

## EDUCATIONAL ADEQUACY ASSESSMENT

School: Riverside Elementary School

Capacity of Building:  
338 students (based on building sq. ft.)  
369 students (functional design capacity)

Current Enrollment: 374 Students  
Site Area: Campus: 9 acres

Configuration: Grades (4K-5th)

Date of Assessment: October 25th, 2013

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

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.





*The Elementary School site*

North ↑

## SITE – GENERAL

### EXISTING CONDITIONS

- Size of campus.
  - The size of the current campus is 9 acres (google earth). While the acreage is less than recommended by national guidelines (refer to Section 2) all 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. Bus student drop off and pickup is an issue.
  - 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, though the west parking lot has cracking and could be surfaced to improve appearance and functionality.
  - The hard playground surface is in good condition.
  - Vehicular circulation from the street is not ideal.
  - Playground equipment is in good condition.



*Playground Equipment*

### RECOMMENDATIONS

1. Consider having a Site Analysis completed by a Civil Engineer to determine if the steep grades towards the Community Center Parking lot might offer a second means of site ingress and egress.

## SITE – SAFETY



*Visitor Parking Area in Front of School*

### EXISTING CONDITIONS

- Visitor traffic is not restricted from the bus drop-off area.
- Service and delivery location is near student areas.
  - Service vehicles are required to go through main parking area to the community center to access back-of-house area for deliveries.
  - Access to kitchen is not ideal.
- Site lines from main entrance and administration are good, but the office is not centrally located to the majority of the parking lot.
- Playground area is located on the west side (back of the building) and away from parking areas.

### RECOMMENDATIONS

1. Consider a Civil Engineering study to access the Community Center Parking area to provide a solution to bus and car traffic management.
2. Add a sidewalk on the south side of the parking area to provide a safe place for students to walk to buses instead of in the parking lot.

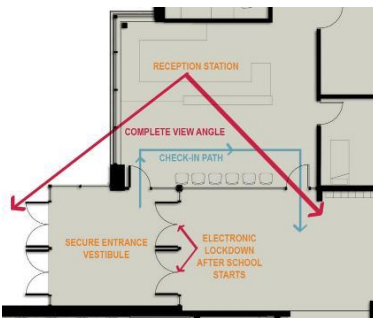
## SECURE ENTRANCE

### EXISTING CONDITIONS

- Main Entry Sequence.
  - Main entry is located in the vicinity of the visitor parking lot.
  - 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 close 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 (open and closed status).
- ADA Accessibility
  - All entrances are accessible.
- Compartmentalization to Community Center Area.
  - The education wings of the school can be compartmentalized to secure and lock down portions during nighttime activities or in the event of an emergency.
    - Nighttime community activities take place as the school portion is secured.



Inside main vestibule window



Recommended secure entry sequence  
similar to present approach



Reception area secure control

### RECOMMENDATIONS

1. Consider adding electronically controlled locks and video surveillance at all entries so that entries can be monitored and controlled from a central location.
2. Explore methods of controlling student and visitor access to the school once inside. (This may require physically connecting the entrance vestibule to the reception area.)



*Main entrance corridors*



*Cafeteria space is long and narrow and does not offer flexibility for various uses*



*Typical corridor lacks breakout spaces and much visibility from classrooms.*

## LOBBIES, CORRIDORS, COMMONS SPACES

### EXISTING CONDITIONS

- Corridor circulation is “nodal”, with wings of the school radiating out from a central point. This requires students and staff to come to the center of the building to access a different wing.
  - Corridor width varies. Typical width is approximately 8’.
  - School interior is generally handicapped accessible and has an elevator for the two floor levels.
- Common areas for student socialization.
  - The corridors do not have opportunity for break out areas for social activity nor educational use.
  - The cafeteria provides space and areas to sit when not acting as a dining area, but tables are not flexible or easily reconfigurable. Three lunch periods are provided to serve the entirety of the student population.
  - The I.M.C./gym
- Lobbies/commons 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.

### RECOMMENDATIONS

1. Consider adding space to the building to provide some additional common space for learning and socialization. A Large Group Instruction Area could serve as a school classroom breakout area as well.

## GENERAL BUILDING CONSIDERATIONS

### EXISTING CONDITIONS

- Student Display Opportunities
  - There are several wall surfaces throughout the school for student display.
  - Tack strips 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 classrooms with shelves and coat hooks.
- Teacher storage.
  - Teacher storage within the classrooms is lacking.
- Restroom Accommodations.
  - One set of restrooms has been remodeled for handicapped accessibility. There are no accessible restrooms in the first level of the school.
  - There are restrooms at the center of the building but no close to the main entrance.
- Visually stimulating environment
  - College banners act as a pleasant and motivating backdrop on many corridors.
  - Natural light and views to the outside are provided in most spaces as the building is long and narrow with windows to classrooms.
  - Condition of school is well kept and in good condition.
- Collaborative environment.
  - There are limited spaces throughout the school for students and staff to meet to support academics, clubs and support groups.



*College banners on display*



*Student artwork on display*



*View of corridor*

### RECOMMENDATIONS

1. The building has few options to consider without additional square footage.

## ADMINISTRATION / STUDENT SERVICES / DISTRICT OFFICE



*Reception Work Area*



*Admin. Work/mail room.*



*Small, internalized conference room*

### EXISTING CONDITIONS

- Location within building.
  - Primary Administration Area is located off center to the building, adjacent to the main entrance located on the north side.
    - Area includes Reception/secretary, Principal office, Conference, Nurse/Health area, Staff lounge and Staff resource of storage/workroom.
- Access for students and staff.
  - Reception and Administration are readily accessible to students and staff.
- Size and Functionality.
  - Reception
    - Reception 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 no control after visitor is admitted.
    - Size of area is less than adequate.
  - Health room
    - Size of area is adequate. The room has a connected sink and toilet room.
  - Primary Administration Area.
    - Natural light is ample though two offices are completely internalized.

### RECOMMENDATIONS

1. Administration/Reception area is generally adequate for an elementary school of this size.



*Staff Lounge*

## STAFF RESOURCE AREAS

### EXISTING CONDITIONS

- Location within building.
  - Staff lounge is located outside the main administration area near the midsection of the classroom wings.
  - Staff lounge is adequate in size for an elementary school program.
    - Staff lounge has good daylight and a variety of furniture.
  - Size of lounge is 540 square feet and has toilet rooms and kitchen area as well.

### RECOMMENDATIONS

1. Consider furniture options to improve space.



## STUDENTS WITH DISABILITIES

### EXISTING CONDITIONS

- Location within building.
  - Special Education – Math and OT share a 550 sf classroom on the first floor.
  - Special Education – ELL has a 275 square foot room adjacent to Math/OT.
  - Another Special Education classroom is adjacent to the room above and is of 542 sf.
  - The second floor has two Special Education classrooms, one of 546 sf and other of 824 sf.
- Size of space
  - Most of the areas for special education are crowded and not adequate in terms of size.
- Adequacy for current educational delivery system.
  - Special Education provides options for one-on-one conferencing and small group activities.



*Special Education Rm 209*



*OT/Math share a crowded room*

### RECOMMENDATIONS

1. Consider different furniture that is lightweight and flexible and easy to reconfigure.
2. Consider increasing size of rooms.
3. Consider better storage systems as rooms are cluttered.



*Drinking Fountain needs to be replaced  
with ADA compliant type*

## GENERAL CLASSROOMS

### EXISTING CONDITIONS

- Location within building.
  - General classroom instruction spaces are grouped by grade and located in wings of school, Kindergarten on the first floor, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> on the second floor.
- Size of space.
  - Classroom sizes range from 824 to 835 sf for grades 1 through 5, and Kindergartens at approximately 1,000 sf.
- 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. There are glass lites in the doors however.
  - Whiteboards and projection screens are typically provided in the classrooms.
  - Rooms are equipped with large televisions, fixed in the corners.
  - “Smart” boards are provided in some of the general classrooms.
  - There are currently no 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.



*Typical classroom*



*Typical classroom*



*Typical classroom furniture.*

### 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.

## MUSIC AREA

### EXISTING CONDITIONS



*Music room*

- Location within building.
  - The Music room is located on the First Floor in the midsection of the building.
  - Music is buffered to the west by toilet rooms and stairs but is adjacent to the Reading room to the east.
- Size of space.
  - The Music room size is adequate for elementary education and is 1,001 sf in size.
- Adequacy for current educational delivery system.
  - Music room is adequate.
- Storage.
  - Music storage is adequate.
    - Single fixture restrooms are being used as storage.
    - Metal shelves are provided along the window.

### RECOMMENDATIONS

1. Music area is adequate.



*Music room*

## ART

### EXISTING CONDITIONS

- Location within building.
  - There is (1) Art Room located on the First Floor and in the west wing of the school.
- Size of space.
  - Existing space is roughly 797sf. It consists of one classroom (Instruction and Materials), and is small for an elementary school program.
- Adequacy for current educational delivery system.
  - Ceilings are of average height.
  - Furniture is large and inflexible, making room difficult to reconfigure for different types of art and/or presentation/lecture.
- Access to water.
  - Two shallow sinks are provided. Art rooms typically provide 4-6 clean-up stations to minimize clean-up time waiting.
- Kiln location.
  - There is a dedicated kiln room.
- Storage.
  - Art storage is handled in the room.
- Access to daylight.
  - Daylight is adequate.



Art room



Art



Art

### 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.

## LIBRARY/MEDIA CENTER

### EXISTING CONDITIONS

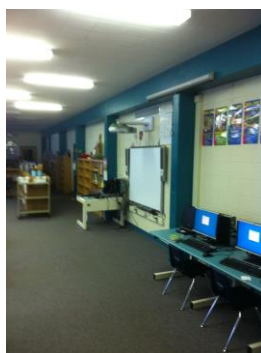
- Location within building.
  - The Library is located on the west wing of the first floor of the school, but not adjacent to the main entrance.
    - Location provides good accessibility from the adjacent teaching areas for Kindergarten but is a floor removed from grades 1 through 5.
- Size of space.
  - Existing space is approximately 1,891 square feet.
    - Space is used partially for traditional stacks and partially for tables and chairs.
    - A computer lab is adjacent to the Library with direct access as well as access via the hallway.
- Adequacy for current educational delivery system.
  - Need for more small conference and breakout spaces.
  - Furniture does not lend itself well to reconfiguration, especially combining together to accommodate larger group activities.
- Space does not permit change in educational delivery system
  - The Library is below grade and adjacent to a large window well the extent of the entire side of the building. The window well has metal security grates above and limits light into 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 not a separate adjacent space for media storage.
- Additional comments:
  - The space receives natural light through large north-facing windows.



Library



Library Tables



Learning space in Library

### RECOMMENDATIONS

1. Consider providing flexible furniture better equipped for easy reconfiguration.
2. Consider restructuring the media center for a more technologically focused delivery system and more large/small group collaboration.
  - a. Consider eliminating most reference materials, and replacing with computer based resources.
  - b. Consider replacing some stack areas with electronic reader technology.
  - c. Consider forming a space for large group presentation/assembly with integrated technology available to students (plug-ins for laptop computers, etc...)
  - d. Consider forming Small group activity/collaboration spaces could be created with a variety of furniture solutions including movable soft furniture options.

3. Contemporary Media Centers are comfortable for the users, flexible for activities, visually stimulating, and encourage conversation for active learning.

## COMPUTER LABS

### EXISTING CONDITIONS

- Location within building.
  - There is only one dedicated computer lab within the school.
    - Room 112.
- Size of space.
  - The lab is small in size for its function.
- Adequacy for current educational delivery system.
  - The computer lab offers little flexibility for integrating technology into core curriculum or small group activity.
  - All computer spaces are not flexible – hard-wired, desktop technology means the space is permanently fixed and limited to computer related activities only.
  - Computer labs with fixed furniture and equipment configuration do not lend itself well to group work and collaboration.
  - As desktop computers are replaced by personal devices, lab space may become obsolete.
- Space permits change in educational delivery system.
  - Desk-top, hardwired computer labs do not provide the flexibility for collaboration and project based work, or the seamless integration of technology that is anticipated as necessary for future education delivery methodologies.



*Computer lab*

### 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.
2. Consider adapting current computer lab space into a more open, flexible, collaboration space that can be used for small group learning and activity space as well as its current computer training function.
3. Contemporary new school facilities are being designed without computer labs.

## GYMNASIUM



Gym

### EXISTING CONDITIONS

- Location within building.
  - The Gymnasium is located in the east wing of the school.
    - Current school design allows for the gymnasium to be accessible to the public while the academic areas are locked off with corridor doors; in fact the gym is shared with the Community Center function.
  - Storage is accessed directly from gym.
  - Supporting toilet facilities are located via hallway access.
- Size of space.
  - Gymnasium is approximately 6,410 square feet and houses one competition basketball court and two practice courts in the rotated direction.
    - The gym does not contain any bleachers.
    - Space clearance at perimeter for the main court is adequate.
    - A divider partition is available to separate the gym into two spaces.
- Adequacy for current educational delivery system.
  - Size and number of teaching stations is adequate for student population, but slightly smaller than an 8,000 sf elementary school gym which would be provided for today's standards.
- Storage and community use office areas.
  - Storage areas are adequate.

### RECOMMENDATIONS

1. Gymnasium is adequate, but smaller than current standards.





*Cafeteria*

## CAFETERIA / COMMONS

### EXISTING CONDITIONS

- Location within building.
  - The cafeteria is located in the north wing of the school.
- Size and Capacity.
  - The cafeteria is approximately 2,167 square feet which allows for approximately 180 seated students.
  - Lunch is (3) periods, as the space is not quite large enough to provide a 2 period option.
  - Serving line opens into the cafeteria.
  - There is an area for tray return.
- Flexibility.
  - Space is relatively long and narrow and thus is inflexible. While space uses collapsible tables, the tables themselves typically do not move unless absolutely necessary.
  - Kitchen is able to provide full lunch warming and serving for the school.
- Furniture.
  - Cafeteria tables are movable, but remain set up at all times.
- Accessible for community use.
  - Location is well not part of the community and after-hour use area and does not have the ability to control access to other parts of the school.

### RECOMMENDATIONS

1. Consider improving cafeteria space in the future with the use of round tables for improved social setting. Given that three lunch periods are being conducted, this option should be explored relative to space, configurations and room capacity.



*Kitchen*

## KITCHEN

### EXISTING CONDITIONS

- Location within building
  - The kitchen is located adjacent to the Cafeteria.
- Traffic patterns
  - Students enter a single serving line in the cafeteria
  - There is a tray return pass-thru window directly connected to the dishwashing area.
- Food Preparation
  - Kitchen functions as a warming/serving kitchen with food prepared at the school district central kitchen and delivered to the elementary school.
- 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 CENTER

### EXISTING CONDITIONS

The Community Center and Riverside Elementary exist in a shared building. The Community Center is integral to Riverside Elementary. Below are the center's comments:

- The community center currently houses up to four recreation classes in a single room.
  - It could be beneficial for the community center occupants to be able to use the Riverside Elementary School gymnasium during the day when not in use by the school.
  - Consider providing additional classroom spaces.
- The Community Center does not have a dedicated Art space.
  - Art room at Thomas Jefferson is currently being used by community.
- The Community Center would benefit from a teen center with games and a room for 25-30 occupants.
- The Community Center lacks a multi-purpose space to hold larger fitness classes such as Tai Chi or spinning.
- Community Center does not have a loading dock.
- Community Center does not have the ability to serve concessions for tournaments or functions held in the gymnasium.

### RECOMMENDATIONS

1. Provide Art Room for 20 or more occupants with sink.
2. Provide dedicated teen center to include: foosball, pool table and computers.
3. Provide dedicated fitness center and yoga studio
4. Provide multi-purpose space for fitness classes to hold 20 bikes.
5. Provide loading dock.
6. Provide additional supply and equipment storage.
7. Provide concession areas adjacent to the gym or gym lobby.
8. Provide computer lab.

## 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.
- Gym so that Riverside and the Community center each have one.
- Additional Parking.