MGT Suitability Reference Guide

Educational Suitability & Technology Readiness Reference Guide

Prepared for North Carolina School Construction Needs Survey
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EDUCATIONAL SUITABILITY & TECHNOLOGY READINESS REFERENCE GUIDE

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OVERVIEW AND BACKGROUND

This Guide defines the standards that will be used to assess the educational suitability of schools to be included in the State of North Carolina Public School Construction Needs Survey and Recommendations for Funding Options for Selected Districts with Lowest Revenue Capacity. The standards were developed based on the Department of Education Facilities Guidelines. An assessment of educational adequacy measures how well the facility supports the instructional program in the school.   This is not an assessment of the physical condition of the school – the roofing, the windows, etc., which rates the various building systems. This is an assessment of the learning spaces compared to the program needs at that school. For example, if a district's music program includes an elementary component, each elementary school should have a music room with an appropriate learning environment, good acoustics, and space to store instruments or other equipment.

For each type of instructional space, the assessment includes four components:

- **Learning environment** – The room should provide an inviting and stimulating environment for learning, including lighting, HVAC, acoustics, etc.

- **Size** – The room should meet the size standard set by the district/state.

- **Location** – The room should be appropriately located based on the program needs: quiet, noisy, near the entrance, etc.

- **Storage and Fixed Equipment** – The room should have appropriate safety equipment and storage for teacher/ student materials and fixed equipment appropriate for the type of program housed.

In addition to the instructional spaces, the adequacy assessment also includes the exterior of the building, e.g., traffic patterns, parking and access to the school, safety issues (lighting, signage, secure entrances), play and athletic areas, and infrastructure that supports technology readiness.

This Guide will be used for training of assessors to ensure inter-rater reliability and during the assessment of each school in the district. The Guide and the data gathered during the assessment will be made available to the public and will be used by the district to prioritize facility needs for future planning.

ART CLASSROOMS

Required space at all levels. Art rooms should be located in permanent buildings. If there is no space, score all components Unsatisfactory. For educational suitability purposes, if the art room is located in a portable, all four components should be scored Unsatisfactory.

System	Component	Description	What to Look For
Art	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. **K-8: 1,000 – 1,400** **7-12: 1,200 – 1,500**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards or is a portable
	Location	The room should be appropriately located for the program.	Rooms should be located on an exterior wall with windows for natural light.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. Kiln/clay storage to be 40-60sf Materials storage 80-150sf	**Storage:** Room(s) have adequate permanent casework, appropriate materials and project storage **Fixed Equipment:** There should be at least 2 sinks w/clay traps, kiln w/appropriate ventilation, display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment. Room(s) should have the capacity to be darkened to display projected imagery.

Examples of art classrooms:

CAREER & TECHNICAL EDUCATION

Scores are based on the programs available in each building. Space is provided for various simulations of job-related experiences and laboratory work stations. For educational suitability purposes, if some CTE rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all CTE rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Career Tech Ed	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage appropriate for the program. (NOTE: See State Facility Guidelines for extensive list of CTE-type spaces and appropriate sizes.)	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The classrooms(s) should be shielded from noise-producing activities and functions and there should be appropriate material delivery areas.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** There should be storage for student projects and supplies and secured storage areas for volatile, flammable and corrosive chemicals and cleaning agents, if needed for the program. In addition, there should be proper storage and removal access for hazardous waste materials is provided in each laboratory using such materials. **Fixed Equipment:** As appropriate to the program, including any necessary safety equipment. (NOTE: State Facility Guide for extensive list of equipment.)

Examples of career and technical education classrooms:

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COMPUTER LABS

Computer labs should be scored if they exist. If a school has no computer lab, it should be scored "N/A". Computer labs associated with CTE should be scored in that category for educational suitability purposes, if the computer lab is located in a portable, all four components should be scored *Unsatisfactory*.

System	Component	Description	What to Look For
Computer Labs	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Lighting should minimize screen glare and eye strain. **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards and should accommodate movement of students around learning stations. **1000 SF (ES)** **1200 SF (MS & HS)**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	A room that is close to classroom areas and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Is there adequate permanent casework and enough storage for teaching materials and records? **Fixed Equipment:** There should be sufficient outlets, power sources, and network links for the amount of equipment provided. Equipment should be properly secured and appropriate for the program.

Examples of computer labs:

EARLY CHILDHOOD EDUCATION

Early childhood classrooms are scored where programs exist. If no program exists score as N/A. For suitability purposes, if some early childhood classrooms are located in a portable building, the comment for all four components should include this information and the scores should be lowered based on the percent of classrooms in that category that are located in portable buildings. If all ECE classrooms are in portables, all components should be scored *Unsatisfactory*.

System	Component	Description	What to Look For
ECE	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards (including restrooms, storage, kitchenette, and teacher preparation) **1400 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions and has <u>access</u> to a fenced outdoor play area. (Play area is scored under *Outside Spaces*.)
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate, age-appropriate casework and storage. **Fixed Equipment:** There should be a restroom in the classroom. If the room is used for special education preschool, add a changing area in the restroom and access to a washer and dryer. Fixtures include sink with bubbler, wall of cabinets, age-appropriate fixtures, and technology equipment. Some flooring is a "wet area". In ECE Centers, space should include a shared kitchenette.

Examples of ECE classrooms:

GENERAL CLASSROOMS

For suitability purposes, if some general classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all general classrooms are in portables, all four components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
General Classrooms	Environment	The rooms should provide an inviting and stimulating environment for learning. Classrooms must have a minimum of 1 outside window. Reduce one score level when no windows exist.	**Spatial Configuration (immovable):** Does it support the instructional program? Classrooms should have flexible spaces for group learning. **Lighting:** Appropriate natural light/lighting levels? Clerestory windows OK. **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The rooms should meet the square footage standards. **Grades 1-3: 1000-1200 SF** **Grades 4-8: 850-1000SF** **Grades 9-12: 750-850SF** **Any classrooms less than 1000SF add 15-20SF for each desktop computer station**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The rooms should be appropriately located for the program. Grade 1 to be located at exit level. Grade 2 to be located not more than 1 story above exit level.	A room that is appropriately located and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The rooms should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Permanent casework and space for teaching materials and records. **Fixed Equipment:** One wall of cabinets, counters at age-appropriate height, and wet area with sink, a locked wardrobe cabinet. There should be technology equipment appropriate to the program.

Examples of general classrooms:

INSTRUCTIONAL RESOURCE ROOMS

There should be space(s) for resource specialist, speech therapist, psychologists, itinerant teachers, bilingual specialists, migrant services and other services. For educational suitability purposes, if some instructional resource rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all resource rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Instructional Resource Rooms	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program and allow for collaborative learning opportunities? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. **450 SF if used for groups of 4-12 students** **200 SF if used for groups of 1-4 students**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be near other classrooms and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate permanent casework; teacher, and student storage. **Fixed Equipment:** Room(s) have program/technology equipment appropriate to the program.

Examples of instructional resource rooms:

KINDERGARTEN

If some kindergarten classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. For educational suitability purposes, if all kindergarten classrooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Kindergarten	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? . **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards (including restrooms, storage, teacher preparation). **1200 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be appropriately located, shielded from noise-producing activities or functions, and located close to parent drop-off and bus loading areas. Kindergarten is to be located on the ground floor.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Storage space for teaching materials and records; and for children's clothing and personal items. Storage, casework, and learning stations are functionally designed for use in free play and structured activities; e.g., shelves are deep and open for frequent use of manipulative materials. **Fixed Equipment:** There should be a wet area with sink. Room(s) have program/technology equipment appropriate to the program. A wet area including a sink should be located within kindergarten classrooms. Counters, furniture, etc. should be appropriate heights for kindergarten-aged students.

Examples of kindergarten classrooms:

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LEARNING ENVIRONMENT

System	Component	Description	What to Look For
Learning Environment	Learning Style Variety	The school should have flexible learning spaces.	Space is provided to allow for various group sizes, projects, individual workstations, as well as general classrooms. Spaces are flexible, allowing for differentiated instruction to accommodate multiple teaching and learning styles.
	Interior Environment	The school should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program or are there oddly-placed posts, difficult angles to navigate or awkward spaces to use? **Lighting:** Is there appropriate natural light (windows with views) and adequate artificial lighting levels? **Acoustics:** Is there noise transfer between classrooms or from traffic or play areas into the classrooms? The large spaces, e.g., vestibules, halls, cafeteria, etc. are acoustically treated. **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are school common area finishes/equipment worn and/or dated?
	Exterior Environment	Schools should have outdoor areas for learning and social gathering opportunities.	Examples include: Outdoor science/nature learning labs, art patios, covered or open instructional areas, and social gathering spaces.

Examples of learning environments:

MEDIA CENTER

All schools are expected to have a media center. For educational suitability purposes, if the media center is in a portable, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Media Center	Environment	The room should provide an inviting/stimulating environment for learning. **There should be space for instruction, research and quiet reading.**	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are acoustic materials in place to allow different activities to occur at the same time without interference? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	**1600 SF plus 4-6 SF per student minimum for all levels.** **Support area to add:** **Elementary: 1200 SF** **Middle School: 1800 SF** **High School: 2000 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The media center should be centrally located to support access of all students and away from noisy parts of the building.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Adequate permanent casework and enough storage for materials and technology. **Fixed Equipment:** Space and capability for computer terminals for student use, research and report writing. Equipment should be properly secured. Bookcases are ideally located on the perimeter or are low enough to allow supervision. The space should include a sink in the workroom, high ceilings, and flexible spaces.

Examples of Media Centers:

MUSIC

Score where music programs exist. When no program exists score as NA. For educational suitability purposes, if the music room is located in a portable, all four components should be scored *Unsatisfactory*.

System	Component	Description	What to Look For
Music	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments and various presentation arrangements **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for acoustic quality. Flooring should be hard surface. **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated? **Safety:** Practice rooms have motion-sensor lighting, a window in the door, and adequate acoustical treatment.
	Size	The rooms should meet the square footage standards. **(ES) 850-1000 SF** **(MS) 850-1000 General Music** **1000-1200 Vocal** **1000-1600 Instrumental** **(HS) 1000-1500 Vocal** **1600-1800 Instrumental** **Practice Rooms 55-60 SF** **Ensemble Practice Rooms 150-200 SF** **Offices 150 SF each**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	All music rooms shall be located remotely from other classrooms to minimize sound transmission, should have convenient access to the auditorium, and practice rooms should have adequate supervision.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. See state guidelines for specific types of storage rooms	**Storage:** Room(s) have adequate casework (cabinets and bookshelves), and appropriate storage. **Fixed Equipment:** There should be sinks and storage, depending on type of program. High ceilings, acoustical wall coverings, technology equipment appropriate to the program.

Examples of music classrooms:

NON-INSTRUCTIONAL SPACES

See State Facility Guidelines for specific criteria.

System	Component	Description	What to Look For
Non-Instructional	Administration	Administrative spaces should be configured and equipped appropriately. There should be active control of the front door.	Administrative office/clerical space appropriate for the school size. With adequate reception space for parents and visitors. Storage area for consumable materials. Adult restrooms. Principal's office with space for meetings of four people. Small meeting space for meetings of up to 10 people. Faculty mailboxes should not be accessed through the public space. Administrative areas to include locked storage.
	Cafeteria	A multi-use room or rooms meeting the following square footage requirement for dining. **K-6:** 12-14SF per student @ 1/3 of student capacity **7-12:** 14SF per student @ 1/3 of student capacity	There is good circulation and routing. The cafeteria is acoustically isolated, has appropriate storage and seating. There needs to be a space to store all the tables and chairs for multipurpose usage. The area for the cafeteria line is designed for the flow of traffic for each lunch period and should allow all students adequate eating time during each lunch period. Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space.
	Food Service and Prep	Food service and prep spaces (kitchen, freezer, cooler, office, restrooms, etc.) are sized and located appropriately. The kitchen area should have separate areas for pickup and delivery, have adequate storage, and fixed equipment.	Design of kitchen reflects its planned function; e.g., whether for food preparation or warming only. Space is available for refrigeration and preparation of foods to accommodate maximum number of students planned for the school. Office, changing, and restroom area for food preparation staff is available and shall comply with local department of health requirements. Safety equipment is available. The delivery area is separate from other traffic and does not provide an unsecured access point into the school. Doorbell/buzzer and peephole at access door.
	Clinic	Each school should have a health clinic. **K-8: 250SF** **9-12: 200SF**	There should be a health service area with space for nurse desk, patient beds (2), filing cabinets, and both dry (locked) and refrigerated medication storage. There should also be an ADA accessible restroom. Cot area should be supervised by office.

NON-INSTRUCTIONAL SPACES (CONTINUED)

System	Component	Description	What to Look For
Non-Instructional	Counseling	There should be office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs.	There should be a reception/waiting area. The space should be located adjacent to the fireproof records storage. **Component requirements** Guidance Office = 100-150 SF Reception/Career Center = 600-1200 SF
	Custodial and Maintenance	There should be a custodial receiving area () and custodial closets with floor mop sink in each major building area.	The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies.
	Student Restrooms	Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.	Restrooms are appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate. Floor and wall surfaces are washable. Toilet partitions and urinal privacy partitions are in place. Restroom ratio should be 1 to 50 for girls, 1 to75 for boys.
	Faculty Work Space	The faculty should have a space for dining and a work area.	The faculty space should be sized appropriately for the school. There should also be work space equipped for copying and other instructional materials preparation.

Examples of non-instructional spaces:

OUTSIDE SPACES

System	Component	Description	What to Look For
Outside	**Vehicular Traffic**	Traffic routing should be safe with good separation.	Bus, parent, and service lanes are "off-street" and do not conflict with each other, playground, or parking areas. There is adequate bus loading near entrances to the building.
	Pedestrian Traffic	Pedestrian traffic routing is safe with good separation from vehicular traffic.	There should be safe walk routes (sidewalks and marked crosswalks) that direct students and the public to appropriate entrances.
	Parking	Parking should be adequate in size and marked.	There is adequate off-street paved, marked, and lighted parking for staff and visitors for daily operations (not events). Parking lots have reasonable access to school entrances. Minimum adequate parking spaces defined as one space per staff member and six visitor spaces. Student parking should be adequate.
	Play Areas/Fields	Play areas should be adjacent to the school, adequate in size, and allow for free and organized play time.	**PK/K only:** separately fenced area with both hard and grassed areas. **MS & HS:** include spaces for track and field, football, tennis courts, etc as appropriate for the program. **ES**: Hard and soft surface play areas and equipment appropriate for the school size.

Examples of outside spaces:

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PERFORMING ARTS

All schools are required to have a performing arts space.

System	Component	Description	What to Look For
Performing Arts	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate lighting levels? **Acoustics:** Are there impediments to hearing? Is there noise transfer between spaces? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	**ES/MS:** Can be with the cafetorium or gymatorium with a stage. **HS:** The auditorium should have fixed seating for ¼ - ½ of ADM. HS: three spaces minimum - auditorium, small theater, black box.	HS performing arts spaces including auditorium, stage, seating, storage dressing rooms, sound booth, lighting booth, lobby, concessions, restrooms. meet instructional space guidelines/standards. **EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The performing arts space should be located on the ground floor and acoustically isolated from the quiet spaces. There should be convenient public & after-school access with the means to restrict access to other spaces and easy access to restrooms and water fountains.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	The performing arts space should have adequate and appropriate storage, curtain, lighting, sound system, and technology equipment appropriate to the program.

Examples of performing arts spaces:

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PHYSICAL EDUCATION

All schools are expected to have a P.E. space, elementary can be a multi-purpose room. If no space exists, all four components should be scored *Unsatisfactory*.

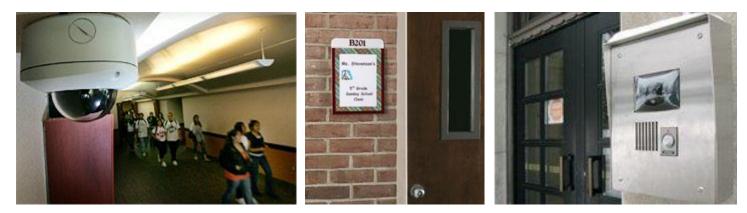| System	Component	Description	What to Look For
P.E.	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between programs? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated? **Flooring MS/HS:** regulation wood gym floor. ES: rubber is Good, wood is Excellent.
	Size	SF Minimum: **ES: 3600 SF** **MS/HS: see state guidelines for different space types**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes. Access to public restrooms.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** There should be adequate and appropriate storage. **Fixed Equipment:** Water fountains and fixed equipment (backboards, safety padding, and bleachers down one side as a minimum). Dance rooms should have a wooden floor and mirrored wall.

Examples of physical education spaces:

SAFETY & SECURITY

System	Component	Description	What to Look For
Safety and Security	**Fencing**	The school site should be appropriately fenced.	The school site is appropriately fenced. Entrances and egresses are limited, where appropriate. Preschool/kindergarten playgrounds are fenced separately from other play areas, which should also be completely fenced.
	Signage & Way Finding	Interior and exterior signage should be adequate for the needs of the school.	Adequate signage or graphics direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school and grounds. Traffic and parking signs are adequate to direct visitors. All rooms are identified with numbers/signs. **Required signs include:** Weapons, Drugs, Under Surveillance, Subject to Search. Comment required.
	Ease of Supervision	The building layout and equipment should enhance building supervision.	Supervision is enhanced through proper sightlines, few or no "hiding areas," appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building. PK/Kindergarten classrooms should be designed to allow supervision of play yards (unless prevented by site shape or size) and all areas of the classroom. Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised.
	Controlled Entrances	Points of entry should be controlled for student and staff safety.	School design or configuration allows for control of entrances to the school. Public entrances are easily supervised and controlled with a security vestibule.

Examples of safety & security:

SELF-CONTAINED SPECIAL EDUCATION

Required space where program exists, score *N/A* if program does not exist. For educational suitability purposes, if some self-contained rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all self-contained rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Self-Contained Special Ed	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. All Levels: 100SF/Student	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The classroom(s) should be shielded from noise-producing activities and located centrally.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate permanent casework and teacher and student storage. **Fixed Equipment:** The classrooms should have special needs equipment and technology equipment appropriate to the program. Each room should have a restroom with hot water, shower, and changing area.

Examples of self-contained special education classrooms:

SCIENCE

Required space at middle and high school level. Score at elementary if the program exists, otherwise score as NA., Score all four components *Unsatisfactory* if none exists at middle/high school. For educational suitability purposes, if all the science rooms are located in a portable, all four components should be scored *Unsatisfactory*. The secondary schools should include both classrooms and lab spaces.

System	Component	Description	What to Look For
Science	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas. **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated? **Flooring:** There should be wet flooring.
	Size	The room should meet the square footage standards. **1000 SF (MS) with 250SF prep room for every 4 science rooms.** **(HS) See state guidelines for SF requirement by science room type**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The science classroom should be shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Space for teaching materials and adequate permanent casework. There should be separate secured storage areas area provided for volatile, flammable, and corrosive chemicals and cleaning agents. **Fixed Equipment –** There should be a science classroom with wet flooring, appropriate science storage and extra sinks as well as safety equipment (FE, shower, eyewash) and supplies.

Examples of science classrooms & labs

TECHNOLOGY READINESS

Standard: wireless capability throughout the school, fiber access to each school, telephones to each instructional space, and four hardwire connections to each classroom.

System	Component	Description	What to Look For
Technology Readiness	Comm./IT Environment	Communications and IT equipment should be in a climate-controlled environment that is secure and accessible.	Equipment is located in a place designed for Comm/IT equipment. Space is properly climate-controlled, secure, easily accessed. The area has adequate storage, utilities, and fixed equipment and is free of clutter.
	Electrical Power	Sufficient electrical power to provide for each student and staff operation of multiple devices.	Each instructional, technology, and administrative space (classrooms, library, labs, data centers, etc.) has sufficient electrical power requirements for all applicable technology devices and outlets for a minimum of 5 computers per classroom.
	Cooling	Classrooms and computer lab computers should be in a climate-controlled environment.	Each classroom or computer lab has sufficient HVAC capacity for the number of computers present. The spaces have adequate year-round cooling and ventilation.
	Equity of Access	There should be adequate network access to provide for ubiquitous wireless in all instructional spaces.	Each area (classroom, media center, computer labs and support areas) have adequate network access for computers and applicable instructional technology devices through either network drops or dense wireless.
	LAN Connectivity	All schools should be connected to the Local Area Network	**ALL:** LAN connectivity throughout **MOST:** Most instructional areas have LAN connectivity **SOME:** Some instructional areas have LAN connectivity **NONE:** No LAN connectivity
	WAN Backbone	Internet connectivity method	**FIBER:** The facility has fiber based connectivity to the Internet. **Wireless:** The facility has Wireless based connectivity to the Internet. **T1:** The facility has T1 based connectivity to the Internet. **DSL:** The facility has DSL based connectivity to the Internet.
	LAN-WAN Performance	Reliability of internet access	Internet connectivity is available and reliable.
	Video Distribution	All schools	The facility has infrastructure for video distribution (e.g. cable TV, satellite, streaming, or other video system).
	Voice Distribution	All schools	Should have an IP or analog phone, PA and intercom system in all instructional spaces, including OUTSIDE. If not, score it down. Faculty and Staff have voice mail access.
	Faculty/Staff	Faculty and Staff: All staff should have equipment.	Faculty stations have hardwired connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets.

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