

- academic performance
  - and school site, 7-2
- Academy of Irving ISD, 2-15
- acoustics, 5-6
- administrative areas, 5-17
- air quality, 9-14–9-16
- analysis and decision-making phase
  - of Facility Master Plan, 4-5–4-6
- architecture
  - example of, 6-11
  - importance of, 4-9
- assessment of facilities, 4-11–4-14
- asthma, 9-14
  
- Baldrige Educational Criteria, 1-9, 1-13
  - sample tool from, 1-47
- Barbers Hill High School, 11-17
- Bearspaw School, 6-11
- Bishop O’Byrne High School, 8-18
- block scheduling, 2-5
- Bloomfield Family Learning Center, 7-19
- Boones Ferry Primary School, 2-16
- bridging and design process, 11-2
- budgets, 10-13–10-14
- building maintenance forms, 14-15–14-19
- building shell design
  - characteristics of, 9-8, 9-9
  - example of, 6-10
  
- campaigns for funding, 12-6–12-8
- Canadian schools, 12-4–12-5
- Canby Applied Technology Center, 1-19
- capital improvement plan, 4-6
- cash-flow analysis, 13-5
- career academies, 2-4–2-5
- Center for Leadership in School Reform, 1-2–1-3
- Century High School, 5-40
- Challenge K–8 School, 7-20
- change models, 1-9–1-12
- class size, *xiv*
- classrooms, 2-17–2-18, 5-14–5-16
- Collaborative for High Performance Schools, 9-2
- color, effects of, 5-5–5-6
- Combs Elementary School, 14-13
- comparative selection
  - of design team, 10-2

- communication plan, 13-2
- community involvement
  - benefits of, 3-3–3-4
  - in educational planning, 1-6–1-8, 3-13–3-32
  - in schools, 15-5
  - See also:* community partnership
- community partnership
  - case study of, 3-36–3-38
  - characteristics of, 3-4–3-5
  - and communication plan, 3-34
  - components of, 3-14–3-16
  - definition of, 3-2
  - and discovery phase, 3-27
  - and educational planning, 3-20, 3-22–3-23, 3-24–3-25
  - and engagement, 3-28
  - examples of, 3-7, 3-9–3-38
  - importance of, 3-2
  - models for, 3-9–3-35
  - planning initiative for, 3-26
  - and systemic change, 3-3
  - U.S. Department of Education model for, 3-29–3-35
- construction commissioning
  - and bidding process, 11-2–11-3
  - definition of, 13-7
  - process of, 13-7–13-8
- construction costs, 13-4–13-6
- construction management agency, 11-2
- construction management-at-risk
  - benefits of, 11-8–11-9
  - characteristics of, 11-6–11-17
  - participants in, 11-8
  - process of, 11-7–11-8, 11-10
  - See also:* construction management agency
- construction quality, 13-6
- contracts
  - for building process, 10-2
  - for design process, 10-12–10-13
  - and task order, 11-3
- contractors, hiring of, 10-2
- crime prevention, strategies for, 5-25–5-26
  
- daylighting
  - benefits of, 9-7
  - implementation of, 9-8
- design committee, 10-7–10-8
- design guidelines

- and construction documents, 10-10-10-12
- content of, 6-3-6-5
- detail in, 6-5-6-8
- examples of, 6-6-6-9
- purpose of, 6-2-6-3
- design plan
  - development of, 10-9-10-10
  - example of, 7-20
- design process
  - and equipment, 10-15-10-16
  - and furniture, 10-15-10-16
  - and fast tracking, 11-2
  - fees for, 10-6-10-7
  - with pre-qualification, 10-3-10-5
  - without pre-qualification, 10-5-10-6
  - steps in, 10-8-10-13
- design team
  - participants in, 10-2
  - selection of, 10-2
- design-bid-build
  - benefits of, 11-6
  - characteristics of, 11-3-11-4
  - definition of, 10-2
  - participants in, 11-4
  - process for, 11-5
- design-build
  - benefits of, 11-11-11-12
  - characteristics of, 11-9
  - definition of, 10-2
  - participants in, 11-10-11-11
  - process of, 11-9
- disadvantaged students
  - and facility planning, 2-15
  - and school size, 2-3-2-4
- Education Environment Program, 5-2
- educational facilities
  - and academic performance, 2-2, 2-6-2-7
  - adequacy of, 4-4-4-5
  - age of, 14-3-14-4
  - changing nature of, 1-3
  - and the educational program, 2-8-2-9
  - inventory and evaluation of, 4-3-4-4
- educational plan
  - definition of, 1-2
  - evaluation of, 1-15-1-16

- and horizon issues, 1-6
- implementation of, 1-14–1-15
- resources for development of, 1-8–1-9
- educational planning process
  - and assessment of district, 1-43–1-46
  - and community, 1-6–1-8
  - evaluation of 1-15–1-16
  - role of district in, 1-6–1-7
  - and vision statement, 1-7
- educational program
  - and education specifications, 5-4
  - and facility master plan, 4-2
- Educational Research Service, 1-3
- educational specifications
  - components of, 5-3–5-4
  - definition of, 5-2
  - and design, 5-10
  - throughout a district, 5-4–5-4
  - example of form for, 5-20
  - example of executive summary of, 5-23–5-24
  - example of room descriptions from, 5-31
  - purpose of, 5-2–5-3
  - and state requirements, 5-3
  - and site specifications, 5-5
  - steps for completion of, 5-9–5-10
  - steps for creation of, 5-6–5-9
- educational technology: *See* technology
- EnergySmart Schools, 9-3
- equipment
  - expected life of, 14-11
  - scheduling delivery of, 10-15–10-16, 13-10
- Evaluation forms
  - for school facilities, 14-18–14-19
  - for facility, 4-16–4-17
  - See also*: post-occupancy evaluation
- Expansion of facilities
  - case study of. 3-36–3-68
  - and construction considerations, 13-8–13-9
  - design process for, 10-14–10-15
  - example of, 3-7
- facilitators
  - for design guidelines, 6-5
  - identification of, 3-29–3-30
- facility assessment

- and educational planning, 3-18–3-19
- goals of, 4-3–4-4
- facility master plan
  - and capital improvement plan, 4-6
  - characteristics of, 4-2–4-3
  - development of, 3-32–3-35, 4-3–4-6, 4-10
  - and educational needs, 3-33
  - evaluation of, 4-6
- floor plans, examples of, 2-17–2-18
- furniture
  - scheduling delivery of, 10-15–10-16, 13-9
  - and technology, 8-8
- funding
  - bond issue example of, 3-38
  - and community involvement, 3-2
  - for Canadian schools, 12-4–12-5
  - for facility master plan, 3-29
  - federal mechanisms for, 12-12–12-13
  - general obligation bonds, 12-6–12-8
  - grants, 12-3
  - identifying sources of, 3-33–3-34
  - local options for, 12-6–12-10
  - for maintenance and operations, 14-4–14-6, 14-8–14-9
  - and process of securing, 12-6–12-8
  - state mechanisms for, 12-5–12-6, 12-10–12-12
  - for technology, 8-7
- green building practices, 9-2
- Green Chimneys School, 4-8
- Greening Schoolgrounds Program, 7-2–7-3
- Greenwood Elementary School, 4-9
- Goodwillie Environmental School, 14-14
- Guide for School Facility Appraisal*, 4-3–4-4
- hard costs, 12-2
- HVAC systems
  - and construction commissioning, 13-7
  - deterioration of, 14-2
  - and sustainable design, 9-12
- information gathering phase
  - of facility master planning, 4-3–4-4
- I-BEAM, 9-16
- John S. Park Elementary School, 15-5
- LEED certification, 9-14, 9-17

## lighting

- and student achievement, 5-6
- and sustainable design, 9-10–9-11

maintenance and operations, 14-4

maintenance and operations plan

- considerations for, 14-6–14-9

- development of, 14-9–14-11

- elements of, 14-6–14-7

Margaret Brent Middle School, 9-22

master plan: *See* facility master plan

master planning committee, 4-2

Medina High School, 3-7, 3-36–3-38

Moreland Hills Elementary School, 5-39

Nellie Stone Johnson Community School, 10-20

needs assessment

- and data collection, 1-23–1-29

- and interpreting data, 1-30–1-34

- and professional development, 1-39–1-42

Noble High School, 1-18

North Pole Elementary School, 13-13

Ohio School Design Manual, 5-33–5-38

oversight committee, 13-2–13-3

## participants

- in development of design guidelines, 6-5

- in development of maintenance plan, 14-9–14-10

- profile sheets for, 3-25

partnering in construction contracting, 13-3–13-4

planning and building process, *xvi–xvii, xix*

planning committee

- composition of, 5-7, 5-9

- organization of, 5-3

planning meetings, 5-8–5-9

post-occupancy evaluation

- importance of, 15-2

- sample forms for, 15-6–15-9

professional development, 1-39–1-42

program managers, 11-2

project architect, 10-2

project budget, example of, 12-3

project close-out, 13-10

project costs, 12-2–12-4

project delivery methods, 11-2, 11-14

- construction management-at-risk, 11-6–11-9
- design-bid-build, 11-3–11-6
- design-build, 11-9–11-12
- selection of, 11-12–11-13
- project manager, 10-2, 11-2
- project planning, *xv–xvi*
- proposals for construction contracts, 11-2–11-3
- punch lists, 13-10

qualified zone academy bonds, 12-12–12-13

Rayzor Elementary School, 12-16

Rebuild America, 9-3

Reece High School, 12-17

renewable energy, 9-13

renovation: *See* expansion of facilities

Richardson Elementary School, 13-14

schedules

- and design process, 10-14

- of values, 13-5

schematic design, 10-8–10-9

schools as center of community, 3-2–3-3

school boards, 5-10

school size

- and academic achievement, 2-3–2-5

- case study regarding, 2-10–2-12

- considerations of, 2-6

- and student alienation, 2-5

school-within-a-school

- examples of, 1-18, 2-16, 10-19

- value of, 2-4–2-5

School Works Toolkit, 3-10–3-13

security for technology, 8-9

site selection, 7-2–7-6

- and calculating acreage, 7-11

- case study of, 7-14–7-18

- criteria of, 7-7–7-12

- and design plan, 4-8

- and parking and traffic, 7-5–7-6, 7-11–7-12

- and size requirements, 7-10

- and Smart Growth, 7-3

- and state regulations, 7-7

- and sustainable design, 9-10

Smart Growth, 7-3

social capital, 3-2–3-3

soft costs, 12-2

- space requirements
  - example of, 5-18–5-20
  - example survey for determination of, 4-15
- Standard Bearer School Process, 1-13–1-14
- structural-cultural change, 1-2–1-3
  - external factors of, 1-4–1-6
  - internal factors of, 1-3–1-4
- student achievement
  - and environmental influences, 5-5–5-6
  - example of goals, 1-35
  - example of intervention strategies, 1-36–1-37
  - and facility condition, 14-2
  - factors affecting, 1-3
  - and parental involvement, 2-2
  - and professional development, 1-39–1-42
  - research on, 2-6–2-9
- student demographics
  - and educational planning, 3-19–3-20
  - and site selection, 7-4–7-5
- student enrollment, 4-5
- student participation
  - in design planning, 15-4
  - in educational planning, 3-12–3-13
- student performance
  - and data collection, 1-23–1-29
- sustainable design, 9-2
  - components of, 9-6–9-14
  - example of, 9-22, 14-9–14-14
  - implementation of, 9-14–9-17
  - and LEED certification, 9-14–9-17
  - and operating costs, 9-4–9-2, 9-12, 9-14
  - as teaching tool, 9-5–9-6
- systemic change: *See* structural-cultural change
- systemic change frameworks, 1-9
  
- teachers, roles of, 1-5
- technology
  - and administrators, 8-3–8-4, 8-6
  - benefits of, 8-2–8-4
  - considerations of, 8-6–8-9
  - definition of, 8-2
  - determining need for, 8-13–8-15
  - and disabled students, 8-8
  - drawbacks to, 8-4–8-6
  - example of implementation of, 1-19, 2-15
  - in libraries, 8-8

organizational structure for, 8-11–8-12  
planning for, 8-9–8-10  
and professional development, 1-41–1-42  
requirements for, 8-7–8-8, 8-14–8-17  
role of, 8-7  
and student achievement, 2-2–2-3  
and student use, 8-2–8-5  
and support personnel, 8-12–8-13  
and teachers, 8-3, 8-5–8-6  
Terrace Park School, 9-20–9-21  
Thompson Middle School, 11-18  
Timberline Middle School, 10-19  
21<sup>st</sup> Century School Fund, 12-11  
Two Rivers Middle Magnet School, 6-10  
  
vision statements, 1-7, 1-22  
visioning sessions, 3-17, 4-3, 5-21–5-22  
volunteers for oversight committees, 13-2–13-3  
voters and funding, 12-6–12-8  
  
water efficiency, 9-14  
Web sites, 13-2  
West Woods Upper Elementary School, 15-4  
  
Zack Elementary School, 10-18  
zoning, 7-12