

APPENDIX H:

DCPS EDUCATIONAL FACILITIES EFFECTIVENESS INSTRUMENT (EFEI)



Educational Facilities Effectiveness Instrument Review of Aiton Elementary School

Washington, DC, United States of America





| Assessment | report |
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| / | |

| | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
|----------|--|------------|
| | ffectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.0 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 1.0 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.0 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| How e | ffectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.0 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.5 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.0 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| | ffectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 1.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.0 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| 1 | AREAS FOR HANDS-ON EXPERIMENTATION | |
| How w | rell equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 1.0 |
| 2) | Work surfaces are located on the perimeter near services | 1.0 |
| 3) | Science areas contains movable tables for a variety of projects | 1.0 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.0 |
| 5) | There is a connection to the outdoors for experimentation | 0.0 |
| | weight (avg) 3 Pattern Score: | 9.0 |
| | TRANSPARENCY | |
| | at extent is learning visually transparent? | |
| 1) | Breakout spaces are supervisable from adjacent learning spaces | 0.0 |
| 2) | Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 |
| 3) | There is visibility between learning studios and informal learning areas | 0.0 |
| 4) | There are views of learning activity from common spaces (e.g. cafes) | 0.0 |
| 5) | Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.5 |
| | weight (avg) 2 Pattern Score: | 1.0 |
| | CAMPFIRE SPACE | |
| | vell do Campfire spaces function? | |
| 1) | A platform or portable stage is available for lecturing | 0.0 |
| 2) | Furniture can be arranged for either formal lecture or informal storytelling | 0.5 |
| | Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.0 |
| 3) | There is pred any adjustance behind an alian area | |
| 3) 4) | There is good sound reflectance behind speaker area | 1.0 |
| ' | Audio enhancement is available in formal presentation spaces | 1.0 1.0 |

| What is | s the quality of Watering Hole spaces? | |
|----------|---|------|
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| C | CAVE SPACE | |
| What is | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 0.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.0 |
| | weight (avg) 2 Pattern Score: | 1.0 |
| ι | JNIVERSAL DESIGN | |
| To wha | at extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 1.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.5 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 1.0 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| F | FURNITURE | |
| ls a vai | riety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| Т | TECHNOLOGY | |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 0.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.0 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.5 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| | ACOUSTICS | |
| | s the quality of acoustics in principal learning areas? | |
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |
| | weight (avg) 5 Pattern Score: | 22.5 |
| Т | TEACHERS PROFESSIONAL SPACE | |
| To wha | at extent does school create a professional environment for teachers? | |
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 |
| ·) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.5 |
| 2) | | 0.5 |
| , | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 |
| 2) 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier Teachers have individual workstations with lockable storage, phone, and internet access | 0.5 |
| 2) | | |

| | elcoming is the entrance to the school? Clear visual cues to main entrance from parking and pedestrian paths | 1.0 |
|--|---|---|
| 1) | | |
| 2) | Reception area for visitors is clearly visible from main entrance | 1.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.5 |
| | weight (avg) 5 Pattern Score: | 15.0 |
| | SHARED LEARNING RESOURCES | |
| | at extent are learning resources distributed versus centralized? | |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.0 |
| 3) | Access to digital resources are distributed throughout the school | 1.0 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 1.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| | STUDENT DISPLAY SPACE | |
| | xtensive are student display spaces? | 10 |
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 1.0 |
| 2) | Student work displayed at main entrance | 0.5 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 0.5 |
| | weight (avg) 3 Pattern Score: | 6.0 |
| 4 | ARTS STUDIOS | |
| How w | ell equipped are art labs? | |
| 1) | Prep and storage areas with counters and sinks are available | 1.0 |
| 2) | Large windows provide ample natural light and views | 1.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.5 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| | weight (avg) 3 Pattern Score: | 7.5 |
| Γ | MUSIC AND PERFORMANCE | |
| To wha | at extent is music and performance supported? | |
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 1.0 |
| | (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| , | | |
| 4) 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 |
| 4) | | 1.0 |
| 4) 5) | weight (avg) 3 Pattern Score: | |
| 4) 5) | weight (avg) 3 Pattern Score: | 1.0 |
| 4) 5) To wha | weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? | 1.0 9.0 |
| 4) 5) To wha 1) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 1.0 9.0 |
| 4) 5) To wha 1) 2) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 1.0 9.0 0.0 0.0 |
| 4) 5) To wha 1) 2) 3) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 1.0 9.0 0.0 0.0 0.5 |
| 4) 5) To wha 1) 2) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 1.0 9.0 0.0 0.0 |
| 4) 5) To wha 1) 2) 3) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 1.0 9.0 0.0 0.0 0.5 |
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| 4) 5) To wha 1) 2) 3) 4) 5) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources | 1.0 9.0 0.0 0.5 0.0 0.0 0.0 |
| 4) 5) To wha 1) 2) 3) 4) 5) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 1.0 9.0 0.0 0.5 0.0 0.0 0.0 |
| 4) 5) To wha 1) 2) 3) 4) 5) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 1.0 9.0 0.0 0.5 0.0 0.0 0.0 |
| 4) 5) To wha 1) 2) 3) 4) 5) H To wha | weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: IEALTH & PHYSICAL FITNESS at extent are health and physical fitness supported? | 1.0 9.0 0.0 0.5 0.0 0.0 1.0 |
| 4) 5) To wha 1) 2) 3) 4) 5) Fo wha 1) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: IEALTH & PHYSICAL FITNESS at extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 1.0 9.0 0.0 0.5 0.0 0.0 1.0 |
| 4) 5) L To wha 1) 2) 3) 4) 5) L To wha 1) 2) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: TEALTH & PHYSICAL FITNESS at extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 1.0 9.0 0.0 0.5 0.0 0.0 1.0 |

weight (avg) 2

Educational Facilities Effectiveness Instrument (EFEI) © 2012 Fielding Nair International, LLC

Pattern Score: 3.0

| | BATHROOMS | |
|--|---|---|
| | at extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | 0.5 |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.0 0.0 |
| 4) 5) | Stalls and urinals provide individual privacy. | 0.5 |
| 5) | | |
| | weight (avg) 1 Pattern Score: | 1.5 |
| | STUDENT DINING | |
| | at extent is causal eating supported? School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 1) 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 6.0 |
| | SAFE LEARNING SPACES | 0.0 |
| | ffectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| | DAYLIGHTING | |
| | at extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |
| | weight (avg) 4 Pattern Score: | 14.0 |
| | FULL SPECTRUM LIGHTING | |
| | s the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.5 |
| | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| 5) | weight (avg) 3 Pattern Score: | 1.5 |
| 5) | | |
| | EXTERIOR VISTAS | |
| , | EXTERIOR VISTAS at extent do interior spaces have views and vistas? | |
| To wha | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| To wh: 1) 2) | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| To wha | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside | |
| To wha 1) 2) 3) 4) | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 1.0 1.0 0.0 |
| To wha 1) 2) 3) | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 1.0 1.0 |
| To wha 1) 2) 3) 4) | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 1.0 1.0 0.0 |
| To what 1) 2) 3) 4) 5) | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION | 1.0 1.0 0.0 1.0 |
| To wha 1) 2) 3) 4) 5) What i | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? | 1.0 1.0 0.0 1.0 12.0 |
| To whi 1) 2) 3) 4) 5) What i 1) | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 1.0 1.0 0.0 1.0 12.0 |
| To whi 1) 2) 3) 4) 5) What i 1) 2) | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 1.0 1.0 0.0 1.0 12.0 |
| To wh: 1) 2) 3) 4) 5) What i 1) 2) 3) | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 1.0 1.0 0.0 1.0 12.0 0.5 0.0 0.0 |
| To wh: 1) 2) 3) 4) 5) What i 1) 2) 3) 4) | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors Most buildings have transition spaces such as porches and decks | 1.0 1.0 0.0 1.0 12.0 0.5 0.0 0.0 0.0 0.0 |
| To wh: 1) 2) 3) 4) 5) What i 1) 2) 3) | at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 1.0 1.0 0.0 1.0 12.0 0.5 0.0 0.0 |

| | vell is outdoor learning supported? | |
|--|--|---|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.5 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |
| | weight (avg) 4 Pattern Score: | 6.0 |
| | NATURAL VENTILATION | |
| | is the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 1.0 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 4.0 |
| | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| 10 Wha | at extent has sustainability been considered in school design? Local indigenous materials are used in construction | 0.0 |
| | 5 | |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| | weight (avg) 1 Pattern Score: | 0.0 |
| | LOCAL SIGNATURE | |
| | at extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 0.5 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 0.5 |
| 4) | School itself brings character to the surrounding neighborhood | 0.5 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 2.0 |
| | CONNECTED TO COMMUNITY at extent is the school connected to its surrounding community? | |
| | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.5 |
| 1) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | |
| 1) 2) | | |
| 1) 2) 3) | | 0.5 |
| 1) 2) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 1.0 0.5 |
| 1) 2) 3) 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 1.0 0.5 |
| 1) 2) 3) 4) 5) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate There are places in the school for community to engage with, tutor, teach, or work with students during school hours weight (avg) 4 Pattern Score: | 1.0 |
| 1) 2) 3) 4) 5) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate There are places in the school for community to engage with, tutor, teach, or work with students during school hours weight (avg) 4 Pattern Score: AESTHETICS | 1.0 0.5 |
| 1) 2) 3) 4) 5) What i | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate There are places in the school for community to engage with, tutor, teach, or work with students during school hours weight (avg) 4 Pattern Score: AESTHETICS Is the quality of aesthetics? | 1.0 0.5 14.0 |
| 1) 2) 3) 4) 5) What i 1) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate There are places in the school for community to engage with, tutor, teach, or work with students during school hours weight (avg) 4 Pattern Score: AESTHETICS is the quality of aesthetics? First impression of school is that it feels open and welcoming, both during school and for after-hours users | 1.0 0.5 14.0 |
| 1) 2) 3) 4) 5) What i 1) 2) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate There are places in the school for community to engage with, tutor, teach, or work with students during school hours weight (avg) 4 Pattern Score: AESTHETICS is the quality of aesthetics? First impression of school is that it feels open and welcoming, both during school and for after-hours users Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 1.0 0.5 14.0 1.0 0.5 |
| 1) 2) 3) 4) 5) What i 1) 2) 3) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate There are places in the school for community to engage with, tutor, teach, or work with students during school hours weight (avg) 4 Pattern Score: AESTHETICS Is the quality of aesthetics? First impression of school is that it feels open and welcoming, both during school and for after-hours users Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 1.0 0.5 14.0 1.0 0.5 1.0 |
| 1) 2) 3) 4) 5) What i 1) 2) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate There are places in the school for community to engage with, tutor, teach, or work with students during school hours weight (avg) 4 Pattern Score: AESTHETICS is the quality of aesthetics? First impression of school is that it feels open and welcoming, both during school and for after-hours users Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 1.0 0.5 14.0 1.0 0.5 |

Assessment Score: 224.5 (out of 540) 42%

Educational Facilities Effectiveness Instrument Review of Benjamin Banneker High School

Washington, DC, United States of America

On Tuesday July 31, 2012



| | r. | Assessment |
|----------------------------|--|------------|
| Р | RINCIPAL LEARNING AREAS DIFFERENTIATION | |
| How eff | fectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.0 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.5 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.0 |
| -) 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| 5) | | |
| D | weight (avg) 5 Pattern Score: RINCIPAL LEARNING AREAS PROJECT BASED LEARNING | 2.5 |
| | | |
| | fectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.5 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.5 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.5 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| Р | RINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| How eff | fectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| ' | The Learning Community is spatially distinct and recognizable within the school | 0.0 |
| 4) | | |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| | weight (avg) 5 Pattern Score: | 0.0 |
| | REAS FOR HANDS-ON EXPERIMENTATION | |
| How we | ell equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 1.0 |
| 2) | Work surfaces are located on the perimeter near services | 1.0 |
| 3) | Science areas contains movable tables for a variety of projects | 1.0 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 1.0 |
| 5) | There is a connection to the outdoors for experimentation | 1.0 |
| | weight (avg) 3 Pattern Score: | 15.0 |
| Т | RANSPARENCY | |
| To wha | t extent is learning visually transparent? | |
| 1) | Breakout spaces are supervisable from adjacent learning spaces | 0.0 |
| 2) | Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 |
| 3) | There is visibility between learning studios and informal learning areas | 0.0 |
| 4) | There are views of learning activity from common spaces (e.g. cafes) | 0.0 |
| 5) | Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.0 |
| 5) | | |
| - | weight (avg) 2 Pattern Score: | 0.0 |
| | AMPRICE SPACE ell do Campfire spaces function? | |
| I IOW WE | A platform or portable stage is available for lecturing | 0.0 |
| 1) | | |
| - | | |
| 2) | Furniture can be arranged for either formal lecture or informal storytelling | 0.5 |
| 2) 3) | Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 1.0 |
| 1) 2) 3) 4) 5) | | |

| Furniture can be arranged for either formal lecture or informal storytelling | |
|--|----------------|
| Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | |
| There is good sound reflectance behind speaker area | |
| Audio enhancement is available in formal presentation spaces | |
| weight (avg) 2 | Pattern Score: |
| weight (avg) z | Fallen Score. |

weight (avg) 2

Educational Facilities Effectiveness Instrument (EFEI) © 2012 Fielding Nair International, LLC

7.0

| the quality of Watering Hole spaces? Students can meet socially at informal indoor gathering places There are identifiable social gathering spaces on school grounds (outdoors) Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces Indoor social areas have vistas to nature or street life Most Watering Hole spaces have flexible seating and soft seating available weight (avg) 2 Pattern Score: AVE SPACE There are places for individual study, reflection and quiet reading within the Learning Community Cave spaces exist throughout school (e.g., library, waiting areas) There are small, identifiable areas for small group tutoring or study Cave spaces have natural light and vistas Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety weight (avg) 2 Pattern Score: NUERSAL DESIGN rextent does the school provide for students of all abilities? School provides equal access to all learning areas for students of different abilities Small-scaled rooms for students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the Space is set aside for addressing the particular emotional and/or intellectual needs of individual students weight (avg) 5 Pattern Score: URNITURE ety of furnishings offered throughout school? | 0.0 0.5 0.5 0.0 2.0 0.0 0.0 0.0 0.0 0.0 0.0 |
|--|---|
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| Space is set aside for addressing the particular emotional and/or intellectual needs of individual students weight (avg) 5 Pattern Score: URNITURE | 0.5 |
| Weight (avg) 5 Pattern Score: | 2.5 0.5 |
| URNITURE | 0.5 |
| | |
| ety of furnishings offered throughout school? | |
| | |
| Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.0 |
| Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| weight (avg) 5 Pattern Score: | 2.5 |
| ECHNOLOGY | |
| Il is technology integrated with the curriculum and principal learning spaces? | |
| Students can access mobile internet-connected computers throughout the day | 1.0 |
| Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| There is at least (1) large scale digital display in every learning area | 0.5 |
| Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 |
| | - |
| weight (avg) 5 Pattern Score: | 17.5 |
| COUSTICS | |
| the quality of acoustics in principal learning areas? | 1.0 |
| Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 0.5 |
| | 0.5 |
| Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 |
| | 20.0 |
| Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | |
| Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | |
| Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 |
| Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE | 0.0 |
| Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | |
| Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: ACHERS PROFESSIONAL SPACE extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | |
| Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 0.0 |
| Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: ACHERS PROFESSIONAL SPACE extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.5 0.0 0.5 |
| | ACHERS PROFESSIONAL SPACE extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings |

| 110W | WELCOMING ENTRY welcoming is the entrance to the school? | |
|--|---|--|
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| | Reception area for visitors is clearly visible from main entrance | 0.0 |
| 2) | | |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.0 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 1.0 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| | SHARED LEARNING RESOURCES | |
| | hat extent are learning resources distributed versus centralized? | |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.0 |
| 3) | Access to digital resources are distributed throughout the school | 1.0 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 1.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| | STUDENT DISPLAY SPACE | |
| How | | |
| | extensive are student display spaces? Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.0 |
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school Student work displayed at main antropage | |
| 2) | Student work displayed at main entrance | 0.5 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 0.5 |
| | weight (avg) 3 Pattern Score: | 3.0 |
| | ARTS STUDIOS | |
| How | well equipped are art labs? | |
| 1) | Prep and storage areas with counters and sinks are available | 0.5 |
| 2) | Large windows provide ample natural light and views | 1.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.0 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| | weight (avg) 3 Pattern Score: | 4.5 |
| | MUSIC AND PERFORMANCE | 4.5 |
| Том | hat extent is music and performance supported? | |
| | | |
| | | 0.0 |
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| 1) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| 1) 2) 3) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice | 0.0 0.0 |
| 1) 2) 3) 4) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating | 0.0 0.0 0.5 |
| 1) 2) 3) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice | 0.0 0.0 |
| 1) 2) 3) 4) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating | 0.0 0.0 0.5 |
| 1) 2) 3) 4) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 0.0 0.0 0.5 1.0 |
| 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: | 0.0 0.0 0.5 1.0 |
| 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS | 0.0 0.0 0.5 1.0 |
| 1) 2) 3) 4) 5) To w | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 0.0 0.5 1.0 4.5 |
| 1) 2) 3) 4) 5) To w 1) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.0 0.0 0.5 1.0 4.5 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 0.0 0.0 0.5 1.0 4.5 0.0 0.0 0.5 |
| 1) 2) 3) 4) 5) To w 1) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.0 0.0 0.5 1.0 4.5 0.0 0.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources | 0.0 0.0 0.5 1.0 4.5 0.0 0.0 0.5 0.5 0.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 0.0 0.0 0.5 1.0 4.5 0.0 0.0 0.5 0.5 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) abgace suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS | 0.0 0.0 0.5 1.0 4.5 0.0 0.0 0.5 0.5 0.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) appace suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS that extent are health and physical fitness supported? | 0.0 0.0 0.5 1.0 4.5 0.0 0.0 0.5 0.5 0.5 0.0 2.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) apace suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: TEALTH & PHYSICAL FITNESS that extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.0 0.0 0.5 1.0 4.5 0.0 0.0 0.5 0.5 0.5 0.0 2.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) appace suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS that extent are health and physical fitness supported? | 0.0 0.0 0.5 1.0 4.5 0.0 0.0 0.5 0.5 0.5 0.0 2.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) apace suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: TEALTH & PHYSICAL FITNESS that extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.0 0.0 0.5 1.0 4.5 0.0 0.0 0.5 0.5 0.5 0.0 2.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w 1) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) apace suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS that extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) play spaces available | 0.0 0.0 0.5 1.0 4.5 0.0 0.0 0.5 0.5 0.5 0.0 2.0 1.0 1.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w 1) 2) 3) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) abgace suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: The extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.0 0.0 0.5 1.0 4.5 0.0 0.0 0.5 0.5 0.5 0.0 2.0 1.0 1.0 1.0 0.0 |

| To what 1) | ATHROOMS | |
|----------------|---|------|
| 1) | extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| ., | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 1.5 |
| ST | TUDENT DINING | |
| To what | extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 1.0 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 8.0 |
| S/ | AFE LEARNING SPACES | |
| How effe | ectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.0 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| D/ | AYLIGHTING | |
| To what | extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 0.5 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.5 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| , | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.0 |
| 4) 5) | | |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| | JLL SPECTRUM LIGHTING | |
| | the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| | weight (avg) 3 Pattern Score: | 0.0 |
| E) | KTERIOR VISTAS | |
| To what | extent do interior spaces have views and vistas? | |
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 1.0 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 0.5 |
| | weight (avg) 3 Pattern Score: | 10.5 |
| IN | DOOR-OUTDOOR CONNECTION | |
| | the quality of the indoor-outdoor connections? | |
| What is a | All public spaces have direct connections to the outdoors | 0.0 |
| | There are outdoor seating areas directly adjacent to café/cafeteria | 0.5 |
| 1) | | |
| 1) 2) | • • • • | |
| 1) 2) 3) | At least 75% of learning studios have direct access to outdoors | 0.0 |
| 1) 2) | • • • • | |

| How | well is outdoor learning supported? | |
|----------|---|------------|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |
| 0) | | |
| | weight (avg) 4 Pattern Score: | 4.0 |
| | NATURAL VENTILATION | |
| | t is the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 0.5 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.5 |
| | weight (avg) 2 Pattern Score: | 3.0 |
| | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| To w | /hat extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 1.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| -, | | 1.0 |
| | weight (avg) 1 Pattern Score: | 1.0 |
| | LOCAL SIGNATURE | |
| | /hat extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | 1.0 |
| 1) | Visible signature represents mission of school or community at entry | |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.0 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 3.0 |
| | CONNECTED TO COMMUNITY | |
| To w | hat extent is the school connected to its surrounding community? | |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.5 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 1.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.0 |
| | weight (avg) 4 Pattern Score: | 14.0 |
| | AESTHETICS | |
| \//ho | t is the quality of aesthetics? | |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 1.0 |
| 2) 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 3) | | |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 0.5 |
| 4) | | |
| 4) 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |

Assessment Score: 202.0 (out of 540) 37%

Educational Facilities Effectiveness Instrument **Browne Education Campus** Washington, DC, United States of America



On Thursday October 11, 2012

| | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
|---|---|---|
| How | ffectively do the principal learning spaces support differentiation? | |
| поw е 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.0 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.5 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.5 |
| ' | | |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| | weight (avg) 5 Pattern Score: PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | 5.0 |
| | | |
| | ffectively do the principal learning areas support Project-Based Learning? | 0.5 |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.0 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.5 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| How e | ffectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.0 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| | weight (avg) 5 Pattern Score: | 0.0 |
| | AREAS FOR HANDS-ON EXPERIMENTATION | |
| How w | /ell equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 1.0 |
| 2) | Work surfaces are located on the perimeter near services | 1.0 |
| 3) | Science areas contains movable tables for a variety of projects | 1.0 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | |
| | | 0.5 |
| 5) | There is a connection to the outdoors for experimentation | 0.5 0.0 |
| 5) | There is a connection to the outdoors for experimentation weinbt (avg) 3 Pattern Score: | 0.0 |
| - | weight (avg) 3 Pattern Score: | |
| - | weight (avg) 3 Pattern Score: TRANSPARENCY | 0.0 |
| To what | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? | 0.0 |
| To what 1) | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces | 0.0 10.5 0.0 |
| To what 1) 2) | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 10.5 0.0 0.0 |
| To what 1) 2) 3) | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas | 0.0 10.5 0.0 0.0 0.0 |
| To whi 1) 2) 3) 4) | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) | 0.0 10.5 0.0 0.0 0.0 0.0 0.0 |
| To what 1) 2) 3) | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas | 0.0 10.5 0.0 0.0 0.0 0.0 0.0 0.5 |
| To wha 1) 2) 3) 4) 5) | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 | 0.0 10.5 0.0 0.0 0.0 0.0 0.0 |
| To wh: 1) 2) 3) 4) 5) | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces Pattern Score: CAMPFIRE SPACE Veight (avg) 2 | 0.0 10.5 0.0 0.0 0.0 0.0 0.0 0.5 |
| To whi 1) 2) 3) 4) 5) How w | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces Pattern Score: CAMPFIRE SPACE veight (avg) 2 vell do Campfire spaces function? | 0.0 10.5 0.0 0.0 0.0 0.0 0.0 0.5 1.0 |
| To what 1) 2) 3) 4) 5) How w 1) | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces Pattern Score: weight (avg) 2 Pattern Score: ccAMPFIRE SPACE rell do Campfire spaces function? A platform or portable stage is available for lecturing | 0.0 10.5 0.0 0.0 0.0 0.0 0.0 0.5 1.0 |
| To wh: 1) 2) 3) 4) 5) How w 1) 2) | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces Pattern Score: CAMPFIRE SPACE rell do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling | 0.0 10.5 0.0 0.0 0.0 0.5 1.0 0.5 0.5 |
| To wh: 1) 2) 3) 4) 5) How w 1) 2) 3) | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces Pattern Score: CAMPFIRE SPACE Veil do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) VD players) | 0.0 10.5 0.0 0.0 0.0 0.0 0.0 0.5 1.0 |
| To what 1) 2) 3) 4) 5) How w 1) 2) 3) 4) | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces Pattern Score: CAMPFIRE SPACE veight (avg) 2 Pattern Score: Vell do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) There is good sound reflectance behind speaker area There is good sound reflectance behind speaker area | 0.0 10.5 0.0 0.0 0.0 0.5 1.0 0.5 0.5 |
| To wh: 1) 2) 3) 4) 5) How w 1) 2) 3) | weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces Pattern Score: CAMPFIRE SPACE Veil do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) VD players) | 0.0 10.5 0.0 0.0 0.0 0.5 1.0 0.5 0.5 0.5 |

| 1000 | | |
|---|---|---|
| | the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.5 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 1.0 |
| С | AVE SPACE | |
| What is | the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 1.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |
| , | weight (avg) 2 Pattern Score: | 5.0 |
| | | 5.0 |
| | NIVERSAL DESIGN | |
| | extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 1.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| F | URNITURE | |
| ls a vari | ety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| | o i i i i i i i | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| - | weight (avg) 5 Pattern Score: | 2.5 |
| | ECHNOLOGY | |
| | Il is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 0.5 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.5 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| А | COUSTICS | |
| | the quality of acoustics in principal learning areas? | |
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| | Reverberation Time in all learning areas, including informal earning spaces is suitable for speech presentations (usually | 1.0 |
| | | |
| 2) 3) | | |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 3) 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 3) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 0.5 1.0 |
| 3) 4) 5) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 0.5 |
| 3) 4) 5) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE | 0.5 1.0 |
| 3) 4) 5) T | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE t extent does school create a professional environment for teachers? | 0.5 1.0 22.5 |
| 3) 4) 5) T | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE | 0.5 1.0 |
| 3) 4) 5) To what | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE t extent does school create a professional environment for teachers? | 0.5 1.0 22.5 |
| 3) 4) 5) To what 1) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE textent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.5 1.0 22.5 1.0 |
| 3) 4) 5) To what 1) 2) 3) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 1.0 22.5 1.0 0.0 0.5 |
| 3) 4) 5) To what 1) 2) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.5 1.0 22.5 1.0 0.0 |

Educational Facilities Effectiveness Instrument (EFEI) $\ensuremath{\textcircled{O}}$ 2012 Fielding Nair International, LLC

| WELCOMING ENTRY | |
|--|---|
| How welcoming is the entrance to the school? | |
| Clear visual cues to main entrance from parking and pedestrian paths | 1.0 |
| 2) Reception area for visitors is clearly visible from main entrance | 0.5 |
| 3) Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) School name, identity / logo / mascot, and school news visible at entry | 1.0 |
| weight (avg) 5 Pattern Score: | 15.0 |
| SHARED LEARNING RESOURCES | |
| To what extent are learning resources distributed versus centralized? | |
| 1) A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| 2) Library/media center has ample areas for casual reading, furnished with soft seating | 0.0 |
| Access to digital resources are distributed throughout the school | 0.5 |
| 4) There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.5 |
| 5) There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |
| weight (avg) 4 Pattern Score: | 8.0 |
| STUDENT DISPLAY SPACE | |
| How extensive are student display spaces? | |
| Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) Student work displayed at main entrance | 0.5 |
| 3) Special displays set aside for work in progress | 0.0 |
| Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) Assigned displays for student work in curricular areas | 0.5 |
| weight (avg) 3 Pattern Score: | 4.5 |
| ARTS STUDIOS | |
| How well equipped are art labs? | |
| Prep and storage areas with counters and sinks are available | 0.5 |
| Large windows provide ample natural light and views | 1.0 |
| There are connections to outdoors for messy projects | 0.5 |
| There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 1.0 |
| 5) There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.5 |
| weight (avg) 3 Pattern Score: | 10.5 |
| MUSIC AND PERFORMANCE | |
| | |
| To what extent is music and performance supported? | |
| To what extent is music and performance supported? 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.5 |
| | 0.5 0.0 |
| There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | |
| There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice | 0.0 0.5 |
| There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating | 0.0 0.5 0.5 |
| There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 0.0 0.5 0.5 1.0 |
| 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 3) (PRIMARY ONLY) space suitable for vocal group practice 4) (PRIMARY ONLY) adequate space with portable stage and some seating 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: | 0.0 0.5 0.5 1.0 |
| 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 3) (PRIMARY ONLY) space suitable for vocal group practice 4) (PRIMARY ONLY) adequate space with portable stage and some seating 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS To what extent is a life skills curriculum supported? | 0.0 0.5 0.5 1.0 7.5 |
| 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 3) (PRIMARY ONLY) space suitable for vocal group practice 4) (PRIMARY ONLY) adequate space with portable stage and some seating 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 0.5 0.5 1.0 7.5 |
| 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 3) (PRIMARY ONLY) space suitable for vocal group practice 4) (PRIMARY ONLY) adequate space with portable stage and some seating 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: UIFE SKILLS AREAS To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.0 0.5 0.5 1.0 7.5 0.0 0.5 |
| 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 3) (PRIMARY ONLY) space suitable for vocal group practice 4) (PRIMARY ONLY) adequate space with portable stage and some seating 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's 3) Students and faculty have access to areas for small groups to work together to resolve disputes | 0.0 0.5 0.5 1.0 7.5 |
| 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 3) (PRIMARY ONLY) space suitable for vocal group practice 4) (PRIMARY ONLY) adequate space with portable stage and some seating 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: UIFE SKILLS AREAS To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.0 0.5 0.5 1.0 7.5 0.0 0.5 0.0 |
| 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 3) (PRIMARY ONLY) space suitable for vocal group practice 4) (PRIMARY ONLY) adequate space with portable stage and some seating 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's 3) Students and faculty have access to areas for small groups to work together to resolve disputes 4) There is support for student entrepreneurship (e.g. student-run store) 5) Students have access to a career center with office for staff and online and print resources | 0.0 0.5 0.5 1.0 7.5 0.0 0.5 0.0 0.0 |
| There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger LIFE SKILLS AREAS To what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 | 0.0 0.5 0.5 1.0 7.5 0.0 0.5 0.0 0.0 0.0 0.0 |
| There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS To what extent is a life skills curriculum supported? 1 Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 2 There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes 4) There is support for student entrepreneurship (e.g. student-run store) 5) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS | 0.0 0.5 0.5 1.0 7.5 0.0 0.5 0.0 0.0 0.0 0.0 |
| There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger Weight (avg) 3 Pattern Score: UIFE SKILLS AREAS To what extent is a life skills curriculum supported? 1 Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 2 There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes 4) There is support for student entrepreneurship (e.g. student-run store) 5) Students have access to a career centre with office for staff and online and print resources Weight (avg) 2 Pattern Score: Weight (avg) 2 Pattern Score: Weight (avg) 2 Pattern Score: | 0.0 0.5 0.5 1.0 7.5 0.0 0.5 0.0 0.0 0.0 0.0 1.0 |
| There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes 4) There is support for student entrepreneurship (e.g. student-run store) 5) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS To what extent are health and physical fitness supported? 1) Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.0 0.5 0.5 1.0 7.5 0.0 0.5 0.0 0.0 0.0 0.0 1.0 |
| 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 3) (PRIMARY ONLY) space suitable for vocal group practice 4) (PRIMARY ONLY) adequate space with portable stage and some seating 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes 4) There is support for student entrepreneurship (e.g. student-run store) 5) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS To what extent are health and physical fitness supported? 1) Facilities available for organized sports (basketball, soccer, football, cricket, etc) 2) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 0.0 0.5 0.5 1.0 7.5 0.0 0.5 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0 |
| 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 3) (PRIMARY ONLY) space suitable for vocal group practice 4) (PRIMARY ONLY) adequate space with portable stage and some seating 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger Verify the stage and some seating 50 Community able to use school facilities for larger performances AND/OR students use community facilities for larger Verify the stage and some seating 50 Community able to use school facilities for larger performances AND/OR students use community facilities for larger Verify the students use community facilities for larger To what extent is a life skills curriculum supported? 10 Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 20 There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's 3) Students have access to a career centre with office for staff and online and print resources Verify t | 0.0 0.5 0.5 1.0 7.5 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0 |
| 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 3) (PRIMARY ONLY) space suitable for vocal group practice 4) (PRIMARY ONLY) adequate space with portable stage and some seating 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes 4) There is support for student entrepreneurship (e.g. student-run store) 5) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS To what extent are health and physical fitness supported? 1) Facilities available for organized sports (basketball, soccer, football, cricket, etc) 2) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 0.0 0.5 0.5 1.0 7.5 0.0 0.5 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0 |

| | BATHROOMS | |
|--|---|--|
| | at extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| 3) | | |
| | weight (avg) 1 Pattern Score: | 2.0 |
| | STUDENT DINING | |
| | at extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 6.0 |
| 5 | SAFE LEARNING SPACES | |
| | fectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| 5) | | |
| | weight (avg) 5 Pattern Score: | 12.5 |
| E. | DAYLIGHTING | |
| To wha | at extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.5 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.5 |
| | weight (avg) 4 Pattern Score: | 14.0 |
| | | |
| | s the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | |
| | | 0.0 |
| , | | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting | 0.0 0.0 |
| 2) 3) 4) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas | 0.0 0.0 0.0 |
| 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting | 0.0 0.0 |
| 2) 3) 4) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas | 0.0 0.0 0.0 |
| 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS | 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) E To what | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? | 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wha 1) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.0 0.0 0.0 0.0 0.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 |
| 2) 3) 4) 5) E To wha 1) 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 0.0 0.0 0.0 0.0 0.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 0.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 0.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS At extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 1.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: EXDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 1.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections 7 All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 1.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: EXDEOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.0 1.0 1.0 |
| 2) 3) 4) 5) To what 1) 2) 3) 4) 5) What is 1) 2) 3) 4) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections? All public spaces have direct access to outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors Most buildings have transition spaces such as porches and decks | 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: EXDEOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.0 1.0 1.0 |

| | DUTDOOR LEARNING ell is outdoor learning supported? | |
|----------|---|-----|
| HOW W | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.5 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 2) 3) | Campus has one of more outdoor ampinimeaters Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.5 |
| 3) 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 4) 5) | Campus has developmentally appropriate play yards and surfaces | 0.0 |
| 5) | weight (avg) 4 Pattern Score: | 4.0 |
| Ν | | 1.0 |
| What is | the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 3.0 |
| | USTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | t extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| | weight (avg) 1 Pattern Score: | 0.0 |
| | OCAL SIGNATURE | |
| | t extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 0.5 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 0.0 |
| 4) | School itself brings character to the surrounding neighborhood | 0.5 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 1.5 |
| | CONNECTED TO COMMUNITY | |
| | t extent is the school connected to its surrounding community? | 0.5 |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 1.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 |
| | weight (avg) 4 Pattern Score: | 8.0 |
| | LESTHETICS | |
| | the quality of aesthetics? | 0.5 |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 1.0 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |
| | weight (avg) 2 Pattern Score; | 5.0 |

Assessment Score: 209.5 (out of 540)

39%

Educational Facilities Effectiveness Instrument Review of Calvin Coolidge High School Washington, DC, United States of America



On Thursday October 11, 2012

| How | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
|--|--|---|
| HOW (| effectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.5 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.5 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.0 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| How | effectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.0 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.5 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| How | effectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.0 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| | weight (avg) 5 Pattern Score: | 0.0 |
| | AREAS FOR HANDS-ON EXPERIMENTATION | |
| | | |
| How | well equipped are science labs for student learning? | |
| | well equipped are science labs for student learning? Prep and storage space is adjacent to work area | 1.0 |
| 1) | | 1.0 1.0 |
| 1) 2) | Prep and storage space is adjacent to work area Work surfaces are located on the perimeter near services | 1.0 |
| 1) 2) 3) | Prep and storage space is adjacent to work area Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects | 1.0 1.0 |
| 1) 2) | Prep and storage space is adjacent to work area Work surfaces are located on the perimeter near services | 1.0 |
| 1) 2) 3) 4) | Prep and storage space is adjacent to work area Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas | 1.0 1.0 1.0 |
| 1) 2) 3) 4) | Prep and storage space is adjacent to work area Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation | 1.0 1.0 1.0 0.0 |
| 1) 2) 3) 4) 5) | Prep and storage space is adjacent to work area Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: | 1.0 1.0 1.0 0.0 |
| 1) 2) 3) 4) 5) | Prep and storage space is adjacent to work area Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY | 1.0 1.0 1.0 0.0 |
| 1) 2) 3) 4) 5) To wł | Prep and storage space is adjacent to work area Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY hat extent is learning visually transparent? | 1.0 1.0 1.0 0.0 12.0 |
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| 1) 2) 3) 4) 5) To wf 1) 2) 3) 4) 5) | Prep and storage space is adjacent to work area Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Weight (avg) 2 | 1.0 1.0 1.0 0.0 12.0 0.5 0.0 0.0 0.0 0.5 2.0 |
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| 1) 2) 3) 4) 5) To wf 1) 2) 3) 4) 5) How 1 2) 3) 2) 3) | Prep and storage space is adjacent to work area Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY hat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces There is visibility between learning studios and informal learning areas There is visibility between learning studios and informal learning areas There are views of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Well do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 1.0 1.0 1.0 0.0 12.0 0.5 0.0 0.0 0.5 2.0 0.5 0.5 0.5 0.0 0.5 0.5 0.5 0 |

| | WATERING HOLE SPACE | |
|----------|---|------|
| What | is the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.5 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 4) 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| 5) | | |
| | weight (avg) 2 Pattern Score: | 3.0 |
| Ì | CAVE SPACE | |
| What | is the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 0.5 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.0 |
| | weight (avg) 2 Pattern Score: | 2.0 |
| | UNIVERSAL DESIGN | |
| To w | nat extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.5 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| -, | | |
| | weight (avg) 5 Pattern Score: | 5.0 |
| | FURNITURE | |
| ls a v | ariety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| | TECHNOLOGY | |
| How | well is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 1.0 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |
| - / | | |
| _ | weight (avg) 5 Pattern Score: | 15.0 |
| 10/1- | ACOUSTICS | |
| | is the quality of acoustics in principal learning areas? | 1.0 |
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 0.5 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |
| | weight (avg) 5 Pattern Score: | 20.0 |
| | TEACHERS PROFESSIONAL SPACE | |
| To w | nat extent does school create a professional environment for teachers? | |
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.5 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.5 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 1.0 |
| 5) | Teacher workspace offers adequate materials storage | 0.5 |
| -, | | |
| | weight (avg) 5 Pattern Score: | 15.0 |
| | | |

| How welconing is the entrance to the school? 0.5 1) Clear visual case to name intrince from parking and pedestrian paths 0.5 2) Reception areas for visitors is clearly visible for main entrance 0.0 3) Visitor have a place to sit with access to beverages and regarding materials 0.5 3) Gibbo frame a place to sit with access to beverages and regarding materials 0.5 School name, identity / log/ masor. main school name, identity / log/ masor. 7.5 SHARED LEARNING RESOURCES To visit actess account and school news visible at entry 0.5 On school name, identity / log/ masor. Network and the learning resources at distributed throughout the school 0.5 On visit actess and school area clearaning including group webcam, telesconferencing, and audio connections 0.0 On visit actess and school area clearaning including group webcam, telesconferencing, and audio connections 0.0 On visit actess and school area clearaning including and place school 0.0 On visit actess and school area clearaning including area school area clearaning including and place school area clearaning including and place school area clearaning including area school area clearaning including area school area clearaning including area school area clearaning inclearaning including area school area clearani | а | WELCOMING ENTRY | | |
|--|-------------------------------|---|-----|--|
| 1) Clear visual cues to main entrance from parking and pedestrian paths 0.5 2) Reception ares for visitors is clearly visitor is visitor visitor and a vescoming researce at the main entry 0.5 3) Activitation is clearly visitor is clearly visitor is visitor visitor is clearly visitor is visitor visitor is clearly visitor is visitor visitor is visitor visitor is visitor is visitor is visitor is visitor visitor is visitor is visitor visitor is visitor v | | | | |
| 2) Reception area for visibles is deally visible from main entrance 0.0 3) Visible have a place to it with access to beverages and reading materials 0.0 3) Administration acts as "yes on the street" and a visioning presence at the main entry 0.0 3) School name, identify log/ masce, and action here visible of entry 7.5 STARED LEARNING RESOURCES To visit attentify a positions distributed versus centralized? 1) Administration area for visioning access for concluding research and a visible symbol for learning 0.0 2) Access on digital resources are distributed versus centralized? 0.0 2) Access on digital resources are distributed versus centralized? 0.0 3) There is declared space to connecting on store down. 0.0 4) There is declared display spaces? 0.0 1) Prese and store display spaces? 0.0 2) School work display spaces? 0.0 3) Special display space attale? 0.0 3) Special display space? 0.0 4) Pattern Score 0.0 3) Special display space attale? 0.0 4) Desplay and stale is avainable 0.0 4) Desplay attale is display space attale? 0.0 <t< td=""><td></td><td></td><td>0.5</td></t<> | | | 0.5 | |
| 3) Veloc have a place to set with access to beverages and reading materials 0.5 4) Administration case as "weys on the stree" and a velocing presence at the main entry. 0.5 5) School name, identify /log/ masoci, and school news visible at entry 0.5 6) Administration case and school news visible at entry 0.5 7) Administration case and school news visible at entry 0.5 8) Administration case and school news visible at entry 0.5 9) Access to digat access are distributed troughout the school on up webcam, become fearcing, and audio connections 0.6 9) There is east and individual and group on lebican, during, and after school on up webcam, become school | | | | |
| 4) Administration acts as "yees on the street" and a wideoming presence at the main entry 0.0 6) School name, identify / logo / masced, and school news visible at entry 0.5 Very identify on a school news visible at entry 0.5 To what extent are learning resources distributed versus centralized? 0.5 1) A contral lineary interial centre serves as space for conducting research and a visible symbol for learning 0.0 2) Charay interial activity serves as space for conducting research and a visible symbol for learning 0.0 3) A costral lineary interial activity serves as space for conducting research and a visible symbol for learning 0.0 4) There are a mix of individual and group quiet study rooms for before, chring, and atter school work. 0.0 5) There are a mix of individual and group quiet study rooms for before, chring, and atter school work. 0.0 6) Special display work in progress 0.0 6) Assigned displays of student work in comparese of school display special axis for work in progress 0.0 6) Assigned displays or student work in comparese and school free school displays for axis for at achive (farwing, scapptare, ecramics, etc) 0.0 6) There are ant lines? | | | | |
| 5) School name, identify / logo / name | | | 0.0 | |
| weight (avg) 5 Pattern Score: 7.5 Other LEARNING RESOURCES To what extent are learning resources ald stituted versus centralized? 1 A central literary inedia center serves as space for conducting research and a visible symbol for learning 0.5 1 A central literary inedia center serves as space for conducting research and a visible symbol for learning 0.5 1 A central literary inedia center serves as space for conducting research and a visible symbol for learning 0.0 0 There are an is of individual and group quiet study rooms for before, during, and atter school work. 0.0 0 There are an is of individual and group quiet study rooms for before, during, and atter school work. 0.0 0 There are an is of individual and group quiet study rooms for before, during, and atter school work. 0.0 0 There are an is of individual and group quiet study. 0.0 0 Special displays soft adden twork in progress 0.0 0 Assigned displays for student work in progress 0.0 0 Assigned displays for student work in curicular areas 0.0 0 Assigned displays for student work in curicular areas 0.0 0 | | | | |
| SHARED LEARNING RESOURCES To what extent are learning resources distributed versus centralized? | | | | |
| To what extent are learning resources distributed versus centralized? | b | | 1.5 | |
| 1 A central library/media centra serves as space for conducting research and a visible symbol for learning 0.5 2) Library/media centre saves of cascular edding, funcilear distributes desing 0.0 3) Access to digital resources are distributed throughout the school 0.0 4) There is dedicated space to connect to distance learning, including group webcan, liebconferencing, and autoic connections 0.0 5) There are a mix of individual and group quiet study rooms for before, during, and after school work. 0.0 6) There are a mix of individual display spaces? 0.0 7) Physical student work is displayed in changeable display systems in circulation spaces of the school 0.0 8) Student work displayed and refreshed throughout school 0.0 9) Oppical displays schoot during visita work displayed and refreshed throughout school 0.0 9) Actest student work displayed and refreshed throughout school 0.0 9) Diplal Student work displayed and unit ange available 0.0 9) Charge windows provide ange natural light and views 0.0 9) There is a space for availe of dat activities (faving scipture, ceramics, etc) 0.0 9) There is a spaced for acarice as utable for performance (widoor pizza, | | | | |
| 2) Library/media center has ample areas for casual reading, furnished with out seating 0.0 3) Access to digital reading through a test shool 0.0 4) There is declarated space to connect to distance learning, including group webcam, teleconferencing, and auto connections 0.0 5) There are a mit of individual and group queits dudy rooms for before, during, and after school work 0.0 STUDENT DISPLAY SPACE *********************************** | | | 0.5 | |
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| s) There are a mix of individual and group quiet study rooms for before, during, and after school work. 0.5 weight (avg) 4 Pattern Score: 8.0 STUDENT DISPLAY SPACE | | | | |
| STUDENT DISPLAY SPACE How extensive are student display spaces? 0 1) Physical student work is displayed in changeable display systems in circulation spaces of the school 0.0 2) Student work displayed and refreshed throughout school 0.0 3) Special displayes as abie for work in progress 0.0 4) Digital Student work displayed and refreshed throughout school 0.0 5) Assigned displays for student work displayed and refreshed throughout school 0.0 6) Assigned displays for student work displays grave and sinks are available 0.0 7) Prep and storage areas with counters and sinks are available 0.0 2) Large windows provide ample natural light and views 0.5 3) There are connections to outdoors for messy projects 0.0 2) There are connections to outdoors for messy projects 0.0 1) There is space for a variety of ant activities (drawing, sculpture, ceramics, etc.) 0.0 2) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc.) 0.0 2) (PRINARY ONLY) instrumental music room with storage pace for instruments 0.0 3) (PRINARY ONLY) adequate | | | | |
| STUDENT DISPLAY SPACE How extensive are student display spaces? 0 1) Physical student work is displayed in changeable display systems in circulation spaces of the school 0.0 2) Student work displayed and refreshed throughout school 0.0 3) Special displayes at abide for work in progress 0.0 4) Digital Student work displayed and refreshed throughout school 0.0 5) Assigned displays for student work displayed and refreshed throughout school 0.0 Weight (arg) 3 Pattern Score: 0.0 Weight (arg) 3 Pattern Score: 0.0 Very and storage areas with counters and sinks are available 0.0 2) Large windows provide ample natural light and views 0.5 3) There are connections to outdoors for messy projects 0.0 4) There is space for a variety of ant activities (drawing, sculpture, ceranics, etc) 0.0 Weight (arg) 3 Pattern Score: 1.5 MUSIC AND PERFORMANCE To what extent is nuite and parton and sculator piazza, amphitheatre, etc.) 0.0 3) (PRIMARY ONLY) instrumental music room with storage pare for instrument | | weight (avg) 4 Pattern Score: | 8.0 | |
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| To what | ATHROOMS | |
|--|---|---|
| | t extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 2.0 |
| | TUDENT DINING | |
| | t extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 4.0 |
| | AFE LEARNING SPACES | |
| | fectively does the school facility provide for the safety and security of students and teachers, and community? Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 1) 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 2) 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 0.5 1.0 |
| 3) 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 4) 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| 5) | | |
| | weight (avg) 5 Pattern Score: | 12.5 |
| | AYLIGHTING | |
| | t extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.5 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.5 |
| | weight (avg) 4 Pattern Score: | 14.0 |
| | ULL SPECTRUM LIGHTING | |
| What is | the quality of artificial lighting? | |
| | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | |
| 1) | | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting | 0.0 0.0 |
| 2) 3) 4) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas | 0.0 0.0 0.0 |
| 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting | 0.0 0.0 |
| 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 |
| 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS | 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To what | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? | 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To what 1) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To what 1) 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 0.0 0.0 0.0 0.0 0.0 0.5 1.0 |
| 2) 3) 4) 5) To what 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 0.0 0.0 0.0 0.0 0.0 0.5 1.0 0.5 |
| 2) 3) 4) 5) To what 1) 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 0.0 0.0 0.0 0.0 0.0 0.5 1.0 |
| 2) 3) 4) 5) To what 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 0.0 0.0 0.0 0.0 0.0 0.5 1.0 0.5 |
| 2) 3) 4) 5) To what 1) 2) 3) 4) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 0.0 0.0 0.0 0.5 1.0 0.5 0.5 0.5 |
| 2) 3) 4) 5) To what 1) 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows to objects at least 50 ft away | 0.0 0.0 0.0 0.0 0.5 1.0 0.5 0.5 1.0 |
| 2) 3) 4) 5) To what 1) 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 0.5 1.0 0.5 0.5 1.0 |
| 2) 3) 4) 5) To what 1) 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION | 0.0 0.0 0.0 0.0 0.5 1.0 0.5 0.5 1.0 |
| 2) 3) 4) 5) To what 1) 2) 3) 4) 5) What is | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc.) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 0.5 1.0 0.5 0.5 1.0 10.5 |
| 2) 3) 4) 5) To what 1) 2) 3) 4) 5) What is 1) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc.) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: XDOOR-OUTDOOR CONNECTION the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.0 0.0 0.0 0.0 0.5 1.0 0.5 0.5 1.0 10.5 0.5 |
| 2) 3) 4) 5) To what 1) 2) 3) 4) 5) What is 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION the quality of the indoor-outdoor connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 0.0 0.0 0.0 0.5 1.0 0.5 0.5 1.0 10.5 0.5 0.5 |
| 2) 3) 4) 5) To what 1) 2) 3) 4) 5) What is 1) 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: VDOOR-OUTDOOR CONNECTION the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.0 0.0 0.0 0.0 0.5 1.0 0.5 0.5 1.0 10.5 0.5 0.5 0.5 0.5 0.5 0.5 |

| OUTDOOR LEARNING | |
|---|------|
| How well is outdoor learning supported? | |
| School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.5 |
| 2) Campus has one or more outdoor amphitheaters | 0.0 |
| 3) Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| Ferraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) Campus has developmentally appropriate play yards and surfaces | 1.0 |
| weight (avg) 4 Pattern Score: | 6.0 |
| NATURAL VENTILATION | |
| Nhat is the quality of natural ventilation? | |
| All learning areas have operable windows to allow in fresh air | 0.5 |
| 2) Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) Operable windows are located away from exhaust fans and parking lots | 0.5 |
| School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| weight (avg) 2 Pattern Score: | 2.0 |
| SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | 2.0 |
| Fo what extent has sustainability been considered in school design? | |
| I) Local indigenous materials are used in construction | 0.0 |
| 2) Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| | 0.0 |
| 3) Photovoltaic system or other energy meter programs provide teaching tool for science | |
| Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.5 |
| Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| weight (avg) 1 Pattern Score: | 0.5 |
| LOCAL SIGNATURE | |
| Fo what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| Visible signature represents mission of school or community at entry | 0.0 |
| 2) Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.0 |
| B) Local materials or architectural forms relate to surrounding context | 0.5 |
| School itself brings character to the surrounding neighborhood | 0.5 |
| 5) Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| weight (avg) 1 Pattern Score: | 1.0 |
| CONNECTED TO COMMUNITY | 1.0 |
| For what extent is the school connected to its surrounding community? | |
| 1) School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| School contributes unique resources to the community meeting space, swimming bools, parking, etc) | 1.0 |
| There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.5 |
| There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 |
| | |
| weight (avg) 4 Pattern Score: | 14.0 |
| AESTHETICS | |
| What is the quality of aesthetics? | |
| First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.0 |
| 2) Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 3) School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| t) There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |
| | |
| weight (avg) 2 Pattern Score: | 3.0 |

Assessment Score: 193.0 (out of 540) 36%

Educational Facilities Effectiveness Instrument Davis Elementary School Washington, DC, United States of America



On Wednesday October 10, 2012

| | October 10, 2012 | Assessment re |
|---|--|---|
| F | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
| How ef | fectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.5 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.5 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.5 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| | weight (avg) 5 Pattern Score | 7.5 |
| F | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| | fectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.0 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.5 |
| | weight (avg) 5 Pattern Score | : 5.0 |
| F | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| How ef | fectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.0 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| | weight (avg) 5 Pattern Score | : 0.0 |
| ļ | AREAS FOR HANDS-ON EXPERIMENTATION | |
| How w | ell equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 0.0 |
| 2) | Work surfaces are located on the perimeter near services | 0.0 |
| 3) | Science areas contains movable tables for a variety of projects | 0.0 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.0 |
| 5) | There is a connection to the outdoors for experimentation | 0.0 |
| | weight (avg) 3 Pattern Score | : 0.0 |
| ٦ | TRANSPARENCY | |
| | at extent is learning visually transparent? | |
| | | |
| 1) | Breakout spaces are supervisable from adjacent learning spaces | 0.0 |
| 1) 2) | Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 |
| 1) 2) 3) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas | 0.0 0.0 |
| 1) 2) 3) 4) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) | 0.0 0.0 0.0 |
| 1) 2) 3) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas | 0.0 0.0 |
| 1) 2) 3) 4) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) | 0.0 0.0 0.0 0.5 |
| 1) 2) 3) 4) 5) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.0 0.0 0.0 0.5 |
| 1) 2) 3) 4) 5) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score CAMPFIRE SPACE ell do Campfire spaces function? | 0.0 0.0 0.0 0.5 : 1.0 |
| 1) 2) 3) 4) 5) How w 1) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score CAMPFIRE SPACE ell do Campfire spaces function? A platform or portable stage is available for lecturing | 0.0 0.0 0.0 0.5 : 1.0 0.5 |
| 1) 2) 3) 4) 5) How w | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score CAMPFIRE SPACE ell do Campfire spaces function? | 0.0 0.0 0.0 0.5 : 1.0 |
| 1) 2) 3) 4) 5) How w 1) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score CAMPFIRE SPACE ell do Campfire spaces function? A platform or portable stage is available for lecturing | 0.0 0.0 0.5 : 1.0 0.5 |
| 1) 2) 3) 4) 5) How w 1) 2) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score CAMPFIRE SPACE ell do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling | 0.0 0.0 0.5 : 1.0 0.5 0.5 0.5 |
| 1) 2) 3) 4) 5) How w 1) 2) 3) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score CAMPFIRE SPACE EII do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.0 0.0 0.5 : 1.0 0.5 0.5 1.0 |

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| | VATERING HOLE SPACE | |
|--------------------------------|---|-------------------|
| | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.5 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 1.0 |
| C | CAVE SPACE | |
| What is | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.5 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 1.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |
| | weight (avg) 2 Pattern Score: | 7.0 |
| | JNIVERSAL DESIGN | |
| | at extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.5 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.5 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 1.0 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| | URNITURE | |
| ls a vai | riety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| Т | TECHNOLOGY | |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 1.0 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |
| ., | weight (avg) 5 Pattern Score: | 15.0 |
| Δ | | .0.0 |
| | s the quality of acoustics in principal learning areas? | |
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 0.5 |
| | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 4) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 0.5 |
| 4) 5) | | |
| | weight (avg) 5 Pattern Score: | 17.5 |
| 5) | | 17.5 |
| 5) To what | weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? | |
| 5) To wha 1) | weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.0 |
| 5) To wha 1) 2) | weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 0.5 |
| 5) To wha 1) | weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 |
| 5) To wha 1) 2) | weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE Pattern Score: at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier Teachers have individual workstations with lockable storage, phone, and internet access | 0.0 0.5 |
| 5) To wha 1) 2) 3) | weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 0.5 0.5 |

| a How | | |
|--|--|---|
| How | WELCOMING ENTRY | |
| | welcoming is the entrance to the school? | |
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 1.0 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.5 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 1.0 |
| | weight (avg) 5 Pattern Score: | 15.0 |
|) | SHARED LEARNING RESOURCES | |
| | hat extent are learning resources distributed versus centralized? | |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| | | |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 1.0 |
| 3) | Access to digital resources are distributed throughout the school | 1.0 |
| 4) 5) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 1.0 1.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | |
| | weight (avg) 4 Pattern Score: | 20.0 |
| | STUDENT DISPLAY SPACE | |
| How | extensive are student display spaces? | |
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) | Student work displayed at main entrance | 0.0 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 1.0 |
| | weight (avg) 3 Pattern Score: | 4.5 |
| | ARTS STUDIOS | 4.5 |
| | | |
| | well equipped are art labs? Prep and storage areas with counters and sinks are available | 0.0 |
| 1) | · • | |
| 2) | Large windows provide ample natural light and views | 1.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.0 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| | weight (avg) 3 Pattern Score: | 3.0 |
| | MUSIC AND PERFORMANCE | |
| | | |
| To w | | |
| | /hat extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| 1) | /hat extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 1.0 |
| 1) 2) | /hat extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments | 1.0 |
| 1) 2) 3) | hat extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice | 1.0 0.5 |
| 1) 2) 3) 4) | /hat extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 0.5 1.0 |
| 1) 2) 3) | what extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 0.5 1.0 1.0 |
| 1) 2) 3) 4) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: | 1.0 0.5 1.0 |
| 1) 2) 3) 4) 5) | that extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS | 1.0 0.5 1.0 1.0 |
| 1) 2) 3) 4) 5) To w | that extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? | 1.0 0.5 1.0 1.0 10.5 |
| 1) 2) 3) 4) 5) To w 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 1.0 0.5 1.0 1.0 10.5 |
| 1) 2) 3) 4) 5) To w 1) 2) | that extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 1.0 0.5 1.0 1.0 10.5 0.0 0.0 |
| 1) 2) 3) 4) 5) To w 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 1.0 0.5 1.0 1.0 10.5 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) | that extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 1.0 0.5 1.0 1.0 10.5 0.0 0.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 1.0 0.5 1.0 1.0 10.5 0.0 0.0 0.5 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) | that extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) | 1.0 0.5 1.0 1.0 10.5 0.0 0.0 0.5 0.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) | what extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS Nate exploring on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 1.0 0.5 1.0 1.0 10.5 0.0 0.0 0.5 0.0 0.0 |
| 1) 2) 3) 4) 5) 70 w 1) 2) 3) 4) 5) | what extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS Nhat extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 1.0 0.5 1.0 1.0 10.5 0.0 0.0 0.5 0.0 0.0 |
| 1) 2) 3) 4) 5) Tow 1) 2) 3) 4) 5) Tow | what extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS Mat extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources Weight (avg) 2 Pattern Score: Weight (avg) 2 Pattern Score: | 1.0 0.5 1.0 1.0 10.5 0.0 0.0 0.5 0.0 0.0 1.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w 1) | that extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) apace suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS that extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 1.0 0.5 1.0 1.0 10.5 0.0 0.0 0.5 0.0 0.0 0.0 0.0 0.0 0.5 0.0 0.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w 1) 2) | that extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) apde suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS that extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) play spaces available | 1.0 0.5 1.0 1.0 10.5 0.0 0.0 0.5 0.0 0.0 0.0 0.0 0.0 0.0 |
| 1) 2) 3) 4) 5) 70 w 1) 2) 3) 4) 5) 70 w 1) 2) 3) 4) 5) | that extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) apdequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: Heat the realth and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 1.0 0.5 1.0 10.5 0.0 0.0 0.5 0.0 0.0 1.0 0.5 1.0 0.5 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w 1) 2) 3) 4) | that extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) apdequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS Phat extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 1.0 0.5 1.0 1.0 10.5 0.0 0.0 0.5 0.0 0.0 1.0 0.5 1.0 0.5 0.0 |
| 1) 2) 3) 4) 5) 70 w 1) 2) 3) 4) 5) 70 w 1) 5) 70 w 1) 2) 3) 3) | that extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) apdequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: Heat the realth and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 1.0 0.5 1.0 10.5 0.0 0.0 0.5 0.0 0.0 1.0 0.5 1.0 0.5 |

| | BATHROOMS | |
|---|---|----------------------------------|
| | at extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | 0.5 |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 1.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 0.5 |
| 4) 5) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 2.5 |
| | STUDENT DINING | |
| | at extent is causal eating supported? | 10 |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) 5) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 0.0 |
| 0) | | |
| | weight (avg) 4 Pattern Score: | 6.0 |
| | SAFE LEARNING SPACES | |
| How et 1) | ffectively does the school facility provide for the safety and security of students and teachers, and community? Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 0.5 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| , | | 10.0 |
| - | weight (avg) 5 Pattern Score: | 10.0 |
| | DAYLIGHTING at extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.5 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 3) 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 4) 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.5 |
| 3) | | |
| | weight (avg) 4 Pattern Score: | 14.0 |
| | FULL SPECTRUM LIGHTING | |
| 1) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| 0) | | |
| | weight (avg) 3 Pattern Score: | 0.0 |
| | EXTERIOR VISTAS | |
| | | |
| To wha | at extent do interior spaces have views and vistas? | 1.0 |
| To wha 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| To wha 1) 2) | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| To wha 1) 2) 3) | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 1.0 0.5 |
| To wha 1) 2) 3) 4) | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 1.0 0.5 0.0 |
| To wha 1) 2) 3) | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 0.5 0.0 1.0 |
| To wha 1) 2) 3) 4) | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 1.0 0.5 0.0 |
| To wha 1) 2) 3) 4) 5) | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 0.5 0.0 1.0 |
| To wha 1) 2) 3) 4) 5) | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? | 1.0 0.5 0.0 1.0 10.5 |
| To wha 1) 2) 3) 4) 5) What is 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 1.0 0.5 0.0 1.0 10.5 |
| To wha 1) 2) 3) 4) 5) What is 1) 2) | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 1.0 0.5 0.0 1.0 10.5 |
| To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 1.0 0.5 0.0 1.0 10.5 |
| To wha 1) 2) 3) 4) 5) What is 1) 2) 3) 4) | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors Most buildings have transition spaces such as porches and decks | 1.0 0.5 0.0 1.0 10.5 |
| To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 1.0 0.5 0.0 1.0 10.5 |

| | DUTDOOR LEARNING ell is outdoor learning supported? | |
|----------|---|------|
| | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 1) 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 2) 3) | Campus has one of more outdoor amprimeaters Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 3) 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 4) 5) | Campus has developmentally appropriate play yards and surfaces | 0.5 |
| 5) | weight (avg) 4 Pattern Score: | 2.0 |
| Ν | | 2.0 |
| | s the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 1.0 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 4.0 |
| S | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | at extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.5 |
| | weight (avg) 1 Pattern Score: | 0.5 |
| | OCAL SIGNATURE | |
| | at extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 1.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 0.0 |
| 4) | School itself brings character to the surrounding neighborhood | 0.5 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.5 |
| | weight (avg) 1 Pattern Score: | 2.5 |
| | CONNECTED TO COMMUNITY | |
| | at extent is the school connected to its surrounding community? | 1.0 |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.5 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.5 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 1.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 |
| | weight (avg) 4 Pattern Score: | 14.0 |
| | AESTHETICS | |
| | s the quality of aesthetics? | 0.5 |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 1.0 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |
| | | |

Assessment Score: 217.5 (out of 540)

40%

Educational Facilities Effectiveness Instrument Review of Eaton Elementary School Washington, DC, United States of America



On Monday July 30, 2012

| | | 55655111611116 |
|--|--|--|
| | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
| How | effectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.5 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.5 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.5 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.5 |
| 5) | Principal learning areas are organized in a manare to promote flexible teaching arrangements and instructional groupings | 0.0 |
| 0) | | 10.0 |
| | | 10.0 |
| Llaur | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| 1) | effectively do the principal learning areas support Project-Based Learning? Students have access to water within each principal learning space (1); in adjacent space (0.5) | 1.0 |
| 2) | | 0.0 |
| | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 1.0 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| How e | effectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 1.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 1.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 1.0 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.5 |
| | weight (avg) 5 Pattern Score: | 17.5 |
| | AREAS FOR HANDS-ON EXPERIMENTATION | |
| How v | well equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 0.5 |
| 2) | Work surfaces are located on the perimeter near services | 0.0 |
| 3) | Science areas contains movable tables for a variety of projects | 0.5 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.0 |
| 5) | There is a connection to the outdoors for experimentation | 0.0 |
| | weight (avg) 3 Pattern Score: | |
| | | 3.0 |
| | TRANSPARENCY | 3.0 |
| | TRANSPARENCY | 3.0 |
| | TRANSPARENCY nat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces | 3.0 0.0 |
| To wh 1) | nat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces | 0.0 |
| To wh 1) 2) | at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 0.0 |
| To wh 1) 2) 3) | at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas | 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) | at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) | 0.0 0.0 |
| To wh 1) 2) 3) | at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.0 0.0 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) | at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: | 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) 5) | at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE | 0.0 0.0 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) 5) How v | at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE well do Campfire spaces function? | 0.0 0.0 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) 5) How v 1) | hat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE well do Campfire spaces function? A platform or portable stage is available for lecturing | 0.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) 5) How v 1) 2) | hat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Well do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling | 0.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) 5) How v 1) 2) 3) | hat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Well do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.5 0.5 |
| To wh 1) 2) 3) 4) 5) How v 1) 2) 3) 4) | hat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning activity from common spaces (e.g. cafes) Majority of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Well do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) There is good sound reflectance behind speaker area | 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.5 0.5 |
| To wh 1) 2) 3) 4) 5) How v 1) 2) 3) | hat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Well do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.5 0.5 |

| What is | VATERING HOLE SPACE | |
|--|--|--|
| | the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.5 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 1.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 1.0 |
| | weight (avg) 2 Pattern Score: | 7.0 |
| C | AVE SPACE | |
| What is | the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 1.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 1.0 |
| 4) | Cave spaces have natural light and vistas | 1.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 1.0 |
| | weight (avg) 2 Pattern Score: | 10.0 |
| ι | INIVERSAL DESIGN | |
| To wha | t extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 1.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 1.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| F | URNITURE | |
| ls a vai | iety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 1.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 1.0 |
| | | |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| T | ECHNOLOGY | |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| | in to contrology integrated that the cartediant and principal tearning optices. | |
| | Students can access mobile internet-connected computers throughout the day | 1.0 |
| How we | | 1.0 1.0 |
| How we | Students can access mobile internet-connected computers throughout the day | |
| How we 1) 2) 3) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| How we 1) 2) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area | 1.0 0.5 |
| How we 1) 2) 3) 4) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school | 1.0 0.5 0.0 |
| How we 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 0.5 0.0 1.0 |
| How we 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 1.0 |
| How we 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 1.0 |
| How we 1) 2) 3) 4) 5) Øhat is 1) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS | 1.0 0.5 0.0 1.0 |
| How we 1) 2) 3) 4) 5) Mhat is 1) 2) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 0.5 0.0 1.0 17.5 |
| How we 1) 2) 3) 4) 5) What is 1) 2) 3) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas; including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 0.5 0.0 1.0 17.5 |
| How we 1) 2) 3) 4) 5) // What is 1) 2) 3) 4) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS 8 the quality of acoustics in principal learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 0.5 0.0 1.0 17.5 1.0 1.0 1.0 1.0 1.0 |
| How we 1) 2) 3) 4) 5) // What is 1) 2) 3) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 0.5 0.0 1.0 17.5 1.0 1.0 1.0 1.0 1.0 1.0 |
| How we 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 1.0 17.5 1.0 1.0 1.0 1.0 1.0 |
| How we 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 1.0 17.5 1.0 1.0 1.0 1.0 1.0 1.0 |
| How we 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To wha | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS 8 the quality of acoustics in principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE t extent does school create a professional environment for teachers? | 1.0 0.5 0.0 1.0 17.5 1.0 1.0 1.0 1.0 1.0 1.0 25.0 |
| How we 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To what 1) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS St the quality of acoustics in principal learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE t extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 0.5 0.0 1.0 17.5 1.0 1.0 1.0 1.0 1.0 1.0 25.0 |
| How we 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To what 1) 2) To what 1) 2) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS It the quality of acoustics in principal learning areas; including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE It extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 1.0 0.5 0.0 1.0 17.5 1.0 1.0 1.0 1.0 1.0 1.0 25.0 0.0 0.0 |
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| How welcoming is the entrance to the school? 0.0 1) Clear visual cues to main entrance from parking and pedestrian paths. 0.0 2) Reception areas for visitors is deviny visible for main entrance. 0.0 3) Visitor have a place to sit with access to bevarges and relar daning materials. 0.0 3) General and the instance of the school? 0.0 4) Administration acts as "eyes on the street" and a winoing presence at the main entry 0.0 5) School name, identify (log/ mascot, and school news visible at entry 0.0 7) A central library/media centre serves as space for conducting research and a visible symbol for learning 1.0 7) A central library/media centre serves as space for conduct of distance learning including group webcarn, teleconferencing, and audio connections 0.0 7) There are an ix of individua and group quet study rooms for before, during, and after school work 0.0 7) Phatern Socol 0.0 7) Physical student work is display spaces? 0.0 <t< th=""><th>a</th><th>WELCOMING ENTRY</th><th></th></t<> | a | WELCOMING ENTRY | |
|--|---|--|------|
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| · · · · · · · · · · · · · · · · · · · | 4 |) Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.0 |
| weight (avg) 2 Pattern Score: 4.0 | 5 |) Running track and/or nature trails are accessible to school site | 0.0 |
| | | weight (avg) 2 Pattern Score: | 4.0 |

| | 3ATHROOMS | |
|--|--|---|
| | at extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.5 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 2.5 |
| | STUDENT DINING | |
| | tt extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 1.0 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 6.0 |
| | AFE LEARNING SPACES | |
| | fectively does the school facility provide for the safety and security of students and teachers, and community? Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 1) 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 2) 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 0.5 1.0 |
| 3) 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 4) 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| 5) | | |
| | weight (avg) 5 Pattern Score: | 12.5 |
| | DAYLIGHTING | |
| | tt extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 1.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.0 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |
| | weight (avg) 4 Pattern Score: | 16.0 |
| | ULL SPECTRUM LIGHTING | |
| 10/14: | s the guality of artificial lighting? | |
| | | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 1) 2) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 1) 2) 3) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting | 0.0 0.0 |
| 1) 2) 3) 4) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas | 0.0 0.0 0.5 |
| 1) 2) 3) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 0.0 0.5 0.0 |
| 1) 2) 3) 4) 5) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 | 0.0 0.0 0.5 |
| 1) 2) 3) 4) 5) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: | 0.0 0.0 0.5 0.0 |
| 1) 2) 3) 4) 5) To wha | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? | 0.0 0.0 0.5 0.0 1.5 |
| 1) 2) 3) 4) 5) To wha 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.0 0.0 0.5 0.0 1.5 |
| 1) 2) 3) 4) 5) To wha 1) 2) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS At extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 0.0 0.0 0.5 0.0 1.5 1.0 1.0 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 0.0 0.0 0.5 0.0 1.5 1.0 1.0 1.0 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 0.0 0.5 0.0 1.5 1.0 1.0 1.0 1.0 0.5 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows to objects at least 50 ft away | 0.0 0.0 0.5 0.0 1.5 1.0 1.0 1.0 1.0 0.5 1.0 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.5 0.0 1.5 1.0 1.0 1.0 1.0 0.5 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS At extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to ature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.5 0.0 1.5 1.0 1.0 1.0 1.0 0.5 1.0 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION | 0.0 0.0 0.5 0.0 1.5 1.0 1.0 1.0 1.0 0.5 1.0 13.5 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS att extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION st he quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.0 0.0 0.5 0.0 1.5 1.0 1.0 1.0 0.5 1.0 13.5 0.5 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION at equality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 0.0 0.5 0.0 1.5 1.0 1.0 1.0 0.5 1.0 13.5 0.5 0.5 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: RUPOR-OUTDOOR CONNECTION St he quality of the indoor-outdoor connections? All public spaces have direct consots the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.0 0.0 0.5 0.0 1.5 1.0 1.0 1.0 0.5 1.0 13.5 0.5 0.0 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) 4) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION St the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors There are outdoor spaces such as porches and decks | 0.0 0.0 0.5 0.0 1.5 1.0 1.0 1.0 1.0 0.5 1.0 13.5 0.5 0.5 0.0 1.0 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) What is 2) 3) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: RUPOR-OUTDOOR CONNECTION St he quality of the indoor-outdoor connections? All public spaces have direct consots the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.0 0.0 0.5 0.0 1.5 1.0 1.0 1.0 0.5 1.0 13.5 0.5 0.0 |

| | OUTDOOR LEARNING | |
|----------|---|------------|
| | vell is outdoor learning supported? | |
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |
| | weight (avg) 4 Pattern Score: | 4.0 |
| | NATURAL VENTILATION | |
| What | is the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.5 |
| | weight (avg) 2 Pattern Score: | 4.0 |
| | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | at extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| , | | |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| | weight (avg) 1 Pattern Score: | 0.0 |
| | LOCAL SIGNATURE | |
| | at extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 1.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 0.5 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 3.0 |
| | CONNECTED TO COMMUNITY | |
| | at extent is the school connected to its surrounding community? | |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc.) | 0.5 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.0 |
| 4) 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 |
| -, | weight (avg) 4 Pattern Score: | 12.0 |
| | AESTHETICS Weight (avg) 4 Pattern Score. | 12.0 |
| | is the quality of aesthetics? | |
| | Is the quality of aesthetics ? First impression of school is that it feels open and welcoming, both during school and for after-hours users | 1.0 |
| 1) | | |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 2) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 3) | | |
| 3) 4) | There is a variety in scale and size of spatial elements in most rooms | 1.0 |
| 3) | There is a variety in scale and size of spatial elements in most rooms Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 1.0 0.5 |

Assessment Score: 256.0 (out of 540) 47%

Educational Facilities Effectiveness Instrument Review of Eliot-Hine Middle School Washington, DC, United States of America

On Tuesday July 3, 2012



Assessment report

| HOWP | PRINCIPAL LEARNING AREAS DIFFERENTIATION ffectively do the principal learning spaces support differentiation? | |
|---|--|--|
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.0 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.0 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.5 |
| -) 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| How e | ffectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.0 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.0 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| | ffectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.5 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.5 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.5 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| | AREAS FOR HANDS-ON EXPERIMENTATION | |
| | /ell equipped are science labs for student learning? | |
| | Prep and storage space is adjacent to work area | |
| 1) | | 0.5 |
| 2) | Work surfaces are located on the perimeter near services | 1.0 |
| 2) 3) | | |
| 2) | Work surfaces are located on the perimeter near services | 1.0 |
| 2) 3) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects | 1.0 0.5 |
| 2) 3) 4) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas | 1.0 0.5 0.0 |
| 2) 3) 4) 5) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY | 1.0 0.5 0.0 0.0 |
| 2) 3) 4) 5) To what | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? | 1.0 0.5 0.0 0.0 6.0 |
| 2) 3) 4) 5) To what 1) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces | 1.0 0.5 0.0 0.0 6.0 |
| 2) 3) 4) 5) To what 1) 2) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces | 1.0 0.5 0.0 6.0 0.0 0.0 |
| 2) 3) 4) 5) To what 1) 2) 3) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas | 1.0 0.5 0.0 6.0 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh: 1) 2) 3) 4) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) | 1.0 0.5 0.0 0.0 6.0 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To what 1) 2) 3) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 1.0 0.5 0.0 6.0 6.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: | 1.0 0.5 0.0 0.0 6.0 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh: 1) 2) 3) 4) 5) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: | 1.0 0.5 0.0 6.0 6.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh: 1) 2) 3) 4) 5) How w | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE rell do Campfire spaces function? | 1.0 0.5 0.0 0.0 6.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh: 1) 2) 3) 4) 5) How w 1) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE rell do Campfire spaces function? A platform or portable stage is available for lecturing | 1.0 0.5 0.0 0.0 6.0 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh: 1) 2) 3) 4) 5) How w 1) 2) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces Pattern Score: CAMPFIRE SPACE Veil do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling | 1.0 0.5 0.0 6.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh: 1) 2) 3) 4) 5) How w 1) 2) 3) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE rell do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 1.0 0.5 0.0 6.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh: 1) 2) 3) 4) 5) How w 1) 2) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces Pattern Score: CAMPFIRE SPACE Veil do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling | 1.0 0.5 0.0 6.0 0.0 0.0 0.0 0.0 0.0 0.0 |

| | VATERING HOLE SPACE | |
|----------------|---|------------|
| | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.5 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 1.0 |
| C | CAVE SPACE | |
| What is | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 0.5 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.0 |
| -, | weight (avg) 2 Pattern Score: | 2.0 |
| | JNIVERSAL DESIGN | 2.0 |
| | at extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 1.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 1.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 1.0 |
| | weight (avg) 5 Pattern Score: | 15.0 |
| F | URNITURE | |
| ls a vai | riety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.0 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| , | weight (avg) 5 Pattern Score: | 0.0 |
| т. | ECHNOLOGY | 0.0 |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 0.5 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 2) 3) | There is at least (1) large scale digital display in every learning area | 0.5 |
| 3) 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| | | 0.5 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | |
| | weight (avg) 5 Pattern Score: | 12.5 |
| | ACOUSTICS s the quality of acoustics in principal learning areas? | |
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 0.0 |
| 2) 3) | | |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 0.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 0.5 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| | EACHERS PROFESSIONAL SPACE | |
| Lo who | tt extent does school create a professional environment for teachers? | |
| | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 |
| 1) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 1.0 |
| 1) 2) | | |
| 1) 2) 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 |
| 1) 2) | Teacher workspace has digital display for presentation, as well as access to a printer or copier Teachers have individual workstations with lockable storage, phone, and internet access | 0.0 0.5 |
| 1) 2) 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | |

| How v | WELCOMING ENTRY | |
|--|--|---|
| | velcoming is the entrance to the school? | |
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
|) | SHARED LEARNING RESOURCES | |
| To wh | nat extent are learning resources distributed versus centralized? | |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 0.0 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.0 |
| 3) | Access to digital resources are distributed throughout the school | 0.5 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |
| | weight (avg) 4 Pattern Score: | 2.0 |
| | STUDENT DISPLAY SPACE | |
| | extensive are student display spaces? | |
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.0 |
| 2) | Student work displayed at main entrance | 0.5 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 0.0 |
| 0) | | |
| | weight (avg) 3 Pattern Score: | 1.5 |
| | ARTS STUDIOS | |
| | vell equipped are art labs? | 0.5 |
| 1) | Prep and storage areas with counters and sinks are available | |
| 2) | Large windows provide ample natural light and views | 1.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.0 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| | weight (avg) 3 Pattern Score: | 4.5 |
| | MUSIC AND PERFORMANCE | |
| | | |
| To wh | nat extent is music and performance supported? | |
| 1) | at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| | | 0.0 0.5 |
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | |
| 1) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.5 |
| 1) 2) 3) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice | 0.5 0.0 |
| 1) 2) 3) 4) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating | 0.5 0.0 1.0 |
| 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 0.5 0.0 1.0 1.0 |
| 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 | 0.5 0.0 1.0 1.0 |
| 1) 2) 3) 4) 5) To wh | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS mat extent is a life skills curriculum supported? | 0.5 0.0 1.0 1.0 |
| 1) 2) 3) 4) 5) To wh 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger Pattern Score: LIFE SKILLS AREAS LIFE SKILLS AREAS | 0.5 0.0 1.0 1.0 7.5 |
| 1) 2) 3) 4) 5) To wh 1) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.5 0.0 1.0 1.0 7.5 |
| 1) 2) 3) 4) 5) To wh 1) 2) 3) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS There are facilities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 0.5 0.0 1.0 1.0 7.5 0.0 0.0 |
| 1) 2) 3) 4) 5) To wh 1) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.5 0.0 1.0 1.0 7.5 0.0 0.0 0.5 |
| 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources | 0.5 0.0 1.0 1.0 7.5 0.0 0.5 0.0 0.0 0.0 |
| 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 0.5 0.0 1.0 1.0 7.5 0.0 0.0 0.0 0.5 0.0 |
| 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS | 0.5 0.0 1.0 1.0 7.5 0.0 0.5 0.0 0.0 0.0 |
| 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS That extent are health and physical fitness supported? | 0.5 0.0 1.0 1.0 7.5 0.0 0.0 0.5 0.0 0.0 0.0 1.0 |
| 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS Nat extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS Nat extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 0.0 1.0 1.0 7.5 0.0 0.0 0.5 0.0 0.0 0.0 0.0 0.0 0.0 0 |
| 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh 1) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS nat extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) play spaces available | 0.5 0.0 1.0 1.0 7.5 0.0 0.0 0.5 0.0 0.0 0.0 0.0 0.5 0.0 0.0 |
| 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have occess to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS Tat extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.5 0.0 1.0 1.0 7.5 0.0 0.0 0.5 0.0 0.0 1.0 0.5 0.5 0.5 0.5 |
| 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) apace suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS There are facilities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students have access to a career contre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS Tat extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.5 0.0 1.0 1.0 7.5 0.0 0.0 0.5 0.0 0.0 0.0 0.0 0.5 0.0 0.0 |
| 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have occess to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS Tat extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.5 0.0 1.0 1.0 7.5 0.0 0.0 0.5 0.0 0.0 1.0 0.5 0.5 0.5 0.5 |

| | BATHROOMS | |
|--|--|--------------------------|
| | hat extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | 0.0 |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.0 |
| 2) | Bathrooms are small and distributed throughout the school | 0.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.0 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 0.5 |
| | STUDENT DINING | |
| | nat extent is causal eating supported? | 1.0 |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 3) 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 4) 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| , | weight (avg) 4 Pattern Score: | 6.0 |
| | SAFE LEARNING SPACES | 0.0 |
| | effectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.0 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 0.5 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| | DAYLIGHTING | |
| To wh | nat extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.5 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.0 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |
| | weight (avg) 4 Pattern Score: | 14.0 |
| | FULL SPECTRUM LIGHTING | |
| | is the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| | weight (avg) 3 Pattern Score: | 0.0 |
| l I | EXTERIOR VISTAS | |
| To wh | nat extent do interior spaces have views and vistas? | |
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 0.5 |
| -, | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 |
| 4) | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |
| | | |
| 4) | weight (avg) 3 Pattern Score: | 10.5 |
| 4) 5) | weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION | 10.5 |
| 4) 5) What i | INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? | |
| 4) 5) What i 1) | INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.5 |
| 4) 5) What i 1) 2) | INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.5 0.0 |
| 4) 5) What i 1) 2) 3) | INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.5 0.0 0.0 |
| 4) 5) What i 1) 2) 3) 4) | INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors Most buildings have transition spaces such as porches and decks | 0.5 0.0 0.0 0.0 |
| 4) 5) What i 1) 2) 3) | INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.5 0.0 0.0 |

| | DUTDOOR LEARNING | |
|------------|---|------------|
| | ell is outdoor learning supported? | |
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 1.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces weight (avg) 4 Pattern Score: | 4.0 |
| Ν | weight (avg) 4 Pattern Score: IATURAL VENTILATION | 4.0 |
| | s the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 3.0 |
| S | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | at extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.5 |
| | weight (avg) 1 Pattern Score: | 0.5 |
| | OCAL SIGNATURE | |
| | at extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 0.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 2.5 |
| | CONNECTED TO COMMUNITY | |
| | at extent is the school connected to its surrounding community? | 0.5 |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 1.0 |
| 4) 5) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 1.0 0.5 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | |
| _ | weight (avg) 4 Pattern Score: | 16.0 |
| | AESTHETICS s the quality of aesthetics? | |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.0 |
| 2) 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 3) 4) | There is a variety in scale and size of spatial elements in most rooms | 0.5 |
| →) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |
| 5) | | |
| 5) | weight (avg) 2 Pattern Score: | 3.0 |

Assessment Score: 171.0 (out of 540) 32%

Educational Facilities Effectiveness Instrument Review of Hendley Elementary School Washington, DC, United States of America



On Wednesday August 8, 2012

| | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
|--|--|--|
| | effectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.0 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.5 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.5 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| 0) | weight (avg) 5 Pattern Score: | 5.0 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | 5.0 |
| | effectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainsforming and project execution | 0.0 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.0 |
| 0) | weight (avg) 5 Pattern Score: | 2.5 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | 2.5 |
| | effectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.0 |
| 4) 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| 5) | | |
| | weight (avg) 5 Pattern Score: AREAS FOR HANDS-ON EXPERIMENTATION | 0.0 |
| | | |
| | well equipped are science labs for student learning? | 0.0 |
| 1) | Prep and storage space is adjacent to work area Work surfaces are located on the perimeter near services | 0.0 |
| | work surfaces are located on the perimeter near services | 0.0 |
| 2) | Science cross contains movelle tables for a variety of projects | 0.0 |
| 3) | Science areas contains movable tables for a variety of projects | 0.0 |
| 3) 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.0 0.0 |
| 3) | | 0.0 0.0 0.0 |
| 3) 4) 5) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: | 0.0 0.0 |
| 3) 4) 5) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY | 0.0 0.0 0.0 |
| 3) 4) 5) To wh | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY nat extent is learning visually transparent? | 0.0 0.0 0.0 0.0 |
| 3) 4) 5) To wh 1) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY TRANSPARENCY Breakout spaces are supervisable from adjacent learning spaces | 0.0 0.0 0.0 0.0 |
| 3) 4) 5) To wh 1) 2) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 0.0 0.0 0.0 0.0 |
| 3) 4) 5) To wh 1) 2) 3) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY nat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas | 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.5 |
| 3) 4) 5) To wh 1) 2) 3) 4) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY TRANSPARENCY Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) | 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.0 |
| 3) 4) 5) To wh 1) 2) 3) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.0 0.0 |
| 3) 4) 5) To wh 1) 2) 3) 4) 5) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: | 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.0 |
| 3) 4) 5) To wh 1) 2) 3) 4) 5) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY hat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE | 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.0 0.0 |
| 3) 4) 5) To wh 1) 2) 3) 4) 5) How v | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Trace extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE well do Campfire spaces function? | 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.0 0.0 0.0 |
| 3) 4) 5) To wh 1) 2) 3) 4) 5) How v 1) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Tat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE well do Campfire spaces function? A platform or portable stage is available for lecturing | 0.0 0.0 0.0 0.0 0.0 0.5 0.0 0.0 0.0 0.5 0.0 0.0 |
| 3) 4) 5) To wh 1) 2) 3) 4) 5) How v 1) 2) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Teacher collaboration/work spaces have visual access to student learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces Weight (avg) 2 Pattern Score: CAMPFIRE SPACE Well do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling | 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.0 0.0 0.0 |
| 3) 4) 5) To wh 1) 2) 3) 4) 5) How v 1) 2) 3) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Well do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.0 0.0 1.0 0.5 0.0 0.5 0.5 0.5 |
| 3) 4) 5) To wh 1) 2) 3) 4) 5) How v 1) 2) 3) 4) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Teacher collaboration/work spaces from adjacent learning spaces There is visibility between learning studies and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE well do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) There is good sound reflectance behind speaker area | 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.0 0.0 1.0 0.5 0.0 0.5 0.0 0.5 0.0 |
| 3) 4) 5) To wh 1) 2) 3) 4) 5) How v 1) 2) 3) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Well do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.0 0.0 0.0 0.0 0.0 0.0 0.5 0.0 0.0 1.0 0.5 0.5 0.0 0.5 |

| | NATERING HOLE SPACE | |
|--|--|--|
| What i | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| (| CAVE SPACE | |
| What i | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 1.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 1.0 |
| | weight (avg) 2 Pattern Score: | 6.0 |
| | JNIVERSAL DESIGN | |
| | at extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 1.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.5 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.5 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 1.0 |
| | weight (avg) 5 Pattern Score: | 15.0 |
| | FURNITURE | 10.0 |
| | riety of furnishings offered throughout school? | |
| | | 0.0 |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| 1 | TECHNOLOGY | |
| 1.1 | ell is technology integrated with the curriculum and principal learning spaces? | |
| HOW W | | |
| How w 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 1.0 |
| 1) | | |
| 1) 2) 3) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area | 1.0 0.5 |
| 1) 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 1) 2) 3) 4) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school | 1.0 0.5 0.0 |
| 1) 2) 3) 4) 5) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 0.5 0.0 0.5 |
| 1) 2) 3) 4) 5) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 0.5 |
| 1) 2) 3) 4) 5) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS | 1.0 0.5 0.0 0.5 |
| 1) 2) 3) 4) 5) What i | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? | 1.0 0.5 0.0 0.5 15.0 |
| 1) 2) 3) 4) 5) What i 1) 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 0.5 0.0 0.5 15.0 1.0 |
| 1) 2) 3) 4) 5) What i 1) 2) 3) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 0.5 0.0 0.5 15.0 |
| 1) 2) 3) 4) 5) What i 1) 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 0.5 0.0 0.5 15.0 1.0 |
| 1) 2) 3) 4) 5) 5) What i 1) 2) 3) 4) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 0.5 0.0 0.5 15.0 1.0 1.0 1.0 0.5 0.5 |
| 1) 2) 3) 4) 5) What i 1) 2) 3) 4) 5) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 0.5 15.0 1.0 1.0 1.0 0.5 |
| 1) 2) 3) 4) 5) What i 1) 2) 3) 4) 5) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE | 1.0 0.5 0.0 0.5 15.0 1.0 1.0 1.0 0.5 0.5 |
| 1) 2) 3) 4) 5) What i 1) 2) 3) 4) 5) To wha | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS as the quality of acoustics in principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? | 1.0 0.5 0.0 0.5 15.0 1.0 1.0 1.0 0.5 0.5 20.0 |
| 1) 2) 3) 4) 5) What i 1) 2) 3) 4) 5) To wha 1) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS a the quality of acoustics in principal learning areas; Anbient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 0.5 0.0 0.5 15.0 1.0 1.0 1.0 0.5 0.5 20.0 0.0 |
| 1) 2) 3) 4) 5) What i 1) 2) 3) 4) 5) To wha 1) 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 1.0 0.5 0.0 0.5 15.0 1.0 1.0 1.0 1.0 0.5 0.5 20.0 0.0 0.0 |
| 1) 2) 3) 4) 5) What i 1) 2) 3) 4) 5) To what 1) 2) 3) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS as the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning streas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 1.0 0.5 0.0 0.5 15.0 1.0 1.0 1.0 1.0 0.5 0.5 20.0 0.0 0.0 0.0 0.0 |
| 1) 2) 3) 4) 5) What i 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics numerical event below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teachers have adequate space for private phone calls family meetings and one-to-one student meetings | 1.0 0.5 0.0 0.5 15.0 1.0 1.0 1.0 1.0 1.0 0.5 0.5 20.0 0.0 0.0 0.0 0.0 0.0 |
| 1) 2) 3) 4) 5) What i 1) 2) 3) 4) 5) To what 1) 2) 3) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS as the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning streas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 1.0 0.5 0.0 0.5 15.0 1.0 1.0 1.0 1.0 0.5 0.5 20.0 0.0 0.0 0.0 0.0 |

| | VELCOMING ENTRY | |
|--|--|---|
| How we | elcoming is the entrance to the school? | |
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) | Reception area for visitors is clearly visible from main entrance | 1.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.0 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.0 |
| 0) | weight (avg) 5 Pattern Score: | 7.5 |
|) S | HARED LEARNING RESOURCES | 7.5 |
| | t extent are learning resources distributed versus centralized? | |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| | Library/media center has ample areas for casual reading, furnished with soft seating | 1.0 |
| 2) | | 1.0 |
| 3) | Access to digital resources are distributed throughout the school | |
| 4) 5) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 0.0 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| S | TUDENT DISPLAY SPACE | |
| | tensive are student display spaces? | |
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 1.0 |
| 2) | Student work displayed at main entrance | 0.5 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 1.0 |
| , | weight (avg) 3 Pattern Score: | 7.5 |
| A | RTS STUDIOS | |
| | ell equipped are art labs? | |
| 1) | Prep and storage areas with counters and sinks are available | 0.0 |
| 2) | Large windows provide ample natural light and views | 0.5 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.0 |
| -,) 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| 5) | | 1.5 |
| • N | weight (avg) 3 Pattern Score: IUSIC AND PERFORMANCE | 1.5 |
| | | |
| | t extent is music and performance supported? | 0.5 |
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.5 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | |
| | | 0.5 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| 4) 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 1.0 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: | 1.0 |
| 5) L | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS Pattern Score: | 1.0 1.0 |
| 5) L To wha | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS t extent is a life skills curriculum supported? | 1.0 1.0 9.0 |
| 5) To wha 1) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS It extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 1.0 1.0 9.0 |
| 5) To wha 1) 2) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS It extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 1.0 1.0 9.0 0.5 0.0 |
| 5) To wha 1) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS It extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 1.0 1.0 9.0 |
| 5) To wha 1) 2) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS It extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 1.0 1.0 9.0 0.5 0.0 |
| 5) To wha 1) 2) 3) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS t extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 1.0 1.0 9.0 0.5 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS t extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 1.0 1.0 9.0 0.5 0.0 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS t extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources | 1.0 1.0 9.0 0.5 0.0 0.0 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS t extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 1.0 1.0 9.0 0.5 0.0 0.0 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger Pattern Score: IFE SKILLS AREAS Fettern Score: It extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 1.0 1.0 9.0 0.5 0.0 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) To wha | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS t extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: IEALTH & PHYSICAL FITNESS t extent are health and physical fitness supported? | 1.0 1.0 9.0 0.5 0.0 0.0 0.0 0.0 0.0 1.0 |
| 5) To wha 1) 2) 3) 4) 5) H To wha 1) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS t extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: ELALTH & PHYSICAL FITNESS t extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 1.0 1.0 9.0 0.5 0.0 0.0 0.0 0.0 0.0 1.0 1.0 |
| 5) To wha 1) 2) 3) 4) 5) To wha 1) 2) 3) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger Pattern Score: IFE SKILLS AREAS Pattern Score: It extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: TextIft & PHYSICAL FITNESS E It extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Students, etc.) | 1.0 1.0 9.0 0.5 0.0 0.0 0.0 0.0 1.0 1.0 1.0 |
| 5) To wha 1) 2) 3) 4) 5) H To wha 1) 2) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS It extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: EALTH & PHYSICAL FITNESS It extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) play spaces available Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 1.0 1.0 9.0 0.5 0.0 0.0 0.0 1.0 1.0 1.0 0.0 |

| | ATHROOMS | |
|---|---|---------------------------|
| To what | t extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 2.0 |
| ST | TUDENT DINING | |
| To what | t extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 6.0 |
| S/ | AFE LEARNING SPACES | |
| | ectively does the school facility provide for the safety and security of students and teachers, and community? | 0.0 |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 0.5 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.0 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 1.0 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| | AYLIGHTING | |
| | extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 0.5 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 0.5 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.5 |
| | weight (avg) 4 Pattern Score: | 8.0 |
| | ULL SPECTRUM LIGHTING | |
| What is | the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| | weight (avg) 3 Pattern Score: | 0.0 |
| | XTERIOR VISTAS | |
| | extent do interior spaces have views and vistas? | |
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| • | 50% or more of windows offer views and vistas to greenspace or cityscape | 0.5 |
| 3) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 |
| 3) 4) | Mare then 75% of exterior windows offer views to objects at least 50 ft every | |
| | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |
| 4) | weight (avg) 3 Pattern Score: | 1.0 10.5 |
| 4) 5) | · · · · · · · · · · · · · · · · · · · | |
| 4) 5) IN | weight (avg) 3 Pattern Score: | |
| 4) 5) IN | weight (avg) 3 Pattern Score: | |
| 4) 5) What is | weight (avg) 3 Pattern Score: IDOOR-OUTDOOR CONNECTION the quality of the indoor-outdoor connections? | 10.5 |
| 4) 5) What is 1) 2) | weight (avg) 3 Pattern Score: IDOOR-OUTDOOR CONNECTION IDOOR-OUTDOOR CONNECTION the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 10.5 |
| 4) 5) What is 1 | weight (avg) 3 Pattern Score: IDOOR-OUTDOOR CONNECTION IDOOR-Outdoor connections? the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria The outdoor seating areas directly adjacent to café/cafeteria | 10.5 1.0 0.0 |
| 4) 5) What is t 1) 2) 3) | weight (avg) 3 Pattern Score: IDOOR-OUTDOOR CONNECTION Ide quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors At least 75% of learning studios have direct access to outdoors | 10.5 1.0 0.0 0.0 |

| | OUTDOOR LEARNING | |
|-------|---|------|
| | vell is outdoor learning supported? | |
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |
| | weight (avg) 4 Pattern Score: | 4.0 |
| | NATURAL VENTILATION | |
| What | is the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.5 |
| | weight (avg) 2 Pattern Score: | 4.0 |
| | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| To wh | at extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| 0) | | |
| | weight (avg) 1 Pattern Score: | 0.0 |
| | LOCAL SIGNATURE | |
| | at extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 0.5 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 1.0 |
| 3) | Local materials or architectural forms relate to surrounding context | 0.5 |
| 4) | School itself brings character to the surrounding neighborhood | 0.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.5 |
| | weight (avg) 1 Pattern Score: | 2.5 |
| | CONNECTED TO COMMUNITY | |
| | at extent is the school connected to its surrounding community? | |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 0.5 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.5 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.5 |
| | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.0 |
| -, | | 10.0 |
| _ | | 10.0 |
| | AESTHETICS | |
| | is the quality of aesthetics? | |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.0 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 1.0 |
| | | |
| | weight (avg) 2 Pattern Score: | 4.0 |

Assessment Score: 181.5 (out of 540) 34%

Educational Facilities Effectiveness Instrument Review of Hyde-Addison Elementary School Washington, DC, United States of America

On Friday October 12, 2012



Assessment report

| | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
|---|--|---|
| | ffectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.5 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.5 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.5 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 1.0 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| | ffectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.0 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.5 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| | ffectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.5 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.5 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.5 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| 1 | AREAS FOR HANDS-ON EXPERIMENTATION | |
| How w | rell equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 1.0 |
| 2) | Work surfaces are located on the perimeter near services | 0.5 |
| 3) | Science areas contains movable tables for a variety of projects | 1.0 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.5 |
| 5) | There is a connection to the outdoors for experimentation | 0.0 |
| | weight (avg) 3 Pattern Score: | 9.0 |
| | TRANSPARENCY | |
| | at extent is learning visually transparent? | |
| | | |
| To what 1) | Breakout spaces are supervisable from adjacent learning spaces | 0.5 |
| | Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces | 0.5 0.0 |
| 1) | | |
| 1) 2) | Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 |
| 1) 2) 3) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas | 0.0 0.0 |
| 1) 2) 3) 4) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) | 0.0 0.0 0.0 |
| 1) 2) 3) 4) 5) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.0 0.0 0.0 0.5 |
| 1) 2) 3) 4) 5) How w | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE rell do Campfire spaces function? | 0.0 0.0 0.0 0.5 2.0 |
| 1) 2) 3) 4) 5) How w 1) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE rell do Campfire spaces function? A platform or portable stage is available for lecturing | 0.0 0.0 0.5 2.0 |
| 1) 2) 3) 4) 5) How w | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE rell do Campfire spaces function? | 0.0 0.0 0.0 0.5 2.0 |
| 1) 2) 3) 4) 5) How w 1) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE rell do Campfire spaces function? A platform or portable stage is available for lecturing | 0.0 0.0 0.5 2.0 |
| 1) 2) 3) 4) 5) How w 1) 2) | Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE rell do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling | 0.0 0.0 0.5 2.0 0.0 1.0 |
| 1) 2) 3) 4) 5) How w 1) 2) 3) | Teacher collaboration/vork spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE rell do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.0 0.0 0.5 2.0 0.0 1.0 1.0 |

| | ATERING HOLE SPACE | |
|-----------|---|------------|
| | the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.5 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.5 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 4.0 |
| С | AVE SPACE | |
| What is | the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.5 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 1.0 |
| 4) | Cave spaces have natural light and vistas | 0.5 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |
| | weight (avg) 2 Pattern Score: | 7.0 |
| U | NIVERSAL DESIGN | |
| To what | extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.5 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 1.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| F | URNITURE | |
| ls a vari | ety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 1.0 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| Т | ECHNOLOGY | |
| | Il is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 1.0 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.5 |
| -, | weight (avg) 5 Pattern Score: | 17.5 |
| Δ | COUSTICS | 17.5 |
| | the quality of acoustics in principal learning areas? | |
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| | | 0.0 |
| 4) 5) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 0.0 1.0 |
| 5) | | |
| | weight (avg) 5 Pattern Score: | 20.0 |
| | EACHERS PROFESSIONAL SPACE | |
| | t extent does school create a professional environment for teachers? | 10 |
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.5 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 |
| | Teachers have individual workstations with lockable storage, phone, and internet access | 1.0 |
| 4) | | |
| | Teacher workspace offers adequate materials storage | 1.0 |

| How w | WELCOMING ENTRY | |
|--|--|---|
| | velcoming is the entrance to the school? | |
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 1.0 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.5 |
| -, | | 10.0 |
| | weight (avg) 5 Pattern Score: SHARED LEARNING RESOURCES | 10.0 |
| | | |
| 1) | at extent are learning resources distributed versus centralized? A central library/media center serves as space for conducting research and a visible symbol for learning | 0.5 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.5 |
| 3) | Access to digital resources are distributed throughout the school | 1.0 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.0 |
| 4) 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.5 |
| , | weight (avg) 4 Pattern Score: | 10.0 |
| | STUDENT DISPLAY SPACE | 10.0 |
| | | |
| How e | xtensive are student display spaces? Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) | Student work displayed at main entrance | 0.0 |
| 2) 3) | Student work displayed at main entrance Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 4) 5) | Assigned displays for student work in curricular areas | 1.0 |
| -, | | |
| | weight (avg) 3 Pattern Score: | 4.5 |
| | ARTS STUDIOS | |
| 1) | rell equipped are art labs? Prep and storage areas with counters and sinks are available | 0.0 |
| 2) | Large windows provide ample natural light and views | 0.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 3) 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.0 |
| 4) 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| 5) | | |
| | weight (avg) 3 Pattern Score: | 0.0 |
| | MUSIC AND PERFORMANCE | |
| | | |
| To what | at extent is music and performance supported? | 4.0 |
| To wha 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 1.0 |
| To wha 1) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| To wha 1) 2) 3) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice | 0.0 0.0 |
| To wha 1) 2) 3) 4) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating | 0.0 0.0 0.0 |
| To wha 1) 2) 3) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 0.0 0.0 0.0 1.0 |
| To wha 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 |
| To wha 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 0.0 0.0 0.0 1.0 |
| To wha 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? | 0.0 0.0 0.0 1.0 6.0 |
| To wha 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS | 0.0 0.0 0.0 1.0 |
| To wha 1) 2) 3) 4) 5) To wha | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? | 0.0 0.0 0.0 1.0 6.0 |
| To wha 1) 2) 3) 4) 5) To wha 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 0.0 0.0 1.0 6.0 |
| To wha 1) 2) 3) 4) 5) To wha 1) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.0 0.0 0.0 1.0 6.0 0.0 0.5 |
| To wha 1) 2) 3) 4) 5) To wha 1) 2) 3) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 0.0 0.0 0.0 1.0 6.0 0.0 0.5 0.5 |
| To wha 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) | 0.0 0.0 1.0 6.0 0.5 0.5 0.0 |
| To wha 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources | 0.0 0.0 1.0 6.0 0.5 0.5 0.0 0.0 0.0 |
| To wha 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 0.0 0.0 1.0 6.0 0.5 0.5 0.0 0.0 0.0 |
| To wha 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) To wha To wha | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS | 0.0 0.0 1.0 6.0 0.5 0.5 0.0 0.0 0.0 |
| To wha 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) To wha 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: IFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: THEALTH & PHYSICAL FITNESS at extent are health and physical fitness supported? | 0.0 0.0 1.0 6.0 0.5 0.5 0.5 0.0 0.0 2.0 |
| To wha 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) To wha 1) 2) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS at extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.0 0.0 1.0 6.0 0.5 0.5 0.0 0.0 2.0 |
| To wha 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS at extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 0.0 0.0 0.0 1.0 6.0 0.5 0.5 0.5 0.0 0.0 0.0 0.0 0.5 0.5 0 |
| To wha 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) To wha 1) 2) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: IEENTH & PHYSICAL FITNESS at extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.0 0.0 1.0 6.0 0.5 0.5 0.5 0.5 0.5 1.0 |

| I O Wha | BATHROOMS | |
|---|---|--|
| | at extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | 0.5 |
| 1) 2) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.5 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| 0) | | |
| | weight (avg) 1 Pattern Score: STUDENT DINING | 2.5 |
| | | |
| 10 wha | at extent is causal eating supported? School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 1.0 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 8.0 |
| 5 | SAFE LEARNING SPACES | 0.0 |
| | ffectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 1.0 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| | weight (avg) 5 Pattern Score: | 15.0 |
| [| DAYLIGHTING | |
| To wha | at extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 0.5 |
| 2) | 50% of all learning areas receive daylight from the North or South | 1.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.0 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| F | FULL SPECTRUM LIGHTING | |
| What is | s the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.5 |
| • / | | 0.5 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting | |
| 2) | | 0.0 |
| 2) 3) | Accent lighting provides contrast with general lighting | 0.0 0.0 |
| 2) 3) 4) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas | 0.0 0.0 0.0 |
| 2) 3) 4) 5) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS | 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To what | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? | 0.0 0.0 0.0 0.0 1.5 |
| 2) 3) 4) 5) To wha 1) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.0 0.0 0.0 0.0 1.5 |
| 2) 3) 4) 5) To wha 1) 2) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 0.0 0.0 0.0 0.0 1.5 1.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 0.0 0.0 0.0 1.5 1.0 1.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 0.0 0.0 1.5 1.0 1.0 1.0 1.0 0.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away | 0.0 0.0 0.0 1.5 1.0 1.0 1.0 1.0 1.0 0.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 1.5 1.0 1.0 1.0 1.0 1.0 0.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION | 0.0 0.0 0.0 1.5 1.0 1.0 1.0 1.0 1.0 0.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? | 0.0 0.0 0.0 1.5 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.0 0.0 0.0 1.5 1.0 1.0 1.0 1.0 0.0 1.0 1.0 0.5 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 2) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 0.0 0.0 0.0 1.5 1.5 1.0 1.0 1.0 1.0 0.0 1.0 12.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of elarning studios have direct access to outdoors | 0.0 0.0 0.0 1.5 1.0 1.0 1.0 1.0 0.0 1.0 1.0 1.0 0.0 1.0 0.5 0.5 0.5 0.0 |

| | UTDOOR LEARNING | |
|----------|---|------------|
| | ell is outdoor learning supported? | |
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.5 |
| 2) | Campus has one or more outdoor amphitheaters | 1.0 0.5 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | |
| 4) 5) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 1.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces weight (avg) 4 Pattern Score: | 12.0 |
| N | weight (avg) 4 Pattern Score: ATURAL VENTILATION | 12.0 |
| | the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 1.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.5 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 6.0 |
| S | USTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | t extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.5 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| | weight (avg) 1 Pattern Score: | 0.5 |
| | OCAL SIGNATURE | |
| | t extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 0.5 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.5 |
| | weight (avg) 1 Pattern Score: | 3.5 |
| | ONNECTED TO COMMUNITY | |
| | t extent is the school connected to its surrounding community? | 1.0 |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.0 0.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | |
| _ | weight (avg) 4 Pattern Score: | 4.0 |
| | ESTHETICS the quality of aesthetics? | |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 2) 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 3) 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 4) 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 1.0 |
| - / | weight (avg) 2 Pattern Score: | 5.0 |
| | | |

Assessment Score: 245.5 (out of 540)

45%

Educational Facilities Effectiveness Instrument Review of Kramer Middle School Washington, DC, United States of America



On Wednesday August 15, 2012

| | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
|--|--|--|
| How | effectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.5 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 1.0 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.0 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| 0) | | 7.5 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| | ffectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1), in adjacent space (0.5) | 0.0 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.5 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.5 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| How e | effectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.0 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| | weight (avg) 5 Pattern Score: | 0.0 |
| | AREAS FOR HANDS-ON EXPERIMENTATION | |
| | vell equipped are science labs for student learning? | |
| | | |
| 1) | Prep and storage space is adjacent to work area | 0.5 |
| 1) 2) | Prep and storage space is adjacent to work area Work surfaces are located on the perimeter near services | |
| 2) | Work surfaces are located on the perimeter near services | 0.5 |
| 2) 3) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects | 0.5 1.0 |
| 2) 3) 4) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas | 0.5 |
| 2) 3) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation | 0.5 1.0 0.0 0.0 |
| 2) 3) 4) 5) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: | 0.5 1.0 0.0 |
| 2) 3) 4) 5) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY | 0.5 1.0 0.0 0.0 |
| 2) 3) 4) 5) To wh | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? | 0.5 1.0 0.0 0.0 6.0 |
| 2) 3) 4) 5) To wh 1) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces | 0.5 1.0 0.0 0.0 6.0 |
| 2) 3) 4) 5) To wh 1) 2) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces | 0.5 1.0 0.0 0.0 6.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh 1) 2) 3) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas | 0.5 1.0 0.0 0.0 6.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Lat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) | 0.5 1.0 0.0 0.0 6.0 0.0 0.0 0.0 0.0 0 |
| 2) 3) 4) 5) To wh 1) 2) 3) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas | 0.5 1.0 0.0 0.0 6.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Lat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) | 0.5 1.0 0.0 0.0 6.0 0.0 0.0 0.0 0.0 0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Rate extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.5 1.0 0.0 6.0 0.0 0.0 0.0 0.0 0.0 0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) How V | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Lat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning studios, classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Veltern Score: Velt do Campfire spaces function? Stern Score: | 0.5 1.0 0.0 0.0 6.0 0.0 0.0 0.0 0.0 0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) How (1) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY lat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning studios, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Veil do Campfire spaces function? A platform or portable stage is available for lecturing A platform or portable stage is available for lecturing | 0.5 1.0 0.0 6.0 0.0 0.0 0.0 0.0 0.0 0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) How V 1) 2) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY stat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning areas There are views of learning studios and informal learning areas There are views of learning studios, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Veil do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling | 0.5 1.0 0.0 0.0 6.0 0.0 0.0 0.0 0.0 0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) How (1) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY lat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning studios, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Veil do Campfire spaces function? A platform or portable stage is available for lecturing A platform or portable stage is available for lecturing | 0.5 1.0 0.0 6.0 0.0 0.0 0.0 0.0 0.0 0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) How V 1) 2) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY stat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning areas There are views of learning studios and informal learning areas There are views of learning studios, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Veil do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling | 0.5 1.0 0.0 0.0 6.0 0.0 0.0 0.0 0.0 0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) How v 1) 2) 3) | Work surfaces are located on the perimeter near services Science areas contains movable tables for a variety of projects Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Vell do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.5 1.0 0.0 0.0 6.0 0.0 0.0 0.0 0.0 0 |

| | NATERING HOLE SPACE | |
|--------------------------------|---|-------------------|
| What is | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 1.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 1.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 1.0 |
| | weight (avg) 2 Pattern Score: | 6.0 |
| C | CAVE SPACE | |
| What is | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 0.5 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |
| | weight (avg) 2 Pattern Score: | 3.0 |
| ι | JNIVERSAL DESIGN | |
| | at extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.5 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.5 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| F | FURNITURE | |
| ls a va | riety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.0 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| | | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | |
| _ | weight (avg) 5 Pattern Score: | 2.5 |
| | rection of the second with the surriculum and minainel learning space? | |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.5 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.5 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 |
| | weight (avg) 5 Pattern Score: | 20.0 |
| ļ | ACOUSTICS | |
| What is | s the quality of acoustics in principal learning areas? | |
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 0.5 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 0.5 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |
| | weight (avg) 5 Pattern Score: | 17.5 |
| | TEACHERS PROFESSIONAL SPACE | |
| T | | |
| | at extent does school create a professional environment for teachers? | |
| To wha | at extent does school create a professional environment for teachers? Teachers share, an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 |
| To wha 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 |
| To wha 1) 2) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.5 |
| To wha 1) 2) 3) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 0.0 |
| To wha 1) 2) 3) 4) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier Teachers have individual workstations with lockable storage, phone, and internet access | 0.5 0.0 1.0 |
| To wha 1) 2) 3) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 0.0 |

| How we | elcoming is the entrance to the school? | |
|--|---|--|
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.5 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| S | HARED LEARNING RESOURCES | |
| To wha | t extent are learning resources distributed versus centralized? | |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 1.0 |
| 3) | Access to digital resources are distributed throughout the school | 1.0 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.5 |
| | weight (avg) 4 Pattern Score: | 14.0 |
| S | TUDENT DISPLAY SPACE | |
| How ex | tensive are student display spaces? | |
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) | Student work displayed at main entrance | 0.5 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 0.0 |
| | weight (avg) 3 Pattern Score: | 3.0 |
| A | RTS STUDIOS | |
| How we | ell equipped are art labs? | |
| 1) | Prep and storage areas with counters and sinks are available | 0.5 |
| 2) | Large windows provide ample natural light and views | 1.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.5 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| | weight (avg) 3 Pattern Score: | 6.0 |
| N N | IUSIC AND PERFORMANCE | |
| To wha | t extent is music and performance supported? | |
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 0.0 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | |
| 4) 5) | community able to use school facilities for larger performances AND/OK students use community facilities for larger | 1.0 |
| | weight (avg) 3 Pattern Score: | 1.0 6.0 |
| 5) | | |
| 5) L | weight (avg) 3 Pattern Score: | |
| 5) L | weight (avg) 3 Pattern Score: | |
| 5) L To wha | weight (avg) 3 Pattern Score: IFE SKILLS AREAS t extent is a life skills curriculum supported? | 6.0 |
| 5) To wha 1) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS Extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 6.0 0.0 |
| 5) To wha 1) 2) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS Extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 6.0 0.0 0.0 |
| 5) To wha 1) 2) 3) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS If e skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 6.0 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS If extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) | 6.0 0.0 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS If e skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 6.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS Extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: TEALTH & PHYSICAL FITNESS textent are health and physical fitness supported? | 6.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS If e skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 6.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) To wha | weight (avg) 3 Pattern Score: IFE SKILLS AREAS Extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: TEALTH & PHYSICAL FITNESS textent are health and physical fitness supported? | 6.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) H To wha 1) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS Extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: EALTH & PHYSICAL FITNESS textent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 6.0 0.0 0.0 0.0 0.0 0.0 0.0 1.0 |
| 5) To wha 1) 2) 3) 4) 5) H To wha 1) 2) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS t extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources Weight (avg) 2 Pattern Score: EALTH & PHYSICAL FITNESS t extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) play spaces available | 6.0 0.0 0.0 0.0 0.0 0.0 1.0 1.0 |
| 5) To wha 1) 2) 3) 4) 5) To wha 1) 2) 3) | weight (avg) 3 Pattern Score: IFE SKILLS AREAS t extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: EALTH & PHYSICAL FITNESS t extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 6.0 0.0 0.0 0.0 0.0 0.0 0.0 1.0 1.0 0.0 |

| To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
|--|--------------------------|
| · · · · · · · · · · · · · · · · · · · | |
| 1) Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) Bathrooms are small and distributed throughout the school | 1.0 |
| 3) Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) Stalls and urinals provide individual privacy. | 0.5 |
| weight (avg) 1 Pattern Score: | 2.5 |
| STUDENT DINING | |
| To what extent is causal eating supported? | |
| 1) School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| weight (avg) 4 Pattern Score: | 6.0 |
| SAFE LEARNING SPACES | |
| How effectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.0 |
| 3) School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.0 |
| weight (avg) 5 Pattern Score: | 7.5 |
| DAYLIGHTING | |
| To what extent does natural daylight penetrate learning areas? | |
| 1) The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) 50% of all learning areas receive daylight from the North or South | 0.5 |
| High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |
| weight (avg) 4 Pattern Score: | 16.0 |
| FULL SPECTRUM LIGHTING | |
| What is the quality of artificial lighting? | |
| 1) Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) Accent lighting provides contrast with general lighting | 0.0 |
| 4) Lighting controls are located near all presentation areas | 0.5 |
| 5) Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| weight (avg) 3 Pattern Score: | 1.5 |
| EXTERIOR VISTAS | |
| To what extent do interior spaces have views and vistas? | |
| 1) All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) 50% or more of windows offer views and vistas to greenspace or cityscape | 1.0 |
| 4) 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 |
| | 1.0 |
| 5) More than 75% of exterior windows offer views to objects at least 50 ft away | 10.0 |
| | 12.0 |
| 5) More than 75% of exterior windows offer views to objects at least 50 ft away | 12.0 |
| 5) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 12.0 |
| 5) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION What is the quality of the indoor-outdoor connections? | 0.0 |
| 5) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION What is the quality of the indoor-outdoor connections? 1) All public spaces have direct connections to the outdoors | 0.0 |
| 5) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION What is the quality of the indoor-outdoor connections? 1) All public spaces have direct connections to the outdoors 2) There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 0.0 |
| 5) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: What is the quality of the indoor-outdoor connections? 1) All public spaces have direct connections to the outdoors 2) There are outdoor seating areas directly adjacent to café/cafeteria 3) At least 75% of learning studios have direct access to outdoors | 0.0 0.0 0.0 |
| More than 75% of exterior windows offer views to objects at least 50 ft away Pattern Score: Weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION What is the quality of the indoor-outdoor connections? 1) All public spaces have direct connections to the outdoors 2) 2) There are outdoor seating areas directly adjacent to café/cafeteria 3) 3) At least 75% of learning studios have direct access to outdoors 4) Most buildings have transition spaces such as porches and decks | 0.0 0.0 0.0 0.0 |
| 5) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: What is the quality of the indoor-outdoor connections? 1) All public spaces have direct connections to the outdoors 2) There are outdoor seating areas directly adjacent to café/cafeteria 3) At least 75% of learning studios have direct access to outdoors | 0.0 0.0 0.0 |

| | OUTDOOR LEARNING | |
|----------|---|------|
| | /ell is outdoor learning supported? | |
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.5 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 0.5 |
| | weight (avg) 4 Pattern Score: | 4.0 |
| 1 | NATURAL VENTILATION | |
| What i | s the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 1.0 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 4.0 |
| 5 | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | - |
| | at extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 4) 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| 5) | | |
| | weight (avg) 1 Pattern Score: | 0.0 |
| L | LOCAL SIGNATURE | |
| To what | at extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 0.5 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.0 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 2.5 |
| | CONNECTED TO COMMUNITY | 2.0 |
| | at extent is the school connected to its surrounding community? | |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 1.0 |
| 3) 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 1.0 |
| 4) 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 |
| 0) | | |
| | weight (avg) 4 Pattern Score: | 18.0 |
| | AESTHETICS | |
| | s the quality of aesthetics? | |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.0 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |
| | weight (aug.) 2 | 2.0 |
| | weight (avg) 2 Pattern Score: | 3.0 |

Assessment Score: 215.0 (out of 540) 40%

Educational Facilities Effectiveness Instrument Review of Lafayette Elementary School Washington, DC, United States of America



0.5

0.0

0.0

0.0

On Thursday October 11, 2012

How effective 1) 2)

3)

4)

5)

2)

3)

4)

5)

1a

1b

1c

PRINC

PRINC

PRIN How effective 1)

| INCIPAL LEARNING AREAS DIFFERENTIATION | | |
|--|----------------|-----|
| ctively do the principal learning spaces support differentiation? | | |
| Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | | 0.5 |
| Enclosed learning spaces are flexible and have at least one break-out area within the room | | 0.5 |
| Principal learning spaces allow students to independently access electronic and printed resources | | 0.0 |
| Resource space for accelerated students and students with special-needs are integrated into principal learn | ing areas | 0.0 |
| Principal learning areas are organized in a manner to promote flexible teaching arrangements and instruction | onal groupings | 0.5 |
| weight (avg) 5 | Pattern Score: | 7.5 |
| INCIPAL LEARNING AREAS PROJECT BASED LEARNING | | |
| ctively do the principal learning areas support Project-Based Learning? | | |
| Students have access to water within each principal learning space (1); in adjacent space (0.5) | | 0.5 |
| Students have space to work independently on large-scale projects | | 0.0 |
| Students have space to collaborate both on brainstorming and project execution | | 0.0 |
| Storage for works in progress, including large project storage, is accessible to students | | 0.5 |
| Space is available for multiple classes to gather as a single community | | 0.5 |
| weight (avg) 5 | Pattern Score: | 7.5 |
| INCIPAL LEARNING AREAS LEARNING COMMUNITIES | | |
| ctively do the principal learning areas support the organization of the school into Learning Communit | ies? | |

- How effective 1) The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150
- 2) Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning Students and teachers have access to shared common space in addition to Learning Studios
- 3) 4) The Learning Community is spatially distinct and recognizable within the school
- 5) Teachers and students can move seamlessly from one learning space to another within the learning community zone
- 0.5 5.0 weight (avg) 5 Pattern Score: **AREAS FOR HANDS-ON EXPERIMENTATION** 1d How well equipped are science labs for student learning? Prep and storage space is adjacent to work area 0.5 1) 2) Work surfaces are located on the perimeter near services 1.0 3) Science areas contains movable tables for a variety of projects 0.5 4) Collaborative 'think-tank' space is adjacent to messy work areas 0.0 5) There is a connection to the outdoors for experimentation 0.5 weight (avg) 3 7.5 Pattern Score:
- TRANSPARENCY 1e To what extent is learning visually transparent? 1) Breakout spaces are supervisable from adjacent learning spaces 0.5 Teacher collaboration/work spaces have visual access to student learning spaces 0.0 2) 3) There is visibility between learning studios and informal learning areas 1.0 4) There are views of learning activity from common spaces (e.g. cafes) 0.0 Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces 5) 1.0 5.0 weight (avg) 2 Pattern Score: CAMPFIRE SPACE 1f How well do Campfire spaces function? 1) A platform or portable stage is available for lecturing 0.0 2) Furniture can be arranged for either formal lecture or informal storytelling 0.5
 - 3) Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) 0.0 4) There is good sound reflectance behind speaker area 0.0 5) Audio enhancement is available in formal presentation spaces 0.0 1.0 weight (avg) 2 Pattern Score:

| 10// | | |
|---|--|---|
| | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.5 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 1.0 |
| (| CAVE SPACE | |
| What is | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 0.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |
| | weight (avg) 2 Pattern Score: | 3.0 |
| ι | JNIVERSAL DESIGN | |
| To what | at extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.5 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.5 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| F | URNITURE | |
| ls a va | riety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| , | weight (avg) 5 Pattern Score: | 5.0 |
| - | ECHNOLOGY | 0.0 |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 0.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| | | 0.0 |
| 3) | There is at least (1) large scale digital display in every learning area | |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |
| 5) | | |
| 5) | weight (avg) 5 Pattern Score: | 5.0 |
| 5) A | ACOUSTICS | 5.0 |
| 5) What is | ACOUSTICS s the quality of acoustics in principal learning areas? | |
| 5) Vhat is 1) | ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 0.0 |
| 5) What is 1) 2) | ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 0.0 0.5 |
| 5) Vhat is 1) | ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 0.0 |
| 5) What is 1) 2) | ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 0.0 0.5 |
| 5) What is 1) 2) 3) | ACOUSTICS a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 0.0 0.5 0.0 |
| 5) What is 1) 2) 3) 4) | ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.0 0.5 0.0 0.5 |
| 5) What is 1) 2) 3) 4) 5) | Acoustics a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 0.0 0.5 0.0 0.5 1.0 |
| 5) What is 1) 2) 3) 4) 5) | ACOUSTICS as the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 0.0 0.5 0.0 0.5 1.0 |
| 5) What is 1) 2) 3) 4) 5) | ACOUSTICS as the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE | 0.0 0.5 0.0 0.5 1.0 |
| 5) What is 1) 2) 3) 4) 5) To what | Acoustics a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE th extent does school create a professional environment for teachers? | 0.0 0.5 0.0 0.5 1.0 10.0 |
| 5) What is 1) 2) 3) 4) 5) To wha 1) | Acoustics a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.0 0.5 0.0 0.5 1.0 10.0 0.5 |
| 5) What is 1) 2) 3) 4) 5) To wha 1) 2) 3) | ACOUSTICS Set the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE te extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 0.5 0.0 1.0 10.0 0.5 0.5 0.5 |
| 5) What is 1) 2) 3) 4) 5) To wha 1) 2) | ACOUSTICS Solution So | 0.0 0.5 0.0 0.5 1.0 10.0 0.5 0.5 0.5 0.0 |

| | WELCOMING ENTRY | |
|--|---|--|
| HOW W | velcoming is the entrance to the school? | |
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.5 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.0 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.5 |
| , | weight (avg) 5 Pattern Score: | 7.5 |
| | SHARED LEARNING RESOURCES | 1.5 |
| | at extent are learning resources distributed versus centralized? | |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 0.5 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.5 |
| 3) | Access to digital resources are distributed throughout the school | 0.0 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.5 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.5 |
| | weight (avg) 4 Pattern Score: | 8.0 |
| | STUDENT DISPLAY SPACE | |
| | xtensive are student display spaces? | |
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.0 |
| 2) | Student work displayed at main entrance | 0.0 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 1.0 |
| , | weight (avg) 3 Pattern Score: | 3.0 |
| | ARTS STUDIOS | 0.0 |
| | vell equipped are art labs? | |
| 1) | Prep and storage areas with counters and sinks are available | 0.5 |
| 2) | Large windows provide ample natural light and views | 1.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.5 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.5 |
| - / | weight (avg) 3 Pattern Score: | 7.5 |
| | MUSIC AND PERFORMANCE | 1.5 |
| | | |
| 1) | at extent is music and performance supported? | |
| | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| | (PPIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.5 |
| 2) 3) | (PRIMARY ONLY) space suitable for vocal group practice | 0.5 1.0 |
| 2) 3) 4) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating | 0.5 1.0 0.0 |
| 2) 3) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 0.5 1.0 0.0 1.0 |
| 2) 3) 4) 5) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: | 0.5 1.0 0.0 |
| 2) 3) 4) 5) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS | 0.5 1.0 0.0 1.0 |
| 2) 3) 4) 5) To wh | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? | 0.5 1.0 0.0 1.0 7.5 |
| 2) 3) 4) 5) To wh 1) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.5 1.0 0.0 1.0 7.5 |
| 2) 3) 4) 5) To wh 1) 2) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.5 1.0 0.0 1.0 7.5 0.0 0.0 |
| 2) 3) 4) 5) To wh 1) 2) 3) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 0.5 1.0 0.0 1.0 7.5 0.0 0.0 0.5 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) | 0.5 1.0 0.0 1.0 7.5 0.0 0.0 0.5 0.0 |
| 2) 3) 4) 5) To wh 1) 2) 3) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 0.5 1.0 0.0 1.0 7.5 0.0 0.0 0.5 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) | 0.5 1.0 0.0 1.0 7.5 0.0 0.0 0.5 0.0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources | 0.5 1.0 0.0 1.0 7.5 0.0 0.5 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 | 0.5 1.0 0.0 1.0 7.5 0.0 0.5 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 0.5 1.0 0.0 1.0 7.5 0.0 0.5 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources Pattern Score: weight (avg) 2 Pattern Score: THEALTH & PHYSICAL FITNESS at extent are health and physical fitness supported? | 0.5 1.0 0.0 1.0 7.5 0.0 0.0 0.5 0.0 0.0 0.0 1.0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh 1) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS at extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 1.0 0.0 1.0 7.5 0.0 0.0 0.5 0.0 0.0 0.0 1.0 1.0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh 1) 2) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS at extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) play spaces available | 0.5 1.0 0.0 1.0 7.5 0.0 0.5 0.0 0.5 0.0 0.0 1.0 1.0 1.0 |
| 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) | (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: Metern Score: Weight (avg) 2 Pattern Score: Pattern Score: Weight (avg) 2 Pattern Score: Weight (avg) 2 Pattern Score: Pattern Score: Weight (avg) 2 Pattern | 0.5 1.0 0.0 1.0 7.5 0.0 0.0 0.5 0.0 0.0 1.0 1.0 1.0 0.0 0.0 0.0 |

| | BATHROOMS at extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
|---|---|--|
| 10 wha | at extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.0 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| 0) | | |
| | weight (avg) 1 Pattern Score: | 1.0 |
| | STUDENT DINING | |
| | at extent is causal eating supported? School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 1) 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.5 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.5 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 8.0 |
| c | SAFE LEARNING SPACES | 0.0 |
| | fectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| | DAYLIGHTING | |
| To wha | at extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 1.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.0 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.5 |
| | weight (avg) 4 Pattern Score: | 14.0 |
| F | FULL SPECTRUM LIGHTING | |
| What is | s the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.5 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| | weight (avg) 3 Pattern Score: | 1.5 |
| | EXTERIOR VISTAS | |
| E | at extent do interior spaces have views and vistas? | |
| | | 1.0 |
| | All principal learning spaces (classrooms/learning studios) have windows to the outside | |
| To wha | All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 0.5 |
| To wha 1) | | 0.5 1.0 |
| To wha 1) 2) | More than 75% of occupied spaces in the school have windows to the outside | |
| To wha 1) 2) 3) | More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 1.0 |
| To wha 1) 2) 3) 4) | More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 1.0 0.5 |
| To wha 1) 2) 3) 4) 5) | More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 0.5 1.0 |
| To wha 1) 2) 3) 4) 5) | More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 1.0 0.5 1.0 |
| To wha 1) 2) 3) 4) 5) | More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION | 1.0 0.5 1.0 |
| To wha 1) 2) 3) 4) 5) | More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? | 1.0 0.5 1.0 12.0 |
| To wha 1) 2) 3) 4) 5) What is 1) | More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 1.0 0.5 1.0 12.0 |
| To wha 1) 2) 3) 4) 5) What is 1) 2) | More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 1.0 0.5 1.0 12.0 0.5 0.0 |
| To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 1.0 0.5 1.0 12.0 0.5 0.0 0.0 |

| How w | vell is outdoor learning supported? | |
|----------|---|------------|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.5 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.5 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |
| | weight (avg) 4 Pattern Score: | 8.0 |
| | NATURAL VENTILATION | |
| | s the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 0.5 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 1.0 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.5 |
| | weight (avg) 2 Pattern Score: | 4.0 |
| | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | at extent has sustainability been considered in school design? | 0.0 |
| 1) | Local indigenous materials are used in construction | |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.5 |
| | weight (avg) 1 Pattern Score: | 0.5 |
| | LOCAL SIGNATURE | |
| | at extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 1.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.0 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 3.0 |
| | CONNECTED TO COMMUNITY | |
| | at extent is the school connected to its surrounding community? | 1.0 |
| 1) 2) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.5 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.0 |
| | weight (avg) 4 Pattern Score: | 6.0 |
| | AESTHETICS | |
| | s the quality of aesthetics? | 1.0 |
| 1) 2) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.0 |
| | weight (avg) 2 Pattern Score: | 4.0 |

Assessment Score: 183.0 (out of 540) 34%

Educational Facilities Effectiveness Instrument Review of Langdon Elementary School Washington, DC, United States of America



On Wednesday August 15, 2012

| | | ssessment i |
|--|---|--|
| | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
| | | |
| | effectively do the principal learning spaces support differentiation? | 0.5 |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.5 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.5 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 1.0 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.5 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.5 |
| | weight (avg) 5 Pattern Score: | 15.0 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| | offectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.5 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 1.0 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 1.0 |
| 5) | Space is available for multiple classes to gather as a single community | 1.0 |
| | weight (avg) 5 Pattern Score: | 20.0 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| How e | effectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.5 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 1.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.5 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 1.0 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| | weight (avg) 5 Pattern Score: | 15.0 |
| | AREAS FOR HANDS-ON EXPERIMENTATION | |
| How v | vell equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 0.5 |
| 2) | Work surfaces are located on the perimeter near services | 0.0 |
| 3) | Science areas contains movable tables for a variety of projects | 0.5 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.0 |
| 5) | There is a connection to the outdoors for experimentation | |
| 5) | | 0.0 |
| 5) | weight (ava) 3 Dattern Score: | |
| , | weight (avg) 3 Pattern Score: | 0.0 3.0 |
| , | TRANSPARENCY | |
| To wh | TRANSPARENCY at extent is learning visually transparent? | 3.0 |
| To wh | TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces | 3.0 0.0 |
| To wh 1) 2) | TRANSPARENCY iat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces | 3.0 0.0 0.0 |
| To wh 1) 2) 3) | TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas | 3.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) | TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) | 3.0 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) | TRANSPARENCY iat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 3.0 0.0 0.0 0.0 0.0 0.5 |
| To wh 1) 2) 3) 4) | TRANSPARENCY iat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: | 3.0 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) 5) | TRANSPARENCY iat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE | 3.0 0.0 0.0 0.0 0.0 0.5 |
| To wh 1) 2) 3) 4) 5) How v | TRANSPARENCY stat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE vell do Campfire spaces function? | 3.0 0.0 0.0 0.0 0.0 0.5 1.0 |
| To wh 1) 2) 3) 4) 5) How v 1) | TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE vell do Campfire spaces function? A platform or portable stage is available for lecturing | 3.0 0.0 0.0 0.0 0.0 0.5 1.0 0.5 |
| To wh 1) 2) 3) 4) 5) How v 1) 2) | TRANSPARENCY att extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE vell do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling | 3.0 0.0 0.0 0.0 0.5 1.0 |
| To wh 1) 2) 3) 4) 5) How v 1) 2) 3) | TRANSPARENCY att extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE vell do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 3.0 0.0 0.0 0.0 0.5 1.0 0.5 1.0 0.0 |
| To wh 1) 2) 3) 4) 5) How (1) 2) 3) 4) | TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There is visibility between learning activity from common spaces (e.g. cafes) Majority of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE vell do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) There is good sound reflectance behind speaker area There is good sound reflectance behind speaker area | 3.0 0.0 0.0 0.0 0.5 1.0 0.5 1.0 0.0 1.0 |
| To wh 1) 2) 3) 4) 5) How (1) 2) 3) | TRANSPARENCY att extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE vell do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 3.0 0.0 0.0 0.0 0.5 1.0 0.5 1.0 0.0 |

| | WATERING HOLE SPACE | |
|--|--|---|
| What i | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| (| CAVE SPACE | |
| What i | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 0.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 1.0 |
| | weight (avg) 2 Pattern Score: | 4.0 |
| l | UNIVERSAL DESIGN | |
| | at extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 1.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.5 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| F | FURNITURE | |
| ls a va | riety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.5 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| | | |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| | TECHNOLOGY | |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| • • • | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 10 |
| 2) | | 1.0 |
| | There is at least (1) large scale digital display in every learning area | 0.0 |
| 2) | There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school | |
| 2) 3) | | 0.0 |
| 2) 3) 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 0.5 |
| 2) 3) 4) 5) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 0.5 1.0 |
| 2) 3) 4) 5) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: | 0.0 0.5 1.0 |
| 2) 3) 4) 5) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS | 0.0 0.5 1.0 |
| 2) 3) 4) 5) What i | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? | 0.0 0.5 1.0 17.5 |
| 2) 3) 4) 5) What i 1) 2) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 0.0 0.5 1.0 17.5 |
| 2) 3) 4) 5) What i 1) 2) 3) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS Pattern Score: Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 0.0 0.5 1.0 17.5 0.5 1.0 0.5 |
| 2) 3) 4) 5) What i 1) 2) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 0.0 0.5 1.0 17.5 0.5 1.0 |
| 2) 3) 4) 5) What i 1) 2) 3) 4) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.0 0.5 1.0 17.5 0.5 1.0 0.5 1.0 |
| 2) 3) 4) 5) What i 1) 2) 3) 4) 5) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 0.0 0.5 1.0 17.5 0.5 1.0 0.5 1.0 0.5 |
| 2) 3) 4) 5) What i 1) 2) 3) 4) 5) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 | 0.0 0.5 1.0 17.5 0.5 1.0 0.5 1.0 0.5 |
| 2) 3) 4) 5) What i 1) 2) 3) 4) 5) To wha | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Pattern? | 0.0 0.5 1.0 17.5 0.5 1.0 0.5 1.0 0.5 1.0 0.5 1.0 0.5 |
| 2) 3) 4) 5) What i 1) 2) 3) 4) 5) To what 1) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS Sthe quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.0 0.5 1.0 17.5 0.5 1.0 0.5 1.0 0.5 1.0 0.5 1.0 0.5 1.0 0.5 1.0 |
| 2) 3) 4) 5) What i 1) 2) 3) 4) 5) To what 1) 2) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS Pattern Score: Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE Eachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 0.5 1.0 17.5 0.5 1.0 0.5 1.0 0.5 1.0 0.5 17.5 |
| 2) 3) 4) 5) What i 1) 2) 3) 4) 5) To what 1) 2) 3) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS Sthe quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 0.5 1.0 17.5 0.5 1.0 0.5 1.0 0.5 17.5 1.0 0.5 0.5 |
| 2) 3) 4) 5) What i 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier Teachers have individual workstations with lockable storage, phone, and internet access | 0.0 0.5 1.0 17.5 0.5 1.0 0.5 1.0 0.5 1.0 0.5 17.5 1.0 0.5 0.0 0.5 0.0 0.0 0.0 |
| 2) 3) 4) 5) What i 1) 2) 3) 4) 5) To what 1) 2) 3) | Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS Sthe quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 0.5 1.0 17.5 0.5 1.0 0.5 1.0 0.5 17.5 1.0 0.5 0.5 |

| 2a | WELCOMING ENTRY | |
|----------|--|------------|
| How v | velcoming is the entrance to the school? | |
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.5 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.0 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.5 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.5 |
| 0) | | |
|) | weight (avg) 5 Pattern Score: SHARED LEARNING RESOURCES | 10.0 |
| | | |
| 1) | at extent are learning resources distributed versus centralized? A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| | Library/media center has ample areas for casual reading, furnished with soft seating | 1.0 |
| 2) | | |
| 3) | Access to digital resources are distributed throughout the school | 0.5 |
| 4) 5) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.5 0.0 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| | STUDENT DISPLAY SPACE | |
| | extensive are student display spaces? | |
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) | Student work displayed at main entrance | 0.0 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 1.0 |
| - / | - · · · · · · · · · · · · · · · · · · · | 4.5 |
| | weight (avg) 3 Pattern Score: ARTS STUDIOS | 4.5 |
| | | |
| | vell equipped are art labs? | 0.0 |
| 1) | Prep and storage areas with counters and sinks are available | |
| 2) | Large windows provide ample natural light and views | 0.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.0 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| | weight (avg) 3 Pattern Score: | 0.0 |
| | MUSIC AND PERFORMANCE | |
| | at extent is music and performance supported? | |
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.5 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 1.0 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 0.5 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 |
| | weight (avg) 3 Pattern Score: | 9.0 |
| | LIFE SKILLS AREAS | |
| To wh | at extent is a life skills curriculum supported? | |
| 1) | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.5 |
| 3) | Students and faculty have access to areas for small groups to work together to resolve disputes | 0.5 |
| 4) | There is support for student entrepreneurship (e.g. student-run store) | 0.0 |
| 5) | Students have access to a career centre with office for staff and online and print resources | 0.0 |
| | weight (avg) 2 Pattern Score: | 2.0 |
| j | HEALTH & PHYSICAL FITNESS | |
| | at extent are health and physical fitness supported? | |
| 1) | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 1.0 |
| 2) | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 1.0 |
| 3) | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.0 |
| 4) | Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.0 |
| | Running track and/or nature trails are accessible to school site | 1.0 |
| - / | | |
| | weight (avg) 2 Pattern Score: | 6.0 |

| | BATHROOMS | |
|---|---|---|
| To wha | at extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 1.0 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 2.5 |
| s | TUDENT DINING | 2.0 |
| | at extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| 5) | | |
| | weight (avg) 4 Pattern Score: | 4.0 |
| | CAFE LEARNING SPACES | |
| How et 1) | fectively does the school facility provide for the safety and security of students and teachers, and community? Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.5 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 3) 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 4) 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| 5) | | |
| | weight (avg) 5 Pattern Score: | 15.0 |
| | DAYLIGHTING | |
| To wha | at extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 0.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 0.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.0 |
| | weight (avg) 4 Pattern Score: | 2.0 |
| | ULL SPECTRUM LIGHTING | |
| | s the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 2) 3) | Accent lighting provides contrain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting | 0.0 |
| | | |
| | Lighting controls are located near all presentation areas | 0.0 0.0 |
| 4) | AUTICIAL IIOTU UXUTES TITIIZE OCCUDANT SENSORS ADO/OF DAVIIONT SENSORS | |
| 4) 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | |
| 5) | weight (avg) 3 Pattern Score: | 0.0 |
| 5) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS | |
| 5) To what | weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? | 0.0 |
| 5) To wha 1) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS attern Score: attern do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.0 |
| 5) To what | weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? | 0.0 |
| 5) To wha 1) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS attern Score: attern do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.0 |
| 5) To wha 1) 2) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS Pattern Score: at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside Pattern Score: | 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS Pattern Score: All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape State of the school have windows to the outside | 0.0 0.0 0.0 0.5 |
| 5) To wha 1) 2) 3) 4) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS Visitas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows to objects at least 50 ft away Extern Score: | 0.0 0.0 0.0 0.5 0.5 |
| 5) To wha 1) 2) 3) 4) 5) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS Visitas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away Weight (avg) 3 | 0.0 0.0 0.0 0.5 0.5 1.0 |
| 5) To wha 1) 2) 3) 4) 5) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS Vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION | 0.0 0.0 0.0 0.5 0.5 1.0 |
| 5) To wha 1) 2) 3) 4) 5) Uhat is | weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION at the quality of the indoor-outdoor connections? External destance | 0.0 0.0 0.5 0.5 1.0 6.0 |
| 5) To wha 1) 2) 3) 4) 5) Uhat is 1) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION st he quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.0 0.0 0.5 0.5 1.0 6.0 |
| 5) To wha 1) 2) 3) 4) 5) What is 1) 2) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION S all public spaces have direct connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria S | 0.0 0.0 0.5 0.5 1.0 6.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION St he quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.0 0.0 0.5 0.5 1.0 6.0 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) 4) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors Most buildings have transition spaces such as porches and decks More than 75% of learning studios have direct access to outdoors | 0.0 0.0 0.5 0.5 1.0 6.0 0.0 0.0 0.0 0.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION St he quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.0 0.0 0.5 0.5 1.0 6.0 0.0 0.0 0.0 |

| | OUTDOOR LEARNING | |
|-------|---|------|
| | well is outdoor learning supported? | |
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |
| | weight (avg) 4 Pattern Score: | 4.0 |
| | NATURAL VENTILATION | |
| | is the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 3.0 |
| | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| To wh | nat extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| | weight (avg) 1 Pattern Score: | 0.0 |
| | LOCAL SIGNATURE | |
| Tow | hat extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 1.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.0 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| , | School itself brings character to the surrounding neighborhood | 1.0 |
| 4) | 5 5 5 F | |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 3.0 |
| | CONNECTED TO COMMUNITY | |
| | nat extent is the school connected to its surrounding community? | 10 |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.5 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.5 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.5 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| | AESTHETICS | |
| What | is the quality of aesthetics? | |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.0 |
| - / | | |
| | weight (avg) 2 Pattern Score: | 3.0 |

Assessment Score: 227.0 (out of 540) 42%

Educational Facilities Effectiveness Instrument Ludlow-Taylor Elementary School Washington, DC, United States of America



On Wednesday October 10, 2012

| | | _ | _ |
|---------|-----|-----|---|
| Assessm | ent | rep | 0 |

| | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
|--|--|---|
| How e | effectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.0 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.5 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.5 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| How e | effectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.0 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.0 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| How e | effectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.5 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.5 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| | AREAS FOR HANDS-ON EXPERIMENTATION | |
| How v | vell equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 0.0 |
| 2) | Work surfaces are located on the perimeter near services | |
| 3) | Science areas contains movable tables for a variety of projects | 0.0 |
| | | |
| ' | | 1.0 |
| 4) 5) | Collaborative think-tank'space is adjacent to messy work areas There is a connection to the outdoors for experimentation | |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 1.0 0.0 |
| 4) 5) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation | 1.0 0.0 0.0 |
| 4) 5) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: | 1.0 0.0 0.0 |
| 4) 5) To wh | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY | 1.0 0.0 0.0 |
| 4) 5) To wh 1) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY nat extent is learning visually transparent? | 1.0 0.0 0.0 3.0 |
| 4) 5) To wh 1) 2) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces | 1.0 0.0 0.0 3.0 |
| 4) 5) To wh 1) 2) 3) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces | 1.0 0.0 0.0 3.0 |
| 4) 5) To wh 1) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY at extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas | 1.0 0.0 0.0 3.0 |
| 4) 5) To wh 1) 2) 3) 4) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY TRANSPARENCY Bat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) | 1.0 0.0 3.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| 4) 5) To wh 1) 2) 3) 4) 5) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY tat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 1.0 0.0 3.0 0.0 0.0 0.0 0.0 0.0 0.0 0.5 |
| 4) 5) To wh 1) 2) 3) 4) 5) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY tat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: | 1.0 0.0 3.0 0.0 0.0 0.0 0.0 0.0 0.0 0.5 |
| 4) 5) To wh 1) 2) 3) 4) 5) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY bat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE | 1.0 0.0 3.0 0.0 0.0 0.0 0.0 0.0 0.0 0.5 |
| 4) 5) To wh 1) 2) 3) 4) 5) How v 1) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY bat extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE weight do Campfire spaces function? | 1.0 0.0 3.0 0.0 0.0 0.0 0.0 0.0 0.5 1.0 |
| 4) 5) To wh 1) 2) 3) 4) 5) How v 1) 2) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Tate extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces There is visibility between learning studios cade to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE well do Campfire spaces function? A platform or portable stage is available for lecturing | 1.0 0.0 0.0 3.0 0.0 0.0 0.0 0.0 0.0 0.5 1.0 |
| 4) 5) To wh 1) 2) 3) 4) 5) How v 1) 2) 3) | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY Tate extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces Teacher collaboration/work spaces have visual access to student learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE well do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling | 1.0 0.0 0.0 3.0 0.0 0.0 0.0 0.0 0.0 0.5 1.0 |
| 4) 5) To wh 1) 2) 3) 4) 5) How v | Collaborative 'think-tank' space is adjacent to messy work areas There is a connection to the outdoors for experimentation weight (avg) 3 Pattern Score: TRANSPARENCY att extent is learning visually transparent? Breakout spaces are supervisable from adjacent learning spaces There is visibility between learning studios and informal learning areas There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE Well do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 1.0 0.0 0.0 3.0 0.0 0.0 0.0 0.0 0.0 0.5 1.0 |

| vyhat is | VATERING HOLE SPACE | |
|---|---|---|
| | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.5 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.5 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 1.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.5 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 5.0 |
| (| CAVE SPACE | |
| What is | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.5 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 1.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |
| | weight (avg) 2 Pattern Score: | 7.0 |
| l | JNIVERSAL DESIGN | |
| | at extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.5 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 4) 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| 0) | | |
| | weight (avg) 5 Pattern Score: | 5.0 |
| F | URNITURE | |
| ls a va | riety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 1.0 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| 1 | TECHNOLOGY | |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| How w | | |
| | | 1.0 |
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 1.0 |
| 1) 2) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 1) 2) 3) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area | 1.0 0.5 |
| 1) 2) 3) 4) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school | 1.0 0.5 0.0 |
| 1) 2) 3) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 0.5 0.0 0.0 |
| 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 |
| 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 0.0 |
| 1) 2) 3) 4) 5) What is | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? | 1.0 0.5 0.0 0.0 12.5 |
| 1) 2) 3) 4) 5) What is 1) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACCUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 0.5 0.0 0.0 12.5 |
| 1) 2) 3) 4) 5) What is 1) 2) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics Pattern Score: Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 0.5 0.0 0.0 12.5 |
| 1) 2) 3) 4) 5) What is 1) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 0.5 0.0 0.0 12.5 |
| 1) 2) 3) 4) 5) What is 1) 2) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics Pattern Score: Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 0.5 0.0 0.0 12.5 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 0.5 0.0 0.0 12.5 1.0 1.0 1.0 |
| 1) 2) 3) 4) 5) Vhat is 1) 2) 3) 4) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS S the quality of acoustics in principal learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 0.5 0.0 0.0 12.5 1.0 1.0 1.0 0.5 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS Sthe quality of acoustics in principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 0.5 0.0 12.5 1.0 1.0 1.0 0.5 1.0 |
| 1) 2) 3) 4) 5) 4) 5) What is 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 12.5 1.0 1.0 1.0 0.5 1.0 |
| 1) 2) 3) 4) 5) 4) 5) What is 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Arobient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 12.5 1.0 1.0 1.0 0.5 1.0 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To wha 1) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS S the quality of acoustics in principal learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 EACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 0.5 0.0 12.5 1.0 1.0 1.0 0.5 1.0 22.5 1.0 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To wha 1) 2) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics in principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 1.0 0.5 0.0 12.5 1.0 1.0 1.0 0.5 1.0 22.5 1.0 0.5 |
| 1) 2) 3) 4) 5) 5) 4) 2) 3) 4) 5) To what 1) 2) 3) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Account of acoustics in principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as acc | 1.0 0.5 0.0 12.5 1.0 1.0 1.0 0.5 1.0 22.5 1.0 0.5 0.5 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To wha 1) 2) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics in principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 1.0 0.5 0.0 12.5 1.0 1.0 1.0 0.5 1.0 22.5 1.0 0.5 |

| How | WELCOMING ENTRY | |
|--|---|--|
| | welcoming is the entrance to the school? | |
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.0 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.5 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| | SHARED LEARNING RESOURCES | |
| To w | hat extent are learning resources distributed versus centralized? | |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 1.0 |
| 3) | Access to digital resources are distributed throughout the school | 1.0 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| | STUDENT DISPLAY SPACE | |
| How | extensive are student display spaces? | |
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) | Student work displayed at main entrance | 0.5 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 0.5 |
| | weight (avg) 3 Pattern Score: | 4.5 |
| | ARTS STUDIOS | |
| How | well equipped are art labs? | |
| 1) | Prep and storage areas with counters and sinks are available | 1.0 |
| 2) | Large windows provide ample natural light and views | 1.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.5 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.5 |
| | weight (avg) 3 Pattern Score: | 9.0 |
| | | 5.0 |
| | MUSIC AND PERFORMANCE | 9.0 |
| To w | MUSIC AND PERFORMANCE /hat extent is music and performance supported? | 3.0 |
| To w 1) | | 0.5 |
| | /hat extent is music and performance supported? | |
| 1) | /hat extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.5 |
| 1) 2) | /hat extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.5 0.5 |
| 1) 2) 3) | /hat extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice | 0.5 0.5 0.0 |
| 1) 2) 3) 4) | /hat extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating | 0.5 0.5 0.0 1.0 |
| 1) 2) 3) 4) | that extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 0.5 0.5 0.0 1.0 0.5 |
| 1) 2) 3) 4) 5) | that extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS | 0.5 0.5 0.0 1.0 0.5 |
| 1) 2) 3) 4) 5) To w | what extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS what extent is a life skills curriculum supported? | 0.5 0.5 0.0 1.0 0.5 7.5 |
| 1) 2) 3) 4) 5) To w 1) | At extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS that extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.5 0.5 0.0 1.0 0.5 7.5 |
| 1) 2) 3) 4) 5) To w 1) 2) | what extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.5 0.5 0.0 1.0 0.5 7.5 0.0 0.5 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) | with at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) approved and the portable store space for instruments (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 0.5 0.5 0.0 1.0 0.5 7.5 0.0 0.5 0.5 |
| 1) 2) 3) 4) 5) To w 1) 2) | what extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.5 0.5 0.0 1.0 0.5 7.5 0.0 0.5 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources | 0.5 0.5 0.0 1.0 0.5 7.5 0.0 0.5 0.5 0.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) | What extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS Attent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 0.5 0.5 0.0 1.0 0.5 7.5 0.0 0.5 0.5 0.0 0.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) | what extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS Nhat extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 0.5 0.5 0.0 1.0 0.5 7.5 0.0 0.5 0.5 0.0 0.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w | what extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: Description of the skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: Pattern Score: Pattern Score | 0.5 0.5 0.0 1.0 0.5 7.5 0.0 0.5 0.5 0.5 0.0 0.0 2.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w 1) | And the extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS What extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS Mat extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 0.5 0.0 1.0 0.5 7.5 0.0 0.5 0.5 0.0 0.0 0.0 0.2.0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w 1) 2) | And extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) appace suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS /hat extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS /hat extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) play spaces available | 0.5 0.5 0.0 1.0 0.5 7.5 0.0 0.5 0.5 0.0 0.0 0.0 0.0 0.0 0.0 0 |
| 1) 2) 3) 4) 5) To w 1) 2) 3) 4) 5) To w 1) 2) 3) | And the extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) apdequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS And extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS Phate extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.5 0.5 0.0 1.0 0.5 7.5 0.0 0.5 0.5 0.0 0.0 2.0 1.0 0.5 0.5 0.5 |
| 1) 2) 3) 4) 5) 70 w 1) 2) 3) 4) 5) 70 w 1) 2) | And extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) appace suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS /hat extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS /hat extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) play spaces available | 0.5 0.5 0.0 1.0 0.5 7.5 0.0 0.5 0.5 0.0 0.0 0.0 0.0 0.0 0.0 0 |

| | ATHROOMS | |
|---|---|---|
| To wha | t extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 2.0 |
| S | TUDENT DINING | |
| To what | t extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 6.0 |
| S | AFE LEARNING SPACES | |
| | fectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) 5) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| | DAYLIGHTING | |
| | t extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 1.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |
| | weight (avg) 4 Pattern Score: | 18.0 |
| | ULL SPECTRUM LIGHTING | |
| | the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| | | |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| | Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: | 0.0 |
| 5) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS | |
| 5) To what | weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? | 0.0 |
| 5) To wha 1) | weight (avg) 3 Pattern Score: XXTERIOR VISTAS ************************************ | 0.0 |
| 5) To wha 1) 2) | weight (avg) 3 Pattern Score: EXTERIOR VISTAS Pattern Score: It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 0.0 1.0 1.0 |
| 5) To wha 1) 2) 3) | weight (avg) 3 Pattern Score: XTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape Iteresting | 0.0 1.0 1.0 1.0 |
| 5) To wha 1) 2) 3) 4) | weight (avg) 3 Pattern Score: XXTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) 50% | 0.0 1.0 1.0 1.0 0.0 |
| 5) To wha 1) 2) 3) | weight (avg) 3 Pattern Score: XTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape Iteresting | 0.0 1.0 1.0 1.0 |
| 5) To wha 1) 2) 3) 4) | weight (avg) 3 Pattern Score: XXTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) 50% | 0.0 1.0 1.0 1.0 0.0 |
| 5) To wha 1) 2) 3) 4) 5) | weight (avg) 3 Pattern Score: XXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION Value of the school have windows | 0.0 1.0 1.0 0.0 1.0 |
| 5) To wha 1) 2) 3) 4) 5) | weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 1.0 1.0 0.0 1.0 |
| 5) To wha 1) 2) 3) 4) 5) Il What is 1) | weight (avg) 3 Pattern Score: XXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION Value of the school have windows | 0.0 1.0 1.0 0.0 1.0 |
| 5) To wha 1) 2) 3) 4) 5) What is 1) 2) | weight (avg) 3 Pattern Score: XXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION It equality of the indoor-outdoor connections to the outdoors All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 1.0 1.0 1.0 0.0 1.0 12.0 |
| 5) To wha 1) 2) 3) 4) 5) Il What is 1) | weight (avg) 3 Pattern Score: XXTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.0 1.0 1.0 1.0 0.0 1.0 12.0 1.0 |
| 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) 4) | weight (avg) 3 Pattern Score: XXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 VDOOR-OUTDOOR CONNECTION Pattern Score: All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 1.0 1.0 1.0 0.0 1.0 12.0 1.0 1.0 1.0 |
| 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | weight (avg) 3 Pattern Score: XTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.0 1.0 1.0 1.0 1.0 12.0 1.0 1.0 0.0 |

| | DUTDOOR LEARNING | |
|----------|--|------------|
| | ell is outdoor learning supported? | 0.5 |
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.5 |
| 2) 3) | Campus has one or more outdoor amphitheaters Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.5 |
| 3) 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 4) 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |
| 5) | weight (avg) 4 Pattern Score: | 8.0 |
| Ν | | 0.0 |
| | s the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.5 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 1.0 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 5.0 |
| S | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | at extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| | weight (avg) 1 Pattern Score: | 0.0 |
| | OCAL SIGNATURE | |
| | at extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 1.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 0.0 |
| 4) | School itself brings character to the surrounding neighborhood | 0.5 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 2.0 |
| | CONNECTED TO COMMUNITY | |
| | at extent is the school connected to its surrounding community? | 1.0 |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.5 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.5 0.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | |
| _ | weight (avg) 4 Pattern Score: | 8.0 |
| | AESTHETICS | |
| 1) | s the quality of aesthetics? First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| ' | | |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |
| | weight (avg) 2 Pattern Score; | 4.0 |

Assessment Score: 224.5 (out of 540)

42%

Educational Facilities Effectiveness Instrument Review of Murch Elementary School Washington, DC, United States of America



On Thursday October 11, 2012

| | - | |
|-----------|---|-----|
| | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
| Llaur | | |
| How 1) | effectively do the principal learning spaces support differentiation? Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| | | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.5 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.0 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| | effectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.0 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.0 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.5 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| How | effectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.5 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| -, | | 2.5 |
| | weight (avg) 5 Pattern Score: AREAS FOR HANDS-ON EXPERIMENTATION | 2.5 |
| How | | |
| | well equipped are science labs for student learning? | 0.5 |
| 1) | Prep and storage space is adjacent to work area | 0.5 |
| 2) | Work surfaces are located on the perimeter near services | 0.5 |
| 3) | Science areas contains movable tables for a variety of projects | 0.5 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.0 |
| 5) | There is a connection to the outdoors for experimentation | 0.0 |
| | weight (avg) 3 Pattern Score: | 4.5 |
| | TRANSPARENCY | |
| | hat extent is learning visually transparent? | |
| 1) | Breakout spaces are supervisable from adjacent learning spaces | 0.0 |
| 2) | Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 |
| 3) | There is visibility between learning studios and informal learning areas | 0.0 |
| 4) | There are views of learning activity from common spaces (e.g. cafes) | 0.0 |
| 5) | Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| | CAMPFIRE SPACE | |
| How | well do Campfire spaces function? | |
| 1) | A platform or portable stage is available for lecturing | 0.5 |
| 2) | Furniture can be arranged for either formal lecture or informal storytelling | 0.5 |
| 3) | Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.0 |
| | There is good sound reflectance behind speaker area | 0.0 |
| 4) | | |
| 4) 5) | Audio enhancement is available in formal presentation spaces | 0.5 |
| 4) 5) | Audio enhancement is available in formal presentation spaces weight (avg) 2 Pattern Score: | 0.5 |

| | WATERING HOLE SPACE | |
|--|--|--|
| V | /hat is the quality of Watering Hole spaces? | |
| 1 |) Students can meet socially at informal indoor gathering places | 0.0 |
| 2 |) There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3 |) Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4 |) Indoor social areas have vistas to nature or street life | 0.0 |
| 5 |) Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| | CAVE SPACE | |
| V | /hat is the quality of Cave spaces? | |
| 1 |) There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2 |) Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3 |) There are small, identifiable areas for small group tutoring or study | 1.0 |
| 4 |) Cave spaces have natural light and vistas | 0.0 |
| 5 | | 0.5 |
| | weight (avg) 2 Pattern Score: | 5.0 |
| | UNIVERSAL DESIGN | |
| | o what extent does the school provide for students of all abilities? | |
| 1 | | 1.0 |
| 2 |) Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.0 |
| 3 |) Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4 | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5 |) Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| | FURNITURE | |
| | a variety of furnishings offered throughout school? | |
| 1 | | 0.0 |
| 2 | | 0.0 |
| 3 | | 0.5 |
| 4 | | 0.0 |
| | | 0.0 |
| 5 | | |
| | weight (avg) 5 Pattern Score: | 2.5 |
| , | TECHNOLOGY | |
| | ow well is technology integrated with the curriculum and principal learning spaces? | |
| 1 | | 0.5 |
| 2 | | 1.0 |
| 3 |) There is at least (1) large scale digital display in every learning area | 0.0 |
| 4 |) Spaces for collaboration with mobile technology are provided throughout the school | 0.5 |
| 5 |) Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| | ACOUSTICS | |
| | /hat is the quality of acoustics in principal learning areas? | |
| V | | |
| V 1 |) Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| | | 1.0 1.0 |
| 1 |) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | |
| 1 2 |) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually)) Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 1 2 3 |) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 0.5 |
| 1 2 3 4 |) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 0.5 0.5 |
| 1 2 3 4 | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 0.5 0.5 1.0 |
| 1 2 3 4 5 | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 0.5 0.5 1.0 |
| 1 2 3 4 5 | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE o what extent does school create a professional environment for teachers? | 1.0 0.5 0.5 1.0 |
| 1 2 3 4 5 7 | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE ow what extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 0.5 0.5 1.0 20.0 |
| 1 2 3 4 5 7 1 2 | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE o what extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 1.0 0.5 0.5 1.0 20.0 0.0 0.0 |
| 1 2 3 4 5 7 7 1 2 3 | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE o what extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 1.0 0.5 0.5 1.0 20.0 |
| 1 2 3 4 5 7 1 2 | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE o what extent does school create a professional environment for teachers? Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teachers have individual workstations with lockable storage, phone, and internet access | 1.0 0.5 0.5 1.0 20.0 0.0 0.0 |

| Cal WELCOMING ENTRY How welcoming is the entrance from parking and pedestrian paths 0.0 Chear visual cues to main entrance from parking and pedestrian paths 0.0 2 Recorption are for visitors is clearly visible from main entrance 0.0 3 Visitor have a place to at whith access to bevrages and reading materials 0.0 4 Administration acts as "reyes on the stret" and a welcoming presence at the main entry 0.0 5 School name, identity / logo / mascot, and school new visible at entry 1.0 velight (avg) 5 Pattern Score: 5.0 2 StARED LEARNING RESOURCES 5 7 10 A central litizary/media center saves as space for conducting research and a visible symbol for learning 0.5 3 Access to digital resources are distributed versus entraitized? 1 1 A central litizary/media center saves as space for conducting research and a visible symbol for learning 0.5 3 Access to digital resources are distributed trongout the school 0.0 0.0 3 Access to digital resources are distributed trongout eschool 0.0 0.0 4 There is a school work is display of an tentrance |
|--|
| 1 Clear visual cues to main entrance from parking and pedestrian parks 0.0 2 Recorption area for visitons is clearly visible from main entrance 0.0 3 Visitor have a place to st with access to beverages and reading materiais 0.0 4 Administration acts a "eyes on the stere" and a velocing presence at the main entry 0.0 5 School name, identity / logo / masoci, and school news visible at entry 1.0 weight (avg) 5 Pattern Score: 5 7 Nothed content are learning resources a distributed versus centralized? 5 1 A control librorymedia center serves as space for conducting resources and school news visible at entry 0.0 2 Librarymedia center serves as space for conducting resources and school news of school news 0.0 2 Librarymedia center serves as space for conducting resources and school news of school news 0.0 3 A control librorymedia center serves as space for conducting group webcam, teleconferencing and audio connections 0.0 4 There are a mix of individual and group quiel study rooms for before, during, and affer school work 0.0 5 Student work displayed at no internes and sinks are available 0.0 6 Student work displayed at no interance 0.0 |
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| 9) Visitor have a piace to at with access to beverages and reading materials 0.0 9) Administration acts a reyes on the steref" and a welcoming presence at the main entry 1.0 9) School name, identity / logo / mascot, and school news visible at entry 1.0 9) School name, identity / logo / mascot, and school news visible at entry 1.0 0 Welch RESOURCES Fattern Score: 5.0 1) A central library/media center serves as space for conducting research and a visible setting 0.0 3) Access to digital resources are distributed throughout the school 0.0 4) There is decinated space to construction, furnished with soft setting 0.0 5) There is a disclass space to remove indicating including group webcam, teleconferencing, and auto connections 0.0 6) StuDent DiSPLAY SPACE Pattern Score: 4.0 7) Physical student work is displayed in changeable display systems in circulation spaces of the school 0.0 2) Student work is displayed and refreshed throughout school 0.0 3) Special displays et as able of work is no progres 0.0 4) Digital Student work displayed and refreshed throughout school 0.0 5) |
| 5) School name, identity / logo / mascot, and school news visible at entry 1.0 wight (xwg) 5 Pattern Score: 5.0 5) SHARED LEARNING RESOURCES 5.1 1) A central library/media center serves as space for conducting research and a visible symbol for learning 0.5 2) Library/media center has angle areas for casal reading, furnished with soft seating 0.0 3) Access to digital resources are distributed throughout the school 0.5 4) There is disdicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections 0.0 5) There is set disdicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections 0.0 6 STUDENT DISPLAY SPACE |
| weight (avg) 5 Pattern Score: 5.0 SHARED LEARNING RESOURCES To what extent are learning mesources distributed versus centralized? 1 A central library/media center saves as space for conducting research and a visible symbol for learning 0.5 2) Library/media center has ample areas for casual reading, furnished with soft seating 0.0 3) A coarse to digital resources are distributed frugging to use tasking the school work. 0.5 4) There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections 0.0 5) There are a mix of individual and group quiet study froms for before, during, and after school work 0.0 6 STUDENT DISPLAY SPACE ************************************ |
| b SHARED LEARNING RESOURCES To what extent are learning resources distributed versus centralized? 0 1) A central library/inedia center serves as space for conducting research and a visible symbol for learning 0.5 2) Library/inedia center serves as space for conducting greaserch and a visible symbol for learning 0.5 3) A cacess to digital resources are distributed throughout the school 0.5 4) There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections 0.0 5) There are a mix of individual and group quiet study rooms for before, during, and after school work. 0.0 6 STUDENT DISPLAY SPACE 4.0 7) Physical student work is glapayed in changeable display systems in circulation spaces of the school 0.0 2) Student work displayed and refreshed throughout school 0.0 3) Special displays set saide for work in progress 0.0 4) Digital Student work in display end at first are available 0.5 6) Art is STUDIOS 4.5 How well equipped are art labs? 0.0 0.0 1) Prote and storage areas with counters and sinks |
| To what extent are learning resources distributed versus centralized? 1) A central library/media center has angle areas for casual reading, furnished with soft seating 0.5 2) Library/media center has angle areas for casual reading, furnished with soft seating 0.0 3) Access to digital resources are distributed throughout the school 0.5 4) There is deficiated space to connect to distance learning, including group webcam, teleconferencing, and audio connections 0.0 5) There is a deficiated space to connect to distance learning, including group webcam, teleconferencing, and audio connections 0.0 5) There are a mix of individual and group quiet study rooms for before, during, and after school work. 0.0 STUDENT DISPLAY SPACE How extensive are sludent display spaces? 1) Physical student work is displayed in changeable display systems in circulation spaces of the school 0.0 2) Student work is displayed and refreshed throughout school 0.0 3) Special displays set aside for work in progress 0.0 4) Digital Student work is and and refreshed throughout school 0.0 5) Assigned displays for student work in correst and sinks are available 0.5 6) Large windows provide ample natural light and views |
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| 4) There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections 0.0 5) There are a mix of individual and group quiet study rooms for before, during, and after school work 0.0 Weight (arg) 4 Pattern Score: 4.0 How extensive are student display spaces? 1) Physical student work is displayed in changeable display systems in circulation spaces of the school 0.0 2) Student work displayed and refreshed throughout school 0.0 3) Special displays for student work in curricular areas 0.5 Weight (arg) 3 Pattern Score: 4.5 Mow well equipped are art labs? 1) Prep and storage areas with counters and sinks are available 0.5 2) Large windows provide ample natural light and views 0.0 3) There are connections to outdoors for messy projects 0.0 4) There is space for a warlety of ant activities (drawing, sculpture, ceramics, etc) 0.0 Mow and performance supported? 10 There are nonnections to outdoors for press projects 0.0 0.0 <td< td=""></td<> |
| 5) There are a mix of individual and group quiet study rooms for before, during, and after school work 0.0 weight (avg) 4 Pattern Score: 4.0 STUDENT DISPLAY SPACE How extensive are student display spaces? 0.0 2) Student work is displayed at main entrance 0.0 3) Special displays set satisfe for work in progress 0.0 4) Digital Student work isoplayed and refreshed throughout school 0.0 5) Assigned displays for student work in curricular areas 0.5 weight (avg) 3 Pattern Score: 4.5 More well equipped are art labs? weight (avg) 3 Pattern Score: 4.5 More well equipped are art labs? 0.0 1) Prep and storage areas with counters and sinks are available 0.5 2. Large windows provide ample natural light and views 0.0 10 Prep and storage areas with counters and sinks are available 0.5 Store: 1.5 More well equipped are art labs? 0.0 10 Prea and storage cora a with counters and si |
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| 2) Student work displayed at main entrance 1.0 3) Special displays set aside for work in progress 0.0 4) Digital Student work displayed and refreshed throughout school 0.0 5) Assigned displays for student work in curricular areas 0.5 weight (avg) 3 Pattern Score: 4.5 ARTS STUDIOS How well equipped are art labs? 1) Prep and Storage areas with counters and sinks are available 0.5 2) Large windows provide ample natural light and views 0.0 3) There are connections to outdoors for messy projects 0.0 4) There is space for a varieties (drawing, sculpture, ceramics, etc) 0.0 5) There is space for a varieties (drawing, sculpture, ceramics, etc) 0.0 weight (avg) 3 Pattern Score: 1.5 MUSIC AND PERFORMANCE To what extent is music and performance supported? 0.0 1) There is an outdoor area or areas suitable for performances (outdoor piazza, amphitheatre, etc) 0.0 2) (PRIMARY ONLY) space suitable for vocal group practice 0.0 3) (PRIMARY ONLY) adequate space with portable stage and |
| 3) Special displays set aside for work in progress 0.0 4) Digital Student work in curricular areas 0.0 5) Assigned displays for student work in curricular areas 0.5 weight (avg) 3 Pattern Score: 4.5 Program Strange areas with counters and sinks are available 0.5 ARTS STUDIOS How well equipped are art labs? 1) Prep and storage areas with counters and sinks are available 0.5 2. Large windows provide ample natural light and views 0.0 3) There is space for a variety of art activities (drawing, sculpture, ceramics, etc) 0.0 5) There is space for a variety of art activities (drawing, sculpture, ceramics, etc) 0.0 6) There is a nubdor are or areas suitable for performance (supported?) 0.0 weight (avg) 3 Pattern Score: 1.5 MUSIC AND PERFORMANCE 0.0 (PRIMARY ONLY) instrumental music room with storage space for instruments 0.0 3) (PRIMARY ONLY) space suitable for vocal group practice 0.0 4) (PRIMARY ONLY) space suitable for vocal group practice 0.0 10 Reith (avg) |
| 4) Digital Student work displayed and refreshed throughout school 0.0 5) Assigned displays for student work in curricular areas 0.5 weight (avg) 3 Pattern Score: 4.5 Construction of the student work in curricular areas 0.5 ARTS STUDIOS How well equipped are art labs? 1) Prep and storage areas with counters and sinks are available 0.5 2) Large windows provide ample natural light and views 0.0 3) There are connections to outdoors for messy projects 0.0 4) There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) 0.0 Weight (avg) 3 Pattern Score: 1.5 Constructions to undoors for messy projects 0.0 To what extent is music and performance supported? 0.0 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 0.0 2) (PRIMARY ONLY) jace suitable for vocal group practice 0.0 3) (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 4) (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 |
| 5) Assigned displays for student work in curricular areas 0.5 weight (avg) 3 Pattern Score: 4.5 ARTS STUDIOS How well equilpped are art labs? 1) Prep and storage areas with counters and sinks are available 0.5 2) Large windows provide ample natural light and views 0.0 3) There are connections to outdoors for messy projects 0.0 4) There is space for a variety of art activities (drawing, sculpture, ceramics, etc) 0.0 5) There is specially art equipment, such as a darkroom (0.5) and a kiln (0.5) 0.0 6) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 0.0 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 0.0 3) (PRIMARY ONLY) apace suitable for vocal group practice 0.0 4) (PRIMARY ONLY) apace suitable for vocal group practice 0.0 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger 1.0 Weight (avg) 3 Pattern Score: 3.0 Community able to use school facilities for larger performances AND/OR students use commu |
| weight (avg) 3 Pattern Score: 4.5 ARTS STUDIOS How well equipped are art labs? 0.5 1 Prep and storage areas with counters and sinks are available 0.5 2 Large windows provide ample natural light and views 0.0 3) There are connections to outdoors for messy projects 0.0 4) There is space for a variety of art activities (drawing, sculpture, ceramics, etc.) 0.0 5) There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) 0.0 6) weight (avg) 3 Pattern Score: 0.0 7) There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) 0.0 0.0 6) There is a specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) 0.0 0.0 7) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc.) 0.0 0.0 1) There is an outdoor area or areas suitable for performance for instruments 0.0 0.0 2) (PRIMARY ONLY) issue suitable for vocal group practice 0.0 0.0 3) (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 0.0 4) (PRI |
| ARTS STUDIOS How well equipped are art labs? 1) Prep and storage areas with counters and sinks are available 0.5 2) Large windows provide ample natural light and views 0.0 3) There are connections to outdoors for messy projects 0.0 4) There is space for a variety of art activities (drawing, sculpture, ceramics, etc.) 0.0 5) There is space for a variety of art activities (drawing, sculpture, ceramics, etc.) 0.0 5) There is space for a variety of art activities (drawing, sculpture, ceramics, etc.) 0.0 6) There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) 0.0 weight (avg) 3 Pattern Score: 1.5 MUSIC AND PERFORMANCE To what extent is an outdoor area or areas uitable for performance (outdoor piazza, amphitheatre, etc.) 0.0 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 0.0 3) (PRIMARY ONLY) space suitable for vocal group practice 0.0 4) (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 5) Community able to use school facilitites for larger performances AND/OR students use community |
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| 3) There are connections to outdoors for messy projects 0.0 4) There is space for a variety of art activities (drawing, sculpture, ceramics, etc) 0.0 5) There is specialty art equipment, such as a darkroom (0.5) and a kin (0.5) 0.0 weight (avg) 3 Pattern Score: 1.5 MUSIC AND PERFORMANCE 0.0 To what extent is music and performance supported? 0.0 1) There is an outdoor area or areas suitable for proced group practice 0.0 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 0.0 3) (PRIMARY ONLY) space suitable for vocal group practice 0.0 4) (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger 1.0 Weight (avg) 3 Pattern Score: 3.0 UIEE SKILLS AREAS To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 0.0 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e |
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| 4) There is support for student entrepreneurship (e.g. student-run store) 0.0 |
| |
| |
| |
| weight (avg) 2 Pattern Score: 2.0 |
| HEALTH & PHYSICAL FITNESS |
| To what extent are health and physical fitness supported? |
| 1) Facilities available for organized sports (basketball, soccer, football, cricket, etc) 1.0 |
| 2) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available 1.0 |
| 3) Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site 0.0 |
| 4) Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) 0.0 |
| 5) Running track and/or nature trails are accessible to school site 0.5 |
| weight (avg) 2 Pattern Score: 5.0 |

| | BATHROOMS | |
|--|--|---|
| To wh | at extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 2.0 |
| | STUDENT DINING | |
| | at extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.0 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| 0) | | |
| | weight (avg) 4 Pattern Score: | 2.0 |
| | SAFE LEARNING SPACES | |
| How e | Affectively does the school facility provide for the safety and security of students and teachers, and community? Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.5 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 1.0 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 4) 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| 5) | | |
| | weight (avg) 5 Pattern Score: | 17.5 |
| | DAYLIGHTING | |
| | at extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 1.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |
| | weight (avg) 4 Pattern Score: | 18.0 |
| | FULL SPECTRUM LIGHTING | |
| What | is the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.5 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| 5) | | |
| | weight (avg) 3 Pattern Score: | 1.5 |
| | EXTERIOR VISTAS | |
| | at extent do interior spaces have views and vistas? | |
| | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 1) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 2) | | 1.0 |
| | 50% or more of windows offer views and vistas to greenspace or cityscape | |
| 2) | 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.5 |
| 2) 3) | | |
| 2) 3) 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.5 |
| 2) 3) 4) 5) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away | 0.5 1.0 |
| 2) 3) 4) 5) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION | 0.5 1.0 |
| 2) 3) 4) 5) What | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? | 0.5 1.0 13.5 |
| 2) 3) 4) 5) What 1) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.5 1.0 13.5 0.0 |
| 2) 3) 4) 5) What 1) 2) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.5 1.0 13.5 0.0 0.0 |
| 2) 3) 4) 5) What 1) 2) 3) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.5 1.0 13.5 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) What 1) 2) 3) 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors Most buildings have transition spaces such as porches and decks | 0.5 1.0 13.5 0.0 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) What 1) 2) 3) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.5 1.0 13.5 0.0 0.0 0.0 0.0 |

| | OUTDOOR LEARNING | |
|----------------------|---|------|
| | well is outdoor learning supported? | |
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.5 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |
| | weight (avg) 4 Pattern Score: | 6.0 |
| | NATURAL VENTILATION | |
| What | t is the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 0.5 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.0 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| 0) | weight (avg) 2 Pattern Score: | 1.0 |
| | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | 1.0 |
| To w | hat extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| , | 5 | 1.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.5 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.5 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| | weight (avg) 1 Pattern Score: | 2.0 |
| | LOCAL SIGNATURE | |
| To w | hat extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 0.5 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 1.0 |
| 3) | Cocal materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| | о о о | |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 3.5 |
| | CONNECTED TO COMMUNITY | |
| | hat extent is the school connected to its surrounding community? | |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.5 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.5 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.0 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| | AESTHETICS | |
| \//bot | t is the quality of aesthetics? | |
| | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.0 |
| 1) | • | 0.5 |
| 1) 2) | Cohool makes use of a variety of fleer, well, and colling colors and taytures (0.5); color cohome is not highly activated and | |
| 1) 2) 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | |
| 1) 2) 3) 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 1) 2) 3) | | |

Assessment Score: 171.0 (out of 540) 32%

Educational Facilities Effectiveness Instrument Review of Orr Elementary School Washington, DC, United States of America



On Thursday October 11, 2012

| Assessment repo | ort |
|-----------------|-----|
|-----------------|-----|

| | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
|-------------------------------|---|-------------------|
| How e | effectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.0 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.0 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.0 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.5 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| How e | effectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.5 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.5 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| | effectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.5 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.5 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.5 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.5 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.5 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| | AREAS FOR HANDS-ON EXPERIMENTATION | |
| How v | vell equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 0.0 |
| 2) | Work surfaces are located on the perimeter near services | 0.0 |
| 3) | Science areas contains movable tables for a variety of projects | 0.0 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.0 |
| 5) | There is a connection to the outdoors for experimentation | 0.0 |
| | weight (avg) 3 Pattern Score: | 0.0 |
| | TRANSPARENCY | |
| | at extent is learning visually transparent? | |
| 1) | Breakout spaces are supervisable from adjacent learning spaces | 0.5 |
| 2) | Teacher collaboration/work spaces have visual access to student learning spaces | 0.5 |
| 3) | There is visibility between learning studios and informal learning areas | 0.0 |
| 4) | There are views of learning activity from common spaces (e.g. cafes) | 0.0 |
| 5) | Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 1.0 |
| | weight (avg) 2 Pattern Score: | 4.0 |
| | CAMPFIRE SPACE | |
| | vell do Campfire spaces function? | |
| How v | | |
| How v 1) | A platform or portable stage is available for lecturing | 0.0 |
| How v 1) 2) | Furniture can be arranged for either formal lecture or informal storytelling | 0.5 |
| How v 1) 2) 3) | Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.5 0.0 |
| How v 1) 2) 3) 4) | Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) There is good sound reflectance behind speaker area | 0.5 0.0 0.5 |
| How v 1) 2) 3) | Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.5 0.0 |

| What is | NATERING HOLE SPACE | |
|---|--|---|
| | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.5 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.5 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 2.0 |
| (| CAVE SPACE | |
| What is | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 0.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| ι | JNIVERSAL DESIGN | |
| | at extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.5 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.0 |
| -, | weight (avg) 5 Pattern Score: | 2.5 |
| | | 2.5 |
| | | |
| | riety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.5 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| 1 | rechnology | |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| How w | | |
| | | 0.0 |
| 1) | Students can access mobile internet-connected computers throughout the day | |
| 1) 2) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 1) 2) 3) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area | 1.0 0.5 |
| 1) 2) 3) 4) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school | 1.0 0.5 0.0 |
| 1) 2) 3) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 0.5 0.0 0.0 |
| 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 |
| 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 0.0 |
| 1) 2) 3) 4) 5) What is | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? | 1.0 0.5 0.0 0.0 7.5 |
| 1) 2) 3) 4) 5) What is 1) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 0.5 0.0 0.0 7.5 |
| 1) 2) 3) 4) 5) What is 1) 2) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics Pattern Score: Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 0.5 0.0 0.0 7.5 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 0.5 0.0 0.0 7.5 0.0 0.5 0.0 |
| 1) 2) 3) 4) 5) ¥ What is 1) 2) 3) 4) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics in principal learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 0.5 0.0 0.0 7.5 0.0 0.5 0.0 0.5 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 0.5 0.0 0.0 7.5 0.0 0.5 0.0 |
| 1) 2) 3) 4) 5) Vhat is 1) 2) 3) 4) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics in principal learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 0.5 0.0 0.0 7.5 0.0 0.5 0.0 0.5 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS s the quality of acoustics in principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 0.5 0.0 7.5 0.0 0.5 0.0 0.5 1.0 |
| 1) 2) 3) 4) 5) 4) 5) What is 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas; including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 7.5 0.0 0.5 0.0 0.5 1.0 |
| 1) 2) 3) 4) 5) 4) 5) What is 1) 2) 3) 4) 5) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 7.5 0.0 0.5 0.0 0.5 1.0 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To wha | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? | 1.0 0.5 0.0 0.0 7.5 0.0 0.5 0.0 0.5 1.0 10.0 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To wha 1) 2) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics npincipal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Pattern Score: | 1.0 0.5 0.0 0.0 7.5 0.0 0.5 0.0 0.5 1.0 10.0 |
| 1) 2) 3) 4) 5) 5) 4) 2) 3) 4) 5) To what 1) 2) 3) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS St the quality of acoustics in principal learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 1.0 0.5 0.0 0.0 7.5 0.0 0.5 0.0 0.5 1.0 10.0 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To wha 1) 2) | Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Accoustics Pattern Score: Accoustics in principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 1.0 0.5 0.0 0.0 7.5 0.0 0.5 1.0 10.0 0.5 0.5 0.0 0.5 0.0 0.5 0.0 |

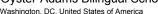
| 11011 1 | velcoming is the entrance to the school? | |
|---|---|--|
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.0 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.0 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.5 |
| 0) | | |
|) | weight (avg) 5 Pattern Score: SHARED LEARNING RESOURCES | 2.5 |
| | | |
| | at extent are learning resources distributed versus centralized? | 1.0 |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 0.0 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.5 |
| 3) | Access to digital resources are distributed throughout the school | 0.0 |
| 4) 5) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.5 |
| , | weight (avg) 4 Pattern Score: | 8.0 |
| | | 0.0 |
| | STUDENT DISPLAY SPACE | |
| How e | extensive are student display spaces? Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.0 |
| 2) | Student work displayed at main entrance | 0.0 |
| 2) 3) | Student work displayed at main entrance Special displays set aside for work in progress | 0.5 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 4) 5) | Assigned displays for student work in curricular areas | 1.0 |
| 5) | | |
| | weight (avg) 3 Pattern Score: | 4.5 |
| | ARTS STUDIOS | |
| | vell equipped are art labs? | 0.5 |
| 1) | Prep and storage areas with counters and sinks are available | 0.5 |
| 2) | Large windows provide ample natural light and views | 0.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.0 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| | weight (avg) 3 Pattern Score: | |
| | | 1.5 |
| | MUSIC AND PERFORMANCE | 1.5 |
| To wh | MUSIC AND PERFORMANCE at extent is music and performance supported? | - |
| To wh 1) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| To wh 1) 2) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 0.5 |
| To wh 1) 2) 3) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice | 0.0 0.5 0.5 |
| To wh 1) 2) 3) 4) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating | 0.0 0.5 0.5 0.0 |
| To wh 1) 2) 3) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice | 0.0 0.5 0.5 0.0 0.5 |
| To wh 1) 2) 3) 4) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating | 0.0 0.5 0.5 0.0 |
| To wh 1) 2) 3) 4) 5) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 0.0 0.5 0.5 0.0 0.5 |
| To wh 1) 2) 3) 4) 5) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: | 0.0 0.5 0.5 0.0 0.5 4.5 |
| To wh 1) 2) 3) 4) 5) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS | 0.0 0.5 0.5 0.0 0.5 |
| To wh 1) 2) 3) 4) 5) To wh | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? | 0.0 0.5 0.5 0.0 0.5 4.5 |
| To wh 1) 2) 3) 4) 5) To wh 1) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 0.5 0.5 0.0 0.5 4.5 |
| To wh 1) 2) 3) 4) 5) To wh 1) 2) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.0 0.5 0.5 0.0 0.5 4.5 |
| To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 0.0 0.5 0.5 0.0 0.5 4.5 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) | 0.0 0.5 0.5 0.0 0.5 4.5 0.0 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: UFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources | 0.0 0.5 0.5 0.5 4.5 0.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: UFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 0.0 0.5 0.5 0.5 4.5 0.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 0.0 0.5 0.5 0.0 0.5 4.5 |
| To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS at extent are health and physical fitness supported? | 0.0 0.5 0.5 0.0 0.5 4.5 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 |
| To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh 1) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 0.0 0.5 0.5 0.0 0.5 4.5 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0 |
| To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: LIFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS at extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 0.0 0.5 0.5 0.5 4.5 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0 |
| To wh 1) 2) 3) 4) 5) To wh 1) 2) 3) 4) 5) To wh 1) 2) 2 | MUSIC AND PERFORMANCE at extent is music and performance supported? There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) adequate space with portable stage and some seating Community able to use school facilities for larger performances AND/OR students use community facilities for larger weight (avg) 3 Pattern Score: ILFE SKILLS AREAS at extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: MELELTH & PHYSICAL FITNESS at extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Secure bike storage facilities available for students and teac | 0.0 0.5 0.5 0.5 4.5 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0 |

| I o what | BATHROOMS | |
|--|--|--|
| | at extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | 0.0 |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.0 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.0 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 1.0 |
| | STUDENT DINING | |
| | at extent is causal eating supported? | 4.0 |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) 5) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 0.0 |
| - / | weight (avg) 4 Pattern Score: | 6.0 |
| | SAFE LEARNING SPACES | 0.0 |
| | ffectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.0 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.0 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| | DAYLIGHTING | |
| To what | at extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 0.5 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.5 |
| | weight (avg) 4 Pattern Score: | 10.0 |
| | FULL SPECTRUM LIGHTING | |
| | s the quality of artificial lighting? | |
| What i | o allo quality of artificial lighting. | |
| What i 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| | | 0.0 0.0 |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | |
| 1) 2) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 1) 2) 3) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting | 0.0 0.0 |
| 1) 2) 3) 4) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas | 0.0 0.0 0.0 |
| 1) 2) 3) 4) 5) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 0.0 0.0 0.0 |
| 1) 2) 3) 4) 5) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 | 0.0 0.0 0.0 0.0 |
| 1) 2) 3) 4) 5) To what | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 |
| 1) 2) 3) 4) 5) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? | 0.0 0.0 0.0 0.0 0.0 |
| 1) 2) 3) 4) 5) To what 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.0 0.0 0.0 0.0 0.0 1.0 |
| 1) 2) 3) 4) 5) To what 1) 2) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 0.0 0.0 0.0 0.0 0.0 1.0 0.5 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 0.0 0.0 0.0 0.0 1.0 0.5 0.0 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 0.0 0.0 0.0 1.0 0.5 0.0 0.0 |
| 1) 2) 3) 4) 5) To wh: 1) 2) 3) 4) 5) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away | 0.0 0.0 0.0 0.0 1.0 0.5 0.0 0.0 1.0 |
| 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 1.0 0.5 0.0 0.0 1.0 |
| 1) 2) 3) 4) 5) To whi 1) 2) 3) 4) 5) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 1.0 0.5 0.0 0.0 1.0 |
| 1) 2) 3) 4) 5) To whi 1) 2) 3) 4) 5) What i | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? | 0.0 0.0 0.0 0.0 0.0 1.0 0.5 0.0 0.0 1.0 7.5 |
| 1) 2) 3) 4) 5) To wh: 1) 2) 3) 4) 5) What i 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.0 0.0 0.0 0.0 0.0 1.0 0.5 0.0 0.0 1.0 7.5 0.0 |
| 1) 2) 3) 4) 5) To wh: 1) 2) 3) 4) 5) What i 1) 2) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 0.0 0.0 0.0 0.0 1.0 0.5 0.0 0.0 1.0 7.5 0.0 0.0 0.0 0.0 |
| 1) 2) 3) 4) 5) To whi 1) 2) 3) 4) 5) What i 1) 2) 3) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS at extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% or finstructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: RUDOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.0 0.0 0.0 0.0 0.0 1.0 0.0 0.0 1.0 7.5 0.0 0.0 0.0 0.0 0.0 0.0 |

| How w | vell is outdoor learning supported? | |
|-------|---|-----|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.5 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 0.5 |
| | weight (avg) 4 Pattern Score: | 4.0 |
| | NATURAL VENTILATION | |
| | s the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 0.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.0 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | at extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| | weight (avg) 1 Pattern Score: | 0.0 |
| | LOCAL SIGNATURE | |
| | at extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 0.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 0.0 |
| 4) | School itself brings character to the surrounding neighborhood | 0.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 0.5 |
| | CONNECTED TO COMMUNITY | |
| | at extent is the school connected to its surrounding community? | 0.5 |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 0.5 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.5 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.0 |
| | weight (avg) 4 Pattern Score: | 4.0 |
| | AESTHETICS | |
| | s the quality of aesthetics? | 0.0 |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.0 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.5 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.0 |
| | weight (avg) 2 Pattern Score: | 2.0 |

Assessment Score: 124.5 (out of 540) 23%

Educational Facilities Effectiveness Instrument Review of Oyster-Adams Bilingual School Washington, DC, United States of America



On Monday October 1, 2012



| PRINCIPAL LEARNING AREAS DIFFERENTIATION | | |
|---|------------|--|
| | | |
| How effectively do the principal learning spaces support differentiation? Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.5 | |
| Enclosed learning spaces are flexible and have at least one break-out area within the room | 1.0 | |
| Principal learning spaces allow students to independently access electronic and printed resources | 0.5 | |
| Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.0 | |
| Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 | |
| | | |
| weight (avg) 5 Pattern Score: | 10.0 | |
| PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | | |
| How effectively do the principal learning areas support Project-Based Learning? | | |
| Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 | |
| 2) Students have space to work independently on large-scale projects | 0.0 | |
| Students have space to collaborate both on brainstorming and project execution | 0.5 | |
| Storage for works in progress, including large project storage, is accessible to students | 0.0 | |
| 5) Space is available for multiple classes to gather as a single community | 0.5 | |
| weight (avg) 5 Pattern Score: | 7.5 | |
| PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | | |
| How effectively do the principal learning areas support the organization of the school into Learning Communities? | | |
| The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 | |
| Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 | |
| Students and teachers have access to shared common space in addition to Learning Studios | 0.0 | |
| 4) The Learning Community is spatially distinct and recognizable within the school | 1.0 | |
| 5) Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 | |
| weight (avg) 5 Pattern Score: | 5.0 | |
| AREAS FOR HANDS-ON EXPERIMENTATION | | |
| How well equipped are science labs for student learning? | | |
| 1) Prep and storage space is adjacent to work area | 0.5 | |
| Work surfaces are located on the perimeter near services | 0.5 | |
| Science areas contains movable tables for a variety of projects | 1.0 | |
| Collaborative 'think-tank' space is adjacent to messy work areas | 1.0 | |
| 5) There is a connection to the outdoors for experimentation | 0.0 | |
| weight (avg) 3 Pattern Score: | 9.0 | |
| TRANSPARENCY | | |
| To what extent is learning visually transparent? | | |
| 1) Breakout spaces are supervisable from adjacent learning spaces | 0.0 | |
| Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 | |
| 3) There is visibility between learning studios and informal learning areas | 0.0 | |
| A) There are views of learning activity from common spaces (e.g. cafes) | 0.0 | |
| 5) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.0 | |
| weight (avg) 2 Pattern Score: | 0.0 | |
| | | |
| | 0.0 | |
| CAMPFIRE SPACE How well do Campfire spaces function? | 0.0 | |
| CAMPFIRE SPACE How well do Campfire spaces function? | 0.5 | |
| CAMPFIRE SPACE How well do Campfire spaces function? 1) A platform or portable stage is available for lecturing | 0.5 | |
| CAMPFIRE SPACE How well do Campfire spaces function? 1) A platform or portable stage is available for lecturing 2) Furniture can be arranged for either formal lecture or informal storytelling | 0.5 0.5 | |
| CAMPFIRE SPACE How well do Campfire spaces function? 1) A platform or portable stage is available for lecturing | 0.5 | |

weight (avg) 2

Educational Facilities Effectiveness Instrument (EFEI) © 2012 Fielding Nair International, LLC

Pattern Score:

7.0

| What is | VATERING HOLE SPACE | |
|---|---|---|
| | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.5 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 3.0 |
| C | CAVE SPACE | |
| | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.5 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 0.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |
| | weight (avg) 2 Pattern Score: | 5.0 |
| | INIVERSAL DESIGN | |
| | t extent does the school provide for students of all abilities? | 1.0 |
| 1) | School provides equal access to all learning areas for students of different abilities | 1.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.5 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| F | URNITURE | |
| ls a vai | iety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 1.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (aug) 5 Dettern Seerer | |
| | weight (avg) 5 Pattern Score: | 7.5 |
| Т | ECHNOLOGY | 7.5 |
| | | 7.5 |
| | ECHNOLOGY | 0.0 |
| How we | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? | |
| How we | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day | 0.0 |
| How we 1) 2) | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 0.0 1.0 |
| How we 1) 2) 3) | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area | 0.0 1.0 0.5 |
| How we 1) 2) 3) 4) | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school | 0.0 1.0 0.5 0.0 |
| How we 1) 2) 3) 4) 5) | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 1.0 0.5 0.0 0.5 |
| How we 1) 2) 3) 4) 5) | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: | 0.0 1.0 0.5 0.0 0.5 |
| How we 1) 2) 3) 4) 5) | ECHNOLOGY Ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS | 0.0 1.0 0.5 0.0 0.5 |
| How we 1) 2) 3) 4) 5) What is | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS at the quality of acoustics in principal learning areas? | 0.0 1.0 0.5 0.0 0.5 10.0 |
| How we 1) 2) 3) 4) 5) What is 1) | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 0.0 1.0 0.5 0.0 0.5 10.0 1.0 |
| How we 1) 2) 3) 4) 5) // What is 1) 2) 3) | ECHNOLOGY EII is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 0.0 1.0 0.5 0.0 0.5 10.0 1.0 0.5 |
| How we 1) 2) 3) 4) 5) // What is 1) 2) | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS Students consticts in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 0.0 1.0 0.5 0.0 0.5 10.0 1.0 0.5 0.5 0.5 |
| How we 1) 2) 3) 4) 5) // What is 1) 2) 3) 4) | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS Sthe quality of acoustics in principal learning areas; including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.0 1.0 0.5 0.0 0.5 10.0 1.0 0.5 0.5 0.5 0.5 |
| How we 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) | ECHNOLOGY Ill is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 0.0 1.0 0.5 0.0 0.5 10.0 1.0 0.5 0.5 0.5 0.5 0.5 |
| How we 1) 2) 3) 4) 5) | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS Students cin principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 0.0 1.0 0.5 0.0 0.5 10.0 1.0 0.5 0.5 0.5 0.5 0.5 |
| How ww 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To wha | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS Students consistics in principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE | 0.0 1.0 0.5 0.0 0.5 10.0 1.0 0.5 0.5 0.5 0.5 0.5 |
| How we 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To wha 1) | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS St the quality of acoustics in principal learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE It extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.0 1.0 0.5 0.0 0.5 10.0 1.0 0.5 0.5 0.5 0.5 15.0 0.5 |
| How ww 1) 2) 3) 4) 5) 5) What is 1) 2) 3) 4) 5) To wha 1) 2) | ECHNOLOGY Ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS 8 the quality of acoustics in principal learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE the xetent does school create a professional environment for teachers? | 0.0 1.0 0.5 0.0 0.5 10.0 1.0 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0 |
| How we 1) 2) 3) 4) 5) | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS a the quality of acoustics in principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE It extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, indepen | 0.0 1.0 0.5 0.0 0.5 10.0 1.0 0.5 0.5 0.5 0.5 15.0 0.5 0.5 0.5 0.5 0.5 0.5 0.5 |
| How ww 1) 2) 3) 4) 5) 5) What is 1) 2) 3) 4) 5) To wha 1) 2) | ECHNOLOGY ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE It extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, indepen | 0.0 1.0 0.5 0.0 0.5 10.0 1.0 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0 |

| 2a | WELCOMING ENTRY | |
|----|--|------------|
| | How welcoming is the entrance to the school? | |
| | 1) Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| | 2) Reception area for visitors is clearly visible from main entrance | 0.5 |
| | 3) Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| | 5) School name, identity / logo / mascot, and school news visible at entry | 1.0 |
| | | 12.5 |
| 2b | weight (avg) 5 Pattern Score: SHARED LEARNING RESOURCES | 12.5 |
| 20 | | |
| | To what extent are learning resources distributed versus centralized? | 0.5 |
| | 1) A central library/media center serves as space for conducting research and a visible symbol for learning | 0.5 |
| | 2) Library/media center has ample areas for casual reading, furnished with soft seating | 1.0 |
| | 3) Access to digital resources are distributed throughout the school | 0.0 |
| | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 0.0 |
| | weight (avg) 4 Pattern Score: | 6.0 |
| 2c | STUDENT DISPLAY SPACE | 0.0 |
| | | |
| | How extensive are student display spaces? 1) Physical student work is displayed in changeable display systems in circulation spaces of the school | 1.0 |
| | | 0.5 |
| | Student work displayed at main entrance Special displaye set aside for work in progress | |
| | Special displays set aside for work in progress Digital Studget work displayed and refreshed throughout asheel | 0.0 |
| | Digital Student work displayed and refreshed throughout school Assigned displayed for student under in surficiely school | 0.0 |
| | 5) Assigned displays for student work in curricular areas | 0.5 |
| | weight (avg) 3 Pattern Score: | 6.0 |
| 2d | ARTS STUDIOS | |
| | How well equipped are art labs? | |
| | 1) Prep and storage areas with counters and sinks are available | 0.5 |
| | 2) Large windows provide ample natural light and views | 1.0 |
| | 3) There are connections to outdoors for messy projects | 0.0 |
| | 4) There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.5 |
| | 5) There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| | weight (avg) 3 Pattern Score: | 6.0 |
| 2e | MUSIC AND PERFORMANCE | |
| | To what extent is music and performance supported? | |
| | 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.5 |
| | 3) (PRIMARY ONLY) space suitable for vocal group practice | 0.0 |
| | 4) (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| | 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 |
| | weight (avg) 3 Pattern Score: | 7.5 |
| 2f | LIFE SKILLS AREAS | |
| | To what extent is a life skills curriculum supported? | |
| | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.0 |
| | Students and faculty have access to areas for small groups to work together to resolve disputes | 0.5 |
| | 4) There is support for student entrepreneurship (e.g. student-run store) | 0.0 |
| | 5) Students have access to a career centre with office for staff and online and print resources | 0.0 |
| | weight (avg) 2 Pattern Score: | 1.0 |
| 2g | HEALTH & PHYSICAL FITNESS | |
| | To what extent are health and physical fitness supported? | |
| | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 |
| | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 1.0 |
| | | |
| | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site Examination and the storage and health (a.g., used, dates, weight, area, weight) | 0.5 |
| | Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) Running track and/or nature trails are accessible to school site | 0.0 0.0 |
| | · · · · · · · · · · · · · · · · · · · | |
| | weight (avg) 2 Pattern Score: | 4.0 |

| _ | ATHROOMS | |
|----------|---|------|
| | t extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 1.0 |
| 2) | Bathrooms are small and distributed throughout the school | 0.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 1.0 |
| | weight (avg) 1 Pattern Score: | 2.5 |
| S | TUDENT DINING | |
| To wha | t extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 1.0 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.5 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 8.0 |
| s | AFE LEARNING SPACES | |
| | fectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.5 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| | weight (avg) 5 Pattern Score: | 15.0 |
| Г | AYLIGHTING | |
| | t extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.0 |
| | | |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 0.5 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| | ULL SPECTRUM LIGHTING | |
| What is | the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.5 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.5 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| | weight (avg) 3 Pattern Score: | 3.0 |
| E | EXTERIOR VISTAS | |
| To wha | t extent do interior spaces have views and vistas? | |
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 1.0 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |
| | weight (avg) 3 Pattern Score: | 12.0 |
| _11 | NDOOR-OUTDOOR CONNECTION | |
| | the quality of the indoor-outdoor connections? | |
| 1) | All public spaces have direct connections to the outdoors | 0.5 |
| 2) | There are outdoor seating areas directly adjacent to café/cafeteria | 1.0 |
| 3) | At least 75% of learning studios have direct access to outdoors | 0.0 |
| σ, | Most buildings have transition spaces such as porches and decks | 1.0 |
| 4) | | 1.0 |
| 4) 5) | ÷ | |
| 4) 5) | At least 25% of building have overhangs, shade and or rain protection weight (avg) 1 Pattern Score: | 0.0 |

| v well is outdoor learning supported? School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
|--|--|
| School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| | |
| Campus has one or more outdoor amphitheaters | 0.0 |
| Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.5 |
| Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| Campus has developmentally appropriate play yards and surfaces | 0.5 |
| weight (avg) 4 Pattern Score: | 4.0 |
| NATURAL VENTILATION | |
| at is the quality of natural ventilation? | |
| All learning areas have operable windows to allow in fresh air | 1.0 |
| Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| Operable windows are located away from exhaust fans and parking lots | 1.0 |
| School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| weight (avg) 2 Pattern Score: | 4.0 |
| SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | |
| | 0.0 |
| | 0.0 |
| | 0.0 |
| | 0.0 |
| | 0.5 |
| Parking areas are designed to minimize runon and are propeny shielded non occupant use areas | |
| weight (avg) 1 Pattern Score: | 0.5 |
| | |
| vhat extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| Visible signature represents mission of school or community at entry | 1.0 |
| Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| Local materials or architectural forms relate to surrounding context | 1.0 |
| School itself brings character to the surrounding neighborhood | 1.0 |
| Signature expressed both within and outside building such as landscaping or water elements | 0.5 |
| weight (avg) 1 Pattern Score: | 4.0 |
| CONNECTED TO COMMUNITY | |
| vhat extent is the school connected to its surrounding community? | |
| | 1.0 |
| | 1.0 |
| | 0.0 |
| | 0.0 |
| | 0.0 |
| | |
| | 8.0 |
| | |
| | |
| | 1.0 |
| - · · · · | 0.5 |
| School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |
| | |
| | Terraces and/or verindahs connect directly to primary learning areas Campus has developmentally appropriate play yards and surfaces weight (avg) 4 Pattern Score: NUTURAL VENTLATION It is the quality of natural ventilation? All learning areas have operable windows to allow in fresh air Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to Operable windows are located away from exhaust fans and parking lots School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- weight (avg) 2 Pattern Score: SUSTAINABLE ELEMENTSIBULIONE AS 3D TEXTBOOK What extent has sustainability been considered in school design? Local indigenous materials are used in construction Water from the buildingstrof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption Photovoltaic system or other energy meter programs provide teaching tool for science Landscogning is an integrapt and of school design (e ; rain gardens and/or living machine) and manages stormwater infiltration Parking areas are designed to minimize runoff and are properly shielded from occupant use areas weight (avg) 1 Pattern Score: Local science Local anderials or architectural forms relate to surrounding context School itself brings character to the surrounding context School itself brings character to the surrounding context School tisel forings character to the surrounding context School tisel forings character to the surrounding context School tisel forings character to the surrounding context School tisel diving each aladscaping or water elements weight (avg) 4 Pattern Score: There are specific and identifiable spaces within the school that can be easily used or reserved for community gardens or rec There are specific and identifiable spaces within |

Assessment Score: 217.5 (out of 540) 40%

Educational Facilities Effectiveness Instrument Review of

Payne Elementary School Washington, DC, United States of America On Wednesday August 15, 2012



| | P | Assessment re |
|----------|--|-------------------|
| F | RINCIPAL LEARNING AREAS DIFFERENTIATION | |
| How ef | fectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.0 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.5 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.0 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.5 |
| 0) | | |
| | weight (avg) 5 Pattern Score: | 5.0 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| | fectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.5 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| F | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| How ef | fectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.0 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| , | weight (avg) 5 Pattern Score: | 0.0 |
| ļ | AREAS FOR HANDS-ON EXPERIMENTATION | 0.0 |
| | ell equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 0.0 |
| 2) | Work surfaces are located on the perimeter near services | 0.0 |
| 3) | Science areas contains movable tables for a variety of projects | 0.5 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.0 |
| | | |
| 5) | There is a connection to the outdoors for experimentation | 0.5 |
| | weight (avg) 3 Pattern Score: | 3.0 |
| | RANSPARENCY | |
| | at extent is learning visually transparent? | |
| 1) | Breakout spaces are supervisable from adjacent learning spaces | 0.0 |
| 2) | Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 |
| 3) | There is visibility between learning studios and informal learning areas | 0.0 |
| 4) | There are views of learning activity from common spaces (e.g. cafes) | 0.0 |
| 5) | Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| (| CAMPFIRE SPACE | |
| How w | ell do Campfire spaces function? | |
| 1) | A platform or portable stage is available for lecturing | 0.0 |
| 2) | Furniture can be arranged for either formal lecture or informal storytelling | 0.0 |
| | Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.0 |
| 3) | | |
| 3) 4) | There is good sound reflectance behind speaker area | 0.5 |
| 4) | There is good sound reflectance behind speaker area Audio enhancement is available in formal presentation spaces | 0.5 1.0 |
| | There is good sound reflectance behind speaker area Audio enhancement is available in formal presentation spaces weight (avg) 2 Pattern Score: | 0.5 1.0 3.0 |

| | VATERING HOLE SPACE | |
|---|--|--|
| | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| C | CAVE SPACE | |
| | the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 0.5 |
| | Cave spaces nave natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |
| 3) | | |
| | weight (avg) 2 Pattern Score: | 4.0 |
| | INIVERSAL DESIGN | |
| | t extent does the school provide for students of all abilities? | 0.5 |
| 1) | School provides equal access to all learning areas for students of different abilities | |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 1.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.5 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| F | URNITURE | |
| ls a vai | iety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| 3) | | |
| - | weight (avg) 5 Pattern Score: | 5.0 |
| | ECHNOLOGY | |
| | | |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| How we | | 0.0 |
| | ell is technology integrated with the curriculum and principal learning spaces? | 0.0 1.0 |
| 1) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day | |
| 1) 2) 3) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 1) 2) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area | 1.0 1.0 |
| 1) 2) 3) 4) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school | 1.0 1.0 0.5 |
| 1) 2) 3) 4) 5) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 1.0 0.5 0.0 |
| 1) 2) 3) 4) 5) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: | 1.0 1.0 0.5 0.0 |
| 1) 2) 3) 4) 5) What is | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS a the quality of acoustics in principal learning areas? | 1.0 1.0 0.5 0.0 |
| 1) 2) 3) 4) 5) What is 1) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 1.0 0.5 0.0 12.5 |
| 1) 2) 3) 4) 5) What is 1) 2) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 1.0 0.5 0.0 12.5 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 1.0 0.5 0.0 12.5 |
| 1) 2) 3) 4) 5) (Mhat is 1) 2) 3) 4) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS St the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 1.0 0.5 0.0 12.5 1.0 1.0 1.0 0.5 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 1.0 0.5 0.0 12.5 |
| 1) 2) 3) 4) 5) Øhat is 1) 2) 3) 4) 5) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 1.0 0.5 0.0 12.5 1.0 1.0 1.0 0.5 |
| 1) 2) 3) 4) 5) Ø Mhat is 1) 2) 3) 4) 5) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE | 1.0 1.0 0.5 0.0 12.5 1.0 1.0 0.5 1.0 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To wha | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning areas si adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE th extent does school create a professional environment for teachers? | 1.0 1.0 0.5 0.0 12.5 1.0 1.0 1.0 0.5 1.0 22.5 |
| 1) 2) 3) 4) 5) Ø What is 1) 2) 3) 4) 5) | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS St the quality of acoustics in principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning areas is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE It extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 1.0 0.5 0.0 12.5 1.0 1.0 1.0 0.5 1.0 22.5 0.5 |
| 1) 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To wha | ell is technology integrated with the curriculum and principal learning spaces? Students can access mobile internet-connected computers throughout the day Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning areas si adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE th extent does school create a professional environment for teachers? | 1.0 1.0 0.5 0.0 12.5 1.0 1.0 1.0 0.5 1.0 22.5 |
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| weight (avg) 2 Pattern Score: 4.0 | 5 | | |
| | | weight (avg) 2 Pattern Score: | 4.0 |

| To what | BATHROOMS | |
|--|--|---|
| 10 11110 | t extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.5 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 1.0 |
| | weight (avg) 1 Pattern Score: | 2.5 |
| S | TUDENT DINING | |
| To wha | tt extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 4.0 |
| | AFE LEARNING SPACES | |
| | fectively does the school facility provide for the safety and security of students and teachers, and community? | 0.0 |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 1.0 |
| 4) 5) | | 1.0 0.0 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | |
| | weight (avg) 5 Pattern Score: | 12.5 |
| | DAYLIGHTING | |
| | t extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.5 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.0 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |
| | weight (avg) 4 Pattern Score: | 14.0 |
| | ULL SPECTRUM LIGHTING | |
| | the quality of artificial lighting? | |
| | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 1) | | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.5 |
| 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting | 0.5 0.0 |
| 2) 3) 4) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas | 0.5 0.0 0.5 |
| 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting | 0.5 0.0 0.5 0.0 |
| 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: | 0.5 0.0 0.5 |
| 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS | 0.5 0.0 0.5 0.0 |
| 2) 3) 4) 5) E To what | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? | 0.5 0.0 0.5 0.0 3.0 |
| 2) 3) 4) 5) E To wha 1) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: | 0.5 0.0 0.5 0.0 3.0 |
| 2) 3) 4) 5) E To wha 1) 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 0.5 0.0 0.5 0.0 3.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 0.5 0.0 0.5 0.0 3.0 1.0 1.0 0.5 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS Attern do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.5 0.0 0.5 0.0 3.0 1.0 1.0 0.5 0.5 |
| 2) 3) 4) 5) To wha 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 0.5 0.0 0.5 0.0 3.0 1.0 1.0 0.5 |
| 2) 3) 4) 5) E E To wha 1) 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.5 0.0 0.5 0.0 3.0 1.0 1.0 0.5 0.5 |
| 2) 3) 4) 5) To what 1) 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.5 0.0 0.5 0.0 3.0 1.0 1.0 0.5 0.5 1.0 |
| 2) 3) 4) 5) To what 1) 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS All principal learning spaces have views and vistas? All principal learning spaces in the school have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: EXECUTEDOR CONNECTION | 0.5 0.0 0.5 0.0 3.0 1.0 1.0 0.5 0.5 1.0 12.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION st the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.5 0.0 0.5 0.0 3.0 1.0 1.0 0.5 0.5 1.0 12.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION a the quality of the indoor-outdoor connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.5 0.0 0.5 0.0 3.0 1.0 1.0 0.5 0.5 1.0 12.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION at leaving of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.5 0.0 0.5 0.0 3.0 1.0 1.0 0.5 0.5 1.0 12.0 0.5 0.0 0.0 |
| 2) 3) 4) 5) To what 1) 2) 3) 4) 5) What is 1) 2) 3) 4) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION a the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors Most buildings have transition spaces such as porches and decks | 0.5 0.0 0.5 0.0 3.0 1.0 1.0 0.5 0.5 1.0 12.0 0.5 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION at leadility of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.5 0.0 0.5 0.0 3.0 1.0 1.0 0.5 0.5 1.0 12.0 0.5 0.0 0.0 |

| How we | ell is outdoor learning supported? | |
|---------|---|------|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project vard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |
| -, | weight (avg) 4 Pattern Score: | 4.0 |
| N | IATURAL VENTILATION | |
| What is | s the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 3.0 |
| S | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | t extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| | weight (avg) 1 Pattern Score: | 0.0 |
| L | OCAL SIGNATURE | |
| | t extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 1.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 1.0 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 4.0 |
| | CONNECTED TO COMMUNITY | |
| | t extent is the school connected to its surrounding community? | 1.0 |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.5 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.5 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 |
| | weight (avg) 4 Pattern Score: | 10.0 |
| | AESTHETICS | |
| | the quality of aesthetics? | 0.5 |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.0 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |
| -, | | |

Assessment Score: 193.5 (out of 540)

36%

Educational Facilities Effectiveness Instrument Review of Peabody Elementary School Washington, DC, United States of America



On Friday October 12, 2012

| | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
|-----|--|------|
| How | effectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.5 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 1.0 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.5 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 1.0 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.5 |
| | weight (avg) 5 Pattern Score: | 17.5 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| | effectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.5 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.5 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| | effectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.5 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.5 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.5 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.5 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.5 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| | AREAS FOR HANDS-ON EXPERIMENTATION | |
| How | well equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 0.0 |
| 2) | Work surfaces are located on the perimeter near services | 0.0 |
| 3) | Science areas contains movable tables for a variety of projects | 0.5 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.0 |
| 5) | There is a connection to the outdoors for experimentation | 0.0 |
| | weight (avg) 3 Pattern Score: | 1.5 |
| | TRANSPARENCY | |
| | /hat extent is learning visually transparent? | |
| 1) | Breakout spaces are supervisable from adjacent learning spaces | 0.0 |
| 2) | Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 |
| 3) | There is visibility between learning studios and informal learning areas | 0.0 |
| 4) | There are views of learning activity from common spaces (e.g. cafes) | 0.0 |
| 5) | Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.5 |
| | weight (avg) 2 Pattern Score: | 1.0 |
| | CAMPFIRE SPACE | |
| | well do Campfire spaces function? | |
| 1) | A platform or portable stage is available for lecturing | 0.0 |
| 2) | Furniture can be arranged for either formal lecture or informal storytelling | 1.0 |
| 3) | Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.5 |
| 4) | There is good sound reflectance behind speaker area | 0.0 |
| | | |
| 5) | Audio enhancement is available in formal presentation spaces | 0.0 |

| | NATERING HOLE SPACE | |
|---|---|--|
| What i | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.5 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| -, | weight (avg) 2 Pattern Score: | 3.0 |
| | CAVE SPACE | 3.0 |
| | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 1.0 |
| | | |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 0.5 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 1.0 |
| | weight (avg) 2 Pattern Score: | 7.0 |
| l | UNIVERSAL DESIGN | |
| | at extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| | FURNITURE | |
| | riety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| | | |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| 1 | TECHNOLOGY | |
| How w | ell is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 0.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 0.5 |
| | There is at least (1) large scale digital display in every learning area | 0.0 |
| 3) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 3) 4) | opacce for contaberation marmosile contrology are premaca anougheat are conten | |
| 4) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |
| · · | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |
| 4) 5) | weight (avg) 5 Pattern Score: | 0.0 |
| 4) 5) | weight (avg) 5 Pattern Score: | |
| 4) 5) What is | weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? | 2.5 |
| 4) 5) What i 1) | weight (avg) 5 Pattern Score: ACOUSTICS S s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 2.5 |
| 4) 5) What i 1) 2) | weight (avg) 5 Pattern Score: ACOUSTICS Pattern Score: s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 2.5 1.0 1.0 |
| 4) 5) What i 1) 2) 3) | weight (avg) 5 Pattern Score: ACOUSTICS S s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 2.5 1.0 1.0 1.0 |
| 4) 5) What i 1) 2) | weight (avg) 5 Pattern Score: ACOUSTICS Pattern Score: s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 2.5 1.0 1.0 |
| 4) 5) What i 1) 2) 3) | weight (avg) 5 Pattern Score: ACOUSTICS Pattern Score: a the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 2.5 1.0 1.0 1.0 |
| 4) 5) What i 1) 2) 3) 4) | weight (avg) 5 Pattern Score: ACOUSTICS Pattern Score: A mbient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 2.5 1.0 1.0 1.0 0.5 |
| 4) 5) What i 1) 2) 3) 4) 5) | weight (avg) 5 Pattern Score: ACOUSTICS Pattern Score: A mbient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 2.5 1.0 1.0 0.5 1.0 |
| 4) 5) What i 1) 2) 3) 4) 5) | weight (avg) 5 Pattern Score: ACOUSTICS S s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE | 2.5 1.0 1.0 0.5 1.0 |
| 4) 5) What i 1) 2) 3) 4) 5) To what | weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? For teachers? | 2.5 1.0 1.0 0.5 1.0 22.5 |
| 4) 5) What i 1) 2) 3) 4) 5) To wha 1) | weight (avg) 5 Pattern Score: ACOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 2.5 1.0 1.0 0.5 1.0 22.5 |
| 4) 5) What i 1) 2) 3) 4) 5) To wha 1) 2) | weight (avg) 5 Pattern Score: ACOUSTICS S the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 2.5 1.0 1.0 0.5 1.0 22.5 1.0 0.0 |
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| How welcoming in the entrance in the school? 0.5 1) Clear visual custo main entrance in the product of morphing and pedestrian paths. 0.5 2) Reception area for visitors is dearly visible from main entrance 0.5 3) Visitor have a place to alt with access to beverage and reading materials. 0.5 4) Administration acts as "veys on the street" and a welcoming presence at the main entry. 0.0 5) School news visible at entry. 10 weight (wg) 5 Pattern Score: 12.5 7 Visit Access to dipital resources attributed versus contralizad? 10. A central branching resources distributed wersus contralizad? 10. A central branching resources distributed wersus contralizad? 10. A central branching resources distributed wersus contralizad? 10. A central branching including group velocam, teleconferencing, and audio connections 0.0 10. A central branching, including group velocam, teleconferencing, and audio connections 0.0 10. 2.5 2.5 2.5 2.5 2. |
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| 4) There is space for a variety of art activities (drawing, sculpture, ceramics, etc) 5) There is specialty at equipment, such as a darkroom (0.5) and a kiln (0.5) weight (avg) 3 Pattern Score: 7.5 20 MUSIC AND PERFORMANCE To what extent is music and performance supported? 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 0.5 (PRIMARY ONLY) instrumental music room with storage space for instruments 0.5 (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 Community able to use school facilities for larger performances AND/OR students use community facilities for larger 0.5 Community able to use school facilities for larger performances AND/OR students use community facilities for larger Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 0.0 There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's 0.5 Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 0.0 There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's 0.5 Students have access to a career contex with office for staff and online and print resources |
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| weight (avg) 3 Pattern Score: 7.5 2c MUSIC AND PERFORMANCE 5 To what extent is music and performance supported? 0.5 1 There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 0.5 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 0.5 3) (PRIMARY ONLY) space suitable for vocal group practice 0.0 4) (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger 0.5 7) Weight (avg) 3 Pattern Score: 4.5 2f LIFE SKILLS AREAS Veight (avg) 3 Pattern Score: 4.5 7 Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 0.0 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's 0.5 0.5 3) Students and faculty have access to areas for small groups to work together to resolve disputes 0.0 4) There is support for student entrepreneurship (e.g. student-run store) 0.0 0.0 0 |
| Rest MUSIC AND PERFORMANCE To what extent is music and performance supported? 0.5 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 0.5 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 0.5 3) (PRIMARY ONLY) space suitable for vocal group practice 0.0 4) (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger 0.5 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger 0.5 Veight (avg) 3 Pattern Score: 4.5 Students have opportunities to work on hands-on projects in and/or outside classtrooms (e.g. woodworking |
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| 1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) 0.5 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 0.5 3) (PRIMARY ONLY) space suitable for vocal group practice 0.0 4) (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger 0.5 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger 0.5 Veight (avg) 3 Pattern Score: 4.5 To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 0.0 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's 0.5 3) Students and faculty have access to areas for small groups to work together to resolve disputes 0.0 4) There is support for student entrepreneurship (e.g. student-run store) 0.0 5) Students have access to a career center with office for staff and online and print resources 0.0 |
| 2) (PRIMARY ONLY) instrumental music room with storage space for instruments 0.5 3) (PRIMARY ONLY) space suitable for vocal group practice 0.0 4) (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger 0.5 weight (avg) 3 Pattern Score: Veight (avg) 3 To what extent is a life skills curriculum supported? To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 0.0 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's 0.5 3) Students and faculty have access to areas for small groups to work together to resolve disputes 0.0 4) There is support for student entrepreneurship (e.g. student-run store) 0.0 5) Students have access to a career currer with office for staff and online and print resources 0.0 |
| 3) (PRIMARY ONLY) space suitable for vocal group practice 0.0 4) (PRIMARY ONLY) adequate space with portable stage and some seating 0.0 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger 0.5 weight (avg) 3 Pattern Score: 4.5 the SKILLS AREAS To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 0.0 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's 0.5 3) Students and faculty have access to areas for small groups to work together to resolve disputes 0.0 4) There is support for student entrepreneurship (e.g. student-run store) 0.0 5) Students have access to a career center with office for staff and online and print resources 0.0 |
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| 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger 0.5 weight (avg) 3 Pattern Score: 4.5 To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 0.0 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's 0.5 0.5 3) Students and faculty have access to areas for small groups to work together to resolve disputes 0.0 4) There is support for student entrepreneurship (e.g. student-run store) 0.0 5) Students have access to a career curve with office for staff and online and print resources 0.0 |
| weight (avg) 3 Pattern Score: 4.5 If LIFE SKILLS AREAS Use and the skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 0.0 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's 0.5 3) Students and faculty have access to areas for small groups to work together to resolve disputes 0.0 4) There is support for student entrepreneurship (e.g. student-run store) 0.0 5) Students have access to a career centre with office for staff and online and print resources 0.0 |
| IFE SKILLS AREAS To what extent is a life skills curriculum supported? 1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) 0.0 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's 0.5 3) Students and faculty have access to areas for small groups to work together to resolve disputes 0.0 4) There is support for student entrepreneurship (e.g. student-run store) 0.0 5) Students have access to a career centre with office for staff and online and print resources 0.0 |
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| 3) Students and faculty have access to areas for small groups to work together to resolve disputes 0.0 4) There is support for student entrepreneurship (e.g. student-run store) 0.0 5) Students have access to a career centre with office for staff and online and print resources 0.0 |
| 4)There is support for student entrepreneurship (e.g. student-run store)0.05)Students have access to a career centre with office for staff and online and print resources0.0 |
| 5) Students have access to a career centre with office for staff and online and print resources 0.0 |
| · · · · · · · · · · · · · · · · · · · |
| weight (avg) 2 Pattern Score: 1.0 |
| |
| g HEALTH & PHYSICAL FITNESS |
| To what extent are health and physical fitness supported? |
| 1) Facilities available for organized sports (basketball, soccer, football, cricket, etc) 0.0 |
| 2) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available 0.5 |
| 3) Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site 1.0 |
| 4) Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) 0.0 |
| |
| 5) Running track and/or nature trails are accessible to school site 0.5 |

| To wha | ATHROOMS | |
|---|--|---|
| | t extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 1.5 |
| s | | |
| | t extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| 3) | | |
| | weight (avg) 4 Pattern Score: | 6.0 |
| | AFE LEARNING SPACES | |
| How en | fectively does the school facility provide for the safety and security of students and teachers, and community? Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 1.0 |
| , | | |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) 5) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| | weight (avg) 5 Pattern Score: | 15.0 |
| D | AYLIGHTING | |
| To wha | t extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 0.5 |
| 2) | 50% of all learning areas receive daylight from the North or South | 1.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.5 |
| 5) | | |
| _ | weight (avg) 4 Pattern Score: | 14.0 |
| | ULL SPECTRUM LIGHTING | |
| | the quality of artificial lighting? | |
| | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | |
| 1) | · · · · · · · · · · · · · · · · · · · | 0.0 |
| 1) 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 0.0 |
| | | |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting | 0.0 0.0 |
| 2) 3) 4) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas | 0.0 0.0 0.0 |
| 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wha | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS | 0.0 0.0 0.0 0.0 |
| 2) 3) 4) 5) To wha 1) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.0 0.0 0.0 0.0 0.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 0.0 0.0 0.0 0.0 1.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.5 |
| 2) 3) 4) 5) To wha 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.5 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.5 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to objects at least 50 ft away weight (avg) 3 Pattern Score: VDOOR-OUTDOOR CONNECTION | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.5 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.5 1.0 13.5 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to objects at least 50 ft away weight (avg) 3 Pattern Score: VDOOR-OUTDOOR CONNECTION | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.5 1.0 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) If What is | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.5 1.0 13.5 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc.) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: XDOOR-OUTDOOR CONNECTION the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.5 1.0 13.5 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) 3) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc.) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: VDOOR-OUTDOOR CONNECTION the quality of the indoor-outdoor connections ? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.5 1.0 13.5 |
| 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) What is 1) 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: XTERIOR VISTAS t extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: VDOOR-OUTDOOR CONNECTION the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.0 0.0 0.0 0.0 1.0 1.0 1.0 0.5 1.0 13.5 0.0 0.0 0.0 0.0 |

| | OUTDOOR LEARNING | |
|----------------|--|------------|
| | well is outdoor learning supported? School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.5 |
| 1) | | |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.5 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |
| | weight (avg) 4 Pattern Score: | 8.0 |
| | NATURAL VENTILATION | |
| | is the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 1.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 5.0 |
| | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| To wh | nat extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.5 |
| | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| 5) | | |
| | weight (avg) 1 Pattern Score: | 0.5 |
| | LOCAL SIGNATURE | |
| | nat extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 0.5 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 1.0 |
| | weight (avg) 1 Pattern Score: | 4.0 |
| | CONNECTED TO COMMUNITY | |
| | at extent is the school connected to its surrounding community? | |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.0 |
| - / | weight (avg) 4 Pattern Score: | 4.0 |
| | AESTHETICS | ч.U |
| | | |
| | is the quality of aesthetics? | 1.0 |
| | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 1.0 |
| 1) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 2) | Cabasi makes use of a variable of flags wall, and exiling solars and toyly use (0.5), solar solars is not highly activated and | 0.5 |
| 2) 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | |
| 2) 3) 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 2) 3) | | 0.0 1.0 |

Assessment Score: 225.0 (out of 540) 42%

Educational Facilities Effectiveness Instrument Plummer Elementary School Washington, DC, United States of America



| | 30, 2012 As | ssessment r |
|--|--|--------------------------|
| F | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
| How ef | fectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.0 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.5 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.0 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| F | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| How ef | fectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.0 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.0 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 0.5 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| F | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| How ef | fectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.5 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.0 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| ŀ | AREAS FOR HANDS-ON EXPERIMENTATION | |
| How w | ell equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 0.0 |
| 2) | Work surfaces are located on the perimeter near services | 0.0 |
| 3) | Science areas contains movable tables for a variety of projects | 0.5 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.0 |
| 5) | There is a connection to the outdoors for experimentation | 0.0 |
| | weight (avg) 3 Pattern Score: | 1.5 |
| T | RANSPARENCY | |
| To wha | at extent is learning visually transparent? | |
| | Breakout spaces are supervisable from adjacent learning spaces | 0.0 |
| 1) | Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 |
| | There is visibility between learning studios and informal learning areas | 0.0 |
| | There is visibility between learning studios and mornal learning areas | |
| 2) | There are views of learning activity from common spaces (e.g. cafes) | 0.0 |
| 2) 3) | | 0.0 0.0 |
| 2) 3) 4) | There are views of learning activity from common spaces (e.g. cafes) | |
| 2) 3) 4) 5) | There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.0 |
| 2) 3) 4) 5) | There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: | 0.0 |
| 2) 3) 4) 5) | There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE | 0.0 |
| 2) 3) 4) 5) How w | There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE ell do Campfire spaces function? | 0.0 |
| 2) 3) 4) 5) How w 1) | There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMPFIRE SPACE ell do Campfire spaces function? A platform or portable stage is available for lecturing | 0.0 |
| 2) 3) 4) 5) (How w 1) 2) | There are views of learning activity from common spaces (e.g. cafes) Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces weight (avg) 2 Pattern Score: CAMIPFIRE SPACE ell do Campfire spaces function? A platform or portable stage is available for lecturing Furniture can be arranged for either formal lecture or informal storytelling | 0.0 0.0 1.0 0.5 |

weight (avg) 2

Educational Facilities Effectiveness Instrument (EFEI) © 2012 Fielding Nair International, LLC

Pattern Score:

6.0

| vvnat is | VATERING HOLE SPACE | |
|--|--|---|
| 4. | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| C | CAVE SPACE | |
| | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 0.5 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.0 |
| -, | | 2.0 |
| | | 2.0 |
| | INIVERSAL DESIGN at extent does the school provide for students of all abilities? | |
| 10 wna 1) | School provides equal access to all learning areas for students of different abilities | 0.0 |
| | | 1.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) 5) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 1.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| F | URNITURE | |
| ls a vai | riety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 1.0 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| -, | weight (avg) 5 Pattern Score: | 7.5 |
| | ECHNOLOGY | 1.5 |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| 11000 000 | | |
| 1) | | 0.5 |
| 1) 2) | Students can access mobile internet-connected computers throughout the day | 0.5 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 2) 3) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area | 1.0 0.5 |
| 2) 3) 4) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school | 1.0 0.5 0.0 |
| 2) 3) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 0.5 0.0 0.5 |
| 2) 3) 4) 5) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 |
| 2) 3) 4) 5) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: ACOUSTICS | 1.0 0.5 0.0 0.5 |
| 2) 3) 4) 5) What is | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS s the quality of acoustics in principal learning areas? | 1.0 0.5 0.0 0.5 12.5 |
| 2) 3) 4) 5) What is 1) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 0.5 0.0 0.5 12.5 |
| 2) 3) 4) 5) What is | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS s the quality of acoustics in principal learning areas? | 1.0 0.5 0.0 0.5 12.5 |
| 2) 3) 4) 5) What is 1) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 0.5 0.0 0.5 12.5 |
| 2) 3) 4) 5) What is 1) 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS s the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 0.5 0.0 0.5 12.5 |
| 2) 3) 4) 5) What is 1) 2) 3) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS st he quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 0.5 0.0 0.5 12.5 |
| 2) 3) 4) 5) What is 1) 2) 3) 4) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS s the quality of acoustics in principal learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 0.5 0.0 0.5 12.5 |
| 2) 3) 4) 5) What is 1) 2) 3) 4) 5) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS s the quality of acoustics in principal learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 0.5 0.0 0.5 12.5 1.0 1.0 0.5 0.5 0.0 0.0 |
| 2) 3) 4) 5) What is 1) 2) 3) 4) 5) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS Sthe quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 0.5 12.5 1.0 1.0 0.5 0.5 0.0 0.0 |
| 2) 3) 4) 5) What is 1) 2) 3) 4) 5) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: CCOUSTICS St the quality of acoustics in principal learning areas? Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 0.5 0.0 0.5 12.5 1.0 1.0 0.5 0.5 0.0 0.0 |
| 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To wha | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: COUSTICS S the quality of acoustics in principal learning areas; including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE th extent does school create a professional environment for teachers? | 1.0 0.5 0.0 12.5 1.0 1.0 0.5 0.5 0.5 0.0 15.0 |
| 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To what 1) 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Account Council and the event of th | 1.0 0.5 0.0 12.5 12.5 1.0 1.0 0.5 0.0 15.0 1.0 0.5 0.0 15.0 |
| 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To what 1) 2) 3) 4) 5) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Arobient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas; Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas; including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 1.0 0.5 0.0 12.5 12.5 1.0 1.0 0.5 0.5 0.0 15.0 1.0 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0 |
| 2) 3) 4) 5) What is 1) 2) 3) 4) 5) To what 1) 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" There is at least (1) large scale digital display in every learning area Spaces for collaboration with mobile technology are provided throughout the school Charging stations or adequate power outlets allow students to recharge mobile devices weight (avg) 5 Pattern Score: Account Council and the event of th | 1.0 0.5 0.0 12.5 12.5 1.0 1.0 0.5 0.0 15.0 1.0 0.5 0.0 15.0 |

| | WELCOMING ENTRY | |
|------|--|------------|
| How | v welcoming is the entrance to the school? | |
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.0 |
| 2) | Reception area for visitors is clearly visible from main entrance | 1.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.5 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 1.0 |
| | weight (avg) 5 Pattern Score: | 15.0 |
|) | SHARED LEARNING RESOURCES | |
| To v | what extent are learning resources distributed versus centralized? | |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 0.5 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.5 |
| 3) | Access to digital resources are distributed throughout the school | 0.5 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |
| | weight (avg) 4 Pattern Score: | 6.0 |
| | STUDENT DISPLAY SPACE | |
| How | v extensive are student display spaces? | |
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 1.0 |
| 2) | Student work displayed at main entrance | 1.0 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.5 |
| 5) | Assigned displays for student work in curricular areas | 0.5 |
| | weight (avg) 3 Pattern Score: | 9.0 |
| | ARTS STUDIOS | |
| How | v well equipped are art labs? | |
| 1) | Prep and storage areas with counters and sinks are available | 0.0 |
| 2) | Large windows provide ample natural light and views | 1.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.0 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| | weight (avg) 3 Pattern Score: | 3.0 |
| 1 | MUSIC AND PERFORMANCE | |
| To v | what extent is music and performance supported? | |
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 0.5 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 |
| | weight (avg) 3 Pattern Score: | 7.5 |
| | LIFE SKILLS AREAS | |
| Tov | what extent is a life skills curriculum supported? | |
| 1) | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.0 |
| 3) | Students and faculty have access to areas for small groups to work together to resolve disputes | 1.0 |
| 4) | There is support for student entrepreneurship (e.g. student-run store) | 0.0 |
| | Students have access to a career centre with office for staff and online and print resources | 0.0 |
| , | weight (avg) 2 Pattern Score: | 2.0 |
| | HEALTH & PHYSICAL FITNESS | |
| То у | what extent are health and physical fitness supported? | |
| 1) | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 |
| | | 0.5 1.0 |
| 2) | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available Secure hits storage facilities available for students and teachers, and safe crossings for shidron and adults entering the site | |
| | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.0 |
| 3) | | 0.0 |
| 4) | | 0.0 |
| | Running track and/or nature trails are accessible to school site | 0.0 |

| To what | t extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
|----------|---|-------------------|
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.0 |
| 2) | Bathrooms are small and distributed throughout the school | 1.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.5 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 2.5 |
| S | TUDENT DINING | |
| To what | t extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 4.0 |
| S | AFE LEARNING SPACES | |
| | fectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| | DAYLIGHTING | |
| | t extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 0.5 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.5 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.0 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| | ULL SPECTRUM LIGHTING | |
| | the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| | weight (avg) 3 Pattern Score: | 0.0 |
| E | XTERIOR VISTAS | |
| To what | t extent do interior spaces have views and vistas? | |
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 1.0 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.5 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |
| | weight (avg) 3 Pattern Score: | 13.5 |
| IN | NDOOR-OUTDOOR CONNECTION | |
| | the quality of the indoor-outdoor connections? | |
| | All public spaces have direct connections to the outdoors | 0.0 |
| 1) | There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 |
| 2) | | |
| 2) 3) | At least 75% of learning studios have direct access to outdoors | 0.0 |
| 2) | At least 75% of learning studios have direct access to outdoors Most buildings have transition spaces such as porches and decks At least 25% of building have overhangs, shade and or rain protection | 0.0 0.0 0.0 |

| | DUTDOOR LEARNING | |
|----------|--|------------|
| | ell is outdoor learning supported? | |
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 0.5 |
| 5) | Campus has developmentally appropriate play yards and surfaces weight (avg) 4 Pattern Score: | 2.0 |
| Ν | IATURAL VENTILATION | 2.0 |
| | the guality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.5 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.5 |
| | weight (avg) 2 Pattern Score: | 5.0 |
| S | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | t extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| | weight (avg) 1 Pattern Score: | 0.0 |
| | OCAL SIGNATURE | |
| | tt extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 1.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 0.5 |
| 4) | School itself brings character to the surrounding neighborhood | 0.5 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 2.5 |
| | CONNECTED TO COMMUNITY | |
| | t extent is the school connected to its surrounding community? | 1.0 |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.5 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 1.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.0 |
| | weight (avg) 4 Pattern Score: | 14.0 |
| | AESTHETICS | |
| VVhat is | the quality of aesthetics? First impression of school is that it feels open and welcoming, both during school and for after-hours users | 1.0 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| ' | | 0.0 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | |
| 4) 5) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |
| | weight (avg) 2 Pattern Score: | 4.0 |

Assessment Score: 194.5 (out of 540)

36%

Educational Facilities Effectiveness Instrument Review of Roosevelt High School Washington, DC, United States of America



On Wednesday August 15, 2012

| | | Assessment |
|----------|---|------------|
| | PRINCIPAL LEARNING AREAS DIFFERENTIATION | |
| | ffectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.0 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 0.0 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.0 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.5 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.0 |
| -, | weight (avg) 5 Pattern Score: | 2.5 |
| | PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING | 2.5 |
| | iffectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.0 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 2) 3) | Students have space to work independently on large-scale projects Students have space to collaborate both on brainstorming and project execution | 0.0 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| | Space is available for multiple classes to gather as a single community | 0.0 |
| 5) | weight (avg) 5 Pattern Score: | 0.0 |
| | PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES | 0.0 |
| | | |
| | ffectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.0 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.0 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 0.5 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.0 |
| | weight (avg) 5 Pattern Score: | 2.5 |
| | AREAS FOR HANDS-ON EXPERIMENTATION | |
| | vell equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 0.5 |
| 2) | Work surfaces are located on the perimeter near services | 1.0 |
| 3) | Science areas contains movable tables for a variety of projects | 0.5 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.0 |
| 5) | There is a connection to the outdoors for experimentation | 1.0 |
| | weight (avg) 3 Pattern Score: | 9.0 |
| | TRANSPARENCY | |
| | at extent is learning visually transparent? | |
| 1) | Breakout spaces are supervisable from adjacent learning spaces | 0.0 |
| 2) | Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 |
| 3) | There is visibility between learning studios and informal learning areas | 0.0 |
| 4) | There are views of learning activity from common spaces (e.g. cafes) | 0.0 |
| 5) | Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| | CAMPFIRE SPACE | |
| | vell do Campfire spaces function? | |
| 1) | A platform or portable stage is available for lecturing | 1.0 |
| 2) | Furniture can be arranged for either formal lecture or informal storytelling | 0.0 |
| 3) | Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 0.5 |
| | There is good sound reflectance behind speaker area | 0.5 |
| 4) | 5 | |
| | Audio enhancement is available in formal presentation spaces | 1.0 |

| | TERING HOLE SPACE | |
|-------------|--|------|
| | e quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| CA | VE SPACE | |
| What is th | e quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 0.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| UNI | IVERSAL DESIGN | |
| | xtent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.5 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 1.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 1.0 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| FUF | RNITURE | |
| ls a variet | y of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.0 |
| , | | |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 0.0 |
| | | |
| | is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 0.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.5 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| AC | OUSTICS | |
| | e quality of acoustics in principal learning areas? | |
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 0.5 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |
| | weight (avg) 5 Pattern Score: | 22.5 |
| TE/ | ACHERS PROFESSIONAL SPACE | |
| | xtent does school create a professional environment for teachers? | |
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.0 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 1.0 |
| -, | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 |
| 3) | | |
| 3) | | |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 0.0 |
| | Teachers have individual workstations with lockable storage, phone, and internet access Teacher workspace offers adequate materials storage | 0.0 |

| a V | NELCOMING ENTRY | |
|----------|--|-------------|
| | elcoming is the entrance to the school? | |
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.0 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.5 |
| -, | weight (avg) 5 Pattern Score: | 5.0 |
|) 5 | SHARED LEARNING RESOURCES | 5.0 |
| | at extent are learning resources distributed versus centralized? | |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 0.0 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.0 |
| 2) 3) | Access to digital resources are distributed throughout the school | 0.0 |
| , | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.0 |
| 4) 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |
| | weight (avg) 4 Pattern Score: | 0.0 |
| 5 | STUDENT DISPLAY SPACE | |
| | xtensive are student display spaces? | |
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) | Student work displayed at main entrance | 0.5 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 0.0 |
| - / | weight (avg) 3 Pattern Score: | 3.0 |
| ļ | ARTS STUDIOS | 5.0 |
| | ell equipped are art labs? | |
| 1) | Prep and storage areas with counters and sinks are available | 0.5 |
| 2) | Large windows provide ample natural light and views | 0.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| , | | 1.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.5 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | |
| | weight (avg) 3 Pattern Score: | 6.0 |
| | | |
| | at extent is music and performance supported? | |
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 1.0 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 |
| | weight (avg) 3 Pattern Score: | 9.0 |
| | LIFE SKILLS AREAS | |
| | at extent is a life skills curriculum supported? | |
| 1) | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 1.0 |
| 3) | Students and faculty have access to areas for small groups to work together to resolve disputes | 0.5 |
| 4) | There is support for student entrepreneurship (e.g. student-run store) | 1.0 |
| 5) | Students have access to a career centre with office for staff and online and print resources | 1.0 |
| | weight (avg) 2 Pattern Score: | 7.0 |
| ŀ | HEALTH & PHYSICAL FITNESS | |
| | at extent are health and physical fitness supported? | |
| 1) | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 |
| 2) | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 1.0 |
| 3) | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.5 |
| 4) | Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.5 |
| 5) | Running track and/or nature trails are accessible to school site | 1.0 |
| , | weight (avg) 2 Pattern Score: | 7.0 |
| | weigin (avg) 2 Pattern Score: | <i>i</i> .U |

| | BATHROOMS | |
|---|--|---|
| To wha | at extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 1.0 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.0 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| | weight (avg) 1 Pattern Score: | 2.0 |
| 5 | STUDENT DINING | |
| | at extent is causal eating supported? | |
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.5 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 1.0 |
| 3) | | |
| | weight (avg) 4 Pattern Score: | 12.0 |
| | SAFE LEARNING SPACES | |
| 1) | ffectively does the school facility provide for the safety and security of students and teachers, and community? Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.0 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 0.5 |
| 3) 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.0 |
| 4) 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.0 |
| 5) | | |
| | weight (avg) 5 Pattern Score: | 2.5 |
| | DAYLIGHTING | |
| To wha | at extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 1.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.0 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.0 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| | FULL SPECTRUM LIGHTING | |
| | is the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| | | 0.0 |
| 4) | Lighting controls are located near all presentation areas | |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| | weight (avg) 3 Pattern Score: | 0.0 |
| | EXTERIOR VISTAS | |
| | at extent do interior spaces have views and vistas? | |
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.5 |
| | More than 75% of occupied spaces in the school have windows to the outside | 0.5 |
| 2) | | 0.5 |
| | 50% or more of windows offer views and vistas to greenspace or cityscape | 0.0 |
| 2) | 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.5 |
| 2) 3) | | |
| 2) 3) 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.5 |
| 2) 3) 4) 5) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away | 0.5 1.0 |
| 2) 3) 4) 5) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION | 0.5 1.0 |
| 2) 3) 4) 5) I What is | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? | 0.5 1.0 9.0 |
| 2) 3) 4) 5) What is 1) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.5 1.0 9.0 |
| 2) 3) 4) 5) What is 1) 2) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.5 1.0 9.0 0.5 0.5 |
| 2) 3) 4) 5) What is 1) 2) 3) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION Is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.5 1.0 9.0 0.5 0.5 0.0 |
| 2) 3) 4) 5) What is 1) 2) 3) 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors Most buildings have transition spaces such as porches and decks | 0.5 1.0 9.0 0.5 0.5 0.0 0.0 |
| 2) 3) 4) 5) What is 1) 2) 3) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: INDOOR-OUTDOOR CONNECTION Is the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.5 1.0 9.0 0.5 0.5 0.0 |

| | DUTDOOR LEARNING | |
|----------|---|------|
| | ell is outdoor learning supported? | 1.0 |
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 1.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |
| | weight (avg) 4 Pattern Score: | 8.0 |
| N | IATURAL VENTILATION | |
| What is | the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 3.0 |
| S | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| To wha | t extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| 0) | | |
| | weight (avg) 1 Pattern Score: | 0.0 |
| | OCAL SIGNATURE | |
| | t extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 0.5 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.0 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 2.5 |
| C | CONNECTED TO COMMUNITY | |
| To wha | t extent is the school connected to its surrounding community? | |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 1.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 1.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 1.0 |
| | weight (avg) 4 Pattern Score: | 20.0 |
| A | ESTHETICS | |
| | the quality of aesthetics? | |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.0 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.0 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 3) 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 4) 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.0 |
| 5) | | |
| | weight (avg) 2 Pattern Score: | 2.0 |

Assessment Score: 178.5 (out of 540) 33%

Educational Facilities Effectiveness Instrument Review of Shepherd Elementary School Washington, DC, United States of America



0.5 7.5

On Thursday October 11, 2012

PR How effect 1)

PR How effect

PR

How effect 1) 2)

2) 3) 4) 5)

1) 2) 3) 4) 5)

1a

1b

1c

| | | _ |
|---|-----------------------|-----|
| RINCIPAL LEARNING AREAS DIFFERENTIATION | | |
| ectively do the principal learning spaces support differentiation? | | |
| Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | | 0.0 |
| Enclosed learning spaces are flexible and have at least one break-out area within the room | | 0.0 |
| Principal learning spaces allow students to independently access electronic and printed resources | | 1.0 |
| Resource space for accelerated students and students with special-needs are integrated into principal | al learning areas | 0.0 |
| Principal learning areas are organized in a manner to promote flexible teaching arrangements and ins | structional groupings | 0.0 |
| weight (avg) 5 | Pattern Score: | 5.0 |
| RINCIPAL LEARNING AREAS PROJECT BASED LEARNING | | |
| ectively do the principal learning areas support Project-Based Learning? | | |
| Students have access to water within each principal learning space (1); in adjacent space (0.5) | | 0.5 |
| Students have space to work independently on large-scale projects | | 0.0 |
| Students have space to collaborate both on brainstorming and project execution | | 0.0 |
| Storage for works in progress, including large project storage, is accessible to students | | 0.0 |
| Space is available for multiple classes to gather as a single community | | 0.0 |
| weight (avg) 5 | Pattern Score: | 2.5 |
| RINCIPAL LEARNING AREAS LEARNING COMMUNITIES | | |
| ectively do the principal learning areas support the organization of the school into Learning Com | munities? | |
| The spatial configuration supports multiple grouping sizes, from independent study to whole-commun | ity meetings (100-150 | 0.0 |
| Teachers have dedicated office spaces where they can work together with other teachers in their Pro | fessional Learning | 0.0 |
| Students and teachers have access to shared common space in addition to Learning Studios | | 0.0 |
| The Learning Community is spatially distinct and recognizable within the school | | 1.0 |
| | | |

- 3) 4) The Learning Community is spatially distinct and recognizable within the school
- 5) Teachers and students can move seamlessly from one learning space to another within the learning community zone weight (avg) 5 Pattern Score:
- AREAS FOR HANDS-ON EXPERIMENTATION 1d How well equipped are science labs for student learning? 1) Prep and storage space is adjacent to work area 0.0 2) Work surfaces are located on the perimeter near services 0.0 3) Science areas contains movable tables for a variety of projects 0.0 4) Collaborative 'think-tank' space is adjacent to messy work areas 0.0 5) There is a connection to the outdoors for experimentation 0.0 0.0 weight (avg) 3 Pattern Score:

| | | weight (avg) 5 | rattern Score. | 0.0 |
|----|-------|---|----------------|-----|
| 1e | | TRANSPARENCY | | |
| | To wh | at extent is learning visually transparent? | | |
| | 1) | Breakout spaces are supervisable from adjacent learning spaces | | 0.0 |
| | 2) | Teacher collaboration/work spaces have visual access to student learning spaces | | 0.0 |
| | 3) | There is visibility between learning studios and informal learning areas | | 0.0 |
| | 4) | There are views of learning activity from common spaces (e.g. cafes) | | 0.0 |
| | 5) | Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | | 0.5 |
| | | weight (avg) 2 | Pattern Score: | 1.0 |
| 1f | 1 | CAMPFIRE SPACE | | |
| | How w | rell do Campfire spaces function? | | |
| | 1) | A platform or portable stage is available for lecturing | | 0.5 |
| | 2) | Furniture can be arranged for either formal lecture or informal storytelling | | 0.5 |
| | 3) | Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DV/D players) | | 0.5 |

| | weight (avg) 2 | Pattern Score: | 3.0 | |
|----|--|----------------|-----|--|
| 5) | Audio enhancement is available in formal presentation spaces | | 0.0 | |
| 4) | There is good sound reflectance behind speaker area | | 0.0 | |
| 3) | Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | | 0.5 | |

| | the quality of Watering Hole spaces? | |
|----------|--|------------|
| 1) | Students can meet socially at informal indoor gathering places | 0.5 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 3.0 |
| С | AVE SPACE | |
| What is | the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 1.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |
| | weight (avg) 2 Pattern Score: | 4.0 |
| U | INIVERSAL DESIGN | - |
| | t extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.5 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.5 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| | URNITURE | |
| ls a var | iety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.0 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.5 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| , | weight (avg) 5 Pattern Score: | 5.0 |
| I | ECHNOLOGY | |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 0.5 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.0 |
| 3) 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| | | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | |
| | weight (avg) 5 Pattern Score: | 10.0 |
| | COUSTICS | |
| | the quality of acoustics in principal learning areas? | 1.0 |
| 1) 2) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 0.5 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |
| | weight (avg) 5 Pattern Score: | 20.0 |
| | EACHERS PROFESSIONAL SPACE | |
| | t extent does school create a professional environment for teachers? | |
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.0 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 |
| | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 |
| 3) | | |
| 3) 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 0.5 |
| 3) | Teachers have individual workstations with lockable storage, phone, and internet access Teacher workspace offers adequate materials storage | 0.5 0.0 |

| | WELCOMING ENTRY | |
|--|---|--|
| Ho | ow welcoming is the entrance to the school? | |
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 1.0 |
| 2) | Reception area for visitors is clearly visible from main entrance | 1.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.5 |
| | weight (avg) 5 Pattern Score: | 15.0 |
|) | SHARED LEARNING RESOURCES | |
| То | what extent are learning resources distributed versus centralized? | |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.5 |
| 3) | Access to digital resources are distributed throughout the school | 0.5 |
| 4) | | 0.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |
| | weight (avg) 4 Pattern Score: | 8.0 |
| | STUDENT DISPLAY SPACE | |
| Ho | ow extensive are student display spaces? | |
| 1) | | 0.5 |
| 2) | Student work displayed at main entrance | 0.0 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 0.5 |
| | weight (avg) 3 Pattern Score: | 3.0 |
| | ARTS STUDIOS | |
| | ow well equipped are art labs? | |
| 1) | | 1.0 |
| 2) | Large windows provide ample natural light and views | 0.5 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.5 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| | weight (avg) 3 Pattern Score: | 6.0 |
|) | MUSIC AND PERFORMANCE | |
| | what extent is music and performance supported? | |
| 1) | | 0.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 1.0 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 0.5 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 0.5 |
| | weight (avg) 3 Pattern Score: | 9.0 |
| | | |
| | LIFE SKILLS AREAS | |
| | LIFE SKILLS AREAS o what extent is a life skills curriculum supported? | |
| | what extent is a life skills curriculum supported? | 0.0 |
| То | what extent is a life skills curriculum supported? | 0.0 0.0 |
| To 1) | o what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | |
| To 1) 2) | o what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.0 |
| To 1) 2) 3) | what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes | 0.0 0.5 |
| To 1) 2) 3) 4) | what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) | 0.0 0.5 0.0 |
| To 1) 2) 3) 4) 5) | what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources | 0.0 0.5 0.0 0.0 |
| To 1) 2) 3) 4) 5) | b what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: | 0.0 0.5 0.0 0.0 |
| To 1) 2) 3) 4) 5) | by what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS by what extent are health and physical fitness supported? | 0.0 0.5 0.0 0.0 |
| To 1) 2) 3) 4) 5) To | by what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS by what extent are health and physical fitness supported? | 0.0 0.5 0.0 0.0 1.0 |
| To 1) 2) 3) 4) 5) To 1) | b what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS to what extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.0 0.5 0.0 0.0 1.0 |
| To 1) 2) 3) 4) 5) To 1) 2) | b what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: HEALTH & PHYSICAL FITNESS o what extent are health and physical fitness supported? Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 0.0 0.5 0.0 0.0 1.0 |
| 1) 2) 3) 4) 5) To 1) 2) 3) | by what extent is a life skills curriculum supported? Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's Students and faculty have access to areas for small groups to work together to resolve disputes There is support for student entrepreneurship (e.g. student-run store) Students have access to a career centre with office for staff and online and print resources weight (avg) 2 Pattern Score: Pattern Score: Pattern Score: Pattern Score: Facilities available for organized sports (basketball, soccer, football, cricket, etc) Age appropriate outdoor (0.5) play spaces available Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.0 0.5 0.0 0.0 1.0 1.0 1.0 0.0 |

| | ATHROOMS | |
|----------|---|------------|
| | t extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 1) 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.0 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |
| 0) | | |
| | weight (avg) 1 Pattern Score: | 1.5 |
| | TUDENT DINING | |
| | t extent is causal eating supported? School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 1) 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 2) 3) | School has indeed eating areas (0.5) and outdoor eating tenaces (0.5) Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.5 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |
| | weight (avg) 4 Pattern Score: | 6.0 |
| 9 | AFE LEARNING SPACES | 0.0 |
| | fectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.5 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| | weight (avg) 5 Pattern Score: | 15.0 |
| D | AYLIGHTING | |
| To wha | t extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.5 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| F | ULL SPECTRUM LIGHTING | |
| | the quality of artificial lighting? | |
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.5 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.5 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |
| | weight (avg) 3 Pattern Score: | 3.0 |
| E | XTERIOR VISTAS | |
| To wha | t extent do interior spaces have views and vistas? | |
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 0.5 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.5 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 0.5 |
| | weight (avg) 3 Pattern Score: | 10.5 |
| 11 | NDOOR-OUTDOOR CONNECTION | |
| | the quality of the indoor-outdoor connections? | |
| 1) | All public spaces have direct connections to the outdoors | 0.0 |
| 2) | There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 |
| | At least 75% of learning studios have direct access to outdoors | 0.0 |
| 3) | | |
| 3) 4) | Most buildings have transition spaces such as porches and decks | 0.0 |
| 3) | Most buildings have transition spaces such as porches and decks At least 25% of building have overhangs, shade and or rain protection | 0.0 0.0 |

| | DUTDOOR LEARNING ell is outdoor learning supported? | |
|----------|---|------|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.5 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 2) 3) | Campus has one of more outdoor amprinteaters Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 3) 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| | | 0.5 |
| 5) | Campus has developmentally appropriate play yards and surfaces weight (avg) 4 Pattern Score: | 4.0 |
| N | | 4.0 |
| | the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 0.5 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 2.0 |
| S | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | t extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| | weight (avg) 1 Pattern Score: | 0.0 |
| | OCAL SIGNATURE | |
| | tt extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 0.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.0 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 1.0 |
| | weight (avg) 1 Pattern Score: | 3.0 |
| | CONNECTED TO COMMUNITY | |
| | t extent is the school connected to its surrounding community? | 0.5 |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 0.5 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 1.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.5 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.0 |
| | weight (avg) 4 Pattern Score: | 12.0 |
| | LESTHETICS | |
| | the quality of aesthetics? | 0.5 |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.0 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.0 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.0 |
| | weight (avg) 2 Pattern Score: | 1.0 |

Assessment Score: 189.0 (out of 540)

35%

Educational Facilities Effectiveness Instrument Review of Watkins Elementary School Washington, DC, United States of America



On Thursday October 11, 2012

| PRINCIPAL LEARNING AREAS DIFFERENTIATION How effectively do the principal learning spaces support differentiation? 1) Principal learning spaces are flaxible and have at least to the 20 Learning Modalities 0.5 2) Enclosed learning spaces are flaxible and have at least to the 20 Learning Modalities 0.5 2) Enclosed learning spaces are organized in to independently access electronic and printed resources 0.5 3) Rincipal learning areas are organized in a manner to promotel feakble teaching arrangements and instructional groupings 0.0 Weight (avg) 5 Pattern Score: 10.0 PRINCIPAL LEARNING AREASI PROJECT BASED LEARNING How effectively do the principal learning areas support Project-Based Learning? 1) Students have space to collaborate both on brainstroming and project execution 0.0 3) Students have space to collaborate both on brainstroming and project execution 0.0 3) Students have space to collaborate both on brainstroming and project execution 0.0 4) Students have space to collaborate both on brainstroming and project execution 0.0 2) Students have space to share or common space for anticipation of students of the school into Learning Communities? 0.0 1) The spaint onfigurat | How effectively do the principal learning spaces support differentiation? Principal learning spaces support and thesist of the 2D Learning Modaillies 0.5 Principal learning spaces support and thesist of the 2D Learning Modaillies 0.5 Principal learning spaces and excludents in the promote flexible each and princed resources 0.5 Principal learning spaces and excludents in the promote flexible teaching arrangements and instructional groupings 0.0 Pattern Score: 10.0 Principal learning spaces support Project-BaseD Learning? 0.5 Principal learning spaces support Project-BaseD Learning? 0.5 Students have space to work independently on large-scale projects 0.0 Students have space to work independently on large-scale projects 0.0 Students have space to work independently on large-scale projects 0.0 Students have space to work independently on large-scale projects 0.0 Students have space to work independently on large-scale projects 0.0 Verificatively do the principal learning areas support Horoganization of the school into Learning Studios 0.5 Wow effectively do the principal learning areas support the organization of the school into Learning Studios 0.5 Verificatively do the principal learning areas support the organizatio and the school into Learning Studios | | | A336351116111 10 | |
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| 4) There is good sound reflectance behind speaker area 0.5 5) Audio enhancement is available in formal presentation spaces 0.0 | 4) There is good sound reflectance behind speaker area 0.5 5) Audio enhancement is available in formal presentation spaces 0.0 | 2) | Furniture can be arranged for either formal lecture or informal storytelling | 1.0 | |
| 4) There is good sound reflectance behind speaker area 0.5 5) Audio enhancement is available in formal presentation spaces 0.0 | 4) There is good sound reflectance behind speaker area 0.5 5) Audio enhancement is available in formal presentation spaces 0.0 | 3) | Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) | 1.0 | |
| 5) Audio enhancement is available in formal presentation spaces 0.0 | 5) Audio enhancement is available in formal presentation spaces 0.0 | | There is good sound reflectance behind speaker area | 0.5 | |
| | | | • | 0.0 | |
| | weight (avg) 2 Pattern Score: 7.0 | , | | | |

| | VATERING HOLE SPACE | |
|---|--|---|
| | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 1.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 4.0 |
| | CAVE SPACE | |
| | s the quality of Cave spaces? | ~ - |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.5 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 1.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 1.0 |
| | weight (avg) 2 Pattern Score: | 8.0 |
| | INIVERSAL DESIGN | |
| To wha 1) | tt extent does the school provide for students of all abilities? School provides equal access to all learning areas for students of different abilities | 1.0 |
| 2) | School provides equal access to an learning areas for students or unrefer admites | 0.5 |
| | | |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) 5) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| | URNITURE | |
| | riety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 1.0 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 5.0 |
| | ECHNOLOGY | |
| | ell is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 0.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 0.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.0 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |
| | weight (avg) 5 Pattern Score: | 0.0 |
| | ACOUSTICS | |
| A | s the quality of acoustics in principal learning areas? | |
| What is | | 1.0 |
| What is 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| What is | | 1.0 |
| What is 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | |
| What is 1) 2) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| What is 1) 2) 3) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 1.0 |
| What is 1) 2) 3) 4) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 1.0 0.5 |
| What is 1) 2) 3) 4) 5) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 1.0 0.5 1.0 |
| What is 1) 2) 3) 4) 5) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: | 1.0 1.0 0.5 1.0 |
| What is 1) 2) 3) 4) 5) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE | 1.0 1.0 0.5 1.0 |
| What is 1) 2) 3) 4) 5) To wha | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE at extent does school create a professional environment for teachers? | 1.0 1.0 0.5 1.0 22.5 |
| What is 1) 2) 3) 4) 5) To wha 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 1.0 0.5 1.0 22.5 |
| What is 1) 2) 3) 4) 5) To wha 1) 2) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: TEACHERS PROFESSIONAL SPACE It extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 1.0 1.0 0.5 1.0 22.5 0.5 0.5 |
| What is 1) 2) 3) 4) 5) T o wha 1) 2) 3) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban weight (avg) 5 Pattern Score: EEACHERS PROFESSIONAL SPACE It extent does school create a professional environment for teachers? Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings Teacher workspace has digital display for presentation, as well as access to a printer or copier | 1.0 1.0 0.5 1.0 22.5 0.5 0.5 0.5 |

| WELCOMING ENTRY | |
|--|------------|
| How welcoming is the entrance to the school? | |
| 1) Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) Reception area for visitors is clearly visible from main entrance | 0.5 |
| Visitor have a place to sit with access to beverages and reading materials | 0.0 |
| Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) School name, identity / logo / mascot, and school news visible at entry | 1.0 |
| | |
| weight (avg) 5 Pattern Sc | ore: 10.0 |
| SHARED LEARNING RESOURCES | |
| To what extent are learning resources distributed versus centralized? | 1.0 |
| 1) A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| 2) Library/media center has ample areas for casual reading, furnished with soft seating | 0.5 |
| 3) Access to digital resources are distributed throughout the school | 0.0 |
| 4) There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connection 5) There are a mix of individual and around with about space during and other about well. | |
| 5) There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |
| weight (avg) 4 Pattern Sc | ore: 6.0 |
| STUDENT DISPLAY SPACE | |
| How extensive are student display spaces? | |
| 1) Physical student work is displayed in changeable display systems in circulation spaces of the school | 1.0 |
| 2) Student work displayed at main entrance | 1.0 |
| 3) Special displays set aside for work in progress | 0.0 |
| 4) Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) Assigned displays for student work in curricular areas | 1.0 |
| weight (avg) 3 Pattern Sc | ore: 9.0 |
| ARTS STUDIOS | |
| How well equipped are art labs? | |
| 1) Prep and storage areas with counters and sinks are available | 1.0 |
| 2) Large windows provide ample natural light and views | 1.0 |
| There are connections to outdoors for messy projects | 0.0 |
| There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.5 |
| 5) There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| weight (avg) 3 Pattern Sc | ore: 7.5 |
| MUSIC AND PERFORMANCE | |
| To what extent is music and performance supported? | |
| There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 1.0 |
| | 0.5 |
| , | |
| (PRIMARY ONLY) space suitable for vocal group practice (PRIMARY ONLY) shares a statistic production of the state and sta | 0.5 |
| 4) (PRIMARY ONLY) adequate space with portable stage and some seating 5) Community able to use acheal facilities for larger parformance AND/OD atudents use community facilities for larger | 1.0 |
| 5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 0.5 |
| weight (avg) 3 Pattern Sc | ore: 10.5 |
| LIFE SKILLS AREAS | |
| To what extent is a life skills curriculum supported? | |
| Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexande | r's 1.0 |
| Students and faculty have access to areas for small groups to work together to resolve disputes | 0.0 |
| 4) There is support for student entrepreneurship (e.g. student-run store) | 0.0 |
| 5) Students have access to a career centre with office for staff and online and print resources | 0.5 |
| weight (avg) 2 Pattern Sc | ore: 3.0 |
| HEALTH & PHYSICAL FITNESS | |
| To what extent are health and physical fitness supported? | |
| Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 |
| Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 0.5 |
| | |
| | |
| Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) Running track and/or nature trails are accessible to school site | 0.0 0.5 |
| · · · · · · · · · · · · · · · · · · · | |
| weight (avg) 2 Pattern Sc | ore: 4.0 |

| To wha | ATHROOMS | |
|--|--|--|
| | t extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | |
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 1.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.5 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 1.0 |
| 5) | Stalls and urinals provide individual privacy. | 1.0 |
| - / | weight (avg) 1 Pattern Score: | 4.0 |
| | TUDENT DINING | 4.0 |
| | t extent is causal eating supported? | |
| 10 wria 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| | · | 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 1.0 |
| | weight (avg) 4 Pattern Score: | 10.0 |
| S | AFE LEARNING SPACES | |
| | fectively does the school facility provide for the safety and security of students and teachers, and community? | |
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.5 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |
| | weight (avg) 5 Pattern Score: | 15.0 |
| D | DAYLIGHTING | |
| | t extent does natural daylight penetrate learning areas? | |
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 4) 5) | | 1.0 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | |
| | weight (avg) 4 Pattern Score: | |
| _ | | 14.0 |
| | ULL SPECTRUM LIGHTING | 14.0 |
| | ULL SPECTRUM LIGHTING the quality of artificial lighting? | - |
| | | 0.0 |
| What is | the quality of artificial lighting? | - |
| What is 1) | the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| What is 1) 2) | the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 0.0 |
| What is 1) 2) 3) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting | 0.0 0.0 0.0 |
| What is 1) 2) 3) 4) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas | 0.0 0.0 0.0 0.0 |
| What is 1) 2) 3) 4) 5) | the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 0.0 0.0 0.0 0.0 |
| What is 1) 2) 3) 4) 5) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 0.0 |
| What is 1) 2) 3) 4) 5) E To wha | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS | 0.0 0.0 0.0 0.0 0.0 |
| What is 1) 2) 3) 4) 5) To wha 1) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.0 0.0 0.0 0.0 0.0 0.0 1.0 |
| What is 1) 2) 3) 4) 5) To wha 1) 2) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside | 0.0 0.0 0.0 0.0 0.0 0.0 1.0 |
| What is 1) 2) 3) 4) 5) E To what 1) 2) 3) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape | 0.0 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 |
| What is 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 |
| What is 1) 2) 3) 4) 5) E To what 1) 2) 3) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows to objects at least 50 ft away | 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 1.0 |
| What is 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: | 0.0 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 |
| What is 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION | 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 1.0 |
| What is 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) If What is | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION at the quality of the indoor-outdoor connections? | 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 1.0 |
| What is 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION | 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 1.0 |
| What is 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) If What is | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION at the quality of the indoor-outdoor connections? | 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 1.0 |
| What is 1) 2) 3) 4) 5) E To what 1) 2) 3) 4) 5) Uhat is 1) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION s the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors | 0.0 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 |
| What is 1) 2) 3) 4) 5) To what 1) 2) 3) 4) 5) What is 1) 2) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION to the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 0.0 0.0 0.0 0.0 0.0 1.0 1.0 1.0 1.0 |
| What is 1) 2) 3) 4) 5) To wha 1) 2) 3) 4) 5) Uhat is 1) 2) 3) 4) 5) | s the quality of artificial lighting? Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate Accent lighting provides contrast with general lighting Lighting controls are located near all presentation areas Artificial light fixtures utilize occupant sensors and/or daylight sensors weight (avg) 3 Pattern Score: EXTERIOR VISTAS It extent do interior spaces have views and vistas? All principal learning spaces (classrooms/learning studios) have windows to the outside More than 75% of occupied spaces in the school have windows to the outside 50% or more of windows offer views and vistas to greenspace or cityscape 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) More than 75% of exterior windows offer views to objects at least 50 ft away weight (avg) 3 Pattern Score: NDOOR-OUTDOOR CONNECTION St the quality of the indoor-outdoor connections? All public spaces have direct connections to the outdoors There are outdoor seating areas directly adjacent to café/cafeteria At least 75% of learning studios have direct access to outdoors | 0.0 0.0 0.0 0.0 0.0 0.0 1.0 12.0 0.5 0.0 0.0 |

| Ш- | OUTDOOR LEARNING | |
|----------|---|------|
| | w well is outdoor learning supported? | 1.0 |
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 1.0 |
| 2) | Campus has one or more outdoor amphitheaters | 1.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.5 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |
| | weight (avg) 4 Pattern Score: | 14.0 |
| | NATURAL VENTILATION | |
| | hat is the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 3.0 |
| | SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| То | what extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.5 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| 0) | | |
| | weight (avg) 1 Pattern Score: | 0.5 |
| T. | LOCAL SIGNATURE | |
| | what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 1.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 1.0 |
| 3) | Local materials or architectural forms relate to surrounding context | 0.5 |
| 4) | School itself brings character to the surrounding neighborhood | 0.5 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 1.0 |
| | weight (avg) 1 Pattern Score: | 4.0 |
| | CONNECTED TO COMMUNITY | |
| Тс | what extent is the school connected to its surrounding community? | |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.5 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 |
| | weight (avg) 4 Pattern Score: | 8.0 |
| | AESTHETICS | |
| W | hat is the quality of aesthetics? | |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 1.0 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 2) 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| , | | |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |
| | weight (avg) 2 Pattern Score: | 5.0 |

Assessment Score: 238.5 (out of 540) 44%

Educational Facilities Effectiveness Instrument Review of West Education Campus Washington, DC, United States of America



On Friday November 16, 2012

| | | Assessment r |
|----------|---|--------------|
| Р | RINCIPAL LEARNING AREAS DIFFERENTIATION | |
| | fectively do the principal learning spaces support differentiation? | |
| 1) | Principal learning spaces expertly support at least 16 of the 20 Learning Modalities | 0.5 |
| 2) | Enclosed learning spaces are flexible and have at least one break-out area within the room | 1.0 |
| 3) | Principal learning spaces allow students to independently access electronic and printed resources | 0.5 |
| 4) | Resource space for accelerated students and students with special-needs are integrated into principal learning areas | 0.5 |
| 5) | Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings | 0.5 |
| | weight (avg) 5 Pattern Score: | 15.0 |
| Р | RINCIPAL LEARNING AREAS PROJECT BASED LEARNING | |
| How eff | fectively do the principal learning areas support Project-Based Learning? | |
| 1) | Students have access to water within each principal learning space (1); in adjacent space (0.5) | 0.5 |
| 2) | Students have space to work independently on large-scale projects | 0.0 |
| 3) | Students have space to collaborate both on brainstorming and project execution | 0.5 |
| 4) | Storage for works in progress, including large project storage, is accessible to students | 0.0 |
| 5) | Space is available for multiple classes to gather as a single community | 1.0 |
| | weight (avg) 5 Pattern Score: | 10.0 |
| Р | RINCIPAL LEARNING AREAS LEARNING COMMUNITIES | |
| How eff | fectively do the principal learning areas support the organization of the school into Learning Communities? | |
| 1) | The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150 | 0.5 |
| 2) | Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning | 0.0 |
| 3) | Students and teachers have access to shared common space in addition to Learning Studios | 0.5 |
| 4) | The Learning Community is spatially distinct and recognizable within the school | 1.0 |
| 5) | Teachers and students can move seamlessly from one learning space to another within the learning community zone | 0.5 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| Α | REAS FOR HANDS-ON EXPERIMENTATION | |
| How we | ell equipped are science labs for student learning? | |
| 1) | Prep and storage space is adjacent to work area | 1.0 |
| 2) | Work surfaces are located on the perimeter near services | 1.0 |
| 3) | Science areas contains movable tables for a variety of projects | 1.0 |
| 4) | Collaborative 'think-tank' space is adjacent to messy work areas | 0.0 |
| 5) | There is a connection to the outdoors for experimentation | 0.0 |
| | weight (avg) 3 Pattern Score | 9.0 |
| Т | RANSPARENCY | |
| To what | t extent is learning visually transparent? | |
| 1) | Breakout spaces are supervisable from adjacent learning spaces | 0.5 |
| 2) | Teacher collaboration/work spaces have visual access to student learning spaces | 0.0 |
| 3) | There is visibility between learning studios and informal learning areas | 0.5 |
| 4) | There are views of learning activity from common spaces (e.g. cafes) | 0.5 |
| 5) | Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces | 0.5 |
| | weight (avg) 2 Pattern Score: | 4.0 |
| C | AMPFIRE SPACE | |
| | ell do Campfire spaces function? | |
| HOW WE | A platform or portable stage is available for lecturing | 0.5 |
| 1) | · · · · · | |
| | Furniture can be arranged for either formal lecture or informal storytelling | 1.0 |
| 1) 2) | | 1.0 0.0 |
| 1) | Furniture can be arranged for either formal lecture or informal storytelling Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players) There is good sound reflectance behind speaker area | |

weight (avg) 2

Educational Facilities Effectiveness Instrument (EFEI) © 2012 Fielding Nair International, LLC

4.0

Pattern Score:

| | VATERING HOLE SPACE | |
|----------------|---|------------|
| | s the quality of Watering Hole spaces? | |
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.5 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |
| | weight (avg) 2 Pattern Score: | 3.0 |
| C | CAVE SPACE | |
| What is | s the quality of Cave spaces? | |
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 0.5 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |
| | weight (avg) 2 Pattern Score: | 5.0 |
| ι | JNIVERSAL DESIGN | |
| | at extent does the school provide for students of all abilities? | |
| 1) | School provides equal access to all learning areas for students of different abilities | 0.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 1.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| | URNITURE | |
| ls a vai | riety of furnishings offered throughout school? | |
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 1.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |
| | weight (avg) 5 Pattern Score: | 7.5 |
| Т | ECHNOLOGY | |
| How we | ell is technology integrated with the curriculum and principal learning spaces? | |
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.0 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 |
| | weight (avg) 5 Pattern Score: | 15.0 |
| A | ACOUSTICS | |
| | the quality of acoustics in principal learning areas? | |
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 0.5 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 0.5 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 0.5 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 0.5 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| Т | EACHERS PROFESSIONAL SPACE | |
| Towha | at extent does school create a professional environment for teachers? | |
| | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.5 |
| 1) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 |
| | reachers have adequate space for private priorie calls, ranning meetings and one-to-one student meetings | |
| 1) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 |
| 1) 2) | | 0.0 0.0 |
| 1) 2) 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | |

| | VELCOMING ENTRY | |
|----------|--|------------|
| | elcoming is the entrance to the school? | |
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.5 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.0 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.5 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 1.0 |
| | weight (avg) 5 Pattern Score: | 12.5 |
| | HARED LEARNING RESOURCES | |
| | t extent are learning resources distributed versus centralized? | |
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 0.5 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 1.0 |
| 3) | Access to digital resources are distributed throughout the school | 0.5 |
| 4) 5) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 0.0 |
| 0) | | |
| | weight (avg) 4 Pattern Score: | 8.0 |
| | TUDENT DISPLAY SPACE | |
| | tensive are student display spaces? Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school Student work displayed at main entrance. | 0.0 |
| 2) 3) | Student work displayed at main entrance | 0.0 |
| 3) 4) | Special displays set aside for work in progress Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 1.0 |
| 0) | | |
| | weight (avg) 3 Pattern Score: | 4.5 |
| | RTS STUDIOS | |
| | equipped are art labs? | 1.0 |
| 1) 2) | Prep and storage areas with counters and sinks are available | 1.0 0.0 |
| , | Large windows provide ample natural light and views | |
| 3) | There are connections to outdoors for messy projects | 0.0 0.5 |
| 4) 5) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |
| 5) | | |
| | weight (avg) 3 Pattern Score: | 4.5 |
| | | |
| | t extent is music and performance supported? | 4.0 |
| 1) 2) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 1.0 0.0 |
| 2) 3) | (PRIMARY ONLY) instrumental music room with storage space for instruments (PRIMARY ONLY) space suitable for vocal group practice | 0.0 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 |
| 0) | | |
| | weight (avg) 3 Pattern Score: | 9.0 |
| | IFE SKILLS AREAS | |
| | t extent is a life skills curriculum supported? | |
| 1) | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's | 0.0 |
| 3) | Students and faculty have access to areas for small groups to work together to resolve disputes | 0.0 |
| 4) | There is support for student entrepreneurship (e.g. student-run store) | 0.0 |
| 5) | Students have access to a career centre with office for staff and online and print resources | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| Н | EALTH & PHYSICAL FITNESS | |
| | t extent are health and physical fitness supported? | |
| 1) | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 |
| 2) | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 1.0 |
| 3) | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.0 |
| 4) | Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.0 |
| 4) | | |
| 4) 5) | Running track and/or nature trails are accessible to school site | 0.0 |

| To what eader it does the design of the balfrorow meet needed standards of salety, privacy and cleanings?" Image: State of the state of th | T | BATHROOMS | |
|--|----------------|--|------|
| 2) Bath coors are small and distributed throughout the school 10 4) Bath coors are small and distributed throughout the school 10 4) Bath coors are small and distributed throughout the school 05 5) Stale and uninal provide individual privace 05 7) Pattern Score: 2.5 Construction: To what extern is claused eating supported? 10 5) School has a certral kitchen/cateler or all emative fresh lood provider 10 5) Studenth is an adapted ingoing areas, (b) is and cubbor eating stranes (0.5) 00 6) School has a certral kitchen/cateler or all emative fresh lood provider 05 6) School has modified entity areas, (b) is adice strone, strone and (b) with strone area (c) is 00 00 6) Main kitchen and cately is outle strone strone and contral strone and contral strone area (c) is 00 00 6) School facility is vell organized to provide strane strone is atrane strone and contral strone area (c) is 00 00 7) Main entrane is transporter and transp | | at extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness? | 0.5 |
| Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Control, in the statual of the s | | | |
| a) Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural 0.0 b) States and uninals provide individual privacy. 0.5 c) Pattern Score: 2.5 c) School has a certral ktcher/cattern or alternative fresh flood provider: 1.0 c) School has a certral ktcher/cattern or alternative fresh flood provider: 0.5 c) School has and terted individual privacy. 0.5 c) School has and terted individual privacy. 0.5 c) School has and terted individual privacy. 0.5 c) School has multiple dining areas, for 1.0 sklober store. 0.0 c) School has multiple dining areas, for 1.0 sklober store. 0.0 c) Entry controls protect school school school tert material tert and tert a | , | · · · · · · · · · · · · · · · · · · · | |
| 5) Stalls and uninals provide individual privacy. 0.5 veripht avg.1 Pattern Score. 2.5 To what bettern its causal a eating supported? 1.0 5) Subtern Kinnew 1.0 2) School has a circula kitcher incattera or alternative fresh food provider 1.0 2) School has a circula kitcher incattera or alternative fresh food provider 0.5 3) Subtern Kitcher aut cately double as earming double sale saming areas to calinary arts and other learning (0.5) with dreno area (0.5) 0.0 10 School has intuitied kitcher aut cately double as learning areas to calinary arts and other learning (0.5) with dreno area (0.5) 0.0 10 Main entrance is transparent and has visual access to the street (0.5). Administration located at the entrance off "regs on 0.5 0.5 2) Entry controls priorite streat sama entrance and entransparent and has street and spaces an any and the street set orannum street set and subcet set on street set on spaces and any and street set on spaces any any and any | | | |
| weight (xrg) 1 Pattern Score: 2.5 Strubent Disnues 10 School has a central kitcher/canteen or alternative fresh food provider 1.0 School has indoor easing greas (0.5) and outboor eating thereaces (0.5) 0.5 Students have access to fresh, healthy anacks throughout the day, such as fruits and vegetables 0.5 School has multiple ding areas, for 150 subdents or less, with small tour duables to support emotional learning and dining on the single (1900) and the safe subdents or less, with small tour duables to support emotional learning and dining on the single (1900) and the safe subdent or learning (0.5) with demo area (0.5) 0.0 School factor is provide for the safely and security of students and teachers, and community? 1 1 How effectively does the school facility provide for the safely and security of students and teachers, and community? 5 5 School facility is well carginated to promote as ense of community safety and o.5 5 5 5 5 School facility is well carginated to promote as ense of community safety and security of students and teachers, and community? 1 5 To out at state and entrance offer teargenet dual basics and use on provide serve and exits, bind corners, and pathwas to public stretes and spaces at right 5 Or of at a provide serve and exits, bind corners, and pathwas to public stretes and spaces at right 5 <tr< td=""><td></td><td></td><td></td></tr<> | | | |
| StrubeNT DINNE To what extent is causal eating supported? 10 School has a certral kitchenicanee or alternative fresh food provider 10 2) School has indoor esting areas (C15) and outdoor esting terraces (0.5) 0.5 3) Students have access to fresh, healthy ancks throughout the day, such as finals and vegetables 0.5 3) School has multiple diming areas, for 150 students or less, with small round tables to support emotional learning and dining 0.0 Weight (avg) 4 Pattern Score: 8.0 Stafe LEARNING SPACES Network the stafe ty and security of students and teachers, and community? 1) Main entrance is transparent and has visual access to the street (0.5). Administration located at the entrance of the reves on 0.5 2) Entry contrise protect school safely without clienting students; entry contrise protect accuston plans 1.0 10 Orgo of Zone provide see say access to an in an entrance and eliminates contribute beem student potestrains and vehicle taffic 0.5 2) School facility invide for the safety and secure typical students (0.5). Advance target students (0.5) 0.5 3) School facility is well organized to promote safe and theinables conflict beem student potestrains and vehicle taffic 0.5 | 5) | | |
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| 2) Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate 0.0 3) Accent lighting provides contrast with general lighting 0.0 4) Lighting controls are located near all presentation areas 0.0 5) Artificial light fixtures utilize occupant sensors and/or daylight sensors 0.0 5) Artificial light fixtures utilize occupant sensors and/or daylight sensors 0.0 Pattern Score: 0.0 Pattern Score: 0.0 To what extent do interior spaces have views and vistas? 1) All principal learning spaces (classrooms/learning studios) have windows to the outside 0.5 2) More than 75% of occupied spaces in the school have windows to the outside 0.5 3) 50% or more of windows offer views and vistas to greenspace or cityscape 0.5 4) 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) 0.0 5) More than 75% of exterior windows offer views to objects at least 50 ft away 0.5 weight (avg) 3 Pattern Score: 0.5 1) All public spaces have direct connections? 0.5 1) All public spaces hav | | | 0.0 |
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| | 2) 3) 4) | Most buildings have transition spaces such as porches and decks | 0.0 |

| | DUTDOOR LEARNING | |
|----|---|------------|
| | ell is outdoor learning supported? | 0.0 |
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | |
| 2) | Campus has one or more outdoor amphitheaters | 0.5 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 1.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces weight (avg) 4 Pattern Score: | 6.0 |
| Ν | IATURAL VENTILATION | 0.0 |
| | the quality of natural ventilation? | |
| 1) | All learning areas have operable windows to allow in fresh air | 0.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.0 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |
| | weight (avg) 2 Pattern Score: | 0.0 |
| S | USTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK | |
| | t extent has sustainability been considered in school design? | |
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |
| | weight (avg) 1 Pattern Score: | 0.0 |
| | OCAL SIGNATURE | |
| | t extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the | |
| 1) | Visible signature represents mission of school or community at entry | 0.5 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.0 |
| 3) | Local materials or architectural forms relate to surrounding context | 0.0 |
| 4) | School itself brings character to the surrounding neighborhood | 0.5 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |
| | weight (avg) 1 Pattern Score: | 1.0 |
| | CONNECTED TO COMMUNITY | |
| | t extent is the school connected to its surrounding community? | |
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.5 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.0 |
| | weight (avg) 4 Pattern Score: | 6.0 |
| | LESTHETICS | |
| | the quality of aesthetics? | 0.5 |
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |
| | weight (avg) 2 Pattern Score; | 4.0 |

Assessment Score: 207.0 (out of 540)

38%