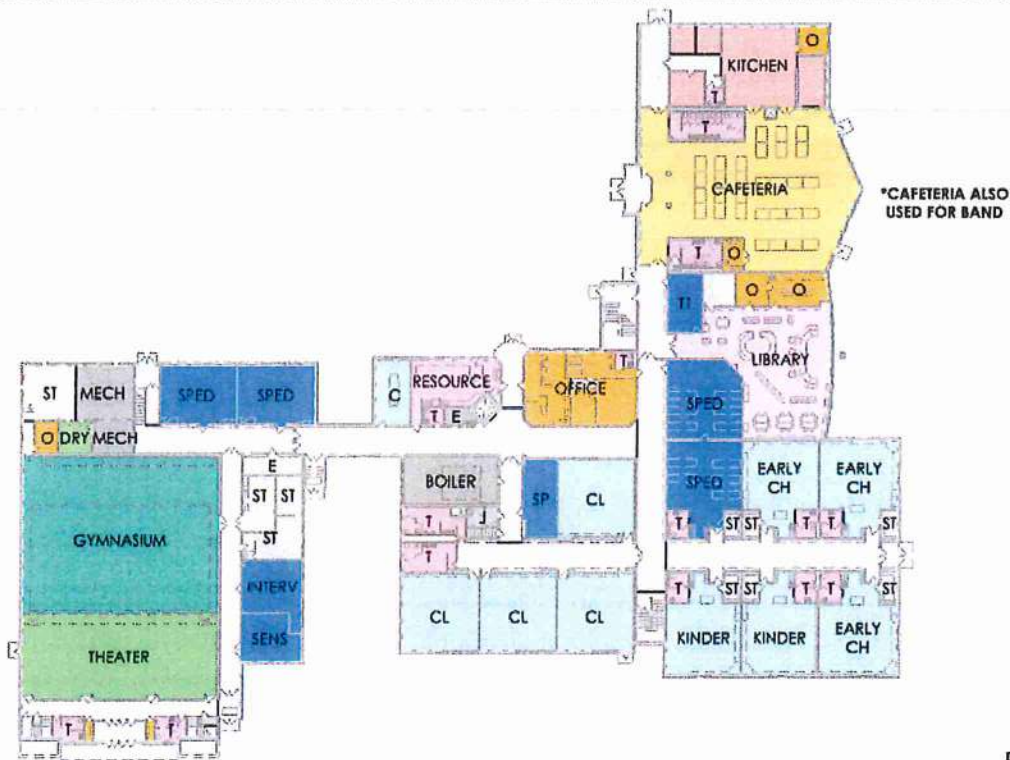


SPACE UTILIZATION AND EDUCATIONAL ADEQUACY

Elementary School

MADELIA ELEMENTARY SCHOOL

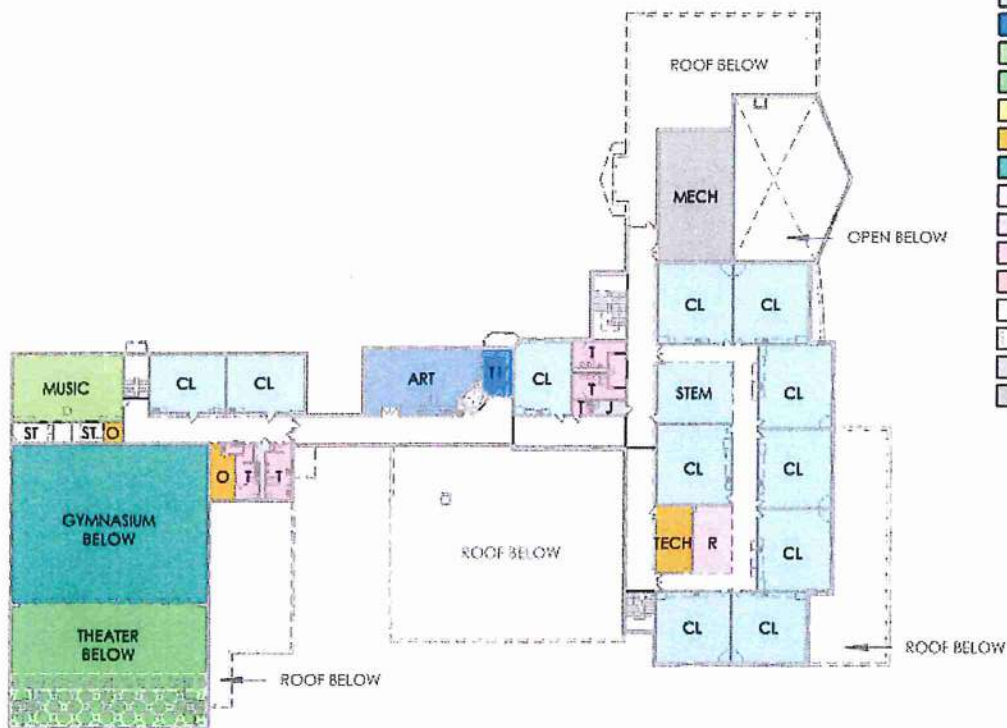
ROOM CATEGORIES



ELEMENTARY SCHOOL - MAIN LEVEL - ROOM CATEGORIES

ROOM CATEGORIES

- CL - GENERAL
- CL - SPED
- LCK - LOCKER
- TH - THEATER
- CF - CAFETERIA
- OF - OFFICE
- G - GYM / FITNESS
- LR - LIBRARY
- R - RESOURCE
- TR - TOILETS / RESTROOMS
- K - KITCHEN
- CORRIDOR
- ST - STORAGE
- CUST - CUSTODIAN
- MECH / ELECT



ELEMENTARY SCHOOL - UPPER LEVEL - ROOM CATEGORIES



COMPREHENSIVE FACILITIES ASSESSMENT

MADIELA ELEMENTARY SCHOOL

BUILDING EDUCATIONAL SPACE UTILIZATION - PER PERIOD

Space Utilization Study

The elementary school, like the high school/middle school has undergone changes in curriculum, program, enrollment and has absorbed the addition of the early childhood program. Because of these changes, the school has been forced to adapt the existing elementary school to the current building usage. Because of the added program requirements, the elementary school is at capacity and has been forced to use corridors and utility spaces for break out learning areas.

The following space occupancy study identifies how the students are utilizing the education spaces throughout the day. It graphically shows how efficiently the building is being utilized and identifies potential areas of the building that can be used more effectively. The following data is from the district's classroom schedule from the spring of 2022.

Areas shown in blue are areas that do not have students in them during the period of the school day the drawing identifies. The diagram also indicates classrooms that are scheduled but not fully utilized based upon the number of students that can adequately fit in the classroom. This study is based on the Minnesota Department of Education Guidelines.

As you review the data, you will see that the majority or the educational space is used throughout the day. You will also notice that there are some classroom areas that are indicated to be unoccupied periodically throughout the day. This is typical of elementary schools and is a result of the students traveling to special classroom instruction such as art or music. It does not indicate that the classroom can be better utilized.

The result of this study indicates the educational space in the elementary school is fully utilized and that there are very few areas that could be made more efficient.

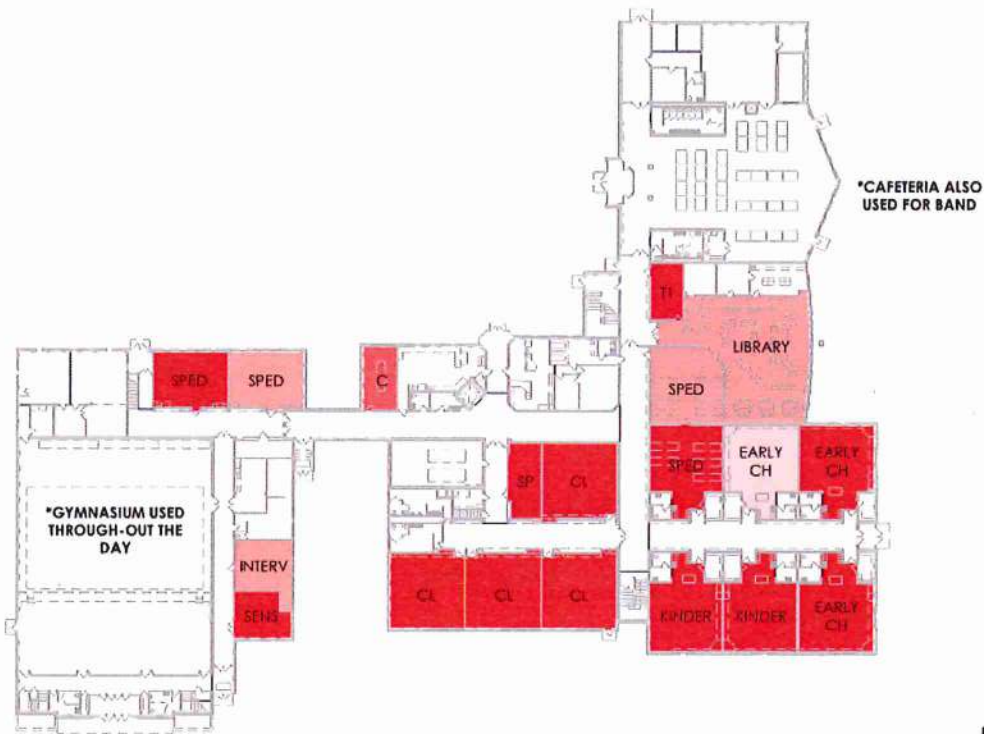
ELEMENTARY SCHOOL - CLASSROOM SCHEDULE - SPRING 2022

Room #	Space	8:15-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00
Lunch Recess in Cafeteria and on Playground								
room 208	Tech Storage Room (Quads)	0	0	0	0	0	0	0
room 121	Interpretive Room (Exhibits)	0	0	0	0	0	0	0
room 206	STEM/Multisensory Lab/Innovation for SIS & MS Gr. - One Year - Weekly Research Room (Focusing on: Powerful)	0	0	0	0	0	0	0
room 125	Speech/Language (Therapist)	0	0	0	0	0	0	0
room 101	Speech/Language (Therapist)	0	0	0	0	0	0	0
room 118	Counselor (H. Carter)	0	0	0	0	0	0	0
room 222	Tyler (Quads)	0	0	0	0	0	0	0
room 113A	Year 8 (History) & Family Literacy (Joshi)	0	0	0	0	0	0	0
room 218	Coaching Space, Parent & Family Liaison (Hansen)	0	0	0	0	0	0	0
room 113	Coaching Space (School Psychologist Hansen)	0	0	0	0	0	0	0
room 112	SPED (Wendy)	0	0	0	0	0	0	0
room 120	SPED (Wendy)	0	0	0	0	0	0	0
room 111	SPED (Wendy)	0	0	0	0	0	0	0
room 110	SPED (Wendy)	0	0	0	0	0	0	0
room 119	SPED (Wendy)	0	0	0	0	0	0	0
room 219	ML (Wendy)	0	0	0	0	0	0	0
room 220	ML (Wendy)	0	0	0	0	0	0	0
room 218	ML (Wendy)	0	0	0	0	0	0	0
room 217	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
room 216	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
room 215	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
room 214	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
room 213	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
room 212	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
room 211	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
room 210	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
room 209	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
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room 204	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
room 203	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
room 202	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
room 201	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
room 200	Phys. Ed. (Wendy)	0	0	0	0	0	0	0
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SPACE UTILIZATION AND EDUCATIONAL ADEQUACY

MADIELIA ELEMENTARY SCHOOL

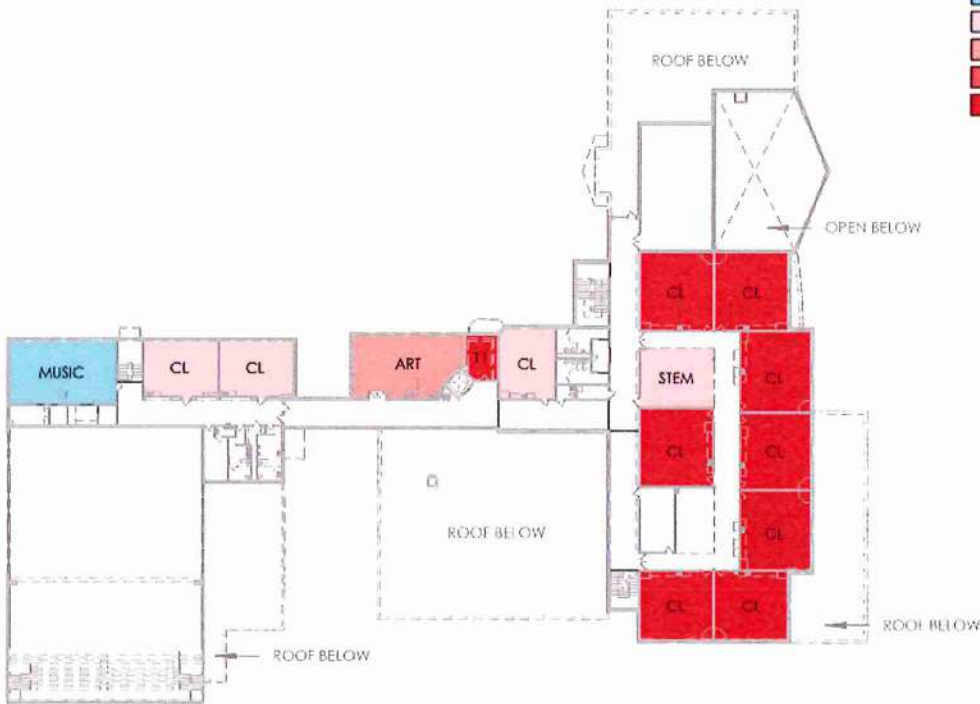
BUILDING EDUCATIONAL SPACE UTILIZATION - PER PERIOD



ELEMENTARY SCHOOL - MAIN LEVEL - PERIOD 1

PERIOD 1 OCCUPANCY

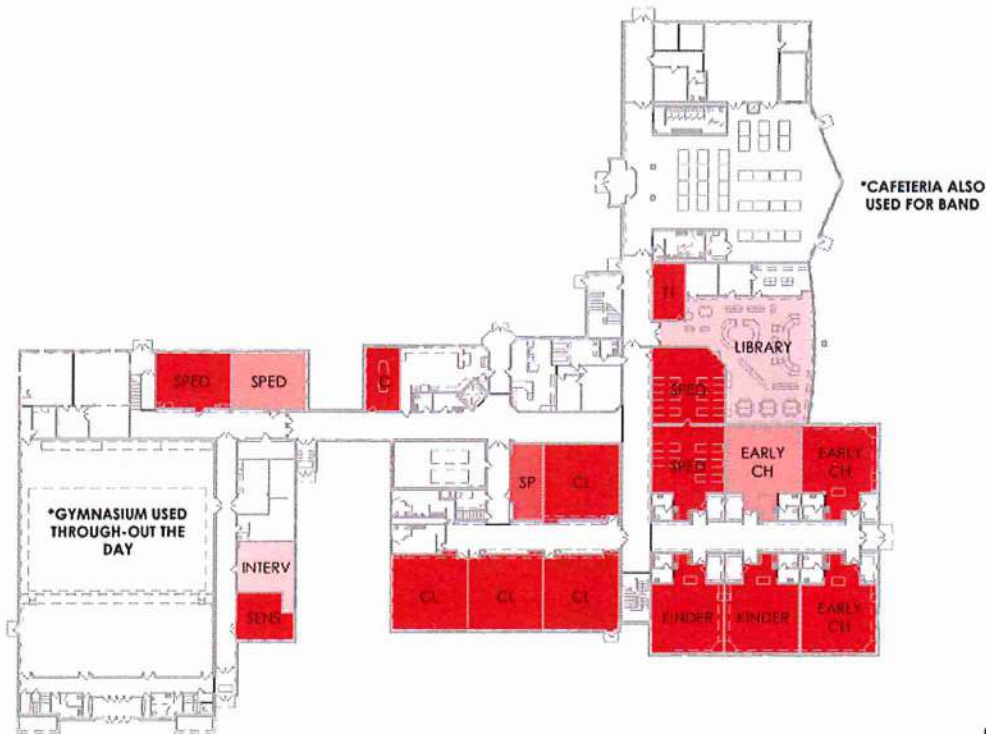
- 1 - NOT OCCUPIED
- 25 - OCCUPIED 25%
- 50 - OCCUPIED 50%
- 75 - OCCUPIED 75%
- 100 - OCCUPIED 100%



ELEMENTARY SCHOOL - UPPER LEVEL - PERIOD 1

MADIELIA ELEMENTARY SCHOOL

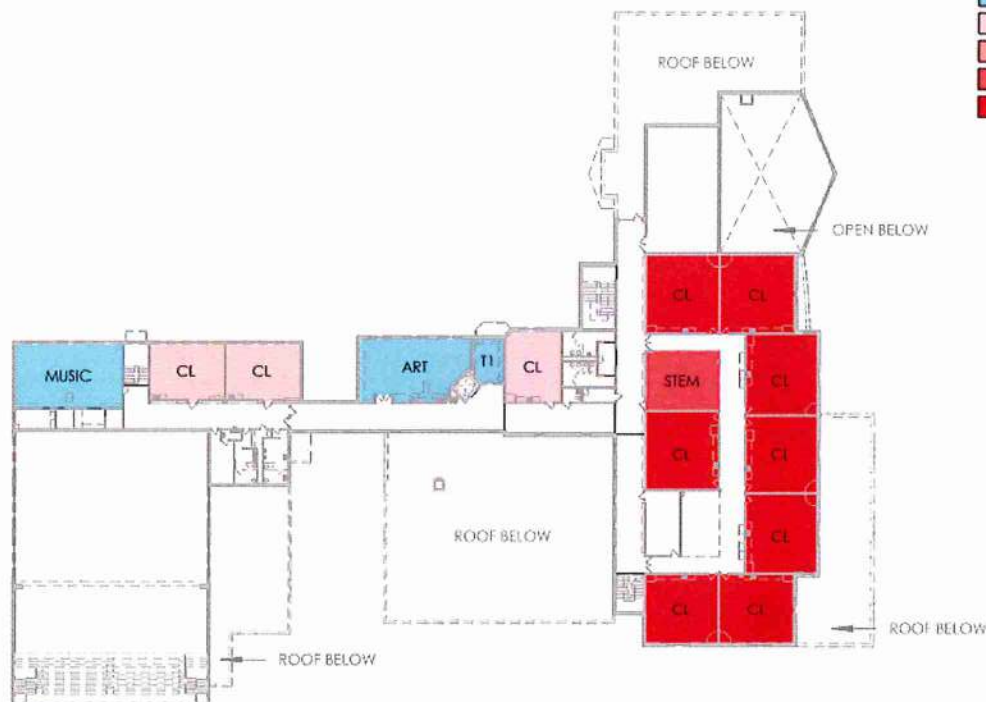
BUILDING EDUCATIONAL SPACE UTILIZATION - PER PERIOD



ELEMENTARY SCHOOL - MAIN LEVEL - PERIOD 2

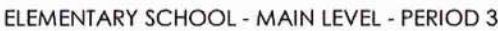
PERIOD 2 OCCUPANCY

- 1 - NOT OCCUPIED
- 25 - OCCUPIED 25%
- 50 - OCCUPIED 50%
- 75 - OCCUPIED 75%
- 100 - OCCUPIED 100%



ELEMENTARY SCHOOL - UPPER LEVEL - PERIOD 2

BUILDING EDUCATIONAL SPACE UTILIZATION - PER PERIOD





COMPREHENSIVE FACILITIES ASSESSMENT

MADSLIA ELEMENTARY SCHOOL

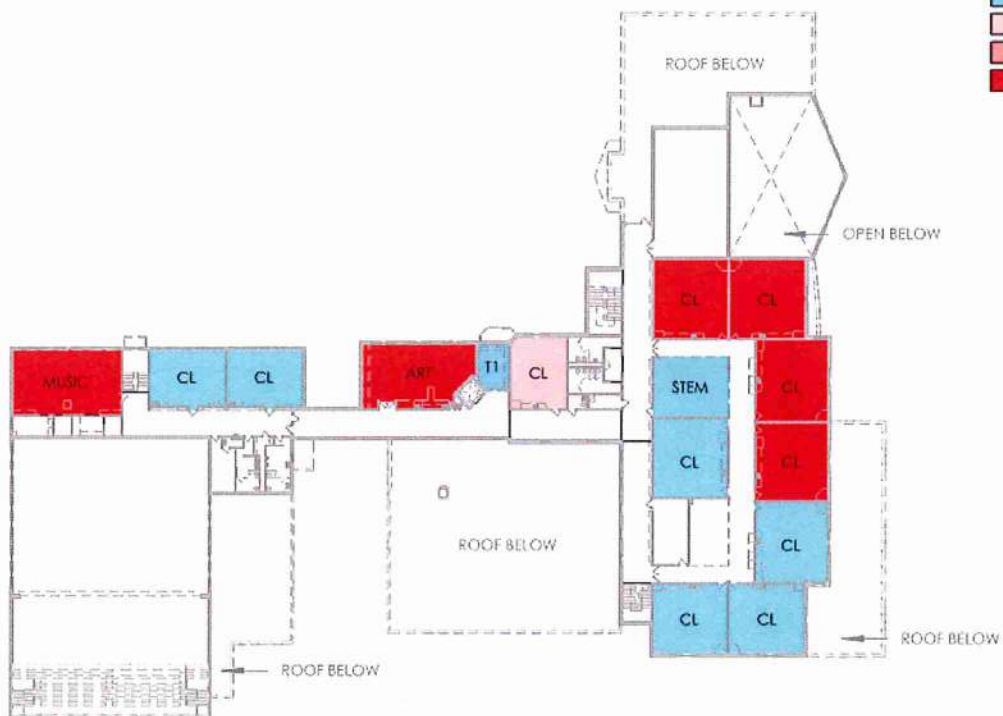
BUILDING EDUCATIONAL SPACE UTILIZATION - PER PERIOD



ELEMENTARY SCHOOL - MAIN LEVEL - PERIOD 4

PERIOD 4 OCCUPANCY

- 1 - NOT OCCUPIED
- 25 - OCCUPIED 25%
- 50 - OCCUPIED 50%
- 100 - OCCUPIED 100%



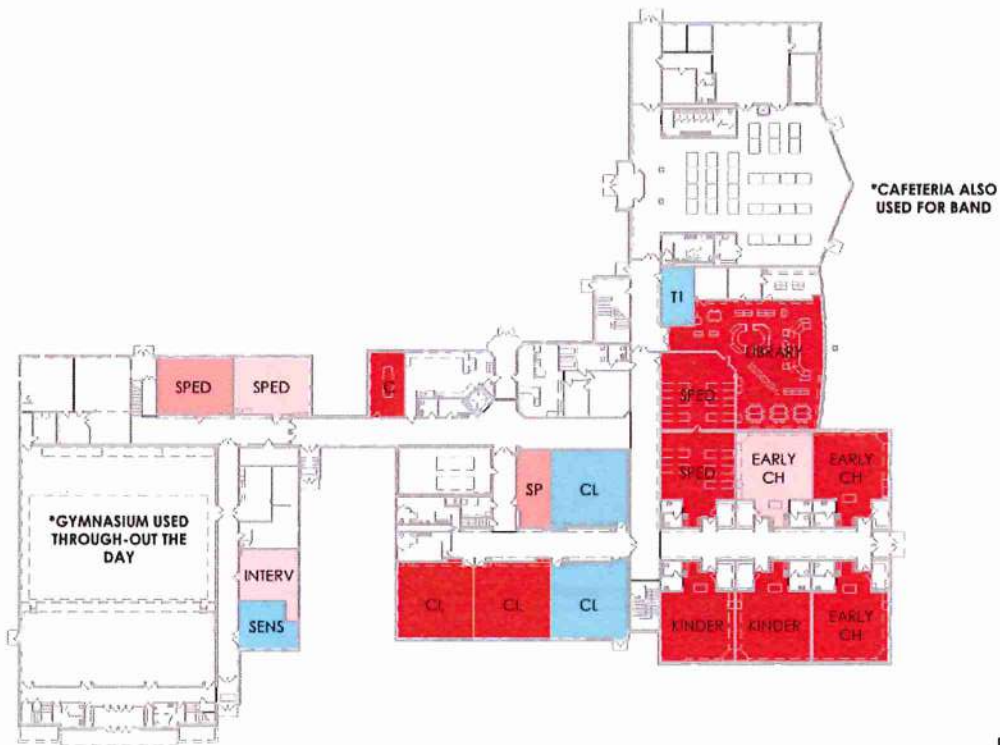
ELEMENTARY SCHOOL - UPPER LEVEL - PERIOD 4



SPACE UTILIZATION AND EDUCATIONAL ADEQUACY

MADIELIA ELEMENTARY SCHOOL

BUILDING EDUCATIONAL SPACE UTILIZATION - PER PERIOD



ELEMENTARY SCHOOL - MAIN LEVEL - PERIOD 5

PERIOD 5 OCCUPANCY

- 1 - NOT OCCUPIED
- 25 - OCCUPIED 25%
- 50 - OCCUPIED 50%
- 75 - OCCUPIED 75%
- 100 - OCCUPIED 100%



ELEMENTARY SCHOOL - UPPER LEVEL - PERIOD 5



COMPREHENSIVE FACILITIES ASSESSMENT

MADLIA ELEMENTARY SCHOOL

BUILDING EDUCATIONAL SPACE UTILIZATION - PER PERIOD



ELEMENTARY SCHOOL - MAIN LEVEL - PERIOD 6

PERIOD 6 OCCUPANCY

- 1 - NOT OCCUPIED
- 25 - OCCUPIED 25%
- 50 - OCCUPIED 50%
- 75 - OCCUPIED 75%
- 100 - OCCUPIED 100%



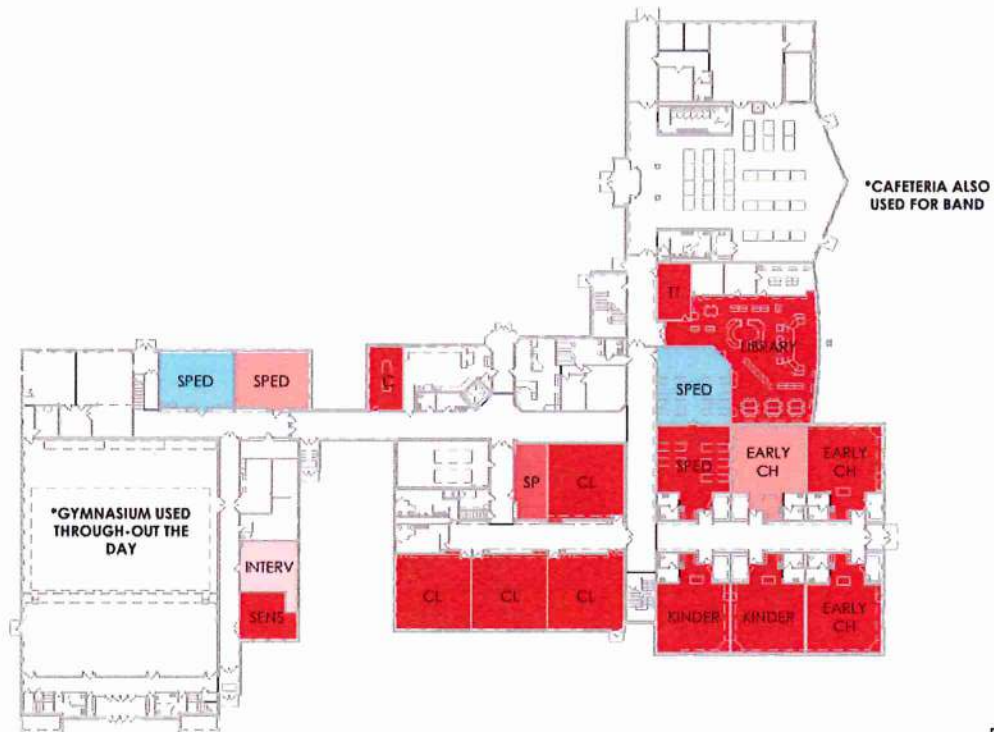
ELEMENTARY SCHOOL - UPPER LEVEL - PERIOD 6



SPACE UTILIZATION AND EDUCATIONAL ADEQUACY

MADELIA ELEMENTARY SCHOOL

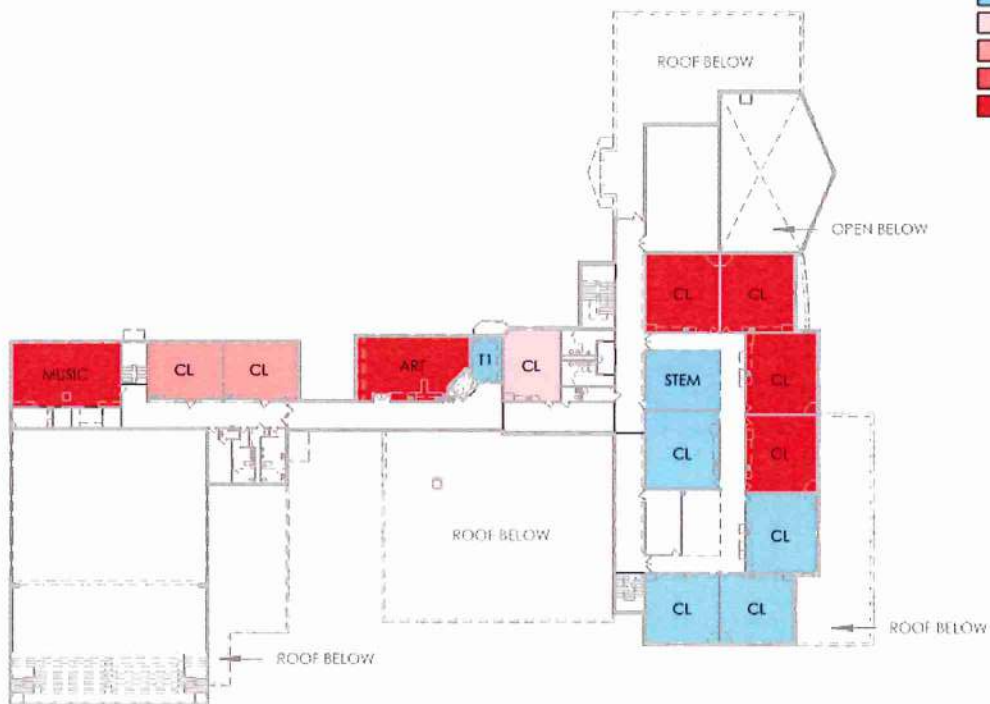
BUILDING EDUCATIONAL SPACE UTILIZATION - PER PERIOD



ELEMENTARY SCHOOL - MAIN LEVEL - PERIOD 7

PERIOD 7 OCCUPANCY

- 1 - NOT OCCUPIED
- 25 - OCCUPIED 25%
- 50 - OCCUPIED 50%
- 75 - OCCUPIED 75%
- 100 - OCCUPIED 100%



ELEMENTARY SCHOOL - UPPER LEVEL - PERIOD 7



COMPREHENSIVE FACILITIES ASSESSMENT

MADIELIA ELEMENTARY SCHOOL

EDUCATIONAL SPACE & SIZE ADEQUACY - BASED ON GROSS AREA

Educational Space & Size Adequacy - Based on Gross Area

Because the elementary school was expanded and updated in 2001, the size of the education spaces is closer to the current guidelines than the high school/middle school. The grade level classrooms for 1st through 6th grades meet or are very close to the current standards. The kindergarten, early childhood, and special education classrooms are generally undersized. This is true whether they are compared to the gross square footage guidelines or the square foot/student guidelines. The following study identifies which classrooms do, and which do not, meet the minimum classroom size referenced in the Minnesota Educational Guidelines based strictly on classroom area. This study will show how the classroom sizes relate to current education standards independent of the number of students in each space.

*1 - MINNESOTA STATE GUIDELINE TABLE - EDUCATIONAL SPACES

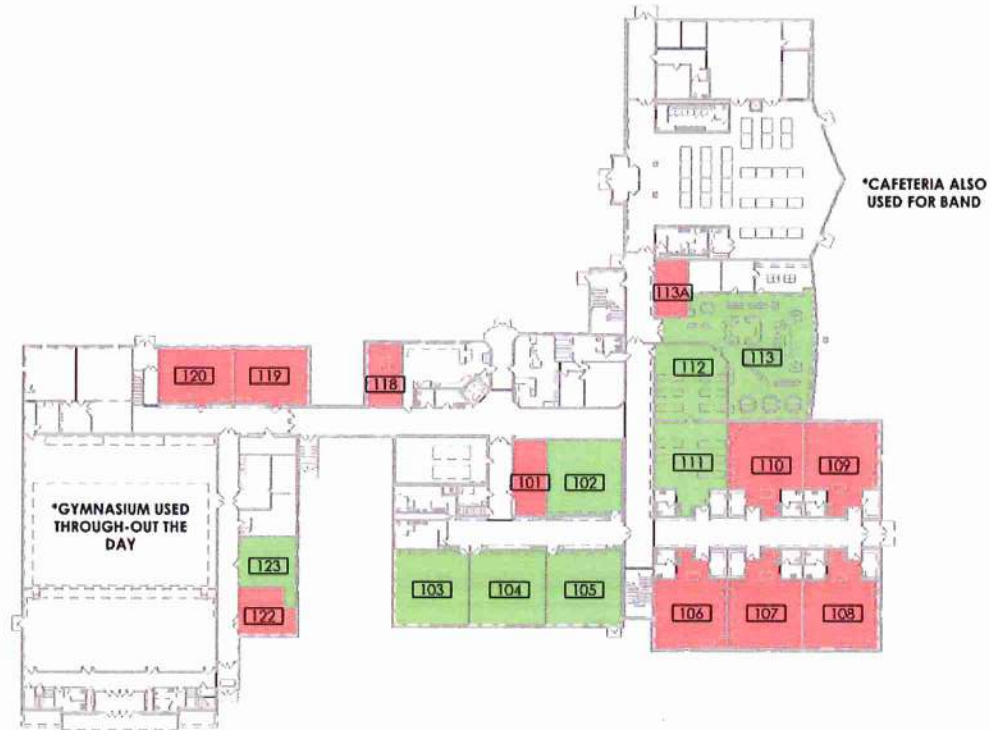
<u>MINNESOTA STATE GUIDELINES - SQUARE FOOTAGE PER STUDENT - ELEMENTARY SCHOOL</u>			
<u>LEARNING SPACE</u>	<u>CLASSROOM AREA</u>	<u>NUMBER OF STUDENTS</u>	<u>AREA AVERAGE PER STUDENT</u>
CLASSROOMS	850 S.F. - 950 S.F.	15 - 25 - STUDENTS	38 S.F. / 1 STUDENT
EARLY CHILDHOOD	1,000 S.F. - 1,400 S.F.	15 - 25 - STUDENTS	54 S.F. / 1 STUDENT
KINDERGARTEN	1,200 S.F. - 1,500 S.F.	15 - 25 - STUDENTS	60 S.F. / 1 STUDENT
ART	1,000 S.F. - 1,500 S.F.	20 - 25 - STUDENTS	60 S.F. / 1 STUDENT
MUSIC	1,000 S.F. - 1,500 S.F.	25 - 50 - STUDENTS	30 S.F. / 1 STUDENT
SPED (SMALL)	450 S.F. - 450 S.F.	5 - 8 - STUDENTS	54 S.F. / 1 STUDENT
SPED (LARGE)	800 S.F. - 1,200 S.F.	5 - 8 - STUDENTS	150 S.F. / 1 STUDENT
LIBRARY	1,750 S.F. - 1,750 S.F.	50 - 50 - STUDENTS	35 S.F. / 1 STUDENT
GYMNASIUM	6,000 S.F. - 8,000 S.F.	30 - 60 - STUDENTS	134 S.F. / 1 STUDENT



SPACE UTILIZATION AND EDUCATIONAL ADEQUACY

MADELIA ELEMENTARY SCHOOL

EDUCATIONAL SPACE & SIZE ADEQUACY - BASED ON GROSS AREA



ELEMENTARY SCHOOL - MAIN LEVEL - ROOM NUMBERS

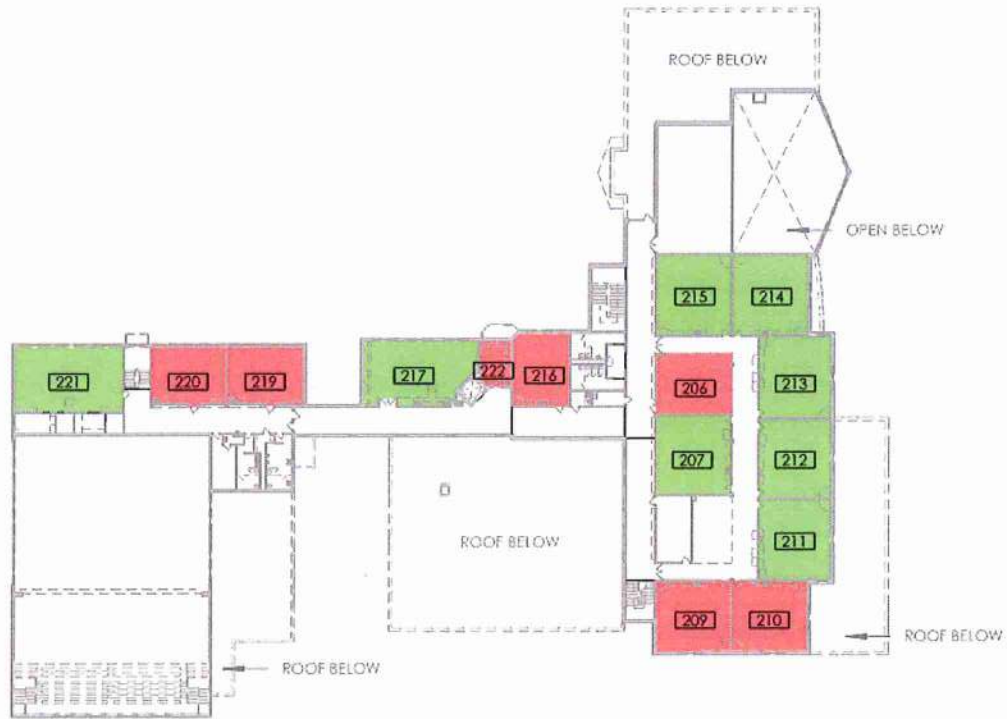
MN STATE GUIDELINES - CLASSROOM SQUARE FOOTAGE - MAIN LEVEL					
NUMBER	NAME	LEVEL	AREA	MN STATE GUIDELINES AREA	AREA SURPLUS / DEFICIT
101	SPEECH	MAIN LEVEL	389 SF	450 S.F.	- 61 S.F.
102	CLASSROOM (2ND)	MAIN LEVEL	897 SF	850 S.F.	+ 47 S.F.
103	CLASSROOM (1ST)	MAIN LEVEL	899 SF	850 S.F.	+ 49 S.F.
104	CLASSROOM (1ST)	MAIN LEVEL	898 SF	850 S.F.	+ 48 S.F.
105	CLASSROOM (2ND)	MAIN LEVEL	898 SF	850 S.F.	+ 48 S.F.
106	KINDERGARTEN CLASSROOM	MAIN LEVEL	925 SF	1,200 S.F.	- 275 S.F.
107	KINDERGARTEN CLASSROOM	MAIN LEVEL	946 SF	1,200 S.F.	- 254 S.F.
108	EARLY CHILDHOOD	MAIN LEVEL	951 SF	1,000 S.F.	- 49 S.F.
109	EARLY CHILDHOOD	MAIN LEVEL	915 SF	1,000 S.F.	- 85 S.F.
110	EARLY CHILDHOOD	MAIN LEVEL	918 SF	1,000 S.F.	- 82 S.F.
111	SPECIAL ED. CLASSROOM	MAIN LEVEL	889 SF	800 S.F.	+ 89 S.F.
112	SPECIAL ED. CLASSROOM	MAIN LEVEL	861 SF	800 S.F.	+ 61 S.F.
113	LIBRARY	MAIN LEVEL	2179 SF	1,750 S.F.	+ 429 S.F.
113A	TITLE & FAMILY L.	MAIN LEVEL	290 SF	450 S.F.	- 160 S.F.
118	COUNSELOR/ CLASSROOM	MAIN LEVEL	340 SF	450 S.F.	- 110 S.F.
119	SPECIAL ED. CLASSROOM	MAIN LEVEL	674 SF	800 S.F.	- 126 S.F.
120	SPECIAL ED. CLASSROOM	MAIN LEVEL	669 SF	800 S.F.	- 131 S.F.
122	SENSORY	MAIN LEVEL	394 SF	450 S.F.	- 56 S.F.
123	INTERVENTION	MAIN LEVEL	496 SF	450 S.F.	+ 46 S.F.



COMPREHENSIVE FACILITIES ASSESSMENT

MADLIA ELEMENTARY SCHOOL

EDUCATIONAL SPACE & SIZE ADEQUACY - BASED ON GROSS AREA



ELEMENTARY SCHOOL - UPPER LEVEL - ROOM NUMBERS

MN STATE GUIDELINES - CLASSROOM SQUARE FOOTAGE- UPPER LEVEL						
NUMBER	NAME	LEVEL	AREA	MN STATE GUIDELINES AREA	AREA SURPLUS / DEFICIT	
206	STEM LAB	UPPER LEVEL	700 SF	850 S.F.	- 150 S.F.	
207	CLASSROOM (5TH)	UPPER LEVEL	902 SF	850 S.F.	+ 52 S.F.	
209	CLASSROOM (5TH)	UPPER LEVEL	804 SF	850 S.F.	- 46 S.F.	
210	CLASSROOM (6TH)	UPPER LEVEL	809 SF	850 S.F.	- 41 S.F.	
211	CLASSROOM (6TH)	UPPER LEVEL	881 SF	850 S.F.	+ 31 S.F.	
212	CLASSROOM (4TH)	UPPER LEVEL	853 SF	850 S.F.	+ 3 S.F.	
213	CLASSROOM (4TH)	UPPER LEVEL	898 SF	850 S.F.	+ 48 S.F.	
214	CLASSROOM (3RD)	UPPER LEVEL	914 SF	850 S.F.	+ 64 S.F.	
215	CLASSROOM (3RD)	UPPER LEVEL	907 SF	850 S.F.	+ 57 S.F.	
216	CLASSROOM - ML	UPPER LEVEL	623 SF	850 S.F.	- 227 S.F.	
217	ART CLASSROOM	UPPER LEVEL	1009 SF	1,000 S.F.	+ 9 S.F.	
219	CLASSROOM - ML	UPPER LEVEL	670 SF	850 S.F.	- 180 S.F.	
220	CLASSROOM - ML	UPPER LEVEL	672 SF	850 S.F.	- 178 S.F.	
221	MUSIC	UPPER LEVEL	1100 SF	1,000 S.F.	+ 100 S.F.	
222	TITLE	UPPER LEVEL	211 SF	450 S.F.	- 239 S.F.	



SPACE UTILIZATION AND EDUCATIONAL ADEQUACY

MADIELIA ELEMENTARY SCHOOL - EDUCATIONAL SPACE & SIZE ADEQUACY-BASED ON AREA PER STUDENT

Educational Space & Size Adequacy - Based on Area per Student

When the classroom size is analyzed based on a square foot/student guideline, they generally follow the same profile as the previous study that analyzed the gross square foot/classroom. However, there are a number of Early Childhood, Kindergarten, and SPED classrooms that are undersized based on the number of students in the classrooms.

The following study looks at the relationship of classrooms to standards based on the area per student guideline from the Department of Education.

The result of this study shows that, with the exception of the early childhood and kindergarten classrooms, the classrooms are generally adequately sized.

*1 - MINNESOTA STATE GUIDELINE TABLE - EDUCATIONAL SPACES

<u>MINNESOTA STATE GUIDELINES - SQUARE FOOTAGE PER STUDENT - ELEMENTARY SCHOOL</u>			
<u>LEARNING SPACE</u>	<u>CLASSROOM AREA</u>	<u>NUMBER OF STUDENTS</u>	<u>AREA AVERAGE PER STUDENT</u>
CLASSROOMS	850 S.F. - 950 S.F.	15 - 25 - STUDENTS	38 S.F. / 1 STUDENT
EARLY CHILDHOOD	1,000 S.F. - 1,400 S.F.	15 - 25 - STUDENTS	56 S.F. / 1 STUDENT
KINDERGARTEN	1,200 S.F. - 1,500 S.F.	15 - 25 - STUDENTS	40 S.F. / 1 STUDENT
ART	1,000 S.F. - 1,500 S.F.	20 - 25 - STUDENTS	40 S.F. / 1 STUDENT
MUSIC	1,000 S.F. - 1,500 S.F.	25 - 50 - STUDENTS	30 S.F. / 1 STUDENT
SPED (SMALL)	450 S.F. - 450 S.F.	5 - 8 - STUDENTS	56 S.F. / 1 STUDENT
SPED (LARGE)	800 S.F. - 1,200 S.F.	5 - 8 - STUDENTS	150 S.F. / 1 STUDENT
LIBRARY	1,750 S.F. - 1,750 S.F.	50 - 50 - STUDENTS	35 S.F. / 1 STUDENT
GYMNASIUM	6,000 S.F. - 8,000 S.F.	30 - 60 - STUDENTS	134 S.F. / 1 STUDENT



COMPREHENSIVE FACILITIES ASSESSMENT

MADELIA ELEMENTARY SCHOOL - EDUCATIONAL SPACE & SIZE ADEQUACY-BASED ON AREA PER STUDENT



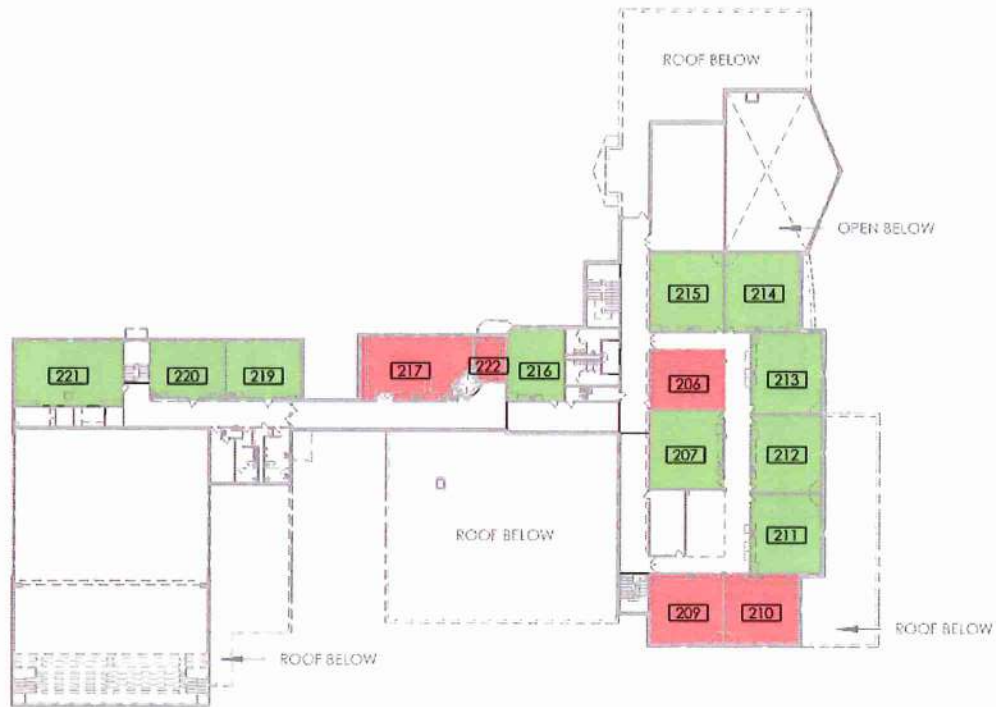
ELEMENTARY SCHOOL - MAIN LEVEL - ROOM NUMBERS

MADELIA ELEMENTARY SCHOOL - CLASSROOM SQUARE FOOTAGE - MAIN LEVEL							
NUMBER	NAME	LEVEL	AREA	AREA / STUDENT GUIDELINES *1 - CALCULATED FROM MN STATE GUIDELINE TABLE	MAX # OF STUDENTS SCHEDULED THROUGH-OUT THE DAY	STUDENTS SCHEDULED x SQUARE FOOTAGE / STUDENT	AREA SURPLUS / DEFICIT
101	SPEECH	MAIN LEVEL	389 SF	56 S.F. / 1 STUDENT	5 STUDENTS	280 S.F.	+ 109 S.F.
102	CLASSROOM (2ND)	MAIN LEVEL	897 SF	38 S.F. / 1 STUDENT	21 STUDENTS	798 S.F.	+ 99 S.F.
103	CLASSROOM (1ST)	MAIN LEVEL	899 SF	38 S.F. / 1 STUDENT	22 STUDENTS	836 S.F.	+ 63 S.F.
104	CLASSROOM (1ST)	MAIN LEVEL	898 SF	38 S.F. / 1 STUDENT	23 STUDENTS	874 S.F.	+ 24 S.F.
105	CLASSROOM (2ND)	MAIN LEVEL	898 SF	38 S.F. / 1 STUDENT	21 STUDENTS	798 S.F.	+ 100 S.F.
106	KINDERGARTEN CLASSROOM	MAIN LEVEL	925 SF	60 S.F. / 1 STUDENT	23 STUDENTS	1,380 S.F.	- 455 S.F.
107	KINDERGARTEN CLASSROOM	MAIN LEVEL	946 SF	60 S.F. / 1 STUDENT	23 STUDENTS	1,380 S.F.	- 434 S.F.
108	EARLY CHILDHOOD	MAIN LEVEL	951 SF	56 S.F. / 1 STUDENT	23 STUDENTS	1,288 S.F.	- 337 S.F.
109	EARLY CHILDHOOD	MAIN LEVEL	915 SF	56 S.F. / 1 STUDENT	23 STUDENTS	1,288 S.F.	- 373 S.F.
110	EARLY CHILDHOOD	MAIN LEVEL	918 SF	56 S.F. / 1 STUDENT	23 STUDENTS	1,288 S.F.	- 370 S.F.
111	SPECIAL ED. CLASSROOM	MAIN LEVEL	889 SF	150 S.F. / 1 STUDENT	14 STUDENTS	2,100 S.F.	- 1,211 S.F.
112	SPECIAL ED. CLASSROOM	MAIN LEVEL	861 SF	150 S.F. / 1 STUDENT	10 STUDENTS	1,500 S.F.	- 639 S.F.
113	LIBRARY	MAIN LEVEL	2179 SF	35 S.F. / 1 STUDENT	60 STUDENTS	2,100 S.F.	+ 79 S.F.
113A	TITLE & FAMILY L.	MAIN LEVEL	290 SF	56 S.F. / 1 STUDENT	6 STUDENTS	336 S.F.	- 46 S.F.
118	COUNSELOR/ CLASSROOM	MAIN LEVEL	340 SF	56 S.F. / 1 STUDENT	4 STUDENTS	224 S.F.	+ 116 S.F.
119	SPECIAL ED. CLASSROOM	MAIN LEVEL	674 SF	150 S.F. / 1 STUDENT	9 STUDENTS	1,350 S.F.	- 676 S.F.
120	SPECIAL ED. CLASSROOM	MAIN LEVEL	669 SF	150 S.F. / 1 STUDENT	13 STUDENTS	1,950 S.F.	- 1,281 S.F.
122	SENSORY	MAIN LEVEL	394 SF	56 S.F. / 1 STUDENT	4 STUDENTS	224 S.F.	+ 170 S.F.
123	INTERVENTION	MAIN LEVEL	496 SF	56 S.F. / 1 STUDENT	14 STUDENTS	784 S.F.	- 288 S.F.



SPACE UTILIZATION AND EDUCATIONAL ADEQUACY

MADELIA ELEMENTARY SCHOOL - EDUCATIONAL SPACE & SIZE ADEQUACY-BASED ON AREA PER STUDENT



ELEMENTARY SCHOOL - UPPER LEVEL - ROOM NUMBERS

MADELIA ELEMENTARY SCHOOL - CLASSROOM SQUARE FOOTAGE - UPPER LEVEL							
NUMBER	NAME	LEVEL	AREA	AREA/ STUDENT GUIDELINES *1 - CALCULATED FROM MN STATE GUIDELINE TABLE	MAX # OF STUDENTS SCHEDULED THROUGH-OUT THE DAY	STUDENTS SCHEDULED x SQUARE FOOTAGE / STUDENT	AREA SURPLUS / DEFICIT
206	STEM LAB	UPPER LEVEL	700 SF	38 S.F. / 1 STUDENT	23 STUDENTS	874 S.F.	-174 S.F.
207	CLASSROOM (5TH)	UPPER LEVEL	902 SF	38 S.F. / 1 STUDENT	22 STUDENTS	836 S.F.	+66 S.F.
209	CLASSROOM (5TH)	UPPER LEVEL	804 SF	38 S.F. / 1 STUDENT	22 STUDENTS	836 S.F.	32 S.F.
210	CLASSROOM (6TH)	UPPER LEVEL	809 SF	38 S.F. / 1 STUDENT	23 STUDENTS	874 S.F.	-65 S.F.
211	CLASSROOM (6TH)	UPPER LEVEL	881 SF	38 S.F. / 1 STUDENT	23 STUDENTS	874 S.F.	+7 S.F.
212	CLASSROOM (4TH)	UPPER LEVEL	853 SF	38 S.F. / 1 STUDENT	21 STUDENTS	798 S.F.	+55 S.F.
213	CLASSROOM (4TH)	UPPER LEVEL	898 SF	38 S.F. / 1 STUDENT	22 STUDENTS	836 S.F.	+62 S.F.
214	CLASSROOM (3RD)	UPPER LEVEL	914 SF	38 S.F. / 1 STUDENT	23 STUDENTS	874 S.F.	+40 S.F.
215	CLASSROOM (3RD)	UPPER LEVEL	907 SF	38 S.F. / 1 STUDENT	23 STUDENTS	874 S.F.	+33 S.F.
216	CLASSROOM - ML	UPPER LEVEL	623 SF	38 S.F. / 1 STUDENT	9 STUDENTS	342 S.F.	+281 S.F.
217	ART CLASSROOM	UPPER LEVEL	1009 SF	60 S.F. / 1 STUDENT	25 STUDENTS	1,500 S.F.	-491 S.F.
219	CLASSROOM - ML	UPPER LEVEL	670 SF	38 S.F. / 1 STUDENT	10 STUDENTS	380 S.F.	+290 S.F.
220	CLASSROOM - ML	UPPER LEVEL	672 SF	38 S.F. / 1 STUDENT	12 STUDENTS	456 S.F.	+216 S.F.
221	MUSIC	UPPER LEVEL	1100 SF	30 S.F. / 1 STUDENT	23 STUDENTS	690 S.F.	+410 S.F.
222	TITLE	UPPER LEVEL	211 SF	56 S.F. / 1 STUDENT	7 STUDENTS	392 S.F.	-181 S.F.



COMPREHENSIVE FACILITIES ASSESSMENT

MADelia ELEMENTARY SCHOOL

BUILDING CAPACITY CALCULATED FROM MN STATE GUIDELINES

Building Capacity Study

To get an understanding of the potential capacity of the elementary school, we determined the maximum density of the classrooms based on the Minnesota Department of Education Guidelines. We used these area/student numbers to develop the capacity of the school based on the current program usage of each classroom using the spring 2022 schedule.

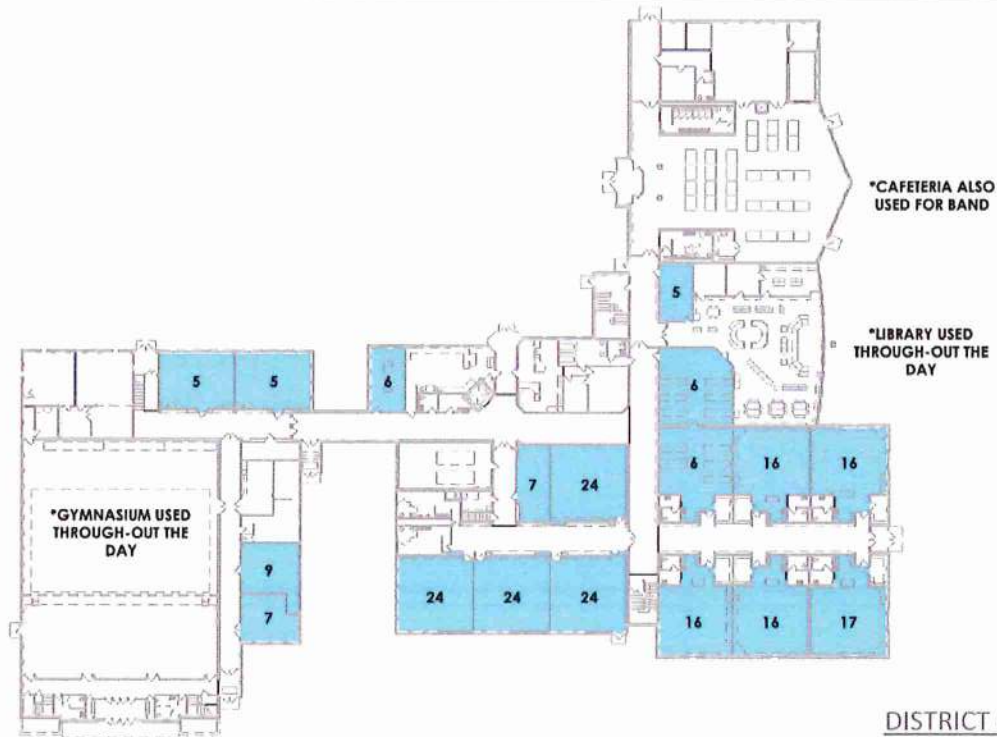
The result of this study indicates the school is generally at capacity.



SPACE UTILIZATION AND EDUCATIONAL ADEQUACY

MADelia ELEMENTARY SCHOOL

BUILDING CAPACITY CALCULATED FROM MN STATE GUIDELINES



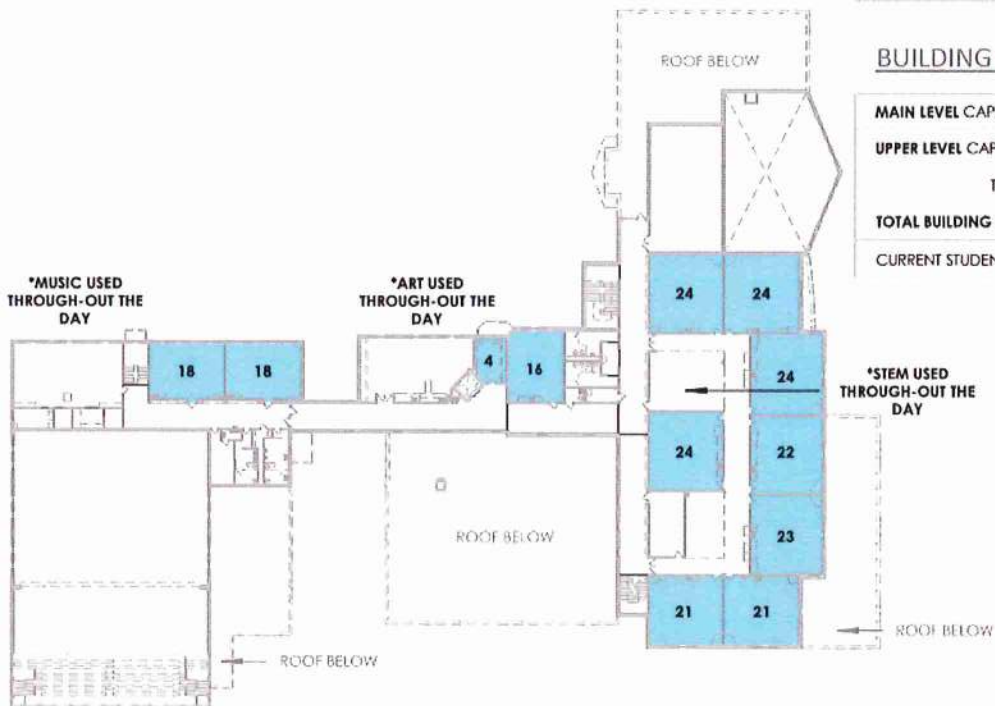
ELEMENTARY SCHOOL - MAIN LEVEL - EDUCATIONAL CLASSROOMS

DISTRICT OCCUPANCY STANDARD

ELEMENTARY SCHOOL CLASSROOM = 24 STUDENTS (MAX)

BUILDING CAPACITY STUDY

MAIN LEVEL CAPACITY = 233 STUDENTS
 UPPER LEVEL CAPACITY = 239 STUDENTS
 TOTAL = 472 STUDENTS
 TOTAL BUILDING CAPACITY @ 90% = 425 STUDENTS
 CURRENT STUDENT NUMBER = 340 STUDENTS



ELEMENTARY SCHOOL - UPPER LEVEL - EDUCATIONAL CLASSROOMS



APEX FACILITY SOLUTIONS
 DEVETTER DESIGN GROUP





COMPREHENSIVE FACILITIES ASSESSMENT

MADELIA ELEMENTARY SCHOOL

ADA ACCESSIBILITY COMPLIANCE

ADA Accessibility Compliance

The following study addresses the buildings ADA Accessibility Compliance. This information was gathered from an on-site walk-through of the elementary school.

From our analysis, we determined the majority of the building **does** meet ADA accessibility standards. The majority of the toilet rooms are accessible. However, there were some items that were found to be non-compliant. Listed below are items of concern for the building:

- There are no ambulatory stalls in the large toilet rooms. This is a State of Minnesota requirement.
- There are clearance issues at the large toilet room entrances. These entrances are too small for proper ADA access clearance.
- There are non-ADA compliant drinking fountains found on the second level

SPACE UTILIZATION AND EDUCATIONAL ADEQUACY

MADIELIA ELEMENTARY SCHOOL

ADA ACCESSIBILITY COMPLIANCE



ELEMENTARY SCHOOL - MAIN LEVEL - ADA ACCESSIBILITY COMPLIANCE

ADA ACCESSIBILITY COMPLIANCE

- MEETS ADA ACCESSIBILITY STANDARDS - NO
- MEETS ADA ACCESSIBILITY STANDARDS - YES

ITEMS THAT DO NOT MEET ADA STANDARDS

- THERE ARE NO AMBULATORY STALLS IN THE LARGE TOILET ROOMS.
- THERE ARE CLEARANCE ISSUES AT THE LARGE TOILET ROOM ENTRANCES.
- THERE ARE NON ADA COMPLIANT DRINKING FOUNTAINS.



ELEMENTARY SCHOOL - UPPER LEVEL - ADA ACCESSIBILITY COMPLIANCE



COMPREHENSIVE FACILITIES ASSESSMENT

MADELIA ELEMENTARY SCHOOL

EDUCATIONAL ADEQUACY

Educational Adequacy

Gymnasium:

The addition and renovations of the elementary school are more recent and therefore generally meet state guidelines for educational adequacy. The primary concern in the elementary school other than a need for additional education/breakouts is the gymnasium. It is part of the original 1950's building. The primary concern is that it is not a regulation basketball court size which limits its use by the school and the community. There are other safety concerns, namely the drop-off to the theater seats on the north side and the lack of multiple discernable exits which are covered by the curtain.

There is a need for additional gymnasium space that could be used for students for recess during inclement weather. Because the gymnasium is used continually throughout the day by physical education classes, there is no place for students to go during recess in inclement weather other than back to their classrooms. If the gymnasium were built to a regulation size, it could be more readily utilized by extracurricular and community programs.

Collaborative Learning Spaces:

Because the elementary school is exceeding its capacity limits, much of the flexible learning space and break out areas have been filled with programs. Teachers are bringing students into the corridors, into storage rooms, and under the stairs for one on one and break out instruction. This is not ideal because these spaces are noisy and not private because they are part of the building circulation.

Private meeting spaces:

There is a need for more private spaces for individual student and group intervention. These spaces are needed for teacher-student meetings and parent-teacher-student meetings.

Music:

Band is currently taught in the cafeteria because the music room was converted into a classroom. Although this may work well for music instruction because of the size and volume of the cafeteria, it is disruptive to other classroom instruction.

Storage:

Much of the building storage has been converted to program uses. The building needs additional classroom as well as maintenance storage.

Health Services:

The elementary school nurse's office needs a supervisable shower and changing rooms for students that are physically challenged. It also needs a handwashing sink to allow the nurse to wash in between seeing sick students. It also needs a private meeting room for the nurse to meet with students



SPACE UTILIZATION AND EDUCATIONAL ADEQUACY

MADELIA ELEMENTARY SCHOOL

EDUCATIONAL ADEQUACY

and parents. This is currently done in a storage room. It is felt that the area is too small because bed needs have increased since COVID.

Aesthetics:

In general, the elementary school is aesthetically adequate although there is a desire by the district to increase their branding presence in the elementary school.



COMPREHENSIVE FACILITIES ASSESSMENT

MADELIA ELEMENTARY SCHOOL

SECURITY

Security

The Elementary School is secured during the day by locking the perimeter doors and allowing access to the school only through the main entrance. Upon arrival at the school, a visitor is allowed into a secure entrance and is checked into the building before they are allowed access to the school. This entrance sequence is typical of most secure entrances in schools throughout the state. It could benefit from the addition of security film to the glass on the secure set of doors to increase the time an intruder takes to breach the secure set of doors.

Although many of the corridors in the elementary school have a very good line of sight that makes them easier to monitor, the school could benefit from having more security cameras installed. Security cameras can not only help in emergency situations to locate an intruder, but also help to monitor areas of the school during the day and after hours to control adverse student behaviors such as bullying and vandalism.



SPACE UTILIZATION AND EDUCATIONAL ADEQUACY

MADELIA ELEMENTARY SCHOOL

SUMMARY

Summary:

In general, the elementary school is in good shape from an academic standpoint. Most of the concerns in the school result from overcrowding caused by the addition of new programs that have been incorporated into the elementary school.

If these issues are resolved either by relocation of one or more programs and/or grade levels, the resulting school should be able to accommodate the students with minor renovation and an addition for additional gymnasium space. In addition to minor aesthetic upgrades, the renovation work will be required to increase the number of private meeting spaces, restoration or addition of break out and collaborative learning spaces, and expansion of the nurse's area. A regulation sized gymnasium addition should also be considered to increase student options for recess and physical education uses and increase community education and athletic options for after school use.