

# NRHEG SCHOOL DISTRICT

Facility Assessment Handout





# EXECUTIVE SUMMARY



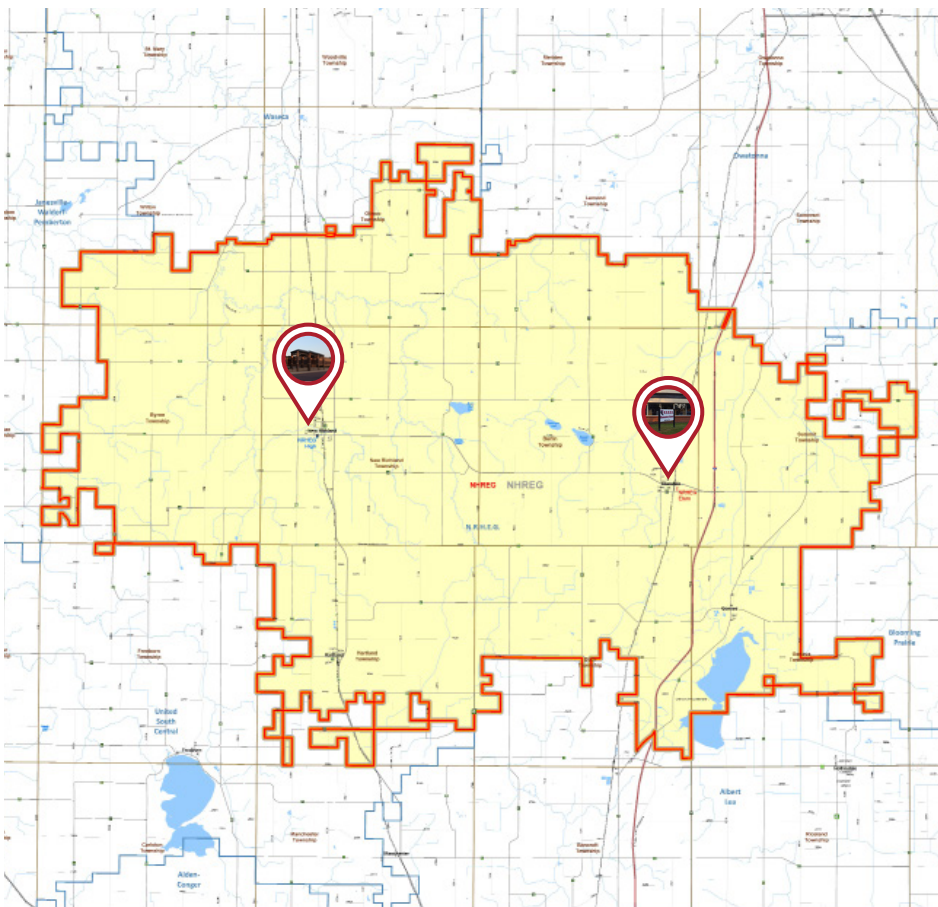
# EXECUTIVE SUMMARY

## DISTRICT OVERVIEW

The following pages provide a snapshot of the New Richland-Hartland and Ellendale-Geneva School District, giving insight into its demographics, goals, and facilities.

### COMMUNITIES SERVED + GEOGRAPHIC AREA

In 1992, the New Richland-Hartland and Ellendale-Geneva School Districts formally combined to form NRHEG ISD #2168. NRHEG serves 234.93 square miles including the New Richland, Hartland, Ellendale, and Geneva communities, and surrounding rural areas. The District boundaries map is below.



The average area of all school districts within the State of Minnesota is 254.09 square miles, which places NRHEG Public Schools just below the average of Minnesota's 332 school districts. When sorted by area, NRHEG ISD #2168 is Minnesota's 117th largest School District.

## DISTRICT GOALS

### STUDENT ACHIEVEMENT

Achieve the goals of the World's Best Workforce (WBWF) for all students in the District.

Expand how NRHEG defines, measures, and reports student achievement with a focus on each student's mastery in areas that extend beyond traditional academic indicators.

### STUDENT SUPPORT

Develop and implement a sustainable and well-defined support system that enables all students and staff to achieve at high levels.

### FACILITIES

Ensure that facilities and infrastructure of the District are designed to optimize staff performance and student learning in a safe, sustainable, and attractive environment.

### WORKFORCE

Recruit and retain quality educators and provide opportunities for development of all staff.

### COMMUNICATION + MARKETING

Foster partnerships with parents, communities, businesses, and organizations in support of the District's mission and vision.

Develop a multi-faceted public relations plan that is designed to promote the District.

### FINANCE

Preserve the District's strong financial standing while maintaining programs, services, and facilities at maximum efficiency.

# EXISTING FACILITIES

## ELLENDALE ELEMENTARY SCHOOL

CONSTRUCTED: 1956

GRADES: PreK-5th Grade

LOCATION: 600 School Street in Ellendale

## SECONDARY SCHOOL

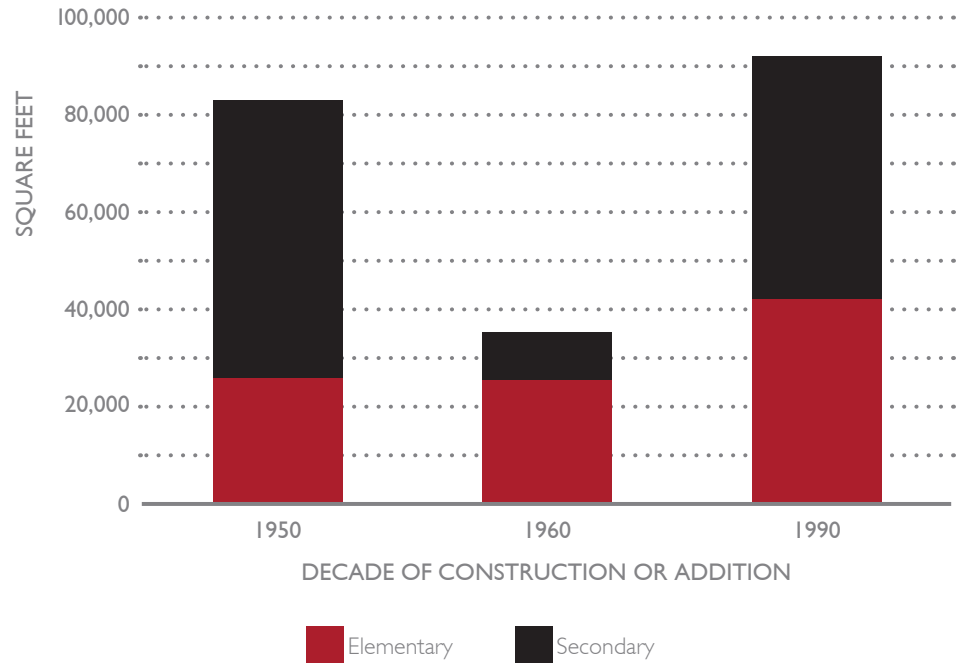
CONSTRUCTED: 1953

GRADES: Preschool, 6th-12th Grade

LOCATION: 306 Ash Avenue South in New Richland

## EXISTING FACILITIES

NRHEG Public Schools operates two educational facilities. The Elementary School, serving preschool through 5th grades, is located at 600 School Street in Ellendale. The Secondary School (Middle/High School), serving preschool and grades 6-12, is located at 306 Ash Avenue South in New Richland. Both facilities had the original, early 1900s portions raised and in-filled with newer space. The oldest portion was constructed in the 1950s, with additions in the 1960s and 1990s.

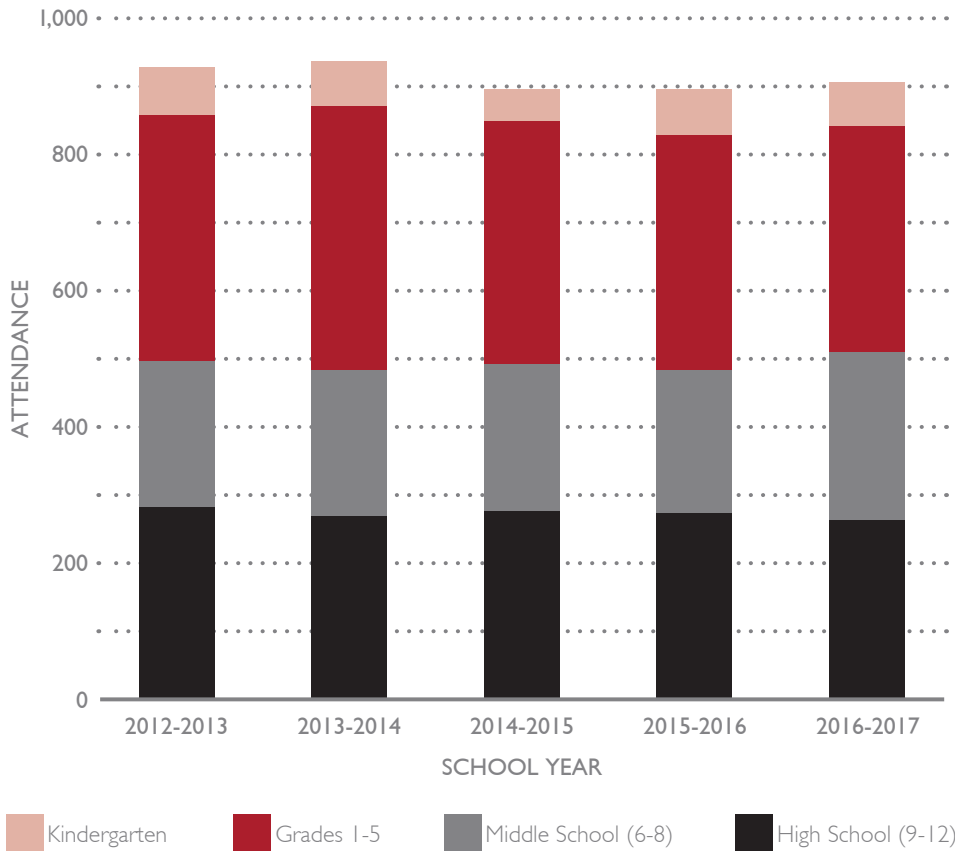


YEAR	ELEMENTARY	SECONDARY	GRAND TOTAL
1953		38,210	38,210
1956	27,150		27,150
1959		17,250	17,250
1962	18,500		18,500
1966	7,920		7,920
1969		9,360	9,360
1991		50,780	50,780
1994	41,000		41,000
<b>TOTAL</b>	<b>94,570</b>	<b>115,600</b>	<b>210,170</b>

Facilities age and square feet data was obtained from the Minnesota Department of Education.

## DISTRICT ENROLLMENT

The District provided recent enrollment data for use within this report. The District's historical enrollment data indicated an overall decreasing trend with a small increase for the current year. However, with only five years of data, and year-over-year changes of less than 5%, it is ISG's opinion that enrollment for NRHEG ISD #2168 is stable.



FISCAL YEAR	ENROLLMENT
2012-2013	925
2013-2014	935
2014-2015	895

FISCAL YEAR	ENROLLMENT
2015-2016	892
2016-2017	903

The School District is working on improving their process for future enrollment projections. This information was not available for inclusion in this report.

# DISTRICT MISSION + VISION

## MISSION

Empower students with the knowledge and skills to succeed.

## VISION

To be the District of choice, inspiring excellence in academics, arts, and activities.

# IMPACT

WHAT DOES AN AGING FACILITY POTENTIALLY MEAN FROM A MAINTENANCE, SAFETY, AND OPERATIONAL STANDPOINT?

May not meet current ADA standards

May not meet current energy standards

May need to upgrade or replace aging building systems

May need to repurpose spaces to meet new educational requirements/techniques

Requires need to address deferred maintenance

# EXECUTIVE SUMMARY

## SCOPE OF EVALUATION

*ISG conducted facility condition assessments of both School buildings in the NRHEG Independent District. The purpose of this report is to enhance District learning environments by providing planning and prioritization input for needed maintenance and improvements to school facilities.*

## INTRODUCTION

The NRHEG Independent School District serves approximately 900 students. Two facilities house the learning environments and associated support spaces for ISD #2168. Throughout its history, the communities have kept school facilities in good repair through regular maintenance and periodic improvements. Armed with information regarding the overall physical condition of the facilities and the buildings' responsiveness to the educational programs held within, the School Board will develop an appropriate facilities plan.

## PURPOSE

In January 2017, NRHEG authorized ISG to conduct a facilities condition assessment of its buildings. The purpose of this assessment is multi-faceted, and when complete, will assist the School Board with:

- Planning for maintenance and improvements to school facilities
- Informing residents of facility needs
- Prioritizing long- and short-term projects
- Identifying opportunities to enhance learning environments
- Developing strategies for financial planning
- Developing and enhancing a 10-year facilities maintenance plan

## SCOPE OF ASSESSMENT

ISG visited each NRHEG campus to perform comprehensive site and facility evaluations. The following campuses were included within the scope of the assessment:

- NRHEG Elementary School
- NRHEG Secondary School

During the assessment process, NRHEG Facilities Staff provided access to all areas of each property along with relevant information about each building and associated infrastructure.



The following assessment considers information gathered from field observations, review of existing plans, and information provided by District staff and school personnel. The assessments performed on site were limited to nondestructive, visual reviews of existing systems. Existing information and plans were made available to ISG by NRHEG for review. The following categories were reviewed within the scope of this assessment:

### Site Conditions

Review of the existing building site including parking spaces, concrete walks, and other horizontal site elements. Site circulation, grading, paving, parking, stormwater, and playground spaces were also reviewed.

### Exterior Building Conditions

Review of the building's exterior shell including an assessment of the structure, foundation, exterior walls, windows and doors, and thermal efficiency as well as conditions of the existing roof, gutters, and downspouts.

### Interior Building Conditions

Examination of the finishes, equipment, and other conditions found in classrooms, offices, hallways, gymnasiums, locker rooms, stairwells, kitchen, and cafeteria areas.

### Structural System Conditions

Review of structural integrity of existing buildings with analysis of columns, walls, and roof.

### Life Safety Conditions

Review of life safety, egress, and potential code deficiencies as discovered during field observation. Also includes conditions of the fire alarm system.

### Hazardous Material Conditions

Identification of potential hazardous material noted during visual field observations.

### Accessibility Conditions

Review of the existing structure for conformance with the Minnesota Accessibility Code. Site parking, access into the building and entrances, accessibility routes inside of building, and restroom accessibility were also considered.

### Plumbing Conditions

Review of the existing building plumbing systems including water service, water fountains, sinks, toilets, and showers.

### Mechanical Conditions

Review of existing mechanical systems and their components including verification that HVAC systems, as well as plumbing fixture counts, water piping, and water supply meet current building codes.

### Electrical Conditions

Review of existing building electrical systems including electrical service, distribution, and lighting. This section also documents technology systems and components including the security system and others as applicable.

### Technology Conditions

Review of building information technology system including network documentation, backup procedures, firewall, software, security, and technical support.

### Security Considerations

Assessment of existing security equipment installed throughout the building. Review of existing primary entryways into the facility including door locations and visitor access.

# SITE CONDITIONS



Site Conditions



Exterior Building Conditions



Interior Building Conditions



Structural System Conditions



Life Safety Conditions



Hazardous Material Conditions



Accessibility Conditions



Plumbing Conditions



Mechanical Conditions



Electrical Conditions



Technology Conditions



Security Considerations

Physical condition is the physical state of a property, system, component, or piece of equipment. Within the context of the assessment, ISG has offered opinions of the physical condition of the property, or systems, components and equipment observed. Such opinions commonly employ terms such as good, fair and poor; though additional terms such as excellent, satisfactory, and unsatisfactory may be used if deemed appropriate. The property condition assessment is independent of the priority ranking structure.

The issues with the highest priority items include life safety deficiencies, while less urgent issues, including necessary maintenance, replacement, and aesthetic improvements, are defined with lower priority levels. While lower priority items still warrant attention, they are not critical to safety, security, or health concerns.

Please note that current costs shown within the assessment are estimated construction costs only. For total project costs, 20% - 25% should be added to the construction costs of the following items:

- Project administration
- Permitting
- Owner fixtures and finishes
- Design fees
- Inflation
- Contingency Fees

## CONDITION ASSESSMENT RATING

A condition assessment was performed at each site to determine the physical conditions and results were categorized using a good, fair, or poor designation.

<b>GOOD</b>	<i>In working condition and does not require immediate or short term repairs above an agreed threshold</i>
<b>FAIR</b>	<i>In working condition, but may require immediate or short term repairs above an agreed threshold</i>
<b>POOR</b>	<i>Not in working condition or requires immediate or short term repairs substantially above any agreed threshold</i>

## PRIORITY SUMMARY

Based on the items evaluated in the assessment, issues or deficiencies documented in have been assigned a lever of priority and estimate of costs using the below roadmap.

PRIORITY	ISSUE	DESCRIPTION
1	Life Safety	<i>As typically noted by Fire Marshall/ Life Safety Officials.</i>
	Deterioration	<i>Further deterioration will create higher future repair costs or may cause damage to other areas of the structure.</i>
	Health	<i>Areas that do not meet the state health code requirements. Mechanical systems that do not currently comply with ASHRAE Standards are given a high priority. However, these upgrades are not mandated and would not be required unless other substantial work is being done to the facility and systems in question.</i>
	Accessibility	<i>Items that must be completed to allow access to the building or primary function areas within the building.</i>
	Haz. Materials	<i>Items that pose a significant impact to building occupants.</i>
2	Energy	<i>Item results in payback within 10 years or less.</i>
	Deterioration	<i>Material or system that currently functions but will require replacement or major maintenance within five years.</i>
	Accessibility	<i>Modifications required to meet state guidelines.</i>
	Haz. Materials	<i>Removal of items affected by other changes occurring in Priority 2.</i>
	Health	<i>Inadequate exhaust and ventilation near lab equipment or other areas lacking adequate ventilation.</i>
3	Energy	<i>Item results in payback in more than 10 years.</i>
	Health	<i>Items that do not meet state health code requirements.</i>
	Deterioration	<i>Material or system currently functions but will require replacement or major maintenance in 6-10 years.</i>
	Haz. Materials	<i>Removal of item affected by other changes occurring in Priority 3.</i>
4	Aesthetics	<i>Item which impacts the visual environment.</i>
	Haz. Materials	<i>Removal of items affected by other changes occurring in Priority 4.</i>
	Accessibility	<i>Items which do not meet full requirements of federal accessibility guidelines.</i>

# EXECUTIVE SUMMARY

## SUMMARY OF FINDINGS

The following pages provide a snapshot of the NRHEG assessment and general summary of findings. Detailed information relative to each site and review area/site conditions can be found within this assessment and support information provided below.

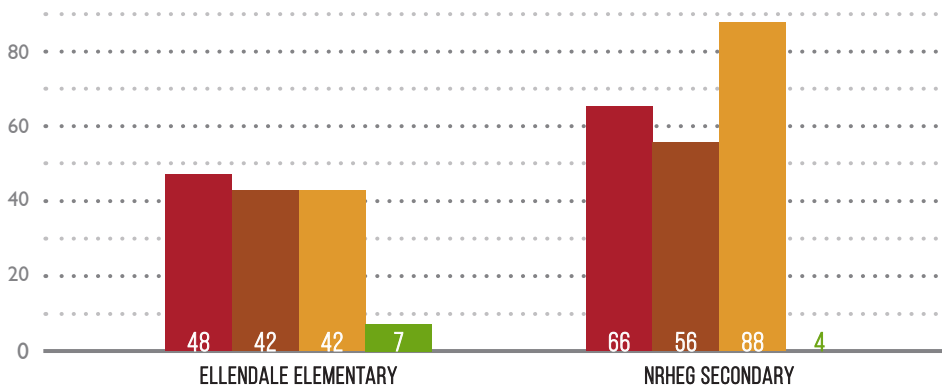
### IDENTIFIED NEEDS

The assessment identified approximately 353 items that should be addressed within the buildings and sites, and incorporated into NRHEG’s facilities plan. The assessment contains data for specific use by the School Board and administration to assist with determining the short and long-term needs for NRHEG. ISG has not expressed or implied any conclusions within this assessment. ISG is providing information to the School District to assist with decisions only.

The Secondary School received the highest number of recommendations. Based on the larger square footage of the facility, it is expected that there would be more recommendations. The recommendations for priorities 1-3 were consistently higher for the Secondary School. There were 32 more recommendations for Priority 1 and 2 items at the Secondary School. Over half of all recommendations were rated Priority 1 and 2.



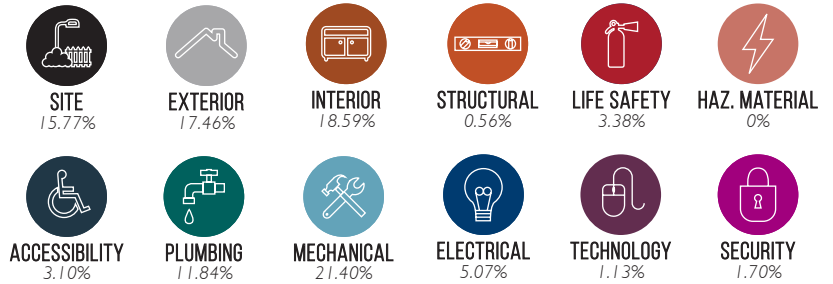
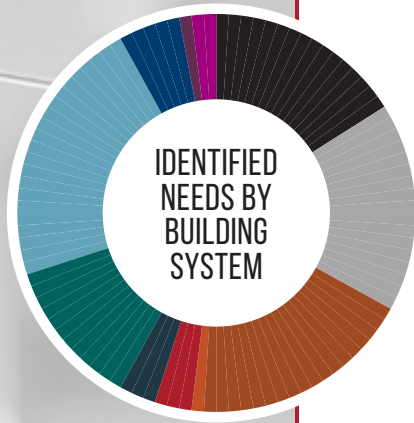
### OVERALL PRIORITIES BY NUMBER



PRIORITY	ELLENDALE ELEMENTARY	NRHEG SECONDARY	GRAND TOTAL
1	48	66	114
2	42	56	98
3	42	88	130
4	7	4	11
TOTAL	139	214	353

## DISTRIBUTION

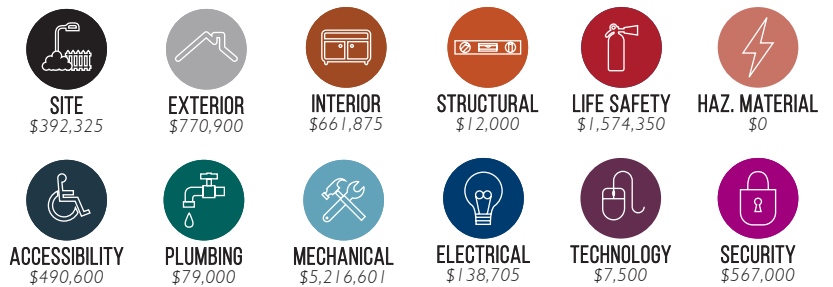
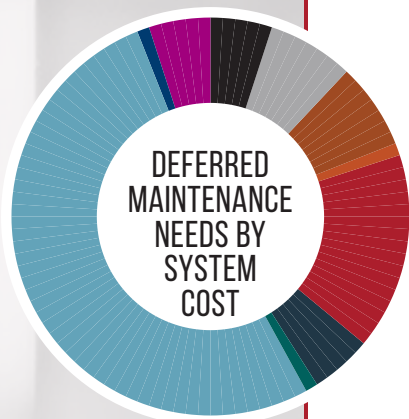
Of the needs identified, Mechanical systems had the highest number of priorities encompassing 21.4% of all identified. Since closely related plumbing and electrical systems are aggregated with the mechanical priorities, the heart of the building's infrastructure have 33.24% of identified needs. These are largely due to dramatic changes in building controls, efficient operations and code changes since the original construction. Building Exterior and Interior Conditions were the next highest grouping of building systems in need with Interior Conditions at 18.59% and Exterior at 17.46% respectively.



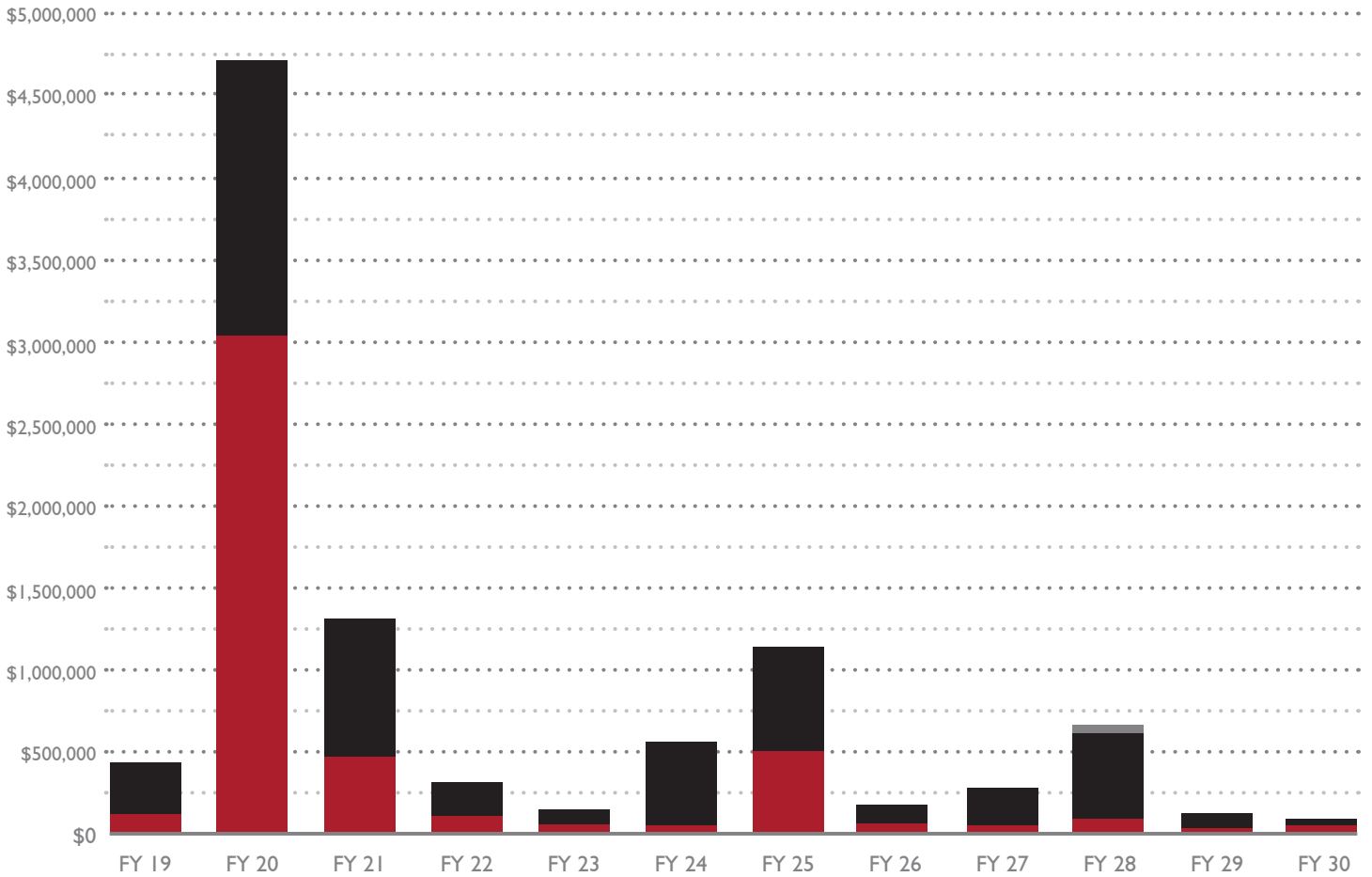
## FINANCIAL IMPACT

The assessment identified \$9,947,656 worth of needs for NRHEG. Based on priority, a planned year of completion was assigned to each identified need. Through charts provided on the pages to follow, three major spikes are evident in years 2020, 2021 and 2028, with estimated costs at \$4,710,870; \$1,328,050; and \$657,060 respectively.

Using data presented, then breaking down by facility, NRHEG can review the anticipated spending per year, per facility. This information will allow NRHEG to identify how spending aligns with each site, during each year. This information should help organize and prioritize projects in specific locations to eliminate disruption at multiple facilities during the same year. This will also allow the District to budget for each facility while being aware of overall impact.

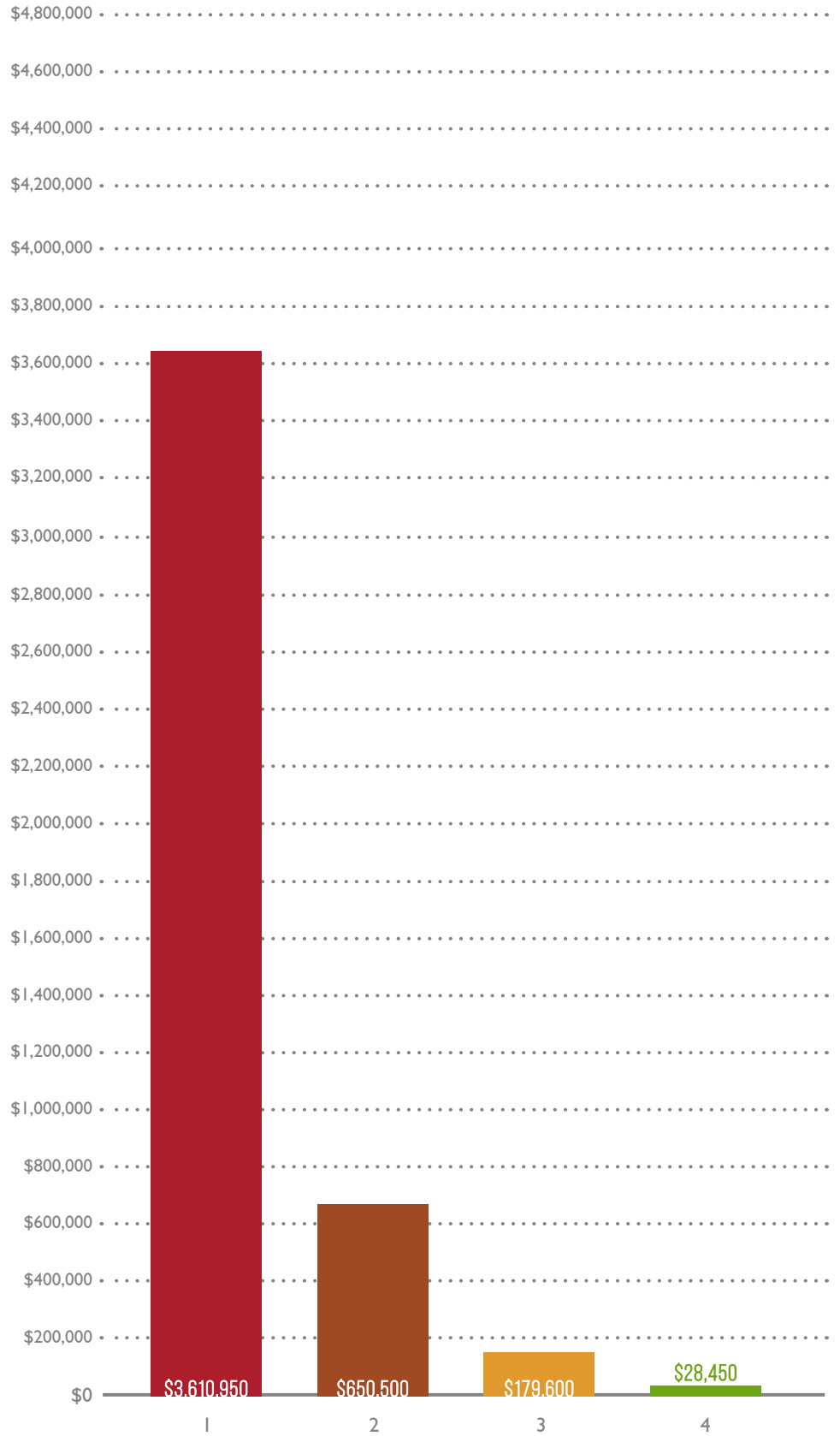


**OVERALL PRIORITIES BY DOLLAR VALUE + FISCAL YEAR**

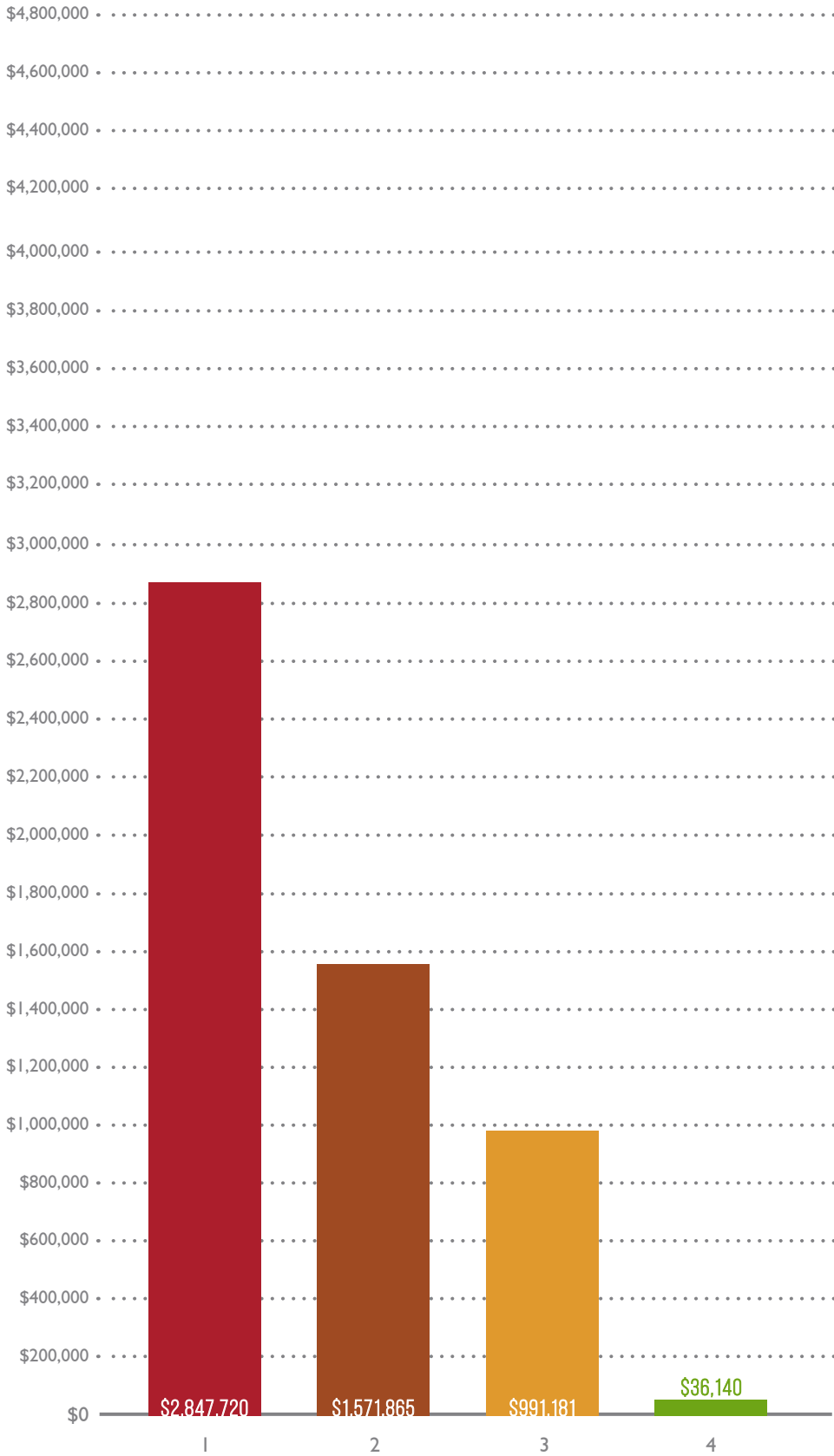


YEAR	ELLEMDALE ELEMENTARY	NRHEG SECONDARY	BUS GARAGE	GRAND TOTAL
2019	\$107,500	\$312,250		\$419,750
2020	\$3,015,500	\$1,695,370		\$4,710,870
2021	\$487,950	\$840,100		\$1,328,050
2022	\$81,550	\$268,380		\$349,930
2023	\$38,175	\$126,885		\$165,060
2024	\$28,775	\$524,800		\$553,575
2025	\$502,000	\$651,800		\$553,575
2026	\$62,450	\$101,296		\$163,746
2027	\$33,650	\$234,350		\$268,000
2028	\$73,500	\$552,310	\$31,250	\$657,060
2029	\$10,000	\$103,225		\$113,225
2030	\$28,450	\$36,140		\$64,590
<b>TOTAL</b>	<b>\$4,469,500</b>	<b>\$5,446,906</b>	<b>\$31,250</b>	<b>\$9,947,656</b>

### ELLENDALE ELEMENTARY PRIORITIES BY DOLLAR VALUE



## NRHEG SECONDARY PRIORITIES BY DOLLAR VALUE



## FACILITY CONDITION INDEX

Each facility was assessed for physical condition, repair, maintenance, and capital renewal needs and remaining expected life. Items identified were described, categorized, and prioritized along with cost estimates for expenditure projections and reporting. Through these efforts, each facility received a Facility Condition Index (FCI), which is the cost of identified needs divided by the replacement cost (estimated at \$300/square foot for construction costs) for the facility.

### FCI CONDITION INDEX RATING

POOR - Greater than 30

FAIR - 15-30

GOOD - Less than 15

FACILITY	IDENTIFIED NEEDS	REPLACEMENT VALUE	FCI CONDITION
ELLENDALE ELEMENTARY	<b>\$4,469,500</b>	\$23,642,500	18.90
NRHEG SECONDARY	<b>\$5,446,906</b>	\$28,900,000	18.85





# ELLENDALE ELEMENTARY



# PROGRAMMING + EDUCATIONAL ADEQUACY

# PROGRAMMING + EDUCATIONAL ADEQUACY SPACE UTILIZATION

*An evaluation of the school's ability to meet State laws, standards and objectives that define an adequate education, as well as the space allocated to different disciplines.*

## OBSERVATIONS

### Pre-K

Bridges is the current Pre-K program created to help children acclimate to full-day kindergarten. The program is served out of Room C102. The HVAC in this room is inconsistent and creates a barrier to the children's comfort and ability to learn. Sinks and associated casework is antiquated and does not provide appropriate heights for the students. The casework also does not provide the ideal storage for the teachers.

### K-5

The school's goal is for each grade to be a community of learning. Currently the majority of collaborating is between the teachers during their PLCs. Within the classroom, students are primarily with their teacher throughout the day, with specials being the exception.

Kindergarten, first grade, and second grade occupy the oldest portion of the building. The largest challenge as teachers strive for a community in kindergarten is the inequity of amenities in the classrooms. For example, one has room for coats and boots, while the other two do not. Two of the classrooms have more tackable surfaces than others; some have the preferred magnetic white boards; and some of the sinks are inoperable.

Other needs that have been identified are ADA restrooms within each classroom, nearby water fountains, consistent IT connections, and newer technology such as document cameras. The students currently have breakout sessions that would benefit with the creation of an adjacent flexible learning area.

The first grade classrooms are nearby one another. Dehumidification is the major hurdle for teachers. The plumbing in these classrooms is operational and an asset to teaching. Casework provides sufficient storage. Floor time for certain topics is required, and dedicated space and floor covering would benefit students in kindergarten through second grade.

Location of specials for the students create inefficiencies during the day for the younger grades. Also a remote staff restroom and prep room make lesson planning and student supervision a team effort among the first grade teachers.

Upper grades would benefit greatly from flexible learning areas for mid-sized to large sized break out group work. The typical classrooms do not have the space to offer such activities. For students to truly experience a community of learning, collaboration space is needed. Flexible learning areas or student resources centers near each grade level would enable such an experience. Equipped with the right technology, spaces like this could provide the diverse experiences students need today.

## BACKGROUND INFORMATION

ENROLLMENT: 396

GRADES: PreK-5

CURRENT STAFF: 35

## Physical Education

Two gymnasiums are used for physical education, and are available for open gym sessions at times throughout the day. There is no fitness room, but a small one would be appropriate for the older students. The allocated storage is adequate, but its placement isn't ideal for safety and access.

There are no white boards or projection capabilities available, and an implemented use of such technology would be productive. Sound systems in both gyms are insufficient. The poor acoustical treatments make for a less than ideal teaching environment. The stage suffers from similar acoustic issues.

Developmental adapted education is also taught as part of the physical education curriculum. Currently some exercises are performed in the hallway outside the south gym. Ideally, a dedicated space of 500 square feet should be allocated for this instruction. There is synergy between the DAPE curriculum and the activities in the smart room, and a combined suite could potentially satisfy the needs of both spaces.

## Music

The music room is used by the students two days a week for instruction. It is equipped with tiered seating which limits some of the music and movement curriculum truly needed for the younger students. This also limits orientation of instrument stations. Acoustically, the room is in need of enhanced wall treatments.

## Art

There is no dedicated room for art. Funded by the PTO, each class has five sessions with a resident artist during the year. The space currently being used by the resident artist is downstairs, with no natural light, and compromised HVAC.

## Special Education

A de-escalation room is one of the largest needs identified for special education. As student numbers have increased, the number of interruptions has also increased. Staff increases are expected next year to help facilitate learning. As instructors strive to integrate standard curriculum into each day, some areas in the building hinder these efforts. The stage, which is being utilized for the Battle of the Books program, isn't accessible by those covered under the ADA. A portion of the students have their own restrooms, while another portion does not. There is no Hoyer lift in the building, and having one would make transferring some of the older students easier.

There currently is a room meant to be a place for active students, referred to as the smart room, in which curriculum is mixed with physical activity to enhance learning. The room is not equipped with finishes to maximize its efficiency. Adding dehumidification, rubber flooring, acoustical treatments, and better lighting would create a more inviting learning environment. It would also make the space more conducive to the activities being performed in it. Another enhancement mentioned would be the addition of a swing.

## Title I

The Title I program serves students kindergarten through 3rd grade in groups of up to 5 students for 20 minutes at a time. Some paraprofessional educators (paras) offer students one-on-one time as needed. Four of the paras serve students in a single space. Another para enters each classroom, supervised by a licensed teacher. Ideally the supervisor would be in one space overseeing the paras perform their small groups or one-on-ones. Technology in the space can remain minimal, as much of the work is hands on instruction.

## Staff Spaces

Administrative office square footage is adequate. However the layout could be renovated and improved to create a secure entrance during school hours.

One hurdle for staff that was repeatedly mentioned was the IT connectivity issues. This hinders staff ability to access internet based tools.

The staff currently doesn't have a dedicated PLC planning area. Creating one could be very beneficial to support the community of learning model set forth for each grade. With the current staff work room and restrooms located on one side of the facility, half of the staff is left in an inconvenient place.

## RECOMMENDATIONS

- ✓ Repair or replace HVAC system in the Pre-K and first grade classrooms to enable proper airflow and temperature.
- ✓ Adjust sinks and casework in the Pre-K and kindergarten rooms to accommodate the children's height and need for storage space.
- ✓ Relocate staff restroom, room for specials, and prep room closer to the first grade classrooms.
- ✓ Add flexible learning areas to benefit upper grade levels, who need more opportunities for collaboration.
- ✓ Enhance gym could by adding white boards and improved sound systems to create a better environment for teaching.
- ✓ Reallocate gym storage to improve safety and facilitate access.
- ✓ Update smart room to include better lighting, dehumidification, rubber floors, and acoustical treatments to maximize the efficiency and potential of the space, which could also serve the DAPE curriculum and SPED department.
- ✓ Enhance wall treatments and alter seating arrangement in the music room.
- ✓ Dedicate space to PLC planning and an art room will also help facility operations.
- ✓ Add smaller breakout areas near each grade's classrooms to address the need for a de-escalation room.
- ✓ Make the entire facility ADA accessible to enable all students to have the same experience.
- ✓ Renovate current administrative office and staff facilities and consolidate to establish a more secure entrance, as well as increase efficiency between teachers and students.

NRHCG							Page# 17/2028				
Elmendorf Elementary							July 22, 2017				
Grade Configuration: Pre-K - 5th Grade											
Current Student Population: 258											
Self: 75											
Description	Comments	Notes	Room #	Usage	Shared Space	Subtotal	Recommended			Current Max. Student Capacity	
							Low Range	High Range	Avg. Student Capacity		
<b>School Learning Spaces</b>											
<b>Classrooms</b>											
Pre-K/Kindergarten Program	Underused		C-102	Full time	No	353	1,000	1,400	20	15-25	14
Read/Lead	Underused		R-118	Full time	No	312	1,000	1,400	20	15-25	13
Read/Lead	Underused		C-103	Full time	No	305	1,000	1,400	18	15-25	11
Workstation	Underused		C-111	Full time	No	355	1,200	1,200	18	15-25	12
Workstation	Underused		C-112	Full time	No	1,304	1,200	1,200	18	15-25	18
1st Grade			C-105	Full time	No	353	950	950	20	15-25	19
1st Grade			C-107	Full time	No	363	950	950	20	15-25	19
1st Grade			C-109	Full time	No	355	950	950	20	15-25	19
1st Grade			C-110	Full time	No	359	950	950	20	15-25	19
2nd Grade			A-117	Full time	No	307	950	950	20	15-25	20
2nd Grade			A-108	Full time	No	315	950	950	20	15-25	20
2nd Grade			B-111	Full time	No	375	950	950	20	15-25	19
2nd Grade	Underused		B-112	Full time	No	353	950	950	20	15-25	18
2nd Grade	Overused		F-104	Full time	No	371	750	950	20	15-25	21
2nd Grade	Overused		F-105	Full time	No	371	950	950	20	15-25	21
4th Grade			E-128	Full time	No	375	950	950	20	15-25	19
4th Grade			E-129	Full time	No	375	950	950	20	15-25	19
4th Grade			E-133	Full time	No	375	950	950	20	15-25	19
4th Grade	Underused		F-114	Full time	No	371	950	950	20	15-25	18
4th Grade	Overused		E-115	Full time	No	1,308	950	950	20	15-25	28
4th Grade			E-124	Full time	No	300	950	950	20	15-25	20
<b>Subtotal (Classrooms)</b>						<b>19,111</b>	<b>19,208</b>	<b>21,908</b>	<b>474</b>	<b>215,020</b>	<b>284</b>
<b>Special Education</b>											
DCSE (Full-time)			A-185	Full time	Yes	1,131	500	1,200	8	5-8	7
Manalaska - SMART Desk Room	Underused		E-107	Full time	No	100	450	450	3	5-8	1
DCSE/Behavioral/Resocial/Ed			B-113	Full time	Yes	318	500	1,200	8	5-8	5
Special Education Classroom		Calc. as Lab	B-121	Full time	No	1,025	500	1,200	8	5-8	7
Special Education - Resocial	Underused	Calc. as Conference	B-122	Part time	No	148	150	200	1	5-8	1
Special Education Classroom	Overused	Calc. as Lab	F-108	Full time	Yes	1,308	500	1,200	8	5-8	8
Special Education - Resocial	Underused	Calc. as Conference	F-108	Part time	No	148	100	200	1	5-8	1
DC/IEP/IEP Classroom	Overused	Calc. as Lab	F-117	Full time	Yes	1,308	500	1,200	8	5-8	8
<b>Subtotal (Special Ed.)</b>						<b>6,983</b>	<b>4,750</b>	<b>6,800</b>	<b>37</b>	<b>4,194</b>	<b>39</b>
<b>Common Spaces</b>											
Large Group (10-12 SF per stud.)	Facility Deficient						3,900	4,700			
Small Group/Conference/Office - Speech	Underused		A-114	Full time	No	100	150	200			
Small Group/Conference/Office - Speech			A-115	Full time	No	157	150	200			
Open Learning Room - Title	Overused	4 Roomer- Adaptive	C-108	Full time	Yes	354	150	200			
Open Learning Room - Checkout	Underused		C-109	Full time	Yes	355	1,200	1,200			
Small Group/Conference/Office - Student, Ed. Ctr.			C-110A	Full time	No	350	150	200			
Small Group/Conference/Office - Title	Underused		C-117	Full time	No	178	150	200			
<b>Subtotal (Common Spaces)</b>						<b>2,283</b>	<b>3,918</b>	<b>3,602</b>			
<b>Library / Media Center</b>											
Resource / Circ. / Distribution	Underused	Part of gen. space	A-120			495	500	500			
Resource / Circ. / Distribution	Overused	Part of gen. space	A-128	Full time	Yes	1,697	1,100	1,300			
Library Office	Overused		A-124	Full time	No	245	150	150			
Small Group / Conf. / Office - Reading Center	Underused		A-124A	Full time	No	148	150	150			
Multi-media Production	Facility Deficient						100	100			
Classroom / Study Area	Underused	Part of gen. space	A-128	Full time	Yes	729	500	600			
Media Center / Storage	Underused		A-132	Full time	No	135	400	600			
Professional Library	Facility Deficient						200	200			
<b>Subtotal (Library / Media Center)</b>						<b>3,533</b>	<b>3,900</b>	<b>3,900</b>			
<b>Technology</b>											
Computer Lab	Underused		A-125	Full time	No	788	1,000	1,200			
Control and Helprooms	Facility Deficient						300	440			
Copy Center	Facility Deficient						500	500			
<b>Subtotal (Technology)</b>						<b>788</b>	<b>1,800</b>	<b>2,140</b>			
<b>Art/Science</b>											
Art/Science											
Multipurpose	Facility Deficient						1,000	1,000			
Art/Science/Class/Group Rm.	Facility Deficient						200	200			
Science Lab Prep	Facility Deficient						250	250			
<b>Subtotal (Art)</b>						<b>0</b>	<b>1,450</b>	<b>2,000</b>			
<b>Music</b>											
General Music	Overused	Overall Music as G.	C-107	Full time	No	3,281	1,000	1,000			
(Drum)	Facility Deficient						1,200	1,700			
Instrumental	Underused	Part of title as G.		Part of Music			1,500	2,000			
Instrumental Solo & Circ.	Underused	Part of title as G.		Part of Music			500	500			
Drumline/Recording/Library	Underused	Part of title as G.		Part of Music			400	500			
<b>Subtotal (Music)</b>						<b>3,281</b>	<b>4,200</b>	<b>6,000</b>			
<b>Physical Education/Athletics</b>											
Gymnasium - Elementary			A-120	Full time	Yes	7,040	8,000	8,000			
Gymnasium - Intermediate			D-120	Full time	Yes	7,750	8,000	8,000			
Multipurpose	Facility Deficient						1,700	1,700			

NRHCC							Page# 17-0000					
Elmendorf Elementary							July 22, 2017					
Grade Configuration:		PK-K - 5th Grade										
Current Student Population:		306										
Self:		70										
							Recommended					
Description	Comments	Notes	Room #	Usage	Shared Space	Subtotal	Low Range	High Range	Avg. Student Capacity	Student Capacity Range	Current Max. Student Capacity	
Adaptive Physical Education - RMH-HI Show	Overcrowded	20k sq feet	D 105	Full time	No	2,571	200	1,200				
Adaptive Physical Education - OT/PT Classroom	Underused		B117	Full time	No	555	200	1,200				
General Storage (200 SF per station)	Underused	Average	B107, B109, D120			269	200	200				
<b>Subtotal (Physical Education / Activities)</b>						<b>33,162</b>	<b>15,600</b>	<b>26,400</b>				
<b>Subtotal - School Learning Spaces (MSF)</b>						<b>83,984</b>	<b>67,000</b>	<b>71,628</b>	<b>487</b>	<b>246-600</b>	<b>420</b>	
											<b>Current Max. Student</b>	<b>420</b>
											<b>Current Student Capacity 80% of Max. Capacity</b>	<b>336</b>
											<b>Current Student Enrollment</b>	<b>306</b>
											<b>Facility Efficiency</b>	<b>70.4%</b>
School Support Spaces												
<b>Administration / Health Services</b>												
Reception / Waiting	Overcrowded		B103	Full time	No	268	200	200				
Principal			B108	Full time	No	182	150	200				
Assistant Principal	Facility Deficient							150		200		
Administrative Work Station		Not in open space	B100	Full time	No	100	80	100				
Work Station and Mail Area	Overcrowded		B113		No	301	200	200				
Small Conference Room			B107		No	182	150	200				
Large Conference Room	Facility Deficient							200		400		
Other Offices	Overcrowded	Civ. Dis/Sup. (in PC/PT) Form Ser./SPED Crew/Per. Ther.	A130, A131, D105, D106, D108, D116, D120, E113	Full time	No	3,524	100	150				
Restroom	Underused	Unisex (Not ADA)	?	Full time	No	27	100	150				
Scheduling / Computer Services			B106	Full time	No	100	100	200				
School Nurse / Health Services	Underused	Including rest room (2)	B111	Full time	No	212	400	600				
Records / Supplies / Storage	Overcrowded		A100	Full time	Yes	219	200	200				
<b>Subtotal (Administration / Health Services)</b>						<b>4,282</b>	<b>3,250</b>	<b>3,600</b>				
<b>Guidance / Student Services</b>												
Student Office	Facility Deficient							150		150		
Conference Room	Facility Deficient							150		200		
Workstation, Social Worker Office	Underused		A105	Full time	No	66	100	150				
Testing	Facility Deficient							100		100		
Records / Supplies / Storage	Facility Deficient							200		200		
<b>Subtotal (Guidance / Student Services)</b>						<b>66</b>	<b>700</b>	<b>600</b>				
<b>Teachers / Staff</b>												
Planning Work Stations (30 SF per staff)	Facility Deficient							1,200		1,200		
Offices	Facility Deficient							150		150		
Conference/Resource/Plan (18-20 SF per staff)	Underused		A109	Full time	No	268	200	200				
Tables	Overcrowded	RS not ADA, Planning	A109, E122	Full time	No	180	150	150				
<b>Subtotal (Teachers / Staff)</b>						<b>494</b>	<b>2,320</b>	<b>2,700</b>				
<b>Food Service</b>												
Children Dining Room (12-15 SF / student)	Underused		A117	Full time	No	2,184	1,500	5,140				
Self-Dining Space (20 SF / staff dining)	Facility Deficient							400		400		
Kitchen			A118	Partial	No	301	200	1,000				
Serving Line	Facility Deficient							200		200		
Dry Food Storage	Facility Deficient			Partial	No	243	200	200				
Cooker	Facility Deficient							250		250		
Grease	Facility Deficient							200		250		
Dishwasher	Facility Deficient							200		200		
Office	Facility Deficient							150		150		
Locker Rooms / Restroom	Facility Deficient							100		100		
Washing and Drying	Facility Deficient							200		200		
Table Storage	Facility Deficient							200		1,000		
<b>Subtotal (Food Service)</b>						<b>3,188</b>	<b>3,100</b>	<b>18,190</b>				
<b>Auditorium</b>												
Seating - 250 seats	Facility Deficient							2,500		2,500		
Stage	Facility Deficient							2,500		2,500		
Unsewing Rooms	Facility Deficient							200		200		
Make-Up Room	Facility Deficient							200		250		
Restrooms with Showers	Facility Deficient							100		100		
Costume Storage	Facility Deficient							150		200		
Scene Shop	Facility Deficient							200		1,000		
Lobby	Facility Deficient							200		1,000		
Restrooms in Lobby Area	Facility Deficient							200		200		
Control Room	Facility Deficient							200		200		
Director Booth	Facility Deficient							100		100		
Classroom	Facility Deficient							200		1,000		
Loading Stage	Facility Deficient							100		100		
Prop Storage	Facility Deficient							50		50		
Other Options	Facility Deficient											
<b>Subtotal (Auditorium)</b>						<b>6</b>	<b>6,020</b>	<b>10,620</b>				
<b>Subtotal - Net School Support Spaces</b>						<b>8,612</b>	<b>22,992</b>	<b>37,691</b>				

NRHCG							Page# 17-0000					
Elmendorf Elementary							July 22, 2017					
Grade Configuration: Pre-K - 5th Grade												
Current Student Population: 295												
Staff: 70												
							Recommended					
Description	Comments	Note	Room #	Usage	Shared Space	Subtotal	Low Range	High Range	Avg. Student Capacity	Student Capacity Range	Current Max. Student Capacity	
<b>Combined Subtotal - Net</b>							<b>62,517</b>	<b>60,001</b>	<b>66,000</b>			
<b>Building Support Spaces</b>												
Building Support and Maintenance			A114	Full-time	No	600					NA	
Custodial			A112	Full-time	No	700	400	600				
Custodial Office							80	80				
Recesses	2,076 sq NSF		RR Areas A,B,D	Full-time	No	2,067	1,000	1,060				
General Storage	79 sq NSF		C104, D111, D121, E130	Full-time	No	427	1,000	1,000				
Mech/Elec. Utility Systems	7,540.05 sq NSF			Full-time	No	4,307	4,000	5,000				
Production and Storage	26,470 sq NSF			Full-time	No	26,818	27,000	28,000				
Subtotal - School Support Spaces						29,427	26,480	27,000				
<b>TOTAL BUILDING NSF</b>						<b>61,988</b>	<b>110,486</b>	<b>137,104</b>				





# NRHEG SECONDARY



# PROGRAMMING + EDUCATIONAL ADEQUACY

# PROGRAMMING + EDUCATIONAL ADEQUACY SPACE UTILIZATION

*An evaluation of the school's ability to meet State laws, standards and objectives that define an adequate education, as well as the space allocated to different disciplines.*

## OBSERVATIONS

The NRHEG Secondary School currently houses over 500 students. Grades 6-8 account for 243 middle school students and grades 9-12 make up the balance at 264. The total gross square footage of the building is 115,600 square feet.

### Educational Spaces

For the current student enrollment, the overall square footage of the facility is within Minnesota Department of Educational guidelines. As with any educational facility, certain spaces fluctuate in efficiency over time due to varying student loads and changes in curriculum. Below is a review of NRHEG spaces and points of improvement due to those changes and current objectives.

### Humanities

For the most part, the humanities classrooms suit the needs of the faculty and students. Technology in those spaces is adequate for instruction, available space is adequate, and general storage is noted as sufficient. Classroom C110 is the only space that had concerns. The HVAC system creates distractions when it turns on because of its loud sound. This room is also larger than necessary and has a disproportionate length to width.

### Business

The business education department mentioned the need for collaboration space. Flexible furniture would aid in the attempts to deliver the curriculum that requires small group project settings. Currently there is a movable partition between classrooms 105A and 105B. Unfortunately this partition allows sound to freely travel between the spaces, resulting in a less than ideal teaching environment. Technology needs were also identified as a hurdle. The limited number of desktop computers available and the type of printers limit the scope of projects the students can complete. This curriculum requires technology, and this space is not equipped with the tools to adequately teach it. More electrical outlets are needed for students' devices to be utilized and charged.

### Science


Currently in the middle school, science classrooms are not separated from the lab area. Classrooms are equipped with adequate technology from an instruction standpoint, but there are some infrastructure shortcomings. The tables presently outfitting the room lack the necessary electrical outlets to power microscopes, hot plates, and other equipment needed during experiments. One of the existing eye wash station is draining slowly. There is also a need for a prep room, additional storage, sinks at each table, and a lab safe instructional table in the front of the classroom equipped with water and gas connections.

## BACKGROUND INFORMATION

Enrollment: 507

GRADES: 6-12

CURRENT STAFF: 35



The high school chemistry and physics classrooms were also discussed. Currently there is only one chemical fume hood, which causes challenges during class exercises. The natural gas and other valves also do not work, and it is assumed that there are no services feeding the hood. From a safety standpoint, the instructor's desk is placed in an area that prohibits easy circulation to the eye wash and shower. In the biology room (DI47), there is only one sink serving a class of students. A flexible instructional table would be a great benefit to the students. Currently the student tables are only equipped with electrical service. Adding water their station would add great value.

### Technical Education and Agricultural Science

The technical education and agricultural science courses share the same teaching environment. With current student enrollments, there are typically one to two hours of the day when the classroom is used simultaneously by both classes. Serving both curricula in one space creates some challenges. One is the safety concern with having the welders in the same space as the wood used for carpentry tasks. Currently there are eight arc welding stations and four oxyacetylene welding stations. These activities are separated as much as possible, and ventilation of the welders is sufficiently exhausting the air.

Due to grants received, the equipment within the shop area is sufficient to deliver the lessons being taught. Tools for cabinetry making could be added if the school decides to offer it. The ventilation, including the dust collector, is working well. The one exception is in the paint room, where the exhaust fan needs upgrading. There are many tools and equipment within this space. There is space outside of the shop area being used as a greenhouse. Unfortunately it is too small to accommodate 20 students that would be in a class setting. It also lacks amenities to succeed in being a full greenhouse. The small engines room is also being used for the wiring instruction. This requires equipment to be changed between classes. The electrical service feeding the wiring room could be improved.

The need in the technical education and agricultural science area is space. If there was a possibility to separate the wood working areas from the metals area, the students would experience less congestion during class and would learn in a safer environment.

### Family and Consumer Science

Family and consumer science currently serves a residential based curriculum. While the space is undersized for a typical lab setting, the instructor has sufficiently served the students' needs. There is a movable partition that enables the classroom to be separated into two learning stations. However, due to the lessons being taught, this wall is never operated. Recommendations by staff were to remove it all together. Infrastructure is showing some age and the electrical circuits in the classrooms often trip. Heating in the adjacent storage room is also insufficient.

### Physical Education and Athletics

Currently there are two gymnasiums being utilized for physical education at the Middle and High Schools. Classes range from 20 to 22 students and there have been no scheduling issues to date.

The weight room is used as a teaching station for the strength training unit. This space is undersized and many units utilize the corridor for extra space during instruction. A power lift station is desired, but there is currently not enough space. The school does not have a fitness center. Cardio equipment is desired, and unfortunately there is no dedicated space for it at this time. Storage in the main gym is slightly insufficient.

and shared between physical education and athletics. The auxiliary gym's storage is undersized for the amount of equipment allocated to that space.

While locker room size has not been an issue, they are shared by physical education and athletics. The girls locker room is slightly smaller than the boys locker room and there is no dedicated varsity locker room. Ventilation and water pressure in the boys locker room was noted as an issue.

Exterior fields serve the outdoor activities adequately.

### Special Education

Special education currently has one full-time teacher and one part-time instructor. Recent and projected student load demands are creating a necessity for two full-time teachers. Currently there is a shared workroom between Middle School and High School SPED staff.

The teaching day is divided between core learning and home learning exercises. One room has a smart board; the second is in need of a teaching wall and display. These rooms were renovated from kindergarten classrooms. Unfortunately some items, such as the casework, were not updated to sufficiently serve the students. Students utilize existing casework for personal storage, and it is too small and distracting. Space for small group exercises are limited, and finding space for small group testing is a challenge. The student commons is often used, but in general, spaces that used to be available are no longer available.

The classrooms only have a single small bowl, and a larger double sink is desired. Restroom were not changed from the kindergarten size, which does not allow proper assistance and supervision required for the environment. Ventilation should be provided above the cooking surfaces as well. Electrical outlets are a premium, and unfortunately often trip the circuit breakers.

### Art

Art classes are provided all year for 6th graders. Seventh and eighth graders have it for one quarter each year, as classes rotate through. It is offered as an elective to high school students.

Current curriculum includes photography, graphic arts, ceramics, drawing, and painting. Due to the cleanup time and storage required, ceramics is limited to one semester. There are currently three wheels and one kiln serving the instruction. Photography utilizes digital cameras because the original dark room has been vacated. Currently, there are 13 computers available for editing and graphic design instruction with space to add seven more.

The four sinks in the classroom serve the space well. Electrical outlets, once again, were noted as a premium. As noise between classrooms can be heard, there are some acoustic issues. Unfortunately, there is no natural light in the art rooms. Old cafeteria table are being used for instruction. Appropriate flexible furniture and newer computers were noted as a priority.

### Music

The band room is utilized seven periods a day. Middle school students alternate use each day of the week. Concert band, which consists of 9th through 12th grade students, is in the space every day during fifth hour. Jazz band then fills in the schedule on Tuesdays and Thursdays.

The space currently is equipped with risers that work well for the instructor and curriculum. There is a ramp to the outside which offers good circulation, and the top riser opens out to the gymnasium. Instrument storage is around the room on the outside wall. While it is sufficient in size, it is not specific to instrument sizes, and organization is compromised. There is also an auxiliary room that serves as instrument storage. The room is furnished with appropriate technology, though a ceiling-mounted projector would be preferred over the currently used cart. Headsets and general audio are in working order.

The room lacks dehumidification. This creates an uncomfortable learning and practice environment in late spring as the temperature rises. Secondly, the current acoustical treatments are not sufficient. The floor finish is also old carpet that does not offer the same cleaning advantages as newer types. Generally the room is sized adequately. But when the full concert band is in the room, it feels a bit cramped.

One item that was noted by more than one staff member was the need for a venue for students to perform. Currently the gymnasium is utilized for student performances, which lacks the acoustics that are conducive to a performance space. Seating and spectator orientation also creates distractions that detract from the students' performance. The end result is a space that does not support the efforts that the students pour into each concert.

### Drama

NRHEG offers theatre and drama as an extension to its English and speech departments. Performance setting was noted as the primary obstacle for the program. The current stage, which serves the gymnasium, is large enough, but is not equipped with any valuable acoustical treatment. Lighting is designed for general use only, and does not have controllable spotlights, which are crucial for theatrical performances. Access to the stage is narrow and limited. The audience experience is compromised as well. Spectators are forced to sit in the gymnasium bleachers and folding chairs on the floor. The HVAC system is loud and only compounds the inadequacy of the overall acoustics. The fear is that due to the less than adequate venue of the performances, the students' hard work is not validated and reduces their enthusiasm to participate.

## RECOMMENDATIONS

- Add electrical outlets throughout all of the departments.
- Reorganize humanities classroom (CI 10) to improve space efficiency and improve HVAC system.
- Set aside a collaboration space for the business department. This could be provided by a movable partition between classrooms 105A and B, but this solution has the drawbacks of poor sound insulation and limited resources, including desks, electrical outlets, and printers, that are necessary for teaching.
- Set aside additional space to provide separation between the Middle School's science labs and classrooms. Other important resources, such as more storage, sinks, and an instructional table, are also needed.
- Add chemical fume hood to High School science classrooms in addition to more water stations, and an instructional table.

- ✓ Move current placement of the teacher's desk in the chemistry classroom to a different location to facilitate access to the eye wash and shower in case of an emergency.
- ✓ Add space to technical education and agricultural science courses where classes should be taught in separate classrooms, especially if student enrollment increases. The shared space creates safety concerns.
- ✓ Upgrade exhaust fan in the paint room and install cameras in the shop space to limit theft and increase safety during instruction.
- ✓ Expand and upgrade green house to allow a class of students to utilize it.
- ✓ Improve electrical service in the wiring room.
- ✓ Expand family and consumer science department's storage space and remove partition.
- ✓ Add space to the physical education and athletics department. There is not enough room for desired cardio equipment and a power lift station, storage, and strength training unit.
- ✓ Relocate special education storage areas to remove distractions and free up valuable teaching space. Additional space is another concern for this department. A larger, double sink should be added and restrooms need to be updated from their original kindergarten size. Consolidating the Middle and High School SPED programs would assist in collaboration and para sharing.
- ✓ Provide art department with newer computers, flexible furniture, and an adjusted layout to improve natural light and acoustic issues.
- ✓ Improve acoustic treatments in the band room and replace the floor with a newer finish. HVAC in the room also should be addressed. Changing the current chairs to stackable chairs would increase the flexibility of the band room, and options for an improved concert venue should be explored.
- ✓ Add a new performance venue to benefit the drama department. Technology such as controllable spotlights, a quiet HVAC system, and better spectator seating would improve the students' experience.







NRHEG										Project 17 - 2020			
Middle School & High School										July 25, 2017			
Grade Configuration:		PK Grade - 12th Grade											
Current Student Population:		507											
Suf:		M											
										Recommended			Current Max. Student Capacity
Description	Notes	Comments	Room #	Usage	Shared Space	Subtotal	Low Range	High Range	Avg. Student Capacity	Student Capacity Range			
<b>School Learning Spaces</b>													
<b>Classrooms</b>													
PKC - N		Including restrooms	C-115	Full time	No	1,184	1,080	1,480	20	15-25	18		
5th - 8th Grade Social Studies	Overload		B120	Full time	No	1,398	880	880	24	20-28	20		
5th - 8th Grade Math	Underload		B114	Full time	No	828	880	880	24	20-28	21		
Health Classroom	Overload		B135	Full time	No	1,828	880	880	24	20-28	20		
5th Grade Classroom	Underload		C-109	Full time	No	816	880	880	24	20-28	22		
5th - 8th Grade Language Arts	Overload		C-110	Full time	No	1,305	880	880	24	20-28	23		
5th Grade Classroom	Underload		C-111	Full time	No	843	880	880	24	20-28	22		
5th Grade Classroom			C-112	Full time	No	888	880	880	24	20-28	22		
HS Language Arts Classroom	Overload		D-102	Full time	No	1,828	880	880	24	20-28	22		
HS Language Arts Classroom			D-103	Full time	No	880	880	880	24	20-28	22		
HS Social Studies Classroom			D-104	Full time	No	880	880	880	24	20-28	22		
HS Social Studies Classroom	Underload		D105A	Full time	No	888	880	880	24	20-28	21		
HS Math Classroom			D-106	Full time	No	880	880	880	24	20-28	22		
HS Math Classroom			D-107	Full time	No	880	880	880	24	20-28	22		
HS Spanish Classroom			C-105	Full time	No	878	880	880	24	20-28	22		
HS Language Arts Classroom			C-113	Full time	No	880	880	880	24	20-28	22		
5th - 8th Grade Science Classroom/Lab	Underload		B122	Full time	No	828	1,200	1,500	24	20-28	14		
HS Science Classroom/Lab	Underload		D-147	Full time	No	1,350	1,200	1,500	24	24	20		
HS Science Classroom/Lab			D-148	Full time	No	1,440	1,200	1,500	24	24	20		
Science Lab Prep/Storage	Overload		D-145	Full time	No	375	380	380	~				
<b>Subtotal (Classrooms)</b>						<b>18,880</b>	<b>17,200</b>	<b>20,820</b>	<b>447</b>		<b>421</b>		
<b>Special Education</b>													
Special Education Classroom	Overload		C-105	Full time	No	851	450	450	8	5-8	8		
Special Education Classroom/Lab	Overload	Interim Lvl. 2/15	C-107	Full time	No	1,048	880	1,200	8	5-8	8		
Special Education Classroom	Overload		C-108	Full time	No	845	450	450	8	5-8	8		
Special Education Classroom - Pullout	Overload		C-114	Full time	No	880	450	450	8	5-8	8		
Special Education Classroom/Lab Current Lvl. 2/15	Overload		C-115	Full time	No	880	880	1,200	8	5-8	8		
Special Education Classroom - Pullout	Overload		C-116	Full time	No	884	450	450	8	5-8	8		
Special Education Classroom	Overload		C-119	Full time	No	878	450	450	8	5-8	8		
Special Education Office	Overload		Adj. S. of D-102	Full time	No	210	180	150	~				
<b>Subtotal (Special Ed.)</b>						<b>6,526</b>	<b>3,820</b>	<b>4,800</b>	<b>-8</b>		<b>53</b>		
<b>Technical Education</b>													
Auto Lab	Underload	Small engine	West of B116	Full time	No	478	1,800	2,400	22	25	4		
General Shop	Overload		B165	Full time	No	3,364	2,000	3,000	22	25	20		
CAAD / Graphics	Facility Deficient			Full time	No		1,400	2,000	22	25			
Principles of Technology - Art Classroom	Underload		B125	Full time	No	1,080	1,200	1,400	22	25	18		
Art Office	Overload		B126A	Full time	No	128	180	180	~				
Lab Prep		Acad Room	West of tool stor	Full time	No	131	180	180	~				
Storage	Underload		West of B116	Full time	No	178	280	320	~				
<b>Subtotal (Technical Education)</b>						<b>5,419</b>	<b>6,820</b>	<b>5,420</b>	<b>87</b>		<b>50</b>		
<b>Common Spaces</b>													
Small Group Conference/Office - Community Col.	Overload		B121 & B126A	Full time	No	824	150	200	~				
Small Group Conference/Office - Special	Overload		C-104	Full time	No	280	180	200	~				
Large Group - Team Learning Area	Facility Deficient			Full time	No		1,500	2,000	150	150	8		
<b>Subtotal (Common Spaces)</b>						<b>884</b>	<b>1,800</b>	<b>2,600</b>	<b>150</b>		<b>8</b>		
<b>Library / Media Center</b>													
Resource / Circ / Distribution			Media Center	Full time	Yes	700	700	800	~				
Reading / Studies Comp / Ref (K-12) cont. + 3000	Overload		Media Center	Full time	Yes	2,015	1,420	1,770	~				
Librarian Office	Overload		Adj South Office	Full time	No	217	150	150	~				
Small Group / Conf / Office	Overload		D105A	Full time	No	480	180	200	~				
Multimedia Production	Facility Deficient			Full time	No		300	400	~				
Classroom	Overload		D-109	Full time	No	1,828	880	880	~				
Workroom / Storage	Facility Deficient			Full time	No		400	600	~				
Professional Library	Facility Deficient			Full time	No		200	200	~				
<b>Subtotal (Library / Media Center)</b>						<b>4,580</b>	<b>4,120</b>	<b>5,620</b>	<b>8</b>		<b>8</b>		
<b>Business / Marketing</b>													
Classroom	Underload		D-108	Full time	No	834	1,000	1,200	24	25-28	18		
Classroom/Lab	Underload	Shared with Business	D-149	Full time	Yes	1,788	1,200	2,400	24	25-28	15		
<b>Subtotal (Business / Marketing)</b>						<b>2,622</b>	<b>2,200</b>	<b>3,600</b>	<b>48</b>		<b>33</b>		
<b>Family and Consumer Sciences</b>													
Classroom	Facility Deficient			Full time	Yes		800	1,000	22	20-24	8		
Classroom/Lab			L-164	Full time	Yes	1,228	1,200	1,500	22	20-24	16		
Storage			North of FACS			288	200	300	~				
<b>Subtotal (Family and Consumer Sciences)</b>						<b>1,516</b>	<b>2,200</b>	<b>2,800</b>	<b>-8</b>		<b>18</b>		
<b>Unallocated</b>													
Computer Lab		Shared with Business	D-148	Full time	Yes	1,140	1,000	1,400	~				
Gender and Restrooms	Underload		D-149	Full time	No	440	80	140	~				
Copy Center	Facility Deficient			Full time	No		500	600	~				
TV/Distance Learning	Facility Deficient			Full time	No		300	600	~				
TV/Video Studio	Facility Deficient			Full time	No		1,280	1,250	20	25	8		

NRHEG							Project 17-2022B				
Middle School & High School							July 23, 2017				
Grade Configuration:		7th Grade - 12th Grade									
Current Student Population:		521									
Staff:		22									
Description	Notes	Comments	Room #	Usage	Shared Space	Subtotal	Recommended			Current Max. Student Capacity	
							Low Range	High Range	Avg. Student Capacity		
<b>Art/Science</b>											
Multi-purpose			D 103	Full time	No	1,200	1,200	1,200	24	20-28	22
Display and Printing	Facility Deficient	Share D103		Full time	No	1,200	1,200	1,200	24	20-28	8
Ceramics	Facility Deficient	Share D103		Full time	No	1,200	1,200	1,200	24	20-28	8
Restroom/Drop/Drop Min.	Undersized	Shared with Storage	D 104	Full time	No	200	400	600	NA		
Storage	Undersized	Shared with Art	D 104	Full time	No	231	350	500	NA		
Photography	Facility Deficient			Full time	No	1,000	1,200	1,200	24	20-28	8
Darkroom	Facility Deficient			Full time	No	400	600	NA			
Office	Facility Deficient			Full time	No	120	120	NA			
<b>Subtotal (Art)</b>						1,170	8,170	1,410	27		23
<b>Music</b>											
Instrumental	Undersized		F 127	Full time	No	1,600	2,000	3,000	75	60-90	32
Drum	Undersized		F 126	Full time	No	1,300	1,500	2,000	50	60-90	20
General Music	Facility Deficient			Full time	No	1,000	1,000	1,000	30	25-35	8
Instrumental Stor. & Cmn.	Facility Deficient			Full time	No	600	600	NA			
Uniform Storage	Facility Deficient			Full time	No	300	400	NA			
Choir Note Storage	Facility Deficient			Full time	No	50	50	NA			
Small Practice	Undersized		F126A, F127A	Full time	No	60	100	150	NA		
Group Practice	Facility Deficient			Full time	No	350	450	NA			
Recording/Recording Lab	Facility Deficient			Full time	No	150	150	NA			
Recording Control Room	Facility Deficient			Full time	No	100	150	NA			
Media Library	Facility Deficient			Full time	No	150	200	NA			
Office/ Lesson Studio	Overloaded		F126B, F127B	Full time	No	400	100	200	NA		
Instrument Repair	Facility Deficient			Full time	No	75	75	NA			
Performance Equipment Storage	Overloaded		Off of Stage F-11	Full time	No	300	200	300	NA		
<b>Subtotal (Music)</b>						3,121	7,890	9,150	190		52
<b>Physical Education/Athletics</b>											
Gymnasium (See Attached)	Undersized	High School Gymnasium	F 113	Full time	No	8,000	12,000	16,000	80	60-90	35
Multi purpose / Auxiliary Gymnasium		Middle School Gym	A 180	Full time	No	2,500	3,000	2,500	20	20-30	20
Weight Room		Lower Level		Full time	No	1,800	NA	NA	NA		
Weights / Fitness	Undersized		D 102	Full time	No	600	2,000	4,000	20	20-30	7
Pool	Facility Deficient			Full time	No	10,000	12,000	20	20-30		
Diving Well	Facility Deficient			Full time	No	1,000	2,000	NA			
Physical Education Locker Room (1 SF, 1000 Cap.)	Undersized		Off of A180	Full time	No	1,740	1,741	1,741	NA		
Physical Education Locker Rooms		Lower Level	Hy & Dble Lock	Full time	No	2,000	1,000	3,000	NA		
General Storage (300 Per Student)	Overloaded		Off of Stage F-11	Full time	No	300	300	300	NA		
Locker Storage	Undersized		A 172	Full time	No	400	1,000	1,200	NA		
Spectator Seating (10 SF / Person - Bleachers)	Facility Deficient			Full time	No	0	0	NA			
Training Room	Facility Deficient			Full time	No	200	400	NA			
Laundry	Facility Deficient			Full time	No	200	200	NA			
Middle School PE Office	Undersized		South of A172	Full time	No	100	200	200	NA		
High School PE Office	Undersized		D 106	Full time	No	140	200	200	NA		
Athletic Director's Office	Overloaded		D 107	Full time	No	200	200	200	NA		
<b>Subtotal (Physical Education / Athletics)</b>						23,424	32,791	46,491	141		81
<b>Subtotal - School Learning Spaces (NSF)</b>						83,282	80,536	147,821	1,561	1138-1681	738
										Current Max. Student	338
										Optimal Student Capacity (80% of Intex. Capacity)	658
										Current Student Enrollment	505
										Facility Efficiency	77%
<b>School Support Spaces</b>											
<b>Administrative / Health Services</b>											
Reception / Waiting	Overloaded	Shared with Area 1	1"	Full time	Yes	775	250	400			
Reception	Overloaded		2"	Full time	No	248	160	200			
Assistant Principal			3"	Full time	No	183	150	200			
Receptional Work Station		Shared with Area 1	1"	Full time	Yes	100	80	100			
Work Room and Mail Area		Shared with Area 1	1"	Full time	No	300	300	300			
Small Conference Room	Overloaded		10"	Full time	No	300	150	200			
Large Conference Room	Overloaded		9", D185B	Full time	No	640	250	400			
Other Offices	Overloaded		2-30"	Full time	No	535	100	150			
Reception	Facility Deficient	Area C Rest. Rooms		Full time	Yes	120	150	150			
Scheduling / Computer Services	Facility Deficient			Full time	No	150	150	250			
School Nurse / Health Services	Undersized	Inclusive Health Room	A-307	Full time	No	200	300	300			
<b>Subtotal (Administration / Health Services)</b>						3,188	2,308	3,188			
<b>Guidance / Student Services</b>											
Guidance Office	Facility Deficient			Full time	No	150	150	NA			NA
Automated Mobile Station	Facility Deficient			Full time	No	80	100	NA			
Conference Room	Facility Deficient			Full time	No	150	200	NA			
Psychologist, Social Worker Office	Overloaded	Medical Health & Speech of SAC & SWS		Full time	No	411	100	150			
Career Center	Facility Deficient			Full time	No	400	1,000	NA			
Locking	Facility Deficient			Full time	No	150	100	NA			
Reception / Supplies / Storage	Undersized	NW of common		Full time	No	100	200	250			
Student Store / Activities	Facility Deficient			Full time	No	400	500	NA			

NRHEG							Project 17-0000				
Middle School & High School							July 23, 2017				
Grade Configuration:		7th Grade - 10th Grade									
Current Student Population:		507									
Staff:		22									
Description	Notes	Comments	Room #	Usage	Grade Space	Subtotal	Recommended		Avg. Student Capacity	Student Capacity Range	Current Min. Student Capacity
							Low Range	High Range			
<b>Teachers / Staff</b>											
Teacher Work Stations (20 SF per staff)	Facility Deficient			Full time	No		1,250	1,250			
Offices	Facility Deficient			Full time	No		100	150			
Conference/Interview/Office (10-20 SF per staff)			0105	Full time	No	574	590	700			
Lockers	Undersized		0200A, 0200B	Full time	No	87	120	180			
<b>Subtotal (Teachers / Staff)</b>						<b>661</b>	<b>2,020</b>	<b>2,780</b>			
<b>Food Service</b>											
Systems Dining Space (14-16 SF per seat)	Undersized		Commons	Full time	No	3,275	7,000	8,175			
Staff Dining Space (20 SF / staff dining)	Facility Deficient			Full time	No		480	480			
Kitchen	Overload		Kitchen	Full time	No	1,818	500	1,000			
Serving Line	Undersized		In Upper Commons	Full time	No		600	600			
Dry Food Storage	Undersized		0130	Full time	No	200	200	200			
Cooker	Facility Deficient			Full time	No		200	200			
Heater	Undersized		East of Kitchen	Full time	No	150	200	200			
Dishwasher	Overload		North of Kitchen	Full time	No	275	200	200			
Office	Overload		South of Kitchen	Full time	No	250	150	150			
Locker Rooms / Restroom	Facility Deficient			Full time	No		120	120			
Seating and Holding	Overload		0105	Full time	No	575	500	500			600
Locker Room	Facility Deficient			Full time	No		500	1,000			
<b>Subtotal (Food Service)</b>						<b>5,334</b>	<b>11,480</b>	<b>13,782</b>			
<b>Auditorium</b>											
Seating - 250 seats	Facility Deficient						2,500	2,500			
Stage	Facility Deficient						2,000	3,000			
Dressed Rooms	Facility Deficient						400	800			
Make-Up Room	Facility Deficient						200	250			
Restrooms with Showers	Facility Deficient						120	120			
Cosplay Storage	Facility Deficient						180	220			
Scene Shop	Facility Deficient						600	1,000			
Lobby	Facility Deficient						480	1,000			
Workshops in Locker Area	Facility Deficient						500	800			
Control Room	Facility Deficient						200	200			
Director Booth	Facility Deficient						120	150			
Control Booth	Facility Deficient						500	1,000			
Loading Docks	Facility Deficient						150	150			
Food Storage	Facility Deficient						80	80			
Other Options	Facility Deficient										
<b>Subtotal (Auditorium)</b>						<b>8</b>	<b>8,620</b>	<b>10,870</b>			
<b>Subtotal - Net School Support Spaces</b>							<b>12,985</b>	<b>28,285</b>	<b>31,928</b>		
<b>Combined Subtotal - Net</b>							<b>80,400</b>	<b>140,774</b>	<b>159,530</b>		
<b>Building Support Spaces</b>											
<b>Building Systems and Maintenance</b>											
Control	Undersized		Living @ 208	Full time	No	250	400	600			
Control Closets	Overload		31, 29, 29, 24			500	40	40			
Restrooms	Undersized	2.8% x 1.5SF	800, 1,000, 1,000	Full time	No	1,475	2,000	2,000			
Renewal Storage	Undersized	5% x 10SF	West of SAC	Full time	No	3,375	3,000	3,000			
Mech Elec. Instr. Systems	Undersized	7.4 x 7.5 x 1.5SF	0201, 04	Full time	No	8,745	8,100	8,770			600
Circulation and Storage		28.4% x 1.0SF	throughout	Full time	No	30,800	28,750	28,750			
<b>Subtotal - School Support Spaces</b>						<b>41,850</b>	<b>39,590</b>	<b>49,690</b>			
<b>TOTAL BUILDING (GSP)</b>							<b>122,185</b>	<b>158,855</b>	<b>189,228</b>		



## EXPERTISE

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ARCHITECTURE  
ENGINEERING  
ENVIRONMENTAL  
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## WORK

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AGRICULTURE  
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