

LEARNING SETTINGS

Library

Rates the degree with which the building provides a designated portal for information and exploration. The library should be engaging, using color, materials, and light. Necessary components include daylight, circulation desk, zoned areas for collaboration including a classroom setting, group learning, and individual reading areas. Spaces should have flexible, easily monitored shelving in a height appropriate for the user. Additional, adjacent spaces include office, workroom, and storage.

1. The library reading room is inspiring. It is sized according to the Educational Specifications by grade level. A light-filled space integrated with adjacent learning spaces that together provide an “Innovation Center” for the school. Shelving is flexible and appropriately sized relative to the height of the user. The layout is easily monitored and supports 2 or more classes in a variety of diverse learning settings (classroom, small group, individual). There is ample storage, office space, adjacent workrooms, and circulation support.
2. Minor compromises to the categories mentioned above.
3. Although the reading room is distinct from other learning areas in the building, compromises in the colors, finishes, or daylight, may reduce the inspirational qualities of the space. Shelf placement and shelving height provide zoned areas that allow for a variety of use types but may not be flexible. Storage, circulation, and adjacent office spaces are all adequate, but the space either lacks flexibility or integration with adjacent learning spaces. Areas can be monitored, but only with operational modifications.
4. Space does not feel special due to lack of light, dated, uninspiring colors, or quality of material finishes. Spaces are inflexible or simply too small to hold more than 2 classes at a time with little to no diversity in configuration of learning settings. Students are not easily monitored. Circulation desk, office, workrooms, and or storage is severely compromised.
5. Space has no measurable daylight and the color choices and materials are either dated or in disrepair. The room cannot hold more than one class and prohibits diversity in the types of learning. The layout makes it difficult to monitor those using the space. Support spaces are inadequate.

Gymnasium

Rates the degree to which the building provides dedicated areas for programmed gymnasium activities. Necessary components include daylight, regulation courts and clearances with adequate, adjacent amenities, and appropriate finishes for the grade level. Scores consider the ability for separate, secure public access, adjacencies to outdoor learning, and available water fountains and rest rooms. Additional, adjacent spaces include offices and storage as outlined in the Educational Specification per grade level.

1. The gym is appropriately sized for the grade level with ample storage and office space. The daylight is noticeable and adjacencies to outdoor play are obvious. Restrooms are adjacent and easily accessible with ample fixtures and bottle-filling water fountains. The space supports two classes simultaneously with an operable divider curtain at the elementary level. Wall padding and acoustic dampening is ample, and ceilings are high. Performance space directly adjacent in elementary school configurations, with protective padding to allow for simultaneous instruction. The gym is part of the performance collective at secondary grade level.
2. Minor compromises to the categories mentioned above.

3. Daylight is minimal or not present, but ceilings are high, and finishes are appropriate. Storage, athletic support, office space and restrooms are adjacent and adequate. Divider curtain for elementary grades is in use, appropriately located, and in good repair. Padding is present and bleacher configuration supports activity for that grade level. Outdoor learning is immediately adjacent.
4. Gym has little to no daylight, size is substandard, ceilings are low, or finishes are in poor repair. The space is missing adequate padding and acoustic treatment or is poorly lit. Adjacencies to support spaces or outdoor learning are inadequate.
5. The gym has no daylight, ceilings are low, and spaces are too small to hold more than one classroom at a time. The finishes are substandard or in need of repair. Support space quantity, quality, or adjacencies are inadequate.

Auxiliary Gym

Rates the degree with which the building provides a safe, dedicated area for programmed auxiliary gym activities. Rated components include daylight, light fixtures, appropriateness of size, ceiling heights, finishes, and adjacencies to gymnasium, weight room, training room, and outdoor learning spaces by grade level.

1. The auxiliary gym is appropriately sized for the grade level with good adjacencies to gymnasium, weight room, training room, restrooms, and outdoor learning spaces. The space is easily accessible with high ceilings, good ventilation, ample daylight, lighting fixtures, and padding.
2. Minor compromises to the categories mentioned above.
3. Daylight is minimal or not present in the space. Size, adjacencies configuration, materials, and finishes are all adequate.
4. No measurable daylight. Size is substandard, finishes are in poor repair or missing adequate padding. The light fixtures are poor, and/or the ceilings are low.
5. This program piece is missing or is of such low quality that it does not serve the function of an auxiliary gym.

Aerobics/Weight Room/Health Classroom

Rates the degree with which the building provides a safe, dedicated area for programmed aerobics/weight room activities per the Education Specifications. Rated components include daylight, light fixtures, appropriateness of size, ceiling heights, finishes, and adjacencies to gymnasium, weight room, training room, and outdoor learning spaces by grade level.

1. The aerobics/weight room is appropriately sized for the grade level with good adjacencies to gymnasium, auxiliary gym, training room, restrooms, and outdoor learning spaces. The space is easily accessible with high ceilings, good ventilation, ample daylight, lighting fixtures, and padding.
2. Minor compromises to the categories mentioned above.
3. Daylight is minimal or not present in the space. Size, adjacencies configuration, materials, and finishes are all adequate.
4. No measurable daylight. Size is substandard, finishes are in poor repair or missing adequate padding. The light fixtures are poor, and/or the ceilings are low.
5. One or more of these program pieces are missing or is of such low quality that they do not serve their function.

Gym Class Support

Rates the degree with which the building provides adequate spaces necessary to support the programmed functions in the gymnasium, auxiliary gym, weight room, training room, and outdoor learning spaces by grade level. Rated components include storage and offices and their adjacencies to the spaces they supply.

1. Offices, storage, and support spaces are appropriately sized for their function with durable materials, good adjacencies to gymnasium, auxiliary gym, training room, restrooms, and outdoor learning spaces. They are easily accessible and secured.
2. Minor compromises to the categories mentioned above.
3. Size, adjacencies configuration, materials, and finishes in these spaces are all adequate.
4. Size, adjacencies configuration, materials, and finishes in these spaces are substandard.
5. Components are missing or do not serve their intended function.

Locker Rooms

Rates the degree with which the building provides locker room facilities that support a full range of programmed physical education. Necessary components include the equality between spaces for all genders and ease with which spaces can be monitored and accessed by all users. Rates appropriateness of finishes, availability of water, and adequacy of restrooms and shower facilities. Spaces should have appropriate adjacencies to outdoor and gymnasium spaces with adequate office space for coaches, appropriate storage, and lockers appropriate to grade level

1. Lockers rooms are equally sized and have similar level of finish and accommodation between genders. Gender neutral areas are adequate and appropriately located. Lockers, restrooms, showers, and seating are available, and all are appropriately sized for their function with durable materials, good adjacencies to gymnasium, auxiliary gym, training room, restrooms, and outdoor learning spaces. Offices are appropriately sized and located to optimize visibility for safety. They are easily accessible and secured.
2. Minor compromises to the categories mentioned above.
3. Size, adjacencies, configuration, materials, and finishes in these spaces are all adequate.
4. Size, adjacencies, configuration, materials, and finishes in these spaces are substandard.
5. Size, adjacencies, configuration, materials, and/or finishes are compromised, components are missing or do not serve their intended function.

Performance Venue

Rates the degree with which the building provides a grade-level appropriate performance venue per the Educational Specifications. The performance venue should be arranged for ease of collaboration, accessibility to the drama, vocal and instrumental performing arts classrooms. Ratings evaluate size, adjacencies, amenities, configuration, and materials.

1. Stage and back of house areas have suitable finishes and features, lighting, audio/visual accommodations, and are appropriately specified for grade level use as a classroom and performance space. Adjacencies for support areas, music and theatre classes are suitable and equally accessible by all users. All amenities per grade level specification are present and configured for best use. At elementary levels the stage can be separated for use as a classroom simultaneous to neighboring gym activities with a back of house curtain, side

stage right and left with storage for props and supplies to support elementary level performances.

2. Minor compromises to the categories mentioned above.
3. Size, adjacencies, configuration, materials, and/or finishes in these spaces are all adequate.
4. Size, adjacencies, configuration, materials, and/or finishes in these spaces are substandard.
5. Size, adjacencies, configuration, materials, and/or finishes are compromised, components are missing or do not serve their intended function.

Performance Support

Rates the degree with which the building provides adequate spaces necessary to support the programmed functions in the performance venue by grade level. Rated components include storage, support as indicated by the Educational Specifications and their adjacencies to the spaces they supply.

1. Offices, storage, and support spaces are appropriately sized for their function with ample casework and circulation with durable materials, good adjacencies to the performance venues and other support areas. They are easily accessible and secured.
2. Minor compromises to the categories mentioned above.
3. Size, adjacencies, configuration, materials, and/or finishes in these spaces are all adequate.
4. Size, adjacencies, configuration, materials, and/or finishes in these spaces are substandard.
5. Size, adjacencies, configuration, materials, and/or finishes are compromised, components are missing or do not serve their intended function.

Music/Choir/Band

Rates the degree to which the building allows for fully developed music programs by grade level. Looks for purpose-built space with ample daylight, adjacent amenities, and appropriate finishes. Music rooms should be clustered in an area of the school that meets their respective spatial and access needs. The music classrooms should be arranged for ease of collaboration, accessibility to the drama, and performance venues. Ratings evaluate size, adjacencies, amenities, configuration, and materials.

1. Music, choir, ensemble, and band classrooms have suitable finishes and features, lighting, audio/visual accommodations, and are appropriately sized for grade level use as a classroom and performance space. Adjacencies for storage and support areas, drama and performance venue are suitable and equally accessible by all users. All amenities per grade level specification are present and configured for best use.
2. Minor compromises to the categories mentioned above.
3. Size, daylight, adjacencies, configuration, materials, and/or finishes in these spaces are all adequate.
4. Size, daylight, adjacencies, configuration, materials, and/or finishes in these spaces are substandard.
5. Size, daylight, adjacencies, configuration, materials, and/or finishes are compromised, components are missing or do not serve their intended function.

CTE/Makers Space

Rates the degree to which the building allows for fully developed CTE programs. Looks for purpose-built space with adequate, amenities, and appropriate finishes. Spaces support a variety of opportunities for hands-on learning experiences where students work with others to build, create, and

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produce. These spaces should be easily adapted to future program changes and innovations to teaching and learning.

1. CTE spaces have suitable finishes and features, proper ventilation, lighting, storage, and are appropriately sized for grade level use as a classroom and makers space. All amenities per grade level specification are present and configured for best use. Spaces are centrally located to celebrate innovation in the learning environment and to improve passive learning for all. Storage space is ample and appropriate.
2. Minor compromises to the categories mentioned above.
3. Size, daylight, adjacencies, configuration, materials, and/or finishes in these spaces are all adequate.
4. Size, daylight, adjacencies, configuration, materials, and/or finishes in these spaces are substandard.
5. Size, daylight, adjacencies, configuration, materials, and/or finishes are compromised, components are missing or do not serve their intended function.

Visual Arts

Rates the degree to which the building allows for a fully developed visual art program. Looks for purpose-built space with adequate, amenities per grade level, and appropriate finishes. Spaces are well lit, located in a way that improves passive learning, celebrates the creative process, and with amenities that allow for a variety of opportunities for hands-on visual art experimentation where students work with others to build, create and produce. In addition to ample workspace, necessary components include storage for materials, access to kilns and drying racks, and space to display completed work.

1. Visual art spaces have suitable finishes and features, proper ventilation, lighting, storage, and are appropriately sized for grade level use as a classroom and creative space. All amenities per grade level specification are present and configured for best use. Spaces are centrally located to celebrate creativity in the learning environment and to improve passive learning for all. Display space is ample and appropriate.
2. Minor compromises to the categories mentioned above.
3. Size, daylight, adjacencies, configuration, materials, and/or finishes in these spaces are all adequate.
4. Size, daylight, adjacencies, configuration, materials, and/or finishes in these spaces are substandard.
5. Size, adjacencies, configuration, materials, and/or finishes are compromised, components are missing or do not serve their intended function.

Special Education/FSA

Rates the degree to which the building allows for fully developed, integrated Special Education programs. Looks for equitable, purpose-built spaces with adequate amenities and appropriate finishes. Students with special needs should feel they are an integral part of the school community. The locations of special program classrooms should not place students apart from the general population.

1. Special Education spaces are purpose built, have suitable finishes and features, lighting, storage, and are appropriately sized for grade level use as a classroom and creative space. All amenities per grade level specification are present and configured for best use. Spaces are integrated into other learning environments to celebrate creativity in the learning

environment and to improve passive learning for all. All necessary equipment is in place and in good repair.

2. Minor compromises to the categories mentioned above.
3. Size, daylight, adjacencies, configuration, equipment, materials, and/or finishes in these spaces are all adequate.
4. Size, daylight, adjacencies, configuration, equipment, materials, and/or finishes in these spaces are substandard.
5. Size, adjacencies, configuration, equipment, materials, and/or finishes are compromised, components are missing or do not serve their intended function.

Kindergarten

Rates the degree to which the building allows for a fully developed Kindergarten program. Kinder classrooms are large, light-filled, inspiring spaces where students get their first understanding of learning environments. Looks for purpose-built spaces with appropriate finishes, storage for supplies, and a variety of learning zones. Kinder classrooms should have adjacent access to restrooms, play areas, and outdoors.

1. Kindergarten classrooms are bright and engaging for students. They are larger than general education classrooms, have suitable finishes and features with ample task-oriented lighting and daylighting. Storage support is ample and appropriate to support the increased need for this grade level. Restroom, play areas, and outdoor access are directly adjacent and easily monitored.
2. Minor compromises to the categories mentioned above.
3. Size, daylight, adjacencies, configuration, materials, and/or finishes in these spaces are all adequate.
4. Size, daylight, adjacencies, configuration, materials, and/or finishes in these spaces are substandard.
5. Size, adjacencies, configuration, materials, and/or finishes are compromised, components are missing or do not serve their intended function.

General Education Classrooms

Rates the degree with which the building provides core content classrooms that are appropriately sized, have task lighting and daylight, they are located throughout the building with materials that are in good repair and easily maintained. At middle and high school these should be arranged into interdisciplinary clusters with each classroom having direct access to, and a visual connection with a learning common space. Classrooms for elective content areas should be located throughout the academic building for additional opportunities for collaboration with core content areas.

1. General education classrooms are bright and engaging for students. Each has suitable finishes and features with ample task-oriented lighting and daylighting. Storage support is ample and appropriate to the needs for flexibility for general education classes.
2. Minor compromises to the categories mentioned above.
3. Size, daylight, configuration, materials, and/or finishes in these spaces are all adequate.
4. Size, daylight, configuration, materials, and/or finishes in these spaces are substandard.
5. Size, daylight, configuration, materials, and/or finishes are compromised, components are missing or do not serve their intended function.

Science

Rates the degree to which the building allows for a fully developed science program. Looks for purpose-built space with adequate, adjacent amenities, and appropriate finishes. They are appropriately sized with assigned, adjacent support, have task lighting and daylight with materials that are in good repair and easily maintained.

1. Science classrooms and prep areas are bright and engaging with flexible configurations and suitable finishes and features that are durable and easily maintained. Ceilings are high with ample ventilation, task-oriented lighting and daylighting. Storage support is ample and adjacent with efficient and flexible configurations.
2. Minor compromises to the categories mentioned above.
3. Size, daylight, configuration, materials, and/or finishes in these spaces are all adequate.
4. Size, daylight, configuration, materials, and/or finishes in these spaces are substandard.
5. Size, daylight, configuration, materials, and/or finishes are compromised, components are missing or do not serve their intended function.

Outdoor Learning Settings

Rates the degree with which the site allows for age appropriate, modern or well-maintained outdoor learning areas. Looks for adequately sized, easily accessible and inclusive areas with special attention at the primary grade level to play-based activities and active/social-based activities for secondary grade levels. The placement of fields/sports areas and grounds should preserve the main entry as the public face of the school, protect student safety and security, and limit impact on the environment.

1. All fields are age appropriate per the Educational Specification are easily accessible and in good repair. Fully inclusive play areas are adjacent to occupied space with view from buildings that are easily seen from several vantage points. Covered play is incorporated into other outdoor learning areas and is open and easily monitored. Interior learning spaces throughout the sites are adjacent and connected to exterior learning environments.
2. Minor compromises to the categories mentioned above.
3. Fields, courts and equipment is adequate size and in good repair. Covered play is open and can be passively monitored. Fields and courts have appropriate adjacencies to school for grade level, are easy to supervise, and ADA accessible.
4. Conditions and configurations suggest the need for extensive operational practices to ensure appropriate use of the space for student safety. Outdoor learning is remote from building or elements are substandard in size or in need of repair.
5. Size, configuration, adjacencies to on-site or neighborhood vehicular traffic. Equipment or surfaces are unsafe, missing, or do not serve their intended function. Play is remote from building or otherwise spread out making it difficult to supervise and ensure student safety.

CONFIGURATION

Site Layout

Rates the positioning of components on site in by the ability of users to move via bus, automobile, bike, and by foot separately and safely for arrival and departure to school. Looks for defined, separate public and private zones on site as well as adequate queuing areas for all modes of transport. Rates the availability of separate staff and visitor parking areas and parking for school events. Scores on appropriateness of distances between components, designations between each, and availability of parking to support each. Rates the degree to which the facilities preserve the site to support outdoor learning via the natural environment and recreational activities.

1. The building is easily visible upon approach, all modes of transportation can safely take place simultaneously with clear routes and separate entries. The site and its traffic are easily monitored requiring users to navigate reasonable distances. Separate drop offs for deliveries, buses, vehicles, and pedestrians are easily identifiable. Parking is adequate for the school size and community it serves. Outdoors areas available to users are ample and protected by the siting of the building.
2. Minor compromises to the categories mentioned above.
3. All modes of arrival, delivery, parking, and means of crossing the site are accommodated safely with reasonable operational accommodation. Parking is adequate, and facilities are consolidated to maximize safe utilization outdoor learning space.
4. Conditions and configurations limit the ability for safe accessing to the site for users or require extensive operational accommodation to provide reasonably safe means of access to all amenities of the site. Parking is combined, remote, or otherwise inadequate for the size of school and intended use.
5. Conditions and configurations for accessing the site are unsafe for users wanting access to all amenities of the site. Parking is combined, remote, or otherwise unacceptable for the size of school and intended use.

Building Layout

Rates the arrangement of the buildings on site. Assessments directly relate to the number of buildings, the presence of defined, separate public and private zones within the building, and appropriate adjacencies among spaces. Rates the building organization on site, appropriateness and clarity of circulation and egress and ability to be secured with ease.

1. The facilities on site are well defined and spaces are easily recognizable by type. There are obvious and clearly designed zones for public and private occupation with purpose-built means of securing private from public. Adjacencies maximize use, monitoring, maintenance, and safety.
2. Minor compromises to the categories mentioned above.
3. Facilities on site are recognizable by type and private and public spaces are easily separated through operational means. Layout and adjacencies adequately accommodate monitoring, maintenance, and safety for users.
4. Conditions or configurations compromise safety or require extensive operational accommodation to ensure appropriate use of the space and user safety.
5. The building layout and organization limits or prohibits operations that ensure user safety.

Wayfinding

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Rates the clarity and thoroughness of the wayfinding mechanisms found throughout the site and within the buildings on campus. Looks for legibility, placement, durability, and at the variety of imagery and language used. People should know where they are and where they are going from the minute they turn into the driveway. There should be ample and clear signage. Further, the paths of travel should be meaningful; they should communicate what the school is about and feel connected to the community.

1. Signage is permanent and placed with the intent to move a first-time user through the site taking into consideration the building layout and the age and identity of the users. Signs are fully inclusive of all users that may enter the site with diverse languages represented, braille notation, and thoughtful graphic choices.
2. Minor compromises to the categories mentioned above.
3. Signage provides adequate information to most users not familiar with the site and takes into consideration building layout in placement and when materials are chosen.
4. Signage is minimal, temporary, or illegible to many users.
5. Signage is minimal, temporary, or illegible to most users.

Variety of Learning Settings

Rates the degree with which the site and school allow for a variety of spaces for instructional and individual learning. Looks for opportunities for shared learning settings, small group learning spaces, individual work areas, and team-teaching opportunities. Looks at the level to which the school and its site are used for learning and how well the interior maximizes the space available for instruction and allows for collaboration within and across disciplines and within and across grade levels. Rates the level to which design uses proximity, transparency, placement of informal meeting areas and the agility of learning settings.

1. There are ample opportunities for students to learn outside of the classroom in a variety of diverse spaces that enhance learning in large group, medium and small groups, and supports individual learning opportunities that are easily supervised simultaneously.
2. Minor compromises to the categories mentioned above.
3. There are some opportunities for students to learn outside of the classroom or in zoned, diverse settings in settings that can be supervised with minimal operational modifications.
4. There are minimal or no opportunities for students to learn outside of the classroom and the classrooms themselves offer limited diverse learning opportunities.
5. There are no opportunities for students to learn outside of the classroom and the classrooms themselves are sized or configured in such a way to limit diverse learning opportunities.

Variety of Gathering Settings

Rates the degree to which the site and school offer a variety of spaces for different types of gathering and social interaction. Looks for success in a range of gathering settings including the ability of special program spaces to allow for gathering of large groups and into peripheral zones of corridors and other circulation zones that allow for students to peel off and interact with their peers and individuals to see active gathering without having to participate. Scores also consider usability in terms of access, proper supervision, and safety.

1. There are ample opportunities for students to gather outside of the classroom in a variety of diverse spaces that enhance social/emotional interaction in various group sizes.
2. Minor compromises to the categories mentioned above.
3. There are some opportunities for students to gather outside of the classroom in diverse settings that can be supervised with minimal spatial or operational modifications.
4. There are minimal or no opportunities for students to gather outside of the classroom.
5. There are no opportunities for students to gather outside of the classroom.

Administration

Rates the prominence and appropriateness of the administration office grouping and its ability to adequately welcome and provide necessary support for administrative school functions. Looks for components included in the Educational Specification by grade level to be open and inviting with clearly identifiable placement at the main entry that requires visitors, staff, and parents to pass the office as they enter the school.

1. The location, visibility, layout, quality, quantity and size of spaces within the administrative area encourage use by staff, students, and community. They are welcoming and their use ensures safe access to the site. Spaces fully accommodate and enhance all administrative functions.
2. Minor compromises to the categories mentioned above
3. The quantity, size, and configuration of spaces within the administrative area are adequate and spaces reasonably accommodate administrative functions with few inconveniences. Building access can be monitored through operational practices.
4. The quantity and size of spaces within the administrative area are minimal and require extensive operational accommodation to serve all administrative functions.
5. The area provided for administrative functions does not serve administrative functions.

Health Services

Rates the suitability of the health service grouping and its ability to adequately provide necessary support for health services functions by grade level. Looks for components included in the Educational Specification by grade level to be welcoming, accessible, and easily maintained.

1. The health services station is sized appropriately by grade level and located for ease of access by all students. It is welcoming with adjustable lighting and means to provide privacy to students as needed. All components by grade level are present with a layout that optimizes use including an office, student beds, isolation room, storage, and shower.
2. Minor compromises to the categories mentioned above.
3. Size, component configuration, materials, and/or finishes in these spaces are all adequate with all components or operational “work arounds” to that allow the space to function as intended.
4. Size, component configuration, materials, and/or finishes in these spaces are substandard. Components may be missing limiting intended use.
5. Size, component configuration, materials, and/or finishes are compromised, components are missing or do not serve their intended function.

Counselling

Rates the degree to which the building supports counselling activities as outlined in the Educational Specifications at every grade level. Elementary School offices for counselling, Middle School

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guidance counsellor offices and supporting conference rooms, and High School offices, conferencing spaces, resource rooms and adjacent gathering place are all rated on their availability and ability to be easily accessed encouraging students to retrieve resources appropriate to their grade level.

1. Counselling spaces are all present, prominently signed, and located with appropriate adjacencies to supporting spaces. They are inviting with finishes and furnishings that support their function and are in good repair and easily maintained. At the High School level counselling includes a gathering space that encourages use and creates excitement around a resource for continual, post-graduation opportunities.
2. Minor compromises to the categories mentioned above.
3. Counselling spaces are all present and available for use at a grade appropriate level of independence.
4. Counselling spaces may be missing or have double use limiting availability.
5. Counselling spaces are missing or have double use restricting necessary components of counselling operations on site.

Commons/Cafeteria

Rates the degree with which the building provides a dedicated area for dining, with a connection to outdoors and natural daylighting. Looks for appropriate, maintainable finishes, with access to drinking fountain, hand washing, and restrooms. The student commons is the traditional social heart of the school. It should be situated for convenient student access before and after school, but away from classroom areas. Its location should connect students to lunchtime activity options such as P.E./Athletics facilities and outdoor activity areas (e.g., fields, walking paths, and courtyard); should be easily accessible from the performing arts/music area.

1. The Commons is inviting appropriately sized with the components outlined by the grade level Educational Specification in a well configured arrangement with variously sized areas for gathering throughout. It is well lit with appropriate fixtures and natural daylight with direct adjacencies to outdoor areas for socializing that are grade-level appropriate. Restrooms are adjacent and easily accessible with ample fixtures and bottle-filling water fountains. The commons is part of a suite of large, public program pieces with adjacencies that support efficiencies in function between performance, music, and physical education activities.
2. Minor compromises to the categories mentioned above.
3. The space is appropriately sized with the components outlined by the grade level Educational Specification. It is well lit with appropriate fixtures and adequate daylight. There are direct adjacencies to outdoor areas for socializing that are grade-level appropriate. Restrooms are adjacent and easily accessible. The commons is part of a suite of large, public program components including performance, music, and physical education activities.
4. The size of the space is minimal missing components outlined by the grade level Educational Specification. Light quality is compromised due to poor fixtures and little to no daylight. Adjacencies to outdoor areas are awkward. Restrooms are adjacent.
5. Food distribution is remote or the compromises to the size and configuration of the space are so great that the space cannot be used for its intended purpose. Light quality is compromised due to poor fixtures and little to no daylight.

Circulation

Rates the degree to which the corridors allow for positive interactions and social/emotional growth. Corridors should be inviting, well lit, with high visibility and easy to monitor. They should be wide enough to accommodate casual conversation, as well as seating and collaboration areas. Both in middle school and high school the buildings should foster relationships among adults and between adults and students by creating paths of travel in which people encounter each other during the day.

1. Corridors are and inviting. They are wide, well-lit with natural daylight and durable, easily maintained materials and acoustics that support calm interactions. There is transparency into classrooms and adjacent work rooms and offices, and the configuration allows for passive and interactive monitoring by teachers and staff. They are wide with tackable zones for school-wide communication, seating, and collaboration areas. In areas where there are lockers there is enough room to stand at a locker with ample clearance for two lanes of traffic.
2. Minor compromises to the categories mentioned above.
3. The width and configuration of the corridors is adequate. Well lit, but little to no natural daylight or transparency. No distinct areas for conversation or collaboration. Adequate tackable zones, with adequate materials, and finishes. Monitoring can be accomplished operationally.
4. The width and configuration of the corridors is minimal. There is little no daylight or transparency. No distinct areas for conversation or collaboration. Little to no tackable zones, materials and finishes are substandard or in poor repair, and monitoring can only be accomplished though operational means.
5. The width and configuration of the corridors is unacceptable. Materials and finishes are substandard or in poor repair, and monitoring is difficult to the degree that it could compromise the safety of its users.

Restrooms

Rates the degree to which the restrooms in the buildings allow for without interruption to educational hours and prevent adverse social interactions

1. Restrooms are equally sized and have similar level of finish and accommodation between genders. Staff and gender-neutral restrooms are adequate and appropriately located throughout the facilities. All restrooms are accessible, have appropriate fixtures, and utilize durable, easily maintained materials. Student restrooms and lavatories are configured to be easily monitored by staff.
2. Minor compromises to the categories mentioned above.
3. Size, adjacencies configuration, materials, and finishes are all adequate, and monitoring can be accomplished though operational means.
4. Size, adjacencies configuration, materials, and finishes are substandard. Accessibility and/or the ability of monitoring activity is limited.
5. Size, adjacencies configuration, materials, and finishes are unacceptable. There is little to no accessibility or ability to monitor student activity.

Storage Support

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Rates the quality and quantity of storage throughout the campus. Looks for adequately sized, appropriately placed means of housing all equipment and maintenance needs that support a fully developed instructional programs.

1. All spaces that support programmed learning and community functions have ample and appropriate storage with proper adjacencies.
2. Minor compromises to the categories mentioned above.
3. All spaces that support program have adequate storage with reasonable adjacencies.
4. Storage is minimal, and either not appropriate or not adjacent to areas it supports to the degree that it compromises the curriculum.
5. Programs cannot be scheduled or are eliminated due to lack of storage on site.

Faculty Support

Rates the degree to which the building is designed to contribute to staff professional growth by providing a variety support spaces appropriate to the grade level that encourage innovation and collaboration and allow staff to learn from one another. This includes faculty lounge and intermittent collaboration spaces near teaching spaces with adequate storage, layout space, and seating.

1. The faculty lounge is sized appropriately for the number of faculty by grade level and located for ease of access by all teaching staff. It is well lit with comfortable seating and all accommodations necessary to chill and heat food and beverages. Collaboration workrooms with storage, layout, and seating areas, are located throughout the school adjacent to teaching spaces and are fully accessible by all staff.
2. Minor compromises to the categories mentioned above.
3. Size, quantity, adjacencies, configuration, materials, and/or finishes in these spaces are all adequate.
4. Size, quantity, adjacencies, configuration, materials, and/or finishes in these spaces are substandard.
5. Size, quantity, configuration, materials, and/or finishes are compromised, components are missing or do not serve their intended function.

QUALITY OF ENVIRONMENT

Aesthetics

Rates the initial appeal of the facility exterior and interior spaces. Scores are used to indicate the level to which the building promotes an inviting atmosphere that creates excitement for students about being in school and that the community feels proud of. This measures the appropriate use of materials, colors, and finishes suggesting a sense of connection to place that reflects the natural environment and surrounding community.

1. The building has a clearly identifiable and aesthetically pleasing entry that establishes the character of the building. It inspires learning and is seen as a community asset. It is welcoming with inviting finishes that are timeless, contextual, and easily maintained.
2. Minor compromises to the categories mentioned above.
3. The building is easily recognized as a learning environment, but the finishes are either out of date or otherwise uninviting.
4. There is no apparent appeal to the building and/or it does not indicate its use as a learning environment. The materials are either in disrepair or otherwise uninviting.
5. The facilities are in disrepair or uninviting. It is not easily recognized as a resource for learning or a community asset to the degree that there are no obvious modifications that would improve this assessment.

Identity

Rates the level to which the building supports displays of identifying features and announcements for the school and its programs. This measures opportunities for engagement by staff, faculty, students, parents, and the community. Looks to building form for cues that provide neighborhood/user a sense of identity recognizable as a learning environment and community asset.

1. The building is a direct representation of school and community culture for its users with multiple opportunities to display school and community pride. Signage at the road and along the access drive enhances the character established by the school façade. There are indications of school and community culture throughout the facilities that are flexible to accommodate changing needs as the users and community change.
2. Minor compromises to the categories mentioned above.
3. The facility configuration, materials or finishes does provide opportunity for display of school or community culture and pride with some manipulation.
4. The facility configuration, materials or finishes provide little to no opportunity for display of school or community culture and pride without modification and expense.
5. The facility configuration, materials or finishes prevent it users from showing indications of school and community culture.

Transparency

Rates the degree to which the building allows for visual supervision and cross learning opportunities across multiple settings. The design of the school should incorporate views into and out of learning spaces, corridors and offices, and across the sites. The design will also create a sense of community within the school through its abundant use of connectivity and transparency.

1. The buildings have high levels of transparency allowing ample light penetration to the degree that many spaces do not require additional lighting throughout the school year. Teachers, students, and staff can easily passively monitor surroundings to maximize safety

and passive learning. The landscaping on site and layout of the buildings amplify the use of windows and view corridors add to overall visibility and strengthen connection throughout.

2. Minor compromises to the categories mentioned above.
3. Views into and through the sight are adequate and provide teachers, students, and staff visibility into and out of various spaces to support safety and passive learning.
4. View into and through the sight are limited with minimal opportunities for visibility into and out of various spaces that would support safety and passive learning.
5. There is little to no opportunity to see into or out of spaces or across the site to any measurable degree.

Community Resource

Rates the ability of the facility to support welcoming public access to building and grounds as outlined by the District; Relates to zoning, storage for desired types of programs, ability to close off school while allowing adequate access to areas meant to serve communities; The building should be inclusive. It should communicate that there is something for everyone; it should reflect diverse interests and talents. The building should support the needs of all students and welcome all members of the community. It must be accessible to students, parents and community members who have limited mobility.

1. There are several varied types of spaces with adequate storage and parking to support grade-level appropriate community gatherings, athletic events, performances, and other events appropriate for the grade level. The building is zoned for off-hour use with multiple users and security in mind.
2. Minor compromises to the categories mentioned above.
3. There is adequate space and storage for community gatherings, athletic events, and performances. Parking is adequate, and the building can be zoned with minimal operational modifications.
4. There is not adequate space for more than one type of community event at a time; parking is compromised, and or building cannot be zoned without major operational accommodations.
5. There are little to no opportunity to support the various types of community events because of space, parking, security, storage, or other accommodation.

Building as Teaching Tool

Rates the degree to which the building provides opportunities for students to better understand the impact of the building on its environment; taking advantage of learning opportunities around repurposed materials and energy efficiencies in the building, local community, history, and culture. It should incorporate elements that engage students in a wide variety of subjects from mathematics and science to the arts and to the humanities. Elements of the grounds can also be teaching resources, whether natural or built or historical and use the building and its systems as teaching tools.

1. The building provides many instances for students to better understand the impact of the building on its environment. There are several occasions where the student engages in the story of the building's impact on the environment and the history of the culture and local community where it is cited.
2. Minor compromises to the categories mentioned above.

3. There are some available instances where students engage with the building in a way that teaches them more about its impact on the environment, history, culture and community.
4. There are no instances where students engage with the building as a teaching tool and the materials, finishes, and/or configuration limit opportunities for modifications that could allow students to engage.
5. There are no instances where students engage with the building as a teaching tool and the materials, finishes, and/or configuration eliminate opportunities for modifications that could allow students to engage.

Green Initiatives

Rates the degree to which the building incorporates actual overall reduction of District and user footprint (geothermal design, lighting choices operation, water fountains, support of alternative modes of transportation...) into the design and educates around the importance of larger efforts for sustainable design.

1. The choices made for the systems, fixtures, furniture, equipment, and materials during design were intentionally Sustainable in nature. The building provides many instances for students to better understand and reduce their impact on the environment.
2. Minor compromises to the categories mentioned above.
3. The choices made for the systems, fixtures, furniture, equipment, and materials during design somewhat Sustainable in nature. The building provides some instances for students to better understand and reduce their impact on the environment.
4. Sustainability was not a consideration in design. However, the building does provide opportunities for the user to reduce their energy consumption through light sensors, alternative transportation, water bottle filling fountains, and/or other fixture and equipment installation.
5. Sustainability was not a consideration in design and the building provides little to no opportunity for the user to reduce their energy consumption in use.