



Facility Educational Adequacy Guide

DeKalb County School District
Version: September 1, 2015



EDUCATIONAL ADEQUACY REFERENCE GUIDE

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OVERVIEW

This Guide defines the standards that will be used to assess the educational adequacy of schools in DeKalb County School District (DCSD). The standards were developed in collaboration with educators from DCSD and based on the district's adopted Design Guidelines 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 the learning spaces compared to the program needs at that school. For example, since the district's music program includes an elementary 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 for learning, including lighting, HVAC, acoustics, etc.
- **Size** – The room should meet the size standard set by the district/state.
- **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 and.

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, and 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 available to the public and will be used by the district to prioritize facility needs for future planning.

(See: <http://www.dekalb.k12.ga.us/www/operations/building-spaces/>)

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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*. If there are several art rooms and a portion are located in a portable, make a comment and lower the score based on that proportion.

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? Curtains required. 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. Elementary: 1,000 SF Middle: 1,800 SF High: 1,800 SF HS should also have a small space with computer capacity for graphic design. Schools with photography class will have darkroom.	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 on an exterior wall with windows for natural lighting and direct access to an outdoor patio.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have 200-500 sf storage, adequate permanent casework, appropriate materials/project storage for 2D and 3D. Fixed Equipment: Two sinks, display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment. All levels: kiln w/appropriate ventilation and electrical connection, non-flammable shelving, and clay trap on at least 1 sink are required.

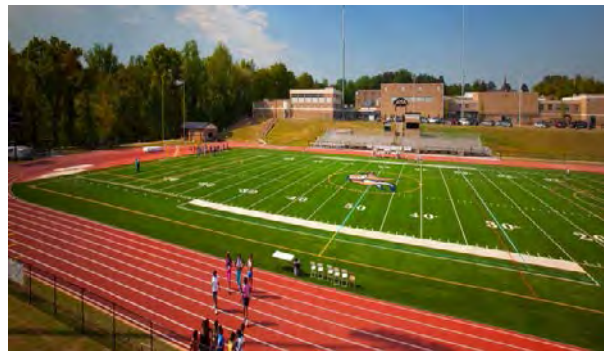
Examples of art classrooms:



ATHLETIC FIELDS AND SPACES — All middle and high schools should have adequate athletic fields and spaces, as defined.

System	Component	Description	What to Look For
Athletic Fields and Spaces	Accessibility	Athletic fields and spaces should be easily accessible	There should be safe walk routes (sidewalks and marked/raised crosswalks) that direct students and the public to appropriate entrances. Secure fencing should surround all athletic fields to ensure the safety of students and public.
	Restrooms	Restrooms should be within 150 feet of athletic facilities, near any concession stands, and easily accessible to the public.	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.
	MS Athletic Areas	Athletic areas should be adjacent to the school, adequate in size, and allow for free and organized play time.	MS only: Minimum: hard surface, fenced BB court (no fixed standards), grassed playing field that can be lined.
	HS Athletic Areas	Athletic areas should be adjacent to the school, adequate in size, and allow for organized play time. Athletic areas should be lighted for efficient scheduling of games and practices.	HS only: All-weather track, grassed football field, grassed soccer field, softball field, and (2) tennis courts. Grassed fields should have proper drainage, irrigation, and lighting for all fields. Fixed bleachers for baseball and softball fields that are adequately fenced, including batting cage. Fields next to retaining walls need appropriate padding. Drinking fountains and ADA restrooms at the concession building.

Examples of athletic spaces:

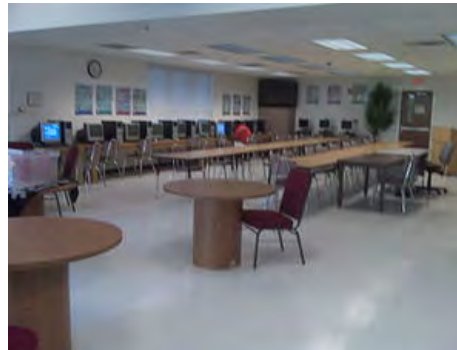


CAREER, TECHNICAL AND AGRICULTURAL EDUCATION - Scores are based on the programs available in each building. Space is provided for various job-related experiences and laboratory work stations. For educational suitability purposes, if some CTAE rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all rooms are in portables, all components are scored *Unsatisfactory*. All MS/HS Engineering Technology labs are STEM labs.

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? Are there indoor air quality systems for removal of dust and odors? Aesthetics: Is it an inviting learning environment?
	Size	Middle School: Engineering Technology lab: 3,600 SF (all spaces combined) Business lab: 1,800 SF Family and Consumer Science: 2,400 SF High School: Agriculture Multi-use: 4,300 SF (Greenhouse required: 2,000 SF) Automotive Service: 4,300 SF Engineering/Technology Multi-use: 4,300 SF ROTC: 4,300 (includes 3 offices, 2 classrooms, large storage, and 25'x25' drill pad (outdoor), but no range.) Collision Repair: 3,600 SF Construction: 3,600 SF Culinary Arts: 3,600 SF (includes 600 SF dining area) Broadcast/Video Production: 2,400 SF Engineering, Drawing/Design: 2,400 SF Early Childhood Education: 2,400 SF FACS Multi-use: 2,400 SF Graphic Arts: 2,400 SF Healthcare Science Multi-use: 2,400 SF Marketing: 2,400 SF (w/ Store 400 SF and 200 SF storage) Personal Care/Cosmetology: 2,400 SF Public Safety: 2,400 SF	All MS have 3 labs: FACS (early childcare, culinary arts), Engineering Technology, Business/Computer Science. MS Tech Labs should be scored <u>down</u> if they are divided into multiple rooms and have a tiered/fixed seating area. 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 NOTE: DCSD does not have all of these programs in each school. Score based on the programs at each school. Labs are grouped by size standard based on program space needs: Jumbo (4,300 SF), Large (3,600 SF), Medium (2,400 SF), and Small (1,800 SF).

		Business/Computer Science Multi-use: 1,800 SF Inst. Tech. (two rooms): 1,800 SF Work-based Learning:	
	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 contiguous 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 in each laboratory using such materials. Fixed Equipment: As appropriate to the program, including any necessary safety equipment: all rooms over 1800 SF should have FB, EW, safety glasses sanitizing cabinet, dust/ventilation equipment, hoods in culinary, non-slip flooring, and appropriate cabinet surfaces.

Examples of CTAE 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, but should also provide maximum security for the equipment. There should be no windows or only windows with “hurricane shutters.” Adequate cooling should be provided.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Does lighting 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. 880 SF (ES) 1000 SF (MS) 1000 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 on an upper floor and on an interior wall, if possible.	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. Computer labs should have both hard connections and wireless capability.	Storage: Teacher cabinet, storage cabinet, bookcases Fixed Equipment: There should be sufficient outlets, power sources, and network links for the amount of equipment provided. Equipment should be properly secured – including motion-sensor lighting and security cameras.

Examples of computer labs:



EARLY CHILDHOOD EDUCATION — For suitability purposes, no classrooms should be 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: Windows for 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? Safety: Are individual outlets child-proof and is there a telephone in the room?
	Size	The room should meet the square footage standards (including restrooms, changing area, storage, teacher preparation, and wet and dry areas). 800 SF + 120 SF restroom	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. Play area does <u>not</u> need to be separated from other grades. ECE is to be located without stairs to access or exit.
	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, including individual "cubbies". Fixed Equipment: There should be a restroom in the classroom. Fixtures include sink and drinking fountain, wall of cabinets, age-appropriate fixtures, and technology equipment. Some flooring is a "wet area".

Examples of ECE classrooms:



GENERAL CLASSROOMS (1ST – 12TH GRADE) - 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 all general classrooms are in portables, all four components are scored *Unsatisfactory*. The room design should be flexible. ELL classrooms at MS and HS have the same standard as for a general classroom. (This is for general classrooms 1st – 12th. Pre – K and kindergarten classrooms are on page 11.)

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. K/1: 880 SF plus 150 SF restroom <u>set</u> shared with 2 CR 2-5: 800 SF 6-8: 900 SF 9-12: 800 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 for teaching materials and records. Fixed Equipment: K/1: 2 restrooms, appropriate height, shared with another CR. K-6: one wall of cabinets, counters at age-appropriate height, cubbies/coat hook area, and sink with bubbler. 6-12: lockable teacher's/wardrobe cabinet, lockable storage cabinet, bookcases. There should be appropriate technology equipment at all levels.

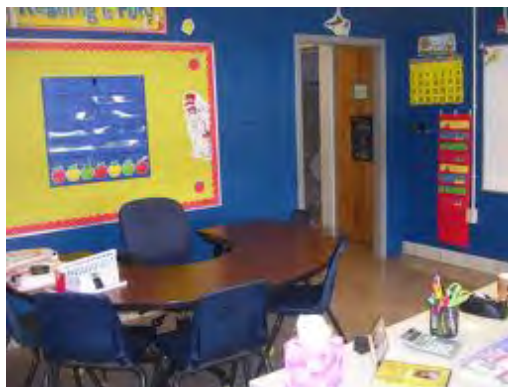
Examples of general classrooms:



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*. ELL classrooms at elementary schools have the same standard as instructional resource rooms

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: Is there appropriate natural light/lighting levels with dimmable lighting? 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. 750 -880 SF large group spaces 150 SF smaller rooms/offices for small group instruction and/or testing	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 for manipulatives, displays, etc. in ELL classrooms	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 & PRE - KINDERGARTEN - If some kindergarten and pre – k 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 and pre – k classrooms classrooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Kindergarten & Pre - K	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, and teacher preparation, wet and dry areas). 880 SF plus 150 SF restroom <u>set</u> shared with 2 CR	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. Kindergarten is to be located without stairs to access or exit.
	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/bubbler. Room(s) has program/technology equipment appropriate to the program. Counters, furniture, etc. should be appropriate heights for kindergarten-aged students.

Examples of kindergarten and pre – k classrooms:



LEARNING ENVIRONMENT – All schools should provide an appropriate learning environment, including varied spaces and indoor and outdoor areas to support student engagement.

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. Project-based learning. Requires space for storage of student projects, especially “in progress.”
	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:



MEDIA CENTER – All schools are required to have a media center. Within the media center, space specific areas to be included are a main reading room, librarian and support staff offices, work space with restroom, video production/distribution/studio room, conference room, non-print storage room, and equipment storage room. For educational suitability purposes, if the media center is in a portable, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Media Center	Environment	The room should provide an inviting/stimulating/flexible 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	High School 8,685 SF Middle School 7,560 SF Elementary 6,475 SF See DCSD Media Center Standards (April 2015) for breakdown of square footage by specific components.	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 media center 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. See DCSD Media Center Standards (April 2015) for description of equipment / storage requirements by specific components.	See DCSD Media Center Standards (April 2015)

Examples of Media Centers:



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*. All ES need to have both a general music room and a band/orchestra space. MS/HS should offer choir, band, orchestra, and music technology but two programs could be adjacent or shared with another music space.

System	Component	Description	What to Look For
Music	Environment	The room should provide an inviting/stimulating environment for learning.	Spatial Configuration (immovable): Are the size and height of instrumental and choral rehearsal rooms sufficient to allow for movement of students and instruments and various presentation arrangements? Lighting: Appropriate natural light/lighting levels? Acoustics: Are the size and height of instrumental and choral rehearsal rooms sufficient to allow for acoustic quality? Is there hard surface flooring? HVAC/Temperature: Is there ventilation with consistent, adequate climate control? Aesthetics: Is it an inviting learning environment?
	Size	The rooms should meet the SF standards. Elementary: 1,000 SF Genl. Music and 1000 SF orchestra/band Middle: Band or Orchestra: 1,400 SF Choral: 1,200 SF Combined: 1,400 SF High: Band or Orchestra: 1,800 SF Choral: 1,500 SF Combined: 1,800 SF	MS and HS must each have <i>at least</i> 2 music rooms. They can have more spaces, but no less. High ceilings for MS & HS. Spaces include office, music library, and storage, uniform storage. 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 <u>climate-controlled</u> storage space and fixed equipment appropriate to the program.	Storage: Room(s) has adequate casework (cabinets and bookshelves), and storage: ES: 200-500 SF. MS/HS: 200-500 SF per program (choir, band, etc.), Fixed Equipment: All levels: There should be a sink and drinking fountain in each room, high ceilings, acoustical wall coverings, and technology equipment appropriate to the program. MS: a conducting podium, 4-6 practice rooms, and office. HS: a conducting podium, 4-6 practice rooms, and offices for each program. Access to portable risers.

Examples of music classrooms:



PERFORMING ARTS – All schools are required to have a performing arts space with an ADA-accessible stage with a wooden, sprung floor.

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 in the space? Acoustics: Are there impediments to hearing? Is there noise? Transfer between spaces? Are there sound panels? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Is it an inviting learning environment? All: ADA-accessible stage is required, but spaces that have both front and backstage ADA ramps would be scored <i>Excellent</i> only if all other required elements are in place.
	Size	ES/MS: Standard is a multipurpose cafeteria/performing space, but should have a permanent stage with curtains and lights. Need dressing room and storage space. MS needs lobby area for ticket sales. HS: There should be an auditorium with fixed seating for one grade level with sound and lighting booth. Three spaces minimum – auditorium, dance room, and black box (or drama suite). HS dance room is required if there is a dance program. 1,200 SF minimum with a dressing room and storage spaces.	Performing arts spaces including auditorium, storage for props and costumes, stage, seating, green room, dressing rooms, sound booth, lighting booth, lobby space with concession and ticket windows, and adequate restrooms. 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.	Located on the ground floor and acoustically isolated. There should be convenient public and after-school access and easy access to restrooms and water fountains but restricted access to other spaces. There needs to be convenient loading access for productions.
	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. HS Dance: wooden, sprung floor and mirrored wall with bars; HVAC controllable; storage for costumes; access to changing spaces/lockers with shower.

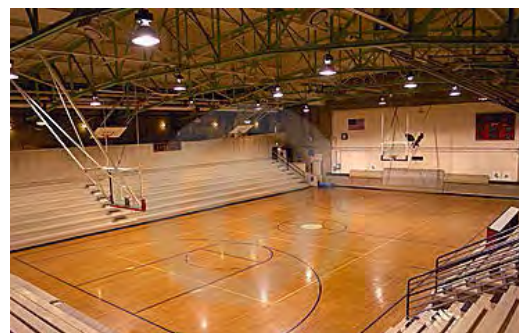
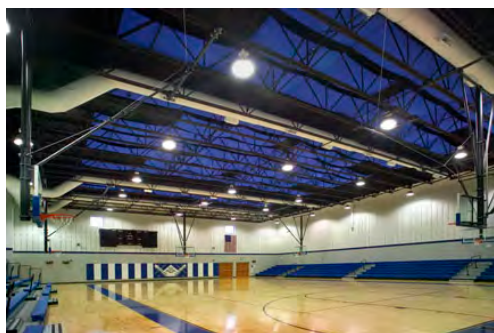
Examples of performing arts spaces:



PHYSICAL EDUCATION - All schools are required to have a P.E. space, with one gym at ES and 2 at MS and HS. Gymnasiums to have wood floors (rubber floor acceptable at elementary schools). All P.E. spaces to include storage for fixed and large equipment, restrooms, and teacher office. MS to also include a multi-purpose space (dance, wrestling, etc.), fitness/weight room and locker rooms with showers. HS to include a fitness/weight room, dance room with wood floor and mirrors, separate physical education and athletic locker rooms with showers, and 2-3 health classrooms, with number depending on enrollment. If no space exists or space is only a multi-use space, 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: 5,000 – 8,000 SF with wood or rubber flooring and no fixed seating.	ES: 5000-8000SF MS: 16,000 SF HS: 22,000 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: 16,000 SF with wood floors Competition court, with motorized seating for 477	HS: 22,000 SF with wood floors Competition court, motorized seating to accommodate 1600.	
	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 for both P.E. and athletics. Fixed Equipment - water fountains and fixed equipment (backboards, safety padding). Motorized seating at middle and high schools.

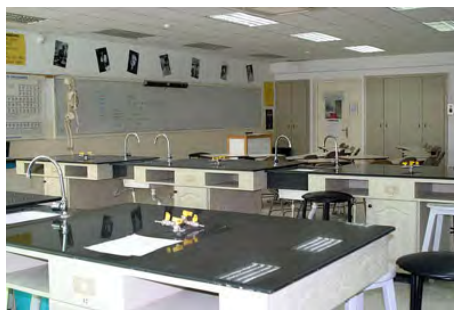
Examples of physical education spaces:



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*. The secondary schools should include both classrooms and lab spaces. Some ES schools will have a STEM lab but that should not replace the science space.

System	Component	Description	What to Look For
Science	Environment	The room should provide an inviting/stimulating environment for learning.	Spatial Configuration (immovable): Are classrooms 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. Elementary and Middle: 1,000 SF High: 1,000 SF lab/classroom combination 900 SF lab only (a few schools).	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.	Science classrooms should be shielded from noise activities or functions. Provide direct access to outdoor patio areas.
	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 demo station in each science classroom, gas at MS/HS, wet flooring, appropriate science storage and extra sinks in chemistry lab (2 stations can share a sink) as well as safety equipment All: Blanket, EW/shower. MS/HS only: A separate 100 SF room for storage and prep area with dishwasher and refrigerator. Water and gas in all MS/HS spaces with separate chemical storage. Shared prep areas meet the standard. Fume hood required in chem. and physical science – at least 2/school. Needs adequate electrical outlets.

Examples of science classrooms & labs



SELF-CONTAINED SPECIAL EDUCATION – Required space in every school, score unsat if space does not exist. 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. Needs to be dimmable. 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 defined by GDOE: 38 SF/ student. 800 SF classroom in every school. Every school must have an ADA restroom with hot water large enough to have an age appropriate changing area and storage large enough for toilet supplies and equipment. Where program exists, ES needs Family Living Center: 1,200 SF. Every MS/HS must have Family Living Center: 1,200 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 classroom(s) should be shielded from noise-producing activities and located centrally. Rooms should not require stairs for either access or egress. Doors should open into auxiliary halls or have windows for viewing traffic.
	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 storage and equipment appropriate to the program. Where program exists, ES needs Family Living Center. Every MS/HS must have Family Living Center: kitchenette with island with countertop, washer/dryer, restroom, shower, and ADA-accessible sink.

Examples of self-contained special education classrooms:



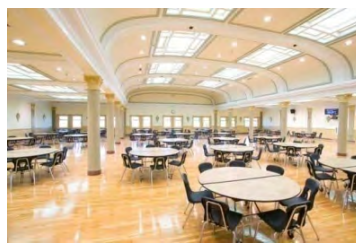
NON-INSTRUCTIONAL SPACES

System	Component	Description	What to Look For															
Non-Instructional	Administration	Administrative spaces should be configured and equipped appropriately. There should be active monitoring of the front door. Space includes reception, offices, storage for records and supplies, clinic, teachers' work rooms, and toilets. The school should have adequate secure storage for student records, texts, and other resources.	Administrative office/clerical space appropriate for the school size. 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. Administrative areas to include locked storage and a separate Testing Storage Room for storage of state test materials. Lockable space for student records should be located near the administrative or counseling suite. 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 and include adequate electrical service.															
	Cafeteria	A multi-use room or rooms, but not shared with the gym and not shared with any other daily, scheduled program space. Size is based on formula: ES: FTE x 3.174 MS/HS: FTE x 3.809	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. Student restrooms nearest to the cafeteria must have hot and cold water.															
	Food Service and Prep	Food service and prep spaces (kitchen, freezer, cooler, office, laundry, restrooms, etc.) are sized and located appropriately. The kitchen area should have separate areas for pickup and delivery, have adequate storage, and fixed equipment. Size chart: # of students, SF, and # of serving lines <table> <tr> <td>0-525</td><td>1,600 = 1 or 2</td><td>1,314-1,575</td><td>3,500 = 3</td></tr> <tr> <td>526-788</td><td>2,000 = 2</td><td>1,576-2,100</td><td>4,000 = 4</td></tr> <tr> <td>789-1,050</td><td>2,400 = 3</td><td>2,101 +</td><td>4,200 = 4</td></tr> <tr> <td>1,051-1,313</td><td>3,000 = 3</td><td></td><td></td></tr> </table>	0-525	1,600 = 1 or 2	1,314-1,575	3,500 = 3	526-788	2,000 = 2	1,576-2,100	4,000 = 4	789-1,050	2,400 = 3	2,101 +	4,200 = 4	1,051-1,313	3,000 = 3		
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NON-INSTRUCTIONAL SPACES (CONTINUED)

System	Component	Description	What to Look For
Non-Instructional	Clinic	Each school should have a clinic.	There should be a clinic area with space for nurse desk, patient beds (2 required, separated by at least a pull curtain), filing cabinets, and both dry (locked) and refrigerated medication storage. There should also be an ADA- accessible restroom. There should also be a sink with hot/cold water in the clinic, in addition to the sink in the restroom. Cot area should be under supervision.
	Counseling	Counseling spaces should be in all schools. There should be office area for the student support/counseling program which provides for confidentiality and may be shared with other support service programs. In addition to the office for each counselor, there should be 1-2 offices available for itinerant support staff. ES: one or two counselors, each with separate office MS/HS: 3-4 counselors, each with separate office	There should be a reception/waiting area at all levels. The space should be easily accessed by students, but not in the administrative suite. Separate records room that is fire and water proof with lockable cabinets located adjacent to the counseling area. Component requirements: Guidance Office = 150 SF Reception = 150 SF Conference Room = 250 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 # of fixtures shall be sufficient to accommodate the maximum planned enrollment. An ADA unisex restroom to be in each school. Pre-k and kindergarten in room restrooms may be unisex. There must always be adequate privacy provided with urinal separation and doors to stalls. They must be located where students are housed.	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. As per county health code, student restrooms nearest to the cafeteria must have hot and cold water.
	Faculty Work Space and Toilets	The faculty should have a work area.	The faculty workroom should be sized appropriately for the school, equipped with cabinets, sink, and space for copying and other instructional materials preparation. Restrooms with hot water should be nearby and/or conveniently located in various parts of the school.

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, covered bus loading for both general/special education buses 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/raised 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. All schools have ADA parking.
	Play Areas/Fields	Play areas should be adjacent to the school, adequate in size, and allow for free and organized play time.	ES: There should be a hard surfaced area and playground equipment. Minimum of 1,000 SF grassed. Playground, look for ADA access: walkway and equipment including wheelchair-adapted swing. MS and HS see Athletic section

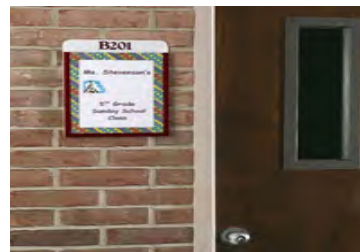
Examples of outside spaces:



SAFETY & SECURITY – The district is committed to safety, but does not want security to overrule the educational needs of each site. Security issues will be site-specific, with discussions to include fencing to reduce outside pedestrian and vehicular traffic, lighting to wash the facades and vegetation that enhances “curb appeal,” but does not provide inappropriate coverage, signage to communicate expectations, and access control/supervision to allow district staff to monitor activities.

System	Component	Description	What to Look For
Safety and Security	Fencing	The school should be appropriately fenced for each site. Fencing shall be 6 feet high; gates at fire lane access.	The school site is appropriately fenced on all sides except the front perimeter. Entrances and egresses are limited, where appropriate. Play areas should be fenced to provide safety. Fencing provided around any exterior HVAC or building equipment that is at ground level.
	Signage & Way Finding	Interior and exterior signage should be adequate for the needs of the school.	There should be adequate exterior and interior signage or graphics to 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 parents to drop off and visitors to parking. All rooms are identified <u>only</u> with numbers. No rooms should be identified based on special education programs. There must be prominent/multiple/main entrance announcement signs at all schools: <i>Drug Free, Weapons Free, Under Surveillance, Subject to search</i> . You should look for all 4 signs. Describe missing signs.
	Ease of Supervision	The building layout and environment should enhance building supervision.	Supervision is enhanced through proper sightlines, few or no "hiding areas," and safe vegetation/landscaping, along with appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building. There should be camera surveillance of all parking areas and areas with HVAC equipment. There should be adequate lighting to all public areas. (Ask principal regarding these issues.) No storage should be placed in stairwells.
	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 must be controlled with a card/camera system and security vestibule to be scored GOOD. All main, public entrances have ADA access. Comment required and down-grade if ADA not in place.

Examples of safety & security:



TECHNOLOGY READINESS - Ubiquitous wireless capability throughout the school, fiber access to each school, communications (voice and video) to each instructional space via use of interactive technology. IT environment to support both student and staff access using multiple devices. Cable TV is not required.

System	Component	Description	What to Look For
Technology Readiness	IDF & MDF Environment	IDF & MDF equipment should be in a climate-controlled environment that is secure and accessible.	Equipment is located in a place designed for IDF & MDF equipment. Space is properly climate-controlled, secure, easily accessed. The area has adequate storage, utilities, and fixed equipment and is free of clutter.
	Electrical Power	Sufficient electrical power to provide for each student and staff operation of multiple devices.	Each instructional, technology, and administrative space (classrooms, library, labs, data centers, etc.) has sufficient electrical power requirements for all applicable technology devices. Seven quad outlets in each classroom and a duplex in the ceiling and one on front wall. In flexible spaces at least one voice/data drop and at least two quads for every four devices. EXCEL: All faculty, staff, and students have network connectivity and electrical power to sufficiently supply IT needs. GOOD: Most have access FAIR: Some have access POOR: Some have access UNSAT: No access
	Communications	All instructional spaces to have 2-way communications with integrated security system.	Voice and video communication in each instructional area with integrated security system.
	Equity of Access	There should be adequate network access to provide for ubiquitous wireless in all instructional spaces. One access point in each classroom.	Access to support the technology readiness standard as stated above. Each school to have collaborative (and flexible) learning spaces provided at various locations to support small group work with sufficient connectivity and electrical power. Faculty desktop computer supported in each instructional space.
	LAN Connectivity	All schools to have multiple, virtual LANs.	EXCEL: LAN connectivity throughout GOOD: Most instructional areas have LAN connectivity FAIR: Some instructional areas have LAN connectivity POOR: Few instructional areas have LAN connectivity UNSAT: No LAN connectivity
	WAN Backbone	Fiber WAN backbone.	Fiber WAN backbone.
	Wireless / Drops	Ubiquitous wireless access is expected.	Drops and Wireless: One access point in each classroom.
	Faculty/Staff	Faculty and Staff: All staff should have equipment.	All staff should have a laptop or a desktop and an interactive board.
	Laptop carts	Schools will have laptop carts	Need to have adequate cart storage and charging capacity in the storage rooms.
	Telephone/PA	Should be all schools	Should have an IP or analog phone, PA and intercom system in all instructional spaces, including OUTSIDE. If not, score it down.