School-Age Environment Checklist

Organizing Space

Yes	No	
		1. Areas are logically located according to the fixed features of the room, including location of the following: doors, windows, electrical outlets, storage closet/room, water/kitchen, built in cabinets or counters, and any school-stored equipment.
		2. The room in arranged in 3 general "zones of activity", with similar interest areas clustered next to each other: one zone for areas that are **wet or messy**; one zone for **quiet activities** and relaxation, and one zone for **active play.**
		3. Quiet and Active Zones are located away from each other.
		4. Messy Zone activities (art, eating, cooking, science) are located on tile, near a sink
		5. Areas where floor activities occur are carpeted or furnished with adequately sized area rugs: quiet area, blocks, dramatic play, large group
		6. Well-defined interest areas are set up within each "zone": art, quiet areas (board games, puzzles, reading), manipulatives, blocks and construction, dramatic play, physical games and sports. Other areas may include cooking, science exploration, music and movement, and wood working.
		7. Areas are well defined by low shelves, sturdy room dividers, area rugs and/or furniture, so that children and adults can see into and out of all areas.
		8. Traffic flow within and between areas allows children to work without interruption.
		9. Each area has an adequate amount of space for its intended use.
		10. At least one soft space is provided in the room that is comfortable and relaxing.
		11. Spaces around the room are provided for a variety of groupings: space to be alone, space to be with a few peers, spaces for small group activities, and "hang out" or social space.
		12. Areas are not cluttered with unnecessary furniture or materials.
		13. Spaces are equipped with properly-sized furnishings that allow comfortable seating and work options, including on the floor (e.g. floor chairs, cushions, individual floor trays/tables.
		14. Space is provided for children to store their belongings.

Storing Materials

Yes	No	
		1. Materials are stored in the area where they are used.
		2. Materials within each area are easily accessible to children.
		3. Children are permitted to use all materials within their sight and reach.
		4. Identical and similar items are stored together.
		5. Containers are used that children can see into and lift.
		6. Labeling systems that are used on shelves, drawers and containers match group reading levels.
		7. Children are permitted to use all materials within their sight and reach.
		8. Display space is provided for children's work that is at children's eye level.

Selection of Materials

Yes	No	
		1. Materials are maintained in clean and safe condition.
		2. Materials are *developmentally appropriate (*matching the skills and interests of all children)
		3. There are materials that can be manipulated and actively explored in each area.
		4. There is an adequate supply and variety of materials in each area to support creative, in-depth play.
		5. There are enough materials in each area for groups of children to work simultaneously.
		6. There are open-ended materials in each area, that can be used in many ways, including unstructured materials (e.g. loose parts).
		7. Real materials (e.g. tools, utensils, and instruments) are provided in each area.
		8. Culturally relevant materials are provided in each area. All program materials avoid bias.