

EDUCATIONAL ADEQUACY ASSESSMENT

School: North Middle School

Capacity of Building:
1,517 students (based on building sq. ft.)
1,095 students (functional design
capacity)

Enrollment: 928 Students

Site Area: Campus = 12.8 acres
Based on current enrollment = 28.82
acres

Configuration: Grades 6-8

Date of Assessment: October 28th, 2013

Staff: Full-Time Faculty: 52
Part-time faculty: 8

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



North Middle School site

North ↑

EXISTING CONDITIONS

- Size of site
 - The size of the current site is 12.8 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 but with the use of additional municipal play fields located to the south of the Middle School campus, across the street.
 - There is a sufficient amount of parking provided on the site.
- Grounds, Parking Lot and athletic areas
 - The grounds are in good condition and well maintained. Much of the surrounding green area slopes, limiting the amount of flat, usable area.
 - Available parking directly adjacent to school is limited and located on the north side of the school, on the other side of the original traditional entrance.
 - The parking lot appears to have been maintained, and is in relatively good condition, except that a retaining wall is in need of repair.
 - Drive aisle is primarily restricted to the north side of the school, requiring a vehicle to enter and exit the site to the north. During peak times, traffic is heavily congested, and during public market hours traffic can become congested.
 - Tennis courts are part of the municipal facilities to the south.
 - The south side of the school includes a green space with an elevation which rises towards the school to the north from the street.

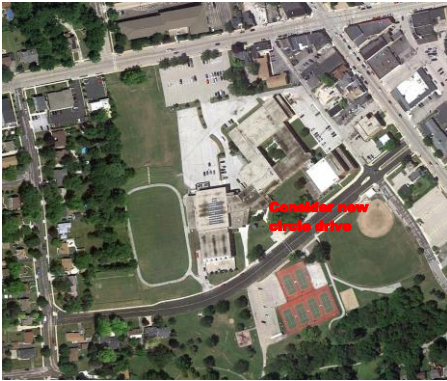
RECOMMENDATIONS

1. Consider having a traffic study to see if a circle drive could be designed at the south side to make this the primary vehicular access and move Administration to the south side of the building.
2. Consider alternative parking solutions to better alleviate flow and congestion and provide additional capacity closer to building entrance.
3. Review possible vehicular connection between the north and south sides of the school.



Potential south main entrance and drive/drop off location

SITE – SAFETY



See site recommendations

EXISTING CONDITIONS

- The bus drop-off area is on Garfield.
- Presently 20 buses drop off students (17 large capacity and 3 Special Education buses).
- Parents drop off at the lot to the south and students cross the street with a crossing guard.
- Visitors are required to cross adjacent to the municipal lot and seasonal farmers market at the north to access the parking and north school entrance. The traditional entrance to the school faces south and does not have an adjacent drive or parking to make it useful.
- Service and delivery location on the north side competes with the current main entrance and north parking area. Access to kitchen is not ideal.
- There are good exposures and site lines in and out of the parking drive.
- Site signage is not in place and difficult for way finding for first time visitors.

RECOMMENDATIONS

1. Consider a traffic study to have on site north south vehicular circulation; study steep grades west of the school to determine if this is possible.
2. Consider a new circle drive for parent drop off in front of the south side of the school, relocate the building entrance and Administration to face south and occupy the Band Room, construct a new Band Room to the east adjacent to the theatre, and provide some parking for handicapped accessibility and for short term visitor parking.
3. Provide site directional signs for visitors and others.



“Current Main Entrance” competes with back of house kitchen service delivery

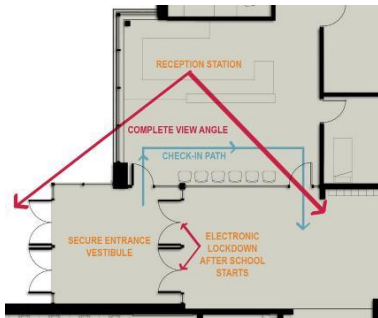
SECURE ENTRANCE

EXISTING CONDITIONS

- Main Entry Sequence.
 - Main entry is located in the vicinity of the staff/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 but the view from the main office to the exterior doors is only marginally supervised.
 - Receptionist does have a visual line-of-site to a person buzzing in.
 - Guest has uncontrolled access to school after entering primary doors.
 - Interior reception is physically connected to entrance.
 - There is 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
 - Main building entry is accessible; however, not all building entrances are accessible due to stair conditions at varying grades.



Main Entrance Secure Entry Vestibule



Recommended secure entry sequence.



Main Corridor near Secure Entry Vestibule

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.

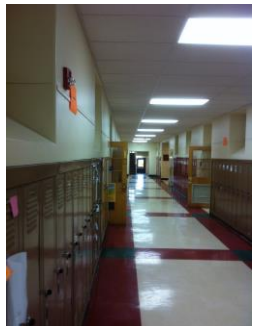
LOBBIES, CORRIDORS, COMMONS SPACES



Main Corridor near Entrance



The Cafeteria acts as a major Common Space



Typical Classroom Corridor View

EXISTING CONDITIONS

- The building main circulation corridor design is of a square “racetrack”, with a courtyard and provides for safe and efficient traffic flow. Due to the straightforward configuration, corridors provide good visibility.
 - Corridor width varies. Typical width is approximately 8’-10’.
 - Lockers are located in the majority of the classroom corridors. Corridors are double loaded with lockers.
 - The three levels of school are served by an elevator and the levels are handicapped accessible; that stated, there is one area on the First Floor where the accessible route is longer due to the location of the east ramp and west stair near Business Education Classroom 141. There are restrooms adjacent to the stair which makes modification of this area not possible.
- Common areas for student socialization.
 - Because the corridors do not have breakout or socialization areas, there is little space for this to occur outside the classroom.
 - The cafeteria provides space and areas to sit when not acting as a dining area, but is not always available to students and not conducive to collaboration and socialization.
- Lobbies/commons large enough to support groups.
 - There are few areas which can support large groups (Gym, Cafeteria); however, none are dedicated as “student commons spaces”.
 - Because of the limited width of the corridors, small group collaboration is also challenged. Space is very limited, and there is no visual access to these spaces from the classrooms.

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. Many schools are providing tall tables to allow students to stand while students eat which encourages socialization and more grown-up atmosphere.
2. Middle School Faculty/Staff noted that the Cafeteria could benefit from improved acoustics, a sound system and audio visual capabilities; this would not only support educational opportunities but socialization settings as well.
3. Consider widening corridors in key places to create break out spaces and nooks for collaboration. Especially in areas where corridors are at a minimum.
4. Consider altering walls between corridor and classroom to provide transparency to the hallway for breakout learning opportunities and supervision.

GENERAL BUILDING CONSIDERATIONS

EXISTING CONDITIONS

- Student Display Opportunities
 - There is limited permanent art work throughout the school. Art work adds visual interest and a sense of importance.
 - There aren't any display cabinets located throughout the school.
 - 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 the classroom corridor widths full-height lockers, both sides.
 - Lockers on both sides of corridor can create congestion problems when corridor is not wide enough.
 - There is not adequate space within or outside classroom for the storage of long term student projects.
- Teacher storage.
 - Most dedicated rooms for storage are assigned to Science, Technical Education or Athletics.
 - Teacher storage within the classrooms is limited due to the lack of cabinetry and/or furniture storage systems.
 - Classrooms require organized and efficient methods for long and short-term storing of equipment and materials.
- Restroom Accommodations.
 - Restrooms in the school are typically not handicapped accessible, however there are single fixture restrooms provided next to some of the larger bathrooms that do provide accessible access.
 - There are restrooms close to the main entrance.
 - There are dedicated staff restrooms.
- Visually stimulating environment
 - Corridors do not incorporate school colors in paint scheme, though there are banners which do so.
 - Remainder of classrooms and public spaces are not coordinated or visually stimulating.
 - Natural light and views to the outside are available for the majority of the classrooms and public spaces, due to the slender design of the building and layout around the courtyard.
 - Condition of school is generally well maintained in many areas.
- There is the ability to lock down parts of the building to secure portions during nighttime activities.



Accessible Drinking Fountain and Visual Fire Alarm Strobe above.



Colorful floor tile provides visual stimulation

RECOMMENDATIONS

1. Consider display cases in corridors in key places to create visual interest and controlled student display opportunities.

2. Consider a paint and finishes scheme throughout the school to enhance the aesthetic environment.
3. Provided secure lock-down areas for after-school functions to increase community use of the building. Areas to make secure or compartmentalized include the Gymnasium, Cafeteria and the Academic wings.

ADMINISTRATION / STUDENT SERVICES



Administration Area Reception



Administration Area



Health Room

EXISTING CONDITIONS

- Location within building.
 - Primary Administration Area is located on the First Floor, central to the building, adjacent to the main entrance.
 - Area includes Reception/secretary, Principal office, Health area (cot), detention closets, & Staff resources (storage/workroom).
 - There is one dedicated conference room to meet with parents of students other than the Principal's office.
 - Guidance is located on the First Floor across the corridor from Administration.
- Access for students and staff.
 - Reception and Primary Administration area are readily accessible to students and staff and visitors.
 - Visitor
 - Reception
 - Reception provides a secure entrance to school.
 - Visibility to the main entrance is good.
 - Size of area is not quite adequate and split up into two areas.
 - Health room
 - Size of area adequate.
 - Primary Administration Area.
 - Natural light is ample to half of the Administration areas but not available to inboard functions.
 - Guidance/Student Services.
 - Area provides small private areas for confidentiality.

RECOMMENDATIONS

1. Consider relocating Administration as indicated previously in this report.



Staff Lounge



Staff Lounge



Staff Workroom/Mail Area

STAFF RESOURCE AREAS EXISTING CONDITIONS

- Location within building.
 - Staff lounge/lunch room is located north of the Cafeteria in the classroom wing.
 - Staff work room is not centrally located adjacent to the main administrative area, but is relatively near; the most convenient nearest access requires going up a set of several steps however.
- Size and Functionality.
 - Staff lounge is small for a school of this size.

RECOMMENDATIONS

1. Consider new furniture and specifically chairs.

STUDENTS WITH DISABILITIES



Special Education - Room 117A



Special Education – Room 233

EXISTING CONDITIONS

- Location within building.
 - Special Education 117A and B have 805sf and 216sf respectively
 - Special Education 122 has 738 square feet.
 - Speech 119 has 536sf.
 - Special Education 209 has 702sf.
 - Special Education 215 has 569sf.
 - Special Education 231 has 761sf.
 - Special Education 233 has 740sf.
 - Reading 235 has 757sf.
- Size of space
 - Special Education is adequate in size.
 - Psychologist office provides space for one-on-one consultation.
- Adequacy for current educational delivery system.
 - Special Education provides some options for one-on-one conferencing and small group activities.
 - Furniture does not promote flexibility and reconfiguration.

RECOMMENDATIONS

1. None noted.

GENERAL CLASSROOMS

EXISTING CONDITIONS

- The majority of classroom instruction spaces are located off the north east courtyard corridors.
 - General classroom sizes range from 669 to 930 square feet; many are in the 730sf range.
 - Science classroom sizes range from 1,164 to 1,170sf range.
 - Borrowed lite windows are not provided on the interior corridor walls.
 - Smart boards are provided in most of the general classrooms.
 - Adequacy for current educational delivery system.
 - Typical classroom furniture is outdated and does not lend itself readily to room reconfiguration or flexibility.
 - There are currently no places for collaboration between classrooms or outside classrooms.



Classroom 113 Social Science



Classroom 211 Language Arts



Room 214 Small Group Support "Flex"

RECOMMENDATIONS

1. Consider furniture systems that would allow for increased classroom flexibility.
2. Consider repurposing existing spaces to create student break-out/collaboration spaces off of the corridors/outside the classrooms, if additional space can be made available.
3. Classroom sizes are small for 21st Century Active Project Based Learning approaches. Give consideration to opening up some of the walls between each two general classrooms and provide a moveable divider wall; this approach along with flexible, moveable caster based furniture and wireless technology will provide some more flexibility to provide team teaching or for active learning settings.
4. Remove all blackboards in building and replace with marker boards, tack boards or other.

SCIENCE CLASSROOMS

EXISTING CONDITIONS

- There are (5) Science rooms
 - Science rooms range in size from 1,164 to 1,1174sf.
 - Science classrooms are typically designed to be in this range and at times in the 1,250sf range as well.
 - Smart boards/projectors are provided in the Science rooms.
 - Science casework is provided at the perimeter for (3) rooms and peninsulas are provided in (2) rooms.
 - Science peninsulas have epoxy tops.
 - Casework is in very poor condition.
 - Science-type epoxy tables are provided in both rooms.
 - Tables and chairs are large and heavy and do not allow for flexibility.
 - Science storage is handled in room casework, and a shared storage room between the science classrooms.
 - Shared storage is adequate for the middle school program.
 - Adequacy for current educational delivery system.
 - Current configuration of Science classrooms with peninsulas and existing furniture does not allow for a change in the future curriculum.
 - Science Staff has access to the shared workrooms.
 - The proximity from Science to Technology Education and Business Education classrooms on the First Floor is very positive. The proximity of Science Classrooms on the Second Floor to Math classrooms is very positive.



Science casework in poor condition.



Science Room



Mobile tables should be replaced as a high priority

RECOMMENDATIONS

1. Consider furniture systems that would allow for increased classroom flexibility.
2. Science rooms 126,128,130,202, 204 and 212 need eyewash stations installed.
3. All Science classrooms are missing safety showers.
4. There are no separate lockable chemical storage units and need to be provided.
5. Chemical storage rooms need to be ventilated and are not at present.
6. Shelving used for chemicals should have spill proof lips on the ends.

TECH. ED. CLASSROOMS



Workshop



Workshop

EXISTING CONDITIONS

- There are (4) Tech. Ed. Rooms.
 - Tech. Ed. rooms are 1,022, 1,175, 1,554 and 1,880sf in size and located next to each other on the First Floor.
 - Adequacy for current educational delivery system.
 - NMS is moving to a full STEM/Project Lead the Way department and room 127 needs to be remodeled into a PLTW setting with individual work stations that include computers. The room also needs to have an adjacent area to locate updated PLTW manufacturing equipment and machinery.
 - The furniture and equipment are outdated at present.
 - Heavy shop type storage bases with butcher block tables need to be replaced with caster based moveable lightweight furniture.
 - The space needs to be renovated for lighting, mechanical systems, finishes and technology (power and data) to suit a contemporary PLTW program.

RECOMMENDATIONS

1. Consider furniture systems that would allow for increased classroom flexibility.
2. The rooms need to be remodeled and updated for PLTW programs as indicated above.

MUSIC AREA

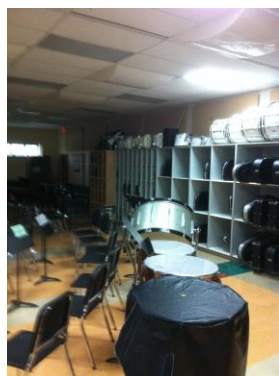
EXISTING CONDITIONS



Band Room 86



Music room



Instrument Storage

- Location within building.
 - Band Room 86 and Orchestra Room 88 are located in the south side on the Lower Level.
 - Band Room 103 is located directly above Band 86 on the First Floor.
 - The circulation to the Auditorium is lengthy for any of these three rooms as the Auditorium is located on the east side (opposite side) of these spaces.
 - Practice rooms next to room 86 have been turned into storage rooms. The doors need windows so as to convert these rooms for practice uses.
 - Instrument locker space is not sufficient and the current instrument lockers are in poor shape. Instruments are often stored on the floor and may be easily damaged as a result.
- Size of space.
 - Band Room 86 is 1,683 square feet and is smaller than the recommended size for the student population it serves. Band Room 103 is larger and more adequate at 2,273 square feet, however, it is still smaller than the recommended size for the student population it serves.
 - The Orchestra Room at 1,248 square feet is smaller than the recommended size for the student population it serves.
- Adequacy for current educational delivery system.
 - The Band room has several limitations based on its location relative to the Auditorium and available space for expansion; instrument storage and adequate storage are two other concerns.
- Storage.
 - Instrument storage is not adequate.
- Additional comments.
 - Spaces on lower level of school are not convenient due to lack of proximity to other programs.
 - Architecture of existing building does not allow for easy relocation of space without major renovation.
 - Band Room 86 exit door should be converted to a solid opaque door instead of the full glass door currently in place.

RECOMMENDATIONS

1. Consider relocating Band and Orchestra to create a Music area within the building adjacent to the Auditorium.
2. Consider new instrument storage purchase.
3. Consider providing flexible furniture and storage systems.

ART



Art room: inflexible furniture



Sink area



Heavy furniture limits flexibility

EXISTING CONDITIONS

- Location within building.
 - There are two Art Rooms located in the north east side of the building, on the Second Floor, room 227 and 229.
- Size of space.
 - Existing classroom spaces are room 227 at 1,264 and room 229 at 1,426sf, with a kiln and storage/work room in between the two classrooms.
- Adequacy for current educational delivery system.
 - Furniture is old, worn out, large and inflexible.
- Access to water.
 - Two large stainless steel sinks are provided. Art rooms typically provide 4-6 clean-up stations to minimize clean-up time waiting.
 - Sink locations need to be reviewed as one may need to be moved.
- Kiln location.
 - The kiln is located between the two classrooms.
- Storage.
 - Art storage is handled in the room with perimeter casework as well as the storage areas in between the two Art classrooms.
- Access to daylight.
 - There ample windows facing North and East. Art is best viewed in natural light from the North, so this is a good location for these classrooms in that respect.
- Additional comments.
 - Typical classroom furniture does not lend itself readily to room reconfiguration or flexibility.
 - Outlets in room 227 are taped down.
 - Chalkboards which are desirable in art rooms have been converted to dry erase boards.
 - Student desk bolts in room 229 are stripped and very unstable. New furniture is needed.
 - Short stools need to be purchased to better accommodate students working at tables as these are uncomfortable and not practical.

RECOMMENDATIONS

1. Consider new furniture systems that would allow for increased classroom flexibility for both rooms 227 and 229.
2. Move sink in room 227.
3. Provide 4-6 clean up sinks per room.

LIBRARY



Media Center



Media Center



Media Center entry

EXISTING CONDITIONS

- The Library is located at the west end of the Second Floor.
- Size of space
 - Existing space is approximately 4,084 square feet.
 - Space is mostly used for traditional stacks and tables and chairs.
 - PC Lab 208 is located adjacent to the Library and has 1,101 sf.
- Adequacy for current educational delivery system.
 - The space is adequate as a repository for books, flexible computer space and relaxed reading areas.
- Space does not permit change in educational delivery system
 - Flexibility for technological integration within the delivery method is critical.
 - Current furniture systems are heavy, dated, and relatively inflexible for collaborative work.
- Access for after school activities.
 - Space is not close to the entrance and is unable to be locked off for after-school community use.
- Storage.
 - There are some areas with dedicated storage or adjacent to space.

RECOMMENDATIONS

1. Consider providing flexible collaborative furniture and storage systems; iCreate - iLearn – iShare- iInquire Genius Bar system.
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.
 - e. Purchase appropriate audio visual equipment to project and display collaborative student work.
 - f. **See proposed furniture layout provided by a SDMF's vendor in Section 5 – Appendices.**
3. Consider repurposing all or part of adjacent Lab 208 as a small group activity/collaboration space.

- a. Possibly as a Genius Bar and/or troubleshooting for the geek squad and staging area for laptops.
4. Contemporary Media Centers are comfortable for the users, flexible for activities, visually stimulating, and encourage conversation for active learning.

COMPUTER LABS



Computer lab

EXISTING CONDITIONS

- Location within building.
 - A computer lab located south of the Library in room 208.
- Size of space.
 - The lab is approximately 1,101 square feet.
- Adequacy for current educational delivery system.
 - The computer lab functions adequately for lecture format and computer training, but offer little flexibility for integrating technology into core curriculum or small group activity
 - The space is not flexible – hard-wired, desktop technology means the space is permanently fixed and limited to computer related activities only.
 - Furniture and equipment configuration does 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.
- Storage
 - None

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



Gymnasium



Gymnasium

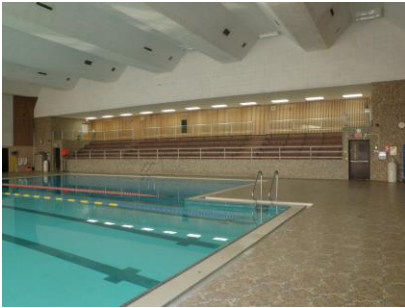
GYMNASIUM

EXISTING CONDITIONS

- Location within building.
 - The Gymnasium is located at the southwest corner, adjacent to the main entrance, on the First Floor.
 - Storage is directly accessed from gym.
 - Storage rooms are located adjacent to the gym.
 - PE offices are located in the locker rooms.
- Size of space.
 - Gymnasium is approximately 14,755 square feet and houses one competition basketball court and two practice courts in the rotated direction.
 - The bleachers are on one side and can accommodate approximately 850 spectators.
- Size of locker areas.
 - Locker rooms are original to the building and are generally dated in layout and design.
 - Toilets are generally accessible.
 - Middle school locker rooms are used
- Adequacy for current educational delivery system.
 - Size and number of teaching stations is adequate for student population.
- Space permits change in educational delivery system
- Storage and PE office areas.
 - Storage areas are adequate.
 - PE offices are located in locker rooms, which limit accessibility from students and staff of the opposite sex.
 - Auxiliary Gym acoustics and lighting need to be addressed.
- Additional comments.
 - Current school design allows for the gymnasium to be accessible to the public while the academic areas are locked off with corridor doors.

RECOMMENDATIONS

1. Consider providing a larger Gym with appropriate space clearance around the competition court.
2. Auxiliary gym acoustics and lighting need to be addressed.



Pool/bleachers



Pool



Pool

POOL

EXISTING CONDITIONS

- Location within building.
 - The Pool is located at the southwest corner, adjacent to the main entrance, on the Lower Level.
 - PE offices are located in the locker rooms.
 - Size of space: pool is approximately 9,500 square feet.
 - The bleachers are on one side and can accommodate approximately 200 spectators.
- Size of locker areas.
 - Locker rooms are original to the building and are generally dated in layout and design.
 - Toilets are generally accessible.
 - Middle school locker rooms are used

RECOMMENDATIONS

1. The pool is an amenity at this middle school due to the fact that the building was a high school at one time. The pools are very adequate for instructional purposes; however, capital renewal items exist, and are addressed in the facilities condition portion of this report.



Auditorium



Auditorium pre-function space

AUDITORIUM

EXISTING CONDITIONS

- Location within building.
 - The Auditorium is located on the south east side of the school building.
- Size and Capacity.
 - The Auditorium capacity is approximately 700 seats.
- Adequacy for current educational delivery system.
 - The building was designed and used originally as a high school, so having an auditorium of this size is considered a District amenity as much as a school amenity.
 - A new sound system is needed; lighting upgrades are needed, seating needs to be repaired or replaced.
 - A new projection system is needed.
- Back-of-house spaces (Dressing rooms, storage, etc.).
 - The band, orchestra and music rooms are too far removed from the auditorium.
- Accessible for community use.
 - Location is well suited for community and after-hour use; there are no means of controlling access to the remainder of the school.
- Additional comments.
 - The handicapped access is circuitous.

RECOMMENDATIONS

1. Consider providing a new circle drive/drop-off as part of a project to build a new band room adjacent to the auditorium and move the administration and building entrance to where the band room is at present. Consider some visitor and handicapped accessible parking as part of this potential project on the south side of the building.
2. Provide new sound system, lighting, seating, projection system and associated technology as notes above.
3. **See additional auditorium reports provided in Section 5 – Appendices.**

CAFETERIA



Cafeteria tables



Cafeteria serving area



*Rectangular tables are not as desirable
for social settings*

EXISTING CONDITIONS

- Location within building.
 - The cafeteria is located centrally in the school, near the main entrance.
- Size and Capacity.
 - The cafeteria is approximately 4,520 square feet which allows for approximately 300 seated students.
 - Lunch runs from 10:30 AM to 12:44 PM in staggered intervals and a total of 5 lunch periods.
- Flexibility.
 - Space is relatively inflexible. Long rectangular cafeteria tables are set up in the space at all times.
- Furniture.
 - Cafeteria tables are movable, but remain set up at all times. There is no storage area provided for the cafeteria tables.
- Accessible for community use.
 - Location is well suited for community and after-hour use; however, there are no means of controlling access to the remainder of the school.
- Additional comments.
 - Limited natural light is provided in the space.

RECOMMENDATIONS

1. Consider adding a larger space for additional seating to minimize the number of lunch periods. This would allow the Cafeteria to be available for other activities throughout the day.
 - a. Consider moving the attendance office to gain space for the Cafeteria.
2. Consider round tables to improve socialization.
3. Consider providing a ceiling-mounted or wall-mounted projector to allow the space to be more flexible for presentations or multi-media performances.
4. Consider improvements in A/V, sound and acoustics for the Cafeteria for educational and socialization purposes.

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 adjacent to the kitchen.
- Serving area
 - Serving counter is at pass-thru kitchen window. There are supplementary serving stations which are set up in the cafeteria space during lunch periods.
- Food Preparation
 - Kitchen functions primarily as a warming kitchen with the bulk of the cooking done at the high school kitchen.
- Delivery access
 - Access to deliveries is from the north side service areas.



Tray return outside kitchen



Serving area near Kitchen

RECOMMENDATION

1. None.



Existing pool



Existing weight room

COMMUNITY USES

FUTURE CONSIDERATIONS

- Dedicated teen/youth center space
- Additional storage in building
- Pool
 - Secure entrance to pool and locker room areas for community use during the school day
 - Family locker rooms by the pool
 - Indoor pool renovations to include features such as water slide, zero depth entry and spray features
 - Upgrade/update pool mechanical systems.
 - Replace pool deck with non-slip surface
 - Create community room by pool area for birthdays, trainings, etc.
 - Update pool's outdoor patio
- Dedicated fitness equipment/space that could be open to community during school hours
- Complete auditorium renovation (similar to Hamilton Fine Arts Center)
- Disc golf course for community and gym class use
 - Consider joint effort with Village and Village Park
- Auxiliary gym upgrades including mechanical systems, lighting and finishes.
- Upgrade showers in locker rooms