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ABSTRACT
        This document presents information and development materials
about "School Building Day" (an event spotlighting the school facility and
developing support and pride in the community's schools) to help local school
districts conduct their own "School Building Day" to be held on April 20th of
2001. Included are lists of suggested activities and community resources,
several preparatory checklists addressing school and playground safety and
the learning environment, and guidelines for building local partnerships.
Additionally, the document contains basic facts about urban school
facilities, educational technology, and safety; sources for school building
information; current school building legislation; some design principles; and
selected articles on school planning and management. Appendices contain
"International School Building Day" press releases, a suggested public
service announcement, and a sample letter requesting support. (GR)

CEFPI

SCHOOL BUILDING DAY

2001

THE COUNCIL OF EDUCATIONAL FACILITY PLANNERS INTERNATIONAL

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WHAT IS SCHOOL BUILDING DAY?

Our children spend the majority of their waking hours in a school. Where our children learn takes on a higher significance, as we understand more about poor facilities and how they have an unwanted affect on education. Better school buildings have a more positive effect on student achievement and help enhance teacher morale – the people who really influence the educational success of these young learners.

School Building Day was conceptualized to celebrate our learning environments and raise community awareness for the places our children learn. Good schools should be nurtured and improved so that they are truly environments that inspire young learners. Schools in poor condition should be given attention as well, so that they may be improved and strengthened to become effective and inspirational places to learn.

Each community values its schools in a manner unique to its local educational needs and curriculum focus. *School Building Day* is a time when school districts in every community may engage in activities and celebrations that channel students, parents, legislators and other affected constituencies to consider the role the school building plays in the educational process. Research conducted over many years has conclusively shown that students have higher achievement, and teachers perform better, in environments that are adequate for learning. Buildings that have poor characteristics have a reverse and detrimental effect on learning. We must stimulate both our school children, and the adults who educate them, to tell the story about how good schools contribute to good education.

School Building Day is a time we set aside each year to spotlight the school facility in our neighborhood and engage in activities designed to build local pride and support for our schools. Encouraging community involvement – not just that of students, teachers and administrators – to look closely at our elementary, middle and high schools is a great place to begin. Making schools better places to learn, not only supports our young learners, but it brings the community together and nurtures lasting bonds and relationships that transcend our commitment to education.

Many of us have fond memories of our days in school. Remembering teachers, our childhood friends and even the school itself evokes pleasant thoughts of wonderful times. Isn't this the legacy we want to leave with our children? We support and encourage you to plan and host an event in your school, which helps you focus the community on its condition and its effect on your children's education.

CEFPI/U.S. DEPARTMENT OF ENERGY PARTNERSHIP

CEFPI has teamed with the U.S. Department of Energy to enhance the resources available for School Building Day.

First, teachers who return the completed "Teachers Inventory" or individuals who return the "Tell us What you Did" form, will receive the DOE's new Timeline of Energy and Buildings. This five-foot, full-color poster follows the evolution of building design and fuel use in North America through the second millennium. It also provides a glimpse into possibilities for energy-wise architecture in the coming decades. The poster itself is targeted to a middle school audience, but DOE is developing associated study materials for students at all grade levels.

Secondly, DOE's Rebuild America program is encouraging its business and community partners to "adopt" a school for the day. These partners range from lighting manufacturers to energy consulting firms to local government agencies. If you have a specific need you would like help in addressing either before or on School Building Day, please contact Barbara Worth at CEFPI: phone, 480.391.0840; fax, 480.391.0940; email, barb@cefpi.org.

CALL FOR ACTION

School buildings play a crucial role in the education of children throughout the world. Research clearly demonstrates that students experience higher rates of achievement and teachers perform better in school buildings with adequate facilities for all learners.

♦ We believe that teaching and learning requirements must be the driving force in planning, designing and constructing educational facilities.

♦ We believe that the condition of school buildings must be improved worldwide. Every student deserves the opportunity to learn in a clean, safe, comfortable and attractive environment.

♦ Effective learning environments should lend dignity, respect and pride to students, teachers and staff. We urge superintendents, boards of education, community leaders and federal, state and local legislators to take a proactive role in raising community awareness as to the condition of local school buildings and ways to improve those facilities.

♦ We call upon school administrators, teachers and staff to be aware of building inadequacies and classroom conditions that negatively impact the learning process.

♦ We call upon the private sector to assist school districts through development of partnerships that focus on effective planning, operation and management of school buildings.

To these ends, the Council of Educational Facility Planners International (CEFPI) declares Friday, April 20, 2001 to be **International School Building Day.** We urge all communities and their school districts to recognize the importance of their school buildings as a key component in the educational process.

SCHOOL BUILDING DAY: TIMELINE

February 26, 2001	Letters of invitation to local district; municipal, state and federal offices; state/provincial departments of education to issue proclamations supporting **International School Building Day.** Remember, most states and provinces require residents of the area to request proclamations.
March 5, 2001	Disburse information. Notify school districts of **International School Building Day** downloadable PDF files on the CEFPI web page: www.cefpi.org
March 12, 2001	Contact community leaders.
March 19, 2001	News releases and PSA's to print media, local radio and TV stations.
March 19, 2001	Meet with school/district and community committees to plan activities. Schedule additional meetings as necessary.
April 20, 2001	Celebrate **International School Building Day!**
April 30, 2001	Please let us know what you did! Please send any and all materials, media coverage, etc. to CEFPI. THANK YOU for making **International School Building Day 2001** a success!

MARK YOUR CALENDAR

SUGGESTED ACTIVITIES

◆ Conduct a needs assessment survey of your local school. Involve PTA, local community members, local professional and business leaders as well as legislators in improvement projects.

◆ Research the history of your school. Create a multi-disciplinary age-appropriate lesson plan for students, teachers, parents and community members. Ascertain age of school, original design team members, initial cost, additions or renovations, changes in usage of space.

◆ Organize a bus trip for community members and the media to visit district schools, demonstrating the need for improvements and renovation.

◆ Conduct school improvement activities—paint, plant, patch; scour, scrub, shine; devise, donate and discover! Experience your school.

◆ Conduct a school safety audit. Involve students in creating a safe and secure environment.

◆ Improve your school playground. Conduct a safety audit of playing areas and fields. Involve the community in improving these areas of your school.

◆ Invite a local architect or engineer, perhaps a graduate of your school, to present on a school building topic.

◆ Does your school's landscaping need improvement? Invite your local nursery to donate plants, flowers, trees and other supplies.

◆ *Save the Earth!* Does your school recycle? Are there ways to save energy in your school? Involve the students in projects designed to save our natural resources.

◆ Sponsor a design contest—have students submit designs for their classroom or special interest areas of the school.

◆ Sponsor a district-wide poster contest for **International School Building Day**. The winning poster can be printed in one of the schools and disbursed to community businesses and offices.

◆ Begin a mentoring program between community leaders and students.

◆ Design a website! Post your calendar of events, school policies & procedures, and volunteer opportunities.

◆ Need funds for improved athletic facilities and equipment? Raise money by enlisting students and parents to sell candy, soft drinks and other refreshments at school sporting events.

◆ Have students invite local and state representatives to participate and/or sponsor activities in your area.

◆ Encourage community use of your facility! Provide community meeting space. Partner with your local community college to provide classrooms for evening courses. Schedule time for community access to school computer labs.

◆ Celebrate your local community's cultural heritage(s). Create projects to research and study the cultural heritage(s) in your area. Encourage students to undertake projects implementing ways to highlight cultural heritage in their school.

◆ Celebrate! Invite the community to a birthday party for your school.

◆ Remember to invite local media to your events. Follow up with phone calls after you have sent press releases to the media.

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COMMUNITY RESOURCES

◆ Wondering where to start in involving parents in school activities? The National PTA has established National Standards for Parent/Family Involvement Programs. Obtain the list of standards, quality indicators, and sample applications at http://www.pta.org/programs/invstand.htm.

◆ Interested in starting a before or after school program? Obtain information and an application for federal funds on the U.S. Department of Education's *21st Century Community Learning Centers* home page at http://www.ed.gov/21stcclc.

◆ Make sure your school buildings are connected! Get the facts about the E-Rate program on the U.S. Department of Education's Office of Educational Technology page at http://www.ed.gov/Technology/eratemenu.html.

◆ Learn how to make your school a safe place! Visit the U.S. Department of Education's *Safe and Drug Free Schools Program* website at http://www.ed.gov/offices/OESE/SDFS for information on school safety grants, research, and model programs.

HOW OTHER DISTRICTS HAVE CELEBRATED

Overcrowding and 45-year old school buildings were the norm in the Beaumont Unified School District. Superintendent John Wood adopted School Building Day 1998 as a means to invite the surrounding communities into its classrooms. Using an old school bus that had been recycled into a "Cruisin' Cuisine" vehicle to serve hot meals to distant sites lacking full kitchen facilities, the district transported school board members, community leaders, legislators, parents and media personnel to each school in the district. At each school site, the students and staff gave presentations, a brief tour of the facilities and ended the program with a demonstration of a student-general school improvement project. The results of the School Building Day celebration were obvious—the district believed in its students and the town of Beaumont supported education by passing a local school bond shortly thereafter.
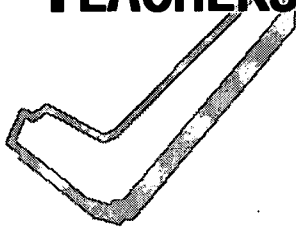
The Board of Education of St. Mary's County Public Schools, Leonardtown, Maryland hosted a School Building Day 1998 program, presenting certificates to representatives of the Department of Facilities Management, which is responsible for providing and maintaining the district's facilities. As Partners in Education, the staff of the Department of Facilities Management embraced the concepts and beliefs of School Building Day and is committed to providing excellent learning environments for the community. Additionally, the Department of Facilities Management has encompassed several of CEFPI's beliefs during the developmental process of their mission statement and goals.

The School Building Day 2000 program at Adlai E. Stevenson High School, Lincolnshire, Illinois, a New American High School award-winner, included a campus tour, a press conference with the U.S. Secretary of Education and a preview of renderings of the final phase of an expansion project. Rapid growth of student enrollment at Stevenson High School prompted a phased renovation/expansion program, increasing the school's capacity to 4,000 students. Addressing the gathering of students, staff, legislators and community leaders, Dr. Nancy Myers, CEFPI president, presented the opening remarks noting that the need for good school facilities is finally receiving national attention. U.S. Secretary of Education Richard W. Riley spoke to the importance of School Building Day and commented on the improved federal role in school construction.
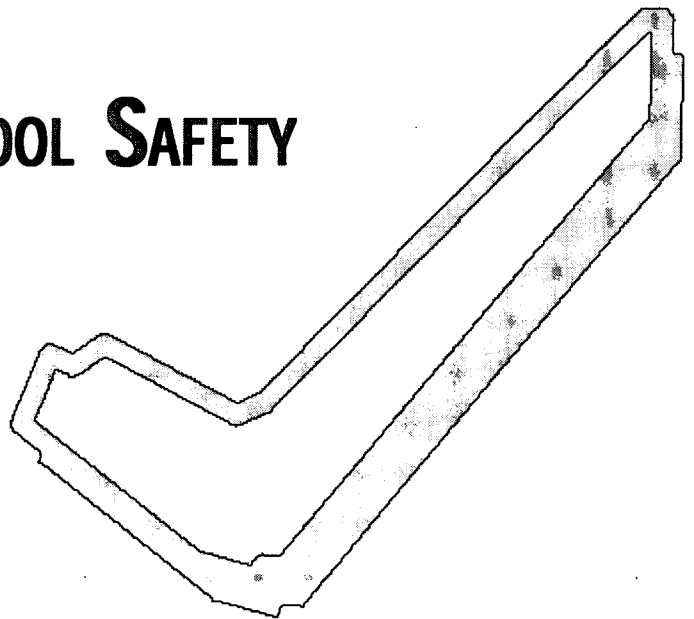
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TEACHER'S INVENTORY

THE INTERFACE PROJECT
TEACHER'S INVENTORY OF PHYSICAL LEARNING ENVIRONMENTS

School building design is a major factor in providing a desirable learning environment; however, improvements to existing physical spaces can provide appropriate alternative solutions. School buildings can do more than simply "house" the educational program. The Interface Project explores ways to turn existing physical space into a more valuable learning environment, accommodating a variety of learning styles. The use of the following inventory can assist in facilitating transformation in the classroom.

TO COMPLETE THE INVENTORY:

1. Take 20-30 minutes to observe the existing classroom environment.

2. On a scale of 0 to 5—0 being the lowest and 5 the highest— rate the twenty inventory items. The rating should be a combination of original intent of learning space and innovative use of that space.

3. The following rating guidelines may be helpful:

Excellent quality condition	4 to 5 points
Average quality condition	2 to 3 points
Poor quality condition	less than 2 points

4. Interpretation of scores:

Excellent quality learning environment	85 to 100 points
Average learning environment	70 to 84 points
Poor learning environment	69 points and less

TO ANALYZE THE RESULTS:

1. Identify the items that scored a "5." Did these items contribute to student learning in the classroom? Did these items assist in providing quality instruction?

2. Identify the items that scored a "0." Can these areas be transformed into effective learning environments? Can the administration assist in facilitating the necessary changes or are these changes beyond their control?

3. Identify the items that scored "1" to "4." How can these items be improved to provide the best learning environment possible?

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TEACHER'S INVENTORY

RATING SHEET
TEACHER'S INVENTORY OF PHYSICAL LEARNING ENVIRONMENTS

	None or Never			Abundant or Always		

1. Evidence of community and cultural values   0   1   2   3   4   5
   Items produced or grown
   Community use of educational space
   Community photographs
   Student contributions to community

2. Lighting consistent with classroom tasks   0   1   2   3   4   5
   Fixtures clear and in proper repair
   Use of natural light

3. Appropriate use of classroom storage   0   1   2   3   4   5
   Organization of storage
   Discard items not in use

4. Adaptation of space and furnishings to both fixed and   0   1   2   3   4   5
   flexible learning spaces
   Flexible furniture
   Large and small group spaces

5. Creative use of wall space to foster variation in student learning   0   1   2   3   4   5
   Student initiated materials

6. Heating, lighting, air conditioning control   0   1   2   3   4   5
   Acoustics, outside noise
   Indoor air quality—odors, adequate ventilation

7. Creation of the classroom as a "learning center"   0   1   2   3   4   5
   Conditions that reflect learning as a high priority

8. Professional setting   0   1   2   3   4   5
   "Teacher office"—not just a desk
   Space for informal dialogue as well as work

9. Image of "openness"   0   1   2   3   4   5
   Students can look out
   Other students can look in and see learning happening
   Leave doors open

10. Emphasis on aesthetics and warmth   0   1   2   3   4   5
   Plants, flowers, courtyards

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TEACHER'S INVENTORY

RATING SHEET
TEACHER'S INVENTORY OF PHYSICAL LEARNING ENVIRONMENTS

	None or Never			Abundant or Always		
11. Appropriate use of technology 　　Fosters communication 　　Video, overhead, audio, computer 　　School production studio	0	1	2	3	4	5
12. Environmental interaction 　　Student work displays 　　Use of color consistent with desired impact (cool/warm) 　　Stimulating	0	1	2	3	4	5
13. Privacy spaces for individual students and/or small groups 　　Lofts, alcoves 　　Outdoor areas	0	1	2	3	4	5
14. Space for "hands-on" learning	0	1	2	3	4	5
15. Furniture arrangements for working groups 　　Round tables 　　Alcoves	0	1	2	3	4	5
16. Individual work stations for some students	0	1	2	3	4	5
17. Furniture set up for one-to-one conferences 　　Accessibility to every student	0	1	2	3	4	5
18. Room arrangements to accommodate a variety of teaching styles 　　Not limited to lecture/large group	0	1	2	3	4	5
19. Utilization of walls as "learning surfaces." 　　Permanent art pictures 　　Display of materials that exceed text content	0	1	2	3	4	5
20. "Windows on the world" 　　Unusual views-exterior 　　Interior views (boiler room, multi-media retrieval area)	0	1	2	3	4	5

TOTAL POINTS (ADD POINTS FOR EACH ITEM) _____

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CHECKLIST FOR SCHOOL SAFETY

WHAT SCHOOLS CAN DO

1. **Provide strong administrative support for assessing and enhancing school safety.**
   A comprehensive approach to school safety and security requires that school administrators and principals meet several challenges simultaneously. These challenges include assessing the school's security needs and monitoring the school facility to ensure it is a clean, safe environment.

2. **Redesign the school facility to eliminate dark, secluded, and unsupervised spaces.**
   Schools should be built with security in mind, but existing schools can make changes to their buildings to increase safety. Installing adequate lighting and breakproof door and window locks, minimizing private storage areas, and eliminating removable ceiling panels are important safety measures all schools can adopt.

3. **Devise a system for reporting and analyzing violent and noncriminal incidents.**

4. **Design an effective discipline policy.**

5. **Build a partnership with local law enforcement.**
   Police officers can teach special courses on substance abuse, kidnap prevention, and gun safety. They often have access to, or knowledge of, community resources such as recreational facilities and organized athletic leagues.

6. **Enlist school security professionals in designing and maintaining the school security system.**
   School security measures can include hiring security personnel, installing security devices, conducting random inspections and providing students/staff with identification cards. School staff and consultants can assist in preventing and reducing crime by conducting security assessments, providing staff development programs, and enhancing links with community officials.

7. **Train school staff in all aspects of violence prevention.**

8. **Provide all students access to school psychologists or counselors.**

9. **Provide crisis response services.**
   Serious but rare events, such as shootings, bomb threats, hostage situations, and other crises, require quick and pre-planned responses. Develop a comprehensive plan for dealing with a crisis situation.

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CHECKLIST FOR SCHOOL SAFETY

WHAT SCHOOLS CAN DO

10. **Implement schoolwide education and training on avoiding and preventing violence.**
Schoolwide education efforts can focus on common myths about violence and misperceptions about normative behavior.

11. **Use alternate school settings for educating violent and weapon-carrying students.**

12. **Create a climate of tolerance.**
Schools can encourage students to be more accepting of diversity through school-wide awareness campaigns, policies which prevent harassment and discrimination, and offering support groups.

13. **Provide appropriate educational services to all students.**

14. **Reach out to communities and businesses to improve the safety of students.**
School personnel can take the initiative to work with businesses and other community partners to create safe places and safe corridors.

15. **Actively involve students in making decisions about school policies and programs.**
When students participate in the decision-making process, they are more likely to support the decisions that are made.

16. **Prepare an annual report on school crime and safety.**
Schools can collect and tabulate incidents of crime and misbehavior, report the trends over time, compare school violence trends with similar trends in the local community, and outline how these trends have been used to alter policies and procedures.
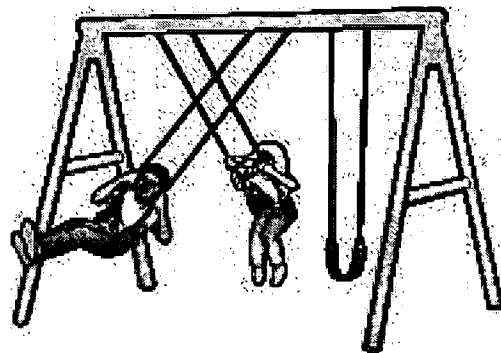

From the *1998 Annual Report on School Safety*, U.S. Department of Education, http://www.ed.gov/pubs/AnnSchoolRept98/

PLAYGROUND SAFETY CHECKLIST

1. Make sure **surfaces** around playground equipment have at least 12 inches wood chips, mulch, sand, or pea gravel, or are mats made of safety-tested rubber or rubber-like materials.

2. Check that protective **surfacing extends** at least 6 feet in all directions from play equipment. For swings, be sure surfacing extends, in back and front, twice the height of the suspending bar.

3. Make sure play structures more than 30 inches high are **spaced** at least 9 feet apart.

4. Check for **dangerous hardware,** like open "S" hooks or protruding bolt ends.

5. Make sure **spaces** that could trap children, such as openings in guardrails or between ladder rungs, measure less than 3.5 inches or more than 9 inches.

6. Check for **sharp points or edges** in equipment.

7. Look out for **tripping hazards,** like exposed concrete footings, tree stumps, and rocks.

8. Make sure elevated surfaces, like platforms and ramps, have **guardrails** to prevent falls.

9. **Check playgounds regularly** to see that equipment and surfacing are in good condition.

10. **Carefully supervise children** on playgrounds to make sure they're safe.

From the U.S. Consumer Product Safety Commission's
Handbook for Public Playground Safety,
Publication No. 325. http://www.cpsc.gov

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BUILDING LOCAL PARTNERSHIPS

Work Together. Consult a wide variety of groups and citizens active in the community. Let local groups and citizens buy in and feel ownership by determining their own needs, choosing the educational issues that affect them, and recognizing their capacity to help.

Assess Needs. Develop a checklist with questions such as:
* What do you see as barriers to children's learning in our community? How can they be overcome?
* What are you currently doing to implement high standards in every classroom in your community?
* What are you doing to help children who need extra assistance?
* What steps need to be taken so that children in your community read well by the end of the third grade, succeed in math and algebra by grade eight, think about and prepare for college, and benefit from after-school and summer enrichment programs?
* What can you do to strengthen high schools and help more teenagers get, and stay, on the right track?

Think about the different perspectives and interests in your community: what cultures, languages, faith groups, ages, business sectors, educational institutions, cultural organizations, and so forth are represented. Identify communication links and networks, so you understand how information travels and how people become connected in the community. One network may be the school system or a community leader who occupies several positions (for example, a business leader who is also a member of a faith community or a Scout leader).

Survey Resources. Find out how people in your community would be willing to help. Talk to schools about their volunteer opportunities and needs. Speak with employers about providing time off for employees to improve schools, and to senior citizen groups, colleges, and universities about tutoring and mentoring. Contact local arts organizations and museums about providing cultural activities for children both inside and outside the schools.

Share Information. Ask community representatives from national associations and organizations about available activities and resources for local members to use in planning and building partnerships and share this information with your teachers, parents, and principals.

Seek Out Experienced Collaborators. Are there people in your community or state who are experienced in building coalitions? Ask them to give a presentation on building partnerships. Get information on how to make sure the right players are at the table, on what the individual roles and responsibilities of participants should be, on how to work with schools, and on examples of successful local partnerships.

Set Goals. Set clear goals for your partnership. Make sure these goals fit with the aims of the participating organizations and people. Encourage involvement in a way that will spark interest, fulfill needs, and match community capacity. For example, in Bennington, Vermont, small businessman Terry Ehrich pondered, "If the first day of hunting season is a state holiday, why not the first day of school?" That question resonated with the community and helped make his first-day-of-school celebration a bigger success, bringing thousands of parents and community members into over 60 local schools to help students and teachers get off to a good start for a new school year.

Decide on Measures of Success. Based on the goals you set, what are the indicators of success? Agree on a set of indicators and how to measure them. School districts and businesses routinely evaluate their performance — ask for their advice and help in creating consistent and realistic evaluation tools, including means for gathering hard data, as well as anecdotal evidence, surveys, and other reporting mechanisms. Include evaluation as a key ingredient in improving your partnership from the very beginning.

US DOE's *America Goes Back to School Program* website at http://www.ed.gov/Family/agbts/steps_part.html.

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THINGS YOU SHOULD KNOW

SCHOOL FACILITY FACTS

ABOUT CONSTRUCTION... DID YOU KNOW THAT ...
- The national median for a *new* elementary school is a 73,000 square foot building housing a student body of 650. Space provides for 112 sq. ft. per student at a cost of $102.27/sq. ft.
- The national median for a *new* middle school is a 101,800 square foot building housing 750 students. Space provides for 140 sq. ft. per student at a cost of $108.33/sq. ft.
- The national median for a *new* high school is a 175,000 square foot building housing a student body of 1,000. Space provides for 162 sq. ft. per student at a cost of $105/sq. ft.
- Almost $18 billion worth of construction was completed in 1999, with districts planning to start another $23 billion worth of work in 2000.

ABOUT GROWTH: DID YOU KNOW THAT ...
- There are 14,883 local school districts.
- 61% of the districts educate 96.9% of our students.
- 5,500+ districts have enrollments of less than 600.
- Over 53 million children are enrolled in elementary and secondary schools today. This number will reach 54.2 million by 2009.
- At least 2,400 new public schools will be needed by 2003 to accommodate rising enrollment.

ABOUT CONDITION: DID YOU KNOW THAT...
- The average age of a public school in America is 42 years.
- One-third of all public schools in America are in need of extensive repair or replacement.
- 3.5 million students attend schools that need major repair or replacement.
- According to a recent report from the National Center for Education Statistics, it will take $127 billion to bring the nation's *existing* schools into overall good condition.
- 3.5 million students attend schools that need major repairs or replacement.

ABOUT ACHIEVEMENT: DID YOU KNOW THAT...
- Research shows that the condition of a school has an impact on student achievement.
- A study in the District of Columbia (Edwards, 1991) showed that students in school buildings in poor condition scored 11% below students in buildings that were in excellent condition on standardized achievement tests.
- A study in New York City (Rivera-Batiz and Marti, 1995) showed that students in overcrowded schools scored significantly lower in both math and reading.
- A study on working conditions (Corcoran et al., 1988) stated that poor physical conditions have negative effects on teacher morale, sense of personal safety, feeling of effectiveness in the classroom, and on the general learning environment.
- A study (Poplin and Weeres, 1992) stated that "the depressed physical environment of many schools... is believed to reflect society's lack of priority for these children and their education."

SCHOOL FACILITY FACTS

ABOUT URBAN SCHOOLS: DID YOU KNOW THAT ...

- Nearly one-quarter of the nation's schools are urban, educating more than 11 million children.
- The average age of an inner city public school is more than 50 years old, with some more than 100 years old.
- 75% of urban students are minorities (Black, Hispanic and Asian).
- 33% of urban students come from families receiving public assistance.
- 80% of urban students qualify for free or reduced lunches.
- Teacher shortages exceed those in other schools by 250 percent.

ABOUT TECHNOLOGY: DID YOU KNOW THAT ...

- Adding technology changes HVAC requirements. An additional five computers in a classroom raises the cooling needs by 25%. Twenty computers double the cooling needs.
- Upgrading power to the classrooms can cost 5-times what a computer network infrastructure does.
- Every computer installed in a classroom consumes the space of up to 1.5 students.
- In 1994, 30% of schools had access to the internet. By 1998 that number rose to nearly 90%. What this means is that there is at least ONE computer in the building connected to the internet – however, most students still lack access.

ABOUT SCHOOL SAFETY: DID YOU KNOW THAT ...

- According to the Millennium Schools report, the number one concern of parents, teachers and administrators is security in our schools.
- 50% of fires in education occupancies are incendiary or suspicious in nature.
- During the 96-97 school year, 10% of all schools experienced one or more serious violent crimes that were reported to the police.
- 45% of elementary schools, 74% of middle schools, and 77% of high schools report having some sort of formal violence prevention/reduction program.
- 2% of schools report stringent security measures including full-time guards and metal detector checks; 11% report moderate measures including guards and restricted access; 84% rely on restricted access with no guards or detectors.

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FACILITIES DO MAKE A DIFFERENCE!

Educational Facilities Research

Edwards, Maureen M.. (1991). *Building Conditions, Parental Involvement, and Student Achievement in the District of Columbia Public School System*. Doctoral Dissertation. Found that students in an excellent school facility, as compared to a poor facility, could be expected to show increased achievement scores by 11 percent. http://www.edrs.com/Webstore/Detail.cfm?ednumber=ED338743

Bowers, J.H. and G.W. Burkett. (1989). "Effects of Physical and School Environment on Students and Faculty." *The Educational Facility Planner* 26(1): 28-29. Found that students in a new facility scored significantly higher in reading, listening, language and math than the students in an older building. The newer school also experienced decreased discipline, better attendance, and more positive student self-concepts. http://www.cefpi.org.

Corcoran, Thomas B., Walker, Lisa J. and J. Lynne White. (1988). *Working in Urban Schools*. Washington D.C.: Institute for Educational Leadership. Found that poor working environments were perceived as contributing to teacher absenteeism, reduced classroom effectiveness and lower morale and job satisfaction among teachers/administrators. http://www.edrs.com/Webstore/Detail.cfm?ednumber=ED299356

Cash, Carol S. (1993). *Building Condition and Student Achievement and Behavior.* Doctoral Dissertation, Blacksburg: Virginia Polytechnic Institute and State University. Found that test scores were 5 percent lower in buildings of poorer quality. Interestingly, cosmetic building condition seemed to have more of an impact on test scores than structural condition.

Earthman, Glen I., Cash, Carol S. and Denny Van Berkum. (1995). *A Statewide Study of Student Achievement and Behavior and School Building Condition*. Paper presented at the CEFPI International Conference, September 19, 1995 in Dallas Texas. On eleven of the thirteen subtests, students in the above standard buildings scored higher than students in the substandard schools. The percentile rank difference ranged from 1 to 9 percent, depending on the subject area. Call CEFPI at (480) 391-0840 or visit ERIC http://www.edrs.com/Webstore/Detail.cfm?ednumber=ED387878.

Hathaway, W.E. (1993). "Non-Visual Effects of Classroom Lighting on Children." *Education Canada.*33(4): 34-40. Found differences in physical growth of students (such as height and weight), achievement and attendance based on the type of lighting system used.

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USEFUL WEBSITES

THE COUNCIL OF EDUCATIONAL FACILITY PLANNERS INTERNATIONAL (CEFPI)

http://www.cefpi.org
CEFPI is a nonprofit organization recognized for its leadership in planning, design and construction of quality school facilities. The Council's webpage includes a valuable journal article search engine for the journal *The Educational Facility Planner.* IssueTraks on featured school building topics are included. The site also allows you to identify Recognized Educational Facility Planners (REFPs) and school facility-oriented consultants in your area. Check the website for local, national and international meetings and events.

AMERICAN SCHOOL & UNIVERSITY MAGAZINE

http://www.asumag.com
American School & University Magazine's website features on-line access to featured articles, monthly updates and trends, issues and legislation affecting the educational facility industry.

EDUCATION WEEK   TEACHER MAGAZINE

http://www.edweek.org   http://www.teachermagazine.org
Education Week provides comprehensive education news coverage. Their *Teacher Magazine* contains news and resources for teachers as professionals. Both sites contain full-text articles on a variety of education and school-related topics.

ERIC CLEARINGHOUSE ON URBAN EDUCATION
ERIC CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

http://eric-web.tc.columbia.edu   http://www.ael.org/eric/
These Eric Clearinghouses provide an abundance of information, abstracts, full-text documents, and related web links on issues related to urban and rural schools. Both sites feature numerous Eric Digests on a wide variety of topics, such as school size, safety, technology, and more!

NATIONAL CLEARINGHOUSE FOR EDUCATIONAL FACILITIES

http://www.edfacilities.org
The newly updated NCEF website contains very informative resource lists on educational facility planning topics such as: school safety; classroom acoustics; color and lighting; and more! Several full-text links are provided for most topics.

NATIONAL EDUCATION ASSOCIATION

http://www.nea.org
The National Education Association website contains a wealth of information for schools, teachers, parents and students. A special section of their site is devoted to "Modern Schools", containing research reports and legislative updates on the issue.

THE NATIONAL PARENT TEACHER ASSOCIATION (PTA)

http://www.pta.org/index.stm
The PTA webpage has full-text resources on several education program areas. Check out the *Building Successful Partnerships* section to view the national standards for parent/family involvement programs. The site provides detailed legislative updates on education legislation as well.

USEFUL WEBSITES

SAFE AND DRUG FREE SCHOOLS PROGRAM
http://www.ed.gov/offices/OESE/SDFS/
Part of the federal government, the Safe and Drug Free Schools Program was created to reduce drug use, crime and violence in U.S. schools. Their website contains many full-text publications on school safety and violence-prevention.

SCHOOL CONSTRUCTION NEWS ONLINE
http://www.schoolconstructionnews.com/
School Construction News' website is a great resource for up-to-date information on school construction activities throughout the U.S. The site includes planning and building information by region, state and district, updated monthly. Check out the "facility of the month" page for a photo and narrative description of an exemplary school building.

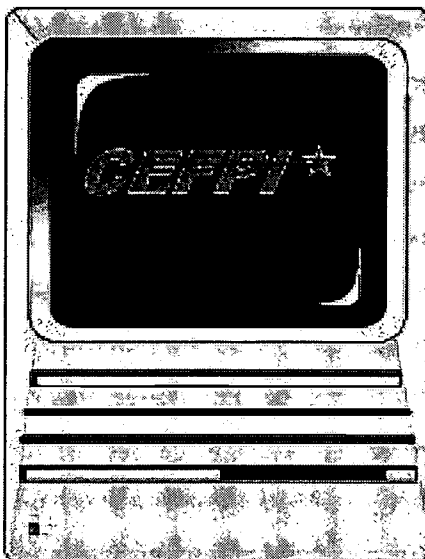### SCHOOL PLANNING & MANAGEMENT MAGAZINE
http://www.spmmag.com
School Planning & Management Magazine's website features online access to featured articles, including the annual *School Construction Report*. Also available on the site is the Peter Li Educational Calendar, a comprehensive listing of educational events in your area and across the nation.

U.S. DEPARTMENT OF EDUCATION SCHOOL CONSTRUCTION AND DESIGN WEBSITE
http://www.ed.gov/inits/construction/
This new site by the U.S. Department of Education tracks school modernization initiatives and legislation, and provides valuable links to school construction resources including the complete report on the "Condition of America's Public Schools — 1999." The site gives a comprehensive overview of Qualified Zone Academy Bonds (QZABs), available funding for each state, and eligibility requirements. Links on schools as community centers are also included.

SCHOOL BUILDING LEGISLATION

To check the status of any of these bills, visit http://thomas.loc.gov

H.R. 2955 *Partnership to Rebuild America's Schools Act of 1999*
This bill would provide $5 billion in grants to school districts for the purpose of modernizing their school buildings.

H.R. 2 *Dollars to the Classroom Act*
A proposal to provide tax benefits to states issuing school construction bonds.

S. 7 *Public Schools Excellence Act*
This legislation would give assistance to communities to modernize their school buildings, among other items.

S. 223 *Public Schools Modernization Act*
The bill would provide for no-interest bonds for the finance of school construction, and increase available National Zone Academy Bonds from $400 million to $1.4 billion in 2000 and 2001 (with no limitation after 2001).

S. 9 *Safe Schools, Safe Streets, and Secure Borders Act of 1999*
This proposal would enable grant funding to local education agencies for the purpose of security technology, assessments or technical assistance for schools. Other items related to gang violence, juvenile offenders, and drug use are included in the bill.

H.R.1760 *America's Better Classrooms Act of 1999*
This legislation would expand tax incentives for school construction and renovation.

S.950 *The Excellence in Education Act of 1999*
This bill would provide funds to local educational agencies for new school construction, providing that they meet certain criteria related to class size, achievement assessment, lack of social promotion, and other conditions.

S.551 *Expand and Rebuild America's Schools Act of 1999*
A proposal to allow tax credits for those holding school bonds. The bill would also set a national school construction bond limit.

S.897 *Federally Impacted School Improvement Act*
This bill would provide matching grants to local educational agencies for school facility construction and repair. Percentages would be allocated for LEAs on American Indian lands and military bases.

H.R.996 *The School Construction Act of 1999*
Legislation to provide additional school construction bonds, beyond that which was proposed in Clinton's budget proposal, for states experiencing high enrollment growth.

S.526, *The Public School Partnership Act*
This bill would authorize the creation of tax-exempt school construction bonds for the purpose of private ownership of public school buildings.

President Clinton's 2001 School Modernization Proposal
President Clinton's school modernization proposal would provide almost $25 billion in school construction bonds with interest paid through federal tax credits. The U.S. Department of Education estimates that Clinton's plan would allow for the repair and modernization of up to 6,000 schools. For more information, visit the U.S. Department of Education's School Construction and Design website at http://www.ed.gov/inits/construction/.

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NEWS RELEASE

CEFPI ENDORSES SCHOOL DESIGN PRINCIPLES

SCOTTSDALE, AZ.—The Board of Directors of the Council of Educational Facility Planners International (CEFPI) announced that it unanimously endorsed school design principles released recently by the U.S. Department of Education.

In October 1998, 250 professionals from various disciplines, including Council members, convened at the National Symposium on School Design, hosted by the U.S. Department of Education, to consider what constitutes *good* planning and design in creating the optimum educational environment. As an outcome of this meeting, attendees offered a series of planning and design principles to ensure that school facilities are designed to create the best possible educational environment for all students. "This is one of the most significant actions undertaken by the U.S. Department of Education in recent years to support local school facilities. Secretary Riley should be commended for his leadership," stated Dr. William Maclay, Council board president.

The *Design Principles for Developing Schools as Centers of Community* are predicated on three conditions: learning is a lifelong process; design is always evolving; and, resources are limited. The group of educators, educational facilities planners and architects agreed that future designs for learning environments must enhance teaching and learning and accommodate the needs of all learners as well as serve as centers of community, strengthening a community's sense of identity, coherence and consensus. Educational facilities should be designed to strengthen the symbiotic relationship that exists between a school and its community. Additionally, the planning and design process must involve all stakeholders and make effective use of all available resources. Schools should be planned by a representative group of the people who will use them. Provision must be made for health, safety and security issues in future schools. It was also determined that allowance for flexibility, diversity and adaptability to changing needs is essential to the success of future learning environments.
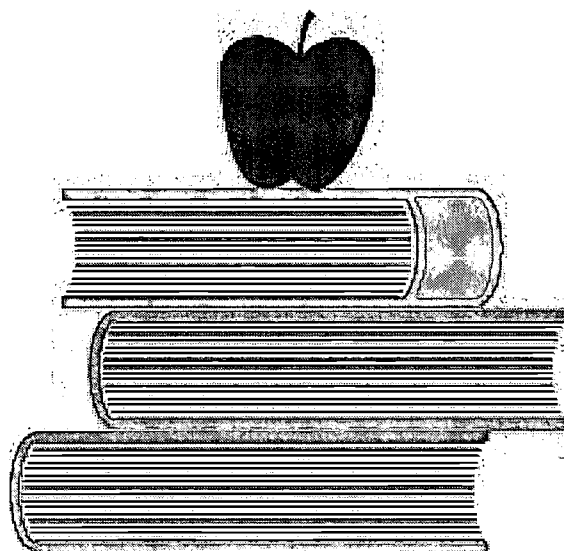
Comprised of visionaries and leaders actively involved in school planning, design, and construction worldwide, CEFPI has long supported the premise that the quality and design of an educational facility has a direct correlation to student success, impacting student behavior and achievement. School districts spent in excess of $18 billion on construction and renovation projects last year and this trend will likely continue for the foreseeable future. Encouraging construction of schools that have multiple uses serving every segment of the community, the principles support wise spending and set forth reasonable guidelines for effective schools. Adoption of these design principles will ensure that our nation's schools, both new and renovated, are designed to facilitate the best possible learning environments for all students.

CEFPI was founded in 1921 as The National Council on Schoolhouse Construction and is recognized internationally for its leadership in school building issues relating to planning, design and construction. Fostering and disseminating best practices in school planning, CEFPI is a not-for-profit organization, representing 2200 members in the United States, Canada and other nations worldwide.

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SELECTED ARTICLES

THE SCHOOLYARD:
NOT JUST FOR RECESS ANYMORE
TURNING OUTDOOR SPACES INTO EXTENDED SCIENCE CLASSROOMS TAKES PLANNING
By Stephen R. Coffee

Across the nation, more and more educators are coming to look at schoolyards as important extensions of the classroom. Students are studying the weather and measuring the growth of dandelions. They are planting seeds and pulling weeds, growing vegetables and attracting birds and butterflies. Some are building ponds and wetlands; some are even raising animals.

Clearly, the schoolyard isn't just for recess anymore.

"Traditionally we've thought of schoolyard design in terms of access for student drop-off, parking, recreation, and to some extent, aesthetics," says Allen Abend, director of facilities planning for the Maryland Department of Education. "We need to be thinking of how we can preserve or develop a rich, natural environment at every school that will be a resource to its educational program."

The growing educational interest in the outdoor school environment presents new challenges to facilities planners and managers. Learning what's behind it and what benefits can arise from it will help facilities professionals be a part of an educational movement that motivates people, brings communities together, and has a real, positive impact on the lives of children.

PLANNING THE SCHOOLYARD ENVIRONMENT
Schoolyard education has emerged as a genuine movement and is likely to continue to grow, largely because it fits with today's educational reform agenda and may actually boost student performance. The most obvious links are with the science curriculum.

"If you think back to your memories of early childhood, you'll realize that hands-on, direct experience is how we learn best," says Lawrence Vaught, elementary math and science supervisor for the Newport News (VA) Public Schools.

When Newport News set out to build a magnet school for environmental science, they tapped Vaught to lead the project. He assembled a team of parents and people from a panoply of resource organizations to develop a vision of how a courtyard and nearby park could become an outdoor laboratory. The courtyard at Deer Park Elementary is still under construction, but will soon feature a pond, vegetable gardens, a butterfly garden, a cotton patch, and structural habitat — shrubs, trees, and rocks — for small animals.

The school has a collection of rain parkas so that students can go outside in rainy weather. "Deer Park parents expect their kids to come home wet and dirty on occasion, but they also tell us how eager their kids are to get back to school," says Vaught.

"In large part, this movement represents a reaction to urbanization and the limited opportunity most children have to experience nature close up," says Stephanie Stowell of the National Wildlife Federation. The Federation recently accredited its 750th Schoolyard Habitat and the momentum is building. Schools gain accreditation

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by documenting they have provided wild animals food, water, and a place to raise their young. They must also demonstrate that the habitat is used for teaching in a coordinated way by a team of teachers. Butterfly gardens are probably the most popular example of a habitat project, although ponds and wetlands run a close second.

Schoolyard education is not just about science or environmental education, however. Cynthia Brown, principal of Tuckahoe Elementary in Arlington, VA, explains that "the schoolyard and the adjoining park offer a place where the many lessons in the various subject areas can come together and become more real in the minds of students.

"More than that," she adds, "the out-of-doors has become central to our identity as a school."

"Experience the world through Tuckahoe," the school motto, means studying the natural environment surrounding the school, but it also means monitoring neighborhood land use, mapping the schoolyard and nearby park, and growing a colonial garden to better understand life in historic times.

Tuckahoe art teacher Caryl Williams explains that the out-of-doors is important for teaching writing and art. "Too often, teachers sit children in classrooms and ask them to write and paint and then wonder why the students say they don't know how. If you take those children outside and give them time to observe and absorb, they will be oozing with ideas to express."

One of Williams's students explains it clearly: "When you study something in a book, all you have to do to find out what happens is turn the page. When you plant a seed in the garden, you never know what's going to happen. That's real life!"

According to a recent report from the State Education and Environment Roundtable, coordinated schoolyard programs appear to improve student academic performance. In "Closing the Achievement Gap," researchers looked at programs in 40 schools around the country which use their environment as an integrating context for learning. They found across-the-board improvements on standardized measures of achievement in reading, writing, math, science, and social studies, as well as fewer discipline problems and greater enthusiasm for learning.

FACILITY PLANNERS RESPECT THE INVESTMENT /PLANNING THE SCHOOLYARD ENVIRONMENT

Schoolyard projects don't always go according to plan. For example, too many teachers have returned in the fall to find a trailer on top of their garden or their wildflower meadow mown down. Given the popularity and promise of this movement, facilities planners and managers need to respect the investment that educators are making in schoolyard programs.

By the same token, educators need to learn to appreciate the demands faced by facilities professionals. "One concern is that often projects begin with lots of enthusiasm, then things don't work out or a teacher is transferred and pretty soon we're left with an unsightly mess or a new maintenance burden," says John St. Louis, maintenance chief for Arlington Public Schools. St. Louis always looks for confirmation that the school principal is behind the project. Concerns about aesthetics can be allayed by keeping neighbors apprised of what's going on, providing fences or neat edges for "natural" areas, and installing interpretive signage to make the educational intent clear.

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Teachers and parents starting projects may not think about underground utilities, rights of way, or maintenance access needs and may not know about planned renovations. At a recent workshop about schoolyard enhancements, a maintenance supervisor was seen admiring a nicely drawn landscape plan of a school in his western Maryland school district. To his surprise, and with great exclamation, he found that the plan called for a wetland and a pond that would trap a collection of temporary classrooms, effectively turning them into "permanents." Another facilities professional told of a teacher who planted trees over a fiber optic phone line, running the risk of interrupting service and incurring a $10,000 per day fine for the district. With a little planning and communication, however, potential disasters such as these can be avoided.

"The schoolyard habitat areas in our district promote a 'win-win' situation for the schools and my office," explains Alan Hill, manager of operations for Baltimore County Schools. When teachers at Baltimore's Loch Raven Academy decided they wanted to develop a wildlife habitat, they contacted Hill for advice. "There was a steep stream valley on the campus that was very difficult to maintain — we've even had mowers flip over in there, but it was a perfect spot for their habitat project," says Hill.

Facilities managers can encourage this kind of communication by offering support. In Arlington, St. Louis's maintenance crews have earned quite a reputation for their raised garden beds. "It gives us a chance to build a little good will, and our workers enjoy the chance to do something for the kids," he says. Plus, he confides, "if we do it ourselves, we know it gets done right."

Hill's office has assisted 68 schools in developing meadow areas, wetlands, reforestation projects, wildlife habitat areas, nature trails, and gardens. "These areas are now outdoor classrooms for hundreds of students," he says.

There are in fact benefits to these projects that all facilities professionals can appreciate. In the East, a one-acre hillside cleared during construction and planted in fescue can cost more than $500 per year to maintain under a traditional regime. In contrast, a wildflower meadow, once established, requires only one mowing per year. If that same one-acre hillside had been left in forest cover during construction, the annual maintenance cost would be $0.

RESOURCE GUIDES/ PLANNING THE SCHOOLYARD ENVIRONMENT
The growing popularity of schoolyard projects has begun giving rise to new resources and policies. The Maryland Department of Education has recently published a how-to manual entitled "Conservation and Enhancement of the Natural Environment on School Sites" that walks facilities planners through design considerations for common schoolyard amenities such as forests, wetlands, streams, gardens, structures, and trails.

In Cobb County, GA, any proposed construction potentially disturbing an NWF accredited Schoolyard Habitat can be approved only after the site has been posted for 60 days and NWF and its state affiliate notified. This policy came about following community outcry over the destruction of the state's first Schoolyard Habitat.

In Boston, a group of community- based schoolyard groups has worked out a maintenance protocol with the public school district. Schoolyard projects are now covered by detailed maintenance contracts that spell out everyone's responsibilities. For example, the school system carries out its basic functions of pruning and mowing; the committee weeds and waters.

As one might expect, the greatest economic and programmatic advantages can be realized when planners make natural resource conservation a goal for new school construction. For example, reducing land disturbance means less expense for grading and erosion control. Narrower driveways mean less paving. Large trees that would normally be cut down can be transplanted and replanted when the job is through at a fraction of the cost of buying new large trees.

CONSIDER EARLY IN PLANNING/PLANNING THE SCHOOLYARD ENVIRONMENT

Abend argues that the natural environment should be considered at the earliest stages of the planning process. "For new and renovated schools, a natural resource inventory should really be prepared by the school district and be incorporated into the educational specification document," he says. "The schoolyard is too valuable to be ignored until late in the design process." Important features to include are hose bibs and secure storage for tools and other equipment. Many a good project has faltered for lack of these necessities.

One type of project that has become popular in Maryland schoolyards is the stormwater wetland. Rich Mason of the Chesapeake Bay Field Office of the U.S. Fish and Wildlife Service explains that the typical stormwater pond, with its uniform geometric shape, smooth bottom contour, and steep slopes, provides neither a diverse habitat for wildlife nor safe access for students.

"Subtle, but significant design changes can make a stormwater detention facility into an outdoor laboratory for students," he says. These changes would include irregular shape, small islands, and a combination of deep pools and shallow benches for emergent wetland plants. Gently sloping sides and observation decks make for safe access.

The words "water" and "safety" often find their way into the same sentence. School districts vary widely in their response to the liability issue in relation to ponds. Some require fencing; others don't. If fencing is re-quired, the enclosure should be large enough to allow for a vegetated buffer area around the pond and room for groups of students to work.

A PLACE TO GROW/ PLANNING THE SCHOOLYARD ENVIRONMENT

Cameron Elementary School in Fairfax County, VA, has taken the habitat idea in a somewhat different direc-tion. Their courtyard sports a barn full of goats, rabbits, chickens, and ducks.

"It's fun," explains Principal George Towery. "Our kids are city kids who would otherwise never have much interaction with animals." When Cameron was renovated, the district built them a barn and washdown area plus benches and tables. The educational benefits of a school barnyard are many, says Towery, including the implicit sex education, but the side effects are even better. "The angriest child in the world can cuddle up with an animal and let go of some of that hurt."

Improving schoolyards is ultimately about making places where children can thrive. Children spend thousands of hours in the schoolyard. It is, in a real sense, their habitat, and facilities managers are the stewards.

"Urbanization and technology have dramatically altered the life-space of most North American children and put them in what may be deeply 'unnatural' environments for the human animal," says Mary Rivki professor of early childhood education at the University of Maryland, Baltimore County. "Traffic, fear of crime, and bad suburban design have conspired to isolate children and keep them indoors."

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Educator Edward Cheskey surveys the literature and concludes, "There is mounting evidence that the typical schoolyard design, emphasizing surveillance and team sports, exacerbates discipline problems (and) promotes aggressive behaviors." On the other hand, research shows that given quality spaces with green, living things, places to explore, and a chance to manipulate their surroundings, children become less aggressive and more ready to learn.

Best results are obtained when students have active roles in planning and carrying out changes in their schoolyard. As they have opportunities to take ownership of their environment, and especially to nurture living things, children learn important character traits such as patience and responsibility.

"Our kids learn the real meaning of responsibility," says Towery. "Cleaning up after the animals and making sure they have food and water is a reward for them." Such experiences provide a foundation for children to develop an ethic of stewardship and a sense that they can make a difference, two things they will need to face the world.

Stephen R. Coffee is a freelance writer from Falls Church, VA.

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HOW TO CONDUCT PROPER TACTICAL SITE SURVEYS

By Michael Dorn

When a crisis strikes a school, proper tactical site surveys can mean the difference between life and death for those involved. Every year, unexpected disasters strike American schools. Lightning, tornadoes, fires, suicides, homicides, hostage situations, and explosions are tragedies that we wish never happened at school, but on rare occasions do. When disaster strikes, ready access to a quality tactical site survey can enable crisis responders to work much more effectively.

A tactical site survey is a process that should be done in every school facility once a year. Your state or local emergency management agency may provide free technical assistance in preparing such a survey. There is also the option of hiring a consultant to come in and prepare a site survey, but this is often very expensive.

Many schools use a local safety team created specifically to conduct site surveys. A safety team of building level staff and public safety personnel makes a formal on-site assessment of the facility and grounds to spot potential hazards, record key information and develop important contingency plans *before* a crisis occurs.

The results of the survey are then recorded in written form and copies of the survey packets placed in secure storage in the office, at the main school system administrative office, and at various public safety facilities. This ensures that the information can be retrieved quickly no matter where the crisis takes place or how widespread it may be.

Site survey work can be tedious, requires creativity, and demands attention to detail. Once the team is selected, team members should develop a site survey form if the organization does not already have one (or you can pull a sample off of the Bibb County Campus Police website at www.bibb.k12.ga.us). The form should serve as a ready checklist to ensure that all pertinent information is recorded. It is a good idea to supplement the form with photographs (or a video) of the interior and exterior of the building.

WHAT TO RECORD

The site survey should be a complete inspection of the facility and grounds to make sure that every relevant feature of the building is recorded. Items that can be important to those who respond in an emergency first include:

*   Location of power main and all electrical panels;
*   Location of telephone boxes;
*   Phone and address listings for all critical school personnel;
*   Emergency phone listings for all possible emergency responders, maintenance personnel, and key system officials;
*   Locations for assembly of evacuated students, suitable emergency command center spots, and rescue helicopter landing sites;
*   Location and routes to nearby emergency medical facilities;
*   An updated copy of the schematic plans for the building;

- Information regarding any alarm systems or security camera systems in place in the building;
- Location of student emergency contact records.

It can be amazing how important some of these items are during an emergency. In one case, there was an accidental detonation of an anti-personnel grenade in a classroom (brought to school by a student who thought that it was a dummy round). Because the school had plans for an emergency helicopter landing site, all injured students could be air evacuated out quickly when traditional emergency vehicles were overloaded by casualties.

By planning for a scenario that most people would have found to be ridiculous before the fact, lives were saved by thoughtful and creative school officials.

There are a number of agencies and organizations that make information about site surveys available to schools. Two that are particularly helpful are the National School Safety Center at 805/373-9977 or at website address www.nssc1.org, and the Office of the Governor—Georgia Emergency Management Agency at 404/635-7244 or at the email address, kfranklin@gema.state.ga.us.

One word of caution: There is no such thing as a "canned" site survey where you simply change the name of the school and copy a survey in use elsewhere. An effective site survey meets the needs of the specific facility. Quality tactical site surveys require time and effort.

DISTRIBUTION IS IMPORTANT
Once the tactical site survey packet is completed each year, copies should be distributed for use by emergency responders.

The packets should be used whenever a mock crisis drill is conducted. This will help to point out any deficiencies in the survey and will get to local emergency service providers and school officials used to utilizing the survey packets to manage an incident.

The good news is that the process becomes much easier once the initial site survey has been completed. The surveys conducted in later years need only to ensure that all information is still up to date, no new hazards have developed, and that any structural modifications to the building are recorded.

SCHOOLS + TECHNOLOGY = CHANGE

By Deborah P. Moore, CEFPI

Like it or not, the integration of technology into our schools is forcing schools to make dramatic changes—increasing the quality, diversity, and availability of information and altering the teacher/student relationship. While expanding the how and where of learning, schools must maintain the social connections between teachers and learners. High-tech needs high-touch.

Technology should be used to leverage the existing knowledge base, to enrich, expand, and extend the curriculum. Through the use of technology, knowledge is not passively received, but actively constructed. Different learning styles can be accommodated and the instructional process can be individualized. Students can learn at their own pace.

Everything related to a district's technology plan should be curriculum driven. The technology chosen must support the activities that will enable the learner to learn. Too often we place the emphasis on connecting students to technology when the emphasis should be connecting the technology to learning. Strategic planning must include the courseware, teacher training and planned professional development opportunities, the components and systems, and the infrastructure.

From a student's perspective, technology should be used to engage their interest, for investigation, motivation, and in-depth understanding. Libraries will not be rooms with a few outdated books; they will be media centers with new resources being added daily. Science labs will no longer consist of rows of lab tables for limited experimentation; they will become places for exciting simulations.

Through expanded use of media retrieval systems—voice, video, data, videodisc, VCR, satellite—knowledge will become three-dimensional, new resources will become available, and learning will become interesting.
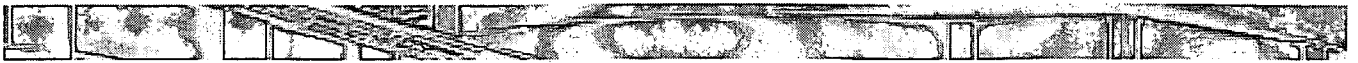
FACILITIES CHANGES

What demands will this technology place on current educational facilities? As always, facilities need to be flexible. Technology creates a diversity of learning approaches from small group to large group to individualized instruction. Hours of operation will need to be increased, since research and homework are an integral part of the program.

Many of today's schools are faced with power spikes, surges, harmonic feedback, and inadequate power. In some districts the most popular question is "Where can I put another plug?"

Computers create HVAC problems in the best of schools. An additional five computers in a classroom raise the cooling needs by 25 percent, 20 computers double the cooling needs, and head-end rooms need cooling year-round. Where is that in the operations budget?

Lighting can also be a challenge. From controlling glare on the screen, to adjusting light levels so students can write during video presentations, window coverings and other provisions must be considered.

Selecting the furniture is as challenging as selecting the technology itself. Fixed furniture can make the best technology useless, but so can furniture that is too flexible. Too rigid usually means a circle of tables around the perimeter of the room. Too flexible means the power and the cabling are never where you need it.

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What is the proper height for the desk? Student desks are usually 30 inches from the floor; typing tables are 26.5 inches. The typing table is the right height for the keyboard, but not for the monitor, so which one do you pick? And what about the height of the chair? All students are not the same size, yet during the course of a day many will use the same equipment.

Adjustable workstation design can improve student performance, but how will the district shoulder the additional cost? Considering the size of a monitor, keyboard, mouse, and the students' books, desktops must be made wider. But in already overcrowded situations, where can we find the extra space? One answer may be the integration of distance learning.

FUTURE CHANGES

Facility design should encourage ease of use, not create roadblocks. It must easily accommodate new programs, hardware and activities. Teachers should be able to walk into the classroom and take full advantage of the current technology through the use of audio and videotape, Internet access, audio and video conferencing, and whatever is still to come.

It was once thought that learning could take place only with rows of students and a teacher at the head of the class. Many now believe that through the use of technology, learning can be directly connected to the student, not limited to the school building. With these point-to-point connections, learning can and should take place anywhere.

Many districts are piloting programs of this type. There are still challenges, but with increased community partnerships and cooperative learning opportunities, students can be given the freedom to take advantage of the best we have to offer.

LOBBYING YOUR LEGISLATORS

Lobbying is an effective way to influence the outcomes of a legislative matter. In order to be an effective lobbyist for education, governing board members and educators must be willing to interact with non-educators who may have different ideas of what is preferred for education. Partisan politics and the necessity to · contend with competing interest groups is an ever-present reality that must be dealt with – particularly, when it comes to the funding of education.

The legislative process itself is complex, even difficult at times, to comprehend. Fortunately, by following some basic guidelines, each of you can become an influential lobbyist.

BASIC GUIDELINES
- Always provide factual information that supports your position.
- Legislators respond to other elected officials, therefore, school board members and other locally elected officials should be involved in your efforts.
- Avoid using jargon. This will confuse – not impress – your legislator.
- Respond in a timely manner to requests for additional information.
- Express views promptly on pending legislation. Fax, phone or email when time is short.
- Know your legislator, where they stand on issues, what they believe in, and the problems they deal with.
- When formulating a response – attempt to understand the motivation and thinking of others who do not agree with your proposal.
- Thank and commend the legislators for the good things they do.
- Keep in contact by scheduling periodic meetings involving them and key persons in your community.
- Develop trust beyond the issue at hand. Cultivate a relationship by inviting them to newsworthy community events. Even if they don't come, they appreciate being invited. Remember – legislators have a need for both public recognition and appreciation.

SOME THINGS TO REMEMBER
When you CALL your legislator…
1. Introduce yourself, who you represent, and the topic you wish to address.
2. Be prepared to give two or three specific reasons why your legislator should support a particular bill. Legislators often remain undecided or change their minds at the last minute.
3. Be pleasant when addressing a legislator or a member of her/his staff. Exhibiting hostility, anger or threatening to work against an elected official is almost always counterproductive.
4. Follow up your call with a thank you letter and/or a short note of appreciation because:
   - It lets your legislator know that you have a very strong interest in the topic at hand.
   - It demonstrates that you know how the legislative process works.
   - They genuinely enjoy receiving thank you notes and notes of appreciation.
   - And, it gives you one more opportunity to be heard.

When you WRITE your legislator…
1. Introduce yourself and whom you represent. Keep the message short and specific to the topic at hand.
2. Give two or three specific reasons why your legislator should support a particular bill. Legislators often remain undecided or change their minds at the last minute.
3. Thank your legislator for caring enough to read your letter.
4. Offer to provide them with more information about the topic.
5. Follow up your letter with a telephone call because:
   - It serves as a reminder to the legislator.
   - It demonstrates that you know how the legislative process works.
   - It gives you one more opportunity to help you legislator decide how to vote.
6. When you legislator is not available, leave a message with a staff member, particularly if there's a short fuse on a particular bill. The message should take the same form as if you were talking directly to your legislator.

Remember…. Every contact counts.

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APPENDIX

NEWS RELEASE

FOR IMMEDIATE RELEASE
March 19, 2001

CONTACT: Barbara C. Worth
Communications Manager
Phone: 480.391.0840
Fax: 480.391.0940
Email: barb@cefpi.org

INTERNATIONAL SCHOOL BUILDING DAY

SCOTTSDALE, AZ.— School Building Day was established by the Council of Educational Facility Planners International (CEFPI) to raise community awareness with regard to school building conditions and the need to improve learning environments worldwide. Designed to bring communities together to focus on their local curriculum requirements and how their schools help facilitate educational delivery as well as to explore methods of improving their facilities, School Building Day 2001 will be commemorated on Friday, April 20.

Research clearly demonstrates that students experience higher rates of achievement and teachers perform better in school buildings with adequate learning facilities. School Building Day affords an opportunity for school districts in every community to engage in activities and celebrations that embrace students, parents, administrators, legislators, business professionals and other clientele to thoughtfully consider the role the school building plays in the educational process.

The neighborhood school building, a key component in the educational process, is at crisis stage in many areas. School Building Day provides school districts and local communities the occasion to address a global problem with a grassroots effort—to assess their schools and to acknowledge the value of well-maintained, attractive school buildings for the successful learning process of every student. Effective learning environments lend dignity, respect and pride to the students, teachers, staff and community. By joining in local community observances, citizens can make a difference and create a brighter future for tomorrow's leaders— our children!

CEFPI was founded in 1921 as The National Council on Schoolhouse Construction and is recognized internationally for its leadership with school building issues relating to planning, design and construction. Fostering and disseminating best practices in school planning, CEFPI is a not-for-profit organization, representing more than 2200 members in the United States, Canada and other nations worldwide.

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NEWS RELEASE

FOR IMMEDIATE RELEASE   CONTACT: Barbara C. Worth
March 19, 2001   Communications Manager
                                                     Phone: 480.391.0840
                                                     Fax: 480.391.0940
                                                     Email: barb@cefpi.org

Organization: Council of Educational Facility Planners International (CEFPI)

Start date: April 16-20, 2001

Location: Nationwide with focus on local schools

Address: 9180 East Desert Cove Drive, Suite 104
                     Scottsdale, AZ 85260
                     WWW: www.cefpi.org for information and downloadable PDF file

Contact: Barbara C. Worth, Marketing & Communications Manager
                     CEFPI
                     Phone: 480.391.0840   Fax: 480.391.0940
                     Email: barb@cefpi.org

Time: 20 seconds

School buildings play a crucial role in the educational process for children throughout the world. Research clearly demonstrates that students experience higher rates of achievement and teachers perform better in school buildings with adequate learning facilities. Designed to raise community awareness about school building conditions and to improve learning environments worldwide, the Council of Educational Facility Planners International (CEFPI) has designated Friday, April 20, 2001, International School Building Day. Participate in your local community celebration...make a difference in a student's successful learning and in our nation's future.

CEFPI was founded in 1921 as The National Council on Schoolhouse Construction and is recognized internationally for its leadership with school building issues relating to planning, design and construction. Fostering and disseminating best practices in school planning, CEFPI is a non-profit organization, representing more than 2200 members in the United States, Canada, and other nations worldwide.

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SUGGESTED PROCLAMATION

WHEREAS, the Council of Educational Facility Planners International (CEFPI) is recognized internationally for its leadership with planning, design and construction of educational facilities; and

WHEREAS, school buildings play a critical role in the education of students through out the world — the quality of an educational facility having a direct correlation to student success; and

WHEREAS, the Council of Educational Facility Planners International (CEFPI) is the primary advocate and resource for planning effective educational facilities; and

WHEREAS, the quality of our nation's schools has a direct bearing on the viability and livability of our communities; and

WHEREAS, the Council of Educational Facility Planners International (CEFPI) believes that all students, teachers and staff deserve safe and effective learning environments; and

WHEREAS, the Council of Educational Facility Planners International (CEFPI) encourages the design of environmentally sound school buildings incorporating available energy-saving technologies and life cycle costing strategies for improved operations and maintenance; and

WHEREAS, the Council of Educational Facility Planners International has designated a day to raise community awareness regarding school building conditions and to improve learning environments worldwide;

THEREFORE,   I, _____,
do hereby proclaim April 20, 2001, as

International School Building Day

And urge all of our citizens to recognize the importance of quality school buildings to the educational process of our students and to the future of our world.

March 12, 2001

Dear _____ :

On behalf of [the membership and the Board of Directors of the Council of Educational Facility Planners International (CEFPI)], I write to encourage your participation in **International School Building Day**, by proclaiming Friday, April 20, 2001, as **International School Building Day**.

CEFPI established **International School Building Day** to raise community awareness about school building conditions and to advocate excellence in student learning environments worldwide. Established on the firm belief that school buildings play a crucial role in the educational process for children throughout the world, the Council encourages communities to focus on their school buildings, raising awareness of the building's condition and the significant role it plays in the educational process.

CEFPI was founded in 1921 as The National Council on Schoolhouse Construction and is recognized internationally for its leadership with school building issues relating to planning, design, and construction. Fostering and disseminating best practices in school planning, CEFPI is a not-for-profit organization, representing more than 2200 members in the United States, Canada, and other nations worldwide. Council members include architects, facility planners and school district administrators with a broad range of expertise in educational facility planning issues—from policy development to implementation.

All children deserve safe, clean and attractive learning environments, encouraging them to learn and achieve. Effective learning environments should lend dignity, respect and pride to students, teachers and staff. Your local involvement in **International School Building Day** extends beyond your community to the improved education of children worldwide. Please join us in this important celebration. Thank you for helping to create a brighter future by remembering the children!
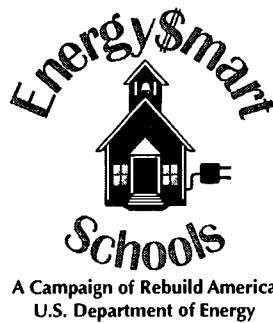
Sincerely,

ABOUT US

CEFPI

The School Building Association

&

Energy$mart Schools

A Campaign of Rebuild America
U.S. Department of Energy

THE COUNCIL OF EDUCATIONAL FACILITY PLANNERS INTERNATIONAL

The Council of Educational Facility Planners International had its beginnings in 1921 as the *National Council on Schoolhouse Construction.* From its early years, with barely a handful of visionaries, the Council's sole focus was to create a professional "organization of persons to deal with school building problems in an official capacity."

The condition of educational facilities – kindergarten through postsecondary – is of paramount importance to our members. In addition to architects, planners, educators and administrators, the Council membership includes manufacturers and suppliers, state regulators, engineers, and specialized consultants who each contribute to the evolution of learning environments. This mixture of professions, schools-of-thought, and practitioners has created a unique niche for the Council. CEFPI has evolved into an umbrella organization that convenes these individuals in their quest for best practices and knowledge – regionally throughout North America and via an annual international conference.

Vision and leadership are the driving forces moving the Council forward. As CEFPI refines its long-range direction, it continues to focus these efforts in *ADVOCACY, TRAINING,* and *RESEARCH* to better serve the needs of professionals who continually seek out best practices in creating quality learning environments for students.

ADVOCACY
CEFPI is not a traditional lobbying association. We maintain our leadership role in the public policy arena through the dissemination of information by our professional staff and the matching of member experts to those critical information needs of local, state and federal officials. The Council is recognized internationally as a reliable authority on quality school planning, design and construction. We maintain this edge through active dialogue with key policy and decision-makers to ensure ongoing effectiveness.

CEFPI recognizes the accomplishments of its members through a diverse awards program, culminating at the annual international conference. From the highly coveted Planner of the Year and the James D. MacConnell Awards to international and regional awards given for distinguished service, CEFPI members are honored for their achievements.

The Council continues to foster relationships and alliances with other learning organizations. Maintaining access to knowledge and information on a wide array of facilities topics – at the K-12 and postsecondary levels – helps the association meet the evolving needs of our members. Developing these strategic partnerships with other organizations, associations and agencies allows the Council to leverage its resources more effectively. In today's world, organizations must learn to work together for long-term survival. The Council is particularly effective in this regard.

TRAINING
Each year, CEFPI's premier international conference brings together accomplished practitioners and researchers in the field of educational facility planning to provide valuable and pertinent training through interactive workshops, seminars and roundtables. The Conference also includes an extensive trade show featuring the latest products in school design, as well as CEFPI's Exhibition of School Architecture – the largest of its kind in North America.

THE COUNCIL OF EDUCATIONAL FACILITY PLANNERS INTERNATIONAL

The various regions and chapters of the Council host local conferences structured to provide professional development and training on topics related to educational facility planning within these geographic areas. This ensures that broad and globally diverse topics are offered to address local and regional needs.

CEFPI distinguishes its members for their expertise and ongoing professional development in the field of educational facility planning through the Recognized Educational Facility Professional (REFP) designation. The initial criteria for obtaining the REFP designation includes education and experience requirements, and at least three years of continuous CEFPI membership. Maintenance of the REFP designation is accomplished through ongoing participation in training and service activities in the field of educational facility planning. The REFP designation is a mark of professional distinction and is being positioned by the Council for recognition by school districts and architectural firms.

RESEARCH

A fundamental premise underlying all CEFPI activities is that the quality of an educational facility – kindergarten through post-secondary – has a direct correlation to student success. To advance this theory, the Council routinely funds independent research and disseminates existing studies in this field. Where people learn and the facility issues that influence educational outcomes is a driving force in the Council's quest for isolating the key components of effective learning environments.

A strong advocate of partnerships and collaboration, CEFPI serves as the collection and dissemination point for educational facilities research. CEFPI's web site and research database, along with our journals and publications, make this information available on an as-needed basis.

By bringing together planners, architects and educators, and partnering them with construction professionals, higher education and government, CEFPI becomes the link for their professional efforts – the result becomes the best possible learning environment for all students.

ENERGYSMART SCHOOLS

A Campaign of Rebuild America
U.S. Department of Energy

America's schools spend more than $6 billion each year on energy. The U.S. Department of Energy (DOE) estimates they could save 25 percent of that money—$1.5 billion nationally—through better building design, widely available energy technologies, renewable energy use, and improvements to operations and maintenance.

Schools that are smart about energy in their buildings, buses, and classrooms not only save money but reap a host of other benefits:

- Their classrooms are more conducive to learning, with better lighting, better temperature control, and less outside noise;
- Schools have more funds for teachers, computers, and other educational resources—not just today but for years to come;
- Their buses emit fewer dangerous pollutants, particularly into areas where children learn and play;
- Schools spend less time—thus fewer resources—maintaining and operating buildings and buses;
- By teaching about energy, schools create a generation of students who understand the math, science, and environmental impacts of energy use, and carry that into the future—our future.

SCHOOLS NEED HELP—WE PROVIDE IT

The EnergySmart Schools campaign is designed to motivate schools to use energy wisely, and help them do it.

Schools get training workshops, publications, recognition, and access to a broad network of private and public sector partners for help. On the local level, they can join or create community partnerships to benefit from even broader assistance—direct technical support and financing programs, among others.

Behind the scenes, the campaign works with legislators and policy-makers to develop incentives for energy improvements. We're also developing energy design guidelines to help schools be smart from the start, encouraging businesses to provide more school products and services, and working to eliminate policies and regulations that are barriers to school energy improvements.

Finally, the campaign creates and locates teaching materials so that tomorrow's decision-makers build better buildings, use renewable energy technologies, design better buses, and continue to be smart about energy

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ENERGYSMART SCHOOLS

A Campaign of Rebuild America
U.S. Department of Energy

GIVE HELP — GET INVOLVED

Businesses and organizations can join DOE in helping America's schools. They can participate in the EnergySmart Schools campaign through Rebuild America.

Our partners offer services and products ranging from workshops and publications to design and construction. In some cases, they provide school services such as building audits at no or low cost.

- Businesses can participate by becoming Business Partners. Contact Amy Tilton at amy.tilton@pnl.gov.
- Local businesses and organizations can join or create community partnerships that include schools. To find a local partnership or obtain guidance for creating one, call DOE's hotline at 1-800-DOE-3732.
- National associations or government agencies can join as Strategic Partners. Contact Norma Dulin, ndulin@erols.com.

Students, teachers, and parents can also play an important role: they can encourage school administrators to design and renovate for energy efficiency, use renewable energy technologies, operate and maintain their buildings and buses efficiently, and use alternatively fueled buses.

GET HELP — GET ENERGYSMART

Schools and school districts can tap a wealth of resources through the EnergySmart Schools campaign.

The EnergySmart Schools Web Site
Our web site provides specific guidance for building renovation and design, plus information about alternatively fueled buses. It also lists resources for teaching and learning about energy including the downloadable "Saving Energy Starts With Me" activities. The address is www.eren.doe.gov/energy smartschools.

Rebuild America Community Partnerships
DOE's Rebuild America program helps schools and other building owners create local partnerships to plan and implement energy efficient, cost-saving building improvements. Go to the Rebuild America web site www.eren.doe.gov/buildings/rebuild. To have your local Rebuild America representative contact you call 1-800-DOE-3732.
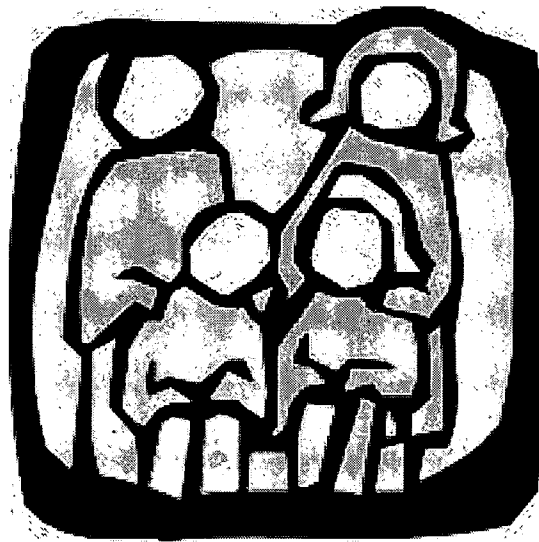
The Energy Efficiency and Renewable Energy Clearinghouse (EREC)
DOE created this hotline to answer specific questions about energy improvements and guide you to resources for help. Call 1-800-DOE-3732 or send an email to dfort@nciinc.

COORDINATING WITH OTHER PROGRAMS
The EnergySmart Schools campaign is operated by Rebuild America, in DOE's Office of Building Technology, State and Community Programs. The campaign shares information and resources with other DOE programs affecting schools: Clean Cities, which focuses on alternatively fueled buses; the President's Million Solar Roofs Initiative, aimed at increasing use of solar technologies; the State Energy Program, a DOE grant program administered through state energy offices; and ENERGY STAR®, a joint DOE/EPA program focused on improving energy performance in buildings.

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ABOUT YOU

TELL US WHAT YOU DID!

What did you do to recognize **INTERNATIONAL SCHOOL BUILDING DAY** in your school/school district? Let CEFPI know so that we can highlight your activities and present a special note of appreciation for your efforts.

Name of school/district _____

Contact person _____

Address _____

City/State/Zip _____

Phone _____

Fax _____

E-Mail _____

INTERNATIONAL SCHOOL BUILDING DAY activities included:

Please attach local newspaper articles, flyers, and brochures. Provide as much information as possible. On a separate sheet of paper, list other community-supported activities in which your school/school district participated. We will highlight some of these activities to encourage other districts to participate in the future.

Please return this form to:

Barbara C. Worth
Marketing & Communications Manager
CEFPI
9180 E. Desert Cove, Suite 104
Scottsdale, AZ 85260
Phone: 480.391.0840　　Fax: 480.391.0940　　e-mail: barb@cefpi.org

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CEFPI INFORMATION REQUEST

I would like to receive additional information regarding:

[ ]   Membership

[ ]   Publications

[ ]   Technology Conference 2001
        Scottsdale, AZ   —   January 28-29, 2001

[ ]   78th Annual Conference, Trade Show and Exhibition of School Architecture
        Denver, CO   —   October 17-20, 2001

CEFPI

The School Building Association

The Council of Educational Facility Planners International
9180 E. Desert Cove Dr., Suite 104
Scottsdale, Arizona 85260

www.cefpi.org

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