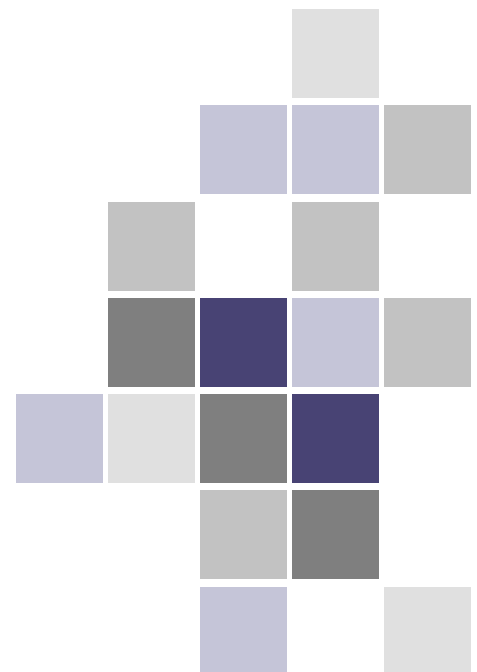


JANUARY 9, 2019



APPENDIX A

EDUCATIONAL SUITABILITY AND TECHNOLOGY READINESS GUIDE





Educational Suitability & Technology Readiness Reference Guide

Prepared for Guilford County Schools
April 2018

Final Guide

EDUCATIONAL SUITABILITY & TECHNOLOGY READINESS REFERENCE GUIDE

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OVERVIEW AND BACKGROUND

This Guide defines the standards that will be used to assess the educational adequacy of schools for Guilford County Schools. The standards were developed in collaboration with educators¹ and facilities staff from the district, as well as the district's adopted Baseline Facilities Standards and Educational Specifications. An assessment of educational adequacy measures how well the facility supports the instructional program in the school. This is not an assessment of the physical condition of the school – the roofing, the windows, etc., which rates the various building systems. This is an assessment of existing learning and support spaces compared to the program needs at that school. For example, since the district's elementary curriculum contains a music component, each elementary school should have a music room with an appropriate learning environment, good acoustics, and space to store instruments or other equipment.

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

- ♦ **Learning environment** - The room should provide an inviting and stimulating environment, facilitated by proper lighting, HVAC, acoustics, etc.
- ♦ **Size** – The room should meet the size standard set by the district.
- ♦ **Location** – The room should be appropriately located based on the program needs: quiet, noisy, near the entrance, etc.
- ♦ **Storage and Fixed Equipment** – The room should have appropriate safety equipment and storage for teacher/ student materials.

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

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

¹ Areas marked by ** denotes spaces that have been added by content area specialists and differs from Guilford County Schools' current Baseline Facilities Standards.

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Holly Nuttall – Facilities Planner	Whitney Oakley – Chief Academic Officer	Doyle Craven – Director of Student Assignment
Joy Cantey – Director of Literacy K-12	Kimberly Scott, Montlieu Elementary – Principal	Sharon McCleese – Director of Student Information
Jen Arberg – Director Math K-12	Marcy Roan, Gibsonville Elementary – Principal	Zalonda Purcell – Program Manager (ACES)
Jonathan Permar – Director of Social Studies	Sheila Gorham, Allen Middle – Principal	Barry Brinkley – Executive Director Equity/Student Achievement
Faith Freeman – Director of STEM	Ged O'Donnell, Kiser Middle – Principal	Leigh Hebbard – Director of Athletics/Drivers Education
Karen Meadows – Supervisor Elem/Middle School Counseling	Marcus Gause, Andrews High – Principal	Jim Faggione – Director School Nutrition
Becki Haislip – Supervisor Health/PE	Noel Keener, Northeast High – Principal	Linda Marshburn – Business Manager School Nutrition
Bob Gantt – Director CTE/Secondary Pathways	Tammy Gruer – Director Library Media Services	Richard Sumner – Information Technology Coordinator
Brandon Haxton – Program Administrator/Maintenance	Chris Nowlin – Executive Director of Emergency Management	Donna Bell – Director of Planning
Curtis Stacey – Asst. Director of Transportation	Paul Perrotta – Assistant Superintendent Exceptional Children Services	Quentin Trent – Director School Safety
Nathan Street – Director of Fine Arts	Lessley Mader – Director of EC School Support	Thomas Griffis – Manager Standards & Design
Charles Blanchard – Executive Director of CTE	Faith Freeman – Director of STEM	

SCORING METHODOLOGY

The Educational Suitability Reference Guide provides the scoring standards for each instructional area or support space. After a thorough examination of each space, a trained assessor with an extensive educational background, assesses each space based upon standards customized for and determined by Guilford County Schools. Each evaluator is looking for the degree to which size, learning environment, adjacencies, and fixed storage or equipment standards are present for that particular instructional or support area. The degree to which those standards are evident corresponds to the score that instructional or support area receives.

There are different levels of scoring for each of these spaces. Based on the proportion of the standards met, the instructional or support area can receive an Excellent, Good, Fair, Poor or Unsatisfactory. If the space receives a fair, poor or unsatisfactory, a comment is included so there is a thorough understanding each schools' areas of deficiency.

Below is an example of the rubric used to score general classroom instructional spaces:

System	Component	What to Look For	Scoring Rubric
General Classrooms	Environment	<p>EXCEL: All or nearly all criteria met: Room(s) provide an inviting and stimulating environment: spatial config. aligns with the instructional program, appropriate natural light, views, acoustics, temp, air quality, lighting levels and overall aesthetics.</p> <p>GOOD: Most criteria met: Room(s) provide an inviting and stimulating environment: spatial configuration aligns with the instructional program, appropriate natural light, views, acoustics, temp, air quality, lighting levels and overall aesthetics.</p> <p>FAIR: Some criteria met: Room(s) provide an inviting and stimulating environment: spatial configuration aligns with the instructional program, appropriate natural light, views, acoustics, temp, air quality, lighting levels and overall aesthetics.</p> <p>POOR: Few criteria met: Room(s) provide an inviting and stimulating environment: spatial configuration aligns with the instructional program, appropriate natural light, views, acoustics, temp, air quality, lighting levels and overall aesthetics.</p> <p>UNSAT: None of the criteria met: Room(s) provide an inviting and stimulating environment: spatial configuration aligns with the instructional program, appropriate natural light, views, acoustics, temp, air quality, lighting levels and overall aesthetics.</p>	<p>EXCEL: 90-100%</p> <p>GOOD: 80-89%</p> <p>FAIR: 65-79%</p> <p>POOR: 50-64%</p> <p>UNSAT: 0-50%</p>
	Size	<p>EXCEL: 90-100% of criteria met: Room(s) meet instructional space guidelines/standards.</p> <p>GOOD: 80-89% of criteria met: Room(s) meet instructional space guidelines/standards.</p> <p>FAIR: 65-79% of criteria met: Room(s) meet instructional space guidelines/standards.</p> <p>POOR: 50-64% of criteria met: Room(s) meet instructional space guidelines/standards.</p> <p>UNSAT: <50% of criteria met: Room(s) meet instructional space guidelines/standards.</p>	<p>EXCEL: 90-100%</p> <p>GOOD: 80-89%</p> <p>FAIR: 65-79%</p> <p>POOR: 50-64%</p> <p>UNSAT: 0-50%</p>
	Location	<p>EXCEL: All or nearly all criteria met: General classrooms are located appropriately for the instructional program. They are acoustically isolated from noisy spaces (e.g. gyms, kitchens, music).</p> <p>GOOD: Most criteria met: General classrooms are located appropriately for the instructional program. They are acoustically isolated from noisy spaces (e.g. gyms, kitchens, music).</p>	<p>EXCEL: 90-100%</p> <p>GOOD: 80-89%</p> <p>FAIR: 65-79%</p> <p>POOR: 50-64%</p>

		<p>FAIR: Some criteria met: General classrooms are located appropriately for the instructional program. They are acoustically isolated from noisy spaces (e.g. gyms, kitchens, music).</p> <p>POOR: Few criteria met: General classrooms are located appropriately for the instructional program. They are not acoustically isolated from noisy spaces (e.g. gyms, kitchens, music).</p> <p>UNSAT: None of the criteria met: General classrooms are located appropriately for the instructional program. They are not acoustically isolated from noisy spaces (e.g. gyms, kitchens, music).</p>	UNSAT: 0-50%
	Storage/Fixed Equip	<p>EXCEL: All or nearly all criteria met: General classrooms have permanent casework and appropriate teacher and student storage, technology equipment appropriate to the program.</p> <p>GOOD: Most criteria met: General classrooms have permanent casework and appropriate teacher and student storage, technology equipment appropriate to the program.</p> <p>FAIR: Some criteria met: General classrooms have permanent casework and appropriate teacher and student storage, technology equipment appropriate to the program.</p> <p>POOR: Few criteria met: General classrooms have permanent casework and appropriate teacher and student storage, technology equipment appropriate to the program.</p> <p>UNSAT: None of the criteria met: General classrooms have permanent casework and appropriate teacher and student storage, technology equipment appropriate to the program.</p>	<p>EXCEL: 90-100%</p> <p>GOOD: 80-89%</p> <p>FAIR: 65-79%</p> <p>POOR: 50-64%</p> <p>UNSAT: 0-50%</p>

This is an example of a component of the technology scoring rubric.

System	Component	What to Look For	Scoring Rubric
Technology	Network Connectivity	<p>AGREE: Each Area (classroom, media center, computer lab and support areas) has adequate network access for computers and applicable instructional technology devices through either network drops or dense wireless.</p> <p>MOST: Each Area (classroom, media center, computer lab and support areas) has adequate network access for computers and applicable instructional technology devices through either network drops or dense wireless.</p> <p>SOME: Each Area (classroom, media center, computer lab and support areas) has adequate network access for computers and applicable instructional technology devices through either network drops or dense wireless.</p> <p>DISAGREE: Each Area (classroom, media center, computer lab and support areas) has adequate network access for computers and applicable instructional technology devices through either network drops or dense wireless.</p>	<p>GOOD: 90-100%</p> <p>FAIR: 67-89%</p> <p>POOR: 33-66%</p> <p>UNSAT: 0-32%</p>

ART CLASSROOMS – VISUAL ARTS

There is dedicated art space required at all schools. If art program space is not available, then art should be scored UNSAT. No classrooms should be in a mobile and should be scored in proportion of mobile to non-mobile spaces (i.e. 1 out 4 would be 75%, which would be Fair). Add ratio in Comment.

System	Component	Description	What to Look For
Art	Environment	The room should provide an inviting and stimulating environment for learning.	Spatial Configuration: Does it support the instructional program? Lighting: Lights have the capability to dim or to illuminate. Must have at least 2 windows; no florescent lights Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. ES: 1400 SF MS and HS: 1500 SF	**There should be the following three rooms for MS/HS: Visual Graphics Lab – 1800 SF Photo Lab Room – 340 SF Gallery Room – 200 SF
	Location	The room should be appropriately located for the program.	Rooms should have an exterior door within the classroom leading to a patio.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: K-12: In-room cabinets and a separate storage room at least 150 sq. ft. Storage shelving and should be flexible and adjustable. Fixed Equipment: All: There should be at least 2 regular sinks (one should be handicap accessible where a wheelchair can roll underneath) and 1 utility sink; all sinks must have a clay trap. Floors should be hard surfaced and easily cleanable. There should be a separate kiln room with appropriate ventilation and exhaust with ability to be locked. HS: One wet area to throw clay with a cleanable floor surface and a half wall for splash.

Examples of art classrooms:



CAREER & TECHNICAL EDUCATION

There should be at least 3 CTE spaces in each middle school. There should be at least 14 spaces in each high school. If CTE program space is required but not present at all, score UNSAT. If CTE spaces are present but any are in a mobile, score components in proportion of mobile to non-mobile spaces (i.e. 3 of 6). Add ratio in Comment.

System	Component	Description	What to Look For
Career Tech Ed	Environment	The room should provide an inviting/stimulating environment for learning.	<p>Spatial Configuration: Do classrooms should support a variety of CTE courses and accommodate the necessary equipment to support classroom instruction. Are the rooms accessible to students and staff with disabilities?</p> <p>Lighting: Is there natural lighting?</p> <p>Acoustics: Is there acoustical treatments and Enhanced Audio Devices in each CTE space?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Are the room finishes/equipment worn and/or dated? Floors should be hard surfaced and easily cleanable.</p>
	Size	<p>The rooms should meet the following square foot standards:</p> <p>MS: 3 identified CTE spaces total, of which: 2 spaces should be 2,400 SF 1 space should be 1,400 SF Total: 3 spaces</p> <p>HS: 14 identified CTE spaces total, of which: 1 spaces should be 2,500 SF 5 spaces should be 2,000 Sf 5 spaces should be 1,600 SF 2 spaces should be 3,500 SF Total: 14 spaces</p> <p>There needs to be an identified health science classroom in each HS. This room needs to be 2500 SF</p>	<p>If the size is deficient, divide current size by size standard. See example below.</p> $\frac{\text{room size 600 SF}}{\text{Standard size 800 SF}} = 75\%$ <p>If space(s) is missing, divide current number of spaces by number of spaces required. See example below.</p> $\frac{\text{room number 2}}{\text{Standard number 3}} = 66\%$
	Location	The room should be appropriately located for the program as in a wing of a school or grouped together.	The largest spaces (2500 & 3500) should have access to delivery areas and a ceiling height of 20 ft. There should be separation of dust producing activities from ignition producing activities.

Career Tech Ed	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	<p>District CTE Technology Standard: There should be a minimum of 34 network jacks, 20 duplex outlets with one circuit for each 5 duplex outlets. Network and power should be arranged such that no more than one 6' power strip is required at any computer or device.</p> <p>Fixed Equipment/Storage: CTE classrooms that are 3500 SF or more should have an air compression system.</p> <p>CTE classrooms that are 2500 SF or more should have storage for bulk materials. They should also have a separate ventilation system and retractable electrical sockets in the ceiling. They should have roll-up doors.</p> <p>CTE spaces that are 2000 SF or more should have a locked storage room at least 200 SF and a sink.</p> <p>2 of the 1600 SF spaces need an office with lockable storage.</p> <p>CTE classrooms attached to a lab space should include a window in the wall that allows you to see into the work space.</p> <p>All CTE classrooms:</p> <ul style="list-style-type: none"> • Should have enough network drops to fully implement the program. • Should have retractable electrical sockets in the ceiling. • Should have an interactive visual display. • Should offer hot water and have bolted-in retractable curtains in every Health Science Room.
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System	Component	Description	What to Look For
CTE Magnets HS	Environment	The room should provide an inviting/stimulating environment for learning.	<p>Spatial Configuration: Do classrooms should support a variety of CTE courses and accommodate the necessary equipment to support classroom instruction. Are the rooms accessible to students and staff with disabilities?</p> <p>Lighting: Is there sufficient natural lighting?</p> <p>Acoustics: Is there adequate acoustical treatments and Enhanced Audio Devices in each CTE space? Are there impediments to hearing the teacher? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Are the room finishes/equipment worn and/or dated? Floors should be hard surfaced and easily cleanable.</p>

CTE Magnets HS	Size	<p>The rooms should meet the following square footage standards:</p> <p>At least 4 identified CTE spaces total: 2 should be 2,500 SF 1 should be 2,000 SF 1 should be 1,600 SF</p>	<p>If the size is deficient, divide current size by size standard. See example below.</p> $\frac{\text{room size 600 SF}}{\text{Standard size 800 SF}} = 75\%$ <p>If space(s) is missing, divide current number of spaces by number of spaces required. See example below.</p> $\frac{\text{room number 2}}{\text{Standard number 3}} = 66\%$
	Location	The room should be appropriately located for the program as in a wing of a school or grouped together.	The largest spaces (2500) should have access to delivery areas.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	<p>District CTE Technology Standard: There should be a minimum of 34 network jacks, 20 duplex outlets with one circuit for each 5 duplex outlets. Network and power should be arranged such that no more than one 6' power strip is required at any computer or device.</p> <p>Fixed Equipment/Storage: CTE spaces that are 2500 to 3500 SF or more should have roll-up doors.</p> <p>CTE spaces that are 2500 SF or more should have storage for bulk materials. They should also have a separate ventilation system and retractable electrical sockets in the ceiling. They should have roll-up doors.</p> <p>CTE spaces that are 2000 SF or more should have a locked storage room at least 200 SF and a sink.</p> <p>CTE spaces that are 1600 SF need an office with lockable storage.</p> <p>CTE classrooms attached to a lab space should include a window in the wall that allows you to see into the work space.</p> <p>All CTE classrooms:</p> <ul style="list-style-type: none"> • Should have enough network drops to fully implement the program. • Should have retractable electrical sockets in the ceiling. • Should have an interactive visual display. • Should offer hot water and have bolted-in retractable curtains in every Health Science Room.

System	Component	Description	What to Look For
CTE Single Site location	Environment	The room should provide an inviting/stimulating environment for learning.	<p>Spatial Configuration: Do classrooms should support a variety of CTE courses and accommodate the necessary equipment to support classroom instruction. Are the rooms accessible to students and staff with disabilities?</p> <p>Lighting: Is there sufficient natural lighting?</p> <p>Acoustics: Is there adequate acoustical treatments and Enhanced Audio Devices in each CTE space? Are there impediments to hearing the teacher? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Are the room finishes/equipment worn and/or dated? Floors should be hard surfaced and easily cleanable.</p>
	Size	<p>The rooms should meet the following square footage standards:</p> <p>Identified CTE spaces total should include:</p> <p>7 should be 3500 SF</p> <p>3 should be 2000 SF</p> <p>2 should be 1800 SF</p> <p>6 should be 1600 SF</p> <p>2 should be 1000 SF</p> <p>1 should be 4000 SF</p>	<p>If the size is deficient, divide current size by size standard. See example below.</p> $\frac{\text{room size 600 SF}}{\text{Standard size 800 SF}} = 75\%$ <p>If space(s) is missing, divide current number of spaces by number of spaces required. See example below.</p> $\frac{\text{room number 2}}{\text{Standard number 3}} = 66\%$
	Location	The room should be appropriately located for the program.	The largest spaces (2500 & 3500) that have access to delivery areas.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	<p>District CTE Technology Standard:</p> <p>There should be a minimum of 34 network jacks, 20 duplex outlets with one circuit for each 5 duplex outlets. Network and power should be arranged such that no more than one 6' power strip is required at any computer or device.</p> <p>Fixed Equipment/Storage:</p> <p>CTE spaces that are 3500 SF or more include a classroom space with a window in the wall that allows you to see into the work space. They should have a separate ventilation system. They should have roll-up doors.</p> <p>CTE spaces that are 2500 SF or more should have storage for bulk materials. They should also have a separate ventilation system and retractable electrical sockets in the ceiling. They should have roll-up doors.</p> <p>CTE spaces that are 2000 SF or more should have a sink.</p> <p>CTE spaces that are 1600 SF spaces need an office.</p>

		<p>CTE classrooms attached to a lab space should include a window in the wall that allows you to see into the work space.</p> <p>There should be a shared storage/office space between CTE classrooms.</p> <p>All CTE classrooms:</p> <ul style="list-style-type: none"> • Should have enough network drops to fully implement the program. • Should have retractable electrical sockets in the ceiling. • Should have an interactive visual display. • Should offer hot water and have bolted-in retractable curtains in every Health Science Room.
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Examples of career and technical education classrooms:



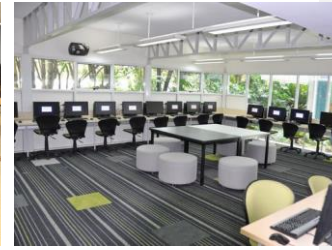
COMPUTER LABS

Computer labs are required for each grade level, with at least the primary lab located in the library. If computer lab spaces are not present, score UNSAT. If present but not located in the library, reduce score under Location. If present but number of labs not meeting requirement, reduce score under Size. If any labs are in a mobile, score in proportion of mobile to non-mobile spaces (i.e. 1 of 2). Add ratio in Comment.

System	Component	Description	What to Look For
Computer Labs	Environment	The room should provide an inviting and stimulating environment for learning.	Spatial Configuration: Does it support the instructional program? Lighting: Lighting should minimize screen glare and eye strain. Acoustics: Is there acoustical treatments and Enhanced Audio Devices in each space? Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards and should accommodate movement of students around learning stations. PK-5: 1,000 SF MS: 1,200 SF HS: 1,500 SF	Number of labs calculation: ES: minimum of 1 lab in the library + 1 lab for each partial multiple of 20 general classrooms. MS: minimum of 2 labs (at least 1 in the library) + 1 lab for each partial multiple of 20 general classrooms over 40. HS: minimum of 2 labs (at least 1 in the library) + 1 lab for each partial multiple of 20 general classrooms over 40. Ex: school with 24 general classrooms would have 2 labs. School with 16 general classrooms would have 2 labs. School with 41 general classrooms would have 3 labs.
	Location	The room should be appropriately located for the program.	A room that is close to classroom areas and shielded from noise producing activities or functions. If one or at least one computer lab(s) are not located in the library, score should be reduced.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Is there adequate permanent casework and enough storage for teaching materials and records? Fixed Equipment: There should be sufficient outlets, power sources, and network links for equipment provided. There should be hard-wired connections. District Technology Standard: There should be a minimum of 34 network jacks, 20 duplex outlets with one circuit for each 5 duplex outlets. Network and power

should be arranged such that no more than one 6' power strip is required at any computer or device.

Examples of computer labs:



EARLY CHILDHOOD EDUCATION

All schools are required to have a minimum of two Pre-K classrooms. If there are no Pre-K spaces, score UNSAT. If any Pre-K spaces are in a mobile, score in proportion of mobile to non-mobile spaces (i.e. 1 of 2). Add ratio in Comment.

System	Component	Description	What to Look For
ECE	Environment	The room should provide an inviting and stimulating environment for learning.	<p>Spatial Configuration: Does it support the instructional program?</p> <p>Lighting: Is there sufficient natural lighting? Are there dimming switches for classrooms and blinds to control natural light?</p> <p>Acoustics: Is there acoustical treatments and Enhanced Audio Devices? Are there impediments to hearing the instruction? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Are the room finishes/equipment worn and/or dated? Are floors easily cleanable?</p>
	Size	The room should meet the square footage standards.	1,200 SF
	Location	The room should be appropriately located for the program.	<p>ECE changing room should be located in the restroom and located in the classroom. Should be shielded from noise producing activities or functions and has safe <u>access</u> to a fenced outdoor play area with 6 inches of mulch. Located near a safe entry and exit with a buzzer.</p> <p>PK classrooms must be located on the 1st floor. PK classrooms should be located close to playfields and playground equipment. PK should be close to core common areas (cafeteria, library media center, gymnasium, auditorium).</p>
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	<p>Storage: Room(s) have adequate casework and storage, including locked teacher wardrobe and adequate student cubby per child. Office with storage.</p> <p>Fixed Equipment: There should be an ADA restroom in each classroom with a changing area and warm water in the restroom.</p> <p>Fixtures include two sinks with warm water, standard-sized toilet, water fountain in the classroom. Cleanable floors with no carpet. There needs to be a washer and dryer in the building for ECE usage.</p> <p>There should be one teacher computer work station and one student work station and one interactive viewing device. OT/PT classroom, restroom, conference rooms, etc. are integrated into other areas of the document.</p>

Examples of ECE classrooms:



EXCEPTIONAL CHILDREN ADAPTED CURRICULUM

Exceptional Children Adapted Curriculum classrooms are required at every school. If space is not present, mark as UNSAT. If any ECAC spaces are in a mobile, score in proportion of mobile to non-mobile spaces (i.e. 1 of 2). Add ratio in Comment.

System	Component	Description	What to Look For
Exceptional Children Adapted Curriculum	Environment	The room should provide an inviting/stimulating environment for learning.	<p>Spatial Configuration: Does it support the instructional program?</p> <p>Lighting: Is there sufficient natural lighting? Are there florescent lights? Are there dimming switches for classrooms and blinds to control natural light?</p> <p>Acoustics: Is there acoustical treatments and Enhanced Audio Devices in each space? Are there impediments to hearing the instruction? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Are the room finishes/equipment worn and/or dated? Are floors easily cleanable?</p>
	Size	<p>The room numbers and square footage should meet the numbers below.</p> <p>Pre-K: (1) 1200 SF space and includes a restroom/shower/changing area</p> <p>K-5: (2) 1200 SF spaces Adapted Curriculum Classroom 1,200 SF and includes a restroom/shower/changing area Adapted Curriculum Classroom Life Skills Classroom 1,200 SF (some life skill adapted curriculum classrooms will be suites that include additional spaces below:</p> <ul style="list-style-type: none"> Kitchen (with washer/dryer) 300 SF Restroom/Changing/Shower Area 100 SF 	<p>6-8: (3) 1200 SF spaces Adapted Curriculum Classroom 1,200 SF and includes a restroom/shower/changing area Adapted Curriculum Classroom Life Skills Classroom 1,200 SF (some life skill adapted curriculum classrooms will be suites that include additional spaces below:</p> <ul style="list-style-type: none"> Kitchen (with washer/dryer) 300 SF Restroom/Changing/Shower Area 100 SF <p>9-12: (5) 1,200 SF spaces and includes a restroom/shower/changing area Adapted Curriculum Classroom 1,200 SF Adapted Curriculum Classroom Life Skills Classroom 1,200 SF (some life skill adapted curriculum classrooms will be suites that include additional spaces below:</p> <ul style="list-style-type: none"> Kitchen (with washer/dryer) 300 SF Restroom/Changing/Shower Area 100 SF
	Location	Exceptional children's classrooms should be near core areas of the school as well as located near entrances/exits for ease of arrival and dismissal.	The classroom(s) should be shielded from noise-producing activities and located centrally. They should be located near age-appropriate peers.

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Exceptional Children Adapted Curriculum	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	<p>Storage: Room(s) have adequate permanent casework and teacher and student storage.</p> <p>Fixed Equipment: Fixed equipment should be ADA accessible. Locked cabinets, changing table, restrooms including sink ad warm water, showers/laundry hook ups, student cubbies for independent work stations, hardware to support installation of sensory equipment.</p>
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Examples of Exceptional Children Adapted Curriculum classrooms:



GENERAL EDUCATION CLASSROOMS

No general education classrooms should be in a mobile. Scoring for spaces in mobiles should be in proportion of mobiles to general classrooms. Add ratio in Comment.

System	Component	Description	What to Look For
General Classrooms	Environment	The rooms should provide an inviting and stimulating environment for learning.	<p>Spatial Configuration: Does it support the instructional program? Classrooms should support flexible spaces.</p> <p>Lighting: Is there sufficient natural lighting? Are there florescent lights?</p> <p>Acoustics: Is there acoustical treatments and Enhanced Audio Devices in each space? Are there impediments to hearing the instruction? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Are the room finishes/equipment worn and/or dated? Are floors easily cleanable?</p>
	Size	The rooms should meet the square footage standards.	<p>K-1: 1200 SF 2-12: 1000 SF</p>
	Location	The rooms should be appropriately located for the program.	A room that is appropriately located and shielded from noise producing activities or functions. <i>K-1 classrooms must be located on the 1st floor. K-1 classrooms should be located close to playfields and playground equipment. K-1 should be close to core common areas (cafeteria, library media center, gymnasium, auditorium).</i>
	Storage/Fixed Equip	The rooms should have adequate storage space and fixed equipment appropriate to the program.	<p>Storage: Locked wardrobe cabinet and space for teaching materials and records.</p> <p>Fixed Equipment:</p> <p>K-1: Must have an ADA restroom inside of the classroom.</p> <p>K-5: Must have a sink and adequate cubby storage.</p> <p>K-12: adequate cabinetry and all hard, cleanable flooring surfaces. Area rugs are fine.</p> <p>All levels: Interactive viewing device and appropriate program equipment in each classroom.</p>

Examples of general classrooms:



INSTRUCTIONAL RESOURCE ROOMS

There should be space(s) for resource teacher, speech therapist, psychologists, itinerant teachers, social workers, ESL teachers, and other services. If any of these spaces are in a mobile, score in proportion of mobile to non-mobile spaces (i.e. 1 of 2). Add ratio in Comment.

System	Component	Description	What to Look For
Instructional Resource Rooms	Environment	The room should provide an inviting and stimulating environment for learning.	<p>Spatial Configuration: Does it support the instructional program and allow for collaborative learning?</p> <p>Lighting: Is there sufficient natural lighting? Are there florescent lights? Are there dimming switches for classrooms and blinds to control natural light?</p> <p>Acoustics: Is there acoustical treatments and Enhanced Audio Devices in each space? Are there impediments to hearing the instruction? Is there noise transfer between classrooms?</p> <p>Resource rooms shall be used for hearing-impaired programs but will require special acoustical treatment of the finishes, the mechanical system and the lighting ballasts.</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Are the room finishes/equipment worn and/or dated? Are floors easily cleanable?</p>
	Size	Each school level should include the correct number of rooms of the required square footage:	<p>K-5: (7) 450 SF Resource Rooms/Small Group spaces</p> <p>6-8: (10) 450 SF Resource Rooms/Small Group spaces</p> <p>9-12: (8) 450 SF Resource Rooms/Small Group spaces</p>
	Location	The room should be appropriately located for the program.	The room should be near other classrooms and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	<p>Storage: Locked cabinets, shelving units, storage closest for devices and equipment.</p> <p>Fixed Equipment: Room(s) have interactive viewing device and student computer and Enhanced Audio Devices.</p>

Examples of instructional resource rooms:



JROTC

JROTC is not located in every high school. However, in any location where the program is located, score accordingly. If any JROTC spaces are in a mobile, score in proportion of mobile to non-mobile spaces (i.e. 1 of 2). Add ratio in Comment.

System	Component	Description	What to Look For
JROTC	Location	The room should be appropriately located for the program.	Should be near CTE classrooms or other special classrooms.
	Size	<p>There needs to be at least two identified JROTC Classrooms.</p> <p>Storage room: 1000 SF for uniforms and equipment. Secure and lockable storage for firearms and ammunition.</p> <p>Armory room: 250 SF office</p> <p>Marksmanship area: 2,500 SF separate space at 8 locations (Smith, Dudley, Grimsley, High Point Central, North East, Page, Ragsdale, South East)</p>	

LEARNING ENVIRONMENT

System	Component	Description	What to Look For
Learning Environment	Learning Style Variety	The school should have flexible learning spaces.	Space is provided to allow for various group sizes, projects, individual workstations, as well as general classrooms. Spaces are flexible, allowing for differentiated instruction to accommodate multiple teaching and learning styles. Furniture and non-fixed equipment should be configurable for adaptability of instructional delivery.
	Interior Environment	The school should provide an inviting and stimulating environment for learning.	<p>Spatial Configuration: Does it support the instructional program or are there oddly-placed posts, difficult angles to navigate or awkward spaces to use?</p> <p>Lighting: Is there appropriate natural light and LED lighting?</p> <p>Acoustics: Is there acoustical treatments and Enhanced Audio Devices in each space? Is there noise transfer between classrooms or from traffic or play areas into the classrooms? The large spaces, e.g., vestibules, halls, cafeteria, etc. are acoustically treated.</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Are school common area finishes/equipment worn and/or dated?</p>

Examples of learning environments:



MUSIC

A separate music space is required at the elementary level. If the school offers a specialty music program at the middle school and high school level, then a space is required. If any music spaces are in a mobile, score in proportion of mobile to non-mobile spaces (i.e. 1 of 2). Add ratio in Comment.

System	Component	Description	What to Look For
Music	Environment	The room should provide an inviting/stimulating environment for learning.	<p>Spatial Configuration: Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments and various presentation arrangements.</p> <p>Doorways into music rooms and instrument storage rooms shall be oversized or double doors. Music rooms should be designed to accommodate large congregations of students and be designed to provide good sight lines for supervision. Practice rooms and support areas should have viewing windows for observation.</p> <p>Lighting: Is there sufficient natural lighting? Are there florescent lights?</p> <p>Acoustics: Is there acoustical treatments and Enhanced Audio Devices in each space? Are acoustical tiles present? Are they in a random pattern?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Is the HVAC zoned separately to keep instruments in a ventilated and humidity-controlled environment?</p> <p>Aesthetics: Are the room finishes/equipment worn and/or dated?</p> <p>Safety: HS: Practice/lessons rooms have motion-sensor lighting, a window in the door, and adequate acoustical treatment.</p>
	Size	<p>ES: 1,200 SF, attached or near should be a dedicated 600 SF storage room with a lockable door</p> <p>MS and HS Chorus: 1,800 SF</p> <p>MS and HS Band: 2,500 SF each</p> <p>MS and HS Orchestra Room: 2,500 SF</p> <p>MS and HS Electronic Keyboard Lab: 750 SF</p> <p>MS and HS personnel offices: 3 with a window into instrument storage and the classroom – 200 SF</p> <p>MS and HS Music library: high volume music storage cabinets with a lockable door – 200 SF</p> <p>MS and HS Instrument storage: 600 SF with lockable lockers</p>	<p>HS Individual practice rooms: (3) 35 SF</p> <p>HS Choral Robes Room: 200 SF</p> <p>HS Ensemble Rooms: 350 SF</p> <p>HS Band Room for Uniforms: 400 SF</p>

Music	Location	The room should be appropriately located for the program.	All music rooms shall be located remotely from other classrooms to minimize sound transmission, should have convenient access to the auditorium, and practice/lessons rooms should have adequate supervision.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	<p>Storage: Room(s) have adequate casework (cabinets and bookshelves)</p> <p>Fixed Equipment: In all chorus, band, orchestra rooms there should be an interactive viewing device, and a white board with musical staves. Flat floors in the band room and the choral rooms - no built-in risers. High ceilings, acoustical wall coverings, and digital recording equipment.</p> <p>Band room and orchestra room: Should have 8-foot counters in length with drawers and a sink. Band and chorus rooms must have drinking fountain inside the room.</p>

Examples of music classrooms:



NON-INSTRUCTIONAL SPACES

System	Component	Description	What to Look For
Non-Instructional	Administration	<p>Administrative spaces should be configured and equipped appropriately.</p> <p>Administrative Areas: Principal Office 150 SF Assistant Principal 120 SF Reception Area 200 SF Secretary 100 SF Treasurer 100 SF Curriculum Coordinator/Facilitator 120 SF Workroom/Storage/Mail Cubbies 200 SF Conference Room 250 SF General Storage 200 SF Two Administrative Restrooms (unisex) 50 SF Supply Room 40 SF</p> <p>Staff/Student Support Areas: K-12 Data Manager 150 SF 6-12 SRO 120 SF 6-12 ISS 750 SF K-12 PTA Room/Community in Schools Office 120 SF K-12 Clothing Closet/Food Pantry 450 SF 9-12 Testing Coordinator office 120 SF</p> <p>Text Book Storage: Total SF for text book rooms is: K-5: 900 SF, MS: 1,200 SF, HS: 1,500 SF. In multi-story buildings, divide SF by number of stories to get SF per floor. One textbook room per floor.</p>	<p>Component requirements: Administrative office/clerical/reception space appropriate for the school size, located at the main entrance and near Guidance and Counseling (For larger school buildings it is appropriate to place Assistant Principals on separate floors or wings).</p> <p>There should be a minimum of three workstations behind the sign in counter in the administrative suite.</p> <p>Storage area for consumable materials. Lockable supply closet, records room that is fire and waterproof environment.</p> <p>Principal's office with space for meetings of six people.</p> <p>Small meeting space in the admin suite for meetings of up to 10 people, including IEP meetings. Faculty mailboxes should be accessed from the main reception area.</p> <p>The faculty should have a space for meetings and training sessions. At least two spaces large enough to hold 12 people; one space large enough to hold 4 people.</p> <p>Should have a space or meetings with hardwired connection and wireless connection. Should be a desktop and equipment for presentations. Should not be next to a restroom due to noise.</p> <p>K-12: Dedicated, secure textbook storage with shelving, work space, and computer access.</p>

Non-Instructional Spaces (continued)

System	Component	Description	What to Look For																				
Non-Instructional	Guidance / Counseling	<p>There should be private office area for the psychologist/counseling program, which provides for confidentiality and may be shared with other support service programs. Required space at all levels.</p> <p>K-8 Guidance:</p> <table><tr><td>Conference</td><td>250</td></tr><tr><td>Records</td><td>100</td></tr><tr><td>Itinerant Office/Testing 6 @ 150</td><td>900</td></tr><tr><td>Total</td><td>1,250</td></tr></table> <p>9-12 Guidance:</p> <table><tr><td>Info center</td><td>1,000</td></tr><tr><td>Conference/testing</td><td>250</td></tr><tr><td>Itinerant Offices/ Testing 8 @ 150</td><td>1,200</td></tr><tr><td>Vocational counselor</td><td>150</td></tr><tr><td>Records</td><td>250</td></tr><tr><td>Total</td><td>2,850</td></tr></table>	Conference	250	Records	100	Itinerant Office/Testing 6 @ 150	900	Total	1,250	Info center	1,000	Conference/testing	250	Itinerant Offices/ Testing 8 @ 150	1,200	Vocational counselor	150	Records	250	Total	2,850	<p>There should be a 300 SF reception/waiting area if not located near office.</p> <p>Component requirements: Guidance Office should be able to fit a counselor, two parents and one student.</p>
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	Career Development Center	<p>Career Development Center in each high school.</p> <p>9-12 Career Development Center Office: 900 SF</p>	<p>HS only: The career center will be located within the guidance office suite. Equipment should include adequate storage, 7 computers, book cases, and interactive viewing device.</p>																				
	Health Room	<p>Each school should have a space with an ADA restroom.</p> <p>**Office space separate but adjacent to health room providing a confidential work space for consultation – 100 SF.</p> <p>K-12 Health Room 250 SF (ADA toilet area 50 SF)</p>	<p>Component requirements: Health service area with private office for nurse, patient beds (2 minimum) with separation, lockable filing cabinet, and both dry (locked) and refrigerated medication storage. There should also be an ADA accessible restroom. Cot area should be “supervisable” that is close to administrative space. There should be an eyewash station in each health room. Should also include standard office equipment including desk and phone with a secure line.</p>																				

Non-Instructional	Work Rooms	<p>The faculty should have a space for a work area.</p> <p>K-12 Workroom: Number of workrooms varies based on 300 SF divided by core capacity of the school.</p> <p>Ex: 1050 core capacity/ 300 SF = 3, number of workrooms placed throughout the school</p> <p>Telephones should be in workrooms.</p>	<p>Space should be sized appropriately for the school and equipped for copying and instructional materials preparation. Need ports for technology. There should be a sink, space for eating, and faculty restrooms inside. Electrical outlets, space, storage.</p>
	ACES After School Program	<p>Each K-5 school should have ACES storage room and administration office.</p> <p>ACES Office: 120 SF</p> <p>ACES Storage: 250 SF</p>	<p>Locate storage in close proximity to office.</p> <p>ACES playground areas have a minimum of 6 inches of mulch required for licensure.</p>
	Cafeteria	<p>A room or rooms <u>capable of seating one-third of the capacity of the school</u> for dining.</p> <p>The core capacity of the dining room is calculated by dividing the school's dining room square footage by 14, resulting in the number of students per lunch period. Then multiplying the number of students per lunch by 3, resulting in the core capacity of the dining room and the school.</p> <p>The SF of the serving line is calculated by multiplying .25 and the dining room SF determining the expected serving line SF. There should be more than 1 serving line. If only 1 mark make, mark as poor.</p> <p>The room could be multi-use (a cafetorium, without a gym). There should a separate gymnasium. If there is a cafetorium, and no gym, score GYM UNSAT.</p> <p>If there is a cafegymnatorium, there should be a retractable wall to divide cafeteria from gym.</p> <p>If there is a cafegymnatorium with no retractable wall, then score GYM as UNSAT.</p>	<p>The space should be inviting with windows for natural light with good circulation and routing. The cafeteria is acoustically isolated, has adequate seating in the cafeteria space. The area for the cafeteria line is designed for the flow of traffic for each lunch period. Tables and benches/seats are designed to maximize space and allow flexibility in the use of the space. If it is a multi-use space, there needs to be area or alcove to store all the tables and chairs.</p> <p>No "hiding areas"</p> <p>A water fountain and a restroom should be nearby. The custodial closet should be close to the cafeteria.</p> <p>Must have natural light (There needs to be blinds or some type of barrier to close off the cafeteria in an emergency or lockdown)</p> <p>There must be an emergency intrusion alarm panel in the cafeteria.</p> <p>Need elevators in each school to deliver breakfast and other meals to classrooms to other floors.</p> <p>There needs to be solid roll-up doors that separate the service line from the kitchen.</p> <p>Loading docks should be on ground level with a video buzzer at loading dock.</p>

Non-Instructional Spaces (continued)

System	Component	Description	What to Look For
Non-Instructional	Food Service and Prep	<p>Food service and prep spaces (kitchen, freezer, cooler, office, restrooms, etc.) are sized and located appropriately. The kitchen area should have separate areas for pickup and delivery, have adequate storage, and fixed equipment.</p> <p>These spaces should be present in all food prep areas:</p> <ul style="list-style-type: none"> Receiving area Can Wash/Dry Toilets/Locker Janitor/Chemical Offices Dry Walk-in Cooler Walk-in Freezer Prep/Cooking Pot/Pan Washing Holding/Serving 	<p>All food storage needs to be interior in the kitchen area and access needs to be from an interior passageway (freezer, cooler, food, etc.).</p> <p>The kitchen and storage area must be on its own HVAC system or should be zoned.</p> <p>All pipes need to be covered and ceiling tiles need to be washable.</p> <p>Manager's office needs windows to see production as well as the entry door and large enough to hold meetings and to store paperwork, etc.</p> <p>Need water and floor drain under the hood.</p> <p>Can wash area adjacent or near the loading dock.</p>



Non-Instructional Spaces (continued)

System	Component	Description	What to Look For
Non-Instructional	Custodial and Maintenance	The custodial and maintenance area should be sufficient to serve the needs of the staff and building.	<p>The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies. Receiving area should be well-lit, have interactive viewing device for staff information and bulletin board for required notifications.</p> <p>Space is adequately lighted and has rack(s) to keep tools off the floor.</p> <p>There needs to be a custodial closet large enough to fit a custodial cart and equipment.</p> <p>There needs to be space for custodians to walk in between dumpsters.</p> <p>Locked custodial closets with floor mop sink and shelving for storage of chemicals, supplies in each major building area, should have ventilation. They should be separate space in building.</p> <p>There should be a small storage building for flammable materials and their equipment. Flammable cage needs to be affixed on the outside of the building, where needed.</p> <p>MS/HS: need an office with internet service and phone. Should be large enough to conference with an employee. Should have a breakroom for custodial staff.</p>
	Student Restrooms/Staff Restrooms	<p>Student Restrooms: Restroom stalls shall be sufficient to accommodate the maximum school capacity and shall be located on campus to allow for supervision. Required gender neutral/family restroom in an area that is accessible from the corridor.</p> <p>Staff Restrooms: Faculty toilets should be located near classrooms. Teachers must not have to travel over 200' to reach a toilet. The restroom should have a parcel shelf, a place to hang garments, a full-length mirror, and an appropriate area for grooming.</p>	<p>Staff restrooms on every hall.</p> <p>Restrooms are appropriately located on each floor and adequate in number, well-ventilated, and the fixtures are appropriate. Floor and wall surfaces are washable. Toilet and urinal partitions in place.</p>

OUTSIDE SPACES

System	Component	Description	What to Look For
Outside	Vehicular Traffic	Traffic routing should be safe with good separation.	Total separation between buses and parent drop-offs. There are buses-only signs near bus drop-off area Required bus loops and appropriate striping for buses with easy access. Enough space for additional after care buses, etc. Bus, parent, and service lanes are "off-street" and do not conflict with each other, playground, or parking areas. There is adequate bus loading near entrances to the building.
	Pedestrian Traffic	Pedestrian traffic routing is safe with good separation from vehicular traffic.	There should be safe walk routes (sidewalks and marked crosswalks) that direct students and the public to appropriate entrances. The pedestrian walk does not go across parent drop off areas. The walkways should be lighted.
	Parking	Parking should be adequate in size and marked.	There must be visitor parking spaces. The spaces should be close to the front door. There is appropriate lighting on all lots. There is adequate off-street, fencing for buses, video-surveilled, and lighted parking for staff. Parking lots have reasonable access to school entrances. Minimum adequate parking spaces defined as one space per staff member. Adequate student parking.
	Play Areas/Fields	Play areas should be adjacent to the school, adequate in size, and allow for free and organized play time. K-5: Pre-K playground K-2 playground 3-5 playground Large Play Field MS: PE/Practice Field Practice Field Football/Soccer Baseball Softball Concessions Restroom Building Bleachers -Two 5-row bleacher sections at each field (excluding practice fields) Field Storage Buildings - 144 SF	Signage identifying where the fields are located and signage for afterschool events. Pre-K AND ECAC: need to have their own fenced play area with multiple play surfaces. A separate hard surface for riding toys is needed. There needs to be a **shade structure and playground for Pre-K and ECAC program. Outside storage large enough for program equipment, that is adjacent to playground for Pre-K and ECAC. K-5: need 6 inches of mulch under play structures. K-5 and K-8 only: There needs to be age-appropriate and program-appropriate playground equipment at each elementary school. There needs to be an open grassy area for free play; playground equipment with ADA underlayment or ADA walkway and minimum of a transfer station. There needs to be a fully fenced play area. MS only: fully marked 6-lane asphalt track, soccer, football (lighted), baseball, softball field, and two practice fields (lighted game fields) with scoreboards.

	<p>HS: PE/ Practice Field Practice Field Baseball Field Softball Field Bleachers -Two 5-row bleacher sections at each field (excluding practice fields) Bleachers-Stadium - Seat two times the school’s core capacity Field Storage Buildings - 144 SF Shared: concession, restroom, ticket booth Tennis Courts (6) Soccer/Lacrosse Fields</p> <p>Stadium which includes: Home:</p> <ul style="list-style-type: none">- Concessions- Restrooms- Ticket booth 200 SF- Field house 4800 SF <p>Visitor:</p> <ul style="list-style-type: none">- Concessions- Restrooms- Ticket booth 80 SF	<p>HS only: concession stand, 8-lane, all-weather track and field, two practice fields, baseball and softball fields, stadium, and 6 tennis courts (lighted fields), each stadium should have internet capabilities</p> <p>Band: Each high school should have a separate practice field</p> <p>HS: (Except for North) must have field houses. Field Houses must contain:</p> <table><tr><td>Team Locker Rooms – accommodate 45-55 lockers</td><td>750-1000</td></tr><tr><td>Toilet/Shower Rooms (2) – Accessible Shower</td><td>350</td></tr><tr><td>Fitness Room (Aerobics, Biking, Jogging/Running, Weight/Fitness Training)</td><td>1,500 – 2,500</td></tr><tr><td>2-4 Coaches offices @ 175 sf/coach</td><td>350-700</td></tr><tr><td>Staff Restroom w/shower & lockers</td><td>200</td></tr><tr><td>Officials Locker/Shower – could combine with Staff Rest.</td><td>200</td></tr><tr><td>Training Room with Storage</td><td>500</td></tr><tr><td>Laundry</td><td>200</td></tr><tr><td>Storage</td><td>400</td></tr></table>	Team Locker Rooms – accommodate 45-55 lockers	750-1000	Toilet/Shower Rooms (2) – Accessible Shower	350	Fitness Room (Aerobics, Biking, Jogging/Running, Weight/Fitness Training)	1,500 – 2,500	2-4 Coaches offices @ 175 sf/coach	350-700	Staff Restroom w/shower & lockers	200	Officials Locker/Shower – could combine with Staff Rest.	200	Training Room with Storage	500	Laundry	200	Storage	400
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Examples of outside spaces:



PERFORMING ARTS – THEATRE ARTS

All high schools are required to have an auditorium/theatre, dance room, and theatre arts classroom. Middle schools and elementary schools should have a multipurpose space with a platform. Middle schools should have separate dance and theatre arts classrooms. If these spaces are not present but required, score as UNSAT. Arts magnet elementary schools should have dance and theatre arts classrooms (Morehead, Peeler, and Parkview).

System	Component	Description	What to Look For
Performing Arts	Environment	The room should provide an inviting/stimulating environment for learning.	<p>Spatial Configuration: Does it support the instructional program?</p> <p>Lighting: Appropriate lighting levels? Lighting and sound upgraded and appropriate for production?</p> <p>Acoustics: The acoustical tiles should not be in alignment. They should be random.</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Are the room finishes/equipment worn and/or dated? Are the floors cleanable?</p>
	Size	<p>ES Art Magnets: Drama – (1) 1500 SF Dance - (1) 1500 SF Orchestra – (1) 1200 SF</p> <p>Program Spaces MS/HS: 6-12 Dance: 2,000 SF classroom</p> <p>HS performing arts spaces include auditorium, stage, fixed seating, dressing rooms,</p> <p>HS: 2 spaces minimum – auditorium and small theater/drama classroom.</p> <p>HS: 3,500 SF of stage and wing space and piano storage. An auditorium should have fixed seating for half of school capacity</p> <p>Grades 9-12: Scene, Costume Shops provide adequate space 900 SF</p> <p>Theatre CR: 1,500 SF</p>	<p>Auditorium Spaces ES/MS/HS: K-5, K-8 and MS: should have a platform that is a fixed feature K-5: Seating capacity is equal to the core no fixed seating the platform is 1,200 SF 6-8: Seating capacity is ¼ the core no fixed seating the platform is 2,000 SF 9-12: Seating capacity is ½ the core with fixed seating the stage is 4000 SF 9-12: Light-lock Vestibule, Lobby, Concession - 1,500 SF</p>

Performing Arts	Location	<p>The room should be appropriately located for the program.</p> <p>K-5 Combined Dance/Drama – shall utilize the multipurpose room</p> <p>6-12 Dance students will utilize the gym locker rooms for dressing rooms. The multi-purpose room and the gymnasium should be in close proximity of each other to share common spaces.</p>	<p>The dance and theatre arts classroom should be close in proximity to the auditorium.</p> <p>Auditorium must meet ADA requirements and be near a main entrance. There should be public restrooms and water fountains in the lobby area near the entrance.</p>
	Storage/Fixed Equip	<p>The room should have adequate storage space and fixed equipment appropriate to the program.</p>	<p>Performing arts space: should have adequate and appropriate storage, curtain, lighting, sound system.</p> <p>MS/HS Dance: sprung, wooden floor, wall of mirrors, barre. Separate storage, sound system, acoustic treatment.</p> <p>Auditorium/Multipurpose: should have a permanent, built-in screen, projection and sound systems.</p> <p>Scene shop room includes where the stage props/scenery are built with a roll up door. Should have student lockers. Tables tall enough to stand and work.</p> <p>Prop storage room or fixed cage about 200 SF room or fixed cage for costume storage 200 SF.</p> <p>HS should have sound and lighting control space.</p> <p>A lighting and sound booth 350 SF with a lockable door</p> <p>Must have a concession space.</p> <p>There should be 3 dressing spaces (male, female, gender neutral) at 250 SF each.</p> <p>Support Spaces Location</p> <p>Restrooms as required by code</p> <p>Storage – ½ the proscenium opening minimum storage to flank stage; large enough to house classroom desks</p>

Examples of performing arts spaces:



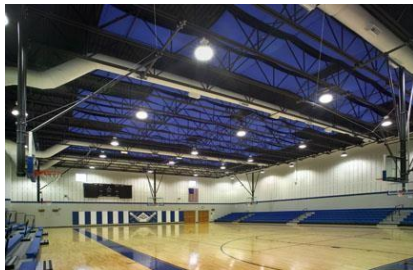
PHYSICAL EDUCATION

All schools are required to have separate P.E. space. K-5's may have a cafegymnasium but it **must** have a retractable wall that splits the cafegymnasium into one side for the cafeteria and the other side for the gymnasium. If the retractable wall is not present, score P.E. as UNSAT. If K-5 P.E. space is in a mobile or classroom, score as UNSAT.

System	Component	Description	What to Look For																																																														
P.E.	Environment	The room should provide an inviting/stimulating environment for learning.	<p>Spatial Configuration: Does it support the instructional program?</p> <p>Lighting: Is there appropriate natural light/lighting levels that are appropriate colors?</p> <p>Acoustics: Are there impediments to hearing the teacher? Is there sound baffling treatment? Is there noise transfer between programs?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Are the room finishes/equipment worn and/or dated?</p> <p>Flooring: K-5: rubber is Good MS/HS: regulation wood gym floor.</p>																																																														
	Size	<p>K-5: 3600 SF seating area and play area is 4 SF/students over 600 students</p> <p>MS: (main gym) Competition court, 2 practice cross-courts, enough seating for the entire school core capacity. 2 Boys/2 girls lockers 2,000 SF, enter either through the gym and locker room on the SAME side for supervision purposes. At least one office that is 600 SF; at least 1200 square feet of storage/equipment. 3600 SF (Auxiliary gym)</p> <p>MS: 4,000 SF, at least one office that is 600 SF and 600 SF of storage/equipment.</p> <p>HS: (main gym) Competition court, 3 regulation cross-courts, 6200 play area and seating for entire school core capacity. At least one office that is 600 SF at least 1200 SF of equipment/storage.</p> <p>6,500 SF (Auxiliary gym); at least one office that is 600 SF and at least 600 SF of equipment storage.</p> <p>HS: Must have a weight room 4000 SF with rubber flooring; Must have a wrestling room, athletic training/medical room.</p>	<table><tr><th colspan="3">Adjacencies/Support Areas</th></tr><tr><th>Grades</th><th>Spaces</th><th>SF</th></tr><tr><td>K-12</td><td>PE Teacher Offices (per teacher)</td><td>200</td></tr><tr><td>K-12</td><td>PE Storage</td><td>750</td></tr><tr><td>6-8</td><td>Fitness Room (Aerobics, Biking, Jogging/Running, Weight/Fitness Training)</td><td>1,000</td></tr><tr><td>6-8</td><td>Auxiliary Gym</td><td>3,600</td></tr><tr><td>6-8</td><td>Locker Rooms (2) – includes lockers for athletics</td><td>1,000</td></tr><tr><td>6-8</td><td>Toilet/Shower Rooms (2)</td><td>350</td></tr><tr><td>6-12</td><td>Health/PE Classrooms (2)</td><td>850</td></tr><tr><td>9-12</td><td>PE Locker Rooms (2)</td><td>1,000</td></tr><tr><td>9-12</td><td>Toilet/Shower Rooms (2)</td><td>600</td></tr><tr><td>9-12</td><td>Auxiliary Gym</td><td>6,500</td></tr><tr><td>9-12</td><td>Resistive Exercise with Storage (not in the field house)</td><td>2,500</td></tr></table> <table><tr><th colspan="3">Interior</th></tr><tr><th>Grades</th><th>Spaces</th><th>SF</th></tr><tr><td>6-12</td><td>Laundry</td><td>200</td></tr><tr><td>9-12</td><td>Lobby/Concessions/Commons</td><td>2,500</td></tr><tr><td>9-12</td><td>Officials Lockers/Shower</td><td>200</td></tr><tr><td>9-12</td><td>Athletics Locker Rooms (2)</td><td>1,000</td></tr><tr><td>9-12</td><td>Team Rooms (2)</td><td>1,000</td></tr><tr><td>9-12</td><td>Training Room with Storage</td><td>500</td></tr></table>	Adjacencies/Support Areas			Grades	Spaces	SF	K-12	PE Teacher Offices (per teacher)	200	K-12	PE Storage	750	6-8	Fitness Room (Aerobics, Biking, Jogging/Running, Weight/Fitness Training)	1,000	6-8	Auxiliary Gym	3,600	6-8	Locker Rooms (2) – includes lockers for athletics	1,000	6-8	Toilet/Shower Rooms (2)	350	6-12	Health/PE Classrooms (2)	850	9-12	PE Locker Rooms (2)	1,000	9-12	Toilet/Shower Rooms (2)	600	9-12	Auxiliary Gym	6,500	9-12	Resistive Exercise with Storage (not in the field house)	2,500	Interior			Grades	Spaces	SF	6-12	Laundry	200	9-12	Lobby/Concessions/Commons	2,500	9-12	Officials Lockers/Shower	200	9-12	Athletics Locker Rooms (2)	1,000	9-12	Team Rooms (2)	1,000	9-12	Training Room with Storage
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P.E.			9-12 Wrestling (Competitive) with Storage	3,000
			9-12 Athletic Director Office with Storage	175
			9-12 Coaches Offices with Toilet/Shower (2)	400
			9-12 Athletics Storage	750
	Location	The room should be appropriately located for the program.	The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes. The gymnasium needs to be near an identified health classroom for middle schools and high schools. Access to public restrooms and drinking fountains. Locker areas need to be easily supervised and located where they can be easily shared by teams.	
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	<p>Storage: There should be adequate and appropriate storage. Athletic storage spaces for paint and equipment near the field.</p> <p>Fixed Equipment: 2 Boys/2 girl's locker rooms with private shower/dressing areas. There needs to be a separate changing room with a separate toilet that is handicap accessible.</p> <p>MS/HS: K-12 water fountains need to be in close proximity to the gym (**score down if water fountain is inside of the gym). There needs to be laundry in close proximity to locker rooms.</p>	

Examples of physical education spaces:



SAFETY & SECURITY

Mandatory comment for any area of deficiency.

System	Component	Description	What to Look For
Safety and Security	Fencing	The school site should be appropriately fenced.	<p>Perimeter fencing around the entire school. Entrances and egresses are limited, where appropriate. Motion activated lights for play areas. All playgrounds should have signage indicating hours of public use.</p> <p>There needs to be "bollards" 25 feet in front of the building where there is main traffic flow.</p>
	Signage & Way Finding	Signs must be 10x12 inches. Interior and exterior signage should be adequate for the needs of the school.	Adequate signage for main entrance and for main office. Traffic and parking signs are adequate to direct visitors. All rooms are identified with permanent signs. Required signs at designated entrance include: vehicular and pedestrian traffic signs, No trespassing around perimeter every 200 feet, No Weapons, Under Surveillance, Subject to Search, Visitor entry procedures and parking, directions to ADA entrance (when not at main entrance). Campus with multiple buildings should have separate letters designations that are at least 3 feet in height.
	Ease of Supervision	<p>The building layout and equipment should enhance building supervision.</p> <p>There needs to be one keying system for the school.</p> <p>There needs to be lighting near the dumpsters, especially for custodial staff.</p>	<p>Supervision is enhanced through proper sightlines, few or no "hiding areas," appropriate interior/exterior lighting, good visibility or via security cameras both inside and outside the building. At a minimum, cameras will cover exterior entrances and exits, exterior and interior stairwells and landings, large gathering spaces such as courtyards, cafeterias, media centers, lobbies, and reception areas, parking lots, bus and car lots, playgrounds, athletic fields, field houses, any public area not readily and easily observed by staff.</p> <p>Clear vertical clearance of at least 6 feet between ground and bottom branches of the tree. Trees and shrubs should not impact lighting (create shadows, etc.) or block a camera.</p> <p>Lighting at all entrances and exits. Parking areas area at a wide-angle distribution to provide maximum coverage, all pathways and walkways, all enclosures (i.e. trash collections, HVAC).</p>

Safety and Security (continued)

System	Component	Description	What to Look For
Safety and Security	Controlled Entrances	<p>There should be a single point of entry for visitors (hot box).</p> <p>All points of entry should be controlled for student and staff safety.</p>	<p>Visitor access points will have a buzzer system that provides audio communication and video verification capability (video doorbell).</p> <p>There should be a visitor management kiosk (desktop with a computer to check in) should print a visitor badge. School design or configuration allows for control of entrances to the school. Public entrances are easily supervised and controlled with a security vestibule, cameras, and buzzers.</p> <p>There should be motion sensor burglar alarms throughout the building that covers all exterior entrances and exits, interior hallways and stairwells, cafeterias lobbies, and reception areas, office spaces, ground level classrooms.</p>

Examples of safety & security:



SCIENCE

K-5 is required to have a science classroom. If there is no classroom, then this section should be scored UNSAT for K-5. Middle schools require 6 science classrooms.

*Please note that STEM Magnets should have one additional-classroom that is identified as a “STEM Classroom” (See STEM System space). High schools are required to have science spaces. If there is no space present, score as UNSAT. If space is in a mobile, score in proportion of mobile to non-mobile space (i.e. 1 of 3 in mobile). Add ratio in Comments.

System	Component	Description	What to Look For
Science	Environment	The room should provide an inviting/stimulating environment for learning.	<p>Spatial Configuration: Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas.</p> <p>Lighting: Labs shall have at least one outside window for day lighting, emergency rescue and ventilation.</p> <p>Acoustics: Is there acoustical treatments and Enhanced Audio Devices in each space? Are there impediments to hearing the teacher? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Are the room finishes/equipment worn and/or dated? Are the floors easily cleanable?</p>
	Size	The room should meet the square footage standards.	<p>K-5: 1000 SF</p> <p>MS and 6-8: 1200 SF</p> <p>Storage/Prep Rooms 250 SF (may be shared up to 4 labs)</p> <p>HS: 1500 SF</p> <p>Storage/Prep Rooms 250 SF (may be shared by 2 labs)</p> <p>Chemical Storage Room 80 SF</p>
	Location	The room should be appropriately located for the program.	The science classroom should be in a quiet, instructional area.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	<p>Storage: Space for teaching materials and adequate permanent casework. There should be separate secured storage areas area provided for volatile, flammable, and corrosive chemicals and cleaning agents. MS and HS science-designated storage room.</p> <p>Fixed Equipment: Grades 6-12 – locked chemical storage, eye wash, sinks,</p> <p>MS/HS: Shower, goggle case, eye wash, sinks</p> <p>HS: gas line, fume hood, water, goggle case that locks, electrical outlets for each science lab table recommended. It is recommended that science laboratory classes have no more than 24 students to enhance supervision</p>

and help prevent accidents. Classrooms and labs shall be equipped with 2-way communication for emergencies. Classrooms and labs shall have at least one outside window for day lighting, emergency rescue and ventilation. Provide at least one sink per four students in each lab. A teacher demonstration table shall be provided in each lab and science classroom. Safety showers (including eye protection shower) shall be located in the lab portion of the classroom. **Chemistry labs** shall be equipped with safety goggle cabinet, and permanent fume hoods vented to the exterior.

Examples of science classrooms & labs:



STEM ES AND MS MAGNET CLASSROOMS

All STEM elementary and middle schools are required to have an “extra” classroom identified as STEM Classroom. This is *in addition* to classrooms required in the Science section. If program space is required but not present, score UNSAT. If not a designated STEM school, score N/A for this section.

System	Component	Description	What to Look For
STEM Elementary/ MS Magnet	Environment	The rooms should provide an inviting and stimulating environment for learning.	<p>Spatial Configuration: Does it support the instructional program? Classrooms should support flexible spaces.</p> <p>Lighting: Appropriate natural light/lighting levels?</p> <p>Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? FM Audio Hearing Device for noise issues?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Are the room finishes/equipment worn and/or dated? Are the floor easily cleanable?</p>
	Size	The rooms should meet the square footage standards.	<p>ES: 1000 SF</p> <p>MS: 1000 SF</p>
	Location	The rooms should be appropriately located for the program.	Should be located in close proximity to other core educational programs.
	Storage/Fixed Equip	The rooms should have adequate storage space and fixed equipment appropriate to the program.	<p>Storage: Locked cabinets for storage</p> <p>Fixed Equipment: Storage room for science equipment. Two sinks, heavy lab tables (only MS), retractable electrical sockets in the ceiling.</p>

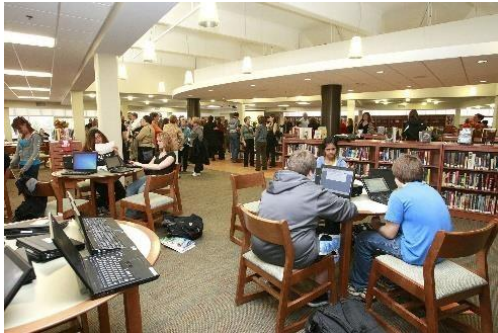
THE SCHOOL LIBRARY MEDIA CENTER

All schools are required to have a library media center that is the “learning hub” of the school.

System	Component	Description	What to Look For
Library Media Center	Environment	There should be space for instruction, research, and quiet reading.	<p>Spatial Configuration: The space is flexible (for small group and whole group) and only wall bookcases are fixed. Everything else needs to be moveable (even technology)</p> <p>Lighting: Is there sufficient natural lighting? Are there dimming switches for classrooms and blinds to control natural light?</p> <p>Acoustics: Are acoustic materials in place to allow different activities to occur at the same time without interference?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Is the HVAC zoned separately to keep instruments in a ventilated and humidity-controlled environment?</p> <p>Aesthetics: Room finishes/equipment not worn and/or dated?</p>
	Size	<p>Required spaces:</p> <p>K-12: 1,600 SF minimum</p> <p>*The Main Room (RLV) of the media center shall accommodate 40 students or 10% of the school’s core capacity, whichever is greater. Computer mini labs shall be located within the RLV Room.</p> <p>Additional Media Center spaces:</p> <p>Media Office/Administration 200 SF min</p> <p>Workroom 400-600 SF</p> <p>Production 400-600 SF</p> <p>Professional Area 150 SF min</p> <p>Collaboration Lab 150 SF min</p> <p>Equipment Storage/Distribution Maintenance 175 SF min</p> <p>Periodical Storage (if not digitally stored) 150-250 SF</p> <p>Restrooms (2) 50 SF</p>	<p>**Media Center computer lab:</p> <p>Size:</p> <p>PK-5: 1,000 SF</p> <p>MS: 1,200 SF</p> <p>HS: 1,500 SF</p> <p>Mini-Lab stations:</p> <p>ES: 1 lab (in library) + (1) 5-station mini lab</p> <p>MS: 1 lab (in library) + (2) 5-station mini labs</p> <p>HS: 1 lab (in library) + (2) 5-station mini labs</p> <p>Mini-lab stations do not count as full computer labs.</p> <p>There needs to be a window and clear line of sight between the library space and the work room.</p>
	Location	The room should be appropriately located for the program.	Centrally located for easy access and away from noise. There needs to be an external door to the outside. The collaborative area should be near the library media center. Media center needs to be in close proximity or connected to the computer lab.

Library Media Center	Storage/Fixed Equipment	<p>The room should have adequate secure storage space and fixed equipment appropriate to the program.</p> <p>Storage: Adequate permanent casework of appropriate height and enough storage for materials and technology.</p> <p>Fixed Equipment: Workrooms must have lockable storage. Upper and lower cabinetry.</p> <p>Circulation desk must have telephone, computer, hand-held scanner, printer.</p> <p>Presentation station to house the technology (i.e. document camera, laptop, projector).</p> <p>There needs to be two restrooms inside the library and a separate work room sink.</p> <p>Separate light switches so different areas of the room can be utilized.</p> <p>The School Library Media Center is configured to accommodate technology to support the program.</p> <p>Technology: Hand-held and interactive viewing device</p> <p>Minimum of one large interactive viewing device affixed to the wall.</p> <p>The planning room needs to have an interactive board or flat screen tv.</p>
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Examples of Library Media Centers:



TECHNOLOGY READINESS

All high schools and middle school should have one access point per classroom. Strong wireless capability should be available throughout the school. Telephones near each teacher work station in each instructional space. All levels, ES, MS and HS, should have 6 hardwire connections per classroom.

System	Component	Description	What to Look For
Technology Readiness	Comm./IT Environment	Communications and IT equipment should be in a climate-controlled environment that is secure and accessible.	Equipment is located in a place designed for Comm/IT equipment. Space is properly climate-controlled, secure, easily accessed. The area has adequate storage, utilities, and fixed equipment and is free of clutter. Is the HVAC zoned separately to keep servers in a ventilated and humidity-controlled environment?
	Electrical Power	Sufficient electrical power to provide for each student and staff operation of multiple devices.	No power strips, no extension cords, no plug-in outlet extenders. Check for microwave, coffee pots, refrigerators, etc. Check for breaker tripping.
	Cooling	Classrooms and computer lab computers should be in a climate-controlled environment.	Each CR or computer lab has sufficient HVAC capacity for the equipment present. Is the HVAC zoned separately to keep servers in a ventilated and humidity-controlled environment?
	Network Connectivity	All schools should be connected to the Local Area Network. There should be adequate network access to provide for ubiquitous wireless in all instructional spaces. Each area (CR, media center, computer lab and support area) has adequate network access for computers and applicable instructional technology devices through either network drops or dense wireless	If Network connection is not fiber based, connectivity should score some or none.
	Network Performance	Network should allow for educational, administrative, and operational programs to run in a fashion that does not impede teacher, students, and staff from performing their daily functions and responsibilities.	Internet connectivity is available and reliable. If network performance is an issue, Comment item and the Project manager will check with district Technology Director to identify potential causes.
	Video Distribution	All schools should have capability to stream live internet feeds or other video sources without disruption to other network functions.	There should be an interactive viewing device in each classroom and common areas (i.e., media center, gymnasiums, conference rooms) affixed to the wall to view live streaming content.
	Voice Distribution	All schools should have the capability to direct contact each classroom, support, and office spaces. Capability to have building-wide paging and announcements. Voicemail capabilities for staff.	Paging should be heard in all spaces; inside the building and parking lot areas and bus drop off area, and playgrounds and fields. Faculty and Staff have voicemail access.
	Faculty/Staff	Faculty and Staff: All staff should have equipment.	A computer attached to a wire-free interactive viewing device with speakers and document camera. In addition, teachers should each have a device for portability, small group instruction, and staff collaboration.