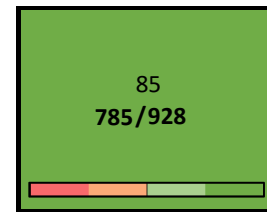




IGNACIO

SCHOOL DISTRICT 11-JT

Educational Adequacy Assessment



Performance Badge

School Name: Ignacio Middle School

Address Line 1: 490 Romero Ave

Address Line 2:

City: Ignacio

State: Colorado

Zip Code: 81137

Date of Assessment: 5/8/2024

Time of Assessment: 12:00 PM

<i>School / Campus Data</i>		<i>comments</i>
Grades Served:	6th-8th	
Site Area (acres):	14.04	
Building Capacity:		
Current Enrollment:		
Number of Permanent Buildings:	1	
Number of Modular Buildings:	0	
Permanent Building Area (gsf):	52,114	
Modular Building Area (sf):	0	
Year Built:	2013	
District FCI Building Score:	0.13	

1	Property Boundary & Traffic Flow				
		Total Score	81	out of	92
					88%
2	Outdoor Spaces & Amenities				
		Total Score	40	out of	52
					77%
3	Administration & Staff Spaces				
		Total Score	104	out of	136
					76%
4	Core Program & Shared Spaces				
		Total Score	235	out of	264
					89%
5	Classrooms & Teaming Areas				
		Total Score	90	out of	116
					78%
6	Safety & Security				
		Total Score	235	out of	268
					88%
		TOTAL BUILDING SCORE	785	out of	928
					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.	4	
* 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.	2	The main entry and administration suite is located centrally in the building, and therefore is set back from the main site entry. This can make the edge of the school property more difficult to surveil from the administration suite.
* 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	
* 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	
* 7	The property boundary is well maintained, <u>attractive</u> , and <u>welcoming</u> .	4	
Sub-total		24	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.	4	Bus unloading/loading areas are clearly marked by signage and separate from vehicular traffic.
* 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	out of 20

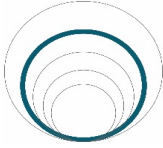
1C	Vehicular Parking & Loading Areas		
* 1	Parking lot entrances and exits are <u>clearly marked</u> and <u>delineated</u> for students, staff and visitors.	1	No delineation was observed.
* 2	Visitor parking is located directly <u>adjacent</u> to the main entry of the school.	4	
* 3	On-site staff/faculty parking is adequate.	4	Parking appeared adequate
* 4	On-site visitor parking is adequate.	3	
* 5	Parking lots are in <u>good condition</u> .	4	
* 6	Parking areas can be <u>easily monitored</u> throughout the day.	2	Parking is somewhat difficult to observe from the main reception.



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
* 7	Vehicular traffic flows in an <u>orderly</u> manner in and out of parking lots.	4	
* 8	Student vehicular unloading/loading areas are separate from bus traffic and <u>clearly marked</u> by signage, pavement and/or curb treatments.	4	Student vehicular loading areas are clearly marked with signage. Buses must traverse this area, but the bus loading/unloaded is in a separate area.
* 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.	3	
* 10	There is a <u>direct</u> and safe path from the student vehicular loading area to the main entrance of the school.	4	
* 11	The route to the vehicular loading area is ADA accessible.	4	
Sub-total		37	out of 44
Total by Category		81	out of 92
Safety and Security Total		70	out of 80



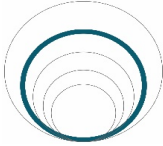
OUTDOOR SPACES & AMENITIES

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	
2	The number of bike racks provided are adequate.	4	
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	2	The school has a 4-lane crusher fines track. Currently share soccer with the HS
2	Adjacent to the track is (1) shot put pad (no discs), (1) high jump, and (2) long jump pits.	3	Only (1) long jump pit was observed.
3	There is (1) baseball field with 215' foul line with skinned baseball infield and a backstop.	DNE	
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.	DNE	
5	Adjacent to the cafeteria is a paved play area with; (4) halves basketball courts and backstops, (4) tetherball poles, (4) four squares.	2	Adjacent to the cafeteria is a paved play area with a basketball court. Additionally, there is a volleyball court.
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		17	out of 24



OUTDOOR SPACES & AMENITIES

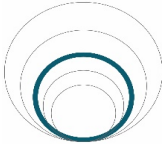
This section focuses on outdoor spaces primarily used by students.

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.	4	Several different programmed outdoor spaces were observed.
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	Gardens were observed, but could be maintained better.
* 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	
Sub-total		15	<i>out of</i> 20

Total by Category		40	<i>out of</i>	52
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Safety and Security Total		21	<i>out of</i>	24
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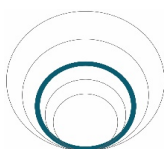
ADMINISTRATION & STAFF SPACES

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	The main entry to the building is easily comprehended.
* 2	There are vehicular barriers (bollards, concrete benches, etc.) at the main entry that are integrated into the design.	2	None observed.
* 3	The design of the main entry provides shelter from foul weather.	4	The entry provides shelter from foul weather.
* 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.	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 <u>security devices</u> are <u>orderly</u> .	4	
* 8	The main entrance / lobby is <u>attractive, cheerful, and inviting</u> .	4	
* 9	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	4	
Sub-total		34	out of 36

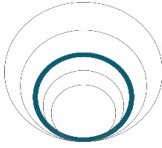
3B	Administration Offices		
1	The current office spaces serve the needs of the administrative staff (number and size of offices).	3	
* 2	There is at least one security office, located near the entry vestibule.	DNE	
3	The current number of offices will serve the school's needs in the next five years.	3	
4	The current conference rooms are adequate in number.	2	At time of observation, the conference room was being used for a sensory room. One of the Teacher Work rooms was being utilized as a 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.	4	The nurse room is located directly adjacent to the reception area, and staff have excellent visual control.
* 8	Motivational signs (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	4	
Sub-total		24	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	Staff indicated that they likely have enough space, but the concern is having enough staff to support.
2	The current number of student support spaces will serve the school's needs in the next five years.	3	The staff indicated uncertainty in the current number of support spaces for the future.
3	Student support spaces are distributed throughout the building for ease of access for students.	2	Support spaces were not observed to be distributed throughout.
* 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).	2	
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	
3	There is a space for Social Emotional & Behavioral Classroom (SED).	DNE	
4	There is a space for Special Education - Moderate Needs.	DNE	
5	There are spaces for break-out instruction distributed throughout the building to serve special education, speech, or other types of interventions.	1	
6	The current spaces that are provided or dedicated to break-out instruction serves the needs of the school (number and size of offices).	1	
* 7	The special education areas are <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	4	
Sub-total		10	out of 20
3E Teacher / Staff Support Spaces			
1	There is a lounge for faculty and staff to take a break and re-center.	2	Multiple teacher work areas have the ability to support the staff, however several were being used for purposes other than Teacher Work.



ADMINISTRATION & STAFF SPACES

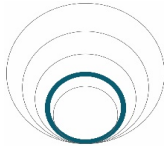
This section focuses on the main entry and administration space. This section also evaluates the Special Education, Intervention, and staff support spaces.

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

2	The lounge(s) is adequate in size and in a convenient location for faculty and staff.	4	
3	Dedicated collaboration spaces are distributed across the building/campus in locations that are easily accessible for faculty and staff. (teacher collaboration space)	4	
4	Collaboration spaces provide faculty with furnishing and technology to support small and large group gatherings.	3	
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?	3	
* 2	What is the intrusion detection system? Is it be centrally monitored by the district?	3	Alarm and door contacts.
* 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?	DNE	
* 6	Is there an appropriate number of two-way radios available for staff?	DNE	
* 7	Is there adequate radio coverage throughout the building and the site? Are there any "dead zones"?	3	They are school
* 8	Is the building compartmentalized by cross-corridor doors?	1	The building does not have cross-corridor doors.
* 9	Are cross-corridor doors on electrified magnetic hold-opens that can be deployed via the duress alarm?	1	
Sub-total		11	out of 20

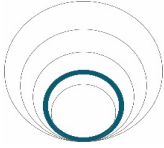
Total by Category		104	out of	136
Safety and Security Total		57	out of	68



CORE PROGRAM & SHARED SPACES

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

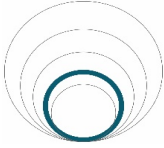
4	Core Program & Shared Spaces		
Item		Score (1-4)	Comment
4A	Restrooms		
1	Restrooms are well distributed across the building.	4	
2	There are all gender restrooms well distributed across the building, near group restrooms.	2	Single User restrooms near group restrooms are indicated as Staff Restrooms.
* 3	Restrooms can be monitored by staff from adjacent public spaces and provide a sense of safety (no doors at elementary level).	2	Restrooms are adjacent to public spaces, but do have doors.
* 4	Restrooms are in <u>good condition</u> .	4	
Sub-total		12	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 <u>orderly</u> .	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.)	1	A variety of seating was not observed.
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		21	out of 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.	3	Does not quite have 10'-0" runouts or 6'-0" sidelines.
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 a minimum of 8 rows.	3	Bleachers are the full length of the court, but do not have 8 rows.
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.	DNE	
6	The <i>auxiliary gym</i> has (2) practice basketball courts.	DNE	
7	The <i>auxiliary gym</i> has (1) main volleyball court.	DNE	
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.	4	
Sub-total		18	out of 20
4D	Locker Rooms		



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
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 <u>easily monitored</u> . Lockers are 60" AFF maximum.	3	
* 3	Lockers are adequately spaced to avoid <u>crowding</u> .	4	
* 4	Lockers and/or locker doors are <u>see-through</u> .	4	
5	Shower rooms (4 minimum) are provided with adequate visual separation from the locker room.	2	(2) showers are provided in each locker room.
6	The locker rooms are in good condition.	4	
* 7	Locker rooms, toilet areas and shower areas are ADA compliant.	3	
Sub-total		24	out of 28



CORE PROGRAM & SHARED SPACES

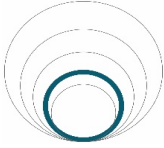
This section focuses on the core and common spaces that are shared by the school.

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 <u>access</u> to staff and students.	4	
2	There is a <u>visual</u> connection to the library from interior spaces.	4	
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.	2	
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.	3	
7	The technology is modern, wireless, and integrated into the Media Center.	4	
Sub-total		20	out of 24

4F	STEM / Engineering Lab		
The Science Technology Engineering & Math program is a modular based learning environment, which reinforces the exploratory nature of programs offered at middle school level. It is also an interdisciplinary program which engages the students in applying a variety of lesson learned and make connections between subject matters. It is project-based and includes Robotics, STEM and STEAM classes.			
1	There is at least one space dedicated to STEM/Engineering Lab/Fabrication.	4	
2	The STEM/Engineering Lab(s) have flexible furniture that can be adapted to support different modes of instruction, exploration, or research (lecture-style, group collaboration, independent study, etc.).	2	There was not much variety of furniture observed.
3	The CTE space(s) have a connection to the outdoors/outdoor access.	4	
4	There is enough storage to support staff and student projects, as well as reduce clutter.	4	
5	The CTE space(s) have adequate power, ventilation, technology, or other necessary infrastructure to support the program offerings.	3	
6	The CTE space(s) that are provided are adequately sized for the use.	4	
7	The amount of CTE space provided is adequate for the next 5 years.	3	
8	The interior finishes are appropriate to the use of the space (durable, industrial grade, easily cleaned, etc.)	4	
Sub-total		28	out of 32

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.	2	
4	The Art Room(s) have enough storage to support staff and student projects, as well as reduce clutter.	4	

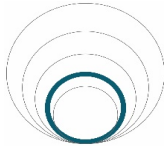


CORE PROGRAM & SHARED SPACES

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
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		22	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.	4	
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	



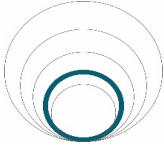
CORE PROGRAM & SHARED SPACES

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
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.	3	
8	The proscenium opening is a minimum of 45' wide and 20' above finish floor of stage platform.	3	Proscenium opening is not 20' above finish floor.
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.	3	
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.	DNE	
Sub-total		44	out of 48

41	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> .	4	
* 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.	4	
* 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	Interior finishes are in great condition. Staff have indicated that they don't like the concrete floors throughout the hallways as it is hard on the body to walk on all day.
* 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.	3	The corridors can be loud during passing periods due to the hard surfaces throughout.
* 11	There are no visible signs of <u>vandalism</u> in interior spaces.	4	
* 12	The interior air quality is <u>fresh</u> .	4	
Sub-total		46	out of 48

Total by Category		235	out of 264
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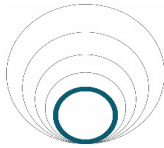


CORE PROGRAM & SHARED SPACES

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

4	<i>Core Program & Shared Spaces</i>		
Item		Score (1-4)	Comment

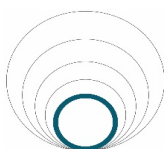
Safety and Security Total		56	<i>out of</i>	60
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CLASSROOMS & TEAMING AREAS

This section focuses on the classrooms and extended learning spaces.

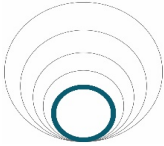
5	Classrooms & Teaming Areas		
Item		Score (1-4)	Comment
5A	Classrooms		
1	Classrooms have flexible furniture that can be adapted to support different modes of instruction and Rotational Learning (lecture, group discussion, seminar, activity centers, etc.) that are appropriate to the age group they serve.	4	
2	Classrooms have a variety of seating options that can be adapted to meet individual students' needs.	2	There was a lack in variety of seating options observed.
3	Glass or operable walls are provided between pairs of classrooms.	3	
4	There is more than one teaching wall designed with magnetic, writable, or tack-able surfaces.	2	Primarily one teaching wall in the classrooms.
* 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 roller shades 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).	4	
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).	3	
11	Classroom configuration and locations support a zoned classroom model, where same grades are co-located and supports project-based learning that is collaborative and interactive.	3	
12	Classroom technology is modern, wireless, and integrated into the classroom.	4	
13	Power is distributed around the room and sufficient.	2	Staff indicated that more power distribution is desired.
14	Multimedia presentation capabilities are present (ex. a smartboard, projector or screen) and in <u>good condition</u> .	4	
* 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).	3	
* 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.	4	
* 18	Classrooms are <u>cheerful</u> and welcoming to students.	4	
* 19	Classrooms are <u>well-lit</u> with LED fixtures.	4	
20	There are no continuously occurring loud <u>noises</u> within the classroom (from mechanical system or adjacent roadway traffic).	2	Some mechanical noise was observed at time of assessment
* 21	Space is provided in the classroom for the entire class to get out of sight in an emergency and shelter-in-place.	3	



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Item		Score (1-4)	Comment
22	Classroom door hardware meets the state requirements for lockability/function.	1	The doors are not manually lockable from the inside of the classroom. Door hardware is keyed both sides
Sub-total		72	out of 88
4D Sciences / STEAM / Initiation to Career Tech			
Middle school 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 / STEAM lab for each team, which includes all components as a general science lab with proper power for hot plates, sinks and gas at each workstation.	3	
2	The Science / STEAM lab 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 / STEAM lab is adjacent to the Teaming Area and can be connected for cross collaboration / supervision.	2	The science rooms are isolated from other areas of the buiding and not connected to a teaming area.
4	The Science / STEAM labs are adequately sized and has sufficient storage and prep areas/rooms.	4	
5	The Science / STEAM lab(s) have the technology and infrastructure to support instruction. (teaching walls, display, technology)	4	
Sub-total		16	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	None observed.
2	Each Teaming Area has at least (1) small group room. This room is connected to the Teaming Studio.	1	None 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		90	out of 116



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5	<i>Classrooms & Teaming Areas</i>		
Item		Score (1-4)	Comment
Safety and Security Total		31	<i>out of</i> 36