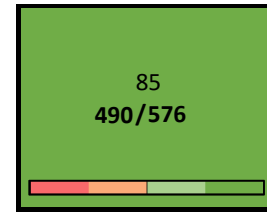




# IGNACIO

## SCHOOL DISTRICT 11-JT

Educational Adequacy Assessment



Performance Badge

**School Name:** Ignacio Elementary

**Address Line 1:** 395 Romero Ave

**Address Line 2:**

**City:** Ignacio

**State:** Colorado

**Zip Code:** 81137

**Date of Assessment:** 5/8/2024

**Time of Assessment:** 8:00 AM

<i>School / Campus Data</i>		<i>comments</i>
Grades Served:	K-5	
Site Area (acres):	9.28	
Building Capacity:		
Current Enrollment:		
Number of Permanent Buildings:	1	
Number of Modular Buildings:	0	
Permanent Building Area (gsf):	60,592	
Modular Building Area (sf):	0	
Year Built:		
District FCI Building Score:	0.17	

1	<b>Property Boundary &amp; Traffic Flow</b>				
		Total Score	84	out of	92
					91%
2	<b>Outdoor Spaces &amp; Amenities</b>				
		Total Score	47	out of	64
					73%
3	<b>Administration &amp; Staff Spaces</b>				
		Total Score	119	out of	148
					80%
4	<b>Core Program &amp; Shared Spaces</b>				
		Total Score	163	out of	180
					91%
5	<b>Classrooms &amp; Teaming Areas</b>				
		Total Score	77	out of	92
					84%
6	<b>Pre-K Areas</b>				
		Total Score	0	out of	0
					#DIV/0!
7	<b>Safety &amp; Security</b>				
		Total Score	228	out of	264
					86%
		TOTAL BUILDING SCORE	490	out of	576
					85%
					(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.	4	The site is delineated by open space, roadways and fencing.
* 2	Signs <u>direct</u> approaching buses, vehicles and pedestrians to appropriate entries to the school property.	2	Additional signage could be added for clarification to approaching vehicles and pedestrians
* 3	There is a marquee / signage indicating the school's name near the primary entry and is clearly visible when approaching the school.	4	
* 4	Entries to the school property are designed to <u>enhance</u> natural surveillance from the main entry / administration offices.	3	
* 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.	2	Crosswalks are striped, but additional traffic-calming measures could be installed.
* 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.	4	
* 7	The property boundary is well maintained, <u>attractive</u> , and <u>welcoming</u> .	4	
Sub-total		23	<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.	4	
2	There is enough queue length to eliminate bus traffic from backing up onto main streets.	4	
* 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	
* 4	There is a <u>direct</u> and safe path from the bus unloading/loading area to the main entrance of the school.	4	
* 5	The route to the bus loading area is ADA accessible.	4	
Sub-total		20	<b>out of</b> 20

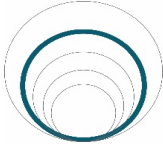
1C	Vehicular Parking & Loading Areas		
* 1	Parking lot entrances and exits are <u>clearly marked</u> and <u>delineated</u> for students, staff and visitors.	2	Minimal signage was observed
* 2	Visitor parking is located directly <u>adjacent</u> to the main entry of the school.	4	
3	On-site staff/faculty parking is adequate.	4	Parking appears to be adequate
4	On-site visitor parking is adequate.	4	Parking appears to be adequate
* 5	Parking lots are in <u>good condition</u> .	4	
* 6	Parking areas can be <u>easily monitored</u> throughout the day.	4	The majority of the parking is visible from the main entry/administration of the building.
* 7	Vehicular traffic flows in an <u>orderly</u> manner in and out of parking lots.	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.

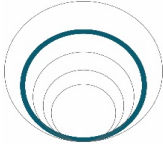
1	<b>Property Boundary &amp; Traffic Flow</b>		
Item		Score (1-4)	Comments / Observations
* 8	Student vehicular unloading/loading areas are separate from bus traffic and <u>clearly marked</u> by signage, pavement and/or curb treatments.	4	These areas are separate from bus traffic and clearly marked.
* 10	There is sufficient <u>capacity</u> in the vehicular unloading/loading area for the <u>orderly</u> and safe movement of students and cars.	3	There appears to be adequate capacity. Staff indicated it is about 8-10 minutes for drop off. They occasionally have queuing.
* 11	There is a <u>direct</u> and safe path from the student vehicular loading area to the main entrance of the school.	4	
* 12	The route to the vehicular loading area is ADA accessible.	4	
Sub-total		41	<b>out of</b> 44
<b>Total by Category</b>		<b>84</b>	<b>out of</b> <b>92</b>
<b>Safety and Security Total</b>		<b>72</b>	<b>out of</b> <b>80</b>



## OUTDOOR SPACES & AMENITIES

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

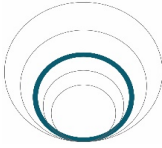
2 Outdoor Spaces & Amenities			
Item		Score (1-4)	Comment
<b>2A Bike Racks and Storage</b>			
* 1	Bike racks are located in an area that is <u>easily monitored</u> throughout the day.	2	The bike racks are located in an area around the corner of the main entry and not easily observed
2	The number of bike racks provided are adequate.	4	
Sub-total		6	<b>out of</b> 8
<b>2B Playgrounds (elementary school only)</b>			
1	The playground is located adjacent to the cafeteria.	2	The cafeteria is located near the North Playground, but is quite far from the SE playground.
2	The playground is easily accessible from the gymnasium.	2	The gymnasium is located centrally within the building, and does not connect directly to either playground.
3	The playground equipment is appropriate for each of the age groups that attend the school. There should be a playground for 2-5 year olds (fenced) and 5-12 year olds.	3	The play equipment appeared age appropriate
4	There is a mix of hard and soft surface play areas to provide students with a variety of opportunities.	4	
5	Shade is provided for each grade level.	4	Several shade devices were observed and
6	Adequate outdoor storage is provided.	3	
7	The route to the playground is ADA accessible.	4	Play areas were observed to be accessible.
8	There is at least one piece of ADA play equipment.	2	There is an ADA ramp to access the playground equipment, however the EWF has been eroded at the base making this inaccessible. The play equipment did not appear to be accessible
* 9	The playground surface and equipment is well maintained, <u>attractive</u> and in <u>good condition</u> .	3	
Sub-total		27	<b>out of</b> 36



## OUTDOOR SPACES & AMENITIES

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

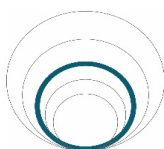
2	<b>Outdoor Spaces &amp; Amenities</b>		
Item		Score (1-4)	Comment
2C	<b>Additional Amenities / Observations</b>		
1	There are Programmed Outdoor Instructional Space that provides out-of-doors opportunities for students.	3	
2	There are examples of <u>student involvement</u> with campus beautification such as landscape maintenance, gardens, memorials, art projects and/or other physical enhancements.	3	
3	There are no signs of <u>vandalism</u> , foul <u>odors</u> , or continuously occurring loud <u>noises</u> on school grounds.	4	None observed.
4	The campus is easy to <u>comprehend</u> and navigate.	4	The campus is organized and easily understood.
Sub-total		14	<b>out of</b> 20
<b>Total by Category</b>		<b>47</b>	<b>out of</b> <b>64</b>
<b>Safety and Security Total</b>		<b>16</b>	<b>out of</b> <b>20</b>



## 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.

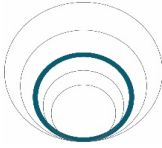
3 Administration & Staff Spaces			
Item		Score (1-4)	Comment
<b>3A Main Entry &amp; Visitor Lobby</b>			
* 1	From the exterior, the main entry to the school building is <u>well defined</u> with architectural features such as signs, lighting, artwork, landscaping and/or landmarks such as flags.	4	The main entry is well defined and easily identified.
* 2	The design of the main entry provides shelter from foul weather.	4	The design of the roofs provide adequate shelter.
* 3	Ample windows and glazed doors enhance <u>natural surveillance</u> of the main entry.	4	The main entry is constructed with ample glazing providing excellent natural surveillance
* 4	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.	4	Entry to the building is provided through a secure vestibule and controlled by authorized staff.
* 5	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.	4	
* 6	Pedestrian flow through entry <u>security devices are orderly</u> .	4	
* 7	The main entrance / lobby is <u>attractive, cheerful, and inviting</u> .	4	
* 8	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	4	
Sub-total		32	<b>out of</b> 32
<b>3B Administration Offices</b>			
1	The current office spaces serve the needs of the administrative staff (number and size of offices).	3	Staff indicated that the office space has enough space, but they wish it was configured differently.
2	The current number of offices will serve the school's needs in the next five years.	3	
3	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
4	The administration area is <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	4	
5	A nurse office / health room is provided and is adequate in size.	4	
6	The administration staff has visual control of the nurse office/health room.	4	The nurse office is directly adjacent to the main reception area and has great visual control.
* 7	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3	
Sub-total		24	<b>out of</b> 28
<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).	3	Staff have indicated that they do not have quite enough space for the counseling needs.
2	The current number of student support spaces will serve the school's needs in the next five years.	2	Staff have indicated that this will depend on mental health support need for students in the coming years
3	Student support spaces are distributed throughout the building for ease of access for students.	3	
* 4	The student support spaces are <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	4	
Sub-total		12	<b>out of</b> 16
<b>3D Special Education / Intervention</b>			
1	There is a Special Education Suite for full time sever needs (SSN).	3	Have a life skills room and a sensory room
2	The SSN suite adequately serves the educational needs of students and staff.	2	
3	There are spaces for break-out instruction distributed throughout the building to serve special education, speech, or other types of interventions.	2	
4	The current spaces that are provided or dedicated to break-out instruction serves the needs of the school (number and size of offices).	3	
* 5	The special education areas are <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	3	
Sub-total		13	<b>out of</b> 20
<b>3E Teacher / Staff Support Spaces</b>			
1	There is a lounge for faculty and staff to take a break and re-center.	4	
2	The lounge(s) is adequate in size and in a convenient location for faculty and staff.	3	The lounge is located in the NW corner of the building and not central
3	Dedicated collaboration spaces are distributed across the building/campus in locations that are easily accessible for faculty and staff. (teacher collaboration space)	2	
4	Collaboration spaces provide faculty with furnishing and technology to support small and large group gatherings.	3	
Sub-total		12	<b>out of</b> 16



## 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.

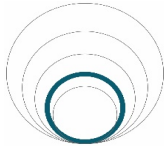
3	Administration & Staff Spaces		
Item		Score (1-4)	Comment

3F	Physical Building Security		
* 1	What is the condition of the surveillance equipment? Are there concerning blind spots or a lack of cameras?	3	Staff indicated that they have decent coverage of the interior and exterior of the building.
* 2	What is the intrusion detection system? Is it centrally monitored by the district?	3	Alarm + door contacts
* 3	What is the duress alarms / notification system in classrooms?	4	Over radio spa
* 4	Do all classrooms / required student spaces have two-way intercom system with call buttons? If no, indicate where needed.	2	There is not a two-way intercom system, but they are able to communicate via radios
* 5	Is there a mass notification system for students and staff? How are messages distributed?	4	Mass notification to students and staff is capable through text messaging.
* 6	Is there an appropriate number of two-way radios available for staff?	4	
* 7	Is there adequate radio coverage throughout the building and the site? Are there any "dead zones"?	2	
* 8	Is the building compartmentalized by cross-corridor doors?	2	The building utilizes several cross-corridor doors, but does not currently have the ability to be compartmentalized.
* 9	Are cross-corridor doors on electrified magnetic hold-opens that can be deployed via the duress alarm?	2	There are several cross-corridor doors, but these doors were observed to be without electrified magnetic hold-opens.
Sub-total		26	<i>out of</i> 36

Total by Category	119	<i>out of</i>	148
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Safety and Security Total	68	<i>out of</i>	80
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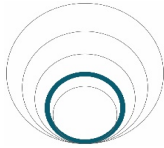




## CORE PROGRAM & SHARED SPACES

*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	Some staff indicated that there are not enough fixtures.
* 2	Restrooms can be monitored by staff from adjacent public spaces and provide a sense of safety (no doors at elementary level).	2	The restrooms have doors that are on hold opens.
* 3	Restrooms are in <u>good condition</u> .	4	Restrooms are in good condition.
Sub-total		10	<b>out of</b> 12
4B	Kitchen / Cafeteria		
1	The cafeteria is adequate in size.	4	
2	Students flow through the cafeteria is <u>orderly</u> .	4	
3	The cafeteria is adjacent to outdoor dining.	4	
4	The cafeteria is located adjacent to playgrounds or other outdoor recreation space for students to use during lunch.	2	The cafeteria is located relatively close to the North playground, but not the South playground.
5	Food Service and Prep spaces are sized and located appropriately.	4	
Sub-total		18	<b>out of</b> 20
4C	Gymnasium		
1	There gymnasium space(s) are adequate in number.	4	
2	The gymnasium space(s) are adequate in size.	4	
3	The gymnasium space(s) are located near public toilet rooms.	4	Public restrooms are located adjacent to the gymnasium on both the East and West sides.
4	The gymnasium spaces(s) have access to natural light.	3	
5	The gymnasium and athletic support space(s) support a variety of physical activities. (basketball, rock climbing, ropes, etc.)	4	
6	The gymnasium and athletic support space(s) appear to meet the needs (storage, office space, etc.)	4	Storage and office space is located directly adjacent to the gymnasium and appears adequate in size.
Sub-total		23	<b>out of</b> 24
4C	Library / Media Center		
1	The library is centrally located within the building/campus for ease of <u>access</u> to staff and students.	3	
2	There is a <u>visual</u> connection to the library from interior spaces.	3	
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).	3	



## CORE PROGRAM & SHARED SPACES

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

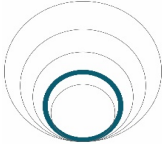
4	Core Program & Shared Spaces		
Item		Score (1-4)	Comment

4	The library is adequately sized and can serve at least two elementary classes, or three middle/high school classes at one time.	3	
5	The library is adjacent/connected to a Maker Space or STEAM suite.	DNE	
6	The library is inviting and <u>enhanced</u> with color, lighting, artwork, and/or other physical means.	4	
7	The technology is modern, wireless, and integrated into the Media Center.	4	
Sub-total		20	<i>out of</i> 24

4D	STEM / Maker Space		
1	There is at least one space dedicated to STEM / Maker Space.	DNE	
2	The STEM / Maker Space(s) that are provided have a variety of resources to support project based learning. (3-d printers, tools, materials, etc.)	DNE	
3	The STEM / Maker Space(s) have enough storage to support staff and student projects, as well as reduce clutter.	DNE	
4	The STEM or Maker Space(s) have the technology and infrastructure to support instruction. (teaching walls, display, technology)	DNE	
Sub-total		0	<i>out of</i> 0

4E	Art Classroom(s)		
1	There is at least one space dedicated to Art.	4	
2	The Art Room is adjacent to storage, flex lab (science, maker space, STEAM) or other spaces to maximize shared resources / materials.	2	The Art room is down the hall from the Science room.
3	The Art Room(s) have natural light or a connection to outdoors.	4	
4	The Art Room(s) have enough storage to support staff and student projects, as well as reduce clutter.	4	
5	The interior finishes and casework are in good condition.	4	
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	
Sub-total		26	<i>out of</i> 28

4F	Music Classroom(s)		
1	There is at least one space dedicated to Music.	4	
2	There is at least one performing arts multi-purpose facility (stage / music room).	3	Shared w/ cafeteria
3	The design and construction features maximize acoustical isolation from adjacent spaces.	4	



## CORE PROGRAM & SHARED SPACES

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

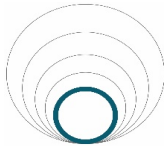
4	Core Program & Shared Spaces		
Item		Score (1-4)	Comment

4	Adequate storage is provided to support the music programs (band, choir, etc.) and keep the space free and clear of clutter.	3	Staff have indicated that they sometimes do not use the closed casework as it does not meet their needs.
5	The Music Room(s) that are provided are adequately sized.	4	
6	The Music Room(s) have the resources, technology and infrastructure to support instruction. (teaching walls, display, technology)	4	
Sub-total		22	<b>out of</b> 24

4G	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.	4	
* 2	The organization of interior spaces is easily <u>comprehended</u> .	3	The interior spaces are generally easily comprehended.
* 3	The building overall is <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	4	
* 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.	4	
* 6	Interior walls are in <u>good condition</u> .	4	
* 7	Interior finishes are in <u>good condition</u> .	4	
* 8	Interior ceilings and light fixtures are in <u>good condition</u> .	4	
* 9	Interior doors and windows are in <u>good condition</u> .	4	
10	There are no continuously occurring loud <u>noises</u> in the interior spaces.	4	
* 11	There are no visible signs of <u>vandalism</u> in interior spaces.	4	
* 12	The interior air quality is <u>fresh</u> .	2	Staff have indicated that there is a sewer smell in the mornings.
Sub-total		44	<b>out of</b> 48

Total by Category		163	<b>out of</b> 180
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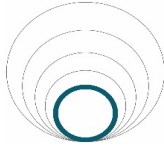
Safety and Security Total		42	<b>out of</b> 48
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## CLASSROOMS & TEAMING AREAS

*This section focuses on the classrooms and extended learning spaces.*

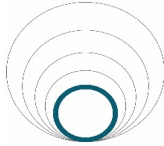
5	<b>Classrooms &amp; Teaming Areas</b>		
Item		Score (1-4)	Comment
<b>5A</b>	<b>Classrooms</b>		
1	Classrooms have flexible furniture that can be adapted to support different modes of instruction and Rotational Learning (lecture, group discussion, seminar, activity centers, etc.) that are appropriate to the age group they serve.	4	
2	Classrooms have a variety of seating options that can be adapted to meet individual students' needs.	3	
3	Classroom seating allows for student movement (fidget, rock, etc.).	3	
4	There is more than one teaching wall designed with magnetic, writable, or tack-able surfaces.	2	Classrooms have primarily one teaching wall.
* 5	Classrooms are adequate in size, with enough space to circulate around the room.	4	
6	Classrooms have windows that provide unobstructed views to the exterior.	4	
7	Classroom windows have operable sunshades that are easy to use and reduce glare when needed.	4	
8	Classrooms have a direct view to adjacent interior spaces.	4	
* 9	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 classrooms have windows to interior spaces, however there were several observed covered with informal coverings.
10	There are Teaming Areas / places for students to collaborate outside of the classroom (ex. small group rooms, flexible classrooms, or wide hallways with furniture).	2	Areas for collaboration outside of the classroom are limited.
11	Classroom configuration and locations support a zoned classroom model, where each zone is organized around a specific age group and supports project-based learning that is collaborative and interactive. (ex. K-1, 2-3, 4-5)	3	
12	Classroom technology is modern, wireless, and integrated into the classroom.	4	
13	Power is distributed around the room and sufficient.	2	Staff have indicated that more power is desired.
14	Multimedia presentation capabilities are present (ex. a smartboard, projector or screen) and in <u>good condition</u> .	4	Both are presents they use interactive displays
* 15	<u>Motivational</u> signs (temporary or permanent) reflect student work, pride, and give positive messages to encourage student excellence.	4	
* 16	There is adequate storage for students' backpacks and personal items (inside or outside the classroom).	4	
* 17	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	
* 18	Classrooms are <u>cheerful</u> and welcoming to students.	4	
* 19	Classrooms are <u>well-lit</u> with LED fixtures.	4	
20	Sinks are provided in classrooms.	4	
21	There are no continuously occurring loud <u>noises</u> within the classroom (from mechanical system or adjacent roadway traffic).	4	



## CLASSROOMS & TEAMING AREAS

*This section focuses on the classrooms and extended learning spaces.*

5	<b>Classrooms &amp; Teaming Areas</b>		
Item		Score (1-4)	Comment
* 22	Space is provided in the classroom for the entire class to get out of sight in an emergency and shelter-in-place.	3	
* 23	Classroom door hardware meets the state requirements for lockability/function.	2	Keyed both sides, panics. Rocked at actives
Sub-total		77	<b>out of</b> 92
Total by Category		77	<b>out of</b> 92
Safety and Security Total		30	<b>out of</b> 36



## PRE-K AREAS

This section focuses on the pre-k areas.

6	Pre-K Areas		
Item		Score (1-4)	Comment
6A	Classrooms		
* 1	Pre-K has a separate, dedicated parking area for pick-up/drop-off.	DNE	
* 2	Pre-K has a separate, <u>secure</u> entrance from the main school building.	DNE	
3	There is direct access between (2 minimum) Pre-K classrooms for supervision and quick access.	DNE	
4	There are windows between the Pre-K classrooms and adjacent hallways / public areas to maximize visibility. This window has blinds/shades to control visibility.	DNE	
5	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.	DNE	
6	Classrooms have flexible furniture that can be adapted to support different types of activity centers.	DNE	
7	Classrooms have age appropriate furnishings.	DNE	
* 8	Classrooms are <u>cheerful</u> and welcoming to students.	DNE	
* 9	Classrooms are <u>well-lit</u> with LED fixtures.	DNE	
* 10	There is adequate storage for students' backpacks and personal items (inside or outside the classroom).	DNE	
* 11	There is adequate storage within the classroom to support the needs of teachers and staff.	DNE	
* 12	Space is provided in the classroom for the entire class to get out of sight in an emergency and shelter-in-place.	DNE	
13	There are no continuously occurring loud <u>noises</u> within the classroom (from mechanical system or adjacent roadway traffic).	DNE	
* 14	Classroom door hardware meets the state requirements for lockability/function.	DNE	
15	Pre-K classrooms have direct access to the outdoor play area.	DNE	
16	Pre-K has a dedicated play area (fenced) with age appropriate equipment and surfacing that meets licensing requirements.	DNE	
17	Shade is provided in the Pre-K play area.	DNE	
18	Adequate outdoor storage is provided in the Pre-K play area.	DNE	
Sub-total		0	<i>out of</i> 0
Total by Category		0	<i>out of</i> 0
Safety and Security Total		0	<i>out of</i> 0