Educational Suitability & Technology Readiness Reference Guide

Prepared for Houston Independent School District
May 2012 - Final

EDUCATIONAL SUITABILITY & TECHNOLOGY READINESS REFERENCE GUIDE

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ART CLASSROOMS – Required space at all levels. If there is no space, score all components *Unsatisfactory*. For educational suitability purposes, if the art room is located in a portable, all four components should be scored *Unsatisfactory*.

System	Component	Description	What to Look For
Art	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **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:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards. **All levels: 1200 SF** **HS: Two rooms minimum**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards or is a portable
	Location	The room should be appropriately located for the program.	Rooms should be located appropriately for the instructional program.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate permanent casework, appropriate materials and project storage **Fixed Equipment:** There should be at least 2 sinks w/clay traps, kiln w/appropriate ventilation, display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment. Room(s) should have the capacity to be darkened to display projected imagery.

Examples of art classrooms:

COMPUTER LABS – Computer labs should be scored if they exist. If a school has no computer lab, it should be scored "N/A". For educational suitability purposes, if the computer lab is located in a portable, all four components should be scored *Unsatisfactory*.

System	Component	Description	What to Look For
Computer Labs	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Lighting should minimize screen glare and eye strain. **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:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards and should accommodate movement of students around learning stations. **1000 SF (ES)** **1200 SF (MS)** **1500 SF (HS)**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	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.
	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 the amount of equipment provided. Equipment should be properly secured and appropriate for the program.

Examples of computer labs:

EARLY CHILDHOOD EDUCATION – These criteria apply to both general education and special education classrooms at the preschool level. For suitability purposes, if some early childhood classrooms are located in a portable building, the comment for all four components should include this information and the scores should be lowered based on the percent of classrooms in that category that are located in portable buildings. If all ECE classrooms are in portables, all components should be scored *Unsatisfactory*. .

System	Component	Description	What to Look For
ECE	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **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:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards (including restrooms, storage, teacher preparation, wet and dry areas). **1200 SF**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions and has <u>direct access</u> to a fenced outdoor play area. (Play area is scored under *Outside Spaces*.)
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage**: Room(s) have adequate, age-appropriate casework and storage. **Fixed Equipment:** There should be a restroom with a shower in the classroom. If the room is used for special education preschool, add a changing area in the restroom and access to a washer and dryer. Fixtures include sink with bubbler, locked wardrobe, wall of cabinets, age-appropriate fixtures, and technology equipment. Some flooring is a "wet area". In ECE Centers, space should include a shared kitchenette.

Examples of ECE classrooms:

GENERAL CLASSROOMS -

GENERAL CLASSROOMS - For suitability purposes, if some general classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If <u>all</u> general classrooms are in portables, all four components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
General Classrooms	Environment	The rooms should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? Clerestory windows OK. **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:** Is it an inviting learning environment?
	Size	The rooms should meet the square footage standards. **All Levels: 900 SF**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The rooms should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The rooms should have adequate storage space and fixed equipment appropriate to the program.	**Storage**: Permanent casework and space for teaching materials and records. **Fixed Equipment:** Grades 1-5: locked wardrobe, one wall of cabinets, counters at age-appropriate height, and sink with fountain. Grades 6-12: locked wardrobe cabinet. Classrooms should have flexible spaces for group learning. There should be technology equipment appropriate to the program at all levels.

Examples of general classrooms:

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INSTRUCTIONAL RESOURCE ROOMS - There should be space(s) for resource specialist, speech therapist, psychologists, itinerant teachers, bilingual specialists, migrant services and other services. For educational suitability purposes, if some instructional resource rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all resource rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Instructional Resource Rooms	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program and allow for collaborative learning opportunities? **Lighting:** Appropriate natural light/lighting levels? **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:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards. **450 SF**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	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.	**Storage**: Room(s) have adequate permanent casework; teacher, and student storage. **Fixed Equipment:** Room(s) have program/technology equipment appropriate to the program.

Examples of instructional resource rooms:

KINDERGARTEN - If some kindergarten classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. For educational suitability purposes, if all kindergarten classrooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Kindergarten	Environment	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? . **Lighting:** Appropriate natural light/lighting levels? **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:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards (including restrooms, storage, teacher preparation, wet and dry areas). **1200 SF**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be appropriately located, shielded from noise-producing activities or functions, and located close to parent drop-off and bus loading areas.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Storage space for teaching materials and records; and for children's clothing and personal items. Storage, casework, and learning stations are functionally designed for use in free play and structured activities; e.g., shelves are deep and open for frequent use of manipulative materials. **Fixed Equipment:** There should be a wet area with sink. Room(s)have program/technology equipment appropriate to the program. A restroom should be located within kindergarten classrooms. Counters, furniture, etc. should be appropriate heights for kindergarten-aged students.

Examples of kindergarten classrooms:

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.
	Interior Environment	The school should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program or are there oddly-placed posts, difficult angles to navigate or awkward spaces to use? **Lighting:** Is there appropriate natural light (windows with views) and adequate artificial lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms or from traffic or play areas into the classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Exterior Environment	Schools should have outdoor areas for learning opportunities.	Examples include: Outdoor science/nature learning labs, art patios, covered or open instructional areas, and social gathering spaces.

Examples of learning environments:

LIBRARY LEARNING CENTER (LLC) – All schools are expected to have a library learning center. For educational suitability purposes, if the LLC is in a portable, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Library Learning Center	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are acoustic materials in place to allow different activities to occur at the same time without interference? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	**Elementary: 4 SF/student (min. 1000 SF)** **Middle School: 4 SF/student (min. 1200 SF)** **High School: 4 SF/student (min. 1500 SF) up to 1200 students**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The LLC should be centrally located to support access of all students and away from noisy parts of the building.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Adequate permanent casework and enough storage for materials and technology. **Fixed Equipment:** Space and capability for computer terminals for student use, research and report writing. Equipment should be properly secured. Bookcases are ideally located on the perimeter or are low enough to allow supervision. The space should include an office, work room with sink, high ceilings, flexible spaces, and window coverings.

Examples of LLCs:
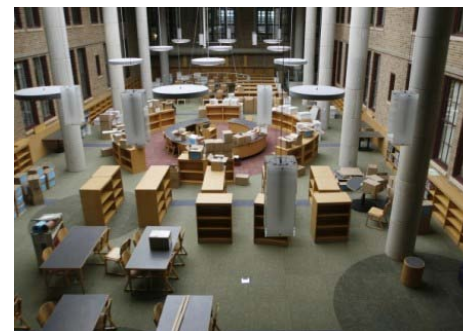
MUSIC – Required space at all levels. If no music room exists, all four components should be scored *Unsatisfactory*. For educational suitability purposes, if the music room is located in a portable, all four components should be scored *Unsatisfactory*.

System	Component	Description	What to Look For
Music	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments and various presentation arrangements **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for acoustic quality. Flooring should be hard surface. **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	The rooms should meet the square footage standards. **1200 SF (ES)** **1200 SF (MS) 2 rooms minimum standard** **1500 SF (HS) 2 rooms minimum standard, except at HSPVA**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	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 rooms should have easy supervision.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage**: Room(s) have adequate casework (cabinets and bookshelves), and appropriate storage. **Fixed Equipment:** There should be sinks, 200-500 sf storage, depending on type of program. High ceilings, acoustical wall coverings, technology equipment appropriate to the program. **ES:** 200-500 SF storage, depending on type of program. **MS:** 200-500 SF storage per program (choir, band, etc.). There should be a conducting podium, 2 rooms, plus space for practice rooms, office and storage. **HS:** 200-500 SF storage p er program (choir, band, etc.). There should be a conducting podium, 2 rooms with 3-4 practice rooms, storage spaces, and offices.

Examples of music classrooms:

PHYSICAL EDUCATION - All schools ES, JHS, and HS are expected to have a P.E. space (or multi-purpose space at the ES level). If no space exists, all four components should be scored *Unsatisfactory*.

System	Component	Description		What to Look For
P.E.	Environment	The room should provide an inviting/stimulating environment for learning.		**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between programs? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	**ES:** Gym or multipurpose space	**ES: 5000 SF** **MS: 6000 SF** **HS: 8000 SF**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
		MS: Competition court, 2 regulation cross-courts, seating for entire ASB. Competition gym Practice gym Boys/girls lockers 2000 SF each Storage/Office 600 SF	**HS:** Competition court, 3 regulation cross courts, seating for entire ASB. Competition and practice gym Fitness room; multi-purpose (wrestling/dance/gymnastics) Boys/girls lockers 2000 SF each Storage/Office 600 SF	
	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. Access to public restrooms.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.		**Storage**: There should be adequate and appropriate storage. **Fixed Equipment -** water fountains and fixed equipment (backboards, safety padding, MS/HS: bleachers down one side as a minimum.), MS/HS Dance: wooden floor and mirrored wall

Examples of physical education spaces:

PERFORMING ARTS – All grade levels are required to have a performing arts space.

System	Component	Description	What to Look For
Performing Arts	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate lighting levels? **Acoustics:** Are there impediments to hearing? Is there noise transfer between spaces? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment?
	Size	**ES:** Can be with the cafetorium but should have a stage with curtains and lights. Combination cafeteria, physical education and performing arts space is the standard for elementaries. **MS/HS:** The auditorium should have fixed seating for one grade level.HS: three spaces minimum - auditorium, small theater, black box.	Performing arts spaces including auditorium, stage, seating, green room, dressing rooms, sound booth, lighting booth, etc. meet instructional space guidelines/standards. **EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The performing arts space should be located on the ground floor and acoustically isolated from the quiet spaces. There should be convenient public & after-school access with the means to restrict access to other spaces and easy access to restrooms and water fountains.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**MS/HS:** The performing arts space should have adequate and appropriate storage, curtain, lighting, sound system, and technology equipment appropriate to the program.

Examples of performing arts spaces:

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SCIENCE - Required space at every level, score all four components *Unsatisfactory* if none exists. For educational suitability purposes, if all the science rooms are located in a portable, all four components should be scored *Unsatisfactory*.

System	Component	Description	What to Look For
Science	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas. **Lighting:** Appropriate natural light/lighting levels? **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:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards. **1000 SF (ES)** **1200 SF (MS)** **1400 SF (HS)**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The science classroom should be shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**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. **Fixed Equipment –** There should be a science classroom with wet flooring, appropriate science storage and extra sinks as well as safety equipment (FE, shower, eyewash) and supplies. **MS/HS only:** A separate 100 SF room for storage and prep area. Fume hoods in 50% of the rooms, water and gas in all spaces (no gas at MS level), chemical storage, prep room. Shared labs meet the standard.

Examples of science classrooms & labs

SELF-CONTAINED SPECIAL EDUCATION – Required space at every level, score *Unsatisfactory* if none exists. For educational suitability purposes, if some self-contained rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all self-contained rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Self-Contained Special Ed	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **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:** Is it an inviting learning environment?
	Size	The room should meet the square footage standards. **1000 SF (ES)** **1200 SF (MS)** **1200 SF (HS)**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The classroom(s) should be shielded from noise-producing activities and located centrally.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage**: Room(s) have adequate permanent casework and teacher and student storage. **Fixed Equipment:** The classrooms should have special needs equipment and technology equipment appropriate to the program. Each room should have a restroom with hot water, shower, and changing area. Lifeskills (Severe SC) 300 SF storage room with sensory breakout room, washer/dryer, and teaching kitchenette (MS/HS only); Comprehensive Learning Center (Moderate) should have a sensory breakout room. **HS only:** Transition room for 18-21 year olds.

Examples of self-contained special education classrooms:

CAREER & TECHNICAL EDUCATION - Scores are based on the programs available in each building. Space is provided for various simulations of job-related experiences and laboratory work stations. For educational suitability purposes, if some CTE rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all CTE rooms are in portables, all components are scored *Unsatisfactory*.

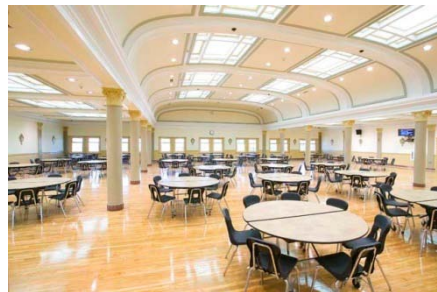| System	Component	Description	What to Look For
Career Tech Ed	Environment	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** 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:** Is it an inviting learning environment?
	Size	The room should meet the square footage appropriate for the program. There is room for a lecture area and for movement of students. Middle school CTE will include a tech lab. **1600 SF (MS)** **2 spaces @ 1400 SF (HS)**	**EXCEL**: 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR**: 65-79% of the room(s) meet standards **POOR**: 50-64% of the room(s) meet standards **UNSAT**: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The classrooms(s) should be shielded from noise-producing activities and functions and there should be appropriate material delivery areas.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage**: There should be storage for student projects and supplies and secured storage areas for volatile, flammable and corrosive chemicals and cleaning agents, if needed for the program. In addition, there should be proper storage and removal access for hazardous waste materials is provided in each laboratory using such materials. **Fixed Equipment:** As appropriate to the program, including any necessary safety equipment.

NON-INSTRUCTIONAL SPACES

System	Component	Description	What to Look For
Non-Instructional	Administration	Administrative spaces should be configured and equipped appropriately. There should be active control of the front door.	Administrative office/clerical space appropriate for the school size. with adequate reception space for parents and visitors. Storage area for consumable materials. Adult restrooms. Principal's office with space for meetings of four people. Small meeting space for meetings of up to 10 people. Faculty mailboxes should not be accessed through the public space.
	Cafeteria	A multi-use room or rooms capable of seating one-third of the capacity of the school for dining.	There is good circulation and routing. The cafeteria is acoustically isolated, has appropriate storage and seating. At the ES, there needs to be a space to store all the tables and chairs for multipurpose usage. The area for the cafeteria line is designed for the flow of traffic for each lunch period and should allow all students adequate eating time during each lunch period. Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space.
	Food Service and Prep	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.	Design of kitchen reflects its planned function; e.g., whether for food preparation or warming only. Space is available for refrigeration and preparation of foods to accommodate maximum number of students planned for the school. Office, changing, and restroom area for food preparation staff is available and shall comply with local department of health requirements. Safety equipment is available. The delivery area is separate from other traffic and does not provide an unsecured access point into the school.

NON-INSTRUCTIONAL SPACES (CONTINUED)

System	Component	Description	What to Look For
Non-Instructional	Clinic	Each school should have a health clinic.	There should be a health service area with space for nurse desk, patient beds (2), filing cabinets, and both dry (locked) and refrigerated medication storage. There should also be an ADA accessible restroom. Cot area should be supervised by office
	Counseling	There should be office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs.	There should be a reception/waiting area. The space should be located adjacent to the fireproof records storage. **Component requirements** Guidance Office = 150 SF Reception = 150 SF Records Room = 150 SF
	Custodial and Maintenance	There should be a custodial receiving area (250 SF) and custodial closets with floor mop sink in each major building area.	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.
	Student Restrooms	Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.	Restrooms are appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate. Floor and wall surfaces are washable. Toilet partitions and urinal privacy partitions are in place. Restroom ratio should be 1 to 50 for girls, 1 to 75 for boys.
	Faculty Lounge/Work Space	The faculty should have a space for dining and a work area.	The faculty lounge should be sized appropriately for the school. There should also be work space equipped for copying and other instructional materials preparation. Restrooms should be nearby and/or conveniently located in various parts of the school.
	Book or Resource Storage	The school should have storage for texts and other resources	Textbook storage room(s) should be on the first floor of the school and have adequate fixed casework with adjustable shelving to allow convenient access and use. Score with administration.

Examples of non-instructional spaces:

OUTSIDE SPACES

System	Component	Description	What to Look For
Outside	Vehicular Traffic	Traffic routing should be safe with good separation.	Bus, parent, and service lanes are "off-street" and do not conflict with each other, playground, or parking areas. There is adequate bus parking 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.
	Parking	Parking should be adequate in size and marked.	There is adequate off-street paved, marked, and lighted parking for staff and visitors for daily operations (not events). Parking lots have reasonable access to school entrances. Minimum adequate parking spaces defined as one space per staff member and six visitor spaces.
	Play Areas/Fields	Play areas should be adjacent to the school, adequate in size, and allow for free and organized play time.	There should be an area for covered play and hard surfaced area, playground equipment, and a soccer-sized playing field. There should also be a covered walkway between the school and play area. **PK/K only:** separately fenced area with both hard and grassed areas. For PK, this should be accessed directly from the classroom(s).

Examples of outside spaces:

SAFETY & SECURITY

| System	Component	Description	What to Look For
Safety and Security	**Fencing**	The school site should be appropriately fenced.	The school site is appropriately fenced. Entrances and egresses are limited, where appropriate. Preschool/kindergarten playgrounds are fenced separately from other play areas, which should also be completely fenced. Some schools have a "Spark park". This is a park that is open to the community adjacent to the school playground. For these cases, it is required to have a fence separating the playground from the Spark park.
	Signage & Way Finding	Interior and exterior signage should be adequate for the needs of the school.	Adequate signage or graphics direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school and grounds. Traffic and parking signs are adequate to direct visitors. All rooms are identified with numbers/signs.
	Ease of Supervision	The building layout and equipment should enhance building supervision.	Supervision is enhanced through proper sightlines, few or no "hiding areas," appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building. PK/Kindergarten classrooms should be designed to allow supervision of play yards (unless prevented by site shape or size) and all areas of the classroom. Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised.
	Controlled Entrances	Points of entry should be controlled for student and staff safety.	School design or configuration allows for control of entrances to the school. Public entrances are easily supervised and controlled with a security vestibule.

Examples of safety & security:

TECHNOLOGY READINESS

System	Component	Description	What to Look For
Technology Readiness	Communications\IT Equipment Environment	Communications and IT equipment should be in a climate-controlled environment that is independently controlled, secure, and accessible.	There likely will be a Main Data Frame (MDF) or a Building Communications Room (BCR) space. These spaces need to have separate cooling and adequate space in the room for service techs to move around. They should not be used for other activities. Large schools should also have Intermediate Data Frame(IDF) or Floor Communications Rooms (FCR). There may be several of these spaces in large schools.
	Electrical Power	Power should be adequate to support each classroom and computer lab.	Each instructional, technology, and administrative space has sufficient electrical power requirements and outlets for computers and/or applicable technology devices. The overall electrical capacity of the building is sufficient to support technology. There should be no extension cords or power strips and outlets should be present on multiple walls (and the ceiling for classrooms). COWS should have convenient plug-in access and entrance doors should have access to an outlet available for the RDF entrance port.
	Cooling	Classrooms/labs with computers should be adequately cooled.	Each classroom or computer lab has sufficient HVAC capacity for the number of computers present. The spaces have adequate year round cooling and ventilation.
	Equity of Access	There should be adequate network access for computers and instructional technology.	There should be at least six network drops AND wireless access.
	LAN Connectivity	Computers should be connected to the local area network.	GOOD: All or nearly all computers are connected to the LAN. FAIR: Most computers are connected to the LAN. POOR: Some computers are connected to the LAN. UNSAT: No computers are connected to the LAN.
	WAN Backbone	Internet connectivity.	GOOD: Fiber or similar internet connectivity FAIR: Wireless internet connectivity POOR: T1 internet connectivity UNSAT.: Partial T1 internet connectivity
	LAN-WAN Performance	Internet reliability.	GOOD: Internet connectivity is available and reliable all of the time. FAIR: Internet connectivity is available and reliable a majority of the time. POOR: Internet connectivity is available and reliable some of the time. UNSAT: Internet connectivity is unavailable and/or unreliable all of the time.
	Video Distribution	The school should have the wireless infrastructure/capacity to stream video.	GOOD: The whole school has the infrastructure FAIR: Half the school has the infrastructure UNSAT.: None of the school has the infrastructure
	Voice Distribution	There is phone and intercom.	GOOD: The whole school has voice distribution with intercom and telephones, but may not have voice mail. FAIR: Half the school has voice distribution. UNSAT: None of the school has voice distribution.
	Faculty/Staff Technology	Faculty stations have hard-wired connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and	GOOD: This is true for all spaces in the building. FAIR: This is true for most spaces in the building. POOR: This is true for some spaces in the building. UNSAT: This is true for none of the spaces in the building.

		electrical outlets.	

Examples of technology readiness:

Computer and Power Connection Standards

Computer Port Connection - Standard

Power Connection - Standard
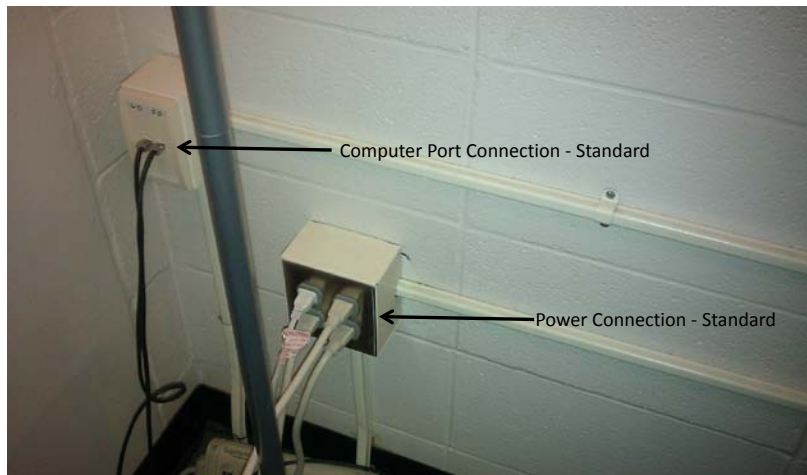
Managed Switch
Mounted on shelf – off floor
Limited use – should be score as fair

Server Room
Clean wiring
Adequate Ventilation – Air Temperature

Fiber connection – orange wire typically
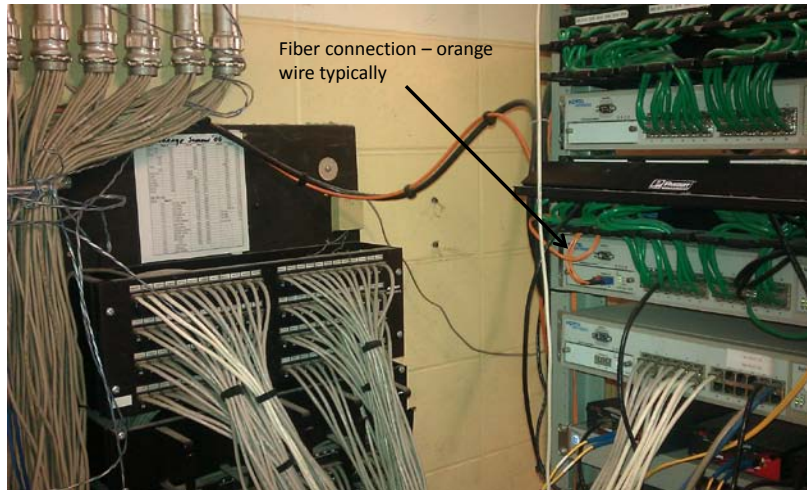
Wireless Point-of-Presence (POP)
Standard - 26 users per device
Standard – available through out building – geographical locations

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