Perkins&Will

SCHOOL NAME: _____ **OBSERVATION DATE:** _____

	In your school or classroom...		Interpretation
Water	**Lead/Copper in Drinking Water:** Was the plumbing system replaced after 1991?	O Yes O No	No, your plumbing system likely has elevated lead levels because it predates EPA's Lead and Copper Rule. Get water tested.
	Low flow water fixtures: Are there low flow water fixtures present throughout the building (e.g., toilets, faucets, or showers)?	O Yes O No	No, count the number of high flow fixtures to identify water conservation opportunities.
Indoor Air Quality	**Presence of Mold or Mold Odor:** Can you see or smell mold or musty smell?	O Yes O No	Yes, even without visible signs of mold, smell can indicate hidden mold, a known trigger of asthma.
	Mechanical System Optimization: Do you have a mechanical ventilation system? Is the MERV Filter Rating 13 or higher?	O Yes O No	Yes, identify when the filter was last changed. No, complete additional IAQ measurement.
	Natural Ventilation: If no mechanical systems present, do you have operable windows in every classroom?	O Yes O No	No, classroom may be under ventilated during the school year and may limit operational resilience during outages or air pollution events.
	Is there a **track pad** at every entrance?	O Yes O No	No, install either a surface mounted or recessed system trackpad to reduce outdoor contaminants from soil (lead, heavy metals) that contribute to indoor dust.
	Does your facility use **temporary buildings or modular classrooms**?	O Yes O No	Yes, modular classrooms have been shown to have high levels of harmful chemicals, background noise, water intrusion, mold, and poor indoor air quality. More sampling needed.
Thermal Comfort	**Temperature:** When collecting self-reported thermal comfort satisfaction, are more than 20% of people dissatisfied within a specific thermal environment?	O Yes O No	Yes, thermal comfort exceeds ASHRAE 55 standards. Collect information seasonally and by occupants in diverse locations across the school.
	Controllability: Can you control the temperature of your classroom (e.g., thermostat, pulling window blinds)?	O Yes O No	No, differences in metabolism and activities levels can reduce thermal comfort for occupants and modifications are needed.
	Presence of Cooling: Does your classroom or building have the ability to be cooled (e.g. air conditioning, operable windows)?	O Yes O No	No, building system upgrades need to be evaluated to see how the building can provide comfortable temperatures during hot days.
Acoustics	**Background Noise:** Do you hear clear disruption from adjacent classroom's activities? Do you see an interconnecting door or movable wall, unit ventilator, central HVAC air system, corridor plenum or duct work?	O Yes O No	If yes, there is likely increased sound transmission and opportunities to improve acoustical performance.
	Have **acoustical finishes** have been painted?	O Yes O No	Painting and non-porous coverings reduce the acoustical effectiveness of ceiling tiles.

Perkins&Will

SCHOOL NAME: _____ **OBSERVATION DATE:** _____

	In your school or classroom...		Interpretation
Daylighting, Visual Comfort and Lighting Control	**Views**: Are there views to the outdoors available to room occupants?	O Yes O No	No, views and access to nature are associated with better student satisfaction and comfort. Consider strategies to improve access to views or biophilic design.
	Pattern, Orientation & Condition: Do you notice stark unevenness in lighting, glare, inadequate distribution, hum, flicker, or other light concerns?	O Yes O No	Yes, uneven, flickering light can lead to headaches. Consider age of lighting system and available improvements for energy efficiency and controllability.
	Visual assessment of windows: Are they single-paned? Well-sealed? Do not open?	O Yes O No	No, older windows may include legacy pollutants (e.g. lead in paint, PCBs in window caulking) that can be sloughed off in operable windows. Test samples for pollutants and measure for air leakage for air quality and thermal comfort.
	Artificial Lighting Control: Can teachers dim lighting? Do teachers have access to tunable lighting systems? Can teachers readily switch on or off lights?	O Yes O No	No, the lack of this controllability may adversely impact teaching or individuals with different sensory needs.
	Daylighting Control: If there are windows in the classrooms, do you have operable window shades? Are they pulled during the school day? Are there effective exterior louvers on south, east, and west elevations?	O Yes O No	No, more exploration is needed to understand the impact of glare, which can be distracting to students and prevent computer work.
	Color Temperature: Are the lighting systems tunable allowing lighting the color temperature to change throughout the day? Do all the lights in the room look like the same color temperature or are some fixtures warmer or cooler than others?	O Yes O No	No, all lights in the room should be tuned to the same color temperature. Color temperature is closely associated with human circadian rhythm and influences students' alertness and cognitive performance.
Spatial Adequacy	Can classrooms make **accommodations for assistive devices**? Are there enough **outlets to charge** individualized technology?	O Yes O No	No, modifications may be needed to support disability inclusion and provide tailored learning opportunities to meet individualized education programs.
	Are there **loose handrails, damaged stair treads or uneven surfaces** within the school?	O Yes O No	Yes, these conditions may lead to falls and slips, especially for individuals with mobility impairments. Unsafe environments may require repairs.
Energy	•Is there a lack of consistent and reliable heat in occupied spaces? •Is there a history of temperature fluctuations or uneven distribution? •Is there localized control (within a range of 8 degrees or less) of the temperature?	O Yes O No	Yes, additional energy analysis is required.