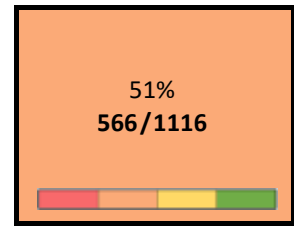




Educational Adequacy Assessment - **DRAFT**



Performance Badge

**School Name:** Hoehne PK12

**Address Line 1:** 19851 County Rd 75.1

**Address Line 2:**

**City:** Trinidad

**State:** CO

**Zip Code:** 81082

**Date of Assessment:** 12/2/2025

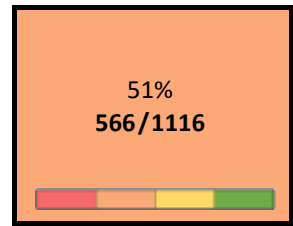
**Time of Assessment:** 12-4PM

<i>School / Campus Data</i>		<i>comments</i>
Grades Served:	K-12	
Site Area (acres):		
Building Capacity:		
Current Enrollment:		
Number of Permanent Buildings:	1	
Number of Modular Buildings:	0	
Permanent Building Area (gsf):	85,161	
Modular Building Area (sf):	0	
Year Built:	1922	
District FCI Building Score:	0.74	Assessed June 25, 2018

<b>1</b>	<b>Property Boundary &amp; Traffic Flow</b>	Total Score	47	out of	92
<b>2</b>	<b>Outdoor Spaces &amp; Amenities</b>	Total Score	15	out of	84
<b>3</b>	<b>Administration &amp; Staff Spaces</b>	Total Score	98	out of	160
<b>4</b>	<b>Core Program &amp; Shared Spaces</b>	Total Score	171	out of	360
<b>5.1</b>	<b>E.S. Classrooms</b>	Total Score	66	out of	124
<b>5.2</b>	<b>M.S. Classrooms</b>	Total Score	66	out of	124
<b>5.3</b>	<b>H.S. Classrooms &amp; Science</b>	Total Score	66	out of	124
<b>6</b>	<b>Safety &amp; Security</b>	Total Score	169	out of	296



Educational Adequacy Assessment - **DRAFT**

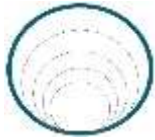


Performance Badge

**School Name:** Hoehne PK12

	TOTAL BUILDING SCORE	566	out of	1116
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(potential)



## PROPERTY BOUNDARY & TRAFFIC FLOW

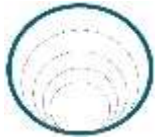
The property boundary is to be assessed for the following. This layer includes the property line, entry points, directional signage, traffic flow, etc.

1	Property Boundary & Traffic Flow		
Item		Score (1-4)	Comments / Observations

<b>1A</b>	<b>Site Boundary &amp; Entry Points</b>		
* 1	School property boundaries are <u>delineated</u> from adjacent properties.	2	Not immediately apparent where school property begins and ends.
* 2	Signs <u>direct</u> approaching buses, vehicles and pedestrians to appropriate entries to the school property.	1	There is a lack of signage.
* 3	There is a marquee / signage indicating the school's name near the primary entry and is clearly visible when approaching the school.	1	No marquee observed at time of assessment.
* 4	Entries to the school property are designed to <u>enhance</u> natural surveillance from the main entry / administration offices.	1	Entry to School property is not naturally surveilled from inside of school.
* 5	There are traffic-calming measures (signage, cross walks, speed bumps, etc.) on adjacent public streets that <u>limit</u> vehicular speeds were students cross.	1	There was no traffic-calming measures observed at time of assessment.
* 6	The school boundary can be <u>easily monitored</u> throughout the day and perimeter fencing / <u>barriers</u> allow for <u>natural surveillance</u> from within and beyond the school grounds.	1	School boundary not easily monitored through passive surveillance from inside of school.
* 7	The property boundary is well maintained, <u>attractive</u> , and <u>welcoming</u> .	1	Boundary of property not well maintained or managed.
Sub-total		8	<b>out of</b> 28

<b>1B</b>	<b>Bus Parking &amp; Loading Areas</b>		
* 1	Bus unloading/loading areas are separate from vehicular traffic and <u>clearly marked</u> by signage, pavement and/or curb treatments.	2	
2	There is enough queue length to eliminate bus traffic from backing up onto main streets.	4	Staff concurs.
* 3	There is sufficient <u>capacity</u> in bus unloading/loading areas for the <u>orderly</u> and safe movement of students and buses.	4	Staff concurs.
* 4	There is a <u>direct</u> and safe path from the bus unloading/loading area to the main entrance of the school.	2	
* 5	The route to the bus loading area is ADA accessible.	3	
Sub-total		15	<b>out of</b> 20

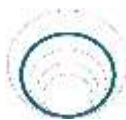
<b>1C</b>	<b>Vehicular Parking &amp; Loading Areas</b>		
* 1	Parking lot entrances and exits are <u>clearly marked</u> and <u>delineated</u> for students, staff and visitors.	1	Lack of signage.
* 2	Visitor parking is located directly <u>adjacent</u> to the main entry of the school.	2	
3	On-site staff/faculty parking is adequate.	3	
4	On-site visitor parking is adequate.	3	Parking is adequate for daily school activities. Only is ever near capacity at after-school athletic events.
* 5	Parking lots are in <u>good condition</u> .	1	Asphalt and striping not in good condition.
* 6	Parking areas can be <u>easily monitored</u> throughout the day.	1	
* 7	Vehicular traffic flows in an <u>orderly</u> manner in and out of parking lots.	4	
* 8	Student vehicular unloading/loading areas are separate from bus traffic and <u>clearly marked</u> by signage, pavement and/or curb treatments.	1	



## PROPERTY BOUNDARY & TRAFFIC FLOW

The property boundary is to be assessed for the following. This layer includes the property line, entry points, directional signage, traffic flow, etc.

1	<b>Property Boundary &amp; Traffic Flow</b>		
Item		Score (1-4)	Comments / Observations
* 9	There is sufficient <u>capacity</u> in the vehicular unloading/loading area for the <u>orderly</u> and safe movement of students and cars.	3	
* 10	There is a <u>direct</u> and safe path from the student parking area to the main entrance of the school.	2	
* 11	The route to the vehicular loading area is ADA accessible.	3	
Sub-total		24	<b>out of</b> 44
Total by Category		47	<b>out of</b> 92
Safety and Security Total		37	<b>out of</b> 80



## OUTDOOR SPACES & AMENITIES

This section focuses on outdoor spaces primarily used by students.

2 Outdoor Spaces & Amenities			
Item		Score (1-4)	Comment
<b>2A Bike Racks and Storage</b>			
* 1	Bike racks are located in an area that is <u>easily monitored</u> throughout the day.	1	There were no bike racks observed at time of assessment.
2	The number of bike racks provided are adequate.	DNE	
Sub-total		1	<b>out of 4</b>
<b>2B Playgrounds (elementary school only)</b>			
1	The playground is located adjacent to the cafeteria.	1	No adjacency.
2	The playground is easily accessible from the gymnasium.	1	
3	The playground equipment is appropriate for each of the age groups that attend the school. There should be a playground for 2-5 year olds (fenced) and 5-12 year olds.	1	Playground equipment is not properly fenced. Lack/Amount of 2-5 year equipment.
4	There is a mix of hard and soft surface play areas to provide students with a variety of opportunities.	2	
5	Shade is provided for each grade level.	1	
6	Adequate outdoor storage is provided.	3	
7	The route to the playground is ADA accessible.	1	
8	There is at least one piece of ADA play equipment.	1	No ADA equipment observed.
* 9	The playground surface and equipment is well maintained, <u>attractive</u> and in <u>good condition</u> .	1	Recommend playground replacement project. Hard play takes place on part of parking lot with no protection or separation besides traffic cones.
Sub-total		12	<b>out of 36</b>
<b>2C Court, Field and Event Areas</b>			
1	There is (1) six-lane track with (1) regulation soccer field for PE inside the track	1	
2	Adjacent to the track is (1) shot put pad (no discs), (1) high jump, and (2) long jump pits.	1	
3	There is (1) baseball field with 215' foul line with skinned baseball infield and a backstop.	1	
4	There is a viewing area on a concrete pad which may be equipped with bleachers if the pad is located within 500' of one of the building's toilet rooms.	2	Bleachers are co-located with concession and press-box building. There may be a single-use restroom located in the same building.
5	The route to the play and field areas are ADA accessible.	1	Raised bleachers have ADA ramp but gravel slope to bleachers does not meet ADA.
* 6	The playfields and equipment is in <u>good condition</u> .	1	Recommend track and field replacement project.
Sub-total		7	<b>out of 24</b>



## OUTDOOR SPACES & AMENITIES

This section focuses on outdoor spaces primarily used by students.

2	Outdoor Spaces & Amenities		
Item		Score (1-4)	Comment

2D	Additional Amenities / Observations		
1	There are Programmed Outdoor Instructional Space that provides out-of-doors opportunities for students.	1	No Outdoor classrooms observed at time of assessment.
2	There are examples of <u>student involvement</u> with campus beautification such as landscape maintenance, gardens, memorials, art projects and/or other physical enhancements.	1	Lack of landscaping or beautification projects.
3	There are no signs of <u>vandalism</u> , foul <u>odors</u> , or continuously occurring loud <u>noises</u> on school grounds.	3	
4	The campus is easy to <u>comprehend</u> and navigate.	2	Campus and siting is not intuitive.
Sub-total		7	<i>out of</i> 20

Total by Category	15	<i>out of</i>	84
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Safety and Security Total	9	<i>out of</i>	24
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## ADMINISTRATION & STAFF SPACES

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

3 Administration & Staff Spaces			
Item		Score (1-4)	Comment
<b>3A Main Entry &amp; Visitor Lobby</b>			
* 1	From the exterior, the main entry to the school building is <u>well defined</u> with architectural features such as signs, lighting, artwork, landscaping and/or landmarks such as flags.	2	The main entrance is signified by a large sign that is weathered. The steps leading to the entrance have no handrails.
* 2	There are vehicular barriers (bollards, concrete benches, etc.) at the main entry that are integrated into the design.	1	
* 3	The design of the main entry provides shelter from foul weather.	3	
* 4	Ample windows and glazed doors enhance <u>natural surveillance</u> of the main entry.	1	
* 5	The main entrance into the school is a secure entry vestibule, defined by two or more doors where each door operates independently and electronically controlled by authorized adults.	3	The secure vestibule is one set of controlled doors monitored remotely via camera.
* 6	Administration has a direct connection to the secure entry vestibule and unobstructed views of visitors approaching the main entry. The design of the vestibule provides a transaction window to the administration for credential verification.	1	Administration is remotely located with no direction visual connection to the secure vestibule.
* 7	Pedestrian flow through entry <u>security devices</u> are <u>orderly</u> .	3	
* 8	The main entrance / lobby is <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> .	1	The vestibule is small and the user is greeted with mirror film.
* 9	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3	
Sub-total		18	<b>out of</b> 36
<b>3B Administration Offices</b>			
1	The current office spaces serve the needs of the administrative staff (number and size of offices).	4	
* 2	There is at least one security office, located near the entry vestibule.	3	
3	The current number of offices will serve the school's needs in the next five years.	3	
4	The current conference rooms are adequate in number.	2	Could use another conference room



## ADMINISTRATION & STAFF SPACES

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

3 Administration & Staff Spaces			
Item		Score (1-4)	Comment
5	The administration area is <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	2	
6	A nurse office / health room is provided and is adequate in size.	3	
7	The administration staff has visual control of the nurse office/health room.	1	The nurse office must leave door open for visual connection to be maintained.
* 8	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3	
Sub-total		21	<b>out of</b> 32

3C Student Support Spaces (counseling, psychologist, etc.)			
1	The current spaces that are provided or dedicated to Student Support serves the needs of the school (number and size of offices).	4	
2	The current number of student support spaces will serve the school's needs in the next five years.	3	
3	Student support spaces are distributed throughout the building for ease of access for students.	1	Counselor office is located in Admin area.
* 4	The student support spaces are <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	2	
Sub-total		10	<b>out of</b> 16

3D Special Education / Intervention			
1	There is an Intense Learning Center (ILC).	1	There is one retro-fitted traditional classroom that serves this schools special needs program.
2	The ILC suite has required support spaces and adequately serves the educational needs of students and staff. These spaces include Life-skills area, quiet room, toilet / changing area, OT/PT room, autism room.	1	There is no "suite"
4	There is a space for Special Education - (Mild / Moderate Needs).	4	
5	There are spaces for break-out instruction distributed throughout the building to serve special education, speech, or other types of interventions.	2	
6	The current spaces that are provided or dedicated to break-out instruction serves the needs of the school (number and size of offices).	4	
* 7	The special education areas are <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	3	The space has been retro-fitted as best as it can but there is no natural light.
Sub-total		15	<b>out of</b> 24





## ADMINISTRATION & STAFF SPACES

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

3	<b>Administration &amp; Staff Spaces</b>		
Item		Score (1-4)	Comment

3E	<b>Teacher / Staff Support Spaces</b>		
1	There is a lounge for faculty and staff to take a break and re-center.	1	There is no lounge.
2	The lounge(s) is adequate in size and in a convenient location for faculty and staff.	1	
3	Dedicated collaboration spaces are distributed across the building/campus in locations that are easily accessible for faculty and staff. (teacher collaboration space)	2	
4	Collaboration spaces provide faculty with furnishing and technology to support small and large group gatherings.	1	
Sub-total		5	<b>out of</b> 16

3F	<b>Physical Building Security</b>		
* 1	What is the condition of the surveillance equipment? Are there concerning blind spots or a lack of cameras?	3	Blind spot on one exterior door
* 2	What is the intrusion detection system? Is it centrally monitored by the district?	2	
* 3	What is the duress alarms / notification system in classrooms?	3	Phone system over intercom
* 4	Do all classrooms / required student spaces have two-way intercom system with call buttons? If no, indicate where needed.	4	
* 5	Is there a mass notification system for students and staff? How are messages distributed?	4	
* 6	Is there an appropriate number of two-way radios available for staff?	2	There are a few radios the school utilizes when taking kids out to the playground or outside.
* 7	Is there adequate radio coverage throughout the building and the site? Are there any "dead zones"?	4	
* 8	Is the building compartmentalized by cross-corridor doors?	3	
* 9	Are cross-corridor doors on electrified magnetic hold-opens that can be deployed via the duress alarm?	4	
Sub-total		29	<b>out of</b> 36

<b>Total by Category</b>	<b>98</b>	<b>out of</b>	<b>160</b>
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<b>Safety and Security Total</b>	<b>58</b>	<b>out of</b>	<b>88</b>
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## CORE PROGRAM & SHARED SPACES

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

4	Core Program & Shared Spaces		
Item		Score (1-4)	Comment

<b>4A</b>	<b>Restrooms</b>		
1	Restrooms are well distributed across the building.	3	Group Restrooms are present throughout the building.
2	There are all gender restrooms well distributed across the building, near group restrooms.	1	No all-gender or single use restrooms available.
* 3	Restrooms can be monitored by staff from adjacent public spaces and provide a sense of safety.	3	Restrooms are located off main corridors or near high traffic areas.
* 4	Restrooms are in <u>good condition</u> .	2	Restrooms are dated and many are not ADA.
Sub-total		9	<b>out of</b> 16

<b>4B</b>	<b>Kitchen / Cafeteria</b>		
* 1	The cafeteria is adequate in size and can accommodate at least 30% of the student capacity.	2	Cafeteria appears undersized and currently are running four lunch periods which is not ideal.
* 2	Students flow through the cafeteria is <u>orderly</u> .	2	Serving line is small
3	The cafeteria has direct access to the exterior and is adjacent to outdoor dining.	1	
4	There is a variety of seating options provided (regular table and chair, high-tops, or booths, etc.)	1	
5	The cafeteria is located adjacent to outdoor recreation space for students to use during lunch.	1	
6	Food Service and Prep spaces are sized and located appropriately.	1	Kitchen is outdated and undersized.
Sub-total		8	<b>out of</b> 24

<b>4C</b>	<b>Main Gymnasium &amp; Auxiliary Gymnasium</b>		
1	There is a <i>main gymnasium</i> with a 50' x 84' main basketball court. The main court has at least 10' runouts on each end and 6' sidelines. The ceiling height or clearance to structure is 25' minimum.	2	Main gymnasium does not meet runout and sideline requirements.
2	The <i>main gymnasium</i> has (2) practice basketball courts, 40' x 60'.	1	There are no hoops on one side to make practice courts.
3	The <i>main gymnasium</i> has (1) main volleyball court and (2) practice courts.	2	
4	The <i>main gymnasium</i> has motorized bleachers on at least one side. Bleachers are the full length of the court with enough seating for all school events.	1	The bleachers are not motorized nor meet code.
5	There is an <i>auxiliary gym</i> with a 50'x84' main basketball court. The main court has at least 10' runouts on each end and 6' sidelines. The ceiling height or clearance to structure is 25' minimum.	2	The auxiliary gymnasium does not meet runout or sideline requirements.
6	The <i>auxiliary gym</i> has (2) practice basketball courts.	2	The auxiliary gymnasium has hoops on both sides but unsure if they are of appropriate size.
7	The <i>auxiliary gym</i> has (1) main volleyball court.	1	



## CORE PROGRAM & SHARED SPACES

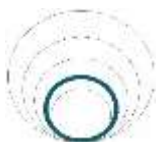
This section focuses on the core and common spaces that are shared by the school.

4 Core Program & Shared Spaces			
Item		Score (1-4)	Comment
8	The <i>auxiliary gym</i> has fixed bleachers on at least one side. Bleachers are the full length of the court with a minimum of 2 rows.	3	Bleachers at auxiliary gymnasium appear to meet requirements but are dated.
9	The gymnasiums and athletic support space are in good condition.	2	
10	There gymnasium space(s) are adequate in number.	3	The number of gymnasium spaces appear to meet the needs.
11	The gymnasium space(s) are adequate in size.	1	The gymnasium spaces do not meet requirements.
12	The gymnasium space(s) are located near public toilet rooms.	2	One gymnasium space has restrooms located in the pre-function space, the auxiliary gymnasium does not.
13	The gymnasium spaces(s) have access to natural light.	3	Both gymnasiums have natural light.
14	The gymnasium and athletic support space(s) support a variety of physical activities. (basketball, rock climbing, ropes, etc.)	1	The gymnasiums appear to only be used for basketball games and practice.
15	The gymnasium and athletic support space(s) appear to meet the needs (storage, office space, etc.)	3	
Sub-total		16	<b>out of</b> 60

4D Locker Rooms			
1	Locker rooms are directly adjacent to the gymnasium with direct exterior access. Access into the lockers should be directly from the gym spaces.	2	Locker rooms are located across the corridor.
* 2	Locker areas are <u>easily monitored</u> . Lockers are 60" AFF maximum.	3	
* 3	Lockers are adequately spaced to avoid <u>crowding</u> .	3	
* 4	Lockers and/or locker doors are <u>see-through</u> .	3	
5	Shower rooms (4 minimum) are provided with adequate visual separation from the locker room.	2	Large shower room
6	The locker rooms are in good condition.	3	
* 7	Locker rooms, toilet areas and shower areas are ADA compliant.	4	
Sub-total		20	<b>out of</b> 28

4E Library / Media Center			
1	The library is centrally located within the building/campus for ease of <u>access</u> to staff and students.	3	Library is centrally located to Elementary Addition and near front entry.
2	There is a <u>visual</u> connection to the library from interior spaces.	3	
3	The library has flexible casework and furniture that can be adapted and support different modes of learning (individual study, small group, or a full-size class).	2	Traditional shelving
4	The library is adequately sized and can serve at least three classes at a time.	1	Library is undersized.
5	The library is adjacent/connected to a Maker Space or STEAM suite.	1	No Maker Space.
6	The library is inviting and <u>enhanced</u> with color, lighting, artwork, and/or other physical means.	1	Library is dated.
7	The technology is modern, wireless, and integrated into the Media Center.	1	Interactive Learning Display is a mobile unit in the middle of the room.
Sub-total		12	<b>out of</b> 28

4F STEM / Engineering Lab			
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## CORE PROGRAM & SHARED SPACES

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

4	Core Program & Shared Spaces		
Item		Score (1-4)	Comment

The Science Technology Engineering & Math program is a modular based learning environment, which reinforces the exploratory nature of programs offered at middle school level. It is also an interdisciplinary program which engages the students in applying a variety of lesson learned and make connections between subject matters. It is project-based and includes Robotics, STEM and STEAM classes.

1	There is at least one space dedicated to STEM/Engineering Lab/Fabrication.	2	There is a traditional classroom that is being used for Robotics class.
2	The STEM/Engineering Lab(s) have flexible furniture that can be adapted to support different modes of instruction, exploration, or research (lecture-style, group collaboration, independent study, etc.).	1	Traditional Furniture with desktop computers lining the periphery of the room.
3	The CTE space(s) have a connection to the outdoors/outdoor access.	1	Located on the second floor.
4	There is enough storage to support staff and student projects, as well as reduce clutter.	3	
5	The CTE space(s) have adequate power, ventilation, technology, or other necessary infrastructure to support the program offerings.	1	Space is a traditional computer lab setup.
6	The CTE space(s) that are provided are adequately sized for the use.	3	
7	The amount of CTE space provided is adequate for the next 5 years.	3	
8	The interior finishes are appropriate to the use of the space (durable, industrial grade, easily cleaned, etc.)	1	Space is not designed as a STEM or Engineering lab.
Sub-total		15	<b>out of</b> 32

4G	Career Technical Education (CTE)		
1	There is at least one space dedicated to CTE.	4	CTE Wing was designed and built in 2019 and appears to meet the needs of the student population.
2	The CTE space(s) support multiple career pathways.	4	



## CORE PROGRAM & SHARED SPACES

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

4	Core Program & Shared Spaces		
Item		Score (1-4)	Comment
3	The CTE space(s) have flexible furniture that can be adapted to support different modes of instruction, exploration, or research (lecture-style, group collaboration, independent study, etc.).	2	Classroom space in CTE Wing appears to have uniform furniture but can be adapted for lecture or smallgroup instruction.
4	The CTE space(s) have a connection to the outdoors/outdoor access.	4	
5	There is enough storage to support staff and student projects, as well as reduce clutter.	4	
6	The CTE space(s) have adequate power, ventilation, technology, or other necessary infrastructure to support the program offerings.	4	
7	The CTE space(s) that are provided are adequately sized for the use.	4	
8	The amount of CTE space provided is adequate for the next 5 years.	4	
9	The interior finishes are appropriate to the use of the space (durable, industrial grade, easily cleaned, etc.)	4	
Sub-total		34	<b>out of</b> 36

4H	Art Classroom(s)		
1	There is at least one space dedicated to Art.	4	
3	The Art Room(s) have natural light or a connection to outdoors.	1	There are no windows or doors into the Art room.
4	The Art Room(s) have enough storage to support staff and student projects, as well as reduce clutter.	2	No casework.
5	The interior finishes and casework are in good condition.	1	Room is dated.
6	The Art Room(s) that are provided are adequately sized.	1	Room appears undersized.
7	The Art Room(s) have the resources, technology and infrastructure to support instruction. (teaching walls, display, technology)	3	Interactive learning display similar to other classrooms present.
Sub-total		12	<b>out of</b> 24



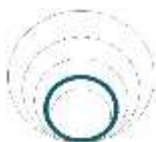
## CORE PROGRAM & SHARED SPACES

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

4	Core Program & Shared Spaces		
Item		Score (1-4)	Comment

4I	Music Program & Performance Platform		
1	There is at least one Band Classroom.	1	There is no music program at this school. This section is scored on the theater program, which takes place in a traditional classroom.
2	There is at least one Vocal / Choral Classroom.	1	
3	There is at least one Drama Classroom.	4	
4	There is at least one Orchestra Classroom. This space may double as the Stage.	1	
5	There are practice rooms with vision windows for supervision.	DNE	
6	There is at least one performing arts multi-purpose facility (stage / platform).	3	The gymnasium has a platform that is not utilized. Events are to take place in the old auditorium that is undersized.
7	The stage platform can accommodate at least 75 students and a variety of performance styles.	1	
8	The proscenium has a variety of tracks, stage curtains and cyclorama curtains. Space is provided in front of the proscenium to accommodate off-stage activities.	1	
9	The design and construction features maximize acoustical isolation from adjacent spaces.	1	
10	Adequate storage is provided to support the music programs (band, choir, etc.) and keep the space free and clear of clutter. Storage rooms can be shared.	2	
11	The Music Rooms that are provided are adequately sized.	2	
12	The Music Rooms have the resources, technology and infrastructure to support instruction. (teaching walls, display, technology)	3	
13	The Music Rooms are located near each other to share resources.	DNE	
Sub-total		20	out of 44

4J	Core Building Spaces Overall		
1	There is an abundance of natural light throughout the school, views to the exterior, and connections that improve wellness and strengthen student connection to the outdoors.	2	
* 2	The organization of interior spaces is easily <u>comprehended</u> .	1	The building has been added onto many times which has created convoluted circulation.
* 3	The building overall is <u>attractive</u> , <u>cheerful</u> , and <u>inviting</u> to students.	2	
* 4	<u>Motivational signs</u> (temporary or permanent) reflect student pride, give positive messages and encourage student excellence.	3	
* 5	Student displays <u>include</u> a wide range of student interests and cultural backgrounds.	2	
* 6	Interior walls are in <u>good condition</u> .	2	
* 7	Interior finishes are in <u>good condition</u> .	1	Many finishes are dated or in disrepair. Most notably the flooring.
* 8	Interior ceilings and light fixtures are in <u>good condition</u> .	2	Lighting is fair but there are many signs of leaks throughout the building



## CORE PROGRAM & SHARED SPACES

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

4	<b>Core Program &amp; Shared Spaces</b>		
Item		Score (1-4)	Comment
* 9	Interior doors and windows are in <u>good condition</u> .	2	
10	There are no continuously occurring loud <u>noises</u> in the interior spaces.	3	
* 11	There are no visible signs of <u>vandalism</u> in interior spaces.	4	
* 12	The interior air quality is <u>fresh</u> .	3	
Sub-total		27	<b>out of</b> 48
<b>Total by Category</b>		<b>171</b>	<b>out of</b> <b>360</b>
<b>Safety and Security Total</b>		<b>42</b>	<b>out of</b> <b>68</b>



## CLASSROOMS & TEAMING AREAS

This section focuses on the classrooms and extended learning spaces.

5	<b>E.S. Classrooms</b>		
Item		Score (1-4)	Comment
<b>5A</b>	<b>Classrooms</b>		
1	Classrooms have flexible furniture that can be adapted to support different modes of instruction and Rotational Learning (lecture, group discussion, seminar, activity centers, etc.) that are appropriate to the age group they serve.	3	Kindergarten classrooms have some flexible furniture and activity centers.
2	Classrooms have a variety of seating options that can be adapted to meet individual students' needs.	2	Classroom furniture is uniform for the most part.
3	Classroom seating allows for student movement (fidget, rock, etc.).	2	There are some rockers available.
4	There is more than one teaching wall designed with magnetic, writable, or tack-able surfaces.	3	Classrooms have multiple teaching walls.
* 5	Classrooms are adequate in size, with enough space to circulate around the room.	3	Classrooms are of good size for student population.
6	Classrooms have windows that provide unobstructed views to the exterior.	2	Classrooms have windows.
7	Classroom windows have operable sunshades that are easy to use and reduce glare when needed.	2	Classrooms have traditional blinds.
8	Classrooms have a direct view to adjacent interior spaces.	1	
* 9	Door vision windows and/or windows that have a direct view to adjacent interior spaces are not obstructed by fixed/informal coverings (ex. paper, sticker or cloth).	1	Classrooms have vision panels that have had blackout film installed.
10	There are Teaming Areas / places for students to collaborate outside of the classroom (ex. small group rooms, flexible classrooms, or wide hallways with furniture).	1	No teaming areas.
11	Classroom configuration and locations support a zoned classroom model, where each zone is organized around a specific age group and supports project-based learning that is collaborative and interactive. (ex. K-1, 2-3, 4-5)	2	Classrooms are adjacent to each other but student population size lends itself to just 1-2 classrooms per grade.
12	Classroom technology is modern, wireless, and integrated into the classroom.	3	Classrooms have interactive learning displays.
13	Power is distributed around the room and sufficient.	3	Power seems to be sufficient.
14	Multimedia presentation capabilities are present (ex. a smartboard, projector or screen) and in <u>good condition</u> .	3	Classrooms have interactive learning displays.
* 15	<u>Motivational</u> signs (temporary or permanent) reflect student work, pride, and give positive messages to encourage student excellence.	3	Classrooms are appropriately decorated.
* 16	There is adequate storage for students' backpacks and personal items (inside or outside the classroom).	3	
* 17	The color and finishes within the classroom are in <u>good condition</u> and do not overpower the activity within the classroom, display(s), and presentation.	2	Flooring is dated.
* 18	Classrooms are <u>cheerful</u> and welcoming to students.	2	Classrooms are fair.
* 19	Classrooms are <u>well-lit</u> with LED fixtures.	3	Classrooms have fluorescent fixtures and bulbs are retro-fit LED
20	Sinks are provided in classrooms.	3	
21	There are no continuously occurring loud <u>noises</u> within the classroom (from mechanical system or adjacent roadway traffic).	3	
* 22	Space is provided in the classroom for the entire class to get out of sight in an emergency and shelter-in-place.	3	





## CLASSROOMS & TEAMING AREAS

*This section focuses on the classrooms and extended learning spaces.*

5	<b>E.S. Classrooms</b>		
Item		Score (1-4)	Comment
23	Classroom door hardware meets the state requirements for lockability/function.	3	All doors are electronic that are programmed to stay locked. Use of Electronic key fob.
Sub-total		56	<b>out of</b> 92
Total by Category		56	<b>out of</b> 92
Safety and Security Total		23	<b>out of</b> 36



## CLASSROOMS & TEAMING AREAS

This section focuses on the classrooms and extended learning spaces.

5	<b>M.S. Classrooms</b>		
Item		Score (1-4)	Comment
<b>5A</b>	<b>Classrooms</b>		
1	Classrooms have flexible furniture that can be adapted to support different modes of instruction and Rotational Learning (lecture, group discussion, seminar, activity centers, etc.) that are appropriate to the age group they serve.	1	Classrooms are lecture style.
2	Classrooms have a variety of seating options that can be adapted to meet individual students' needs.	1	Classrooms have traditional furniture.
3	Glass or operable walls are provided between pairs of classrooms.	1	There is no connection between classrooms.
4	There is more than one teaching wall designed with magnetic, writable, or tack-able surfaces.	3	Classrooms have multiple teaching walls.
* 5	Classrooms are adequate in size, with enough space to circulate around the room.	3	Classrooms are of good size for student population.
6	Classrooms have windows that provide unobstructed views to the exterior.	3	Classrooms have windows.
7	Classroom windows have operable roller shades that are easy to use and reduce glare when needed.	2	Classrooms have traditional blinds.
8	Classrooms have a direct view to adjacent interior spaces.	1	Classrooms have vision panels that have had blackout film installed.
* 9	Door vision windows and/or windows that have a direct view to adjacent interior spaces are not obstructed by fixed/informal coverings (ex. paper, sticker or cloth).	1	Classrooms have vision panels that have had blackout film installed.
10	There are Teaming Areas / places for students to collaborate outside of the classroom (ex. small group rooms, flexible classrooms, or wide hallways with furniture).	1	No teaming areas.
11	Classroom configuration and locations support a zoned classroom model, where same grades are co-located and supports project-based learning that is collaborative and interactive.	3	Classrooms are adjacent to each other but student population size lends itself to just 1-2 classrooms per grade.
12	Classroom technology is modern, wireless, and integrated into the classroom.	3	Classrooms have interactive learning displays.
13	Power is distributed around the room and sufficient.	3	Power seems to be sufficient.
14	Multimedia presentation capabilities are present (ex. a smartboard, projector or screen) and in <u>good condition</u> .	3	Classrooms have interactive learning displays.
* 15	<u>Motivational</u> signs (temporary or permanent) reflect student work, pride, and give positive messages to encourage student excellence.	3	Classrooms are appropriately decorated.
* 16	There is adequate storage for students' backpacks and personal items (inside or outside the classroom).	3	
* 17	The color and finishes within the classroom are in <u>good condition</u> and do not overpower the activity within the classroom, display(s), and presentation.	2	Flooring is dated.
* 18	Classrooms are <u>cheerful</u> and welcoming to students.	2	Classrooms are fair.
* 19	Classrooms are <u>well-lit</u> with LED fixtures.	3	Classrooms have fluorescent fixtures and bulbs are retro-fit LED
20	There are no continuously occurring loud <u>noises</u> within the classroom (from mechanical system or adjacent roadway traffic).	3	
* 21	Space is provided in the classroom for the entire class to get out of sight in an emergency and shelter-in-place.	3	



## CLASSROOMS & TEAMING AREAS

This section focuses on the classrooms and extended learning spaces.

5	<b>M.S. Classrooms</b>		
Item		Score (1-4)	Comment

22	Classroom door hardware meets the state requirements for lockability/function.	3	All doors are electronic that are programmed to stay locked. Use of Electronic key fob.
Sub-total		51	<b>out of</b> 88

4D	Extended Learning / Teaming Areas		
For each team, group of four core classrooms, 1,000 square foot teaming area shall be included that is intended for breakout programs, impromptu learning and social learning. In addition, the space should include smaller areas designed for speech, literacy, coaching, individual instruction as well as other pull-out programs. Suites should be organized with adjoining Teaming Studios to create larger collaboration spaces.			
1	There is at least one (1) Teaming Area for cross collaboration between students or subject matters.	1	There are no designed teaming areas.
2	Each Teaming Area has at least (1) small group room. This room is connected to the Teaming Studio.	1	
3	The Teaming Area is visually or physically connected to the classroom area (windows, sliding doors, roll-up doors or other ways).	1	
4	The Teaming Area can support a variety of learning activities that may occur collectively or in groups of various sizes with flexible furniture and a variety of styles.	1	
5	The Teaming Area is adequately sized and has sufficient storage.	1	
6	There is ample pin-up and rewritable surfacing for small groups to function well around the room.	1	
Sub-total		6	<b>out of</b> 24

Total by Category	#REF!	out of	#REF!
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Safety and Security Total	23	out of	36
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## CLASSROOMS & EXTENDED LEARNING

This section focuses on the classrooms and extended learning spaces.

5	<b>H.S. Classrooms &amp; Science</b>		
Item		Score (1-4)	Comment
<b>5A</b>	<b>Classrooms</b>		
1	Classrooms have flexible furniture that can be adapted to support different modes of instruction and rotational learning (lecture, group discussion, seminar, activity centers, etc.) that are appropriate to the age group they serve.	1	Classrooms are lecture style.
2	Classrooms have a variety of seating options that can be adapted to meet individual students' needs.	1	Classrooms have traditional furniture.
3	There is a variety of teaching wall surfaces/media (digital, magnetic, writable, or tack-able surfaces).	3	Classrooms have multiple teaching walls.
* 4	Classrooms are adequate in size, with enough space to circulate around the room.	3	Classrooms are of good size for student population.
5	Classrooms have windows that provide unobstructed views to the exterior.	3	Classrooms have windows.
6	Classroom windows have operable roller shades that are easy to use and reduce glare when needed.	2	Classrooms have traditional blinds.
7	Classrooms have a direct view to adjacent interior spaces.	1	Classrooms have vision panels that have had blackout film installed.
* 8	Door vision windows and/or windows that have a direct view to adjacent interior spaces are not obstructed by fixed/informal coverings (ex. paper, sticker or cloth).	1	Classrooms have vision panels that have had blackout film installed.
9	There are Teaming Areas / places for students to collaborate outside of the classroom (ex. small group rooms, flexible classrooms, or wide hallways with furniture).	1	No teaming areas.
10	Classroom technology is modern, wireless, and integrated into the classroom.	3	Classrooms have interactive learning displays.
11	Power is distributed around the room and sufficient.	3	Power seems to be sufficient.
12	Multimedia presentation capabilities are present (ex. a smartboard, projector or screen) and in <u>good condition</u> .	3	Classrooms have interactive learning displays.
* 13	<u>Motivational</u> signs (temporary or permanent) reflect student work, pride, and give positive messages to encourage student excellence.	3	Classrooms are appropriately decorated.
* 14	There is adequate storage for students' backpacks and personal items (inside or outside the classroom).	3	
* 15	The color and finishes within the classroom are in <u>good condition</u> and do not overpower the activity within the classroom, display(s), and presentation.	2	Flooring is dated.
* 16	Classrooms are <u>cheerful</u> and welcoming to students.	2	Classrooms are fair.
* 17	Classrooms are <u>well-lit</u> with LED fixtures.	3	Classrooms have fluorescent fixtures and bulbs are retro-fit LED
18	There are no continuously occurring loud <u>noises</u> within the classroom (from mechanical system or adjacent roadway traffic).	3	
* 19	Space is provided in the classroom for the entire class to get out of sight in an emergency and shelter-in-place.	3	
* 20	Classroom door hardware meets the state requirements for lockability/function.	3	All doors are electronic that are programmed to stay locked. Use of Electronic key fob.
Sub-total		47	<b>out of</b> 80
<b>4D</b>	<b>Sciences &amp; Labs</b>		



## CLASSROOMS & EXTENDED LEARNING

This section focuses on the classrooms and extended learning spaces.

5	<b>H.S. Classrooms &amp; Science</b>		
Item		Score (1-4)	Comment

Upper level science and STEM lab environments provide both core curriculum, as well as innovation tracks for learning. Learning in these areas include a broad project-based experience that includes additional learning components such as guest lecturers, large demonstrations, competitions, dual / concurrent enrollment, boot camps, internships, as well as partnership workshop labs with local business and industry.

1	There is at least one (1) science classroom with the infrastructure of a general science lab (workstation with adequate power, sinks, and/or gas, and a prep space).	2	There is one science lab for the entire school. Maintenance does not believe the gas works.
2	The science classroom/lab(s) is flexible and can be used as working spaces set up for collaboration as well as to accommodate co-curricular project-based learning.	3	Science lab is large enough for traditional desks in the middle of the space with lab casework around periphery of room.
3	The science classroom/lab(s) is adjacent to other programs or areas of the building and can be connected for cross collaboration / supervision.	2	Science lab is located near front entry and media center but is not visually connected.
4	The science classroom/lab(s) are adequately sized and has sufficient storage and prep areas/rooms.	3	Science lab is adequately sized.
5	The science classroom/lab(s) have the technology and infrastructure to support instruction. (teaching walls, display, technology)	3	Science lab has teaching wall and electronic display.
Sub-total		13	<b>out of</b> 20

4D	Extended Learning / Teaming Areas		
For each team, group of four core classrooms, 1,000 square foot teaming area should be included that is intended for breakout programs, impromptu learning and social learning. In addition, the space should include smaller areas designed for speech, literacy, coaching, individual instruction as well as other pull-out programs. Suites should be organized with adjoining Teaming Studios to create larger collaboration spaces.			
1	There is at least one (1) Teaming Area for cross collaboration between students or subject matters.	1	There are no designed teaming areas.
2	Each Teaming Area has at least (1) small group room. This room is connected to the Teaming Studio.	1	
3	The Teaming Area is visually or physically connected to the classroom area (windows, sliding doors, roll-up doors or other ways).	1	
4	The Teaming Area can support a variety of learning activities that may occur collectively or in groups of various sizes with flexible furniture and a variety of styles.	1	
5	The Teaming Area is adequately sized and has sufficient storage.	1	
6	There is ample pin-up and rewritable surfacing for small groups to function well around the room.	1	
Sub-total		6	<b>out of</b> 24

<b>Total by Category</b>	<b>66</b>	<b>out of</b>	<b>124</b>
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<b>Safety and Security Total</b>	<b>23</b>	<b>out of</b>	<b>36</b>
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