



Educational Suitability Summary Report

O. Henry Middle School BLDG-047

Date: 8/17/2016 (REV1 – 11/3/2016 – Re-interview & Survey updated) **Score 63 % Average**

O. Henry Middle School serves a student population of approximately 930 students in central west Austin at 2610 West 10th Street. The school places a large emphasis on their Pre-AP, performing arts, and technological education. After being named a 2012 “School To Watch” by the National Forum To Accelerate Middle-Grades Reform, the school has expressed a desire to include CATE programs more heavily into their curriculum. Upon speaking with the interview team, the school’s primary concerns are exterior, academic and co-curricular support, technology, storage, and controllability of systems.

Survey Overview

Over 115 administrators, teachers, and parents participated and completed the online survey. 79 of the responses were from parents. Results expressed that the campus was “neutral” when compared to other schools in central Texas. Some of the main areas that were highlighted as unsatisfactory include the gym, locker rooms, restrooms, athletic fields, cafeteria, classrooms, and science rooms. There was a general consensus from the survey responses that spaces for small group, hands on project spaces, storage, and performing arts are new space programs that should be most highly prioritized. The survey also indicated a need for hands-on project space, mentor and tutoring space, and assembly space. Lastly, the survey responses show a general desire for additional crosswalks, better transportation traffic patterns, and separation of pedestrian traffic from vehicles. 50% of respondents feel the campus is safe or very safe.

Ms. Aidman is the principal at O. Henry Middle School. Her survey responses indicated a need for a theater/performance space, small group learning spaces, and hands-on project spaces. Although she expressed that the cafeteria and art rooms are adequate, Ms. Aidman expressed that she was dissatisfied with many of the classrooms, science rooms, locker rooms, and athletic fields. She also highlighted that the building’s overall physical condition is unsatisfactory. She notes that regular maintenance issues revolve around repairing A/C units, especially in the cafeteria and gym area. Lastly, Ms. Aidman stressed that several technological improvements are needed across campus, including the following: laptops, touch screen displays, personal device charging stations (phone, tablets, etc.), desktop computers, and tablets.

Interview Overview

When the interview team (Principal, Vice Principal, and numerous staff members) were asked what existing programs are currently held in unsuitable spaces, several spaces throughout campus were identified. The cafetorium is currently sized to accommodate student lunch capacity, but when enrollment is high, the space struggles to accommodate the demand. Seating capacity and the number of serving lines are currently adequate. An additional serving line is desired to provide alternative food

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options, assuming additional staffing is available. The staff expressed that bench seating is preferred over individual seating in order to provide additional capacity. Exterior access and an outdoor eating space are desired. The staff would like a larger stage. Currently the stage has no storage space. Also noted was an outdated lighting system, and a single mic PA system. Speakers are also inadequate and limited to overhead. Theater backdrops, props, etc. must be stored elsewhere.

A complete overhaul of the gym is desired by the campus. Ceilings, lights, and mechanical units hang low and are frequently hit by balls during games. There are also several areas where balls regular become stuck. Additional seating would be required to allow for full student assemblies and heavily attended games. The faculty stated the auxiliary gym is undersized and better suited as a dance studio. Due to size and lack of seating, the auxiliary gym cannot be used for competitions. The staff feels a third gym would be ideal, to solve this scheduling issue. Due to a high number of afterschool sports and activities, both indoor and outdoor activities are difficult to schedule. Locker rooms are dated and are currently undersized given the size and number of sports teams. Showers are in poor condition and provide little privacy. It is reported that the boys' showers are not individually controlled, so a single level controls all shower heads on the unit. Water temperature is also an issue as the water heater pilot light frequently goes out and staff stated that it "takes weeks" to bring it back online. Plumbing leaks are an ongoing issue in both locker areas. The boys' locker room in particular has odor issues. The staff stated that the weight room is a third the size needed and requires additional equipment. A multipurpose practice space could provide additional space for cheerleading, dance, etc. when all other spaces are being used by other athletics programs. Storage space is also a concern as some items (boy's uniforms, some equipment, etc.) are in open, unsecured space. Staff note that the storage space behind the gym is not very useful, but add, there are a few corridors that could function as usable storage. The running track is not regulation size (currently only 325 meters instead of 400). The soccer field is too narrow to support regulation games, the triple jump field has been covered by portables, and the high jump equipment is not regulation. Discus and shot put areas are reportedly adequate. A storage shed provides adequate outdoor storage space. The staff desires an outdoor restroom building that would be beneficial for athletics practices, official games, and portable use. It was noted that weekend or afterhour's events require doors to be left open, creating supervision concerns.

The library is adequately sized, but would need to be expanded to accommodate additional functions. Having a maker space within the library is a primary goal of the faculty. A conference room adjacent to the library is requested so that teacher meetings do not disturb student use. The staff would like the computer bank to be increased to accommodate student demand. While the work room is adequate, storage rooms for outdated medias have been repurposed as smaller conference rooms. In order to further optimize space and improve flexibility, staff would like bookshelves that are not on the perimeter to have casters. The furniture is relatively new, but not comfortable, sturdy, or durable. More easily configured, modern, "cool" furniture is desired. A large glazed wall offers views and sunlight, but is hindered by frosted glass and mold/mildew residue between glass panels. Blackout curtains are desired for projector use. Given the age and condition of the current A/V system, a new projector with integral A/V functions and surround sound speakers is requested. Lastly, there is a desire to shift away from traditional texts towards more digital catalogues. It is also noted that there are many dated reference books that would benefit from an upgrade; however, it is noted that this is lower on the priority list. Final comments involve an HVAC system that either produces a frigid or uncomfortably hot environment,

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condensate lines continue to leak above the ceiling, and the humming and loud noise generated by the air conditioning make use of the space difficult. When the system is running, the space is not a conducive acoustic environment. This is a problem noted throughout the school where new HVAC units have been installed.

General technology concerns across campus include the following items: slow computers, inability to call long distance, and outdated equipment. Some computers are reported as slow due to systems being near end of life. Faculty indicate that even newer computers are notably slow, this is assumed, due to very slow network connections. It is noted that login for students takes a very long time and uses class time. Staff note that google fiber is available in the area and would be a valuable asset for the school. Long distance calling is not allowed to and from classrooms. This is an issue as parents with area codes outside of the Austin area are not able to phone in or be called from the classrooms. In addition to dated, projection equipment, staff request new computers, nooks, kindles, and other reading technologies as existing equipment is very old.

The performing and visual arts faculty express concern over a lack of adequate theater arts space. The current size and lack of storage and lighting of the cafetorium stage will not support theater arts functions, as they would like. There is currently no dedicated dance room. Faculty indicated, they feel, the music hall is undersized and has inadequate storage capabilities. The auxiliary band hall comfortably accommodates eighteen students, plus storage. Practice rooms are limited in number due to the fact, they have been converted into storage to help free up space in the band halls. The choir hall is reportedly adequate, but they would like a dedicated piano lab and space for uniform and equipment storage. A desired space would be a recording studio that would be used by all performing arts programs for digital recording, mixing, filming, etc. The faculty believe a full technology media lab would be more appropriate, but recording is the primary needed function. Due to current enrollment the art room is difficult to schedule. There is an additional kiln located in the shop area (that may have been an art room previously). It was mentioned that the art technology spaces were not easy to maneuver in. Art staff would prefer high resolution smart boards be installed in lieu of standard projectors. Digital art programs would also like 3D printers to incorporate into the curriculum. Photography prefers a dark room and newer technologies to meet curriculum standards.

Core classrooms are the primary spaces that the staff noted having acoustical concerns. This is primarily due to loud HVAC systems that have been recently installed. Older units are also a problem as they take up a significant amount of floor space. An A/C override and more sensitive individual controls are requested for increased thermal comfort and afterhours use. Furniture throughout core classrooms are not ideal, as indicated by the faculty. While the furniture is new, it is not sized to accommodate larger students, and are not durable given heavier loads. It is also noted that the built-in storage limits leg space for taller students. Technologies are generally inadequate given age, quality, and inflexibility. It is noted that portables are too small for the current class size (approx. 30 desks). A/C coverage in portables is also a concern as temperatures are rarely comfortable (reportedly 83°F indoors when 100°F outside). There are also a few accessibility and safety issues addressed at the portables. The first issue is that the daycare located in a portable is not easily accessible to strollers. It is also noted the playground equipment for this age group is inadequate and not accessible. Ramp access to the other portables is also unsafe due to poor condition and a slippery surface. This is compounded by the fact

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that there is no covered walkway from the main building to the portables. Student come to class wet during rain events, which makes the ramps even more of a safety concern.

Outdoor classrooms are present throughout the school (i.e. courtyards), but a desire for additional shade, more seating, and modernization would assist the use of space. It is noted that one outdoor classroom (an Eagle Scout project) is currently the most effective space. Additional spaces like this would be heavily used. It is also noted that an area out front of the school would be easily converted into an outdoor amphitheater. This is thought to be another heavily used feature should it exist.

Special education needs a larger life skills classroom. The current space is undersized, needs an additional restroom, and a larger ADA accessible kitchen with updated appliances. Existing cabinets are old and in poor condition. There is also a general need for additional space as specialized equipment (lifts, changing tables, etc.) are housed outside the classroom when not in use. Lastly, staff report that there is no handicap parking available at the front of the building. As such, handicapped visitors are directed to the spaces by the science wing, which is not conveniently located or in close proximity to a building entrance.

There are currently six dedicated science labs, but there are more teachers than spaces. As a result, classes have high enrollment and scheduling is challenging. The staff feels, in an ideal scenario, additional classes would be added while existing classrooms would be reconfigured. The preference is a dedicated class area at the front and all lab space towards the back. Due to the narrow design of the labs, it is difficult to hold as many students as currently needed. Currently, perimeter casework is on all sides of the room limiting teaching surfaces. The projector is located on a mobile cart, but is limited to an inconvenient space due to a singular connection point. It is noted that the system's large size, old age, and poor quality make the equipment cumbersome and inconvenient. While casework storage is adequate, a plumbing chase between the cabinets and exterior wall provides space for rodents and mold/mildew to collect. It is also noted that the windows are in poor condition, weather-stripping is molding and leaking, and lab sinks and gas connections either do not function or leak. The remaining casework would then ideally be modernized for specialized, secure storage and better shelving. If all room reconfigurations are accommodated, the staff believe new furniture would be needed to accommodate the new layout. Additional equipment needs include the following: proper ventilation for the chemical cabinet, additional vent hood(s) as the only existing unit is very old, a refrigerator, a dishwasher, goggle sterilization cabinets, and new emergency eye wash and showers (existing units are aged and leak).

Administration currently utilizes storage rooms and other spaces that were not originally designed for office space. It is also noted that conference rooms are currently housed in closet spaces. These spaces do not have windows and have no HVAC control. As such, administration needs additional, functional office space and conference space. An ideal meeting space for staff would involve a larger space and an adequate media system. Staff agree that ARDs require their own dedicated meeting space. Lastly, a larger work room is requested. Currently the lounge (which was noted as adequate) shares space with the work room, which is not ideal. Additional space and an ice machine are needed for a more functional work room. It is also suggested that providing satellite work rooms throughout the building would be beneficial. Staff later note that adding flat screen displays throughout campus is desired for school wide broadcasting, scrolling alerts, daily announcements, etc.

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Restroom facilities generate several issues from school staff. Most notably, is that there is only one dedicated faculty restroom in the building, which is located in the administration office. An additional private restroom is located in the 100 wing, but is accessed only through a storage room and is currently being used as an ADA restroom. This function is also not accommodated as passage through the storage room lacks necessary clearances and is therefore not ADA compatible. Student restrooms are poorly configured and offer clear sight lines from the adjacent corridors. Standard equipment is also missing from several student restrooms: soap dispensers, urinal partitions, shelves/hooks for student belongings during restroom use, etc. It is noted that additional toilet stalls are needed in a few of the boys restrooms as lines regularly back up. Lastly, an additional private, ADA restroom is needed for students who require faculty assistance for use.

General building storage is a reported issue throughout campus. Core classrooms suffer from a lack of storage, particularly for books and supplies. Staff report that student storage is adequate and that existing lockers are not utilized.

Desired programs and improvements include the following: a student lounge for club use and group projects, battery charging station for personal technologies, additional data and power outlets in the majority of spaces, computer coding class to feed into the vertical team academy at Austin High, a multipurpose practice space for cheerleading and dance, common areas for interdisciplinary lessons/projects, additional coaches offices and coach shower, outdoor exercise courts, and additional pet poop stations to encourage more stringent control by pet owners. It is also noted that there is a desire for a community shared building for athletics, exercise, and other functions (yoga, weight room, etc.). This in conjunction with the aforementioned outdoor exercise courts (rope course, outdoor circuit by track, etc.) would help generate funding for the school and allow the purchase of desired equipment.

The interview team reports several safety and security concerns on campus. Site lighting needs to be improved by the fields, the track, parking areas, and along the back of the building. It is also noted that the 600 wing lighting is poor due to birds nesting along the fixtures. Additionally, security camera coverage should be increased in the 700 corridor, main hallway, majority of primary interior spaces (gym, cafeteria, etc.), 200 wing by the girls' restroom, and the portables. Additional keycard access points are needed (100 wing entrance, front of the building, and 200 wing area) while some existing units are not functioning (entrance by the choir room). The main office does not have a secured vestibule and the door buzzer system is not reliable. The principal requests that the PA system be extended to cover the courtyards, such that, announcements and emergency alerts can be heard from those areas. Staff also addressed a few miscellaneous safety and security issues: the orchestra hall has only one means of egress, portables need to be fenced in to provide security and prevent unauthorized access of persons and animals, there is no walkway from the back parking lot to the sidewalk, nor is there a path from the main building to the track (ideally provide a sidewalk from the 600 wing straight across to the scoreboard), and aforementioned portable ramps and uncovered walkways. Staff add that the back parking lot does not have painted lines, so parking efficiency is an issue. Primary issues with pests involve rodents in the science wing, wasps in the majority of outdoor spaces, ants in the portables, cockroaches in the teaching lounge, periodic raccoon visits, and termites in the 200 wing ceiling. Odors throughout the school are focused in the athletics locker rooms, the library's exterior wall due to frequent flooding, and moldy/mildewed flooring in offices and corridor off of room 601 also due to flooding or leaks.

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If renovations or additions were to occur on campus, the interview team reports that mosaics across the campus, the front statue of a mustang, memorial trees, bricks, heritage trees, and murals should be preserved. It is also noted that dedicated spaces in the school (i.e. library) should maintain their dedicated names if replaced or renovated. Lastly, staff want the history and nature of the school maintained in the event of remodeling or demolition. They identify the smokestack as an example of the school's "different-ness" and uniqueness. This aesthetic should be respected in any new design so that the history is celebrated and remembered. A past student of the school should be able to walk into the new version of O. Henry and identify their old stomping grounds.

In an effort to think forward to the next 20 years of teaching methods, the interview team believes that a new facility should focus on providing the following elements: more advanced, replaceable technologies; faster, more reliable data and power services; and charging stations for individual device. Facility needs include multi-story facility for larger space opportunities, a maker space, multipurpose spaces, common areas for interdisciplinary collaboration (see Garcia Middle School as example), independent fine arts wing with appropriate support spaces (auditorium, etc.), enclosed courtyards for outdoor classrooms, and an influx of natural light into the learning spaces. The faculty note that increasing the natural light quantity and quality will help not only in improving student and faculty performance, but also help make the school distinct and special. They add that the older area of the building does not have the quality of light present in newer areas of the school

The hottest issues facing the school are as follows: improving technologies' quality and quantity, addressing A/C and lighting issues, remedying safety and security issues, and providing necessary additional space are primary concerns.

Assessment Findings

The Educational Suitability Assessment of O. Henry Middle School earned a 63% overall score and places the campus in a category of "average". The assessment consists of 11 categories to determine areas that need more attention.

Categories:

Exterior

The score is unsatisfactory.

Traffic circulation for vehicular, bus, and pedestrian traffic are clearly noted, but parent drop off is limited to curbside. Bus drop off currently occurs in an area shared with parking. There are also very limited handicapped parking locations. The spaces are not near the front entry. The building has appropriate signage and wayfinding. Outdoor learning spaces are adequate, but would benefit from additional shade and seating. The playscape for daycare is inadequate, given the target use group. The staff indicates, the quality of athletics fields is inadequate in size and condition. Portables currently occupy track and field areas.

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Academic & Co-Curricular Support

The score is average.

Classroom spaces are limited in teaching styles given large class sizes and the current furniture options. Classroom storage is typically limited to built-in casework. Special education life skills classroom is undersized, not fully ADA compliant, and lacks space to house necessary equipment. Science labs have ample built-in casework, but also are limited by overcrowding. The staff indicate that the inflexible technologies and a lack of space for an appropriate teaching surface also hinder the space. Emergency eye wash and shower units are aged, leaking, and show evidence of rusting. Equipment is not properly ventilated and in many cases does not function (see additional information in interview summary above). The cafeteria is adequately sized per ed spec requirements, although it is noted that the stage has limited storage capabilities. The computer labs are adequately sized and properly equipped. Performing arts spaces lack dedicated spaces for theater arts and dance. The kiln is currently located in a separate area of the building from the art room. Primary deficiencies present in choir and band spaces are storage and practice room space. Additional programs such as photography and digital technologies would benefit from additional space and equipment.

Technology

The score is average.

Common facilities and classrooms have dated, inflexible instructional technologies that are dated. There is a mix of old and new computers. The staff stated that a slow data network hinders platforms across the board. Power and locations could be improved in quantity and location in order to reduce extension cord and power strip use.

Storage

The score is unsatisfactory.

General building storage is inadequate throughout the building. Storage rooms have either been converted into occupied spaces or are over packed. Core classrooms, with the exception of science labs, are equipped with only minimal built-in cabinets. Student Lockers are available along the majority of corridors, but are not currently used.

Controllability of Systems

The score is average.

The classrooms have individual thermal controls. Staff stated that thermostat controls are ineffective. The noise put off by the HVAC system is a noticeable problem throughout the building, particular where newer units are present. The majority of learning spaces have aged shades for controlling natural light. Artificial lighting controls are limited to one on/off switch or alternating row switching.

General Building

The score is good.

The access for community functions in the gym and cafeteria are easily accessible, while the library does not have an exterior access point. However, the arrangement of spaces allows for nighttime use of the school while securing the remainder of the building from use. The corridors are adequate in size and well lit. The general appearance of the school evokes pride in the

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students and community members.

Future Ready Student Development

The score is average.

The classroom spaces are reasonably sized, but are congested due to class size and also lack appropriate storage space to accommodate project-based learning. A number of spaces, both inside and outside the building provide opportunities for both independent and collaborative learning as well as multiple opportunities for informal interaction. Additionally, the school has adequate display space for student work. The visual communication tools within the classrooms are mostly outdated and are inconveniently located in some instances (see additional information on science labs in interview summary above).

Library/Media Center

The score is good.

The library is not accessible to visitors via a dedicated exterior entrance. Flexible furniture allows for collaborative work of small group sizes. However, there is a need for furniture and seating to support larger collaborative groups. The library is well equipped with computer technologies to support both students and faculty. Projection and A/V systems are dated and in poor condition.

Security

The score is average.

The location of the central office is satisfactory in configuration for creating a secure entry to the school, but there is no secured vestibule. Lighting and security camera coverage is lacking in several areas throughout campus. There is key card access at the majority of entries although some do not function properly. Interior transparency is average for faculty supervision within the school.

Furniture, Fixtures & Equipment

The score is good.

The furniture is in good condition and size, but does not allow for easy reconfiguration of the space for different learning groups.

Environmental Quality

The score is good.

The quality of the artificial lighting is appropriate for classroom functions, while the acoustics are inadequate as sounds are easily heard from the corridor and adjacent classroom spaces. It is also apparent that HVAC noise is a problem in the majority of spaces. Most of the learning spaces have exterior views and access to natural light.



Austin ISD Educational Suitability Assessment Criteria

School	O. Henry Middle School	BLDG - 047
Name	Anacleto Rojas & Sam Shipp / Kris & Koleman - Revised	
Date	6/28/2016 - (Rev1 11/3/2016; REV2 - 12/12/2016) Rev1- Comments & Score Revisions from CAC meeting. REV2- SPED comments)	

Scoring Scale

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

Overall Educational Suitability Score **63%**

1 - Exterior	43%
2 - General Building	70%
3 - Academic & Co-Curricular Support	62%
4 - Future Ready Student Development	65%
5 - Library/Media Center	73%
6 - Security	57%
7 - Technology	60%
8 - Storage	47%
9 - Furniture, Fixtures & Equipment	73%
10 - Environmental Quality	76%
11 - Controllability of Systems	60%

1 - Exterior		1	2	3	4	5	N/A	7.00
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?	1						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.	Comments The site occupies one city block and is landlocked. There is currently street parking and curbside drop off for vehicles. The campus could benefit from a designated bus loop. Parking provides very limited handicap parking, with nothing designated near doors. Only current H.C. parking is by the science hallway. Parking is not striped which doesn't allow efficient parking.						
1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?			3				1.00 3.00
	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.	Comments Courtyards provide adequate learning spaces, but need additional shade and seating.						
1.3	Are outdoor play spaces and playfields adequate in size and configuration?		2					1.00 2.00
	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.	Comments The running track is not regulation size (only 325 meters vs 400). The soccer field is not regulation size. The track and field triple jump fields are currently covered by a portable building. The high jump equipment is not regulation. There are no supporting restrooms accessible to outdoor fields, on the exterior of the building. Tennis courts are adequate, but in need of resurfacing. The track and field were originally built to support onsite practice, not competitions.						
1.4	Is the building easily identified with appropriate signage and community wayfinding?				4			0.25 1.00
	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.	Comments						

2 - General Building		1	2	3	4	5	N/A	5.25
2.1	Are interior circulation routes wide enough to safely and effectively accommodate student movement?				4			0.50 2.00
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.		Comments						
2.2	Are community use areas arranged so that the school can allow night functions without full school access?			3				0.75 2.25
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.		The library does not have an exterior access point, but can be secured from the majority of the remaining facility.						
2.3	Does the general appearance of the school evoke pride for the students and community?				4			0.25 1.00
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.		Staff strives to keep the facility in good operating condition.						

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A		40.00	
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?		2					Comments	1.00	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Neutral 4) Satisfactory 5) Very Satisfactory N/A) Does not apply. (Elementary schools)		Several sinks and gas hookups are not functional at this time. Plumbing chases between new casework and existing walls provide home for rodents and mold, as indicated by staff. The chemical cabinet is not properly ventilated. Only one fume hood is present. Some emergency eye wash/shower stations are leaking. Due to current enrollment, classes have larger student to teacher ratios. Science labs under TEA.								
3.5	Are Science Classrooms/Labs support areas appropriately configured per the ed spec?		2					Comments	1.00	2.00
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)		Due to the existing construction of the building, the labs are narrow. The casework layout is appropriate, but due to current enrollment, the size feels small with so many students sharing the space.								

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A	Comments	1.00	3.00
3.6	Are Physical Education and Athletic spaces appropriately configured per the ed spec?			3						
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.	The main gym is not sized to accommodate a full student assembly. Some games are held off campus due to the size.								
3.7	Are Physical Education and Athletic support spaces appropriately configured per the ed spec?			3						
	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.	Locker rooms are in poor condition, aged, undersized, and odorous. Space for equipment is lacking. Secure storage for uniforms/equipment is also at a premium.								
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?			3						
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.	Band hall, Orchestra, Ensemble, and Choir halls are adequate. Due to current enrollment, storage is becoming an issue.								
3.9	Are music, drama, or performance support spaces appropriately configured per the ed spec?			3						
	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.	Practice rooms in band are currently doubling as storage due to lack of space.								

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?				4				
<p>1) Very unsatisfactory</p> <p>2) Unsatisfactory</p> <p>3) Average</p> <p>4) Good</p> <p>5) Very good</p> <p>N/A) Does not apply.</p>								Comments	1.00 4.00
								Due to enrollment, another art room is needed. The existing art space has adequate storage and a kiln.	
3.11	Are Visual Arts support spaces appropriately configured per the ed spec?				4				
<p>1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs</p> <p>2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs</p> <p>3) Average - Connected, moderate size, but need some renovations or updates to function well</p> <p>4) Good - Connected, good size/layout, meets needs/functions well</p> <p>5) Very good - connected, generous size, nice condition, functions appropriately</p> <p>N/A) Does not apply.</p>								Comments	1.00 4.00
								The kiln located in the art room. An additional kiln is also located in the shop space as well.	
3.12	Are computer lab spaces appropriately configured?				4				
<p>1) Very unsatisfactory</p> <p>2) Unsatisfactory</p> <p>3) Average</p> <p>4) Good</p> <p>5) Very good</p> <p>N/A) Does not apply.</p>								Comments	1.00 4.00
								Computer labs are crowded due to current enrollment. Network speeds and computer processing speeds are very slow, according to staff.	
3.13	Are computer lab support spaces appropriately configured?			3					
<p>1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs</p> <p>2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs</p> <p>3) Average - Connected, moderate size, but need some renovations or updates to function well</p> <p>4) Good - Connected, good size/layout, meets needs/functions well</p> <p>5) Very good - connected, generous size, nice condition, functions appropriately</p> <p>N/A) Does not apply.</p>								Comments	1.00 3.00
								There is limited storage in the computer lab spaces.	

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?			3				Comments	1.00	3.00
<p>1) Very unsatisfactory</p> <p>2) Unsatisfactory</p> <p>3) Average</p> <p>4) Good</p> <p>5) Very good</p> <p>N/A) Does not apply.</p>								<p>The kitchen and bathroom are small in life skills. The room is small for all the equipment that is need for this specialty space. <i>SPED comments: SBS in portable w/ no restroom. Life Skills is in the building, restroom is small. Nearest shower is in Gym. Kitchen in LS class no washer in classroom. SCORES in the building, restroom down the hall. No cool down.</i></p>		
3.15	Are Special Education support spaces appropriately configured per the ed spec?		2					Comments	1.00	2.00
<p>1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs</p> <p>2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs</p> <p>3) Average - Connected, moderate size, but need some renovations or updates to function well</p> <p>4) Good - Connected, good size/layout, meets needs/functions well</p> <p>5) Very good - connected, generous size, nice condition, functions appropriately</p> <p>N/A) Does not apply.</p>								<p>Life skills classroom is very small and does not have an ADA compatible kitchen. Life skills kitchen appliances are undersized, old, and inappropriately configured.</p>		
3.16	Are the student dining facilities appropriately configured?				4			Comments	1.00	4.00
<p>1) Very unsatisfactory - Too small, poor circulation, inflexible seating in poor condition</p> <p>2) Unsatisfactory - Too small or inadequate circulation, seating in poor condition</p> <p>3) Average - moderate size, with adequate circulation, seating in okay condition</p> <p>4) Good - good size, adequate circulation, seating in good condition</p> <p>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)</p> <p>N/A) Does not apply.</p>										

4 - Future Ready Student Development		1	2	3	4	5	N/A	26.00		
4.1	Does the facility provide specialized space and opportunities for hands-on project-based learning?				4			Comments	1.00	4.00
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.								Existing CATE programs are adequate (woodworking, media animation, keyboarding).		
4.2	Are general classrooms large enough to support project-based learning and multiple teaching modalities?			3				Comments	1.00	3.00
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.								The general classrooms are undersized, but the specialized classrooms are adequate.		
4.3	Is there adequate storage and or support space to support project-based learning?		2					Comments	1.00	2.00
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.								There is lack of storage throughout.		
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?				4			Comments	1.00	4.00
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?				4			Comments	1.00 4.00
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?			3				Comments	1.00 3.00
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.		A number of interior and exterior spaces are available, but would benefit from minor upgrades (additional seating, newer seating, etc.)							
4.7	Does the building provide adequate opportunities for students to work independently?			3				Comments	1.00 3.00
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.		The school needs smaller break out spaces for students to work independently.							

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)						N/A	Comments	0.00 0.00
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)						N/A	Comments	0.00 0.00
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?			3				Comments	1.00 3.00
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.		The quantity and quality of innovation stations, marker boards, etc. are an issue throughout the school. There is a range of equipment from room to room.							

5 - Library/Media Center		1	2	3	4	5	N/A	20.00		
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?				4			Comments	0.50	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		No exterior access is provided, but is located near the front of the school.								
5.2	How well does the Library/Media Center support quiet study?			3				Comments	1.00	3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		Loud HVAC noise hinders quiet study. Furniture lends itself more towards group study exercises.								
5.3	How well does the Library/Media Center support social interaction?				4			Comments	1.00	4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		The furniture is suitable for social interaction, but is older.								
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?				4			Comments	1.00	4.00
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)?				4			Comments	1.00 4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Storage rooms converted to conference rooms allow for smaller group interaction while a larger group uses the main space.	
5.6	How well does the Library/Media Center support technology?			3				Comments	1.00 3.00
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.								Additional computer space is needed, but what is existing functions well, and is adequately equipped. A/V systems within the library for larger group functions is very limited and dated (evident by old projectors and tvs)	

6 - Security		1	2	3	4	5	N/A	9.25
6.1	Does the facility have key card access at all major entries?					5		0.25 1.25
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.		100 & 200 wings hall exterior entrance is not covered. Front of the building is not well covered. Exterior access by choir room does not function.						
6.2	How adequate is site lighting and security for the campus overall?		2					1.00 2.00
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.		Interior security cameras are needed (700 hallway, main hallway, 200 wing by girls restroom, portables, etc.) Aged existing system provides poor quality video. Site lighting is limited at fields, track, parking lots, along the back of the building, and 600 wing (due to birds nesting, lights are dim).						
6.3	Is the main office properly located and configured with a secure vestibule to the main corridor?			3				1.00 3.00
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.		The main office has an exterior entrance, but no buzzer is present. There is no secure vestibule present (it is noted as desired by the faculty).						
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?			3				1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								

7 - Technology		1	2	3	4	5	N/A	6.00	
7.1	How well equipped are the facilities with instructional technology?			3				3.00	
<p>1) Very unsatisfactory - very few or no available computers or devices. Old/outdated technology</p> <p>2) Unsatisfactory- few computers/devices. Some outdated technology</p> <p>3) Average- 5-7 computers/devices. A mix of new and outdated technology</p> <p>4) Good - 7-10 computers or devices. Mostly new technology.</p> <p>5) Very good - 10+ computers or devices and new technology.</p> <p>N/A) Does not apply.</p>								<p>Comments</p> <p>Technologies quantity is an issue throughout. Computers are new, but quality of projectors is low.</p>	1.00
7.2	Is there an adequate number of power and data outlets in learning spaces?			3				3.00	
<p>1) Very unsatisfactory - none</p> <p>2) Unsatisfactory - only for teacher</p> <p>3) Average - for teacher and 1-2 students</p> <p>4) Good - 2-3 outlets per wall</p> <p>5) Very good - 3-4 per wall</p> <p>N/A) Does not apply.</p>								<p>Comments</p> <p>The technology classrooms could be better outfitted with power to support more technology.</p>	1.00

8 - Storage		1	2	3	4	5	N/A	7.00		
8.1	Is there adequate general storage in the building?		2					Comments	1.00	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Storage is general a concern across campus.		
8.2	Is there adequate classroom storage?		2					Comments	1.00	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								There is no built-in shelving or free standing bookshelves in core classrooms. Science labs have plenty of built-in storage, but would benefit from larger prep space.		
8.3	Is there adequate student storage?			3				Comments	1.00	3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The lockers are currently not used.		

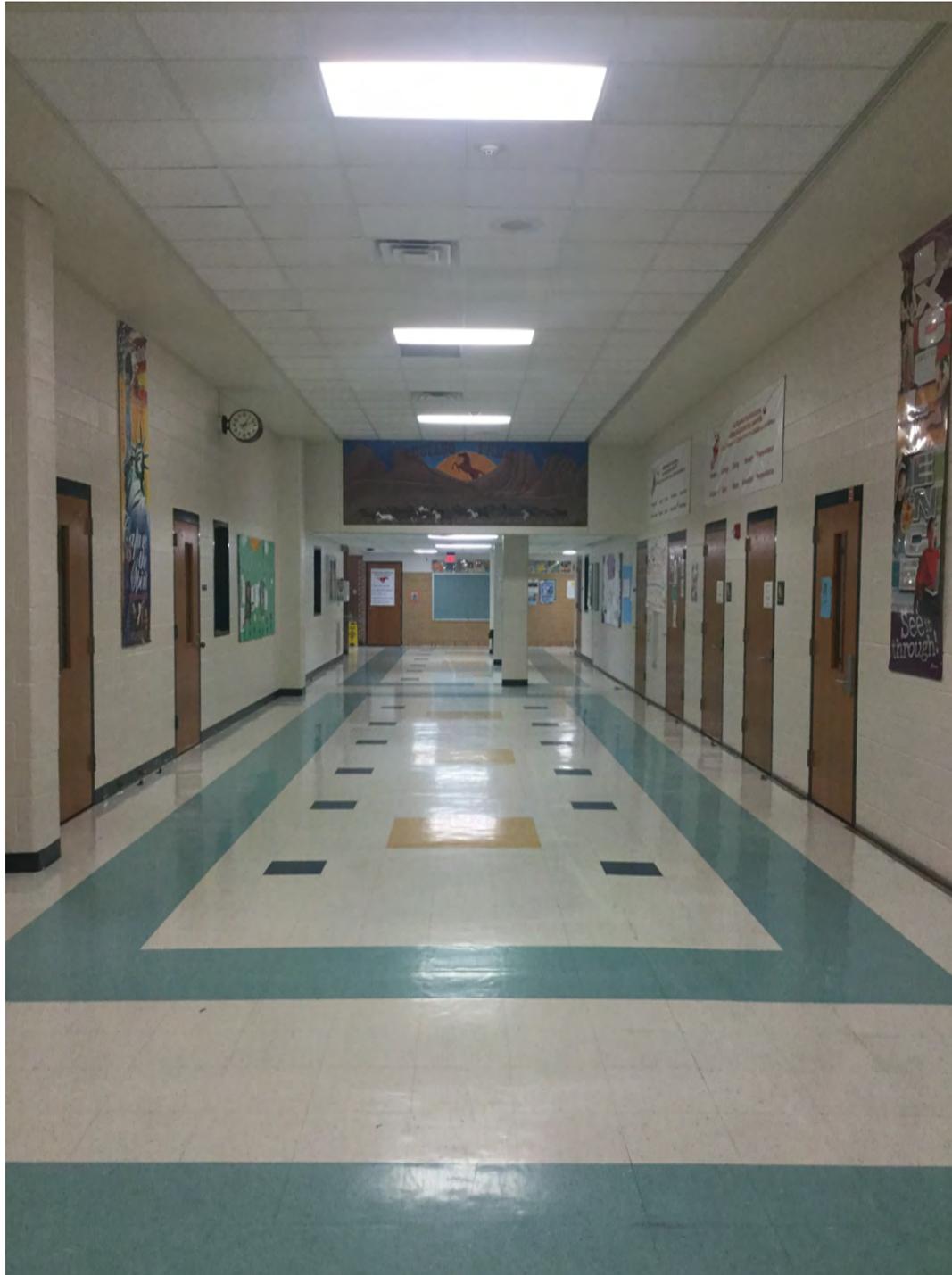
9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A	10.00		
9.1	What is the current condition of the furniture?				4			Comments	0.75	3.00
1) Very unsatisfactory - damaged/non-functioning 2) Unsatisfactory - torn, bent, wrong size 3) Average - scratched/dented/marked 4) Good - not new but sturdy and clean 5) Very good - new N/A) Does not apply.								Some classrooms are outfitted with furniture from a previous bond, although some of the spaces still have the old furniture.		
9.2	How well does furniture accommodate rapid reconfiguration of a space?			3				Comments	1.00	3.00
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.								Some of the classrooms are outfitted with new trapezoidal desks. High number of desks within spaces limit flexibility.		
9.3	Is the furniture ergonomic and size appropriate for grade level?				4			Comments	1.00	4.00
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.										

10 - Environmental Quality		1	2	3	4	5	N/A			19.00
10.1	How are acoustics in classrooms in general?		2					Comments	1.00	2.00
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.								Acoustic issues result from loud HVAC system mostly. Some sound transfers from adjacent classrooms and corridors. This number was revised, since the HVAC was recently completed.		
10.2	Is the classroom artificial lighting adequate quality?					5		Comments	1.00	5.00
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.										
10.3	Is there access to natural light in classrooms?					5		Comments	1.00	5.00
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.										

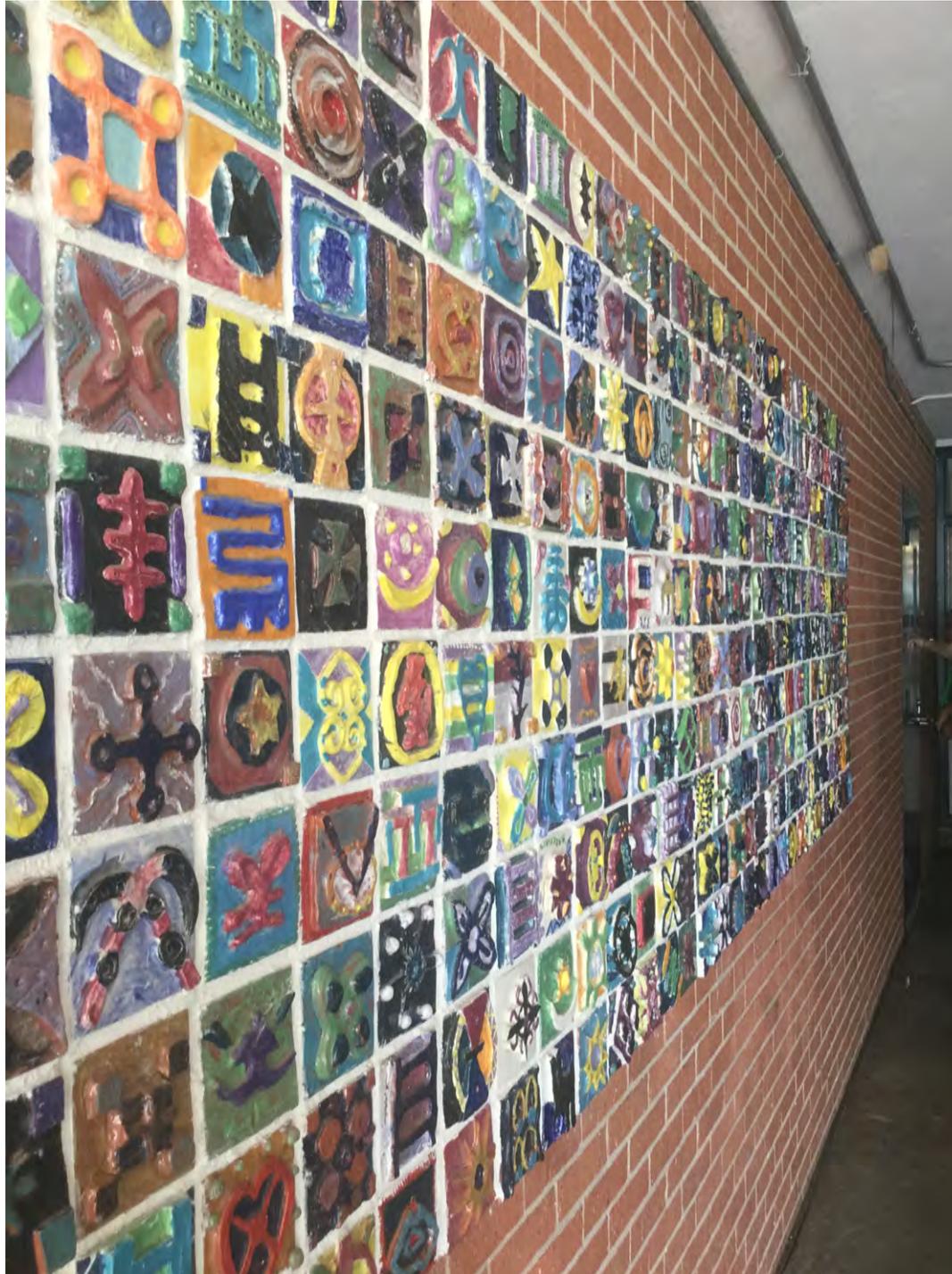
10 - Environmental Quality - Continued		1	2	3	4	5	N/A			
10.4	Is there access to outside views from learning spaces?					5		Comments	1.00	5.00
1) No learning spaces have views 2) 1-25% of learning spaces have views or windows are too small to see out 3) 26-50% of learning spaces have views 4) 51-75% of learning spaces have views 5) 76-100% of learning spaces have views N/A) Does not apply.										
10.5	Does the building have odor or pest problems?		2					Comments	1.00	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply.								Rodents have been reported in the science wing, wasps in several outdoor areas, ants in portables, cockroaches in teaching lounge (present in sugar bowl), termites in the 200 wing corridor, and flooding issues encourage the presence of geckos. Odors present in locker rooms.		

11 - Controllability of Systems		1	2	3	4	5	N/A	7.50	
11.1	Does the classroom thermostat allow for individual control?					5		0.50	2.50
1) No 5) Yes									
11.2	Are shades provided to control natural light in learning spaces?			3				1.00	3.00
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.		Blinds are present, but dated. Newer blinds would improve conditions for projection systems and security.							
11.3	What is the quality of lighting controls in the classrooms?		2					1.00	2.00
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.									





2.1 Corridor







DRAFT

3.10 Visual Arts







