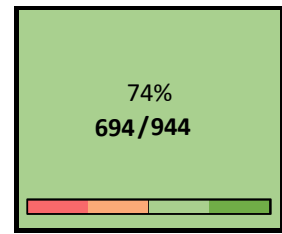




Educational Adequacy Assessment - **DRAFT**



Performance Badge

**School Name:** Pagosa High School

**Address Line 1:** 800 South 8th Street

**Address Line 2:** PO Box 1498

**City:** Pagosa Springs

**State:** CO

**Zip Code:** 81147

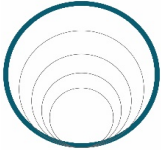
**Date of Assessment:** 5/9/2024

**Time of Assessment:** 1:00 PM

<i>School / Campus Data</i>		<i>comments</i>
Grades Served:	9th-12th	
Site Area (acres):	77	
Building Capacity:	582	
Current Enrollment:	435	
Number of Permanent Buildings:	2	
Number of Modular Buildings:	0	
Permanent Building Area (gsf):	130,000	
Modular Building Area (sf):	0	
Year Built:	1998	

<b>1</b>	<b>Property Boundary &amp; Traffic Flow</b>	Total Score	<b>70</b>	<i>out of</i>	<b>92</b>
<b>2</b>	<b>Outdoor Spaces &amp; Amenities</b>	Total Score	<b>34</b>	<i>out of</i>	<b>48</b>
<b>3</b>	<b>Administration &amp; Staff Spaces</b>	Total Score	<b>111</b>	<i>out of</i>	<b>156</b>
<b>4</b>	<b>Core Program &amp; Shared Spaces</b>	Total Score	<b>207</b>	<i>out of</i>	<b>264</b>
<b>5</b>	<b>Classrooms &amp; Extended Learning</b>	Total Score	<b>71</b>	<i>out of</i>	<b>108</b>
<b>6</b>	<b>Safety &amp; Security</b>	Total Score	<b>201</b>	<i>out of</i>	<b>276</b>
<b>TOTAL BUILDING SCORE</b>			<b>694</b>	<i>out of</i>	<b>944</b>

(potential)



## PROPERTY BOUNDARY & TRAFFIC FLOW

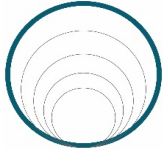
The property boundary is to be assessed for the following. This layer includes the property line, entry points, directional signage, traffic flow, etc.

1	Property Boundary & Traffic Flow		
Item		Score (1-4)	Comments / Observations

1A	Site Boundary & Entry Points		
* 1	School property boundaries are <u>delineated</u> from adjacent properties.	3	The school is positioned against open space, residential and commercial properties. The property boundary is perceived.
* 2	Signs <u>direct</u> approaching buses, vehicles and pedestrians to appropriate entries to the school property.	2	Very minimal signage observed around the property. As first time visitors the desired traffic flow was unclear.
* 3	There is a marquee / signage indicating the school's name near the primary entry and is clearly visible when approaching the school.	1	None observed.
* 4	Entries to the school property are designed to <u>enhance</u> natural surveillance from the main entry / administration offices.	2	The administration does not have views to the exterior. There is a security desk in the entry vestibule that provides some opportunities for natural surveillance.
* 5	There are traffic-calming measures (signage, cross walks, speed bumps, etc.) on adjacent public streets that <u>limit</u> vehicular speeds were students cross.	3	Speed limits are low along the adjacent public streets. Some crosswalks leading to sidewalks were observed.
* 6	The school boundary can be <u>easily monitored</u> throughout the day and perimeter fencing / <u>barriers</u> allow for <u>natural surveillance</u> from within and beyond the school grounds.	3	The site is relatively flat with good natural and passive surveillance across the site. Fencing is see-through and does not limit site lines.
* 7	The property boundary is well maintained, <u>attractive</u> , and <u>welcoming</u> .	3	
Sub-total		17	<b>out of</b> 28

1B	Bus Parking & Loading Areas		
* 1	Bus unloading/loading areas are separate from vehicular traffic and <u>clearly marked</u> by signage, pavement and/or curb treatments.	3	The loading areas are separate. Signage was not observed.
* 2	There is enough queue length to eliminate bus traffic from backing up onto main streets.	4	There is a long queue length for busses.
* 3	There is sufficient <u>capacity</u> in bus unloading/loading areas for the <u>orderly</u> and safe movement of students and buses.	4	Students unload in a designated area with a continuous sidewalk.
* 4	There is a <u>direct</u> and safe path from the bus unloading/loading area to the main entrance of the school.	4	The bus area is located opposite of the main entry, but has a continuous sidewalk to the primary secure entry.
* 5	The route to the bus loading area is ADA accessible.	4	The area was observed to meet ADA
Sub-total		19	<b>out of</b> 20

1C	Vehicular Parking & Loading Areas		
* 1	Parking lot entrances and exits are <u>clearly marked</u> and <u>delineated</u> for students, staff and visitors.	2	Parking lot organization is easily understood, but there was no signage observed.
* 2	Visitor parking is located directly <u>adjacent</u> to the main entry of the school.	3	Parking is located near the main entry vestibule, but not signed for visitors only.
3	On-site staff/faculty parking is adequate.	4	
4	On-site visitor parking is adequate.	4	



## PROPERTY BOUNDARY & TRAFFIC FLOW

The property boundary is to be assessed for the following. This layer includes the property line, entry points, directional signage, traffic flow, etc.

1 <b>Property Boundary &amp; Traffic Flow</b>			
Item		Score (1-4)	Comments / Observations
* 5	Parking lots are in <u>good condition</u> .	2	Most of the paved areas were in acceptable condition. There are some areas along the southern access drive where parking was observed on gravel.
* 6	Parking areas can be <u>easily monitored</u> throughout the day.	3	There is good opportunity for natural and passive supervision across the site.
* 7	Vehicular traffic flows in an <u>orderly</u> manner in and out of parking lots.	3	Buses move one way through the parking lot, and sometimes conflict with staff cars, but it is manageable.
* 8	Student vehicular unloading/loading areas are separate from bus traffic and <u>clearly marked</u> by signage, pavement and/or curb treatments.	3	
* 9	There is sufficient <u>capacity</u> in the vehicular unloading/loading area for the <u>orderly</u> and safe movement of students and cars.	4	
* 10	There is a <u>direct</u> and safe path from the student parking area to the main entrance of the school.	2	No sidewalks, crosswalks, curbs or other treatments were observed. Students cross vehicular travel lanes to get to the school building.
* 11	The route to the vehicular loading area is ADA accessible.	4	
	Sub-total	34	<b>out of</b> 44
<b>Total by Category</b>		<b>70</b>	<b>out of</b> <b>92</b>
<b>Safety and Security Total</b>		<b>58</b>	<b>out of</b> <b>80</b>



## OUTDOOR SPACES & AMENITIES

This section focuses on outdoor spaces primarily used by students.

2 Outdoor Spaces & Amenities			
Item		Score (1-4)	Comment

2A Bike Racks and Storage			
* 1	Bike racks are located in an area that is <u>easily monitored</u> throughout the day.	1	none observed.
2	The number of bike racks provided are adequate.	DNE	
Sub-total		1	<b>out of</b> 4

2B Court, Field and Event Areas			
1	There is (1) six-lane track with (1) regulation soccer field for PE inside the track	4	
2	Adjacent to the track is (1) shot put pad (no discs), (1) high jump, and (2) long jump pits.	4	
3	There is (1) baseball field with 215' foul line with skinned baseball infield and a backstop.	4	
4	There is a viewing area on a concrete pad which may be equipped with bleachers if the pad is located within 500' of one of the building's toilet rooms.	4	
5	The route to the play and field areas are ADA accessible.	1	
* 6	The playfields and equipment is in <u>good condition</u> .	3	
Sub-total		20	<b>out of</b> 24



## OUTDOOR SPACES & AMENITIES

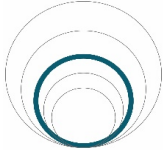
*This section focuses on outdoor spaces primarily used by students.*

2 Outdoor Spaces & Amenities			
Item		Score (1-4)	Comment

2C Additional Amenities / Observations			
1	There are Programmed Outdoor Instructional Space that provides out-of-doors opportunities for students.	3	There is a geodesic that could be used for outdoor instructional space and is appropriate for the cold climate.
2	There are examples of <u>student involvement</u> with campus beautification such as landscape maintenance, gardens, memorials, art projects and/or other physical enhancements.	2	There are some symbols of school pride in the landscaping, but very limited evidence of student involvement.
* 3	There are no signs of <u>vandalism</u> , foul <u>odors</u> , or continuously occurring loud <u>noises</u> on school grounds.	4	
* 4	The campus is easy to <u>comprehend</u> and navigate.	4	The campus is intuitive.
Sub-total		13	<i>out of</i> 20

<b>Total by Category</b>	<b>34</b>	<i>out of</i>	<b>48</b>
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<b>Safety and Security Total</b>	<b>14</b>	<i>out of</i>	<b>20</b>
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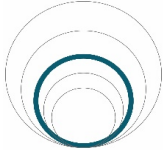
## ADMINISTRATION & STAFF SPACES

This section focuses on the main entry and administration space. This section also evaluates the Special Education, Intervention, and staff support spaces.

3 Administration & Staff Spaces			
Item		Score (1-4)	Comment

3A Main Entry & Visitor Lobby			
* 1	From the exterior, the main entry to the school building is <u>well defined</u> with architectural features such as signs, lighting, artwork, landscaping and/or landmarks such as flags.	4	
* 2	There are vehicular barriers (bollards, concrete benches, etc.) at the main entry that are integrated into the design.	2	There are some site furnishings and large columns that provide some barrier, but they would not stop a determined vehicle.
* 3	The design of the main entry provides shelter from foul weather.	4	
* 4	Ample windows and glazed doors enhance <u>natural surveillance</u> of the main entry.	4	
* 5	The main entrance into the school is a secure entry vestibule, defined by two or more doors where each door operates independently and electronically controlled by authorized adults.	2	A secure vestibule exists, but is not used as designed. Staff personnel prefers to sit in the main office, which is remote from the vestibule. This results in the second set of doors remaining unlocked throughout the day.
* 6	Administration has a direct connection to the secure entry vestibule and unobstructed views of visitors approaching the main entry. The design of the vestibule provides a transaction window to the administration for credential verification.	2	Administration office is remote from the secure vestibule with no site lines to that area. See above regarding security office and staffing.
* 7	Pedestrian flow through entry <u>security devices are orderly</u> .	3	
* 8	The main entrance / lobby is <u>attractive, cheerful, and inviting</u> .	3	
* 9	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3	
Sub-total		27	<b>out of</b> 36

3B Administration Offices			
1	The current office spaces serve the needs of the administrative staff (number and size of offices).	3	
* 2	There is at least one security office, located near the entry vestibule.	3	The SRO occupies the security office in the vestibule, however when away or patrolling the secure vestibule is left unattended. See note above.
3	The current number of offices will serve the school's needs in the next five years.	3	
4	The current conference rooms are adequate in number.	3	



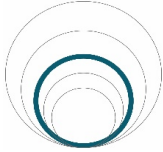
## ADMINISTRATION & STAFF SPACES

This section focuses on the main entry and administration space. This section also evaluates the Special Education, Intervention, and staff support spaces.

<b>3 Administration &amp; Staff Spaces</b>			
Item		Score (1-4)	Comment
5	The administration area is <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	3	
6	A nurse office / health room is provided and is adequate in size.	3	
7	The administration staff has visual control of the nurse office/health room.	2	Nurse office is remote from the administration area.
* 8	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3	
Sub-total		23	<b>out of</b> 32

<b>3C Student Support Spaces (counseling, psychologist, etc.)</b>			
1	The current spaces that are provided or dedicated to Student Support serves the needs of the school (number and size of offices).	4	There are several spaces designated in the original design to teacher office/collaboration that are un-used. If needed these spaces could be re-purposed to support additional student services.
2	The current number of student support spaces will serve the school's needs in the next five years.	3	see note above.
3	Student support spaces are distributed throughout the building for ease of access for students.	3	This area is located near the administration in a suite and is easily accessible to students.
* 4	The student support spaces are <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	3	
Sub-total		13	<b>out of</b> 16

<b>3D Special Education / Intervention</b>			
1	There is an Intense Learning Center (ILC).	3	
2	The ILC suite has required support spaces and adequately serves the educational needs of students and staff. These spaces include Life-skills area, quiet room, toilet / changing area, OT/PT room, autism room.	2	There is an area dedicated to special education / ILC. There is a life skills area, however it is shared with the toilet. There appears to be a lack of storage and dedicated toilet room with changing area.
4	There is a space for Special Education - (Mild / Moderate Needs).	DNE	none observed.
5	There are spaces for break-out instruction distributed throughout the building to serve special education, speech, or other types of interventions.	3	It was observed that some of the teacher planning areas may be used for this purpose. If it is not, then there are several of them appear to be used for storage and can be re-purposed.
6	The current spaces that are provided or dedicated to break-out instruction serves the needs of the school (number and size of offices).	3	
* 7	The special education areas are <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	2	Staff has made efforts to enhance the space and reconfigure it for their needs, but there
Sub-total		13	<b>out of</b> 20



## ADMINISTRATION & STAFF SPACES

This section focuses on the main entry and administration space. This section also evaluates the Special Education, Intervention, and staff support spaces.

3 Administration & Staff Spaces			
Item		Score (1-4)	Comment

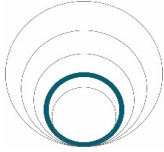
3E Teacher / Staff Support Spaces			
1	There is a lounge for faculty and staff to take a break and re-center.	3	The lounge doubles as mail and storage. It lacks furniture for relaxing and group gathering.
2	The lounge(s) is adequate in size and in a convenient location for faculty and staff.	2	It is small for the number of staff members.
3	Dedicated collaboration spaces are distributed across the building/campus in locations that are easily accessible for faculty and staff. (teacher collaboration space)	3	Teacher planning rooms are programmed into the building but underutilized.
4	Collaboration spaces provide faculty with furnishing and technology to support small and large group gatherings.	1	
Sub-total		9	<b>out of</b> 16

3F Physical Building Security			
* 1	What is the condition of the surveillance equipment? Are there concerning blind spots or a lack of cameras?	3	
* 2	What is the intrusion detection system? Is it centrally monitored by the district?	3	
* 3	What is the duress alarms / notification system in classrooms?	3	
* 4	Do all classrooms / required student spaces have two-way intercom system with call buttons? If no, indicate where needed.	3	Classrooms have two-way intercom.
* 5	Is there a mass notification system for students and staff? How are messages distributed?	3	There is a mass text.
* 6	Is there an appropriate number of two-way radios available for staff?	3	
* 7	Is there adequate radio coverage throughout the building and the site? Are there any "dead zones"?	3	
* 8	Is the building compartmentalized by cross-corridor doors?	2	
* 9	Are cross-corridor doors on electrified magnetic hold-opens that can be deployed via the duress alarm?	3	
Sub-total		26	<b>out of</b> 36

<b>Total by Category</b>	<b>111</b>	<b>out of</b>	<b>156</b>
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<b>Safety and Security Total</b>	<b>64</b>	<b>out of</b>	<b>88</b>
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## CORE PROGRAM & SHARED SPACES

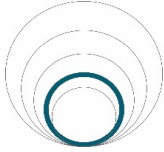
This section focuses on the core and common spaces that are shared by the school.

4 Core Program & Shared Spaces			
Item		Score (1-4)	Comment

4A Restrooms			
1	Restrooms are well distributed across the building.	4	
2	There are all gender restrooms well distributed across the building, near group restrooms.	3	Single occupancy restrooms are provided adjacent to restroom cores.
3	Restrooms can be monitored by staff from adjacent public spaces and provide a sense of safety.	2	Restrooms have doors that are propped open to provide auditory surveillance. They are generally located off a main corridor. Boys are lacking privacy (urinal screens).
* 4	Restrooms are in <u>good condition</u> .	3	
Sub-total		12	<b>out of</b> 16

4B Kitchen / Cafeteria			
* 1	The cafeteria is adequate in size and can accommodate at least 30% of the student capacity.	4	
* 2	Students flow through the cafeteria is <u>orderly</u> .	4	
3	The cafeteria has direct access to the exterior and is adjacent to outdoor dining.	3	The cafeteria is adjacent to the main entry. Some tables were observed outside near the cafeteria.
4	There is a variety of seating options provided (regular table and chair, high-tops, or booths, etc.)	1	Traditional tables and chairs were observed.
5	The cafeteria is located adjacent to outdoor recreation space for students to use during lunch.	2	There is a small patch of grass outside the main entry, but not dedicated recreation space.
6	Food Service and Prep spaces are sized and located appropriately.	4	
Sub-total		18	<b>out of</b> 24

4C Main Gymnasium & Auxiliary Gymnasium			
1	There is a <i>main gymnasium</i> with a 50' x 84' main basketball court. The main court has at least 10' runouts on each end and 6' sidelines. The ceiling height or clearance to structure is 25' minimum.	4	
2	The <i>main gymnasium</i> has (2) practice basketball courts, 40' x 60'.	4	
3	The <i>main gymnasium</i> has (1) main volleyball court and (2) practice courts.	4	
4	The <i>main gymnasium</i> has motorized bleachers on at least one side. Bleachers are the full length of the court with enough seating for all school events.	4	
5	There is an <i>auxiliary gym</i> with a 50'x84' main basketball court. The main court has at least 10' runouts on each end and 6' sidelines. The ceiling height or clearance to structure is 25' minimum.	1	no auxiliary gym observed.
6	The <i>auxiliary gym</i> has (2) practice basketball courts.	DNE	
7	The <i>auxiliary gym</i> has (1) main volleyball court.	DNE	



## CORE PROGRAM & SHARED SPACES

This section focuses on the core and common spaces that are shared by the school.

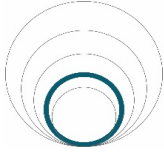
4 Core Program & Shared Spaces			
Item		Score (1-4)	Comment

8	The <i>auxiliary gym</i> has fixed bleachers on at least one side. Bleachers are the full length of the court with a minimum of 2 rows.	DNE	
9	The gymnasiums and athletic support space are in good condition.	3	
Sub-total		20	<b>out of</b> 24

4D Locker Rooms			
1	Locker rooms are directly adjacent to the gymnasium with direct exterior access. Access into the lockers should be directly from the gym spaces.	DNE	Unable to observe at this time
* 2	Locker areas are <u>easily monitored</u> . Lockers are 60" AFF maximum.	DNE	Unable to observe at this time
* 3	Lockers are adequately spaced to avoid <u>crowding</u> .	DNE	Unable to observe at this time
* 4	Lockers and/or locker doors are <u>see-through</u> .	DNE	Unable to observe at this time
5	Shower rooms (4 minimum) are provided with adequate visual separation from the locker room.	DNE	Unable to observe at this time
6	The locker rooms are in good condition.	DNE	Unable to observe at this time
* 7	Locker rooms, toilet areas and shower areas are ADA compliant.	DNE	Unable to observe at this time
Sub-total		0	<b>out of</b> 0

4E Library / Media Center			
1	The library is centrally located within the building/campus for ease of <u>access</u> to staff and students.	4	It is located upstairs near the instructional wing of the school.
2	There is a <u>visual</u> connection to the library from interior spaces.	3	There are display cases and visual transparency. It is located near a primary circulation stair.
3	The library has flexible casework and furniture that can be adapted and support different modes of learning (individual study, small group, or a full-size class).	1	The library is "traditional" in nature and lacks flexibility.
4	The library is adequately sized and can serve at least two high school classes at one time.	3	
5	The library is inviting and <u>enhanced</u> with color, lighting, artwork, and/or other physical means.	2	There is good natural light, but overall lacks enhancements.
6	The technology is modern, wireless, and integrated into the Media Center.	2	There was some technology observed, but overall the library lacks qualities of 21st century learning environments.
Sub-total		15	<b>out of</b> 24

4F Career Technical Education (CTE)			
1	There is at least one space dedicated to CTE.	4	There is a metal building and geodesic dome adjacent to the building that supports CTE.
2	The CTE space(s) support multiple career pathways.	2	There is a demand for more CTE. The principal indicated they are actively looking for additional funding.

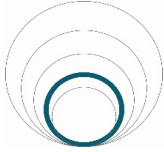


## CORE PROGRAM & SHARED SPACES

This section focuses on the core and common spaces that are shared by the school.

<b>4 Core Program &amp; Shared Spaces</b>			
Item		Score (1-4)	Comment
3	The CTE space(s) have flexible furniture that can be adapted to support different modes of instruction, exploration, or research (lecture-style, group collaboration, independent study, etc.).	1	The furniture is "traditional" and outdated. The furniture is more suited for an instructional classroom than a CTE space.
4	The CTE space(s) have a connection to the outdoors/outdoor access.	4	There are large garage doors that connect the fabrication space to the outdoors.
5	There is enough storage to support staff and student projects, as well as reduce clutter.	3	
6	The CTE space(s) have adequate power, ventilation, technology, or other necessary infrastructure to support the program offerings.	3	The equipment ventilation (dust collection, type 1 hood) were observed to be adequate for current programs. The instructional areas could benefit from additional technology (interactive displays, integrated technology).
7	The CTE space(s) that are provided are adequately sized for the use.	4	There is a need for more CTE. The principal indicated they are actively looking for additional funding.
8	The amount of CTE space provided is adequate for the next 5 years.	2	Additional space is needed to support more CTE programs.
9	The interior finishes are appropriate to the use of the space (durable, industrial grade, easily cleaned, etc.)	2	The finishes are aged and worn in the instructional areas.
Sub-total		25	<b>out of</b> 36

<b>4G Art Classroom(s)</b>			
1	There is at least one space dedicated to Art.	4	
3	The Art Room(s) have natural light or a connection to outdoors.	4	There is good natural light and exterior access.
4	The Art Room(s) have enough storage to support staff and student projects, as well as reduce clutter.	2	There were a lot of materials being stored in the primary art space, indicating a need for additional or more efficient storage.
5	The interior finishes and casework are in good condition.	2	The interior casework and finishes are worn and in need of refurbishment.
6	The Art Room(s) that are provided are adequately sized.	4	
7	The Art Room(s) have the resources, technology and infrastructure to support instruction. (teaching walls, display, technology)	4	Both art spaces are equipped with resources and technology to support 2-d and 3-d art programs (Kiln, digital media, 3d printer).
Sub-total		20	<b>out of</b> 24



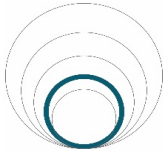
## CORE PROGRAM & SHARED SPACES

This section focuses on the core and common spaces that are shared by the school.

4 Core Program & Shared Spaces			
Item		Score (1-4)	Comment

4H Music Program & Performance Platform			
1	There is at least one Band Classroom.	4	Band and Choir share a space.
2	There is at least one Vocal / Choral Classroom.	4	
3	There is at least one Drama Classroom.	4	Theatre and stage.
4	There is at least one Orchestra Classroom. This space may double as the Stage.	DNE	Shared with Band and Choir room.
5	There are practice rooms with vision windows for supervision.	4	
6	There is at least one performing arts multi-purpose facility (stage / platform).	4	
7	The stage platform can accommodate at least 75 students and a variety of performance styles.	4	
8	The proscenium has a variety of tracks, stage curtains and cyclorama curtains. Space is provided in front of the proscenium to accommodate off-stage activities.	4	
9	The design and construction features maximize acoustical isolation from adjacent spaces.	4	The theatre space is isolated from other programs.
10	Adequate storage is provided to support the music programs (band, choir, etc.) and keep the space free and clear of clutter. Storage rooms can be shared.	3	
11	The Music Rooms that are provided are adequately sized.	3	
12	The Music Rooms have the resources, technology and infrastructure to support instruction. (teaching walls, display, technology)	3	
13	The Music Rooms are located near each other to share resources.	4	Music room and Drama/Stage are in good proximity to each other.
Sub-total		45	<b>out of</b> 48

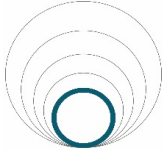
4I Core Building Spaces Overall			
1	There is an abundance of natural light throughout the school, views to the exterior, and connections that improve wellness and strengthen student connection to the outdoors.	3	
* 2	The organization of interior spaces is easily <u>comprehended</u> .	3	
* 3	The building overall is <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	3	
* 4	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3	
* 5	Student displays <u>include</u> a wide range of student interests and cultural backgrounds.	3	
6	Interior walls are in <u>good condition</u> .	3	
* 7	Interior finishes are in <u>good condition</u> .	3	
* 8	Interior ceilings and light fixtures are in <u>good condition</u> .	3	



## CORE PROGRAM & SHARED SPACES

*This section focuses on the core and common spaces that are shared by the school.*

<b>4 Core Program &amp; Shared Spaces</b>			
Item		Score (1-4)	Comment
* 9	Interior doors and windows are in <u>good condition</u> .	3	
10	There are no continuously occurring loud <u>noises</u> in the interior spaces.	2	Wind gusts created popping sounds at the roof level from uplift. It was observed in the library and dining commons.
* 11	There are no visible signs of <u>vandalism</u> in interior spaces.	4	
* 12	The interior air quality is <u>fresh</u> .	3	
Sub-total		36	<i>out of</i> 48
<b>Total by Category</b>		<b>207</b>	<i>out of</i> <b>264</b>
<b>Safety and Security Total</b>		<b>41</b>	<i>out of</i> <b>52</b>

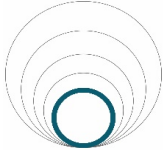


## CLASSROOMS & EXTENDED LEARNING

This section focuses on the classrooms and extended learning spaces.

5	<b>Classrooms &amp; Extended Learning</b>		
Item		Score (1-4)	Comment

5A	<b>Classrooms</b>		
1	Classrooms have flexible furniture that can be adapted to support different modes of instruction and rotational learning (lecture, group discussion, seminar, activity centers, etc.) that are appropriate to the age group they serve.	1	Furniture is "traditional" and lacks variety
2	Classrooms have a variety of seating options that can be adapted to meet individual students' needs.	1	
3	There is a variety of teaching wall surfaces/media (digital, magnetic, writable, or tack-able surfaces).	4	Most classrooms had a digital display, tack surfaces and white board surfaces.
4	Classrooms are adequate in size, with enough space to circulate around the room.	3	Classroom sizes are adequate, however the furniture is large and makes some of the rooms feel tight.
5	Classrooms have windows that provide unobstructed views to the exterior.	4	
6	Classroom windows have operable roller shades that are easy to use and reduce glare when needed.	3	
7	Classrooms have a direct view to adjacent interior spaces.	3	
8	Door vision windows and/or windows that have a direct view to adjacent interior spaces are not obstructed by fixed/informal coverings (ex. paper, sticker or cloth).	2	Most doors have sidelights and provide views into and out of the classroom. However, some windows were observed to be covered by paper.
9	There are Teaming Areas / places for students to collaborate outside of the classroom (ex. small group rooms, flexible classrooms, or wide hallways with furniture).	1	None were observed. Most teacher planning spaces were un-used and could be re-purposed for student teaming areas.
10	Classroom technology is modern, wireless, and integrated into the classroom.	3	
11	Power is distributed around the room and sufficient.	2	
12	Multimedia presentation capabilities are present (ex. a smartboard, projector or screen) and in <u>good condition</u> .	4	
13	<u>Motivational</u> signs (temporary or permanent) reflect student work, pride, and give positive messages to encourage student excellence.	3	
14	There is adequate storage for students' backpacks and personal items (inside or outside the classroom).	3	It appeared lockers have been removed, and is assumed students bring belongings with them throughout the day.
15	The color and finishes within the classroom are in <u>good condition</u> and do not overpower the activity within the classroom, display(s), and presentation.	3	
16	Classrooms are <u>cheerful</u> and welcoming to students.	3	
17	Classrooms are <u>well-lit</u> with LED fixtures.	2	Fixture out-put quality varies. Many spaces had un-even light distribution and are incandescent.
18	There are no continuously occurring loud <u>noises</u> within the classroom (from mechanical system or adjacent roadway traffic).	3	
19	Space is provided in the classroom for the entire class to get out of sight in an emergency and shelter-in-place.	4	



## CLASSROOMS & EXTENDED LEARNING

This section focuses on the classrooms and extended learning spaces.

5 <b>Classrooms &amp; Extended Learning</b>			
Item		Score (1-4)	Comment

* 20	Classroom door hardware meets the state requirements for lockability/function.	1	No locking function on the interior side of classrooms was observed.
Sub-total		53	<b>out of</b> 80

4D <b>Sciences &amp; Labs</b>			
<i>Upper level science and STEM lab environments provide both core curriculum, as well as innovation tracks for learning. Learning in these areas include a broad project-based experience that includes additional learning components such as guest lecturers, large demonstrations, competitions, dual / concurrent enrollment, boot camps, internships, as well as partnership workshop labs with local business and industry.</i>			
1	There is at least one (1) science classroom with the infrastructure of a general science lab (workstation with adequate power, sinks, and/or gas, and a prep space).	4	There are three classrooms with lab and prep space to support chemistry and physical science.
2	The science classroom/lab(s) is flexible and can be used as working spaces set up for collaboration as well as to accommodate co-curricular project-based learning.	3	
3	The science classroom/lab(s) is adjacent to other programs or areas of the building and can be connected for cross collaboration / supervision.	2	The science spaces are adjacent to each other, but there is no connection between or opportunity for extended learning.
4	The science classroom/lab(s) are adequately sized and has sufficient storage and prep areas/rooms.	4	
5	The science classroom/lab(s) have the technology and infrastructure to support instruction. (teaching walls, display, technology)	3	
Sub-total		16	<b>out of</b> 20

4D <b>Extended Learning / Teaming Areas</b>			
<i>For each team, group of four core classrooms, 1,000 square foot teaming area should be included that is intended for breakout programs, impromptu learning and social learning. In addition, the space should include smaller areas designed for speech, literacy, coaching, individual instruction as well as other pull-out programs. Suites should be organized with adjoining Teaming Studios to create larger collaboration spaces.</i>			
1	There is at least one (1) Teaming Area for cross collaboration between students or subject matters.	1	No areas were observed.
2	Each Teaming Area has at least (1) small group room. This room is connected to the Teaming Studio.	1	No small group areas were observed.
3	The Teaming Area is visually or physically connected to the classroom area (windows, sliding doors, roll-up doors or other ways).	DNE	
4	The Teaming Area can support a variety of learning activities that may occur collectively or in groups of various sizes with flexible furniture and a variety of styles.	DNE	
5	The Teaming Area is adequately sized and has sufficient storage.	DNE	
6	There is ample pin-up and rewritable surfacing for small groups to function well around the room.	DNE	
Sub-total		2	<b>out of</b> 8

<b>Total by Category</b>	<b>71</b>	<b>out of</b>	<b>108</b>
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<b>Safety and Security Total</b>	<b>24</b>	<b>out of</b>	<b>36</b>
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