



Educational Suitability Summary Report

Rosedale School

Date: 08/11/2016

Score 25% Very Unsatisfactory

(Rev 1 – 11/10/16 Added Survey Responses)

Rosedale School, serving a student population of approximately 140 students in central Austin, is a unique school solely serving students with special needs. Their facility houses students that have behavioral needs, physical needs, or medical needs. All of these students are taught within the same building which was built in the 1930's. This facility is in poor condition and does not match the richness of this school's programming or the faculty's passion for their students. The score on this assessment reflects this campus as having one of the lowest, if not the lowest, educational suitability scores in Austin ISD.

Survey Overview

One parent participated and completed the online ESA survey. Results found the school to be unsatisfactory when compared to other schools in central Texas. The survey also indicated that the campus did not feel safe for students and parents. The survey expressed that the classrooms, common spaces, cafeteria, library and gym were unsatisfactory. The survey stated that the stage needed to be accessible. The survey stated a need for a separation of pedestrians and vehicles and a need for additional parking. Also the survey showed a dissatisfaction with the physical condition of the building overall, the condition of the restrooms, and the physical condition of the learning spaces. In terms of technological improvements, the respondent favored devices such as touch screens and bringing your own device from home as a way to improve learning spaces. Lastly, there is a dissatisfaction for the indoor air quality, artificial lighting and the exterior lighting.

Interview Overview

The interview at the Rosedale School was attended by the principal, Elizabeth Dickey, and other school advocates including a community member, a parent, as well as other Rosedale faculty. Those in attendance were adamant that this facility does not convey the appropriate image to the community about students with special needs. The facility is old, outdated, and unacceptable for the needs of these students. There are students at this campus with behavioral needs, physical needs, and medical needs. The classrooms are undersized and do not accommodate the higher staff ratios necessary for supporting these students. The restrooms are inadequate as well. They are not large enough for appropriate ADA access, and they lack changing areas and showers. The faculty are forced to use a portion of the general classroom for their changing area while using a small movable chalkboard or folding screen to try to create privacy. This is completely unacceptable to everyone at this campus for creating the privacy and a sense of dignity for their students. The kitchen space in many of these classrooms are directly adjacent to make-shift changing areas creating unacceptable health and hygiene hazards for these students. The kitchens in most cases are completely inadequate as well. In some rooms they consist of a microwave, toaster, and coffee maker on top of a folding card table next to a refrigerator against the wall of a carpeted, undersized classroom. There are critical health, hygiene,

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and sanitation issues with the current configuration of the learning spaces; not to mention the obstacles these spaces create for proper instruction.

The storage is so inadequate that equipment is being allocated to the hallways. However, this creates a very narrow usable corridor which is a safety issue especially for students with limited mobility and behavioral challenges. The electrical capacity of the facility needs increasing as well to accommodate all of the equipment appropriate for the medical needs and instructional needs of the students. The hot water is also non-functioning in many rooms and there is inadequate ventilation for restrooms and classrooms. There are acoustic issues between classrooms, and within the classrooms instruction is being interrupted by loud HVAC systems. There is also a lack of de-escalation areas for students in the classroom spaces. This type of space is critical to give students comfort, privacy, and dignity without being on display to the rest of the classroom. The students with medical needs really need spaces that are designed more closely to skilled nursing facilities for their hygiene and nutritional needs.

There are limited common spaces in the facility which limits the instructional opportunities, such as reverse inclusion. The classrooms also lack flexibility necessary for their students and instructional needs. There is no computer space for the students, and there are no CTE classrooms despite these spaces being required by House Bill Five. The Transition to Life in Communities area lacks an appropriate kitchen and has to use a communal restroom in the hallway. This requires faculty to use a portable Hoyer lift to take students to this undersized, inadequate restroom. The home skills lab is currently in a portable and is ill-equipped for simulating real-world scenarios. The laundry facility is completely unacceptable. It is a dark, dated room with undersized walkways and an awkward configuration. The library size is about the size of a typical classroom at a newer facility. It is not accessible and lacks any separation for different group sizes.

The faculty report that there are rat issues throughout the facility, which is especially concerning for the health and well-being of the students. Another safety concern is the ease with which students can exit the facility. There are currently no safeguards to protect students from fleeing the facility. The fences at the rear of the campus are very low and climbable. They also experience issues with the community using their playgrounds, but not cleaning up after their pets. This is especially an issue for a very tactile, and sensory student body. The outdoor lighting and playground equipment need upgrades. They would also like all playground equipment to be shaded to make the play spaces safe during hot days. The pick-up and drop-off areas for students are dangerous. There is no safe way for parents to drop-off students when buses are present, because they are using the same undersized loop. There is no queuing area and only one curb cut for wheelchair access.

The interviewees expressed a desire for life skills classrooms that are configured like those currently at Bedichek Middle School. They would like to have restrooms similarly configured with appropriate changing areas, showers, and large toilet areas. They desire for their students to be given space that affords them the privacy and dignity that they deserve. The campus also needs more storage that is readily accessible for equipment as it is needed. Their home skills lab needs upgrading, and they need additional areas for vocational skills. These spaces must mimic real-world scenarios. A medical office set-up would be particularly beneficial for students as many of them have anxiety about medical experiences. A real medical office within the campus is a partnership that the faculty believe could be mutually beneficial. With the right community partner, this could give students more convenient medical

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access and an increased community awareness of their facility. Another opportunity for student learning would be to add a horticulture program with a small greenhouse. This could lead to business education and employment certificates for students if paired with a small storefront set-up like a farmer's market.

The school would like to have a track for the students to use when riding their bikes and a pool for physical therapy. The faculty would also like a separated drop-off area at the back of the campus that could help ease the traffic issues in the front of the facility. This area would need appropriate canopies and curb cuts.

The faculty report that the district is considering starting an Autism Academy for about 100 students that would be housed at this campus. There is no space available at the campus for these 100 students, and the district is proposing adding portables to accommodate these classes. The faculty expressed strongly that portables are not an appropriate solution for those students.

When considering changes on their campus, the faculty expressed that is important to maintain the central Austin location of their school, the memorial gardens for students that have passed away, and the trees and green spaces. The central Austin location is especially important for the campus, not only due to their students living throughout the Austin area, but also for the necessary community involvement and support that keeps the Rosedale School thriving. The Sensory Room, donated by the Texas Cowboys, is a state-of-the-art room with advanced technology for soothing students that is extremely valued by the school. This space should remain intact.

In the next twenty years, the campus wants to continue to increase community interactions and awareness about their campus. They assert that learning will be more integrated with community partnerships and real-world environments. They believe that spaces will need to be increasingly flexible and have increased electrical capacity to support technology. All of these developments will necessitate increasing the staff and specialist spaces on campuses.

Those in attendance at the educational suitability meeting expressed the overwhelming need for the District to acknowledge and address the very specific needs of the students at this facility. The current educational specification does not adequately describe all of the needs of their students. The faculty would adamantly like to express that coming to Rosedale is a CHOICE. This facility is not against inclusion in any way. This facility is about **meaningful** inclusion that is safe, welcoming, and the right choice for the students who choose to come to this campus. Many of the students at the campus spend the majority of their lives in this facility. The appearance of the school is very upsetting for parents considering enrolling their children. The facility must change to become representative of the faculty's passion for their students. The facility's image and condition is currently not matching the richness of the programming and exemplary instruction at this school.

The most critical point discussed in this interview is the need for the district to be aware of the struggles faced by the distinct types of students at this facility. The district must develop a standard of best practices for the specialized medical, safety, hygiene, and accessibility needs required by these students. The faculty expressed that their school must first *be* safe and *feel* safe to these students before learning can ever happen. They must have the least restrictive environment, and the facility is currently not acceptable. The most pressing facility need is for the classrooms to be reconfigured to

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have the appropriate instructional equipment and the appropriate restrooms with changing facilities and storage spaces necessary for appropriate instruction.

Assessment Findings

The Educational Suitability Assessment of the Rosedale School earned a 25% overall score and places the campus in a category of “very unsatisfactory”, the lowest distinction. The assessment consists of 11 categories to determine areas that need more attention. This facility received “very unsatisfactory” scores for all categories except one “unsatisfactory” score in environmental quality. This slightly higher, but still unacceptable score, was raised solely due to the presence of natural light and views in classrooms.

Lower Scoring Categories: Very Unsatisfactory and Unsatisfactory Categories

General Building

The score is very unsatisfactory.

The building is not configured well for secured access to assembly spaces for community events. The general appearance of the school is old, outdated, and in need of some significant updates. The corridors are about 10'-12' wide throughout the facility, but the faculty report the need to store equipment in the hallways. This narrows the usable walkway significantly and poses a safety issue.

Storage

The score is very unsatisfactory.

The general building storage is very inadequate and allocated to the corridors in many cases. Additionally, classroom storage spaces are ill-equipped with only small, outdated cabinets in poor condition. Hygiene items are stored in bookshelves stacked on other outdated, mismatched furniture pieces. Some of the restrooms are in such poor condition and are so undersized, that they are being used for storage.

Academic & Co-Curricular Support

The score is very unsatisfactory.

The facility lacks a computer lab or technology classroom. The cafeteria is small, and there is no handicapped accessible stage access. There is a homemade plywood ramp that they have used to bridge over the existing stairs. This is not an appropriate or safe access. The storage space is very limited. The kitchen area is used as a teaching kitchen, because they do not prepare food at this campus. Their food comes from Lamar Middle School and is served to students from very old, dirty serving equipment. This equipment is in unacceptable condition. The classrooms at this facility should be configured in accordance with the Life Skills standards; however, they are severely lacking. The classrooms do not have the appropriate configuration of the kitchen spaces and accessible restrooms. The changing facilities are non-existent, so this occurs in the general classroom space. This configuration is unsanitary and unacceptable for creating the appropriate privacy and sense of dignity for students. The classroom spaces are not large enough for different group sizes and the equipment necessary for instruction. The classrooms also lack any de-escalation areas for students that need a quiet, comforting

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environment to themselves.

Security

The score is very unsatisfactory.

The location of the central office is very unsatisfactory in configuration for creating a secure entry to the school. The exterior lighting needs upgrades, especially at the front entry and parking areas. The ease with which students can exit the facility is a safety issue. There are not enough safeguards in place to protect children trying to flee. The perimeter fence at the back of the facility is very low and climbable. The interior transparency is poor for faculty supervision.

Future Ready Student Development

The score is very unsatisfactory.

The classroom spaces are inadequately sized and lack appropriate storage space to accommodate project-based learning or conventional learning. Additionally, the school lacks adequate display space for student work as well as adequate visual communication tools within classrooms. There are no common spaces at the facility to support instruction such as areas for reverse inclusion opportunities. Meeting space and specialist meeting areas are extremely lacking. The technology is very limited at this campus.

Furniture, Fixtures & Equipment

The score is very unsatisfactory.

Furniture is unsatisfactory in condition and size, and does not allow for easy reconfiguration of the space for different learning groups. There is a mix of furniture styles throughout the school.

Exterior

The score is very unsatisfactory.

Traffic circulation for vehicles and buses occurs in the same, undersized front loop. This area is not safe when both parents and buses are present, and there is one small curb cut for students in wheelchairs. The building is lacking clear signage as well as adequate lighting for nighttime use. Outdoor play spaces are unsatisfactory due to lack of necessary shade and accessible equipment. The outdoor learning spaces also need additional shade and improved access for barrier-free use.

Library/Media Center

The score is very unsatisfactory.

The library is inadequate in size and configuration. There is limited accessibility and there is no separation of the space for different group sizes. The space is the size of a typical classroom in a newer facility. The library has unsatisfactory technological support.

Controllability of Systems

The score is very unsatisfactory.

The classrooms have individual thermal controls but they are reported to function poorly. There are some blinds in classrooms in poor condition, and there are portions of the building that have glass block walls with no way of blocking the light entering the classrooms. The artificial lighting controls are limited to one on/off switch which is very unsatisfactory.

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Technology

The score is very unsatisfactory.

The common facilities lack instructional technology, and classrooms have very few computers, if any. Power locations need to be increased to accommodate the equipment necessary for student well-being and student instruction.

Environmental Quality

The score is unsatisfactory.

The quality of the artificial lighting is inadequate. The old, flickering fluorescent lights cause extreme discomfort for the sensitive students at this facility. The acoustics at the facility are inadequate as sounds are easily heard between classrooms, and there is no acoustically separated de-escalation space. The HVAC systems are extremely loud and interrupt instruction. Many of the classrooms have average access to natural light and exterior views. The building has a reported rat issue throughout the campus.



Austin ISD Educational Suitability Assessment Criteria

School	Rosedale School	BLDG - 251
Name	Ellen Saathoff & Sakshi Gandhi	
Date	8/11/2016	

Scoring Scale

Excellent	81%-100%
Good	66%-80%
Average	51%-65%
Unsatisfactory	36%-50%
Very Unsatisfactory	20%-35%

Overall Educational Suitability Score 25%

1 - Exterior	26%
2 - General Building	20%
3 - Academic & Co-Curricular Support	22%
4 - Future Ready Student Development	24%
5 - Library/Media Center	27%
6 - Security	22%
7 - Technology	30%
8 - Storage	20%
9 - Furniture, Fixtures & Equipment	25%
10 - Environmental Quality	36%
11 - Controllability of Systems	28%

1 - Exterior		1	2	3	4	5	N/A			4.25
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?	1						Comments	1.00	1.00
1) Bus , car and pedestrian all happen at the same location. 2) Cars and buses mix, pedestrians are separated. 3) Buses, cars, and pedestrians are separate but stack space is small. 4) Buses, cars, and pedestrians are separate but drop off does not have a canopy or a holding place like a commons or cafeteria. 5) Buses, cars, and pedestrians are separate and drop off area has a canopy and destination. N/A) Does not apply.										
1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?		2					Comments	1.00	2.00
1) Outdoor space exists is not developed 2)Outdoor space for learning exists but not connected to classroom learning areas. 3. Outdoor learning spaces exist and are accessible but not in good condition. 4. Outdoor learning spaces need minor improvements to function well. 5. Outdoor learning spaces are in excellent condition. N/A) Does not apply.										
1.3	Are outdoor play spaces and playfields adequate in size and configuration?	1						Comments	1.00	1.00
1) Outdoor play space exists, not developed 2)Outdoor play space exists but is not connected to gym or other athletic support areas or is too small. 3. Outdoor play spaces exist, are connected to other athletic areas, are the right size, but are not in good condition. 4. Outdoor play spaces need minor improvements to function well. 5. Outdoor play spaces are in excellent condition. N/A) Does not apply.										
1.4	Is the building easily identified with appropriate signage and community wayfinding?	1						Comments	0.25	0.25
1) Campus has no signage and no striping. 2) Signage is faded/hidden. 3) Signage & striping visible but not apparent. 4) Signage is visible but not good condition. 5. Signage and wayfinding is visible and easy to use. N/A) Does not apply.										

2 - General Building		1	2	3	4	5	N/A			1.50
2.1	Are interior circulation routes wide enough to safely and effectively accommodate student movement?	1						Comments	0.50	0.50
1) Primary circulation is 5'-0" to 6'-0" wide. 2) Primary circulation is 6'-0" to 7'-0" wide 3) Primary circulation is 7'-0" to 8'-0" wide 4) Primary circulation is 8'-0"-10'-0" wide 5) Primary circulation is 10'-0"+ wide N/A) Does not apply.		The hallways are around 10'-12' wide; however, it is reported that they are having to use the hallways for equipment for students, and it narrows the usable hallway space significantly. This makes it difficult to navigate, especially for students with mobility or behavioral challenges.								
2.2	Are community use areas arranged so that the school can allow night functions without full school access?	1						Comments	0.75	0.75
1) Cafeteria, gym, and library cannot be accessed from parking area or secured from the rest of campus. 2) Only one of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 3) Only two of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 4) All of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building but do not have individual entrances. 5) Cafeteria, gym, and library can be accessed from parking and locked off from rest of campus for night/evening use with their own entrance. N/A) Does not apply.										
2.3	Does the general appearance of the school evoke pride for the students and community?	1						Comments	0.25	0.25
1) General appearance is poor. 2) General appearance is aged but ok. 3) General appearance is good. 4) General appearance shows pride in campus and student works. 5) General appearance shows pride in campus and student works and is welcoming to the community. N/A) Does not apply.										

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A			12.00
3.2	Are Pre-K and Kinder classrooms appropriately configured per the ed spec? (elementary school only)						n/a	Comments	0.00	0.00
1) Very unsatisfactory - Too small, awkward layout, does not meet needs 2) Unsatisfactory - Too small, only one area for all teaching methods, limited flexibility 3) Neutral - Moderate size, two areas for different teaching methods, some flexibility, access to student storage/casework 4) Satisfactory - Good size, at least two zones for different teaching methods, flexibility and student storage, not new 5) Very Satisfactory - Good size, two zones for different teaching methods, flexibility and student storage/casework, adequate display area and visual teaching tools N/A) Does not apply.										
3.3	Do Pre-K and Kinder have appropriate support spaces such as restrooms and storage per the ed spec? (elementary only)						n/a	Comments	0.00	0.00
1) Very unsatisfactory - No storage, casework, or restrooms 2) Unsatisfactory - unsatisfactory size or condition of storage, casework, or restrooms 3) Neutral - Moderate size or moderate condition storage, casework, and restrooms 4) Satisfactory - Satisfies ed spec for storage, casework, and restrooms 5) Very Satisfactory - exceeds ed spec for storage, casework, and restrooms N/A) Does not apply.										
3.4	Are Science Classrooms/Labs appropriately configured per the ed spec?						n/a	Comments	0.00	0.00
1) Very unsatisfactory 2) Unsatisfactory 3) Neutral 4) Satisfactory 5) Very Satisfactory N/A) Does not apply. (Elementary schools)										
3.5	Are Science Classrooms/Labs support areas appropriately configured per the ed spec?						n/a	Comments	0.00	0.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, do not meet needs 3) Average - Connected, moderate size, but need some renovations or updates 4) Good - Connected, good size, meets needs, functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply. (Elementary schools)										

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A				
3.6	Are Physical Education and Athletic spaces appropriately configured per the ed spec?	1							Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.											
3.7	Are Physical Education and Athletic support spaces appropriately configured per the ed spec?	1							Comments	1.00	1.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.											
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?	1							Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		The stage is undersized and does not have ADA access. It is lacking equipment.									
3.9	Are music, drama, or performance support spaces appropriately configured per the ed spec?	1							Comments	1.00	1.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.											

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A			
3.10	Are Visual Arts spaces appropriately configured per the ed spec?		2					Comments	1.00	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.										
3.11	Are Visual Arts support spaces appropriately configured per the ed spec?	1						Comments	1.00	1.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.										
3.12	Are computer lab spaces appropriately configured?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		The campus does not have a dedicated computer or technology space.								
3.13	Are computer lab support spaces appropriately configured?	1						Comments	1.00	1.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.										

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.14	Are Special Education spaces appropriately configured per the ed spec?	1						Comments	1.00 1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The classrooms are undersized and lacking the appropriate equipment.	
3.15	Are Special Education support spaces appropriately configured per the ed spec?	1						Comments	1.00 1.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								The storage space and restrooms are lacking. The laundry facilities are unsatisfactory and difficult to access.	
3.16	Are the student dining facilities appropriately configured?	1						Comments	1.00 1.00
1) Very unsatisfactory - Too small, poor circulation, inflexible seating in poor condition 2) Unsatisfactory - Too small or inadequate circulation, seating in poor condition 3) Average - moderate size, with adequate circulation, seating in okay condition 4) Good - good size, adequate circulation, seating in good condition 5) Very good - good size, adequate circulation, seating in good condition, with more than one option for eating space (ex: connection to outdoor eating space) N/A) Does not apply.									

4 - Future Ready Student Development		1	2	3	4	5	N/A			12.00
4.1	Does the facility provide specialized space and opportunities for hands-on project-based learning?		2					Comments	1.00	2.00
1) Very unsatisfactory - No project space 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - Limited dedicated spaces of moderate size and layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply.										
4.2	Are general classrooms large enough to support project-based learning and multiple teaching modalities?	1						Comments	1.00	1.00
1) Very unsatisfactory -too small to move, set for lecture only, no connectivity, no flexibility 2) Unsatisfactory - adequate size but set for lecture only, no connectivity, no flexibility 3) Neutral - have flexibility and space for hands on or project based learning 4) Satisfactory - have flexibility and space for hands on or project based learning and connectivity for global learning 5) Very Satisfactory - space for hands on learning, flexibility for different groupings, and connectivity for global classrooms N/A) Does not apply.										
4.3	Is there adequate storage and or support space to support project-based learning?	1						Comments	1.00	1.00
1) Very unsatisfactory - none 2) Unsatisfactory-minimal casework/storage 3) Average - moderately sized casework 4) Good - large casework/cabinets/support 5) Very good - walk-in storage/ample support space N/A) Does not apply.										
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?	1						Comments	1.00	1.00
1) Very unsatisfactory - No display cases or wall space for display 2) Unsatisfactory - 1 wall in classrooms or very few spaces for display 3) Average - 2 walls in classrooms or some hallway spaces for display 4) Good - 3 walls in classrooms or multiple hallway spaces for display 5) Very good - ample classroom display space or many hallway spaces, including display cases N/A) Does not apply.										

4 - Future Ready Student Development - Continued		1	2	3	4	5	N/A				
4.5	Does the building provide adequate opportunities for students/teachers to collaborate in varying group sizes?	1							Comments	1.00	1.00
1) Very unsatisfactory - no common spaces or meeting rooms or in very poor condition 2) Unsatisfactory - a few common spaces or meeting rooms in unsatisfactory condition 3) Average - a few common spaces and meeting areas needing updates 4) Good - multiple common spaces and meeting rooms in good condition 5) Very good - adequate common spaces and meeting rooms of excellent quality N/A) Does not apply.											
4.6	Does the building provide opportunities for informal interaction?	1							Comments	1.00	1.00
1) Very unsatisfactory - no gathering areas or areas in very poor condition 2) Unsatisfactory - one exterior or interior common space with no seating or unsatisfactory condition 3) Average - one exterior or interior common space with seating needing updates 4) Good - 2 exterior or interior common spaces with appropriate seating/good condition 5) Very good - multiple exterior and interior commons spaces with appropriate seating in excellent condition N/A) Does not apply.											
4.7	Does the building provide adequate opportunities for students to work independently?	1							Comments	1.00	1.00
1) Very unsatisfactory - None/poor condition 2) Unsatisfactory - One area far from classrooms in unsatisfactory condition 3) Average - one area for independent work with appropriate furniture needing updates 4) Good - clusters or small rooms adjacent to classrooms with furniture in good condition 5) Very good - multiple clusters or small rooms adjacent to classrooms with appropriate furniture in excellent condition N/A) Does not apply.											

4 - Future Ready Student Development - Continued		1	2	3	4	5	N/A		
4.8	Does the building support career education per house bill 5? (High School only)	1						Comments	1.00 1.00
1) Very unsatisfactory - No dedicated spaces 2) Unsatisfactory -Some spaces being used for both career education and other subjects 3) Average - A few dedicated career ed spaces, but inadequate configuration/ equipment for needs 4) Good - Some dedicated career ed spaces with adequate configuration and equipment for program needs 5) Very good - Dedicated career ed spaces with good configuration and equipment for program needs - new condition N/A) Does not apply.									
4.9	Do the career education spaces simulate real world or college environments? (High School Only)	1						Comments	1.00 1.00
1) Very unsatisfactory - No dedicated spaces, lack of necessary equipment 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - A few dedicated spaces of moderate size/layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply.									
4.10	Does the building have adequate visual communication tools?		2					Comments	1.00 2.00
1) Very unsatisfactory - No vis comm tools 2) Unsatisfactory - outdated, poorly functioning, or insufficient 3) Good - mix of old and new whiteboards/projectors/etc. 4) Good - projectors, marker boards, smart boards in most spaces - good condition 5) Very good - projectors, marker boards, smart boards in most spaces - new condition N/A) Does not apply.		There are small, older projectors in the classrooms. Some classrooms have movable display screens as well.							

5 - Library/Media Center		1	2	3	4	5	N/A			7.50
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?	1						Comments	0.50	0.50
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The library is undersized and not easily accessed by visitors.		
5.2	How well does the Library/Media Center support quiet study?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The size is too limited for quiet study.		
5.3	How well does the Library/Media Center support social interaction?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The configuration does not promote social interaction.		
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.										

5 - Library/Media Center - Continued		1	2	3	4	5	N/A				
5.5	How well does the Library/Media Center support collaborative work in larger groups (10-25)?			3				Comments	1.00	3.00	
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The library is configured only for one large meeting space. This is not appropriate for a library space.			
5.6	How well does the Library/Media Center support technology?	1						Comments	1.00	1.00	
1) Very unsatisfactory - Very inadequate power outlets, no Wi-Fi capability, no computers, tablets, laptops, media carts or screens for use 2) Unsatisfactory - Some power, no Wi-Fi capability, outdated and inadequate technology available 3) Average - Some power outlets, network connectivity, technology available 4) Good - Adequate power outlets available, network connectivity, appropriate number of computers/tablets/laptops/media carts or screens available 5) Very good - Adequate power outlets available, good network connectivity, computers, tablets, laptops and media carts or screens available and adequate for number of students N/A) Does not apply.											

6 - Security		1	2	3	4	5	N/A	Comments	0.25	0.50
6.1	Does the facility have key card access at all major entries?		2					Comments	0.25	0.50
1) Very unsatisfactory - No entries 2) Unsatisfactory - 1/4 of major entries have key card access 3) Average 1/2 of entries have key card access 4) Good - 3/4 of major entries have key card access 5) Very good - all of major entries have key card access N/A) Does not apply.										
6.2	How adequate is site lighting and security for the campus overall?	1						Comments	1.00	1.00
1) No exterior lighting, no secure perimeter 2) Lighting is limited to front entry only, parking lot lighting poor, security is minimal 3) Lighting at all night-use entries and parking lot, but poor condition. Security is moderate 4) Lighting at all night-use entries and parking lots, good condition, signage less visible. Perimeter is well secured, but needs updates. 5) Signage, parking lots, and entries are well lit, visible and easy to use. Perimeter is very secure. N/A) Does not apply.										
6.3	Is the main office properly located and configured with a secure vestibule to the main corridor?	1						Comments	1.00	1.00
1) Very unsatisfactory - No secure vestibule, office located far from main entry. Allows visitors access to school unsupervised. 2) Unsatisfactory - No secure vestibule, office located somewhat far from main entry, minimal supervision of visitors. 3) Average - Office close to entry, views of front door, but no secure vestibule 4) Good - Office is well-located with a secure vestibule, but needs updates 5) Very good - Office well-located with secure vestibule and all appropriate security features. N/A) Does not apply.										
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		There is not appropriate transparency for supervision within the school.								

7 - Technology		1	2	3	4	5	N/A			3.00
7.1	How well equipped are the facilities with instructional technology?	1						Comments	1.00	1.00
1) Very unsatisfactory - very few or no available computers or devices. Old/outdated technology 2) Unsatisfactory- few computers/devices. Some outdated technology 3) Average- A few computers/devices. A mix of new and outdated technology 4) Good - multiple computers or devices per room. Mostly new technology. 5) Very good - multiple computers and devices and new technology. N/A) Does not apply.										
7.2	Is there an adequate number of power and data outlets in learning spaces?		2					Comments	1.00	2.00
1) Very unsatisfactory - none 2) Unsatisfactory - only for teacher 3) Average - for teacher and 1-2 students 4) Good - 2-3 outlets per wall 5) Very good - 3-4 per wall N/A) Does not apply.										

8 - Storage		1	2	3	4	5	N/A			3.00
8.1	Is there adequate general storage in the building?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.										
8.2	Is there adequate classroom storage?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.										
8.3	Is there adequate student storage?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		The student storage is put in very outdated shelves and bookcases. It is inconsistent across classrooms and inadequate.								

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A			3.50
9.1	What is the current condition of the furniture?		2					Comments	0.75	1.50
1) Very unsatisfactory - damaged/non-functioning 2) Unsatisfactory - torn, bent, wrong size 3) Average - scratched/dented/marked 4) Good - not new but sturdy and clean 5) Very good - new N/A) Does not apply.										
9.2	How well does furniture accommodate rapid reconfiguration of a space?	1						Comments	1.00	1.00
1) Very Unsatisfactory - Furniture is fixed or very heavy 2) Unsatisfactory - Furniture does not allow desks to be configured as individuals, small groups, or large groups 3) Average - Mix of furniture that can reconfigure and that cannot 4) Good - Furniture is flexible for multiple configurations of space 5) Very good - furniture is flexible for multiple configurations of space, easy to move and stack N/A) Does not apply.		The furniture is extremely outdated and heavy. This is especially an issue for the limited space available in learning spaces.								
9.3	Is the furniture ergonomic and size appropriate for grade level?	1						Comments	1.00	1.00
1) Very unsatisfactory - desk with attached chair combinations too small for grade level 2) Unsatisfactory -desk with attached chair combinations 3) Average - mix of classrooms with tables/loose chairs and desks with fixed seats 4) Good - tables with loose chairs 5) Very good - tables with loose chairs that allow students to bounce in seat N/A) Does not apply.		The furniture is not appropriate for the needs of the students.								

10 - Environmental Quality							1	2	3	4	5	N/A	9.00	
10.1	How are acoustics in classrooms in general?	1										Comments	1.00	1.00
1) Recognized word/sound from adjacent classroom/corridor 2) audible sound from adjacent classroom/corridor 3) slight sound from outside room 4) walls to deck insulated only white noise from mechanical system 5) Able to hear quiet speaking from across the room N/A) Does not apply.												The HVAC systems are very loud and interrupt instruction. The classrooms do not isolate sound appropriately.		
10.2	Is the classroom artificial lighting adequate quality?	1										Comments	1.00	1.00
1) Very unsatisfactory - sporadic lights work, glare, less than 20 FC 2) Unsatisfactory - 10-19 FC or serious glare 3) Average- 20-29 FC minor glare 4) Good - 30-39 FC and no glare 5) Very good - 40+ FC and no glare N/A) Does not apply.												The lighting is inappropriate for students that have sensitivity to light. The fluorescent lights flicker and create discomfort for the faculty and students.		
10.3	Is there access to natural light in classrooms?			3								Comments	1.00	3.00
1) No learning spaces have natural light 2) 1-25% of learning spaces have natural light or windows are too small to let in light 3) 26-50% of learning spaces have natural light 4) 51-75% of learning spaces have natural light 5) 76-100% of learning spaces have natural light N/A) Does not apply.														

10 - Environmental Quality - Continued							1	2	3	4	5	N/A			
10.4	Is there access to outside views from learning spaces?			3									Comments	1.00	3.00
1) No learning spaces have views 2) 1-25% of learning spaces have views or windows are too small to see out 3) 26-50% of learning spaces have views 4) 51-75% of learning spaces have views 5) 76-100% of learning spaces have views N/A) Does not apply.													Some windows do not allow views, but allow dispersed light.		
10.5	Does the building have odor or pest problems?	1											Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply.													There are pest issues in the form of rats.		

11 - Controllability of Systems		1	2	3	4	5	N/A			3.50
11.1	Does the classroom thermostat allow for individual control?	1						Comments	0.50	0.50
1) No 5) Yes										
11.2	Are shades provided to control natural light in learning spaces?		2					Comments	1.00	2.00
1) No, windows are covered with boards/paper 2) No, windows have no light control 3) Yes, but poor condition blinds 4) Yes, blinds 5) Blackout shades N/A) Does not apply.								Not all of the classrooms have adequate light control. There are some portions of classrooms that do not have any way to block natural light.		
11.3	What is the quality of lighting controls in the classrooms?	1						Comments	1.00	1.00
1) Single switch only per room 2) Alternating rows switch off 3) Alternating lamps in single fixtures switch off 4) Tri level switching 5) Dimmable N/A) Does not apply.										



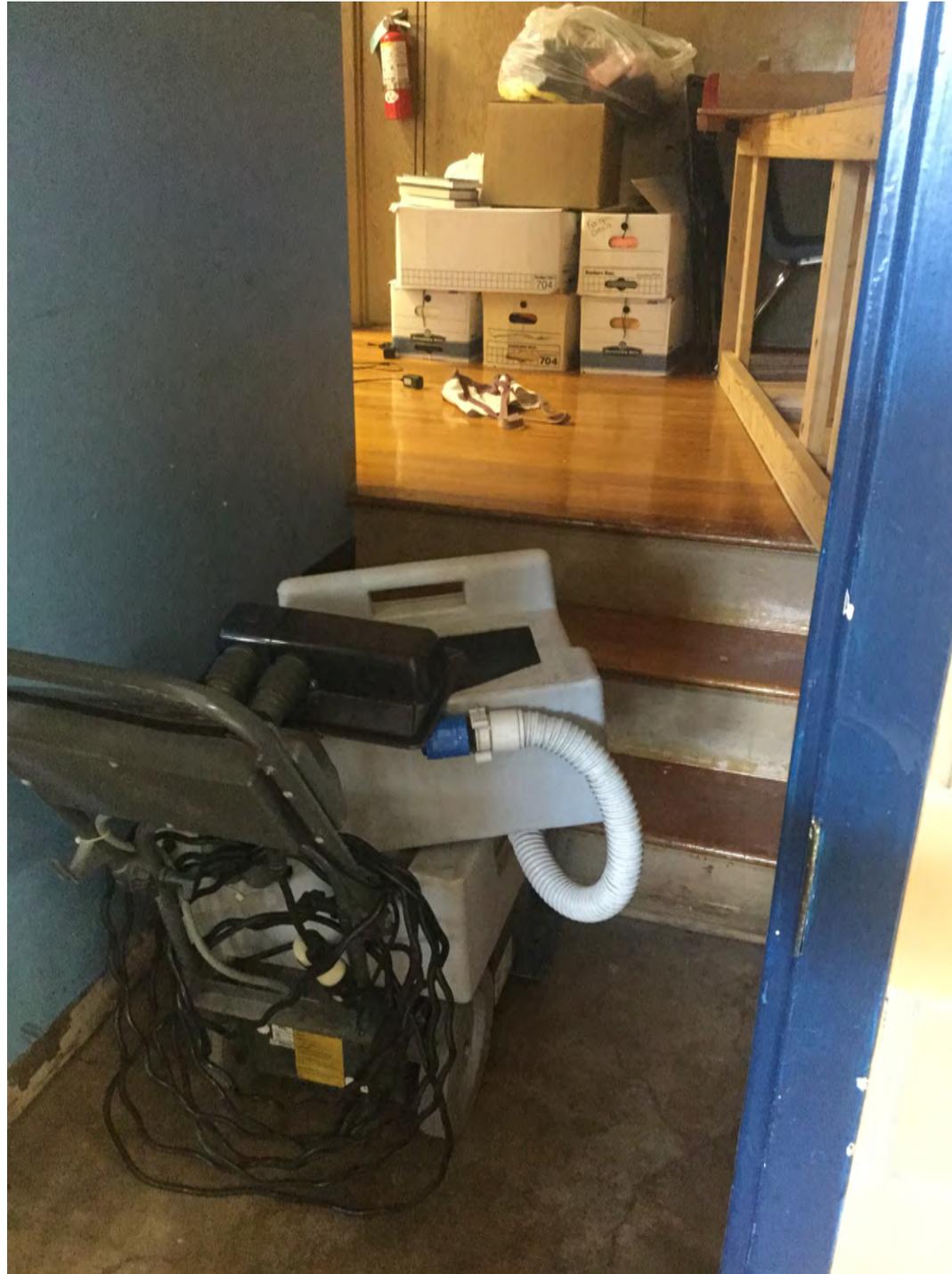
1.1 Traffic Circulation



1.2 Memorial Garden



1.3 Playground



3.8 Stage Access with
Homemade Ramp



3.14 Classroom



3.14 Classroom
"Kitchen" Set-Up



3.15 Changing Area in the Classroom



3.15 Changing Area 2



3.15 Hallway Restroom



3.15 Lift Required to Reach Hallway Restroom





3.15 Class Restroom



3.16 Cafeteria



3.16 Cafeteria





5.5 Library







3.15 Sensory Room