

Teacher:	School:
Grade:	Date:

Use the following questions to assess how the classroom's physical set-up accommodates the needs of students, particularly students with diverse learning needs.

Storage of outside clothing/students' belongings	Yes	No
<ul style="list-style-type: none"> Is there adequate and clearly labeled storage for students' outside clothes, backpacks, and lunch bags? 		
<ul style="list-style-type: none"> Is there adequate space for students to remove or put on other clothing without crowding? 		
<ul style="list-style-type: none"> Is the coat area easy to supervise and located close to the teaching area? 		
<ul style="list-style-type: none"> Is there a place for students to store their outdoor shoes? 		
<ul style="list-style-type: none"> If students have/need a change of clothing at school, is there an area for them to be stored? 		
<ul style="list-style-type: none"> 		
<ul style="list-style-type: none"> Other 		
Next steps:		

Student desks	Yes	No
<ul style="list-style-type: none"> Does the desk arrangement allow students to: <ul style="list-style-type: none"> See the teaching area? Participate in class discussion? Have adequate space to work independently? 		
<ul style="list-style-type: none"> Are there specific places to accommodate students with attention difficulties? 		
<ul style="list-style-type: none"> Are student desks and chairs the appropriate size? 		
<ul style="list-style-type: none"> Other 		
Next steps:		
Storage of equipment and materials	Yes	No

• Is there a designated area where students can put their homework/agendas at the start of the school day?		
• Is there a place where students store their daily supplies?		
• Is there a place for students' extra supplies to be stored?		
• Is there a place for students to store their outdoor shoes?		
• Is shelving organized and free of unnecessary clutter?		
• Are storage areas clearly labeled so students can find and return materials independently?		
• Is there an area to store less frequently used materials and equipment out of site?		
• Are books displayed so students can see some of the covers and are encouraged to read?		
• Other		
Next steps:		

Work areas	Yes	No
• Are areas in the classroom clearly defined?		
• Is a private, secluded space available where students can work quietly by themselves or use as a safe space to calm down?		
• Are there alternate work areas (space permitting)?		
• Other		
Next steps:		

Physical setup of the classroom	Yes	No
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• Do the colours of the room create a calming, harmonious environment?		
• Does the furniture arrangement allow for good traffic flow?		
• Are the major traffic areas located away from the main work area?		
• Do wall displays contribute to a sense of order?		
• Are nonessential decorations kept to a minimum?		
• Are all areas of the classroom visible to the teacher to permit monitoring and supervision throughout the day?		
• Other		
Next steps:		

Visual Cues	Yes	No
• Are signs and pictures at the students' eye level?		
• Is there an easy-to-read daily agenda visible on the whiteboard/within the classroom?		
• Are classroom rules written in positive language and posted for easy reference?		
• Are classroom supplies and equipment clearly labeled to establish ownership and facilitate retrieval and storage?		
• Are only essential visuals posted?		
• Are the visual cues in the classroom student-friendly and consistent with learning?		
• Other		
Next steps:		

Lighting	Yes	No
• Are lights in good repair, with minimal humming and flickering?		
• Is the lighting adequate for a range of learning activities?		
• Are there other sources of light in the classroom other than overhead lighting?		
• Other		
Next steps:		

Sound	Yes	No
• Do the acoustics allow teachers and students to clearly and easily hear one another when speaking at normal conversational volume?		
• Are carpeting or chair leg protectors used to muffle the noise of chairs and desks moving?		
• Are there clear classroom expectations about talking during activities?		
• Is music, a chime or some other tool used to identify transitions?		
• Are sounds from the hallways and windows sufficiently muffled?		
• Is music used to provide a calming background to enhance students' ability to focus on specific tasks?		
• Is the school-wide messaging system used at set times during the day so teachers can encourage students to focus on listening?		
• Is the sound quality of the intercom clear and at an appropriate volume?		
• Is there minimal sounds from lights and the heating system?		
• Is there an FM system or some other system available to amplify the teacher's voice?		
Next steps:		

