1XC1a ESS Rubric
(MYFP Attachment D)

EDUCATIONAL

SUITABILITY

SCORE

(ESS)

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Educational Suitability Score (ESS)

1	2	3	4	5
Poor Condition An area that is missing any one of the safety components and less than 50% of other components	**Fair Condition** An area that meets all of the safety components and at least 60% of other components	**Acceptable Condition** An area that meets all of the safety components and at least 75% of other components	**Good Condition** An area that meets all of the safety components and at least 85% of other components	**Excellent Condition** An area that meets all of the safety components and all of the other components
This area would not support or enhance the educational goals of TUSD. **This score requires priority status 1 for safety issues.**	This area would only partially support or enhance the educational goals of TUSD.	This classroom would support and/or enhance the educational goals of TUSD.	This area would support and enhance the educational goals of TUSD.	This area fully supports and enhances the educational goals of TUSD.

Security and Supervision

Component	Description	What to Look For
Lighting	The school site should be properly lit during morning hours and after hours. **SCORE: 1 2 3 4 5**	Paths, parking lots, walk ways and entrances to classrooms, gyms, cafeteria and other multipurpose rooms are well lit. Bathrooms and other outdoor entrances are easily seen for the public to use during events where natural light is not available. Comments:
Fencing	The school site should be properly fenced. **SCORE: 1 2 3 4 5**	The school site is appropriately fenced and gated. Entrances and egresses are limited, where appropriate. Comments:

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Entry Points and Access Control	Points of entry limit public access and are controlled for student & staff safety. **SCORE:** 1 2 3 4 5	Visitors enter into school through designated entry points only where they are greeted by an employee and assigned 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 or via front door camera/intercom system. Comments:
Parent/Carpool Drop off	The school site should have an adequate location for parent /carpool drop offs and pick ups. **SCORE:** 1 2 3 4 5	The parent/carpool pick up/drop off should be clearly marked and monitored both before and after school. Signage must be visible. Comments:
Bus pick up/drop off	The school site should have an adequate location for school bus pick up and drop off. **SCORE:** 1 2 3 4 5	The school bus pick up/drop off should be clearly marked and monitored both before and after school. Signage must be visible. Comments:
Crosswalk	The school site should have adequate cross walks for the campus. **SCORE:** 1 2 3 4 5	Marked abutting crosswalks are identified to be specific for the location and size of the school and labeled and supervised before and after school. Comments:
Signage and way finding	Notable interior and exterior signage should be adequate for the needs of the school **SCORE:** 1 2 3 4 5	Adequate signage or graphics direct the public to major spaces (entrance, gym, auditorium, etc…) of the school and grounds. Traffic and Parking signs are adequate to regulate visitor traffic. All buildings are identifiable from a distance and rooms are identified with numbers/signs. Comments:

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Supervision	Hallways, Common areas should have adequate supervision at all times **SCORE:** 1 2 3 4 5	All students are supervised in classrooms, hallways and common areas. Administrators, teachers, and other staff members are utilized in providing this supervision. Comments:
Emergency Alarm and drills	The buildings will have adequate fire and smoke detectors/alarms. The school has kept current with mandatory drills including lockdowns. **SCORE:** 1 2 3 4 5	Every building will have fire/smoke alarms that are tested monthly for mandatory reported drills. The school has kept current with the monthly fire drills mandated by State Law. Lockdown drills are also practiced per board policy. Comments:
Fire Marshall Reports	Compliance with Fire Marshall Inspection Reports. **SCORE:** 1 2 3 4 5	Main office maintains write ups and corrective actions taken for Fire Marshall reports. Comments:
Securable Door	Every room should have a working locking mechanism that can be locked from inside or outside of the classroom. **SCORE:** 1 2 3 4 5	Every employee should have the necessary keys or access control key cards to enter building during school hours, lock and unlock classroom doors and offices during the day. Comments:
Intercom system	Every room should have access to an intercom system. **SCORE:** 1 2 3 4 5	All classrooms, offices and areas frequented by students and staff will have working intercom or public address speakers. Administrators and designees will have phones connected to the intercom system and every school office will be equipped with a panic button that is integrated with the access control system (if so equipped). Comments:

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Asbestos	Areas of the school that contain asbestos have been identified. **SCORE: 1 2 3 4 5**	TUSD Facilities monitors the status of our buildings that contain asbestos material. Sites are inspected annually and conditions recorded. Main office of site maintains book identifying areas of asbestos material throughout the building. Comments:
Security & Supervision Total Points=		

Non-Instructional Spaces

Component	Description	What to Look For
Administration	Administrative spaces should be Configured and equipped appropriately. Located for easy access and for ease of front door control. **SCORE: 1 2 3 4 5**	• Administrative office/clerical space appropriate for size of school. • Adequate reception space for visitors. • Storage area for consumable materials and secured storage. • Adult restrooms. • Principals' office with space for meetings of four people. • Additional meeting space for 10 people. Faculty mailboxes have no public access. Comments:
Cafeteria	A multi-purpose room or rooms capable of seating one-third of the capacity of the school for dining. **SCORE: 1 2 3 4 5**	• The cafeteria has good circulation, routing, appropriate storage, and seating. • Is acoustically isolated. • 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, benches and/or seats are designed to maximize space and allow flexibility in the use of the space. Comments:

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Food Service and Prep	Food service and prep spaces are appropriately sized and located. The kitchen area should have separate areas for pickup and delivery. There needs to be adequate storage and fixed equipment. **SCORE:** 1 2 3 4 5	• The kitchen design reflects the different functions that occur in the area • Space is available for the preparation and refrigeration of the foods to accommodate maximum number of students planned for the school. • Office and changing space is available for the food preparation staff. • The restroom area for the food preparation staff is available and shall comply with local department of health requirements. • The delivery area is separate from other traffic and does not provide an unsecured access point into the school. • Safety equipment is available. Comments:
Clinic	Each school will have a health clinic. **SCORE:** 1 2 3 4 5	• desk • two patient beds • filing cabinets • ADA accessible restroom • Storage for dry and refrigerated medications Comments:
Counseling	There will be an office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs. **SCORE:** 1 2 3 4 5	• reception/waiting area to facilitate the confidential nature of counseling • office space to accommodate 4-6 students in a confidential setting • locked storage for student records • computer/printer for confidential material • phone for confidential call Comments:

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Custodial and Maintenance	There shall be an adequate Area for receiving supplies. Custodial closets with floor Mop and sink in each major Building area. **SCORE: 1 2 3 4 5**	• ground floor receiving area with direct access for delivery truck • loading/unloading area • shelving for bulk storage of equipment and supplies Comments:
Students Restrooms	Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision **SCORE: 1 2 3 4 5**	• restrooms are adequate in number and are located appropriately • restrooms are well-ventilated • floor and wall surfaces are washable • fixtures are appropriate • toilet and urinal partitions and one place for privacy • restroom ratio should be 1 to 50 girls, 1 to 75 for boys Comments:
Faculty Lounge/Work Space	The faculty shall have a space for dining with a lounge and work area **SCORE: 1 2 3 4 5**	• should be sized appropriately for the school • work space should be equipped with a copier and include other instructional materials • restrooms should be nearby and/or conveniently located near the teacher area • work space should be separated to allow non-instructional time Comments:
Book or Resource Storage	The school shall have storage for text , equipment and other Resources **SCORE: 1 2 3 4 5**	• textbook storage room(s) shall be on the first floor of the school and have adequate fixed casework with an adjustable shelving to allow convenient access and use Comments:
Non-Instructional Total Points=		

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Early Childhood Classroom

Component	Description	What to look for
Environment	Room should provide an inviting and stimulating environment for learning. SCORE: 1 2 3 4 5	**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? Comment:
Size	Meet the square footage standards(restroom, storage, teacher prep, wet and dry areas) 650 to 800 SF. SCORE: 1 2 3 4 5	Allow for various areas of learning and play in the classroom Comments:
Location	Room should be appropriately located for the program. SCORE: 1 2 3 4 5	Room should be shielded from noise-producing activities and functions. Close access to fenced outdoor play area and also to bus bay. Comments:
Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment to the program. SCORE: 1 2 3 4 5	**Storage:** Rooms have adequate, age appropriate casework and storage. **Fixed Equipment:** There should be a restroom in the classroom with room for a 2'x4' changing table with storage and toilet training potty chairs. Fixtures should be sized age appropriate, including bubblers, wash sinks and technology equipment. Comments:
Early Childhood Classroom Total Points=		

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Kindergarten Classroom

Component	Description	What to Look For
Environment	The room should provide an inviting/stimulating environment for learning. **SCORE: 1 2 3 4 5**	• Does it support the instructional program? • Appropriate natural light/lighting levels? • Are acoustic materials in place to allow different activities to occur at the same time without interference? • Is there proper ventilation and consistent and adequate climate control? • Is it an inviting learning environment? Comments:
Size	The room should meet square footage standards of 525 sq feet or more. **SCORE: 1 2 3 4 5**	Allows for various areas of learning. Comments:
Location	The room should be appropriately located for the program. **SCORE: 1 2 3 4 5**	The room should be appropriately located, shielded from noise producing activities or functions. Comments:
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. **SCORE: 1 2 3 4 5**	Storage: Storage space for teaching materials and records and for children's clothing and personal items. Fixed Equipment: locked wardrobe cabinet, large file drawers, counters at age appropriate height, sink with fountain, and restroom located within the classroom. Comments:
Kindergarten Classroom Total Points=		

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General Classroom

Component	Description	What to Look For
Environment	The room should provide an inviting/stimulating environment for learning. **SCORE: 1 2 3 4 5**	• Does it support the instructional program? • Appropriate natural light/lighting levels? • Are acoustic materials in place to allow different activities to occur at the same time without interference? • Is there proper ventilation and consistent and adequate climate control? • Is it an inviting learning environment? Comments:
Size	The room should meet square footage standard of 625 sq feet or more. **SCORE: 1 2 3 4 5**	Allows for desks and tables for areas of learning. Comments:
Location	The room should be appropriately located for the program. **SCORE: 1 2 3 4 5**	A room that is appropriately located and shielded from noise producing activities or functions. Comments:
Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program. **SCORE: 1 2 3 4 5**	Storage: Permanent casework and space for teaching materials and records. Fixed Equipment: Grades 1-5: locked wardrobe, one wall of cabinets and/or shelving, large file drawers, counters at age appropriate height, and sink with fountain. Grades 6-12: locked wardrobe cabinet, some cabinets and/or bookshelves. Sink with fountain. All classrooms should have flexible spaces for group learning. Comments:
General Classroom Total Points=		

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Technology – Building and Classrooms K-12

Component	Description	What to Look For
Environment	The room should provide an inviting/stimulating environment for learning. **SCORE:** 1 2 3 4 5 :	**Spatial Configuration (immovable):** Classrooms/Labs are flexibly designed to insure full student access to computers including adequate table and chair height. **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? **Comments:**
Safety - Devices	The room should be safe for students and teachers. **SCORE:** 1 2 3 4 5	**Wires and cabling –** Wires and cables should be neatly bundled and affixed in such a way to prevent possibility of harm to students and/or breakage to technology devices. Comments:
Technology Equipment – Building - Elementary	Minimum recommendations for allocations of technologies at an Elementary School. The room should have necessary technology equipment for current instructional /assessment needs. **SCORE:** 1 2 3 4 5	• 1 - Desk-top Computer Lab of 30 with 1 printer and headsets and Desk-top Computers to capacity of drops in Library • 1 Interactive Board in Library • 1 Printer in Library • 1 Printer for every 4 teachers • 1 Dedicated Avenues Computer and Scanner • 1 Dedicated ATI Computer and Scanner • 1 COW • 1 Multi-functional Copier **Comments:**

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Classroom - Elementary	Minimum recommendations for allocation of technologies in an Elementary School classroom **SCORE:** 1 2 3 4 5	• 1 Teacher Instructional Station Per Classroom: 1 Interactive Board, 1 Mounted Projector, 1 Laptop • 4 Computers in every 2nd and 3rd Grade Classrooms • 1 Document Camera • 1 Media Player • 2 Computers in every Classroom Comments:
Building – K-8	Minimum recommendations for allocation of technologies at a K-8 School **SCORE:** 1 2 3 4 5	• 1-Desk-top Computer Lab of 30 with 1 printer and headsets • Add Desk-top Computers to capacity of drops in Library • 1 Interactive Board in Library • 1 Printer in Library • 1 Printer for every 4 teachers • 1 Dedicated Avenues Computer and Scanner • 1 Dedicated ATI Computer and Scanner • 1 COW • 1 Multi-functional Copier Comments:
Classroom – K-8	Minimum recommendations for allocation of technologies in a K-8 School Classroom **SCORE:** 1 2 3 4 5	• 1 Teacher Instructional Station Per Classroom: 1 Interactive Board, 1 Mounted Projector, 1 Laptop • 4 Computers in every 2nd and 3rd Grade Classrooms • 1 Document Camera • 1 Media Player • 2 Computers in every Classroom K, 1, 4, & 5 • 4 Computers in every Classroom: 6, 7 & 8 Comments:

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Building – Middle School	Minimum recommendations for allocation of technologies at a Middle School SCORE: 1 2 3 4 5	• 2- Desk-top Computer Labs of 30 with 1 printer and headsets • Add Desk-top Computers to capacity of drops in Library • 1 Interactive Board in Library • 1 Printer in Library • 2 Functional Science Labs • Dedicated ATI Computer and Scanner for every 800 Students for ATI • 1 Printer for every 4 teachers • 1 Dedicated Avenues Computer and Scanner • 1 COW for every 200 Students • 2 Multi-functional Copiers • 2 Per Grade Level Student Response Systems (Clickers) Comments:
Classroom – Middle School	Minimum recommendations for allocation of technologies in a Middle School classroom SCORE: 1 2 3 4 5	• 1 Teacher Instructional Station Per Classroom: 1 Interactive Board, 1 Mounted Projector, 1 Laptop • 1 Document Camera • 1 Media Player • 4 Computers in every Classroom Comments:
Building - High School	Minimum recommendations for allocation of technologies at a High School SCORE: 1 2 3 4 5	• Per 300 students – 1 Desk-top Computer Lab of 35 with 1 printer and headsets • Add Desk-top Computers to capacity of drops in Library • 1 Interactive Board in Library • 1 Printer in Library • 2 Dedicated ATI Computers and 2 scanners • 1 Printer for every 4 teachers • 2 COWs for Core Departments* • 2 Multi functional Copiers • 3 Per Department - Student Response Systems (Clickers) * May vary depending on department size Comments:

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Classroom - High School	Minimum recommendations for allocation of technologies in a High School classroom **SCORE: 1 2 3 4 5**	• 1 Teacher Instructional Station Per Classroom: 1 Interactive Board, 1 Mounted Projector, 1 Laptop • 1 Document Camera • 1 Media Player • 5 Computers in every Classroom Comments:
Network Infrastructure	Wide Area Network (WAN) Local Area Network (LAN) Wireless Access **SCORE: 1 2 3 4 5**	• WAN – 1 Gigabit to school site • LAN – 1 Gigabit to desktop • Wireless access available campus wide Comments:
TUSD Guidelines	Technology access for *all* students SCORE: 1 2 3 4 5	Governing Board policy regarding use of technology displayed in plain site. Comments:
Internet Safety Guidelines	Safe computing environment SCORE: 1 2 3 4 5	NETS – Internet safety handbooks will be made available to parents and students upon request. Comments:
Technology Total Points=		

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Instructional Resource Room

Component	Description	What to look for
Environment	The room should provide an inviting/stimulating environment for learning. SCORE: 1 2 3 4 5	**Spatial Configuration (immovable):** Does it support the instructional program and allow for collaborative learning opportunities? **Lighting**: Appropriate natural/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? Comments:
Size	The room should meet the square footage standards (including teacher preparation, storage). SCORE: 1 2 3 4 5	450 SF Comments:
Location	The room should be appropriately located for the program. SCORE: 1 2 3 4 5	The room should be near the general education classrooms and shielded from noise-producing activities or functions. Comments:
Storage/Fixed Equipment	The room should have adequate storage space and fixed equipment appropriate to the program. SCORE: 1 2 3 4 5	**Storage**: Rooms have adequate permanent casework; teacher and student storage. **Fixed Equipment:** Room(s) have program/technology equipment appropriate to the program. Comments:
Instructional Resource Room Total Points=		

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Exceptional Education Self Contained Classroom

Component	Description	What to look for
Environment	Room should provide a inviting/stimulating environment for learning. SCORE: 1 2 3 4 5	**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? Comments:
Size	Meet the square footage standards (restrooms, storage, teacher prep, wet and dry areas) SCORE: 1 2 3 4 5	850' ES 900' MS and HS Comments:
Location	The classroom should be appropriately located for the program. SCORE: 1 2 3 4 5	The classroom(s) should be shielded from noise-producing activities and located centrally. Comments:

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Storage/Fixed Equipment	The room should have adequate storage space and fixe equipment appropriate to the program. SCORE: 1 2 3 4 5	**Storage:** Room(s) have adequate permanent casework and storage for teacher and student needs. **Fixed equipment:** The restroom should be close to the classroom with a changing area large enough to accommodate a hoyer lift, changing table and 2 adults with the student in a wheelchair. There should be a storage room for special equipment required to meet the students' IEP and personal needs. Comments:
ExEd Self Contained Room Total Points=		

TUSD Library/Media Center

Component	Description	What to Look For
Environment	The room should provide an inviting/stimulating environment for learning. SCORE: 1 2 3 4 5	• Does it support the instructional program? • Appropriate natural light/lighting levels? • Are acoustic materials in place to allow different activities to occur at the same time without interference? • Is there proper ventilation and consistent and adequate climate control? • Is it an inviting learning environment? Comments:
Size	The room must be of sufficient size to house the library material and additional activities that are done there. SCORE: 1 2 3 4 5	• Elementary: 6 SF/student (min. 1000 SF) • Middle School: 6 SF/student (min. 1200 SF) • High School: 6 SF/student (min. 1500 SF) up to 1200 students Comments:
Location	The room should be appropriately located for the program. SCORE: 1 2 3 4 5	The library/media center should be centrally located to support access of all students and away from noisy parts of the building. Comments:

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| Shelving/Storage /Fixed Equip | The room should have adequate shelving, storage space and fixed equipment appropriate to the program.

SCORE: 1   2   3   4   5 | Adequate permanent shelving and enough storage for materials and technology. Are there computers for the library catalog, library research, student use, research and report writing to drop capacity? Can equipment should be properly secured. Bookcases are ideally located on the perimeter or are low enough to users to be supervised. The space should include an office for the library staff, work room with sink, high ceilings, flexible spaces, and window coverings.
Comments: |
| **Library Media Center Total Points=** | | |

Textbooks/Learning Resources:

Component	Description	What to Look For
Textbooks	There are adequate textbooks available. SCORE: 1 2 3 4 5	Textbooks in classrooms meet the standard quantity and quality based on Board Policy. Comments:
Supplemental Materials/Kits	There are supplemental materials and instructional resources available. SCORE: 1 2 3 4 5	Supplemental materials and kits/instructional resources that compliment the curriculum are readily available for use in all classrooms. Comments:
Library Books	There are sufficient library books available. SCORE: 1 2 3 4 5	Quantity of library books meet the standard based on student enrollment. Per R7-6-221. Equipment for Libraries and Media Centers/Research Area, there should be ten books per student. Comments:

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Electronic Resources	Electronic resources are readily available. SCORE: 1 2 3 4 5	Technology is readily available to access electronic resources necessary to compliment the curriculum. Comments:
Textbook Total Points=		

TUSD Science Classrooms K-12

Component	Description	What to Look For
Environment	The room should provide an inviting/stimulating environment for learning. **SCORE: 1 2 3 4 5**	**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? Comments:

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Storage/Fixed Equip/Safety	The room should have adequate storage space and fixed equipment appropriate to the program and to maintain a clean, safe & functional area. SCORE: 1 2 3 4 5	**Storage**: • space for teaching materials and adequate permanent casework • separate secured storage areas area provided for volatile, flammable, and corrosive chemicals and cleaning agents **Fixed Equipment:** • tile flooring • sinks • safety equipment (shower, eyewash, fire extinguisher, GFI outlets, aprons, heat-resistant gloves) • Fume hoods in 50% of the rooms, water and gas in all spaces (no gas at MS level) **Safety Data Sheets in all classrooms and central location** **Comments:**
Science Instruction Equipment	The room should have necessary supplies/materials/equipment for current science instructional needs (i.e. inquiry, experiential, integrated, project-based) SCORE: 1 2 3 4 5	**Instructional Resources** **K-12** • 1 Computer • Projector/interactive white board • Document Camera • Goggles (1/student) • Counter space and cupboards for materials/supplies and long term student projects **Secondary** • Lab tables/stations • 1 Dissecting Microscope/classroom • 6-8 Microscopes/classroom (w/recessed electrical boxes) • Probeware (electronic devices to measure conditions such as temperature, ph balance, etc.) for data collection • 1 rolling demonstration table • Measurement Tools (electronic balances, beakers/vials, etc.) Comments:

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ADA Guidelines	Science Instruction for *all* students SCORE: 1 2 3 4 5	All ADA regulations and guidelines must be met Comments:
Safety Guidelines	Safe learning environment SCORE: 1 2 3 4 5	Safety Data Sheets in all classrooms TUSD Safety Survey completed annually Locked chemical storage units Goggles used consistently Secondary classrooms: eye wash station, fume hoods used appropriately, fire extinguishers in classrooms/lab storage Comments:
Science Classroom Total Points=		

Performing Arts

Component	Description	What to Look For
Environment	The room should provide an inviting and stimulating environment for learning. SCORE: 1 2 3 4 5	**Spatial configuration (immovable):** Supports the instructional program **Lighting:** Appropriate lighting levels **Acoustics:** No noise transfer between spaces **HVAC/Temperature:** Proper ventilation and consistent/adequate climate control **Aesthetics:** Inviting learning/performing environment Comments:

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| Size | ES: Can be with the cafeteria /multipurpose space but should have a stage with curtains and lights. Combination cafeteria, physical education and performing arts space is the standard for elementary schools. MS/HS: The auditorium should have fixed seating for one grade level. HS: three spaces minimum – auditorium, small theater, black box. SCORE: 1   2   3   4   5 | Performing arts spaces including auditorium, stage, seating, green room, dressing rooms, sound booth, lighting booth, etc. meet instructional space guidelines/standards. (See above) Sprung floors (floors that absorb shock) are required in locations where dance occurs. Lights, sound and curtain controls must be located in one place.

Comments: |
|---|---|---|
| Location | The room should be appropriately located for the program. SCORE: 1   2   3   4   5 | 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.

Comments: |
| Storage/Fixed Equip | The room should have adequate storage space and fixed equipment appropriate to the program.

SCORE: 1   2   3   4   5 | MS/HS: The performing arts space should have adequate and appropriate storage, curtain, lighting, sound system w/ability to patch into an iPod, and technology equipment appropriate to the program.

Comments: |
| Performing Arts Total Points= | | |

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Music

Component	Description	What to Look For
Environment	The room should provide an inviting/stimulating environment for learning. Any practice room or office should have visibility to rehearsal space. **SCORE: 1 2 3 4 5**	**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. Office or practice rooms should provide visibility to rehearsal room. **Lighting:** Appropriate natural light/lighting levels **Acoustics:** Size and height of instrumental and choral rehearsal rooms should be sufficient for acoustical properties of sound, blend, intonation, and speech to be distinguished. Flooring should be hard surface. **HVAC/Temperature:** Proper ventilation and consistent/adequate climate control. **Aesthetics:** An inviting learning environment with the capability of exhibiting pictures, student work, posters of community music events, etc. Comments:
Size	The rooms should meet the square footage standards. **680 SF (ES) Minimum** **680 SF (MS) 2 rooms minimum standard** **SCORE: 1 2 3 4 5**	**See above table for rating information** **Comments:**
Location	The room should be appropriately located for the program. **SCORE: 1 2 3 4 5**	All music rooms shall be located away from traditional classrooms to minimize sound transmission, should provide convenient access to the auditorium, and contain practice rooms which allow adequate visibility and close proximity for supervision. Comments:

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Storage/Fixed Equip	The room should have adequate locked storage space for large and small instruments, music stands and racks; fixed sound system including recording devises; and updated technology. SCORE: 1 2 3 4 5	**Storage:** Room(s) have adequate locked 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. **Comments:**
Music Room Total Points=		

Visual Arts

Component	Description	What to Look For
Environment	The room should provide an inviting, creative and stimulating environment for learning. SCORE: 1 2 3 4 5	**Spatial configuration (immovable):** Space supports the instructional program **Lighting:** Appropriate natural light/flexible lighting levels **Acoustics:** No impediments to hearing the teacher. No noise transfer between classrooms. **HVAC/Temperature:** Proper ventilation and consistent/adequate climate control. Kilns are located in their own area or in furnace areas. **Aesthetics:** Inviting learning environment complete with display areas and enclosed glass cases for 2d & 3D artwork. Comments:
Size	The room should meet the square footage standards. **All levels: 680 SF minimum** SCORE: 1 2 3 4 5	**See above table for rating information** **Comments:**
Location	The room should be appropriately located for the program. SCORE: 1 2 3 4 5	Rooms should be located appropriately for the instructional program. Comments:

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Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. SCORE: 1 2 3 4 5	Storage: Room(s) have adequate permanent casework, appropriate materials, project storage, and separate storage closet and portfolio cabinets for posters 24x36. Fixed Equipment: At least 2 sinks w/clay traps, kiln w/appropriate ventilation located in its own room or furnance room, safe electrical outlets, display areas for 2D & 3D artwork, hard surfaced flooring, easily cleanable surfaces, and technology equipment. Room(s) should have the flexibility for varied lighting (light/dark), large moveable tables and chairs. Comments:
Visual Arts Room Total Points=		

Physical Education

Component	Description	What to Look For
Environment	The facilities should provide an inviting/stimulating environment for activities. **SCORE: 1 2 3 4 5**	**Spatial Configuration (immovable):** Does it support the instructional/activity program? **Lighting:** Appropriate lighting levels? **Acoustics:** Are there impediments to hearing the teacher/coach? Is there a separation device between programs? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Is it an inviting learning environment? Comments:
Size	**Elementary School:** Gym or interior activity space. Outside playground area includes, 2 courts, 1 backstop, 1 game field and playground equipment. **SCORE: 1 2 3 4 5**	ES: 4600 SF Comments:

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Size	Middle School Gym or covered competition court, 1 additional court, 1 backstop, 1 game field. Boys/girls lockers 2000 SF each Storage/Office 600 SF **SCORE:** 1 2 3 4 5	MS: 4600 SF Comments:
Size	High School Competition court, 3 additional courts, seating for entire student body. Competition and practice gym Fitness room; multi-purpose Boys/girls lockers 2000 SF each Storage/Office 600 SF **SCORE:** 1 2 3 4 5	HS: 8000 SF Comments:
Location	The facilities should be appropriately located for the program. **SCORE:** 1 2 3 4 5	The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes. Snack bar and public restroom facilities. Comments:
Storage/Fixed Equip	The facilities should have adequate storage space and fixed equipment appropriate to the program. **SCORE:** 1 2 3 4 5	**Storage**: There should be adequate and appropriate storage for PE equipment and game accessories. **Fixed Equipment -** water fountains backboards, safety padding, MS: bleachers to accommodate spectators, HS: Bleachers to accommodate student body. HS Dance: wooden floor and mirrored wall. Comments:

Grounds: **Turf**	Turf area useable for school related activity. SCORE: 1 2 3 4 5	Playgrounds and play fields on campus are useable for school activities. Comments:
Grounds: **Hard Surfaces**	Courts and hard surfaces are useable for school related activity. SCORE: 1 2 3 4 5	Play courts and other hard surfaces are adequate for school related activities. Comments:
Grounds: **Play Equipment**	Play equipment is available and useable for school related activity. SCORE: 1 2 3 4 5	Age appropriate play equipment is available and in safe condition for students. Comments:
Physical Education Total Points=		