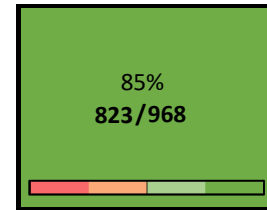# IGNACIO SCHOOL DISTRICT 11-JT

Educational Adequacy Assessment

85%
823/968

Performance Badge

School Name: Ignacio High School

Address Line 1:
Address Line 2:
City:
State:
Zip Code:

Date of Assessment: 12:00 PM
Time of Assessment: 12:00 PM

School / Campus Data		comments
Grades Served:	9th-12th	
Site Area (acres):		
Building Capacity:		
Current Enrollment:		
Number of Permanent Buildings:		
Number of Modular Buildings:		
Permanent Building Area (gsf):		
Modular Building Area (sf):		
Year Built:		
District FCI Building Score:	0	

1	Property Boundary & Traffic Flow				
	Total Score	74	out of	92	80%

2	Outdoor Spaces & Amenities				
	Total Score	48	out of	56	86%

3	Administration & Staff Spaces				
	Total Score	127	out of	152	84%

4	Core Program & Shared Spaces				
	Total Score	253	out of	284	89%

5	Classrooms & Teaming Areas				
	Total Score	83	out of	108	77%

6	Safety & Security				
	Total Score	238	out of	276	86%

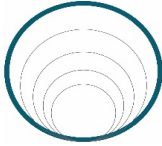| TOTAL BUILDING SCORE	823	out of	968	85%
			(potential)	

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.	2	The school is mainly dilineated from adjacent properties by roadways, open space, and fencing. The dilenation is especially difficult along Payne St.
2	Signs <u>direct</u> approaching buses, vehicles and pedestrians to appropriate entries to the school property.	1	None observed
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.	4	
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	Cross walks 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	The site is mostly flat and has relatively good natural and passive surveillance. Since the site is so large, this does present difficulties of monitoring.
7	The property boundary is well maintained, <u>attractive</u>, and <u>welcoming</u>.	4	
	Sub-total	22	*out of* 28

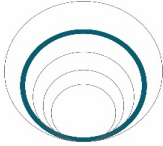| 1B	Bus Parking & Loading Areas		
1	Bus unloading/loading areas are separate from vehicular traffic and <u>clearly marked</u> by signage, pavement and/or curb treatments.	2	There is a designed area separate from vehicular traffic, but they are currently using an area that is combined with vehicular traffic.
2	There is enough queue length to eliminate bus traffic from backing up onto main streets.	3	7 buses
3	There is sufficient <u>capacity</u> in bus unloading/loading areas for the <u>orderly</u> and safe movement of students and buses.	3	
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	16	*out of* 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.	1	No signage 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	
4	On-site visitor parking is adequate.	2	Staff have indicated that event parking is a problem.
5	Parking lots are in <u>good condition</u>.	4	
6	Parking areas can be <u>easily monitored</u> throughout the day.	3	

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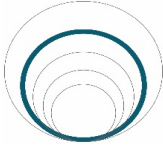
1	*Property Boundary & Traffic Flow*		
Item		Score (1-4)	Comments / Observations

	Item		Score (1-4)	Comments / Observations
*	7	Vehicular traffic flows in an <u>orderly</u> manner in and out of parking lots.	2	Staff have indicated that having one way parking would be beneficial.
*	8	Student vehicular unloading/loading areas are separate from bus traffic and <u>clearly marked</u> by signage, pavement and/or curb treatments.	4	
*	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.	4	
*	11	The route to the vehicular loading area is ADA accessible.	4	
		Sub-total	36	*out of* 44

Total by Category	74	*out of*	92

*	**Safety and Security Total**	65	*out of*	80

OUTDOOR SPACES & AMENITIES
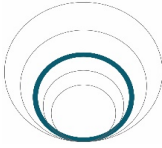*This section focuses on outdoor spaces primarily used by students.*

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.	4	Bike racks are near the main entry and easily monitored.
2	The number of bike racks provided are adequate.	4	Number of racks appears adequate.
	Sub-total	8	*out of* 8

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.	3	Staff indicated that they use restrooms inside the building.

5	Adjacent to the cafeteria is a paved play area with;
	    (4) halves basketball courts and backstops,
	    (4) tetherball poles,
	    (4) four squares.
		DNE	

7	The route to the play and field areas are ADA accessible.	4	
* 8	The playfield and equipment is in <u>good condition</u>.	3	
* 9	The playground surface and equipment is well maintained, <u>attractive</u> and in <u>good condition</u>.	3	
	Sub-total	25	*out of* 28

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.	4	
2	There are examples of student involvement with campus beautification such as landscape maintenance, gardens, memorials, art projects and/or other physical enhancements.	3	
3	There are no signs of vandalism, foul odors, or continuously occurring loud noises on school grounds.	4	
4	The campus is easy to comprehend and navigate.	4	
	Sub-total	15	*out of* 20

	Total by Category	**48**	*out of*	56

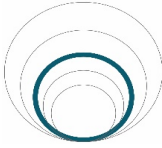|				
	Safety and Security Total	**21**	*out of*	24

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

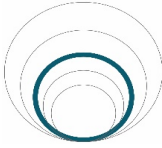|	3A	Main Entry & Visitor Lobby		
*	1	From the exterior, the main entry to the school building is well defined with architectural features such as signs, lighting, artwork, landscaping and/or landmarks such as flags.	4	The main entry to the building is easily identifiable
*	2	There are vehicular barriers (bollards, concrete benches, etc.) at the main entry that are integrated into the design.	2	Benches are integrated into the design at the main entry but do not provide full a full vehicular barrier.
*	3	The design of the main entry provides shelter from foul weather.	4	
*	4	Ample windows and glazed doors enhance natural surveillance 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.	4	
*	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.	4	
*	7	Pedestrian flow through entry security devices are orderly.	4	
*	8	The main entrance / lobby is attractive, cheerful, and inviting.	4	
*	9	Motivational signs (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	4	
		Sub-total	34	*out of* 36

	3B	Administration Offices		
	1	The current office spaces serve the needs of the administrative staff (number and size of offices).	4	
*	2	There is at least one security office, located near the entry vestibule.	DNE	
	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	Staff have indicated they desire a larger conference room.

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
5	The administration area is <u>attractive</u>, <u>cheerful</u>, and <u>inviting</u> to students.	4	
6	A nurse office / health room is provided and is adequate in size.	4	
7	The administration staff has visual control of the nurse office/health room.	1	The nurse room is not adjacent to the administration suite.
* 8	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3	
	Sub-total	22	*out of* 28

3C	Student Support Spaces (counseling, psychologist, etc.)		
1	The current spaces that are provided or dedicated to Student Support serves the needs of the school (number and size of offices).	3	
2	The current number of student support spaces will serve the school's needs in the next five years.	3	
3	Student support spaces are distributed throughout the building for ease of access for students.	2	Support spaces are mostly consolidated at the counseling center and career center.
* 4	The student support spaces are <u>attractive</u>, <u>cheerful</u>, and <u>inviting</u> to students.	4	
	Sub-total	12	*out of* 16

3D	Special Education / Intervention		
1	There is an Intense Learning Center (ILC).	4	
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.	3	
3	There is a space for Social Emotional & Behavioral Classroom (SED).	3	
4	There is a space for Special Education - Moderate Needs.	4	
5	There are spaces for break-out instruction distributed throughout the building to serve special education, speech, or other types of interventions.	2	
6	The current spaces that are provided or dedicated to break-out instruction serves the needs of the school (number and size of offices).	2	
* 7	The special education areas are <u>attractive</u>, <u>cheerful</u>, and <u>inviting</u> to students.	3	
	Sub-total	21	*out of* 28

3E	Teacher / Staff Support Spaces		
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.	4	

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.

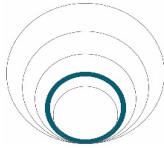| 3	*Administration & Staff Spaces*		
Item		Score (1-4)	Comment

3	Dedicated collaboration spaces are distributed across the building/campus in locations that are easily accessible for faculty and staff. (teacher collaboration space)	3	
4	Collaboration spaces provide faculty with furnishing and technology to support small and large group gatherings.	2	
	Sub-total	13	*out of* 16

3F	Physical Building Security		
*1	What is the condition of the surveillance equipment? Are there concerning blind spots or a lack of cameras?	4	
*2	What is the intrusion detection system? Is it be centrally monitored by the district?	4	
*3	What is the duress alarms / notification system in classrooms?	DNE	
*4	Do all classrooms / required student spaces have two-way intercom system with call buttons? If no, indicate where needed.	DNE	
*5	Is there a mass notification system for students and staff? How are messages distributed?	4	
*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"?	3	
*8	Is the building compartmentalized by cross-corridor doors?	4	
*9	Are cross-corridor doors on electrified magnetic hold-opens that can be deployed via the duress alarm?	2	Several of the cross-corridor doors were not on electrified magnetic hold-opens.
	Sub-total	25	*out of* 28

	Total by Category	127	*out of*	152

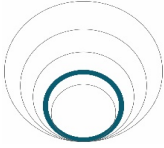|	Safety and Security Total	69	*out of*	76

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	
3	Restrooms can be monitored by staff from adjacent public spaces and provide a sense of safety (no doors at elementary level).	3	Doors have been removed at some of the restroom locations. Some of the locations could be considered difficult to monitor.
4	Restrooms are in good condition.	4	
	Sub-total	14	*out of* 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 orderly.	4	
3	The cafeteria has direct access to the exterior and is adjacent to outdoor dining.	4	
4	There is a variety of seating options provided (regular table and chair, high-tops, or booths, etc.)	4	
5	The cafeteria is located adjacent to playgrounds or other outdoor recreation space for students to use during lunch.	4	
6	Food Service and Prep spaces are sized and located appropriately.	4	
	Sub-total	24	*out of* 24

| 4C	Main Gymnasium & Auxiliary Gymnasium		
1	There is a *main gymnasium* 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 *main gymnasium* has (2) practice basketball courts, 40' x 60'.	4	
3	The *main gymnasium* has (1) main volleyball court and (2) practice courts.	4	
4	The *main gymnasium* has motorized bleachers on at least one side. Bleachers are the full length of the court with a minimum of 8 rows.	4	
5	There is an *auxiliary gym* 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.	4	
6	The *auxiliary gym* has (2) practice basketball courts.	4	
7	The *auxiliary gym* has (1) main volleyball court.	4	
8	The *auxiliary gym* has fixed bleachers on at least one side. Bleachers are the full length of the court with a minimum of 2 rows.	4	
9	The gymnasiums and athletic support space are in good condition.	3	
	Sub-total	35	*out of* 36

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

	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.	4	
*	2	Locker areas are easily monitored. Lockers are 60" AFF maximum.	3	
*	3	Lockers are adequately spaced to avoid crowding.	4	
*	4	Lockers and/or locker doors are see-through.	3	
	5	Shower rooms (4 minimum) are provided with adequate visual separation from the locker room.	2	Visual separation and number of fixtures are a challenge at the main gymnasium locker
	6	The locker rooms are in good condition.	3	The locker rooms are generally in good condition, but show some age.
*	7	Locker rooms, toilet areas and shower areas are ADA compliant.	3	
		Sub-total	22	*out of* 28
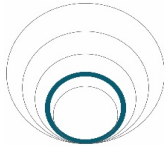
CORE PROGRAM & SHARED SPACES
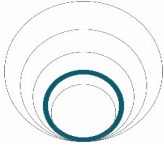
This section focuses on the core and common spaces that are shared by the school.

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

4E	Library / Media Center		
1	The library is centrally located within the building/campus for ease of access to staff and students.	2	The library is located on one end of the building, which could make access difficult.
2	There is a visual 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	
4	The library is adequately sized and can serve at least two elementary classes, or three middle/high school classes at one time.	4	
5	The library is adjacent/connected to a Maker Space or STEAM suite.	DNE	
6	The library is inviting and enhanced with color, lighting, artwork, and/or other physical means.	3	
7	The technology is modern, wireless, and integrated into the Media Center.	4	
	Sub-total	19	*out of* 24

4F	Career Technical Education (CTE)		
1	There is at least one space dedicated to CTE.	4	
2	The CTE space(s) support multiple career pathways.	3	
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 in the CTE spaces is lacking. The classrooms are using old furniture with little to no flexibility. Old cafeteria tables and folding tables were observed.
4	The CTE space(s) have a connection to the outdoors/outdoor access.	4	Large overhead doors are provided.
5	The 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.	2	CTE spaces appeared to have adequate power and ventilation, however some of the equipment was showing its age.
7	The CTE space(s) that are provided are adequately sized for the use.	3	The spaces appeared adequate.
8	The amount of CTE space provided is adequate for the next 5 years.	3	
9	The interior finishes are appropriate to the use of the space (durable, industrial grade, easily cleaned, etc.)	3	Finishes in the instructional areas are aged and worn.
	Sub-total	26	*out of* 36

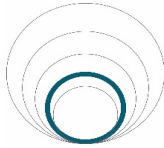| 4G	Art Classroom(s)		
1	There is at least one space dedicated to Art.	4	
3	The Art Room(s) have natural light or a connection to outdoors.	4	The art room has nice adjacency to an outdoor patio.

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 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	24	*out of* 24

4H	Music Program & Performance Platform		
1	There is at least one Band Classroom.	4	
2	There is at least one Vocal / Choral Classroom.	4	
3	There is at least one Drama Classroom.	DNE	Shared space
4	There is at least one Orchestra Classroom. This space may double as the Stage.	DNE	
5	There are practice rooms with vision windows for supervision.	4	

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

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 opening is a minimum of 45' wide and 20' above finish floor of stage platform.	4	
9	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	
10	The design and construction features maximize acoustical isolation from adjacent spaces.	4	
11	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.	4	
12	The Music Rooms that are provided are adequately sized.	3	
13	The Music Rooms have the resources, technology and infrastructure to support instruction. (teaching walls, display, technology)	4	
14	The Music Rooms are located near each other to share resources.	4	
	Sub-total	47	*out of* 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 comprehended.	3	
* 3	The building overall is attractive, cheerful, and inviting to students.	4	
* 4	Motivational signs (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	4	
* 5	Student displays include a wide range of student interests and cultural backgrounds.	4	
6	Interior walls are in good condition.	3	
* 7	Interior finishes are in good condition.	3	
* 8	Interior ceilings and light fixtures are in good condition.	4	
* 9	Interior doors and windows are in good condition.	4	
10	There are no continuously occurring loud noises in the interior spaces.	3	
* 11	There are no visible signs of vandalism in interior spaces.	3	
* 12	The interior air quality is fresh.	4	
	Sub-total	42	*out of* 48

Total by Category	253	*out of*	284	

Safety and Security Total	53	*out of*	60	

CLASSROOMS & TEAMING AREAS

This section focuses on the classrooms and extended learning spaces.

5	Classrooms & Teaming Areas		
Item		Score (1-4)	Comment

	5A	Classrooms		
	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.	3	
	2	Classrooms have a variety of seating options that can be adapted to meet individual students' needs.	2	There is a lack of variety in furniture seating options in the instructional spaces.
	3	There is a variety of teaching wall surfaces/media (digital, magnetic, writable, or tack-able surfaces).	3	
*	4	Classrooms are adequate in size, with enough space to circulate around the room.	4	
	5	Classrooms have windows that provide unobstructed views to the exterior.	3	
	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.	4	
*	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).	3	
	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).	4	
	10	Classroom technology is modern, wireless, and integrated into the classroom.	4	
	11	Power is distributed around the room and sufficient.	2	Staff indicated a desire for additional power distribution.
	12	Multimedia presentation capabilities are present (ex. a smartboard, projector or screen) and in good condition.	4	
*	13	Motivational 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).	4	
*	15	The color and finishes within the classroom are in good condition and do not overpower the activity within the classroom, display(s), and presentation.	3	
*	16	Classrooms are cheerful and welcoming to students.	4	
*	17	Classrooms are well-lit with LED fixtures.	4	
	18	There are no continuously occurring loud noises within the classroom (from mechanical system or adjacent roadway traffic).	2	Some mechanical noise was observed at the time of assessment.
*	19	Space is provided in the classroom for the entire class to get out of sight in an emergency and shelter-in-place.	4	
*	20	Classroom door hardware meets the state requirements for lockability/function.	1	Hardware is keyed both sides, and no locking function on the interior side of classrooms was observed.
		Sub-total	64	*out of* 80

CLASSROOMS & TEAMING AREAS

This section focuses on the classrooms and extended learning spaces.

5	*Classrooms & Teaming Areas*		
Item		Score (1-4)	Comment

4D	Sciences & Labs		
	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.		
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	
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	Science rooms are somewhat isolated from other classrooms.
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)	4	
	Sub-total	17	*out of* 20

4D	Extended Learning / Teaming Areas		
	For each team, group of four core classrooms, 1,000 square foot teaming area shall 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.		
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	*out of* 8

Total by Category	83	*out of*	108

Safety and Security Total	30	*out of*	36