

## EDUCATIONAL ADEQUACY ASSESSMENT

School: Shady Lane Elementary School    Capacity of Building:  
489 students (based on building sq. ft.)  
401 students (functional design capacity)

Current Enrollment: 408 Students  
Site Area: Campus: 7.6 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.



## SITE – GENERAL



Elementary School Site

North ↑



Landscaping Adjacent to Parking Lot

### EXISTING CONDITIONS

- Size of campus.
  - The size of the current campus is 7.6 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, except that parking is limited.
- Grounds, Parking Lot and athletic areas.
  - Site access to the campus is limited, creating challenges for site circulation/ traffic flow.
  - There is insufficient amount of Elementary school parking provided on the site for a typical school day
  - The grounds are in good condition and well maintained.
  - Most of the parking and hard playground surfaces are somewhat worn and cracked.
  - Vehicular circulation for parent drop off and pick up is on the street due to tight site limitations.
  - An adjacent green area playing field to the east is utilized for outdoor playing field activities.
  - Playground equipment is in good condition.
  - Landscaped areas are maintained.

### RECOMMENDATIONS

1. Consider having a traffic study conducted and consider moving the building entrance and administration area to the south.



*Potential Drop-off/pick-up*

#### **EXISTING CONDITIONS**

- Visitor traffic is not restricted from the bus drop-off area.
- Service and delivery location is relatively remote from student areas.
  - Service vehicles are required to go through the student hard surface play area to access B.O.H. delivery entrance.
  - Access to kitchen is ideal, with the caution regarding having to drive through student areas.
- Site lines from main entrance and administration are good, but the location of the main entrance no longer makes sense relative to locations of parking and should be considered to be relocated to the south west, more centered on the building at the currently located classrooms south of the gym.
- Playground area is located in an area that service vehicles sometime use.

#### **RECOMMENDATIONS**

1. Consider a traffic study and consider relocating the main entrance to the building to the south west of its present location.

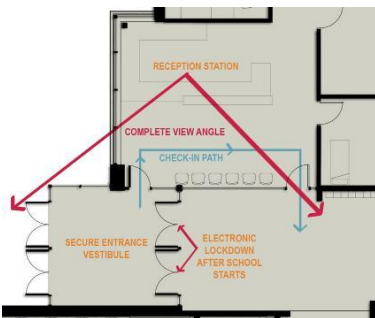
## SECURE ENTRANCE

### EXISTING CONDITIONS

- Main Entry Sequence.
  - Main entry is not located in the vicinity of the visitor parking lot. Staff typically uses the south entrance next to the 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 vestibule.
  - 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 (open and closed status).
- ADA Accessibility
  - All entrances are accessible.



Inside Main Entrance.



Reception Area



Corridor near Main Office

### 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. Consider relocating the Administration and building entrance to the south central side of the building and moving classrooms displaced by this to where Administration and the main entrance are located at present. This would move the entrance and Administration adjacent to the south parking lot and place the Administration in a more central location to oversee the building premises.



Corridors



Courtyard

## LOBBIES, CORRIDORS, COMMONS SPACES

### EXISTING CONDITIONS

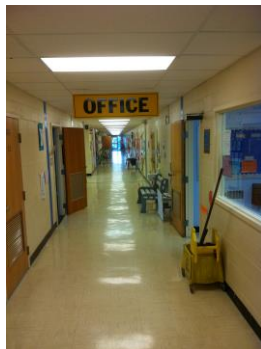
- Corridor circulation is linear in this “H” shaped building with an additional appendage for the gym space. The wings of the school are double loaded corridors with classrooms. This requires students and staff to come to the center of the building via the east/west corridor to access a different wing.
  - Corridor width varies. Typical width is approximately 8’.
  - Typical student coat storage is inside the classroom.
  - School interior is fully handicapped accessible.
- Common areas for student socialization.
  - The main entrance vestibule is just big enough for doors in series to provide space for a visitor to check in at the reception window before being admitted into the school building premises.
  - The cafeteria provides space and areas to sit when not acting as a dining area, but tables are not flexible or easily reconfigurable. The cafeteria is small by elementary school standards for the student population and 3 serving periods are needed to accommodate the students.
  - The Library is located on the Lower Level accessible via an elevator. The Gym is located centrally to the building on the First Floor. While the Library is of a generous size for an elementary school of this student population, the gym is undersized.
  - The school has a courtyard with several educational/socialization features.
- 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 increasing building size at the cafeteria to provide space for commons and small group spaces. This would provide areas for students to collaborate and socialize both during and after school. Make this space visible and easily monitored. Consider providing different types of furniture for variety and different uses.
2. Consideration for widening corridors in key places to create break out spaces and nooks for collaboration is not possible without adding classroom spaces to the building and re purposing some current classrooms to breakout areas. (Please note that while there is storage space on the Lower Level of the building, this is windowless space and also unfinished.)



*Ceramic Wall Mural*



*Corridors*



*A Banner Adorns this Corridor Wall*

## GENERAL BUILDING CONSIDERATIONS

### EXISTING CONDITIONS

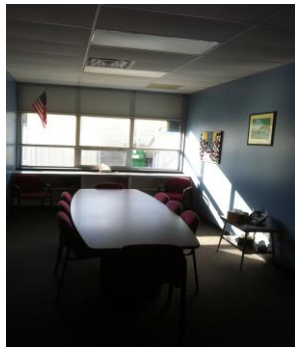
- Student Display Opportunities
  - There are multiple corridor walls throughout the school where student work is on display, but these are just posted on the concrete block walls. Consider providing areas with cabinets to display student work.
  - Tack boards have been provided in classrooms.
    - 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 classrooms.
- Teacher storage.
  - Teacher storage within the classrooms is not quite adequate.
- Restroom Accommodations.
  - The major restrooms in the school are handicapped accessible.
  - There are restrooms relatively close to the main entrance.
- Visually stimulating environment
  - Corridors and classrooms are neutral and not very stimulating.
  - Natural light and views to the outside are provided in most spaces due to the slender design of the building; access to natural light is an asset due to the slender and elongated nature of the floor plan.
  - 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. Most in most instances, staff would be required to use the cafeteria or library. The library which is located on the Lower Level is of 4,355 square feet in size and generous for the size of school and student population. While it has space and amenities, flexible furniture options will further enhance this space to support educational activities and active learning settings.

### RECOMMENDATIONS

1. Consider display cases in corridors in key places to create visual interest and controlled student display opportunities.
2. Review new flexible furniture options to enhance the library for active learning groupings.



Administration Area



Conference Room

## ADMINISTRATION

### EXISTING CONDITIONS

- Location within building.
  - Primary Administration Area is not located central to the building, but is adjacent to the main entrance.
    - Area includes Reception/secretary, Principal office, Nurse/Health area, and (2) toilet rooms.
    - Guidance is located on the far North West side of the building in an 822 square foot former classroom.
    - A conference room seating 8 persons is located across the hall to the west of the administration area.
- Access for students and staff.
  - Reception, Primary Administration areas are readily accessible to students and staff.
- Size and Functionality.
  - Reception
    - Reception does not provide a secure entrance to school, although the visitors do not come through the reception area rather wait in the vestibule to sign in and be admitted to the building.
      - 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 adequate but limited.
  - Health room
    - Size of area is adequate. The room has a connected sink and toilet room.
  - Primary Administration Area.
    - Natural light is available, though one office is completely internal.
  - Conference Room
    - A conference room seating 8 is located across the hall from Administration.
  - Guidance
    - Guidance is located on the far North West side of the building in the 3<sup>rd</sup> grade and special education areas of the building.

### RECOMMENDATIONS

1. Administration/Reception area is adequate in size but space is limited.



*Staff lounge*

## STAFF RESOURCE AREAS EXISTING CONDITIONS

- Location within building.
  - Staff lounge 121 is not located within the main administrative area and is on the other side of the building to the west of the administration area.
- Size and Functionality.
  - Staff lounge is adequate in size at 790 square feet.
    - Staff lounge has good daylight with south facing windows.

## RECOMMENDATIONS

1. Consider reconfiguring entrance and reception/administration areas as previously indicated; this would also bring the proximity of the staff lounge closer to the administration area and create some efficiencies and better control building control.



## STUDENTS WITH DISABILITIES

### EXISTING CONDITIONS

- Location within building.
  - Special Education OT/PT classroom, 818 sf.
  - Special Education classroom, 818 sf.
  - Special Education classroom, 798 sf.
  - Speech classroom, 773 sf.
  - Sensory Room 250 sf.
  - Special Education classroom, 790 square feet.
- Size of space
  - Areas for special education are adequate
- Adequacy for current educational delivery system.
  - Special Education spaces are distributed in the west and south wings of the school, within the 3<sup>rd</sup> through 5<sup>th</sup> grade wings.
- Building Accessibility
  - The building has a Lower Level as well as First Floor and is served by an elevator. The main toilet rooms have been remodeled to meet ADA standards and include appropriate signs. Several smaller single use toilet rooms in the building are not accessible due to their size and size of door.



Large Motor Skills Apparatus



Elevator



ADA Compliant Toilet Room

### RECOMMENDATIONS

1. Consider different furniture that is lightweight and flexible and easy to reconfigure.

## GENERAL CLASSROOMS

### EXISTING CONDITIONS

- Location within building.
  - General classroom instruction spaces are grouped by grade and located in wings of school, Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade at the east wing, and 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> grades at the west wing of the school.
- Size of space.
  - Classroom sizes range from 794 to 840 sf for grades 1 -5 and approximately 1,145 for each of the two Kindergartens.
- 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.
  - Rooms are equipped with large televisions, fixed in the corners.
  - “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 limits activities occurring outside the classroom.
  - There is no connectivity between general classrooms, which does not allow larger group configurations or team teaching.



Typical First Grade Classroom Rm 107



Typical Kindergarten Classroom Rm 106



Typical Kindergarten Classroom  
Technology.

### 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 classes) 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 would also require building additions.

## MUSIC AREA

### EXISTING CONDITIONS

- Location within building.
  - The Music room is located the Lower Level of the West wing.
  - The Music room is adjacent to the Library and is not buffered by storage rooms or other intermediate spaces.
- Size of space.
  - The Music room is smaller than the 1,000-1,200 sf common for a school of this population.
- Adequacy for current educational delivery system.
  - The Music room provides carpeted flooring, choral risers, dry erase boards, natural light and slightly higher ceilings and is a pleasant space in compensation to the smaller size.



Music room



Music room

### RECOMMENDATIONS

1. Music area is small a bit inadequate in size though it makes up for it somewhat due to the warmth and appointments with educational amenities such as choral risers and dry erase boards for instruction.

## ART

### EXISTING CONDITIONS

- Location within building.
  - There is (1) Art Room located in the Lower Level of the West wing of the school across the hall from the Music Room.
- Size of space.
  - Existing space is roughly 818 square feet and It consists of one classroom (Instruction and Materials), a storage room, and a kiln room.
- Adequacy for current educational delivery system.
  - Ceilings are high and allow for clerestory lighting to penetrate the space.
  - Furniture is large and inflexible, making room difficult to reconfigure for different types of art and/or presentation/lecture.
- Access to water.
  - 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 with counter-height storage below counters. The full height shelving storage area does not have doors to secure the room.
- Access to daylight.
  - Daylight is adequate due to the window well but the space is partially below grade. The window wells have security grates and limit the amount of light.



Art room



Art Wall Storage



Art Storage

### 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.
3. Consider improving storage.

## LIBRARY

### EXISTING CONDITIONS

- Location within building.
  - The Library is located on the Lower Level in the West wing of the school.
    - The location is not and thus does not provide good accessibility from the adjacent teaching areas. The Library is accessed via an elevator.
- Size of space.
  - Existing space is approximately 4,355 square feet and is generous for a school of this student population size.
    - Space is used partially for traditional stacks and partially for tables and chairs.
    - The adjacent student space with corridor access from media center is one computer lab, which at 544 square feet is undersized.
- Adequacy for current educational delivery system.
  - There are a limited number of small spaces accessed directly from the media center.
    - Spaces have windows or large door lites to permit supervision.
    - Need for more small conference and breakout spaces.
  - Furniture does not lend itself well to reconfiguration, especially combining together to accommodate larger group activities.
  - No large format projection capabilities.
- Space does not permit change in educational delivery system
  - Windows do not have solar controls, making space not functional for low light applications.
- Access for after school activities.
  - Space is not close to the entrance and is able to be locked off for after-school community use.
- Storage.
  - There is in room space for media storage.
- Additional comments:
  - The space receives natural light through large east and west-facing windows.
  - The space is ample and has high ceilings and access to daylight though through the security grates. The interior finishes and furniture should be improved to make better use of the asset educationally and create visual appeal.



*Library Book Stacks*



*Veiled Natural Light from Light Well*



*Library Stacks and Study Areas*

### 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 lap-top 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. Consider electronic day lighting controls with black-out capabilities to accommodate functions that require low light levels such as projection.
  4. Consider repurposing some of the adjacent supporting spaces for small conference and breakout uses.
  5. Contemporary Media Centers are comfortable for the users, flexible for activities, visually stimulating, and encourage conversation for active learning.

## COMPUTER LABS



*Computer Lab.*



*Computer lab*

### EXISTING CONDITIONS

- Location within building.
  - There is (1) dedicated computer lab within the school located in the Lower Level West wing adjacent to the Computer Lab.
- Size of space.
  - The lab is small in size for its function, and approximately half the size it needs to be.
- Adequacy for current educational delivery system.
  - The computer labs offer 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.
    - Due to the limits of current technology, it is not always economically feasible to implement a wireless environment. However, spaces that do not require a hard data connection for functionality should be wireless to accommodate room flexibility.
  - 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.

### 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



Stage

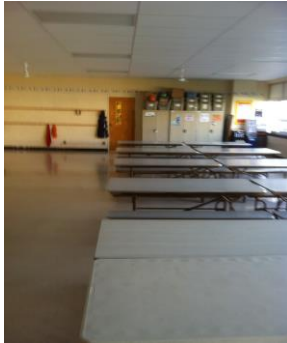
### EXISTING CONDITIONS

- Location within building.
  - The Gymnasium is located in the Northern wing of the school, centrally located within the slender otherwise “H” shaped classroom wings.
    - Current school design allows for the gymnasium to be accessible to the public while the academic areas are locked off with corridor doors.
  - Storage is accessed directly from gym.
- Size of space.
  - Gymnasium is approximately 4,551 square feet and is small for a school of this student population.
    - Space clearance at perimeter is adequate.
  - There is a raised stage/platform of 740 sf adjacent to the gym with a handicapped accessible ramp in addition to stairs.
- Adequacy for current educational delivery system.
  - Size and number of teaching stations is less than adequate for student population.
  - The masonry walls have sound block flutes for acoustical attenuation and soft acoustical materials have been added between the roof structures as well to lessen loudness in the gym. These are standard industry measures to make such spaces perform in a manner to improve voice intelligibility and aid in instruction.
  - Stage/platform allows the gym space to be used for elementary level performances and has a theatrical curtain in place.

### RECOMMENDATIONS

1. Gymnasium is a bit inadequate; however the presence of a dedicated cafeteria takes programming pressure of the gym to an extent.

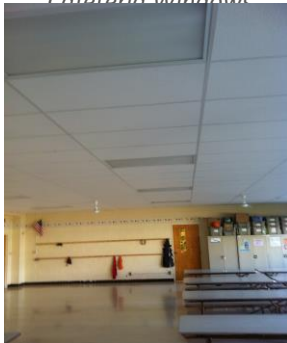




*Cafeteria Tables*



*Cafeteria Windows*



*Cafeteria  
Ceiling/Lighting*

## CAFETERIA / COMMONS

### EXISTING CONDITIONS

- Location within building.
  - The cafeteria is located in the east/west wing of the school and in a central location to serve all grade levels.
- Size and Capacity.
  - The cafeteria is approximately 1,656 square feet which allows for approximately 138 seated students.
  - Lunch is (3) periods due to a student population of approximately 402.
  - Serving line opens adjacent to the cafeteria.
  - There is an area for tray return.
- Flexibility.
  - Space is relatively inflexible. While space uses a combination of in wall collapsible tables as well as ganged in room rectangular collapsible tables; the in room tables themselves typically do not move unless absolutely necessary.
  - Kitchen is able to provide lunch warming/serving.
  - Space receives ample day light, however, there are no day-lighting controls on the windows, limiting the ability for low light functions.
- Furniture.
  - Cafeteria tables are movable, but remain set up at all times. There is no storage area provided for the cafeteria tables

### 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 by the use of flexible round table furniture (at such time as the next purchase is contemplated). Make this space visible and easily monitored with the use of some fire rated corridor glass (unless the building is fire sprinkler protected at some time in the future).
2. Consider electronic day-lighting controls with black-out capabilities to accommodate functions that require low light levels such as projection.
3. Consider providing a ceiling-mounted or wall-mounted projector to allow the space to be more flexible for presentations or multi-media performances. (In combination with day-lighting controls.)

## KITCHEN

### EXISTING CONDITIONS

- Location within building
  - The kitchen is located adjacent to the Cafeteria.
- Traffic patterns
  - Students access a single serving line from the cafeteria
  - There is a tray return directly connected to the dishwashing area.
- Food Preparation
  - Kitchen functions as a warming/serving kitchen as food is transported from the central district kitchen).
- 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 multiple classroom, multipurpose / gym access, secure entrance and storage.
- Designated classroom(s) for after school enrichment programs.
- Office area for Kids INC site supervisor.
- Additional Parking.