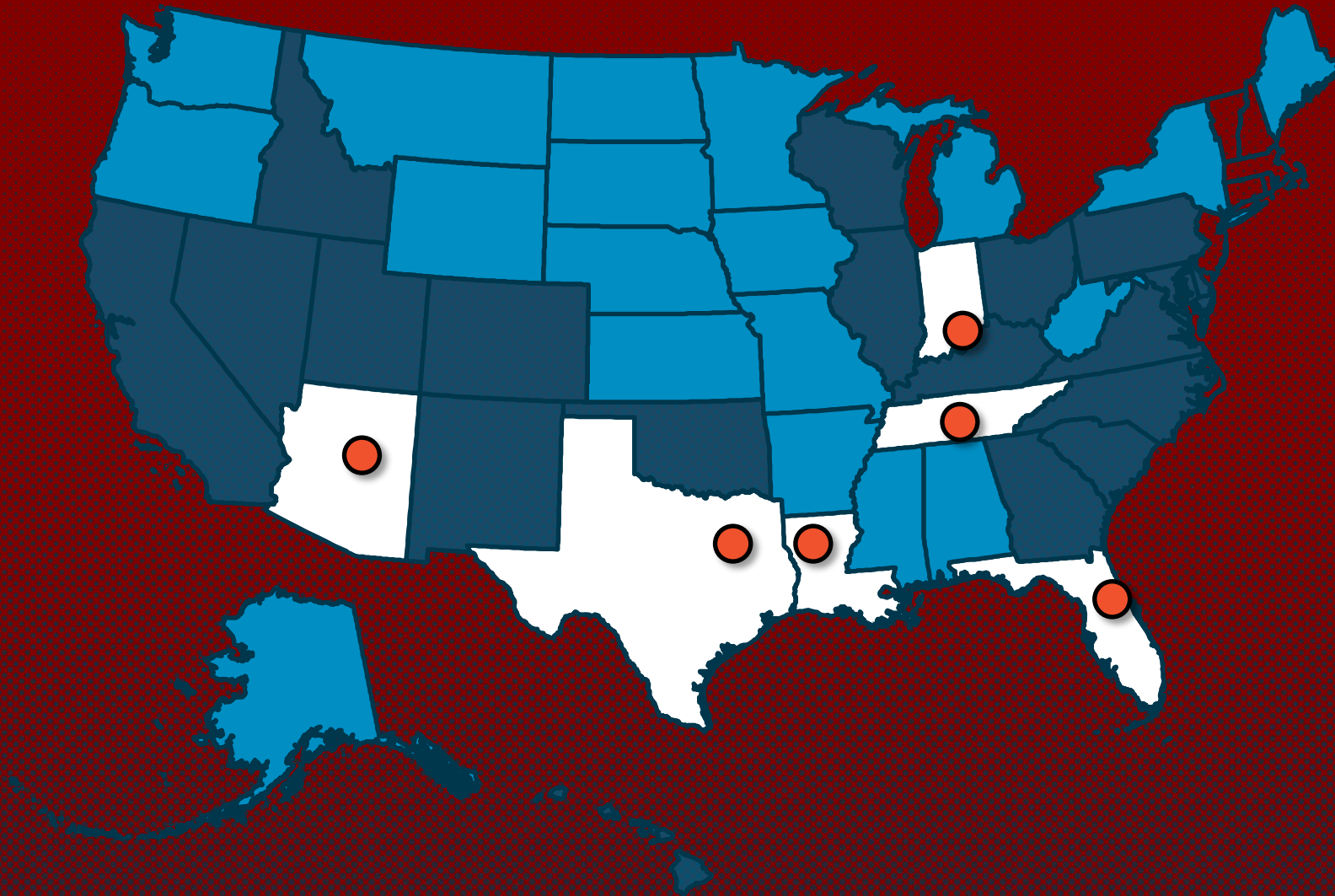
SUNNY LEE



NENWE GEESO

orcutt | winslow

ARCHITECTURE • PLANNING • INTERIOR DESIGN



51 *Years*

27 *States*

6 *Locations*

orcutt | winslow

PHOENIX

85

*Local
Arizona
Resources*

50⁺

*Education
Studio
Staff*

10

*Interior
Designers*

8

*Creative
Services*

200⁺

*NATION
WIDE*



SPECTRUM OF LEARNING



Valley View
Leadership
Academy



Madison
Meadows



Cherokee
Elementary

TRADITIONAL

LEARNER-CENTRIC / NEXT GEN

CONTEMPORARY

Bélen Soto
Elementary



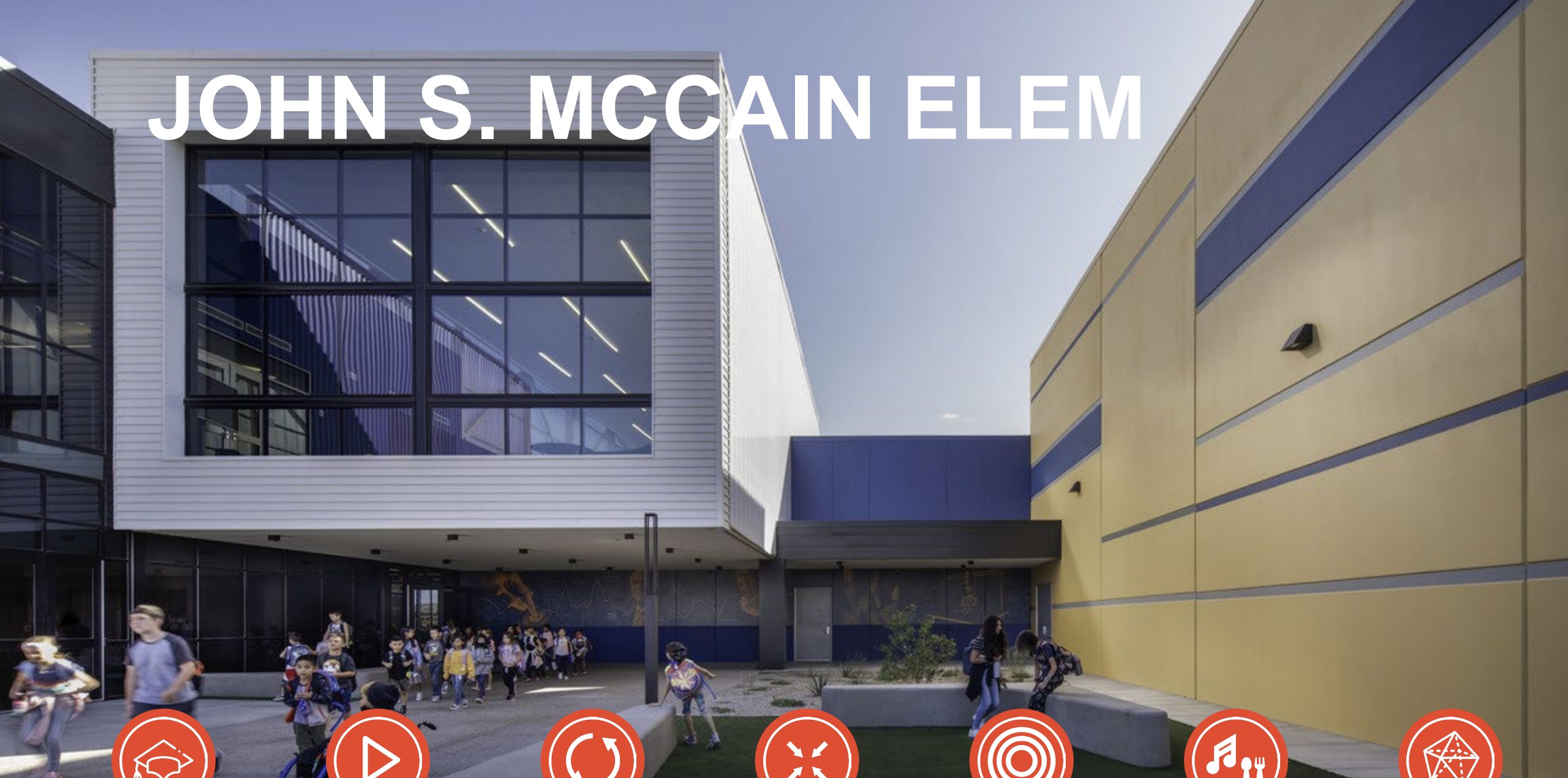
Maricopa
Institute of
Technology



John S.
McCain III
Elementary



JOHN S. MCCAIN ELEM



LEARNER
CENTRIC



TECHNOLOG
Y



FLEX SPACE



COLLABORAT
ION



CAMPUS
HUB



GYM/CAFE/MUSIC



GRAPHICS

JOHN S. MCCAIN ELEM

TED



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CENTRIC



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Y



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GRAPHICS

CHEROKEE ELEM



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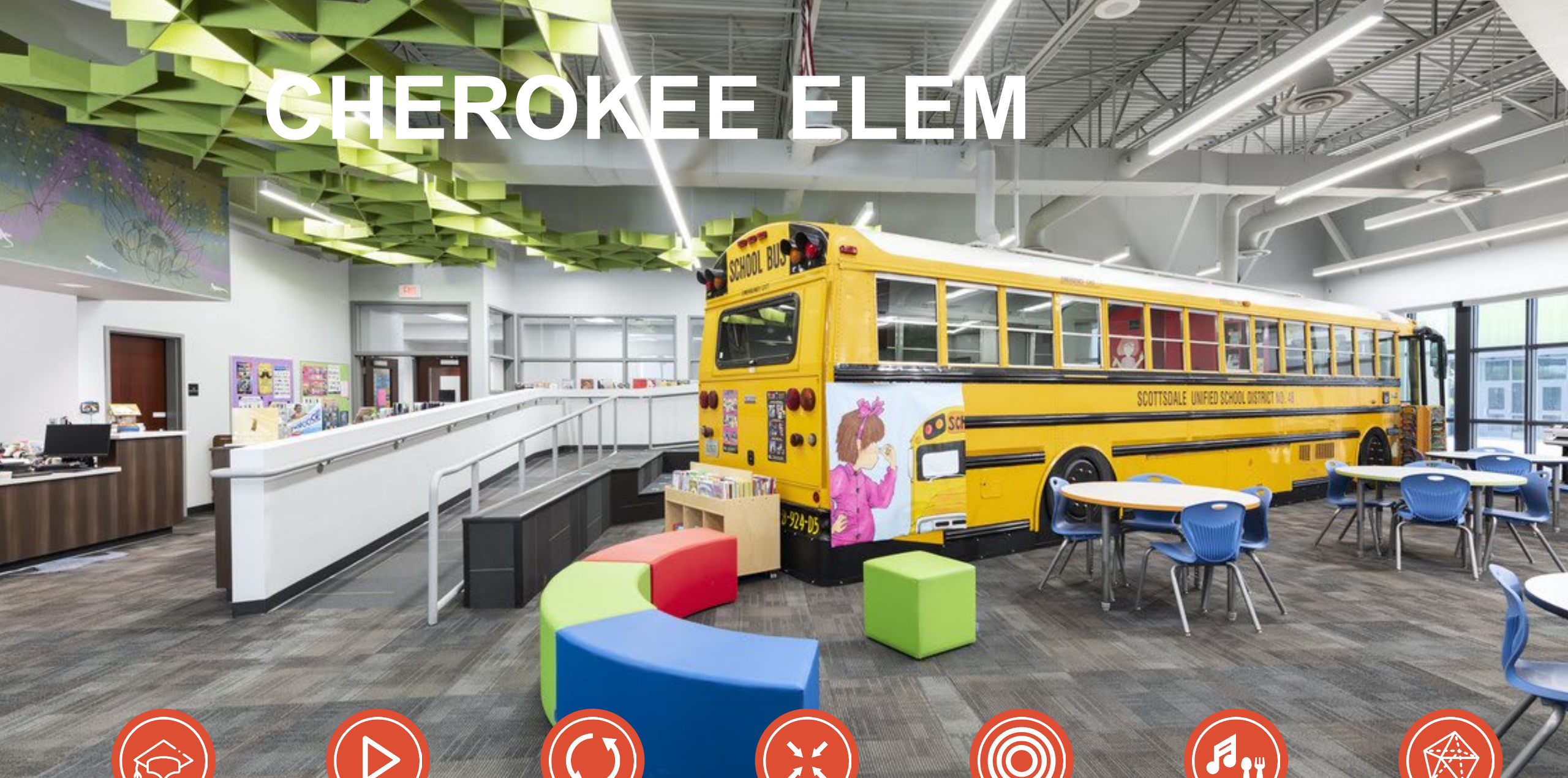


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EASTMARK HS



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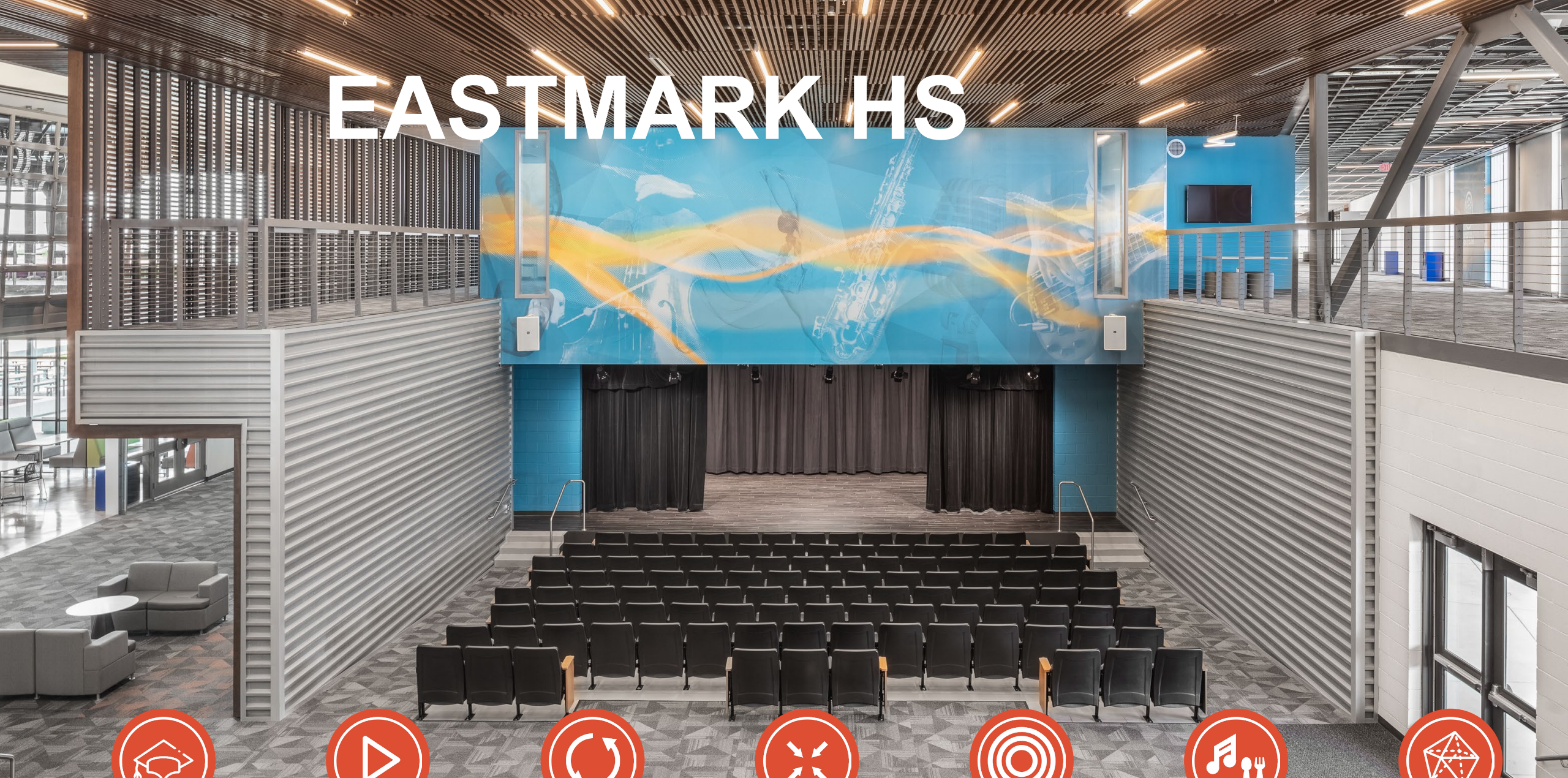


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GRAPHICS

MADISON MEADOWS



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CENTRIC



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Y



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GRAPHICS

MADISON MEADOWS



LEARNER
CENTRIC



TECHNOLOG
Y



FLEX SPACE



COLLABORAT
ION



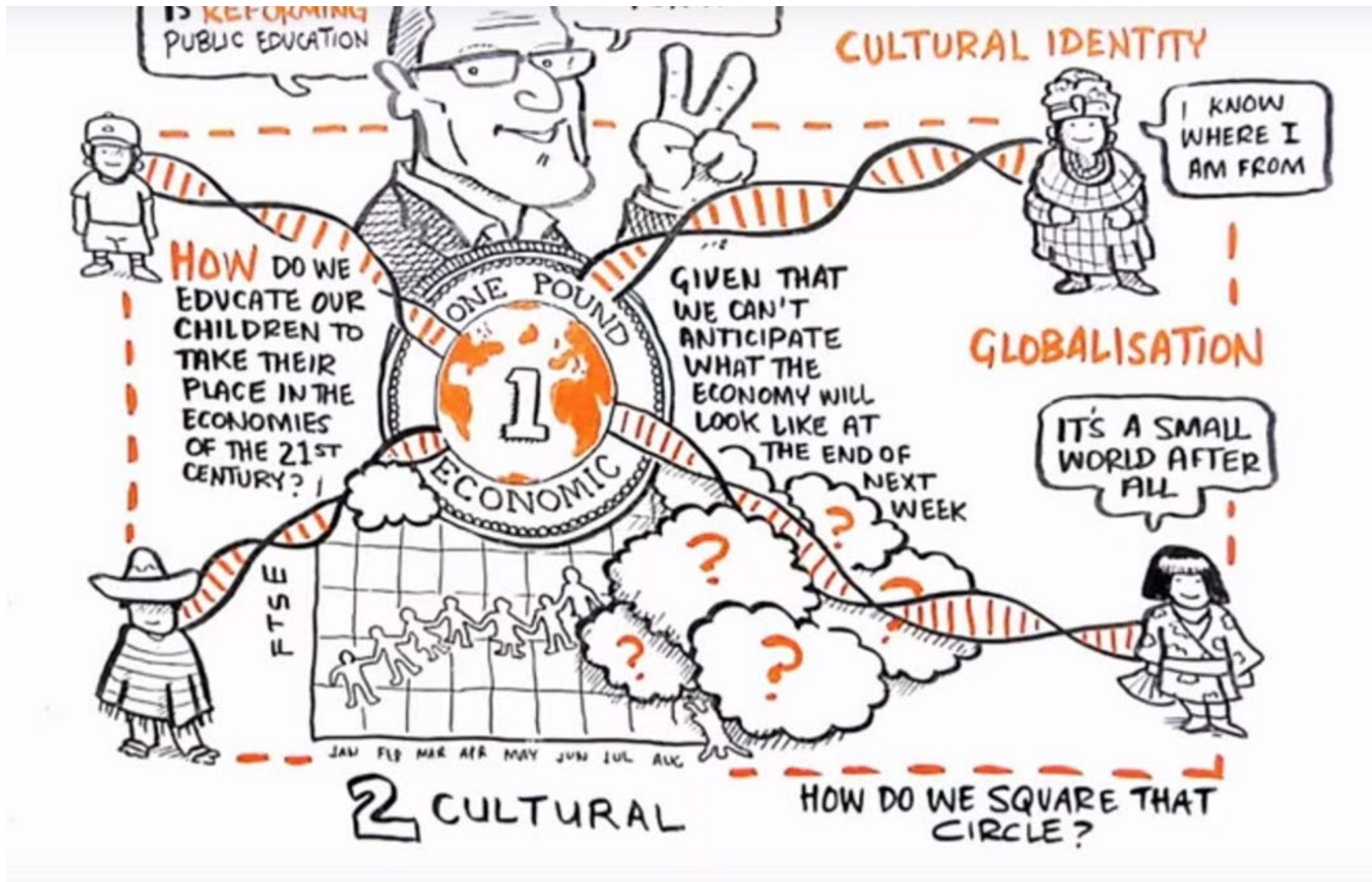
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GRAPHICS



JOURNEY TO EXCELLENCE

Goal 1: Learning Experiences

- CUSD students and staff engage in meaningful and innovative learning experiences using essential skills and strategies that foster continuous growth to develop successful members of local and global communities

Goal 2: Community Engagement

- CUSD families and community partners engage in the shared responsibility of personalizing experiences that contribute to the students personal, social, emotional, and academic growth.

Goal 3: Innovative Organizations

- CUSD staff illustrate future focused, and adaptable instructional and operational practices that are equitable, efficient, fiscally responsible, and data driven to ensure high quality educational experiences.

Goal 4: Culture

- CUSD students, staff, families, and community members cultivate inclusive and supportive environments that enhance open collaboration, quality learning and pathways to achievement.



CUSD PORTRAIT OF A LEARNER



PORTRAIT OF A LEARNER

Chandler Unified School District



ADAPTABILITY

- Flexible
- Overcome barriers
- Demonstrate resilience
- Adjust to challenging conditions or change



COLLABORATION

- Value others' input
- Own team decision
- Work cohesively towards a common goal
- Balance individual goals with group goals
- Contribute respectfully when sharing ideas



COMMUNICATION

- Active listener
- Develop responsible digital footprint
- Adapts to the needs of the audience
- Articulate thoughts through written, oral, and non-verbal skills



CRITICAL THINKING

- Ask questions
- Persevere through problems to find a solution
- Identify, define, and solve authentic problems
- Collect, assess, and analyze relevant information
- Reflect on learning experiences, processes, and solutions



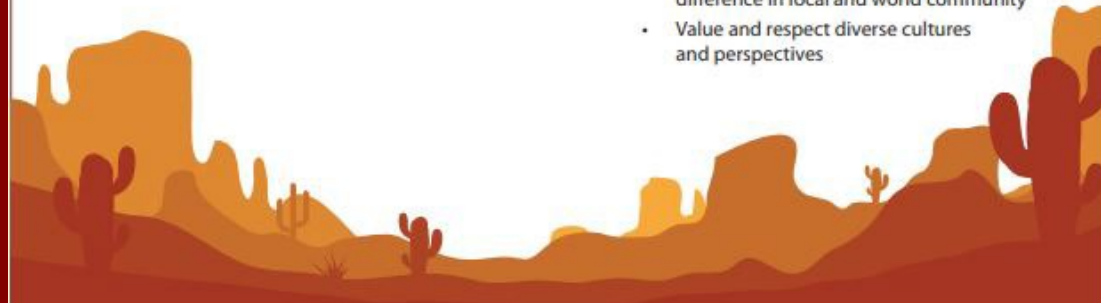
EMPATHY

- Seek to understand
- Demonstrate compassion and concern for others
- Respect and connect with others' feelings, opinions, and culture

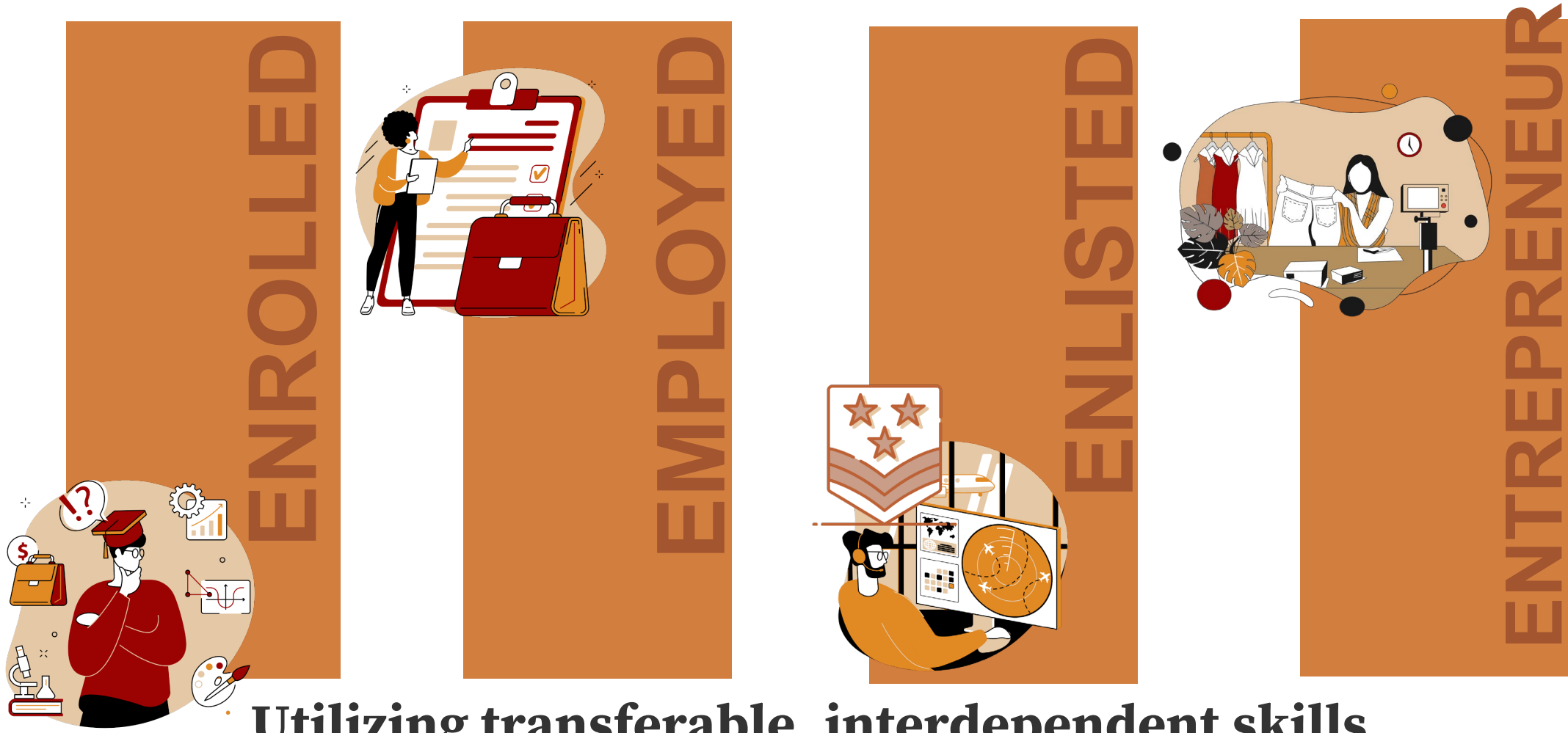


GLOBAL CITIZEN

- Literate in technology and communication skills
- Demonstrate civic responsibility
- Apply learning to real world situations
- Empower self and others to make a difference in local and world community
- Value and respect diverse cultures and perspectives



EMPOWERED FOR ANY AND ALL OPTIONS



WWW.POLLEV.COM/SARAVANANBAL270



TEXT SARAVANANBAL270 TO 22333

🌐 When poll is active, respond at **PollEv.com/saravananbal270**

📱 Text **SARAVANANBAL270** to **22333** once to join

1) What skills and dispositions from the Portrait of the Learner do you think are currently nurtured by Hull?

🌀 No responses received yet. They will appear here...

🌐 When poll is active, respond at **PollEv.com/saravananbal270**

📱 Text **SARAVANANBAL270** to **22333** once to join

2) What Educational Programs, Experiences and Curricular options are currently provided by Hull build such skills align with the Portrait of the Learner?



No responses received yet. They will appear here...

🌐 When poll is active, respond at **PolleEv.com/saravananbal270**

📱 Text **SARAVANANBAL270** to **22333** once to join

3) What additional Educational Programs, Experiences and Curricular options should be provided by Hull to better align with the Portrait?



No responses received yet. They will appear here...


🌐 When poll is active, respond at **PolleEv.com/saravananbal270**

📱 Text **SARAVANANBAL270** to **22333** once to join

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



No responses received yet. They will appear here...

A top-down view of a child's hands coloring various Christmas-themed illustrations on a wooden table. The child is using colored pencils to fill in a drawing of a penguin in a pink dress. Other drawings include a group of penguins, a fox, and Santa Claus. A box of colored pencils is open on the left.

**LEARNING IS A
RESIDUE OF EXPERIENCE**



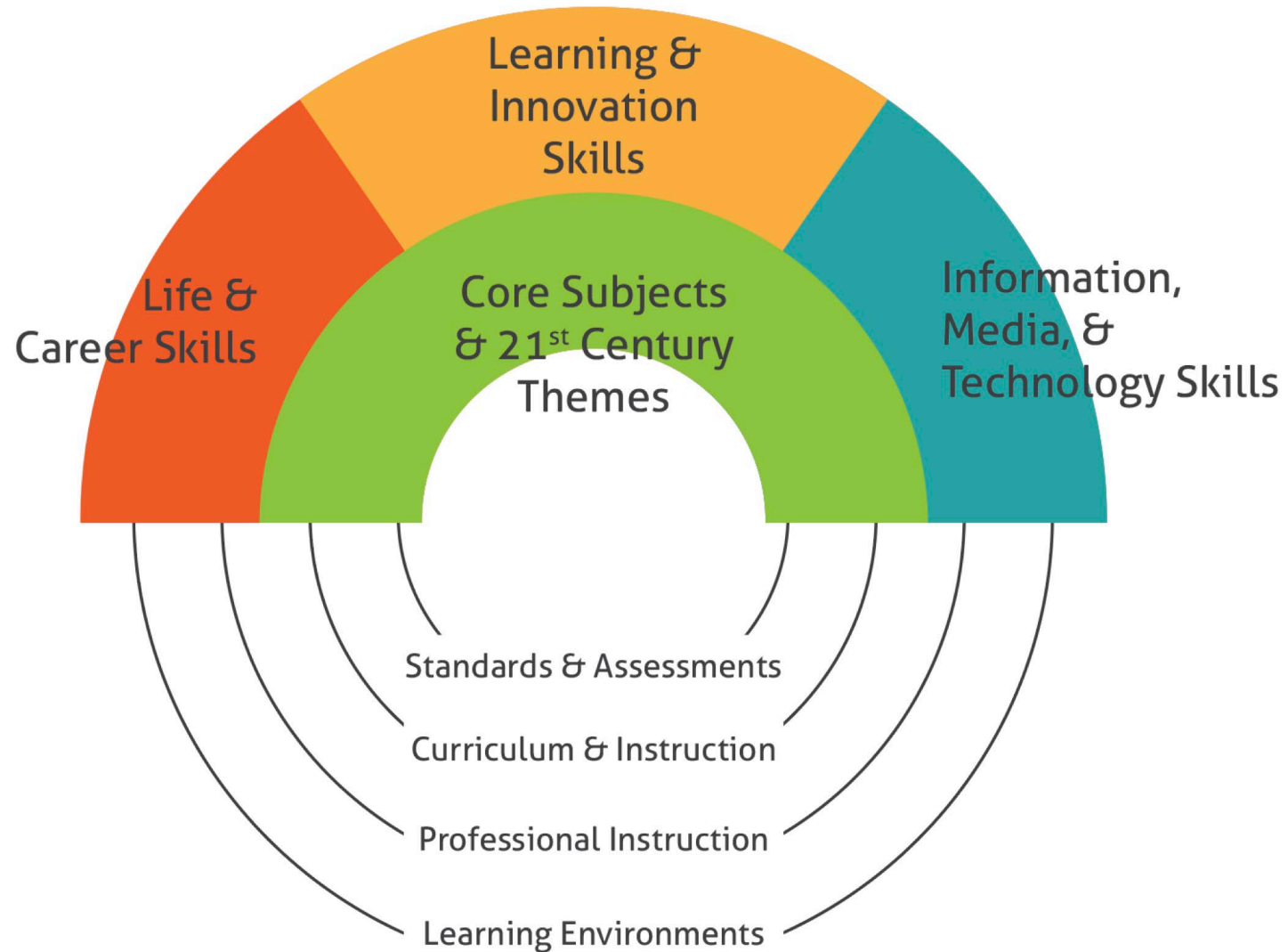
SCHOOLS ARE ACTION SETTINGS

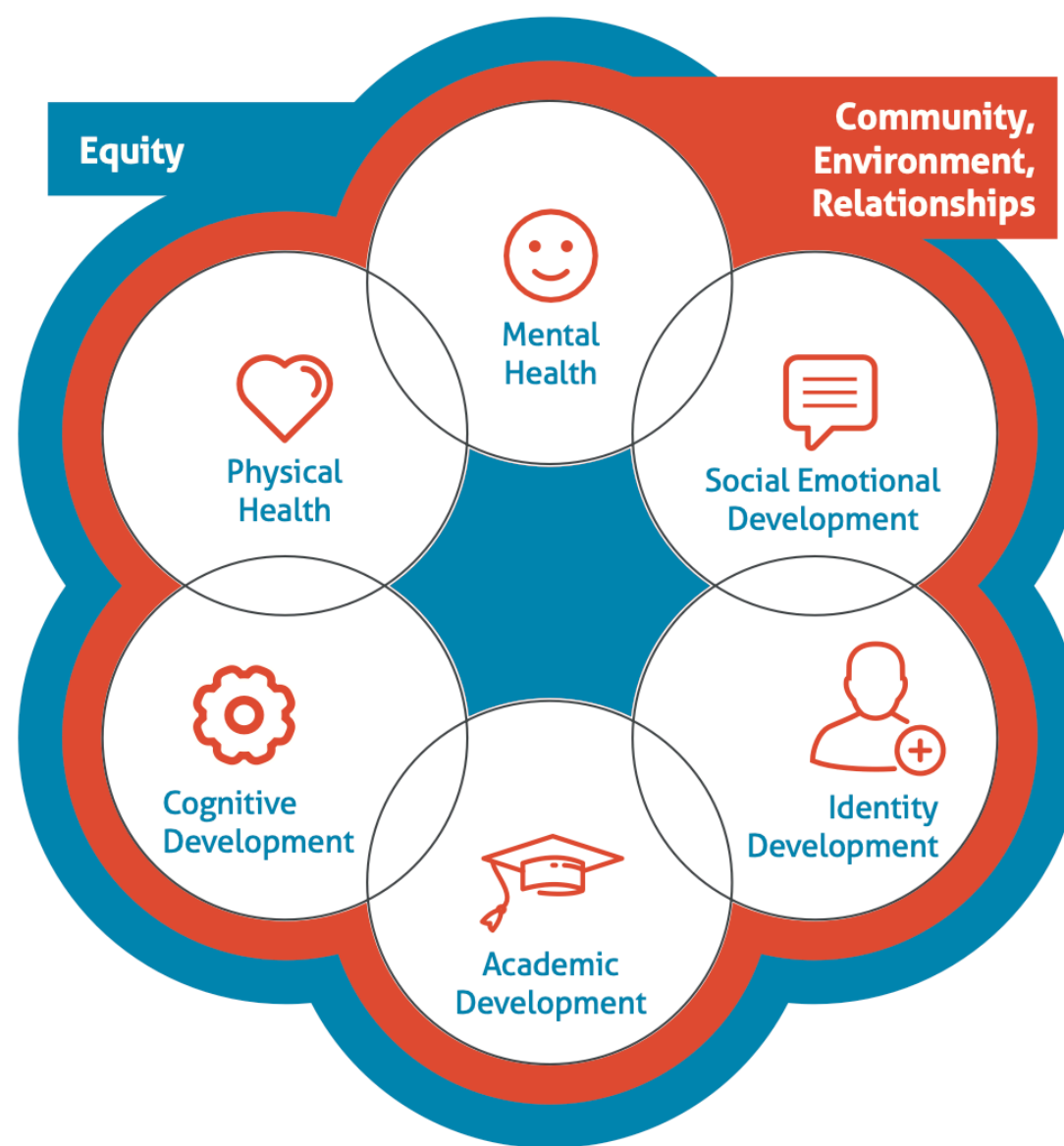
4th Industrial revolution

AI, Robotics, Internet of Things, Autonomous Vehicles, 3D Printing, Nanotechnology, Biotechnology, Materials Science, Energy Storage, Quantum Computing.

Blockchain Analyst, NFT Professional, Driverless Mobility Engineer, Metaverse Influencer, Telemed Physician, Cloud Architect, DevOps Engineer, Drone Pilot, Chief Listening Officer, Bud Tender.

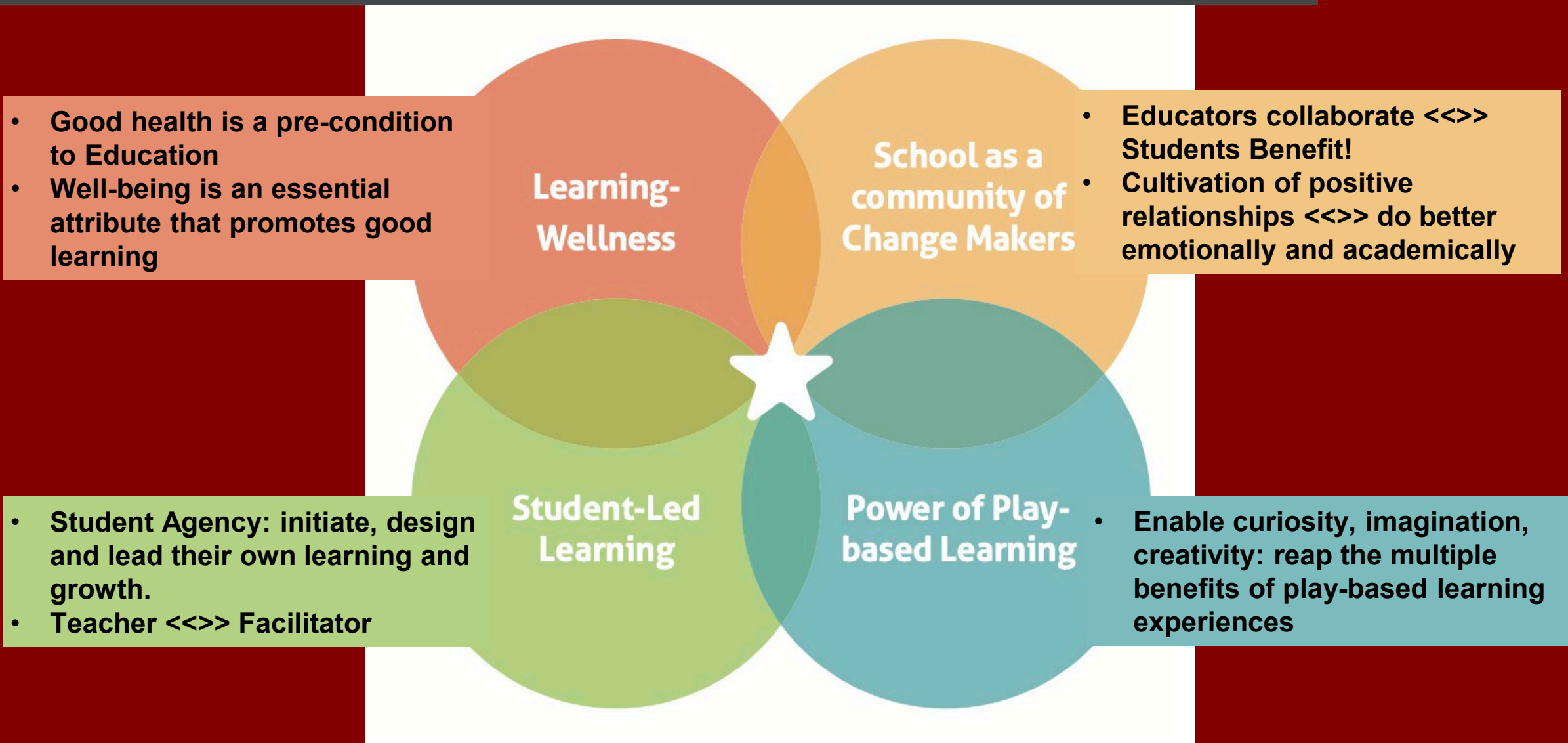
CONTENT VS SKILLS

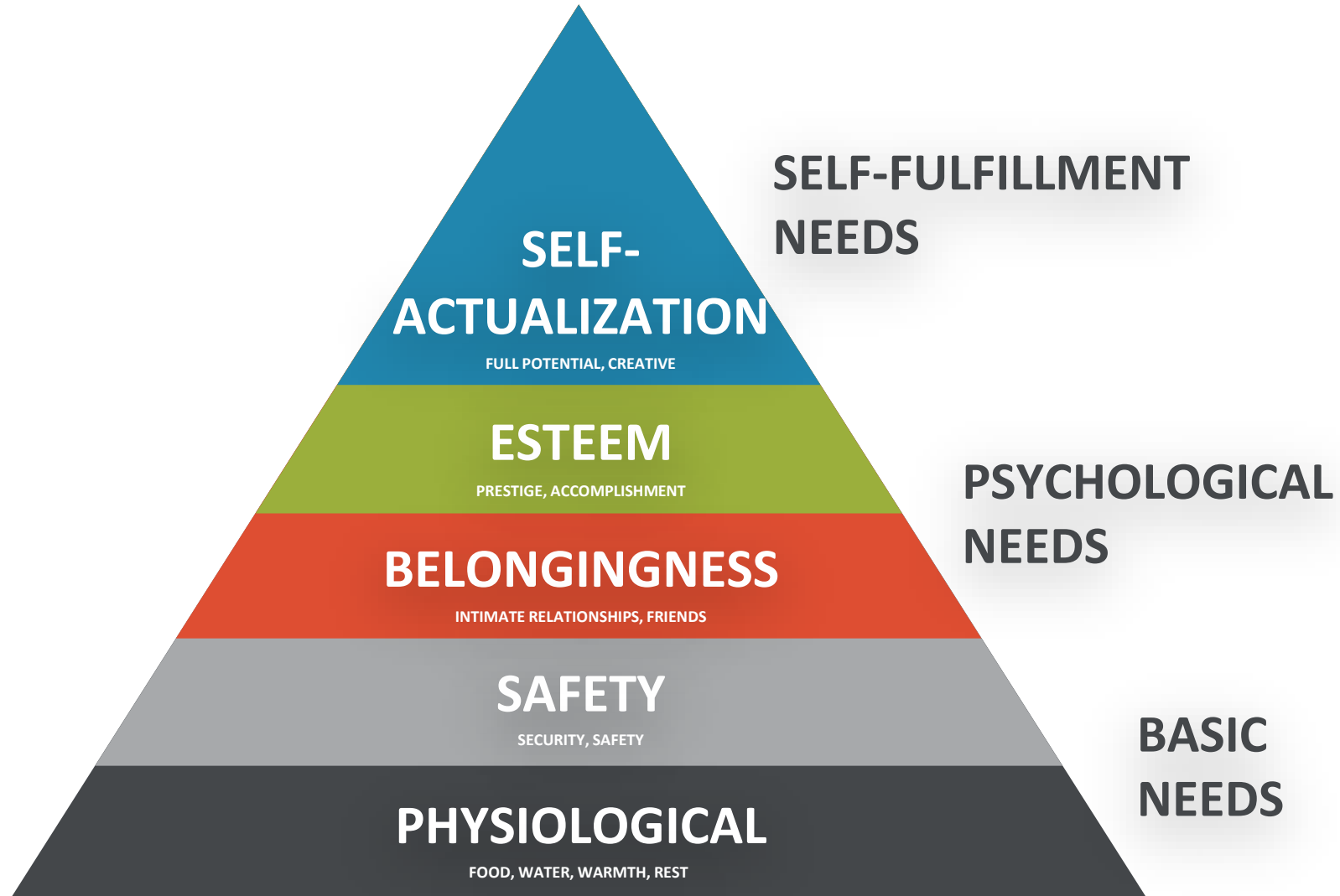




Source: Chan-Zuckerberg Initiative Whole child Framework

PARADIGMS OF FUTURE LEARNING







Self Actualization



Curriculum, Pedagogy
Instruction



Engagement



Professional
Development



High Performance Design



Learner Centric Design

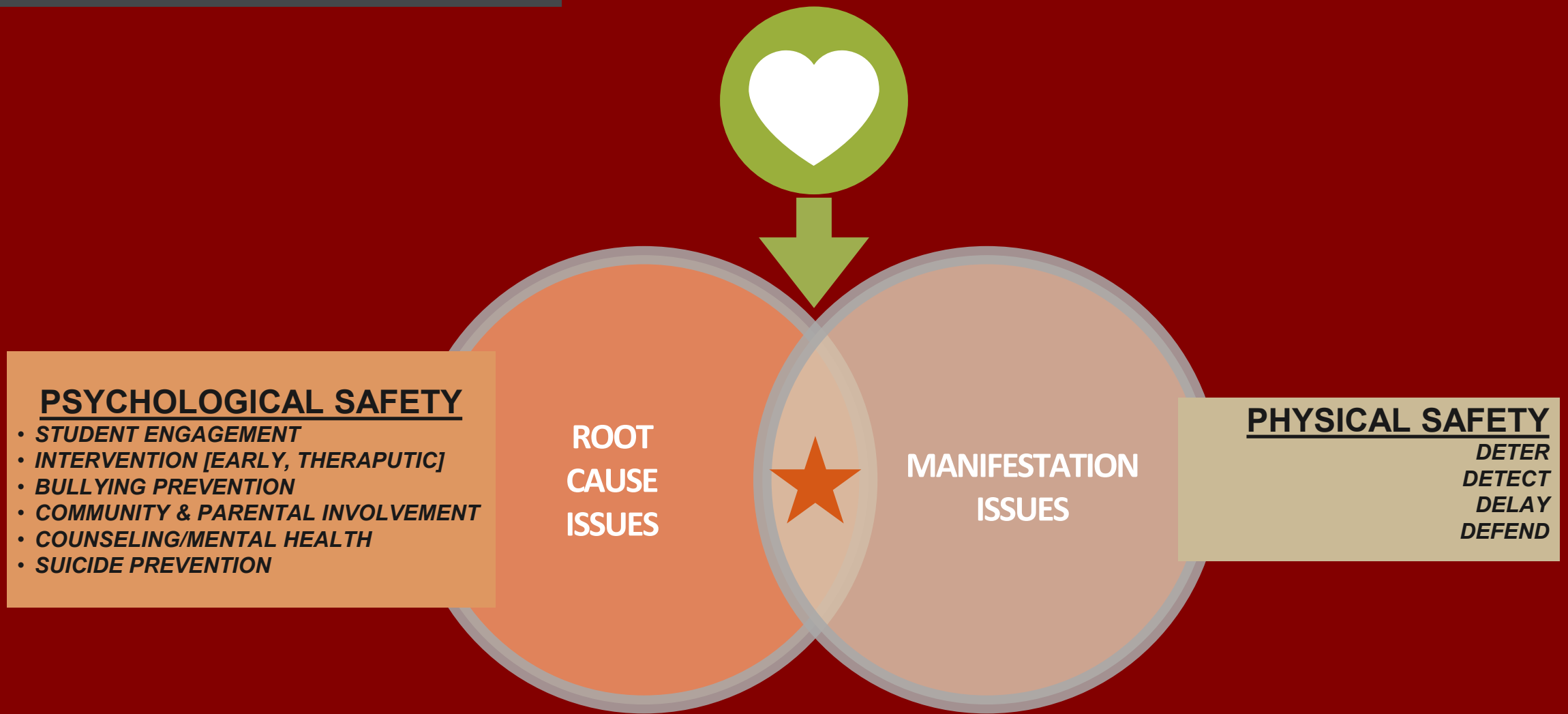


Inclusive Design
Trauma Informed Design



High Performance Design

HPD - SAFETY



BALANCE PHYSICAL AND PSYCHOLOGICAL SAFETY!!!



Learner Centric Design

BRAIN BASED LEARNING

Campfire



A place for a community of learners to sit together, listen to each other and learn from storytellers

EX:

CLASSROOMS

Watering Hole



A place for learning from peers in small groups

EX:

BREAKOUTS

Cave



An area to be alone and to reflect or work independently, without interruption or distraction from others.

EX:

REFUGE SPACES

Swamp



For when we get stuck on a task or concept and need to meet in a group with an expert.

EX:

MAKER SPACES

Plains

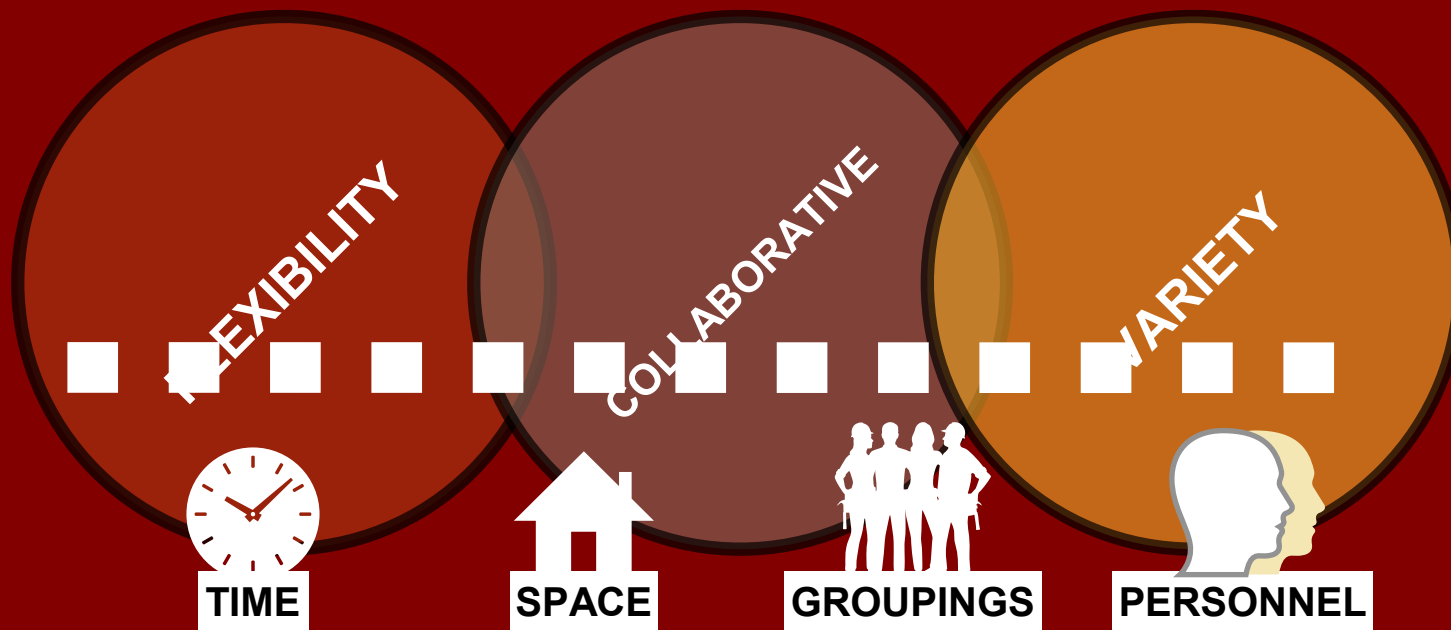


For when everyone is working independently, spread out wherever they need to be.

EX:

MAKER SPACES
COMMUNITY HUBS

LEARNER CENTRIC FEATURES



NOVELTY



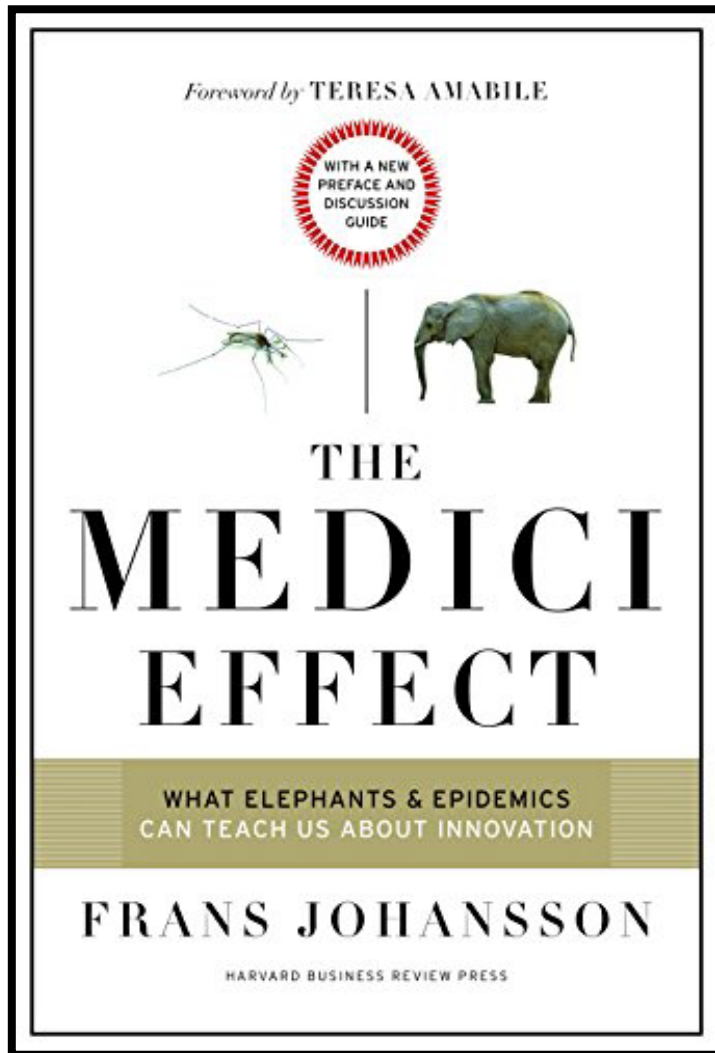
SOCIAL LEARNING





Inclusive Design
Trauma Informed Design

JEDI



Diversity &
Inclusion are
drivers of
Innovation !

INCLUSIVE DESIGN

How does the school environment promote or diminish a sense of inclusion within the student population and wider community?

How do schools reinforce or undermine the idea that all students are treated equitably through the built environment?

How does the physical infrastructure of a school positively connect with, or negatively disconnect from, the idea that difference is good?

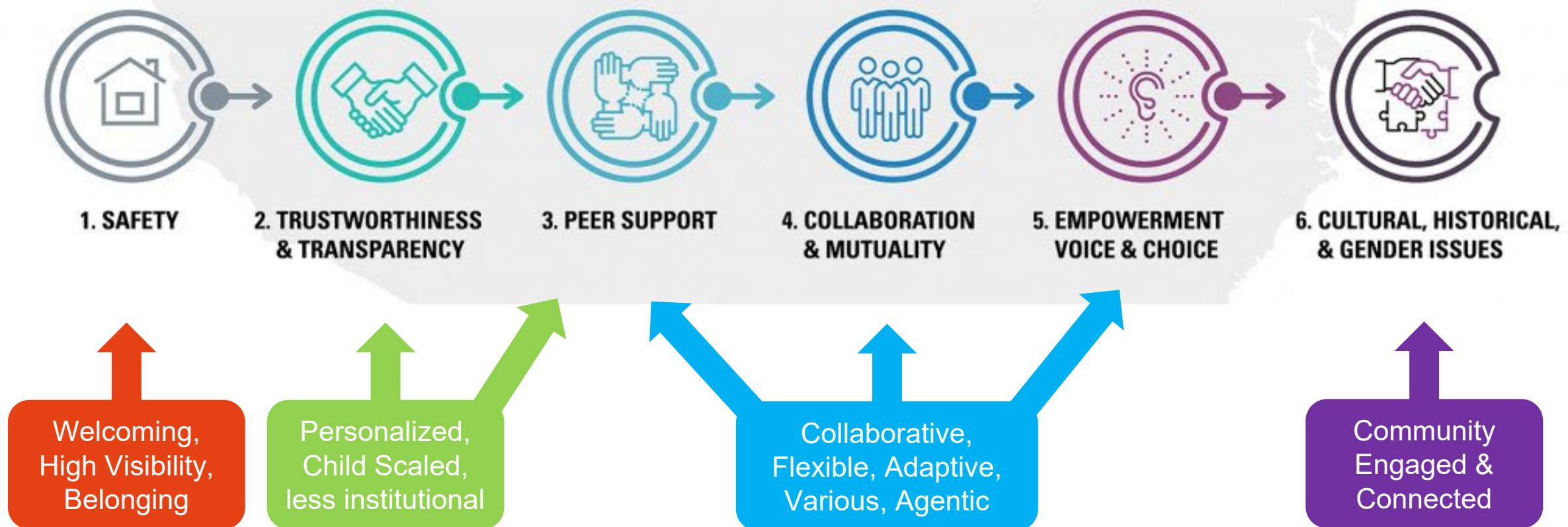
What messages can school buildings send relative to ***you belong*** versus ***you shouldn't be here***?

TRAUMA INFORMED DESIGN

67% of the General Population has had at least one Adverse Childhood Experiences (ACE)

83% of People of Color have had at least one Adverse Childhood Experiences (ACE)

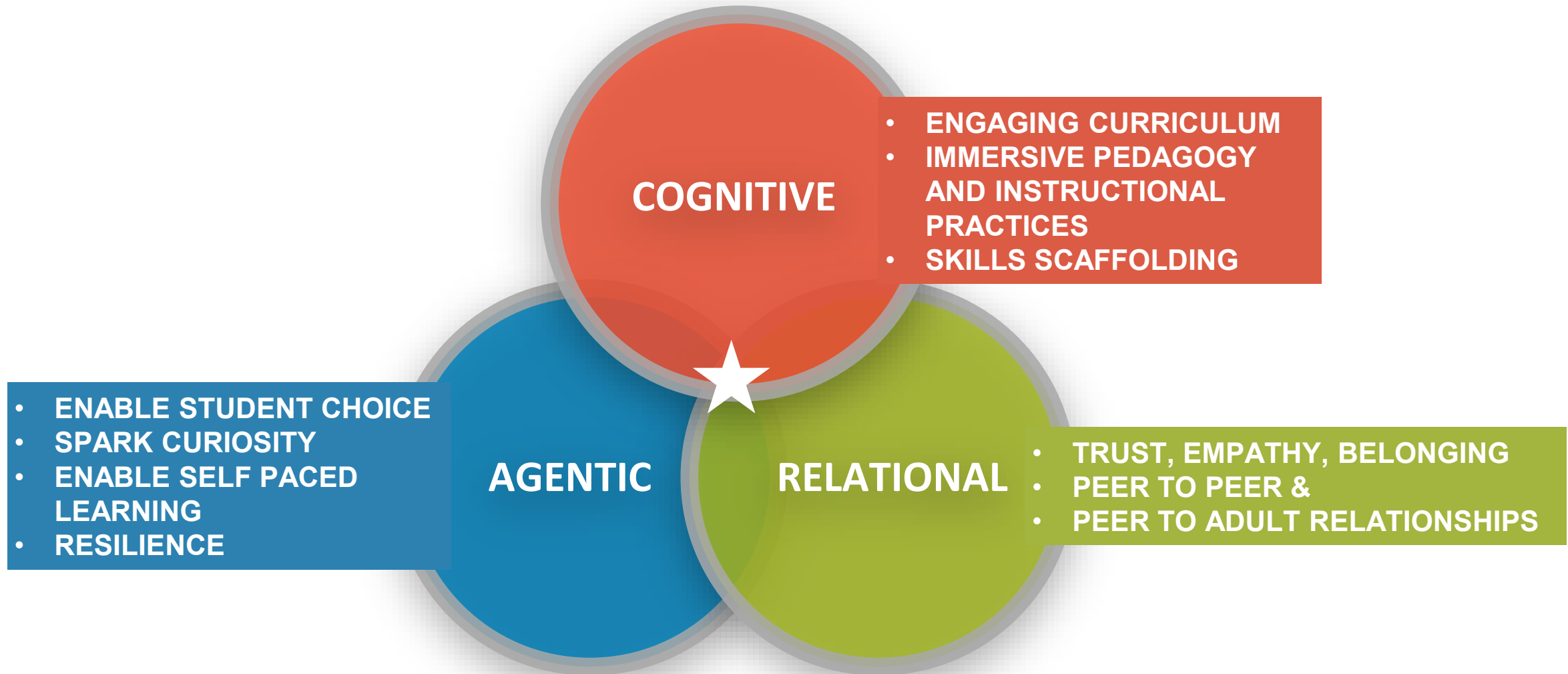
[Source: SAMHSA-USDHHS]





Engagement

ENGAGEMENT





Curriculum and Pedagogy

PEDAGOGY

TRADITIONAL

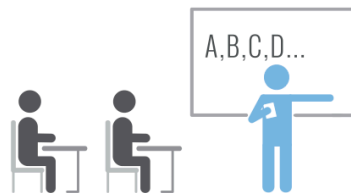
The traditional classroom is in a rank and file organization with all desks facing the front or the instructor. This organization is typically used for classes that are primarily lecture based. The teacher is usually positioned at the front of the classroom with a white board and the teachers desk near by. Furthermore, in the traditional model the instructors are seen as the knowledge or content providers while the students are receivers. The classroom area is 960 square feet and often has very few daylight openings if any. The classroom teacher to student ratio is desired to be between 1:16 to 1:24 but it is not common for classrooms to exceed those numbers, especially in public schools.

COMMON CORE TESTING

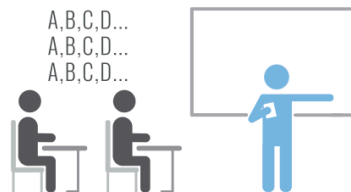


STANDARDIZED TESTS

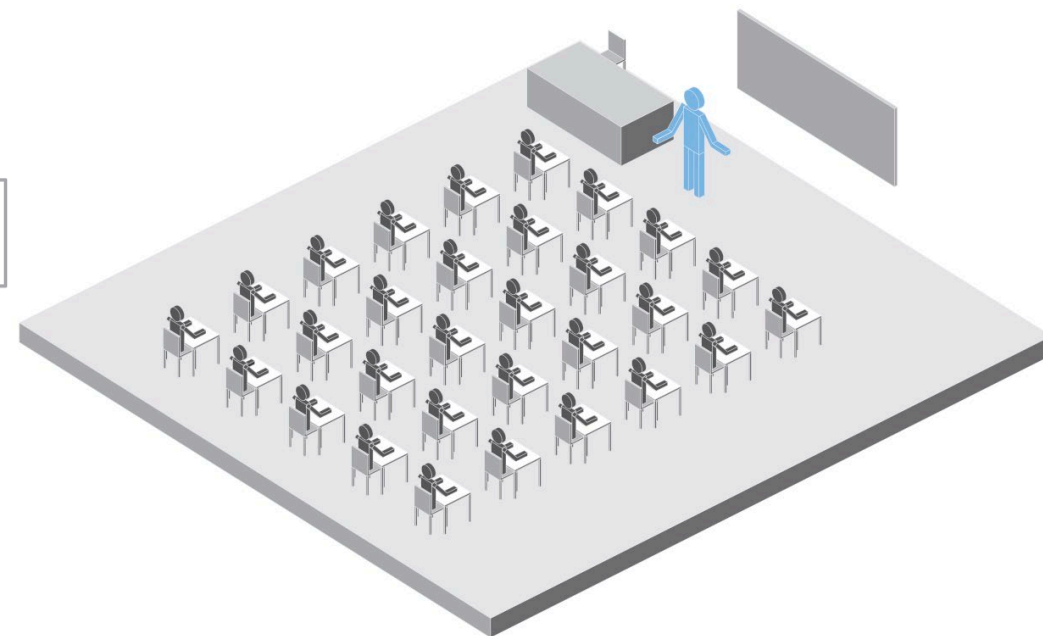
ONE-WAY TEACHING METHODS



BANKING METHOD



ROTE LEARNING



RANK & FILE SEATING
Used for one-way Teaching

PEDAGOGY

PROJECT BASED LEARNING

Project-Based Learning (PBL) is any programmatic or instructional approach that utilizes multifaceted projects as a central organization strategy for educating students. Students are typically assigned a project or series of projects that require them to use research, writing, interviewing, collaborating or public speaking skills to compose various work products that may include papers, scientific studies, public policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances ("Project-Based Learning," 2013). An open-ended real world problem or challenge drives the project and a tangible product, performance or event is created (Larmer, 2014). Through project development, students integrate many subjects and skills into a multidisciplinary learning experience. Projects may take several weeks, months or semesters ("Project-Based Learning," 2013).

THE 8 ESSENTIALS OF PROJECT-BASED LEARNING INCLUDE:

1. **Significant Content** to students' lives.
2. A **Need to Know** feeling given by project.
3. A **Driving Question** to focus student effort.
4. **Student Voice & Choice** in communicating learned content and skills.
5. **21st Century Competencies** that include research, critical thinking, collaboration and creativity/innovation.
6. **In-Depth Inquiry** that lead students to research, discover, test and draw new conclusions.
7. **Critique & Revision** to emphasize trial and error and recalculating in the process.
8. **Public Audience Presentation** to add value to the work produced (Larmer & Mergendoller, 2012).

8 ESSENTIALS OF PROJECT BASED LEARNING



1. SIGNIFICANT CONTENT



3. DRIVING QUESTION



5. 21ST CENTURY COMPETENCIES



7. CRITIQUE & REVISION



2. NEED TO KNOW



4. STUDENT VOICE & CHOICE

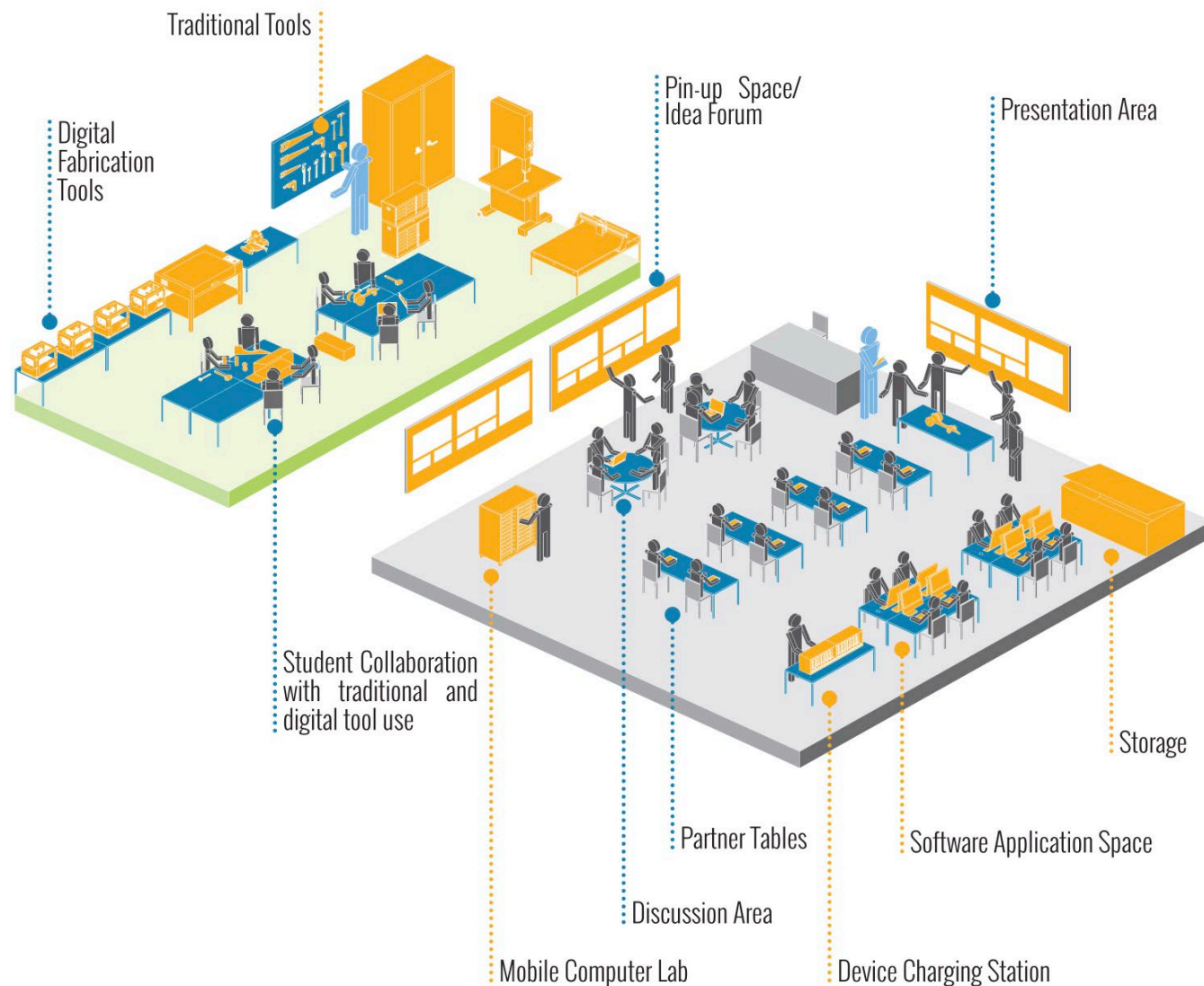


6. IN-DEPTH INQUIRY



8. PUBLIC PRESENTATION

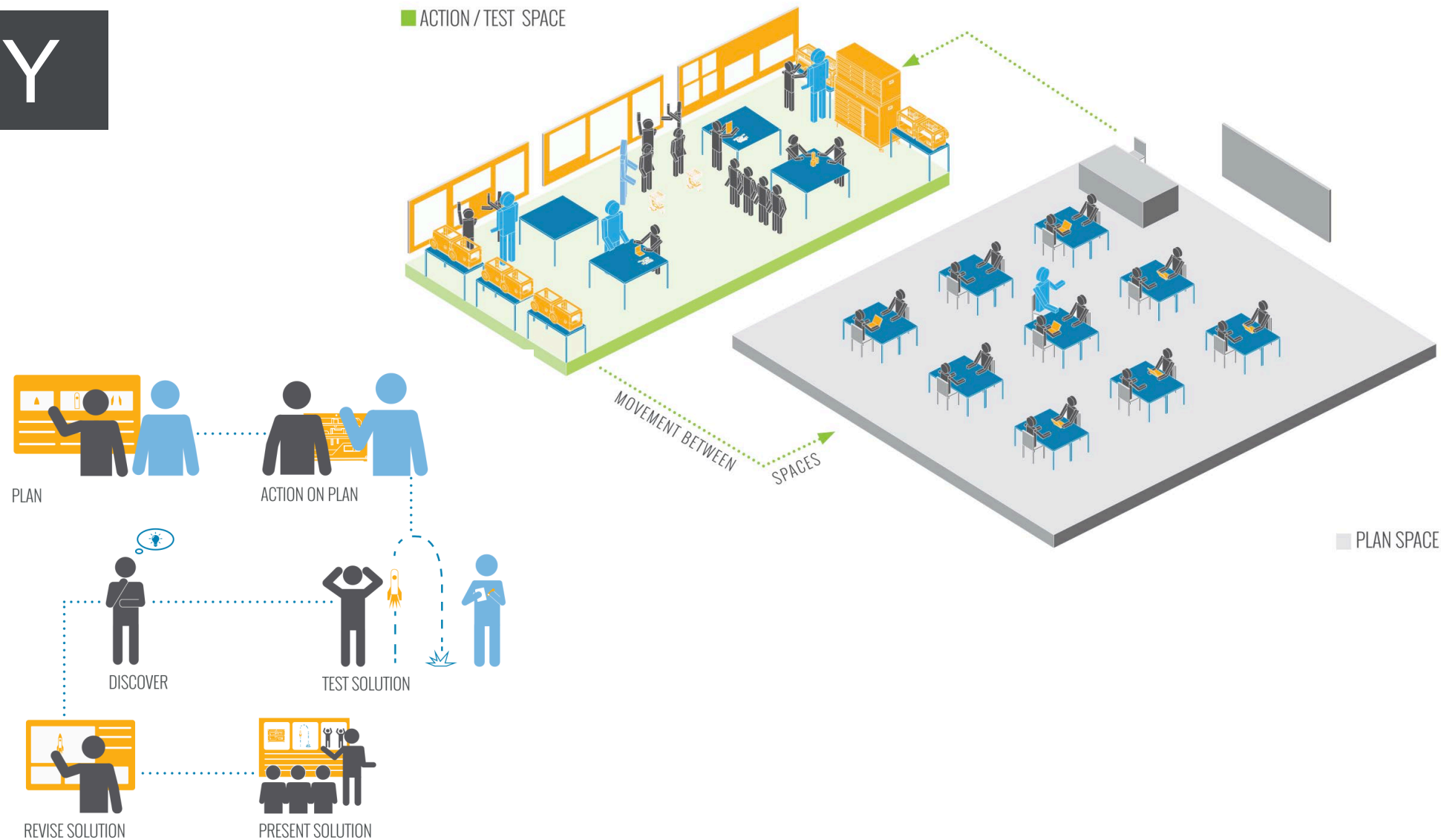
FABLAB



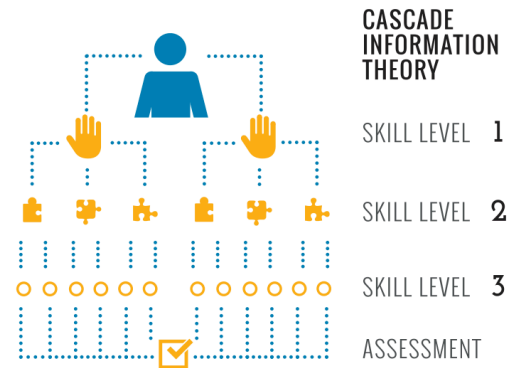
PEDAGOGY

DESIGN-BASED LEARNING

Design-Based Learning focuses on design and creativity. The students create physical objects that reflect themes, concepts and standards. The steps to this process is to plan, experiment, discover, interpret, discriminate, revise and then justify their learning. Visual learning, spatial and holistic thinking are all at the center of this educational trend along with needing to work simultaneously in different media. (About Design-Based Learning, 2009)



PEDAGOGY



FORMING HABIT

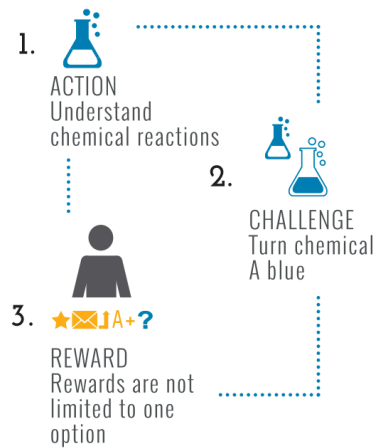
KNOWLEDGE
ACQUIRED
What to



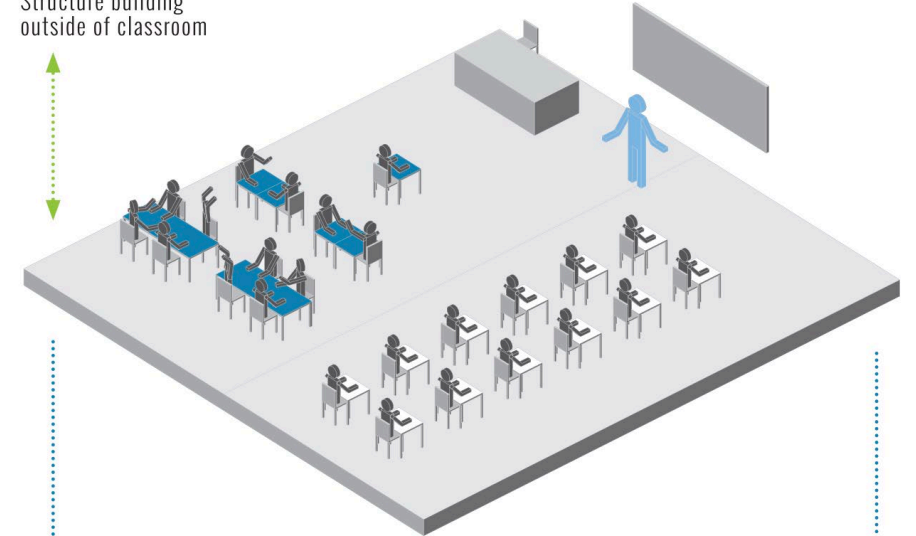
SKILLS
LEARNED
How to

DESIRE
want to
Desire comes
from reward

THE HABIT LOOP



Structure building
outside of classroom



INDIVIDUAL VS TEAM

Can be used in traditional classrooms or
problem-based teams or as individuals

GAMIFICATION

Gamification is the use of game theory as a means of educating or acquiring skills. gamification is not the same as game-based as gamification can go unnoticed as a game while still using game theory. Game theory entails starting with a teaching goal in mind, proposing a challenge to reach that goal, provide skills along the way through cascade theory, and then reward that challenge when the goal is completed (Kiang, 2014) (Teachthoughtstaff, 2014).

PROFESSIONAL DEVELOPMENT

1. Bridge technology with pedagogy



2. Mold teaching with 21st century knowledge and skills



3. Project-Based learning



4. Child and adolescent development



5. Wide range of assessment strategies



6/7. Collaborate/ Mentor



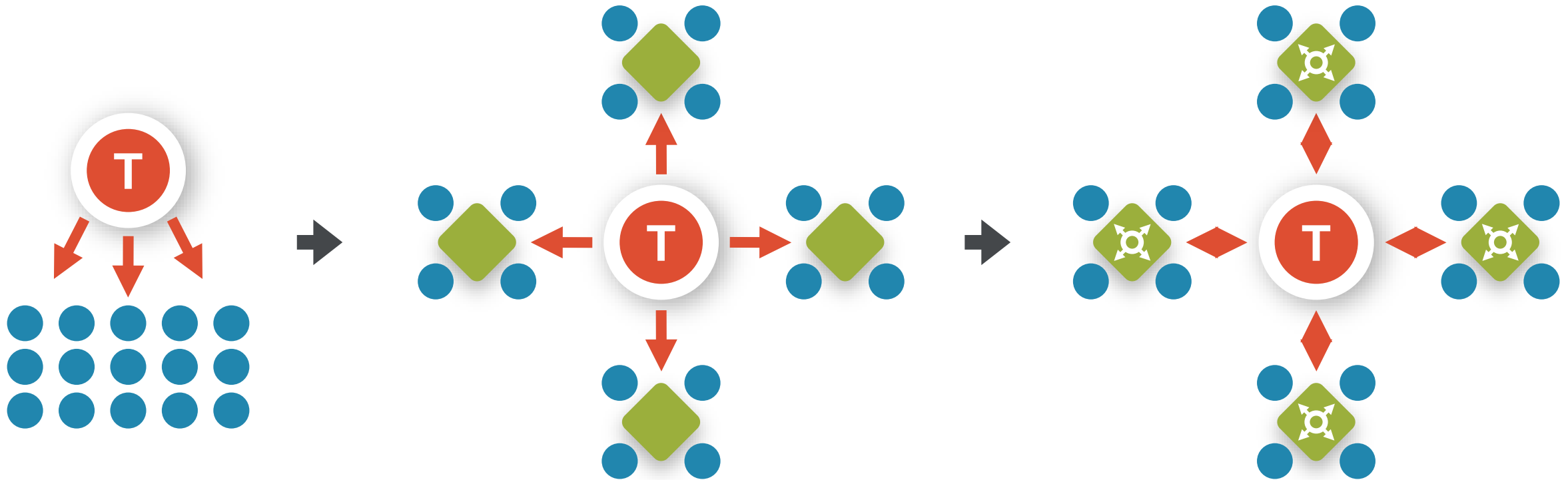
8. Many types of learning methods to reach each student



9. Life-long learning



TEACHER AS FACILITATOR





Self Actualization

SELF ACTUALIZATION



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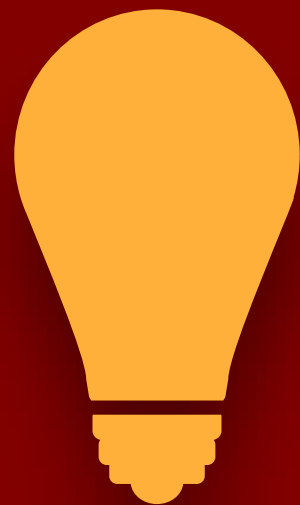


TEXT SARAVANANBAL270 TO 22333

Within the context of the Portrait of the Learner, and the Key Ideas presented, rank Hull's current performance in the following categories by adjusting them up or down

High Performance Design
Learner Centric Design
Inclusion + Trauma Informed Design
Curriculum & Pedagogy
Professional Development
Student Engagement





Think BIG!

NEXT MEETING

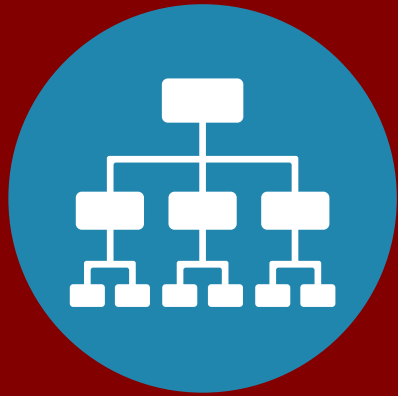


VISION



REALITY

REIMAGINATION ENCOMPASSES...



WHO
(Operations)



WHERE
(Facilities)



WHAT
(Curriculum)



WHY
(District Goals)



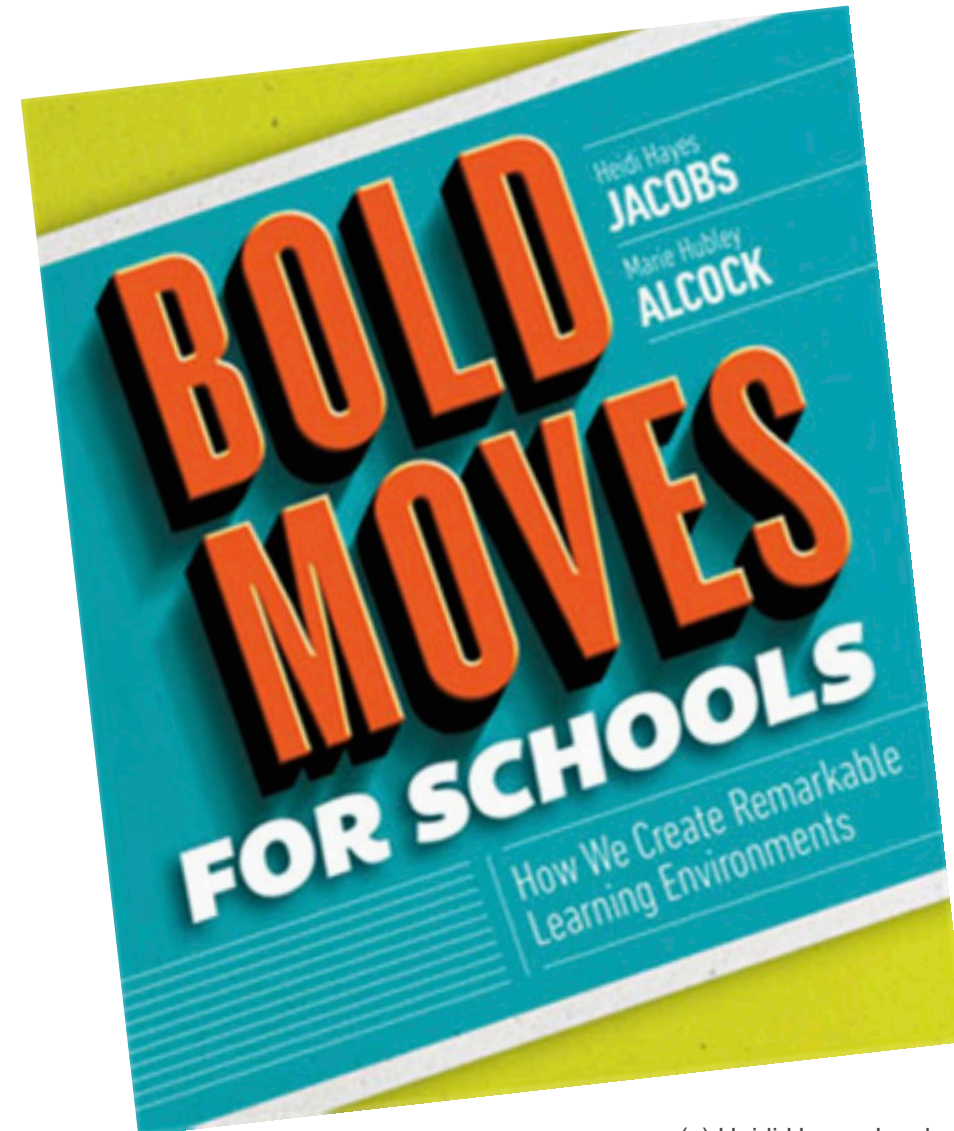
HOW
(Pedagogy)



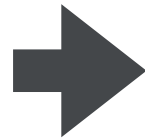
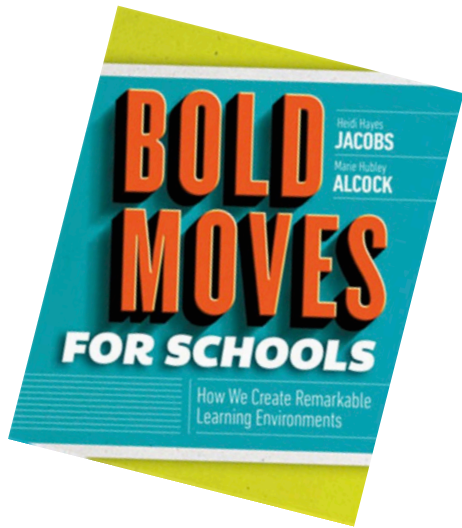
CHANGING JUST ONE DATA POINT...

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

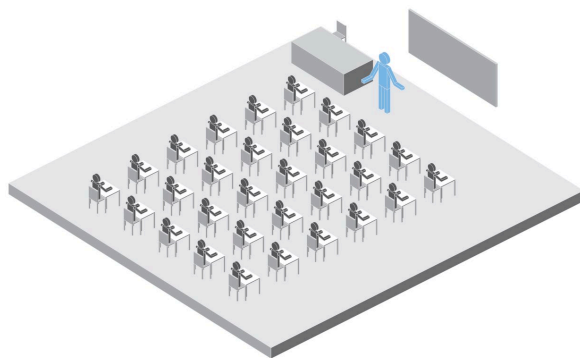
3

Transformative Leadership to Enact the Vision

4

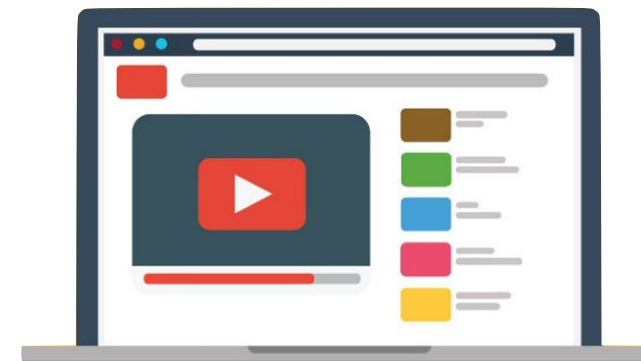
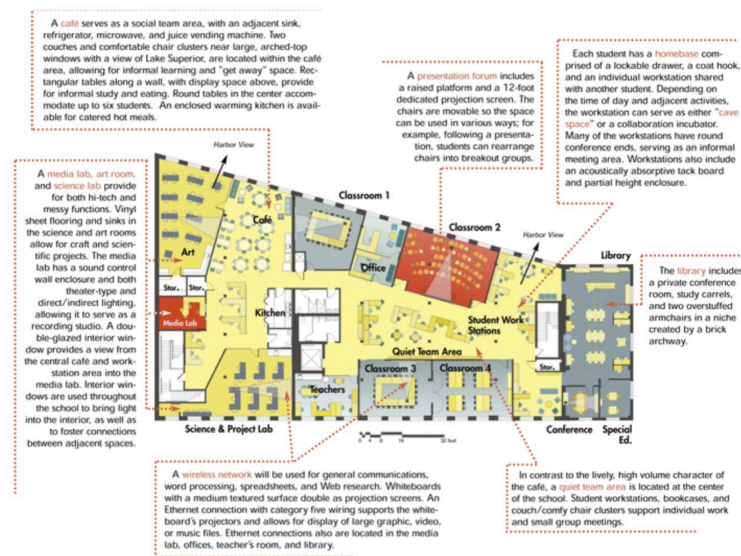
Deep Implementation Across Systems, Structures and Policy

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

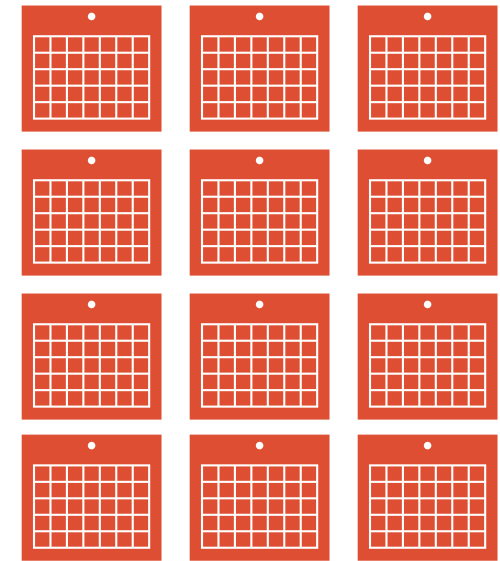
TIME



- Agricultural schedule/cycle
- Curriculum fits within Schedule

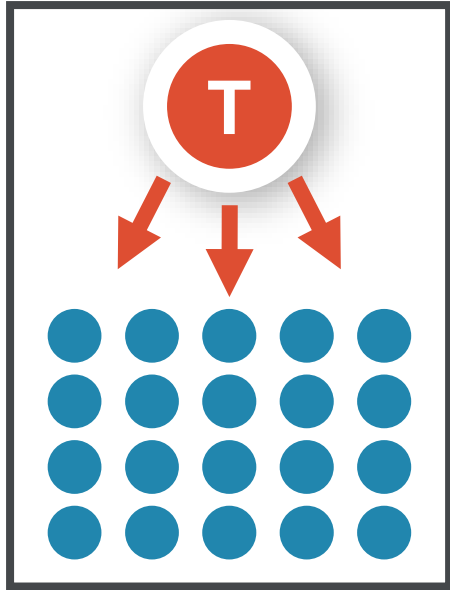


- Latitude afforded with periods, blocks, modules, anchor days, etc.

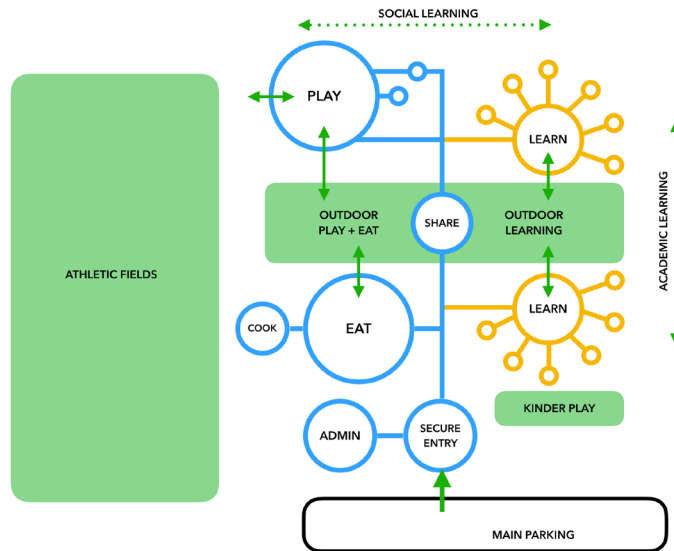


- Task determines time
- 24 / 7 / 365 via virtual learning

GROUPINGS



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

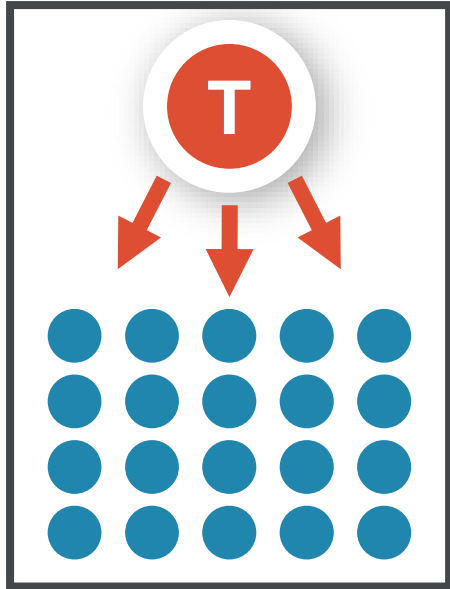


- Institutional vs. Instructional
- Grouping via “differentiation”
- Grouping via subject, gender, age, activity, etc

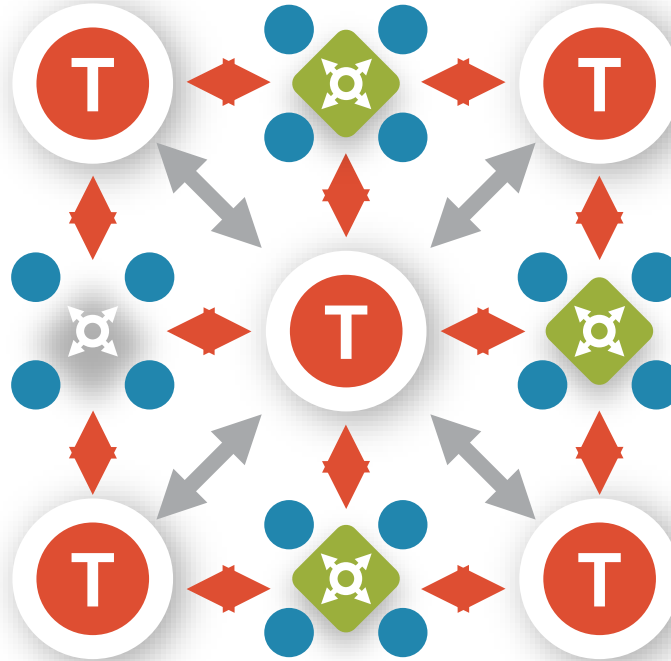


- Coached self-navigation enabling learners to seek and find appropriate groups and possibilities
- Virtual learning studios, seminar rooms, and town squares

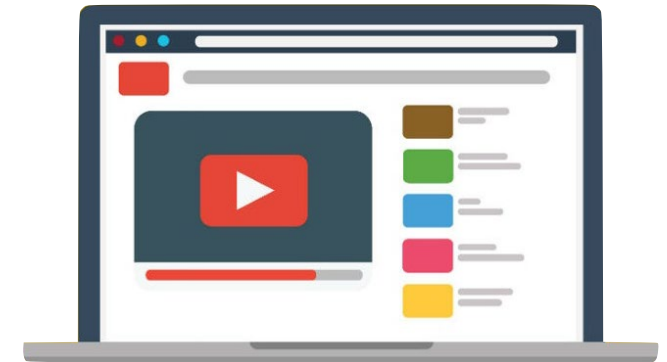
PERSONNEL



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

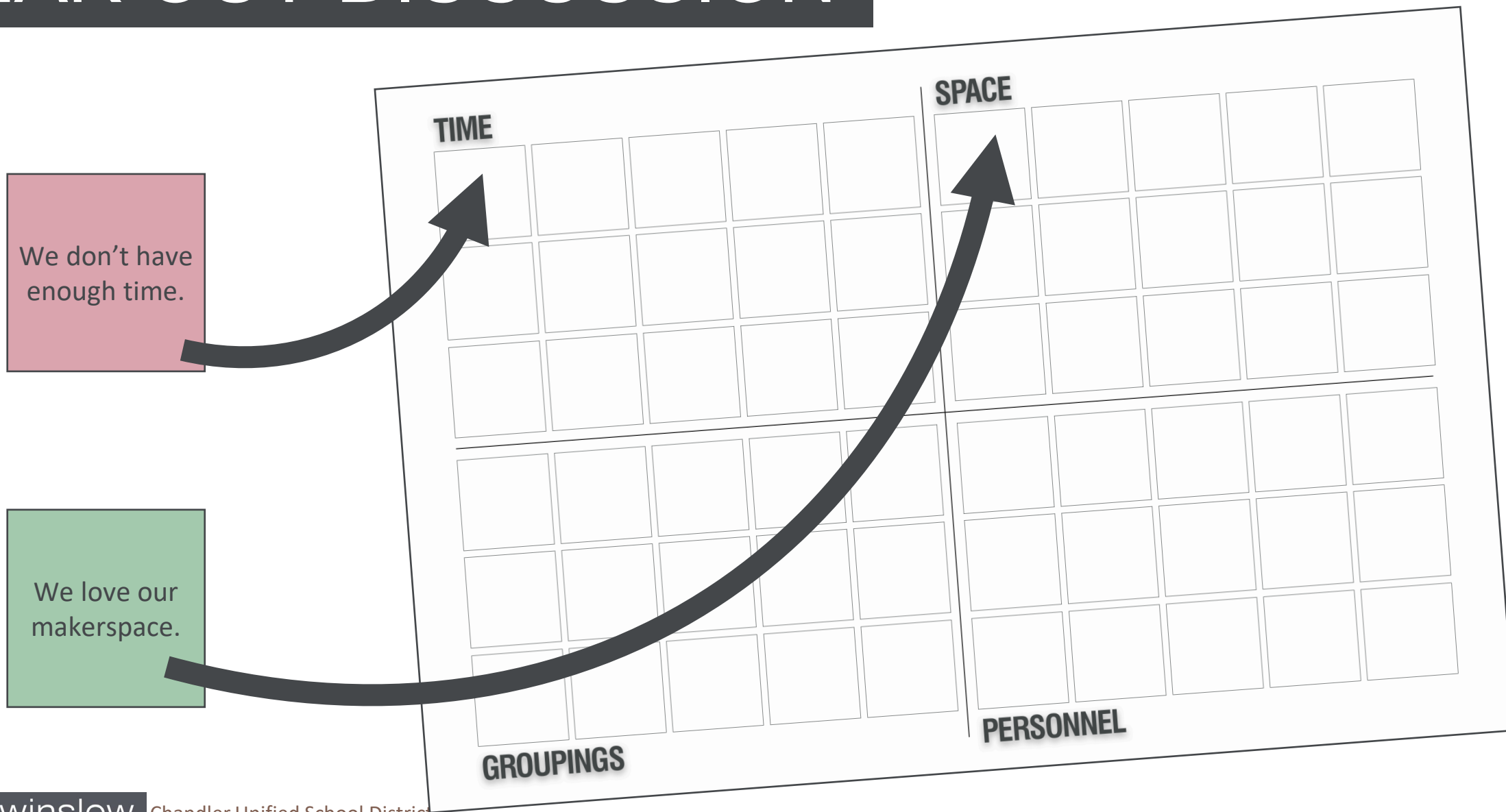


- Project/inquiry based learning causes collaboration
- Collaboration limited to on site
- Based on institutional practice



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

BREAK OUT DISCUSSION



QUESTIONS



orcutt | winslow

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)

ESSENTIAL ANCHORS OF TRANSFORMATION



21ST CENTURY VISION

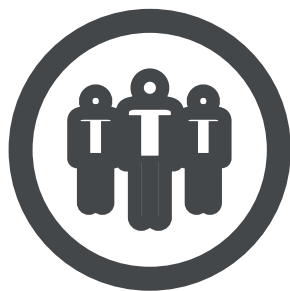
- “*The antiquated notion of student as receptacle is over.*”
- Transformative districts embrace a set of 21st Century competencies; some have specifically *adopted a profile or portrait of a graduate*, a vision statement outlining the competencies that are critical for each student to develop, *beyond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



“

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.

”

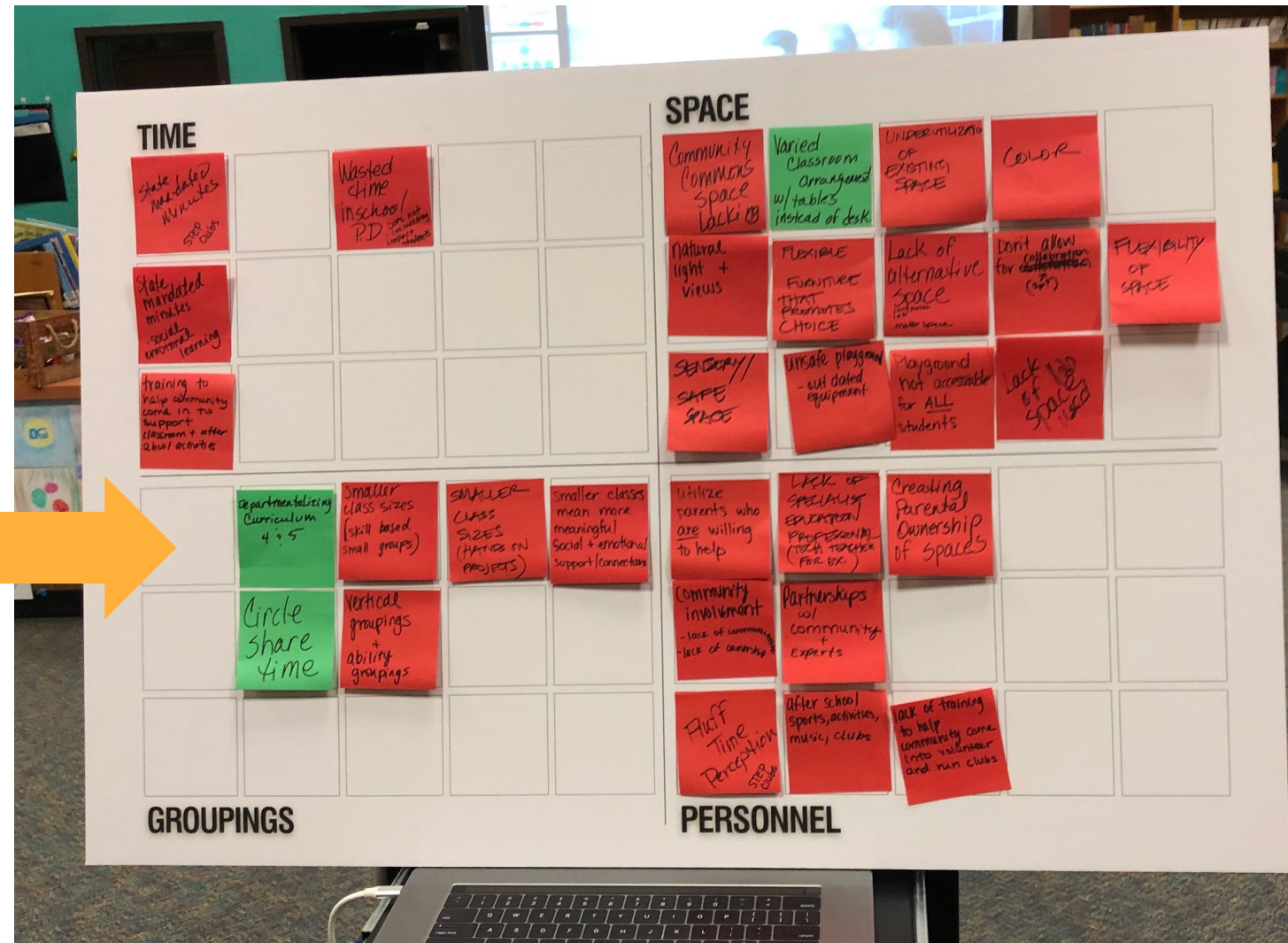
CLUSTERS OF PEDAGOGY

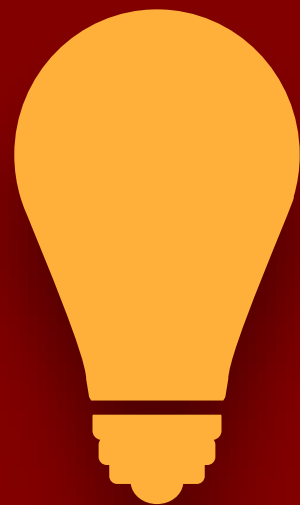
ANTIQUATED	CLASSICAL	CONTEMPORARY
<ul style="list-style-type: none">• Learning experiences entirely within classroom	<ul style="list-style-type: none">• Classroom in school and other places	<ul style="list-style-type: none">• Learning within a range of physical and virtual environments
<ul style="list-style-type: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

PROGRAM STRUCTURE CONTINUUM

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

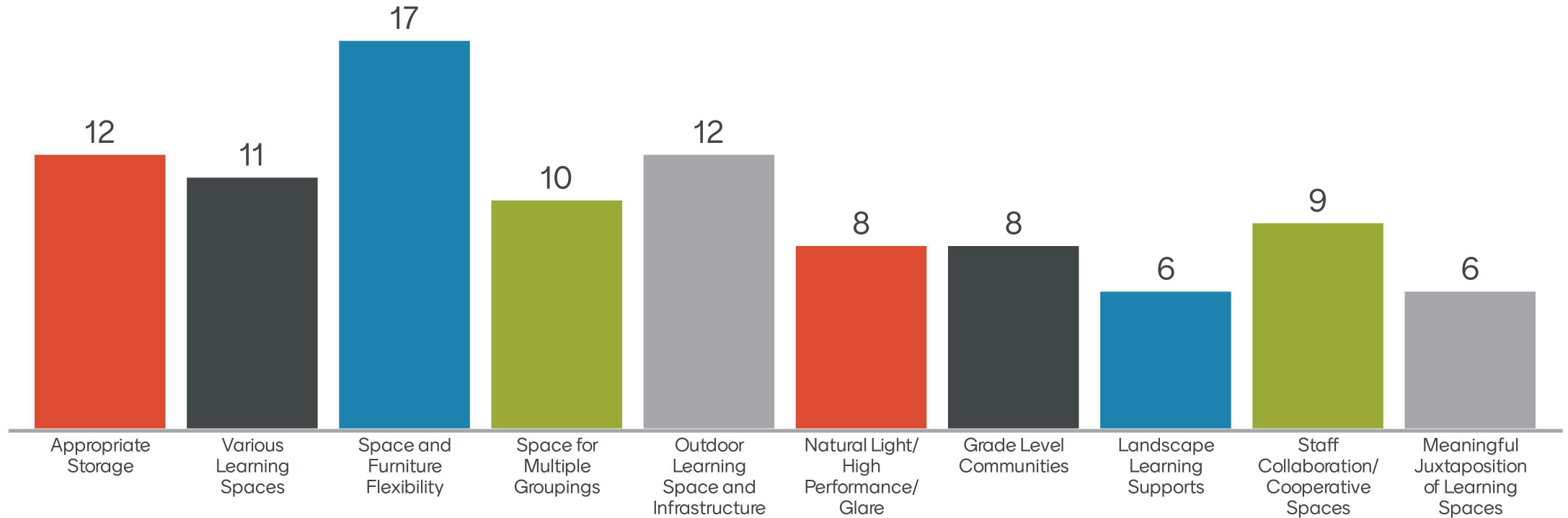
GAPS ANALYSIS





Think **BIG!**

Vote for your top Priorities based on the discussion



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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-vision 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

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COCONINO HIGH SCHOOL



CAMPUS WALK / FINDINGS



DISTRICT WIDE PRIORITIES



FLEXIBLE & COLLABORATIVE FURNITURE



BIOPHILIC DESIGN CONCEPTS, NATURAL LIGHT



TECHNOLOGY INTEGRATION & SUPPORT



ACCESSIBILITY UPGRADES

CAMPUS SPECIFIC PRIORITIES



COMMUNITY SPACE/HUB



SENSORY & CALMING / REFOCUSING ROOM



SAFE & ACCESSIBLE LEARNING THROUGH PLAY



CAREER TECHNICAL EDUCATION



ACCESSIBLE & MAINTAINABLE OUTDOOR LEARNING



MULTI-USE FLEXIBLE SPACE & VARIETY



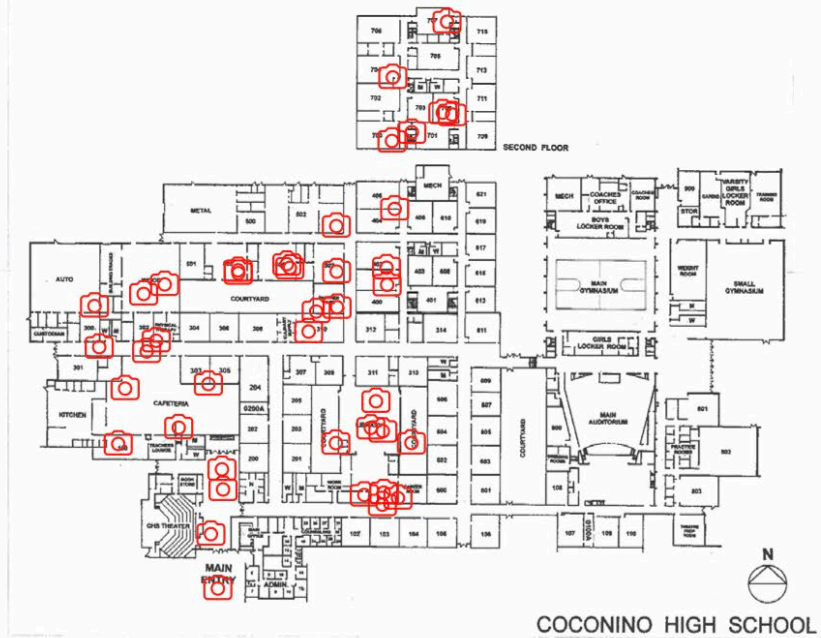
WELCOMING & INCLUSIVE CURB APPEAL

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COCONINO HIGH SCHOOL



CAMPUS WALK / FINDINGS

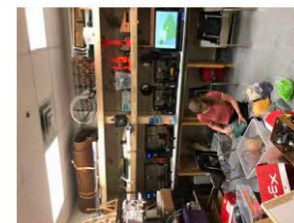
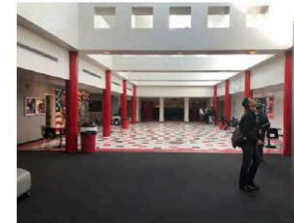
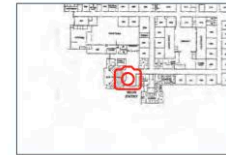


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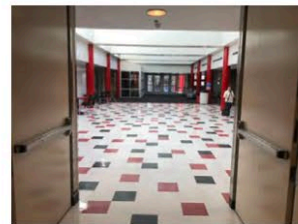
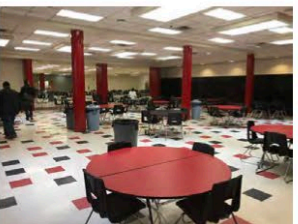
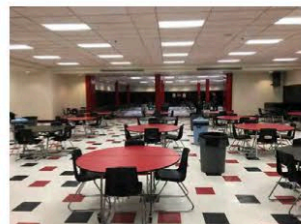
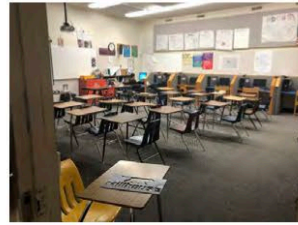
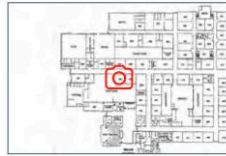


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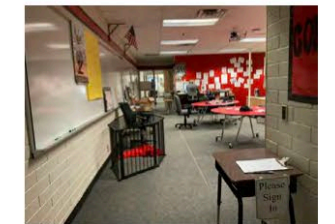
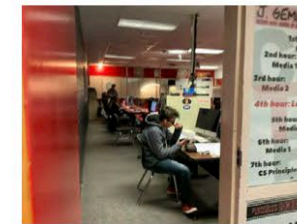
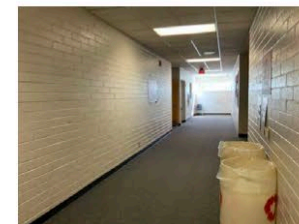
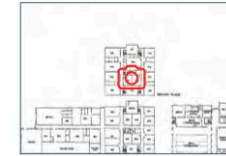
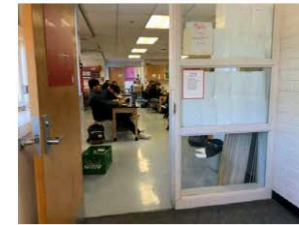
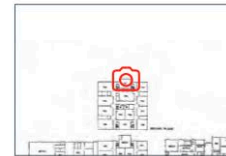


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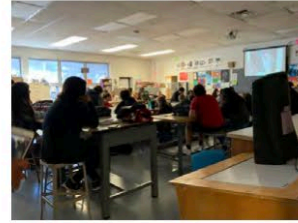


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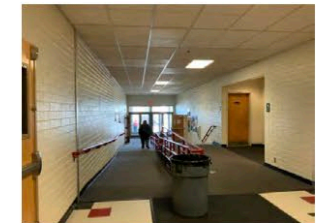
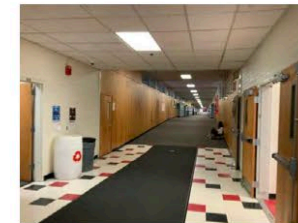
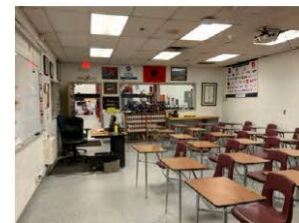
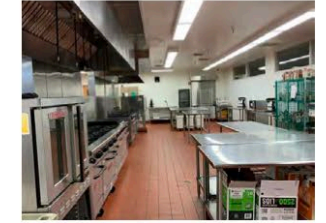
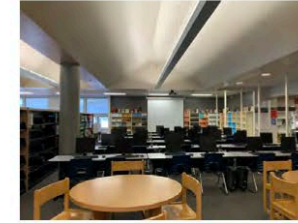
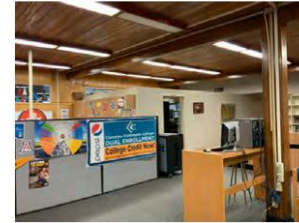


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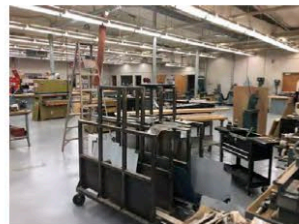
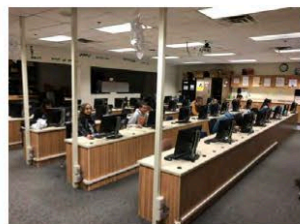
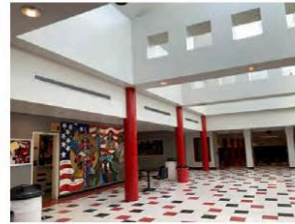
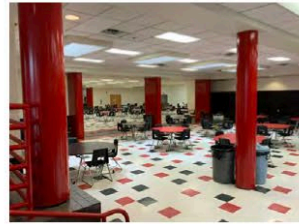
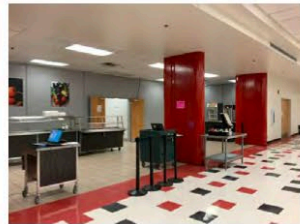


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COCONINO HIGH SCHOOL



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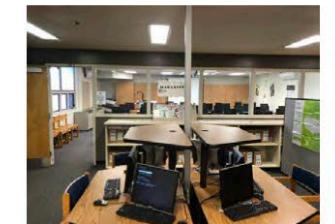
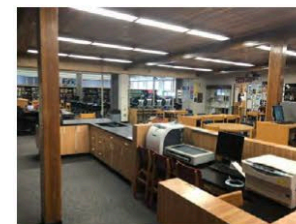
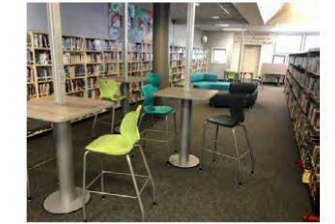


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COCONINO HIGH SCHOOL



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/ Quantity	Estimated Unit or SF Cost	Total Estimated Cost	Priority	Year To Be Complete	2022 Bond	2024 Bond	2026 Bond	2028 Bond	2030 Bond	Comments
Inflation calculated at 3% per year											
SIG, Collaborative & Flexible Learning Spaces											
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	\$438,786	\$474,462	\$511,781	Partitioning/Rearranging multiple classrooms to accommodate for isolate activity grouping
Servery & calming nonclassroom 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
WELL, Biophilic Design Concepts & Outdoor Learning											
Patterns, colors & novelty	1	\$100,000	\$100,000			\$108,000	\$112,362	\$118,102	\$126,248	\$133,823	Allowance
Physiological comfort (thermal comfort, HVAC improvements, lighting)	1	\$300,000	\$300,000			\$318,000	\$337,292	\$357,355	\$378,743	\$401,459	Allowance
Outdoor classroom spaces: Accessibility, durable & low maintenance (off-season)	3,000	\$75	\$225,000			\$0	\$0	\$0	\$0	\$0	Refer to H2 Group Facilities Condition Assessment Report
Servery paths & movement opportunities	1	\$10,000	\$10,000			\$10,800	\$11,236	\$11,815	\$12,425	\$13,067	Allowance
Parent/Community Engagement											
Community space/hub	3,000	\$150	\$450,000			\$477,000	\$502,630	\$530,557	\$560,115	\$592,323	Reclaim maintenance space in commons
Inclusive & inviting (curb appeal and welcoming)	237,586	\$1	\$237,586			\$251,587	\$266,693	\$282,695	\$299,656	\$317,636	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
Technology Integration & Support											
Improved interior and exterior wifi and hotspots	1	\$20,000	\$20,000			\$21,200	\$22,472	\$23,820	\$25,246	\$26,759	Allowance: Additional technology and support for next generation
Campus Specific Projects											
Southern wall path improvements	1	\$10,000	\$10,000			\$10,800	\$11,236	\$11,815	\$12,425	\$13,067	Allowance: Additional technology and support for next generation
CTE & MET-C improvements	3,600	\$100	\$360,000			\$381,600	\$404,496	\$428,786	\$454,462	\$481,781	Allowance
Hallway reconfiguration for collaborative learning	2,400	\$100	\$240,000			\$254,400	\$269,694	\$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
Facilities Condition Assessment Scope of Work											
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
Potential BFB Building Renewal Grant Projects											
Roofing/Repairs/Replacements	1	\$750,000	\$750,000			\$795,000	\$842,700	\$893,282	\$946,858	\$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
Subtotal											
			\$5,311,221			\$5,669,894	\$10,462,068	\$11,089,813	\$11,755,202	\$12,460,514	
Review Identified Items Below For Inclusion Above:											
Items Identified on 04/02/2024											

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/ Quantity	Estimated Unit or SF Cost	Total Estimated Cost	Prioirity	Year To Be Complete	2022 Bond	2024 Bond	2026 Bond	2028 Bond	2030 Bond	Comments
21C, Collaborative & 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 alternative groupings	1,800	\$100			\$190,800	\$202,248	\$214,383	\$227,246	\$240,881	Partitioning/Rearranging multiple classrooms to accommodate for scalable activity grouping
	Furniture in specialty areas	1	\$120,000			\$127,200	\$134,832	\$142,922	\$151,497	\$160,587	Allowance
	Sensory & calming rooms/refocus rooms	450	\$200			\$95,400	\$101,124	\$107,191	\$113,623	\$120,440	Single half classroom
WELL, Biophillic Design Concepts & Outdoor 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 comfort, HVAC improvements)	1	\$0			\$0	\$0	\$0	\$0	\$0	Refer to H2 Group Facilities Condition Assessment Report
	Outdoor classroom spaces: Accessibility, durable & low maintenance (off-season)	1,800	\$100			\$190,800	\$202,248	\$214,383	\$227,246	\$240,881	
	Playgrounds: Safe & accessible learning through play	1	\$75,000			\$79,500	\$84,270	\$89,326	\$94,686	\$100,367	Allowance
	Sensory paths & movement opportunities	1	\$10,000			\$10,600	\$11,236	\$11,910	\$12,625	\$13,382	Allowance

QUESTIONS



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