

EDUCATIONAL ADEQUACY ASSESSMENT

School: Valley View Elementary School Capacity of Building:
363 students (based on building sq. ft.)
381 students (functional design capacity)

Current Enrollment: 364 Students
Site Area: Campus: 11.6 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 21st century Education. Special emphasis is placed on how your facility can support the development of the following 21st 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



Site aerial



Well maintained landscaping.

EXISTING CONDITIONS

- Size of campus.
 - The size of the current campus is 11.6 acres (google earth). The acreage is less than recommended by national guidelines (refer to Section 2) and all necessary academic and athletic functions are housed on site.
- Grounds, Parking Lot and athletic areas.
 - Though site access to the campus is limited and from the west, there are two egress/ingress curb cuts. There are however challenges for site circulation/ traffic flow.
 - There is sufficient amount of Elementary school parking provided on the site for a typical school day, but this parking is co mingled with bus and car egress traffic.
 - The grounds are in good condition and well maintained.
 - Most of the parking and hard playground surfaces are in generally good shape and with few cracks in the asphalt paving. Some cracks however were observed in the concrete sidewalk areas in front of the school to the North West which should be addressed with slab areas being replaced.
 - Vehicular circulation is one-way in at the southern curb cut and out at the northern curb cut. This circulation is not ideal, requiring buses and cars to enter at the same location and drop off in parallel in the mornings exiting from two lanes of the north parking lot. During pickup times, however, cars circulate in the back of the school to the south in the playground area to the southwest while buses remain on the upper grade and circulate northward.
 - An adjacent practice playing fields to the east are well utilized by the school, though there is a slight drainage condition resulting in a muddy area adjacent to the asphalt play area; this may be remedied with some re grading of the green area to better drain it as well as consideration to extend the asphalt paving to the east by approximately 8 to 10 feet.
 - Playground equipment is in good condition.
 - Landscaped circles in playground are well maintained.

RECOMMENDATIONS

1. Consider some re grading and asphalt paving at the east side of the green area as noted above.



Current Drop-off/pick-up



Possible new area for parent drop off and pickup



Possible new area for bus drop off and pickup

SITE – SAFETY

EXISTING CONDITIONS

- Visitor traffic is not restricted from the bus drop-off area.
- The bus pick-up area is located at the requiring students to cross the campus' main (and only) vehicular route utilized by staff and visitors to gain access to the buses. The walk to buses is not ideal, especially in inclement weather.
- Service and delivery location is relatively close to student areas.
 - Service vehicles are required to go through main asphalt play area to access B.O.H. delivery entrance.
 - Access to kitchen is ideal from the delivery entrance on the First Floor level. (Access to this level is from the east side as the north side is below grade.)
- Site lines from main entrance and administration located on the "Second Floor" are good. (Please note that this is at grade to the west side despite its name as a second floor).
- Playground areas are located to the east of the school with play equipment to the south, hard surface play area to the east and green space play areas further to the east accessed past the hard surface asphalt play areas.

RECOMMENDATIONS

1. Consider a new curb cut to the south of the existing (near the building sidewalk to the south) so as to permit a drop off lane to be added in front of the entire school and to the north east of the building. This would permit better proximity to the school entrance and permit parent vehicles to line up to drop off students. Buses could be rerouted to drop students at the playground gymnasium entrance by constructing a new drive down to the playground at the south side of the building.
 - a. Relative to the cars, this approach would not be invasive as regards to several deciduous trees presently located in the west green space. This approach would be an improvement for students in inclement weather and could be used for parent drop offs during the school day as well when buses are not queued and waiting.

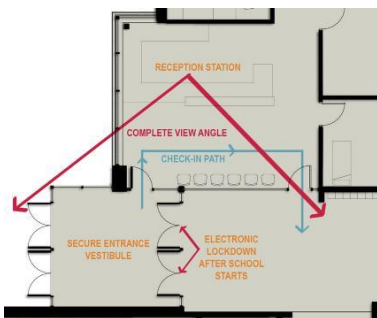


Inside main entrance.

SECURE ENTRANCE

EXISTING CONDITIONS

- Main Entry Sequence.
 - Main entry is located in the vicinity of the visitor parking area though there are a limited number of parking spaces at this location.
 - Main entrance is open before school and is locked once school day begins.
 - 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 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.
- Compartmentalization
 - The education wings of the school cannot be compartmentalized to secure and lock down portions during nighttime activities or in the event of an emergency.



Recommended secure entry sequence.

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.

LOBBIES, CORRIDORS, COMMONS SPACES



Typical Corridor



Breakout grouping in fire stair is not permitted



EXISTING CONDITIONS

- Corridor circulation is linear with all three floors having a central north south double loaded corridor. An elevator serves the three levels, as do two stair wells located at each end of the corridor.
 - Corridor width varies. Typical width is approximately 9'.
 - This width accommodates student storage in some areas, reducing effective width down to 8'.
 - Typical corridors locate student storage outside the classroom, on both sides of the hall.
 - School interior is fully handicapped accessible.
- Common areas for student socialization.
 - The cafeteria provides space and areas to sit when not acting as a dining area, but tables are not flexible or easily reconfigurable. Many of the tables are the in wall and ganged type and offer no flexibility.
 - The Library is adequate in size though the gym is small to accommodate the student population; a positive element is that there is a separate cafeteria which lessens the burden on this one station gym.
- Lobbies/commons are not large enough to support groups.
 - The cafeteria can accommodate large groups; however the tables and seating are not easily reconfigurable.
 - The second floor Large Group Instruction space is set up in amphitheater format and can support large groups.
 - The corridors do not accommodate areas for breakout space, and visibility from classroom is limited.
 - Stair wells and corridors are being used as breakout areas and are reducing the code required egress pathway in these areas. These tables and chairs need to be removed from these circulation areas.

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. Make this space visible and easily monitored. Consider providing different types of furniture for variety and different uses.
2. Remove all break-out type furniture from corridors and stairwells to provide the egress required.

GENERAL BUILDING CONSIDERATIONS

EXISTING CONDITIONS

- Student Display Opportunities
 - There are few areas throughout the school for student display.
 - There are not any display cabinets located throughout the school.
 - 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 and corridors.
- Student storage.
 - Student storage occurs in the corridor with shelves and coat hooks.
- Teacher storage.
 - Teacher storage within the classrooms is not adequate.
- Restroom Accommodations.
 - The large restrooms on the first and second floor are handicapped accessible, though the single use restrooms are not large enough to meet handicapped code requirements.
 - The large restrooms on the ground floor have not be updated to meet ADA requirements, however the restroom in the Gym on that level are compliant.
 - There are restrooms close to the main entrance.
- Visually stimulating environment
 - Corridors and classrooms do not incorporate a universal color scheme based on school colors, but do have plaques, student artwork and other applied materials to create visual interest and support school spirit.
 - Natural light and views to the outside are provided in most spaces due to the slender design of the building floor plan.
 - Some internalized rooms have no direct exposure to the exterior.
 - Condition of school is well kept and in good condition in most cases, though evidence of worn or torn carpeting and rust on several exterior hollow metal doors suggest a need for some attention to these items.
- 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, Library or Gym; however the first two of the spaces are not truly flexible enough for different sizes and types of activities.



Student work on display.



Corridor coat shelves and hooks



Good display of student work.

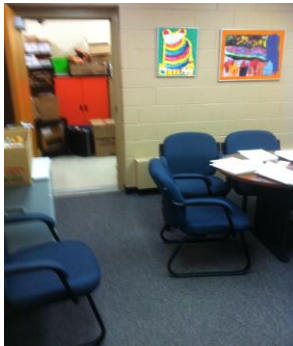
RECOMMENDATIONS

1. Consider providing round cafeteria tables to improve social settings and flexibility to support learning.
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 a building addition to support space needs not being met; the Kindergarten's are split and there insufficient space for 4k.

ADMINISTRATION / STUDENT SERVICES / DISTRICT OFFICE



Reception



Administration Conference



Health Room

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 and Nurse/Health. The total of this functions are housed in 915 sf of space which is tight. The Staff lounge is shared with the book room is located across the hall from this area. This room is 915 sf in size and crowded.
 - Guidance is located across the lobby from the Administration area and occupies a 411 sf space, and is appropriately sized.
- Access for students and staff.
 - Reception, Primary Administration, and Guidance services are readily accessible to students and staff.
 - Reception
 - Reception does not provide a secure entrance to school.
 - A physical line-of-sight to the main entrance is provided only after visitors have passed through the vestibule. A window should be considered for visual control over the vestibule area.
 - Main Door to Administrative area occurs from within school, and provides no control after visitor is admitted.
 - Size of area is adequate.
 - Health room
 - Size of area is adequate. The room has a connected sink and toilet room, though this room is small and does not comply with handicapped accessibility standards; consider upgrades to this room size and amenities.
 - Primary Administration Area.
 - Natural light is limited. Two offices are completely internalized.
 - Guidance.
 - Area has separation from reception and is private in that regard.

RECOMMENDATIONS

1. Administration/Reception secure entrance window needed.
2. The Staff Lounge is crowded due to sharing space with the Book Room.



Staff workroom-Admin.

STAFF RESOURCE AREAS

EXISTING CONDITIONS

- Location within building.
 - Staff lounge is located across from the main administrative area.
- Size and Functionality.
 - Staff lounge is inadequate in size and shares space with the Book Room.
 - Staff lounge has good daylight and a variety of furniture.
 - Size of staff workroom area is small and does not provide good flow and lacks project layout area. Storage is inadequate.

RECOMMENDATIONS

1. Consider additional space to split the two functions and reconfiguring storage in workroom to accommodate a project layout area.
2. There is no staff dedicated staff work room.



Staff lounge/book room

STUDENTS WITH DISABILITIES



Special Education



Large Motor Skills Swing set



Special Education

EXISTING CONDITIONS

- Location within building.
 - Special Education room 312 has 907 sf.
 - Speech/OT room 211 has 447 sf.
 - PT room 209 is also used for Sensory and Psychologist. The room is 447 sf.
 - Interventionist room 212 is 891 sf.
- Size of space
 - Areas for special education are inadequate, crowded and too concentrated in one area of the school.
- Adequacy for current educational delivery system.
 - Special Education provides few options for one-on-one conferencing and small group activities.
 - Heavy furniture does not promote flexibility and reconfiguration.

RECOMMENDATIONS

1. Consider a building addition to provide adequate space for various programs such as 4K and Special Education.
2. 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 by floor; (2) Kindergarten classrooms are located on the First Floor and (1) on the Second Floor; (3) First Grade classrooms are located on the second floor; (3) Second, Third and Fourth Grade classrooms per grade level are located on the Third Floor. There are (2) 5th Grade classrooms at present and these are also located on the 3rd Floor.
- Size of space.
 - Grades 1 – 5 Classroom sizes range from 884 to 915 sf. The Kindergarten on the Second Floor is in a general classroom and is 884 square feet. The First Floor Kindergartens have sizes of 1,155 and 1,164 sf each and more appropriately sized for the program offerings.
- 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 impedes 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 206



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 classes) configuration. Larger spaces can support team teaching and alternative educational delivery methods.
3. Additional building square footage to support the present curricular and student population needs.

MUSIC AREA

EXISTING CONDITIONS

- Location within building.
 - The Music room 101 is located on the First Floor next to the Cafeteria.
 - A storage room is directly adjacent to the Music Room.
- Size of space.
 - The Music Room has 1,354 sf.
- Adequacy for current educational delivery system.
 - Music room is adequate in size.
 - The Music Room has a Smart board and Projector for instruction.
- Storage.
 - Music storage is adequate.



Music room

RECOMMENDATIONS

1. Music area is adequate.
2. While proximity to the Gym/Stage is a floor away and on the other side of the building, the building is serviced by an elevator making the distance less problematic.



Music room

ART



Art room



Art Kiln



Art room sink.

EXISTING CONDITIONS

- Location within building.
 - There is (1) Art Room located on the First Floor of the School, room 105.
- Size of space.
 - Existing space is roughly 1188 sf. It consists of one classroom (Instruction and Materials), a storage room, and a kiln room, and two small non handicapped accessible toilet rooms.
- Adequacy for current educational delivery system.
 - Ceilings are of standard height, but there is only one window for the entire classroom limiting natural light.
 - Furniture is large and inflexible, making room difficult to reconfigure for different types of art and/or presentation/lecture.
- Access to water.
 - Two 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 full-height storage casework as well as perimeter casework above and below counters. A storage closet has a rolling storage unit as well as additional workspace. The casework may not have been designed for art room use and appears to be inefficient for large media storage such as art sized sheets of paper and supplies.
- Access to daylight.
 - Daylight is inadequate due to only having one window.

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 some modifications to casework to be more art storage appropriate.
4. Consider an option to relocate the Art Room to an upper floor to increase day lighting and to position the function closer to the majority of the upper grades.



Library



Library Study Area



Library Bookshelves

LIBRARY

EXISTING CONDITIONS

- Location within building.
 - The Library is located central to the school, adjacent to the main entrance on the Second Floor (on grade access from North West).
 - Centralized location provides good accessibility from the adjacent teaching areas.
- Size of space.
 - Existing space is approximately 1,836 square feet.
 - Space is used partially for traditional stacks and partially for tables and chairs.
 - The Computer Lab is located adjacent to the Library and has direct access in addition to hallway access.
- Adequacy for current educational delivery system.
 - 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 close to the entrance but is not able to be locked off for after-school community use.
- Storage.
 - There is no adjacent space for media storage.
- Additional comments:
 - The space receives some natural light through two east-facing windows, but has much of the outside wall as a solid opaque surface.

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. 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) Computer Lab in the building located adjacent to the Library on the Second Floor
- Size of space.
 - The lab is slightly 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.
 - 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

EXISTING CONDITIONS

- Location within building.
 - The Gymnasium is located in the Northern side 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.
 - Storage is accessed directly from gym.
- Size of space.
 - Gymnasium is approximately 4,565 square feet in size.
 - Space clearance at perimeter is adequate.
- Adequacy for current educational delivery system.
 - Size and number of teaching stations is adequate for student population due to the fact that a separate Cafeteria is available.
 - Stage allows the gym space to be used for school performances. The Stage has a ramp and stairs for access.
- Storage areas.
 - Storage areas are adequate.



Gym and Stage



Gym

RECOMMENDATIONS

1. Gymnasium is adequate.

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 2,091 square feet which allows for approximately 174 seated students.
 - Lunch is (3) periods, which suggests that seating may not be adequate for a two period approach and the space may be a bit crowded to provide two servings instead of three. (Please note that while this is based on numeric industry data, our observation was that the lunch period appeared crowded with 3 servings. Please note photograph).
 - Serving line opens into the cafeteria.
 - There is an area for tray return.
- Flexibility.
 - Space is relatively inflexible. While space uses collapsible tables, the tables themselves typically do not move unless absolutely necessary.
 - Kitchen is able to provide lunch warming/serving for the school.
 - Space receives no daylight.
- Furniture.
 - Cafeteria tables are movable, but remain set up at all times.
- Accessible for community use.
 - Location is not well suited for community and after-hour use, without the ability to control access to other parts of the school.



Cafeteria



Cafeteria/Kitchen Divider is frayed and should be replaced

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. Make this space visible and easily monitored.
2. 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 pass-thru window directly connected to the dishwashing area.
- Serving area
 - Serving is via a counter adjacent to the Cafeteria.
 - The moveable partition separating the Kitchen from the Cafeteria is torn and frayed and should be replaced.
- Food Preparation
 - Kitchen functions as a warming and serving kitchen with preparation and delivery conducted at district premises outside of this 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.
2. Replace frayed/torn divider between the serving counter and Cafeteria.

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.