

## EDUCATIONAL ADEQUACY ASSESSMENT

School: Ben Franklin Elementary School Capacity of Building:  
1,023 students (based on building sq. ft.)  
646 students (functional design capacity)

Current Enrollment: 716 Students  
Site Area: Campus: 14 acres

Configuration: Grades (4K-5th)  
Date of Assessment: October 25th, 2013

Staff: Full-Time Faculty: xx SDMF  
Part-time faculty: xx SDMF

Evaluator(s): Abie Khatchadourian (EUA)

The following assessment analyzes your facility with respect to how it supports the needs of Students and Educators to support 21<sup>st</sup> century Education. Special emphasis is placed on how your facility can support the development of the following 21<sup>st</sup> Century Skills your students will need to compete in a global environment:

*A Critical Thinker*  
*A Problem solver*  
*An Innovator*  
*An Effective Communicator*  
*An Effective Collaborator*

*A Self Directed Learner*  
*Information and Media Literate*  
*Globally Aware*  
*Civically Engaged*  
*Financially and Economically Literate*

A facility and its infrastructure can have a large impact supporting educators to develop these skills (*italicized items above*) thru additional information and communications technologies, flexible areas that support small group collaboration, areas which support long term individual/team projects and spaces which support partnerships with your local business community.



## SITE – GENERAL



The Elementary School site  
North ↑

### EXISTING CONDITIONS

- Size of campus.
  - The size of the current campus is 14 acres (Google earth). While the acreage is less than recommended by national guidelines (refer to Section 2) most necessary academic and athletic functions are housed on site.
- Grounds, Parking Lot and athletic areas.
  - Site access to the campus is limited, creating challenges for site circulation/ traffic flow.
  - There is a sufficient amount of Elementary school parking provided on the site for a typical school day.
  - The grounds are in good condition and well maintained.
  - Some of the parking and hard playground surfaces are worn and cracked.
  - Vehicular circulation is one-way and varies in the pickup and drop off modes. This circulation is not ideal, and parent drop off at the north parking lot is problematic with two lanes. A single lane on the street would be an improvement.
  - An adjacent practice playing field to south is utilized for outdoor playing field activities.
  - Playground equipment is in good condition.

### RECOMMENDATIONS

1. Consider parent drop off on the street to improve on site safety and circulation. Cars would need to drop off students on the passenger side and need to travel north or west to safely drop off students.

## SITE – SAFETY

### EXISTING CONDITIONS

- Visitor traffic is not restricted from the bus drop-off area.
- Service and delivery location crosses student access to the green playground areas.
  - Service vehicles are required to go past secondary parking area to access B.O.H. delivery entrance.
  - Access to kitchen is ideal relative to the location in the building.
- Sight lines from main entrance and administration are good.

### RECOMMENDATIONS

1. Consider parent drop off on the street to improve on site safety and circulation. Cars would need to drop off students on the passenger side and need to travel north or west to safely drop off students.

## SECURE ENTRANCE

### EXISTING CONDITIONS

- Main Entry Sequence.
  - Main entry is located in the vicinity of the visitor parking lot. Staff typically uses the south entrance closest to staff parking.
  - Main entrance is open before school and is locked once school day begins.
  - Visitors to the school after the day begins are greeted by a combined buzzer with camera. Visitors are allowed to enter the exterior doors by magnetic device.
  - Receptionist has a good visual line-of-site once a person has entered the building.
  - Guest has uncontrolled access to school after entering primary doors.
  - Interior reception is not physically connected to entrance.
  - There is no video surveillance of the entrance.
- Secondary Entries.
  - All other exterior doors are manually locked during the day.
  - Perimeter exits do not have video surveillance and are not monitored electronically.
- ADA Accessibility
  - All entrances are accessible.
- Compartmentalization
  - The education wings of the school cannot presently be compartmentalized to secure and lock down portions during nighttime activities or in the event of an emergency; however the current layout of the building would permit doors to be added to have this feature available.
    - Nighttime community activities are held.



*Inside main entrance.*



*Current secure entry sequence.*

### RECOMMENDATIONS

1. Consider adding doors to compartmentalize the building.



*Reception area.*



## LOBBIES, CORRIDORS, COMMONS SPACES



*Corridor*



*Cafeteria Seating*



*Gym showing bleachers and divider*

### EXISTING CONDITIONS

- Corridor circulation is a “race track” with a courtyard, with administration at the north side of the building and gym to the south. The two story classroom areas are adjacent to the courtyard. The courtyard provides access to natural light to the adjacent classrooms resulting in a majority of classrooms having access to natural light.
  - Corridor width varies. Typical width is approximately 10’.
  - Typical corridors locate student storage outside the classroom, on both sides of the hall, which reduces the effective width to 9’.
  - School interior is generally handicapped accessible, with an elevator to serve the second floor. Lever door hardware has been installed, though ADA room signs are not in place, and several drinking fountains need to be replaced with hi-lo accessible type.
- Entrance and Common areas for student socialization.
  - The main entrance corridor provides a waiting area bench seating with views and natural light for visitors, however, furniture is limited and seating area could benefit from additional furniture solutions.
  - The cafeteria table configuration is not as conducive to socialization as round tables provide and tables are not flexible or easily reconfigurable.
  - Consider a school/community courtyard improvement project to enhance the outdoor area as an additional fair weather learning asset.
- Lobbies/commons are large enough to support groups.
  - The cafeteria can accommodate large groups; however the tables and seating are not easily reconfigurable.
  - The corridors do not accommodate areas for breakout space, and visibility from classroom is limited.
  - The gym bleachers are in need of replacement due to lack of compliance with current safety features such as side rails and aisles; the partition divider should be reviewed for replacement as well to improve acoustical attenuation in the gym as used for learning.

### RECOMMENDATIONS

1. Consider improving cafeteria space into a commons and small group spaces to provide area for students to collaborate and socialize both during and after school. Consider providing different types of furniture for variety and different uses.
2. Consider widening corridors in key places to create break out spaces if capacity calculation reveal available space. The rooms appear to be fully utilized making this option impossible to move forward with.
3. Consider a school/community courtyard enhancement effort.



*Display Area*



*Corridor*



*Remodeled Toilet Room*

## GENERAL BUILDING CONSIDERATIONS

### EXISTING CONDITIONS

- Student Display Opportunities
  - There are several areas throughout the school for student display, but these are limited.
  - Tack boards have been provided in classrooms and some corridor/public locations.
    - Local Fire Department regulations limit the placement of combustibles on walls.
  - Wall surfaces are also used for display in classrooms.
- Student storage.
  - Student storage occurs in the corridor with cabinet shelves and coat hooks, both sides.
- Teacher storage.
  - Teacher storage within the classrooms is limited and not adequate.
- Restroom Accommodations.
  - Most of the restrooms in the school are handicapped accessible.
  - There are not accessible restrooms close to the main entrance.
  - The individual toilet rooms in the administration area need to be made handicap accessible.
- Visually stimulating environment
  - Corridors incorporate a consistent color scheme but one which is comprised of the original ceramic tile materials.
  - Natural light and views to the outside are provided in most spaces
    - Some internalized rooms have no direct exposure to the exterior, but either use borrowed light or are programmed appropriately (function is served better without natural light).
  - Condition of school is well kept and in good condition in most areas such as classrooms.
- Collaborative environment.
  - There are limited spaces throughout the school for students and staff to meet to support academics, clubs and support groups. Most in most instances, staff would be required to use the cafeteria or library however none of the spaces are truly flexible enough for different sizes and types of activities.

### RECOMMENDATIONS

1. Consider widening corridors in key places to create visual interest and controlled student display opportunities.
2. Provide additional school and staff storage by purging items that are not used or outdated to best economize the limited storage available, and by using efficient furniture storage systems.

3. Consider repurposing underutilized spaces into collaborative environments. This may require provided more visual connectivity or purchasing furniture systems designed for group work and collaboration.

## ADMINISTRATION / STUDENT SERVICES / DISTRICT OFFICE

### EXISTING CONDITIONS

- Location within building.
  - Primary Administration Area is located central to the building, adjacent to the main entrance.
    - Area includes Reception/secretary, Principal office, Conference, (4) offices, Nurse/Health area, Social Worker, Counselor, Psychologist, Staff lounge & Staff resources (storage and separate copy room).
- Access for students and staff.
  - Reception, Primary Administration, and Guidance/Student Services are readily accessible to students and staff.
- Size and Functionality.
  - Reception
    - Reception area provides a secure entrance to school.
      - A physical line-of-sight to the main entrance is provided.
      - Main Door to Administrative area occurs from within school, and provides control after visitor is admitted to the secure lobby.
    - Size of area is adequate, though parent waiting is considered less than ideal in the lobby segmented area.
  - Health room
    - Size of area is adequate. The room has a connected sink and toilet room.
  - Primary Administration Area.
    - Natural light is amply provided for most areas though the conference room and work rooms are appropriately completely internalized.
  - Guidance/Student Services.
    - Psychologist office is small.



*Reception*



*Admin. Work/copy room.*



*Lobby Waiting Area*

### RECOMMENDATIONS

1. Administration / Student services area is adequate.
2. Consider new waiting area furniture for parents and visitors for the segmented lobby area.



*Staff Corridor Mail boxes-Admin.*

### STAFF RESOURCE AREAS EXISTING CONDITIONS

- Location within building.
  - Staff lounge is located within the main administrative area.
- Size and Functionality.
  - Staff lounge is small in size.
  - Size of staff workroom area is small and does not provide good flow and lacks project layout area. Storage is adequate and in a separate room. Staff mailboxes are located in the internal circulation corridor.

### RECOMMENDATIONS

1. Consider reconfiguring of the three staff areas for efficiency.

## STUDENTS WITH DISABILITIES

### EXISTING CONDITIONS

- Location within building.
  - Special Education is isolated in the south side of the building.
- Size of space
  - Areas for special education are adequate, but the Special Education area has become departmentalized at the south side of the building. Consider flipping some of the rooms with the two Art Rooms. (See additional notes regarding this below). Rooms include Gross Motor Skills, OT/PT, Speech (4 rooms) and an office. An additional room is provided with a one way window.



*Special Education*

### RECOMMENDATIONS

1. Consider moving several of the Special Education Rooms to Art Classroom locations (2 rooms at present) and moving Art to where these Special Education Rooms are presently located; this would make the Special Education classrooms more proximate and inclusive to the grade level classrooms and also adjacent to the courtyard which may provide outdoor learning activities and opportunities in fair weather.
2. Consider other Special Education areas where a one way window may be beneficial to supervision and instruction.



*Special Education Corridor*





*Typical 4k classroom*



*Typical first floor classroom*



*Typical second floor classroom*

## GENERAL CLASSROOMS

### EXISTING CONDITIONS

- Location within building.
  - General classroom instruction spaces are grouped by grade and located in two floors of the school, with 4K-1 on the first floor, and 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> & 6<sup>th</sup> on the second floor. Special Education classrooms are located on both floors.
- Size of space.
  - Grades 1 – 5 classroom sizes range from 775sf to 829sf.
- Adequacy for current educational delivery system.
  - Borrowed lite windows are not typically provided on the interior corridor walls for classrooms, limiting visibility to the corridor.
  - Whiteboards and projection screens are typically provided in the classrooms.
  - “Smart” boards are provided in some of the general classrooms.
  - Typical classroom furniture is heavy and outdated making it difficult to reconfigure.
  - There are currently limited places for collaboration outside classrooms, and the lack of visibility from the classroom further impedes activities occurring outside the classroom.
  - There is no connectivity between general classrooms, which does not allow larger group configurations or team teaching.

### RECOMMENDATIONS

1. Consider furniture systems that would allow for increased classroom flexibility.
2. Consider renovating walls between classrooms to allow for a large group (two class) configuration. Larger spaces can support team teaching and alternative educational delivery methods.
3. Consider increasing transparency between the classrooms and corridors to ensure supervision of breakout areas. This may require the relocation of student storage.





*Small music room*



*Large music room*

## MUSIC AREA

### EXISTING CONDITIONS

- Location within building.
  - The larger Music room is located in the South side of the building near the Gym. A second smaller Music Room is located near the courtyard and is 884 square feet, the size of a general classroom.
  - Practice rooms, are located to the south of the music room.
- Size of Music Room:
  - The larger Music Room is 1718 square feet and is adequate for elementary education; the smaller Music room is a classroom sized amenity.
- Storage.
  - Music storage is provided.

### RECOMMENDATIONS

1. Music area is adequate.

## ART



*Art Room*



*Art Storage*

### EXISTING CONDITIONS

- Location within building.
  - There are two (2) Art Rooms located south of the Courtyard with a storage and kiln room in between.
- Size of space.
  - The rooms are 1,118 square feet and 1,111 square feet respectively and are sized adequately for elementary school education.
- Adequacy for current educational delivery system.
  - Butcher block tables are serviceable but outdated as are the supply storage cabinets.
- Access to water.
  - Sinks are provided.
- Kiln location.
  - There is a dedicated kiln room.
- Storage.
  - Art storage is handled in the room with full-height storage casework as well as perimeter casework above and below counters.
- Access to daylight.
  - Daylight is north orientation which is desirable but the quantity is limited.

### RECOMMENDATIONS

1. Consider furniture systems that would allow for increased classroom flexibility.
2. Consider larger, deeper sinks that could potentially be used by 2 students at a time.

## MEDIA CENTER/LIBRARY



*Media center*



*Media center*

### EXISTING CONDITIONS

- Location within building.
  - The Media Center is located on the south side central to the second floor of school, adjacent to the 2<sup>nd</sup> through 5<sup>th</sup> grade classrooms, but not near the first floor and 4K to 1<sup>st</sup> grade classrooms.
    - Centralized location provides good accessibility from the adjacent teaching areas on the second floor.
- Size of space.
  - Existing space is approximately 5,505 square feet and adequate for elementary education.
    - Space is used partially for traditional stacks and partially for tables and chairs.
- Adequacy for current educational delivery system.
  - There are a limited number of small spaces accessed directly from the media center.
  - Older wooden furniture does not lend itself well to reconfiguration, especially combining together to accommodate larger group activities. Newer furniture in computer and lounge areas is flexible.
- Natural Light.
  - North facing windows are available and provide natural light to the space.
- Access for after school activities.
  - Space is not close to the entrance and is not able to be locked off for after-school community use.
- Storage.
  - There is an adjacent space for media storage.

### RECOMMENDATIONS

1. Consider providing flexible furniture better equipped for easy reconfiguration.

## COMPUTER LABS



*Computer lab*

### EXISTING CONDITIONS

- Location within building.
  - There is (1) computer lab on the second floor.
- Size of space.
  - The lab is 992 square feet and not quite appropriately sized as 1,000 square feet or more if preferred.
- Adequacy for current educational delivery system.
  - The lab provided in the Media Center is adequate for the current curriculum.
  - As buildings are using more and more wireless devices, computer labs are becoming obsolete.
- Space permits change in educational delivery system.

### RECOMMENDATIONS

1. Consider phasing the current computer labs out and replacing this core function with more flexible laptop computers that can be used in the primary education spaces, and integrated into all aspects of the education process.



*Computer lab*

## GYMNASIUM



*Gym and Partition*



*Gym Bleachers*

### EXISTING CONDITIONS

- Location within building.
  - The Gymnasium is located in the Southern wing of the school.
    - Current school design does not allow for the gymnasium to be accessible to the public while the academic areas are locked off with corridor doors, though this could be possible with the addition of doors in corridors and at the top of two stairways.
  - Storage is accessed directly from gym.
- Size of space.
  - Gymnasium is approximately 8,107 square feet and houses one competition basketball court and two practice courts which overlap.
    - A divider is in place but not in good condition.
    - There are a limited amount of wood bleachers on one side of the gym and are in need of replacement. These are older and do not have aisles; also safety guard rails on the sides currently required.
    - Space clearance at perimeter is adequate.
- Adequacy for current educational delivery system.
  - Size and number of teaching stations is adequate for student population.

### RECOMMENDATIONS

1. Gymnasium is adequate; however the partition and bleachers should be replaced.



## CAFETERIA / COMMONS



*Cafeteria*



*Cafeteria*

### EXISTING CONDITIONS

- Location within building.
  - The cafeteria is located in the South wing of the school, near the main entrance.
- Size and Capacity.
  - The cafeteria is approximately 5,115 square feet which allows for approximately 425 students to be served at one time.
  - Lunch is (2) periods, however, a (3) period format is being tested. SDMF to Verify
  - Serving counter opens into the cafeteria.
  - There is an area for tray return.
- Flexibility.
  - Space is relatively flexible. While space uses collapsible tables, the tables themselves typically do not move unless absolutely necessary.
  - Kitchen is able to provide lunch warming for the school.
  - Space receives ample daylight with windows to the west side of the building.
- Furniture.
  - Cafeteria tables are movable, but remain set up at all times. There is a storage area provided for the cafeteria tables.
- Accessible for community use.
  - Location is well suited for community and after-hour use, but not with the ability to control access to other parts of the school.

### RECOMMENDATIONS

1. Consider round tables in the future for better social space and flexibility.



*Kitchen*

## KITCHEN

### EXISTING CONDITIONS

- Location within building
  - The kitchen is located adjacent to the Cafeteria.
- Traffic patterns
  - Students use a single serving line adjacent to the kitchen.
  - There is a tray return pass-thru window directly connected to the dishwashing area.
- Food Preparation
  - Kitchen functions as a warming/serving kitchen. Food is prepared at the district kitchen and delivered to Ben Franklin.
- Delivery access
  - Access to deliveries and receiving is directly connected to the space.
- Additional Comments
  - Equipment is adequate for warming and serving.

### RECOMMENDATIONS

1. Kitchen facilities are adequate.



## COMMUNITY USES

### FUTURE CONSIDERATIONS

- Designated Kids INC area including multipurpose classrooms, multipurpose/ gym access secure entrance and storage.
- Designated classrooms(s) for after school enrichment programs.
- Office area for Kids INC site supervisor.
- Multiple 4K classrooms for wrap around care.