

NRHEG SCHOOL DISTRICT

Facility Assessment Handout



EXECUTIVE SUMMARY



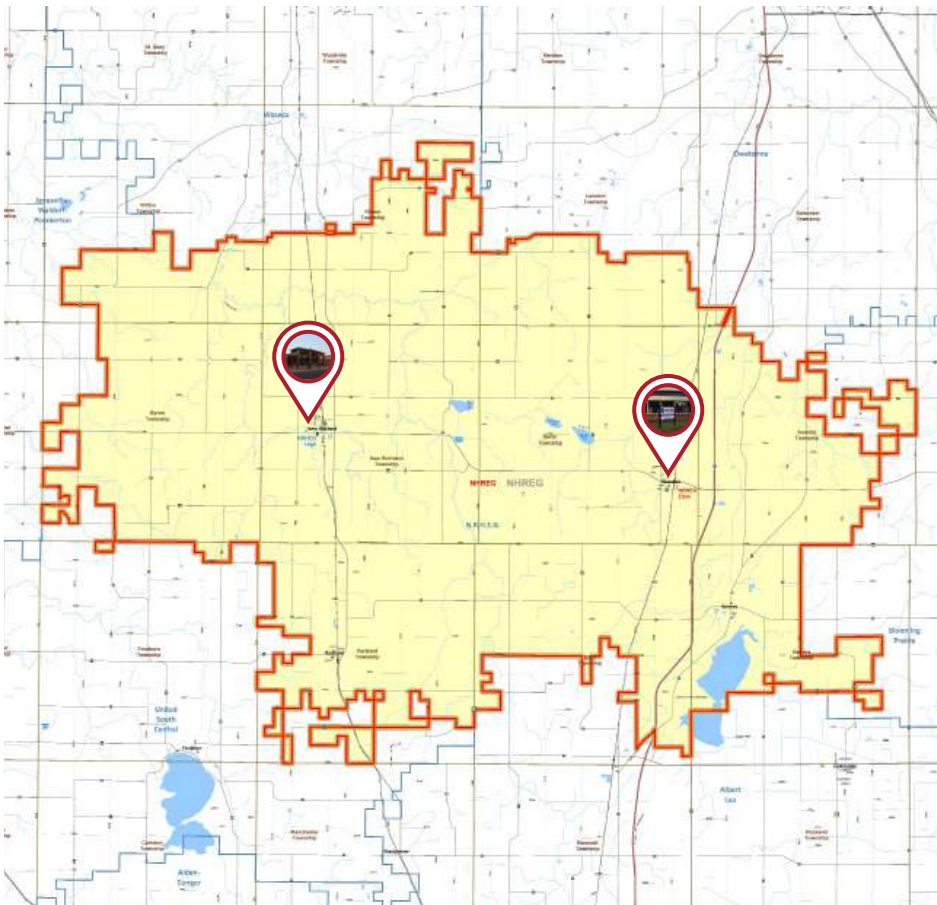
EXECUTIVE SUMMARY

DISTRICT OVERVIEW

The following pages provide a snapshot of the New Richland-Harland 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

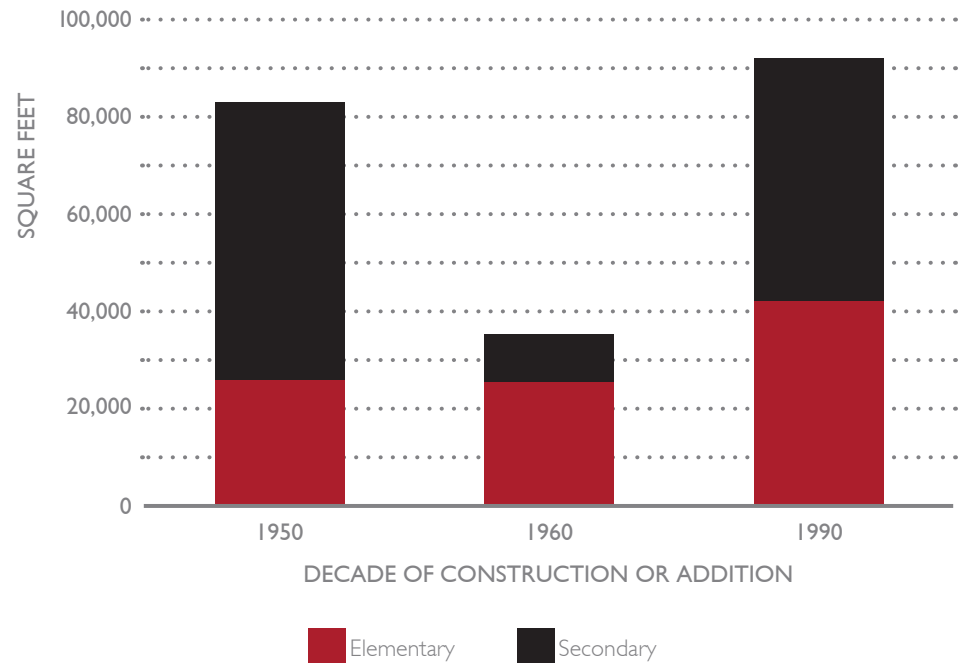
CONSTRUCTED: 1953

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.

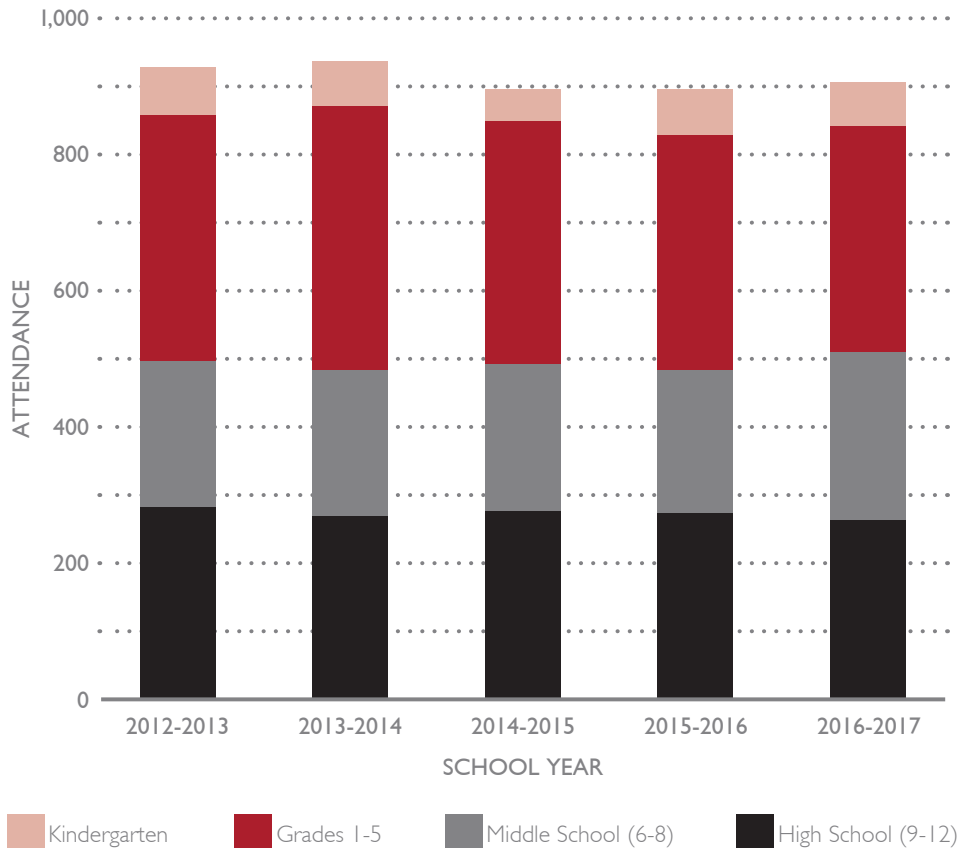


YEAR	ELEMENTARY	SECONDARY	GRAND TOTAL
1953		38,210	38,210
1956	27,150		27,150
1959		17,250	17,250
1962	18,500		18,500
1966	7,920		7,920
1969		9,360	9,360
1991		50,780	50,780
1994	41,000		41,000
TOTAL	94,570	115,600	210,170

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.

GOOD	<i>In working condition and does not require immediate or short term repairs above an agreed threshold</i>
FAIR	<i>In working condition, but may require immediate or short term repairs above an agreed threshold</i>
POOR	<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.

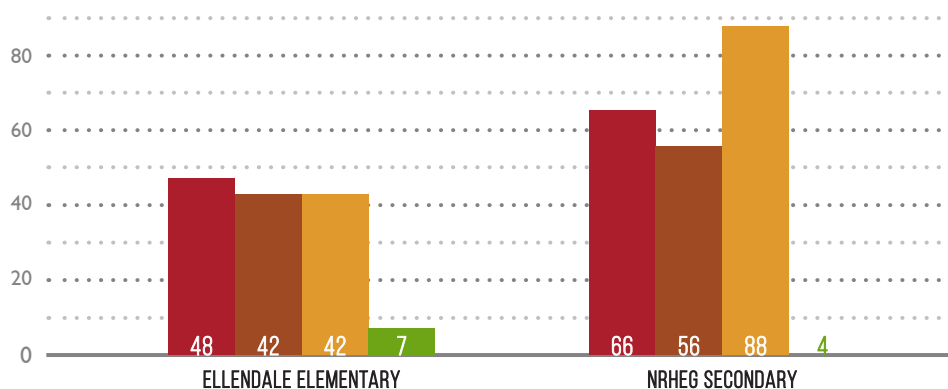
IDENTIFIED NEEDS

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.



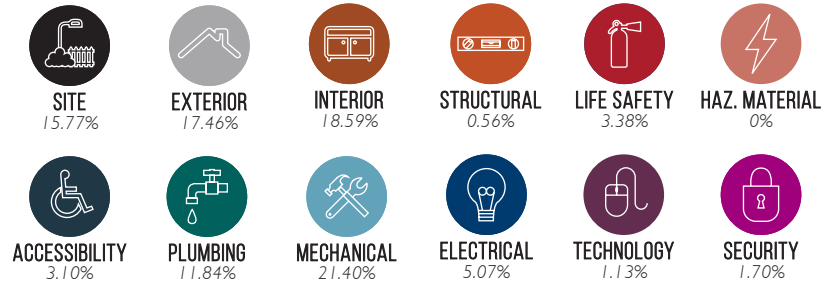
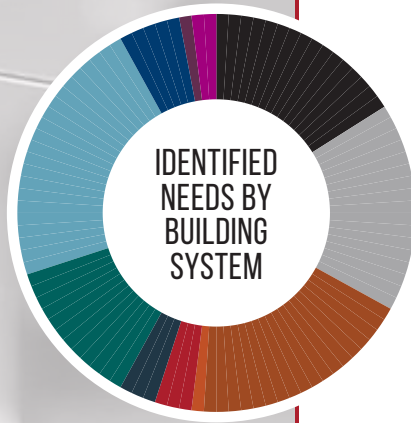
OVERALL PRIORITIES BY NUMBER



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

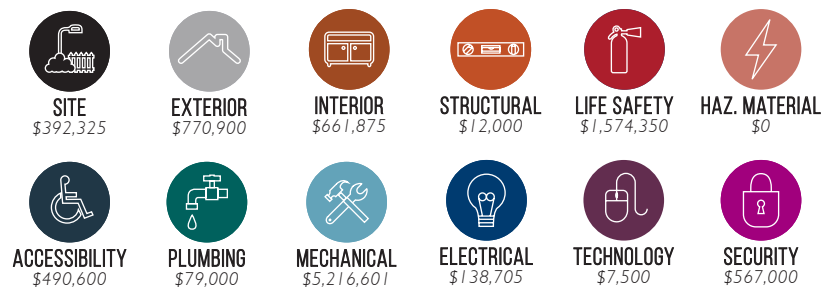
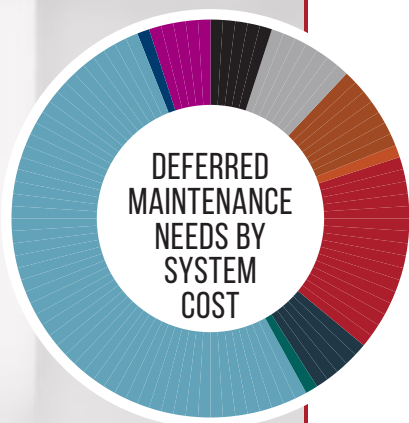
Of the needs identified, Mechanical systems had the highest number of priorities encompassing 21.4% of all identified. Since closely related plumbing and electrical systems are aggregated with the mechanical priorities, the heart of the building's infrastructure have 33.24% of identified needs. These 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.



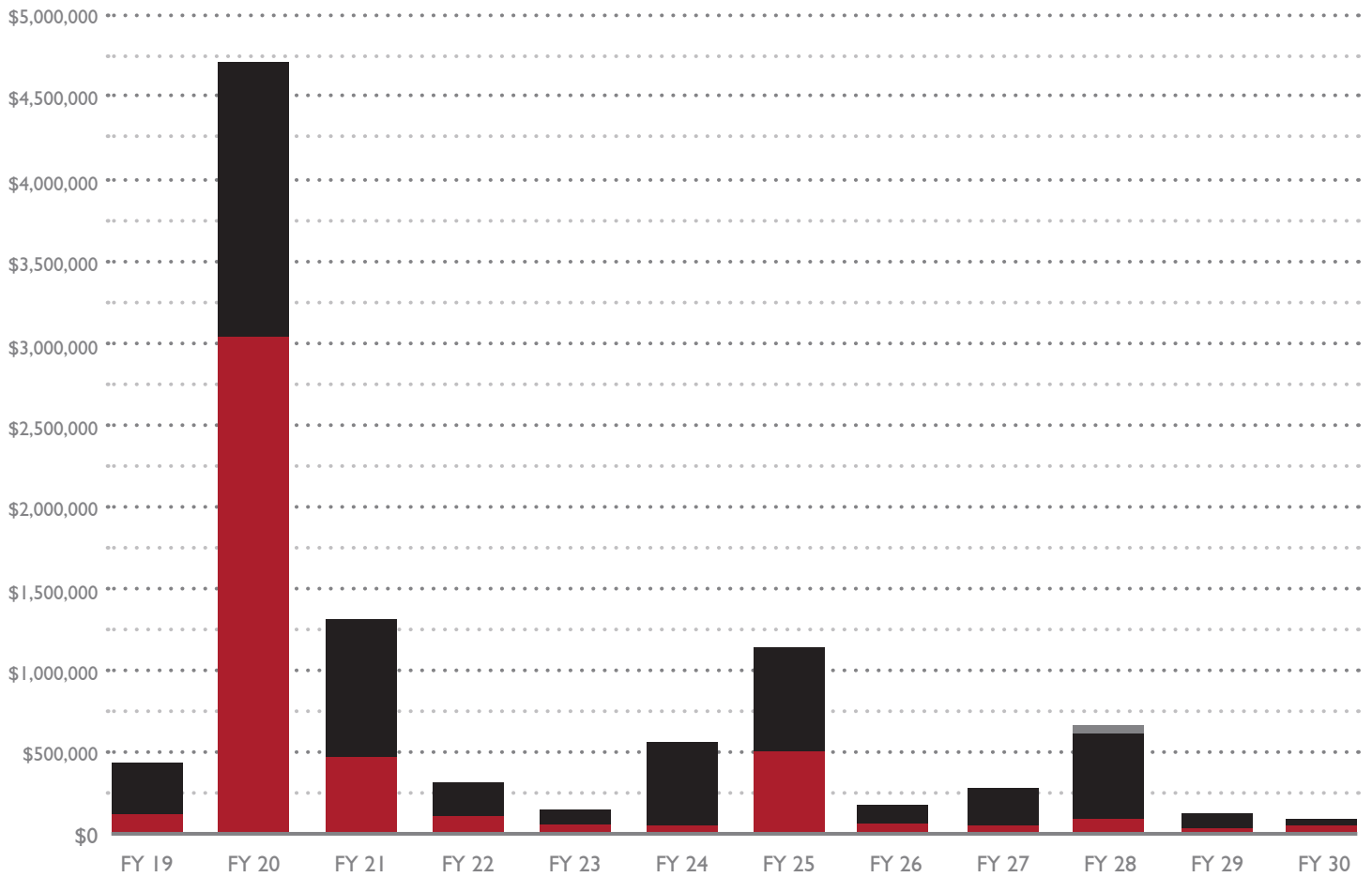
FINANCIAL IMPACT

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.

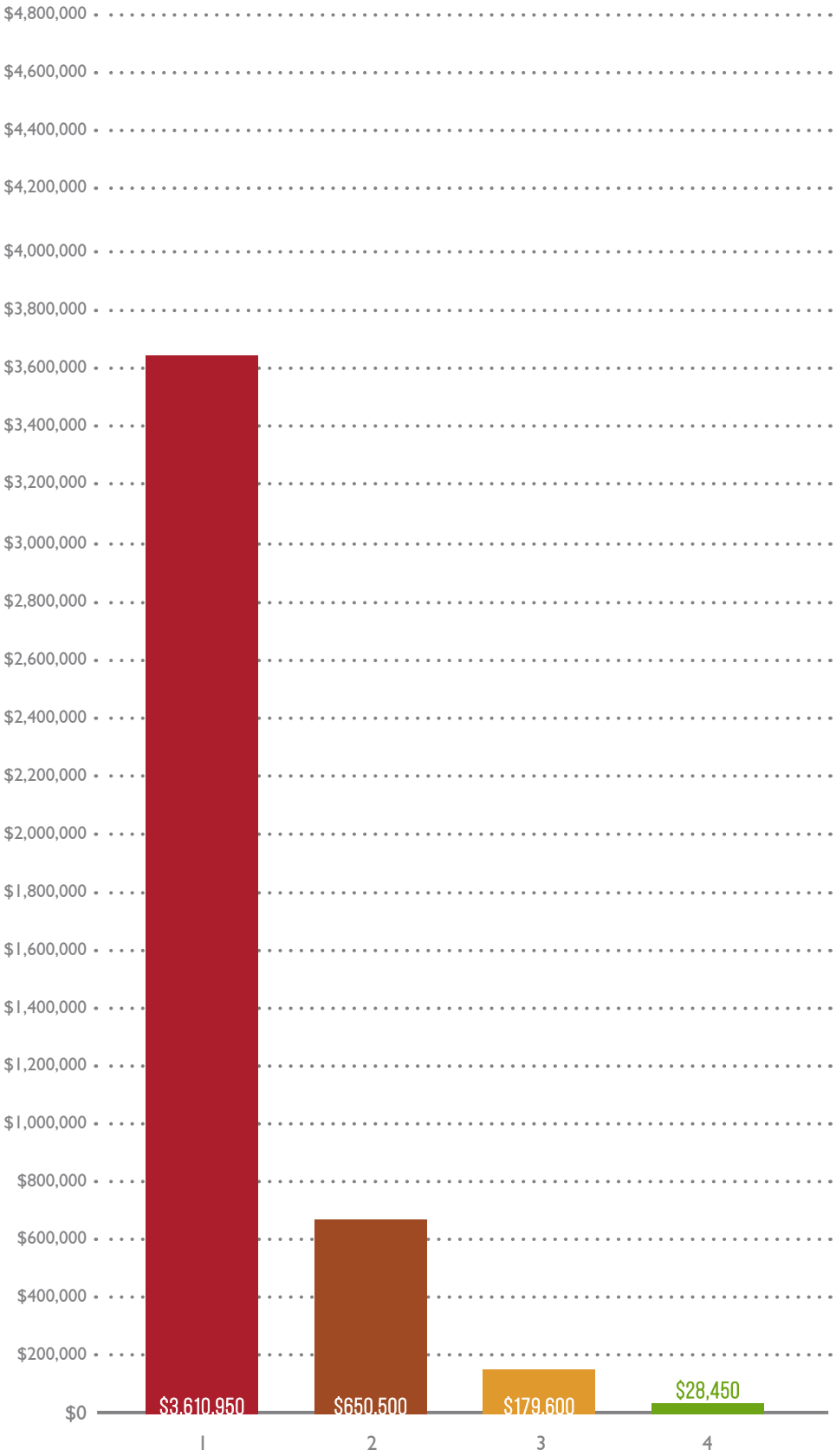


OVERALL PRIORITIES BY DOLLAR VALUE + FISCAL YEAR

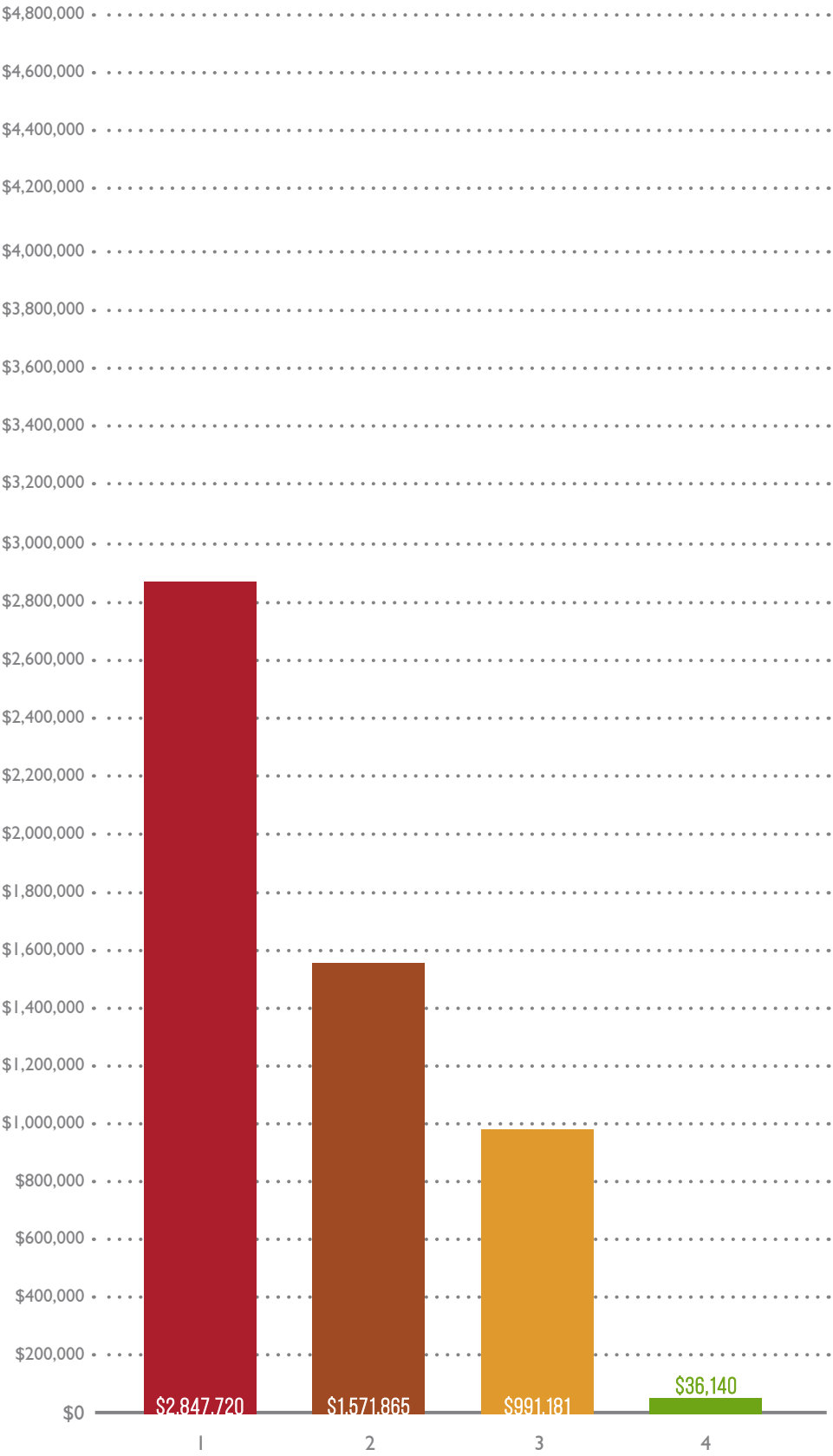


YEAR	ELLENDALE ELEMENTARY	NRHEG SECONDARY	BUS GARAGE	GRAND TOTAL
2019	\$107,500	\$312,250		\$419,750
2020	\$3,015,500	\$1,695,370		\$4,710,870
2021	\$487,950	\$840,100		\$1,328,050
2022	\$81,550	\$268,380		\$349,930
2023	\$38,175	\$126,885		\$165,060
2024	\$28,775	\$524,800		\$553,575
2025	\$502,000	\$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
TOTAL	\$4,469,500	\$5,446,906	\$31,250	\$9,947,656

ELLENDALE ELEMENTARY PRIORITIES BY DOLLAR VALUE



NRHEG SECONDARY PRIORITIES BY DOLLAR VALUE



FCI CONDITION INDEX RATING

POOR - Greater than 30

FAIR - 15-30

GOOD - Less than 15

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.

FACILITY	IDENTIFIED NEEDS	REPLACEMENT VALUE	FCI CONDITION
ELLENDALE ELEMENTARY	\$4,469,500	\$23,642,500	18.90
NRHEG SECONDARY	\$5,446,906	\$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.

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NRHSG										Page 11 of 20		
2019-2020 Capacity Study										July 22, 2017		
Grade Configuration:		PK-5, 6th Grade										
Current Student Count:		201										
Staff:		27										
							Recommended					
Description	Category	Notes	Room #	Usage	Shared Space	Subtotal	Low Range	High Range	Avg. Student Capacity	Student Capacity Range	Current Max. Student Capacity	
Advanced Physical Education - 6th/5th Floor	Overcrowded	Class, w/ Lab	2104	Full time	No	2,411	284	1,200				
Advanced Physical Education - 6th/5th Classroom	Underused		2117	Full time	No	255	280	1,200				
General Storage (all SF per room)	Underused	Average	6102-6103, 6130			248	280	500				
Subtotal (Physical Education - Athletics)						15,164	15,608	25,400				
Subtotal - Student Learning Spaces (HS)						63,084	67,084	11,620	450	146,660	422	
										Current Max. Student		422
										Current Student Capacity (HS) at Max. Capacity		300
										Current Student - Enrollment		201
										Facility Efficiency		85%
School Support Spaces												
Administration / Health Services												
Reception / Waiting	Overcrowded		6101	Full time	No	268	280	250				
Principal	Overcrowded		6108	Full time	No	152	180	200				
Assistant Principal	Facility Deficient						150	200				
Managerial / Staff Office	Facility Deficient	Part of open space	6102	Full time	No	188	80	100				
Mail Room and Mail Area	Overcrowded		6113		No	381	280	200				
Small Conference Room	Overcrowded		6117		No	182	180	200				
Large Conference Room	Facility Deficient						280	400				
Other Offices	Overcrowded	On Call Space (POT) / Part Sec. SPED / Crew Pers. Ther.	A126, A131, D1, D6, D10, D10L, D11, D12, D13, D14	Full time	No	2,554	100	150				
Reception	Overcrowded	Shared (No ADA)	2	Full time	No	27	120	100				
Reception / Computer Services	Overcrowded		6106	Full time	No	158	180	200				
School Nurse / Health Services	Underused	Underused room (2)	6111	Full time	No	212	400	200				
Records / Supplies / Storage	Overcrowded		6124	Full time	Yes	218	280	200				
Subtotal (Administration / Health Services)						4,182	1,228	3,620				
Guidance / Student Services												
Guidance Office	Facility Deficient						180	150				
Conference Room	Facility Deficient						150	200				
Workshop / Small Meeting Room	Underused		A135	Full time	No	88	180	150				
Testing	Facility Deficient						180	180				
Records / Supplies / Storage	Facility Deficient						280	200				
Subtotal (Guidance / Student Services)						45	780	620				
Teachers / Staff												
Planning / Work Station (20 SF per staff)	Facility Deficient						1,758	1,150				
Office	Facility Deficient						180	150				
Conference / Instructional / Prep (18 SF per staff)	Underused		A134	Full time	No	288	280	180				
Office	Overcrowded	HS not ADA compliant	A139, A132	Full time	No	188	180	180				
Subtotal (Teachers / Staff)						495	2,128	1,760				
Food Service												
Cafeteria / Dining Room (121 SF per table)	Underused		A117	Full time	No	2,158	1,750	1,740				
Self-Dining Room (24 SF / staff dining)	Facility Deficient						480	480				
Kitchen	Underused		A118	Partial	No	867	280	1,000				
Serving Line	Facility Deficient						280	600				
Hot Food Storage	Facility Deficient			Partial	No	242	280	300				
Cooler	Facility Deficient						280	240				
Freezer	Facility Deficient						280	250				
Dishwasher	Facility Deficient						280	300				
Office	Facility Deficient						180	180				
Locker Rooms / Restroom	Facility Deficient						120	120				
Reception and Waiting	Facility Deficient						280	300				
Table Storage	Facility Deficient						280	1,000				
Subtotal (Food Service)						3,785	5,190	15,180				
Auditorium												
Reception - 7th Floor	Facility Deficient						2,000	2,000				
Stage	Facility Deficient						2,500	1,000				
Dressing Rooms	Facility Deficient						480	500				
Make-Up Room	Facility Deficient						280	240				
Reception / Staff / Storage	Facility Deficient						120	120				
Storage / Storage	Facility Deficient						150	220				
Scenic Shop	Facility Deficient						580	1,000				
Lobby	Facility Deficient						480	1,000				
Reception / Lobby Area	Facility Deficient						500	600				
Control Room	Facility Deficient						280	280				
Director Room	Facility Deficient						120	180				
Catering	Facility Deficient						280	1,000				
Loading Stage	Facility Deficient						120	120				
Room Storage	Facility Deficient						80	80				
Other Offices	Facility Deficient											
Subtotal (Auditorium)						6	6,628	15,620				
Subtotal - All School Support Spaces						1,813	12,993	27,691				

164

NRHSG										Page 11 of 20		
Building Description										July 22, 2017		
Grade Configuration: Pre-K - 5th Grade												
Current School Capacity: 201												
SIF: 0												
										Recommended		
Description	Capacity	Notes	Room #	Usage	Shared Space	Subtotal	Low Range	High Range	Avg. Student Capacity	Student Capacity Range	Current Max. Student Capacity	
Enrollment Potential - Net	Net School Capacity (Current) Less School District Capacity					62,597	60,851	64,343				
Building Support Spaces												
Building Systems and Maintenance			ATB	Full time	No	400						
Lockers			ATB	Full time	No	750	400	600				
Principal's Office							80	80				
Recess	500 x 100'	20 Aisle x 200'	Full time	No		2,000	1,000	1,000				
General Storage	75 x 100'	600 x 100 x 100 x 50'	Full time	No		1,500	1,000	1,000			N/A	
Media/Tech. Inventory Systems	75 x 100' x 100'		Full time	No		4,000	4,000	4,000				
Production and Storage	20,400 x 100'		Full time	No		20,400	20,400	20,400				
Subtotal - School Support Spaces						28,420	26,880	27,000				
TOTAL 2017 (Net) 60,851						61,548	113,440	137,134				



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.



30

NRHEG							Report 11/17/2023				
Middle School & High School							July 19, 2017				
Green Building							Per Green - 100 Green				
Current Student Population							224				
Staff							22				
Description	Notes	Comments	Room #	Usage	Shared Space	Subtotal	Recommended				Current Max Student Capacity
							Low Range	High Range	Avg Student Capacity	Student Capacity Range	
Art/Science											
Musicroom	Facility Deficient	Shared with Area 1	2100	Full time	No	1,200	1,200	1,200	24	20-28	23
Drawing and Painting	Facility Deficient	Shared with Area 1		Full time	No	1,200	1,200	1,200	24	20-28	9
Ceramics	Facility Deficient	Shared with Area 1		Full time	No	1,200	1,200	1,200	24	20-28	9
Woodworking/Carpentry	Facility Deficient	Shared with Area 1	1100	Full time	No	200	400	400	14		
Storage	Facility Deficient	Shared with Area 1	1100	Full time	No	200	200	200	14		
Photography	Facility Deficient			Full time	No	1,000	1,000	1,000	24	20-28	9
Darkroom	Facility Deficient			Full time	No		400	400	14		
Office	Facility Deficient			Full time	No		120	120	14		
Subtotal (Art)						1,770	8,170	7,970	21		23
Music											
Instrumental	Facility Deficient		1100	Full time	No	1,000	2,000	2,000	24	20-28	23
Music	Facility Deficient		1100	Full time	No	1,500	2,000	2,000	24	20-28	23
General Music	Facility Deficient			Full time	No		1,000	1,000	24	20-28	9
Instrumental Shop & Shop	Facility Deficient			Full time	No		200	200	14		
Uniform Storage	Facility Deficient			Full time	No		200	400	14		
General Music Storage	Facility Deficient			Full time	No		20	40	14		
Music Practice	Facility Deficient		1100A, 1100B	Full time	No	400	100	100	14		
Music Practice	Facility Deficient			Full time	No		200	400	14		
Recording Studio	Facility Deficient			Full time	No		100	100	14		
Recording Control Room	Facility Deficient			Full time	No		100	200	14		
Music Library	Facility Deficient			Full time	No		100	200	14		
Music Practice Room	Overcrowded		1100A, 1100B	Full time	No	400	100	200	14		
Instrument Repair	Facility Deficient			Full time	No		20	20	14		
Performance Practice Studio	Overcrowded		Off of Stage C-11	Full time	No	400	200	200	14		
Subtotal (Music)						1,770	7,890	8,160	19		23
Physical Education/Athletic											
Weightroom (Full Room)	Facility Deficient	Full Room (Gymnasium)	1100	Full time	No	8,000	12,000	12,000	24	20-28	23
Weightroom (Quarter Room)	Facility Deficient	Quarter Room (Gymnasium)	A100	Full time	No	2,000	2,000	2,000	24	20-28	23
Weightroom (Half Room)	Facility Deficient	Half Room		Full time	No	1,000	1,000	1,000	24	20-28	23
Weightroom (Quarter Room)	Facility Deficient	Quarter Room	1100	Full time	No	800	2,000	2,000	24	20-28	23
Pool	Facility Deficient			Full time	No		10,000	12,000	24	20-28	23
Swimming	Facility Deficient			Full time	No		1,000	2,000	24	20-28	23
Physical Education (Full Room)	Facility Deficient	Off of A100		Full time	No	1,740	1,740	1,740	14		
Physical Education (Half Room)	Facility Deficient	Off of A100		Full time	No	2,000	2,000	2,000	14		
General Physical Education	Overcrowded	Off of Stage C-11		Full time	No	300	300	300	14		
Physical Storage	Facility Deficient	A100		Full time	No	400	1,000	1,000	14		
Spacious Seating (100 SF) (Physical Education)	Facility Deficient			Full time	No		0	0	14		
Training Room	Facility Deficient			Full time	No		200	400	14		
Weightroom	Facility Deficient			Full time	No		200	200	14		
Weightroom (Full Room)	Facility Deficient		South of A100	Full time	No	100	200	200	14		
Weightroom (Half Room)	Facility Deficient		1100	Full time	No	140	200	200	14		
Weightroom (Quarter Room)	Overcrowded		1100	Full time	No	200	200	200	14		
Subtotal (Physical Education / Athletic)						23,420	23,740	24,440	141		23
Subtotal - School Learning Spaces (NSP)						89,280	89,920	107,820	1,341	1100-1400	750
							Current Max Student				750
							Optimal Student Capacity (80% of Max Capacity)				600
							Current Student Enrollment				500
							Facility Efficiency				77%
School Support Spaces											
Administration / Health Services											
Reception / Waiting	Overcrowded	Shared with Area 1	1	Full time	No	720	200	400			
Reception	Overcrowded		2	Full time	No	240	100	200			
Reception / Storage	Overcrowded		3	Full time	No	180	100	200			
Work Room and Mail Area	Overcrowded	Shared with Area 1	4	Full time	No	100	40	100			
Small Conference Room	Overcrowded	Shared with Area 1	5	Full time	No	300	200	300			
Large Conference Room	Overcrowded		10	Full time	No	400	200	400			
Office / Storage	Overcrowded		11	Full time	No	200	100	200			
Reception	Facility Deficient	Area C (Post Room)		Full time	No		200	200			
Scheduling / Computer Services	Facility Deficient			Full time	No		150	250			
School Nurse / Health Services	Facility Deficient	Health Services Room	100	Full time	No	200	200	200			
Subtotal (Administration / Health Services)						3,180	2,300	3,180			
Guidance / Student Services											
Guidance Office	Facility Deficient			Full time	No		150	250			
Guidance / Health Services	Facility Deficient			Full time	No		40	100			
Conference Room	Facility Deficient			Full time	No		150	200			
Reception / Social Worker Office	Overcrowded	Health Services Room	100	Full time	No	400	100	100			
Career Center	Facility Deficient			Full time	No		400	1,000			
Library	Facility Deficient			Full time	No		150	200			
Materials / Supplies / Storage	Facility Deficient			Full time	No	100	200	250			
Student Store / Activities	Facility Deficient			Full time	No		400	100			

NRHEG							Project 17, 2022				
Middle School & High School							July 22, 2022				
Green Building		No Green - 100 Points									
Current Building Condition		202									
Cost		0									
							Recommended				
Description	Notes	Comments	Room #	Usage	Grade	Subtotal	Low Range	High Range	Avg Student Capacity	Student Capacity Range	Current Max Student Capacity
Teachers / Staff											
Teacher Work Stations (20 SF per staff)	Capacity Deficient			Full time	No		1,250	1,250			
Offices	Capacity Deficient			Full time	No		150	150			
Conference/Interview/Office (18-20 SF per staff)			0108	Full time	No	574	580	580			
Library	Capacity Deficient		0108A, 0108B	Full time	No	87	107	100			
Subtotal (Teachers / Staff)						681	2,028	2,080			
Food Service											
Common Dining Room (161 SF per student)	Capacity Deficient		Commons	Full time	No	5,070	5,088	5,170			
Staff Dining Space (20 SF / staff dining)	Capacity Deficient			Full time	No		480	480			
Kitchen	Overload		Kitchen	Full time	No	1,818	500	1,600			
Serving Line	Capacity Deficient		in larger Commons	Full time	No		580	600			
Dry Food Storage	Capacity Deficient		0118	Full time	No	282	380	300			
Cooler	Capacity Deficient			Full time	No		250	250			
Refrigerator	Capacity Deficient		East of 0108	Full time	No	150	380	300			
Dishwasher	Overload		North of Kitchen	Full time	No	375	300	300			
Office	Overload		South of Kitchen	Full time	No	352	150	150			
Locker Rooms / Restroom	Capacity Deficient			Full time	No		120	120			
Recycling and Holding	Overload		0118	Full time	No	575	380	300			
Food Storage	Capacity Deficient			Full time	No		500	1,000			
Subtotal (Food Service)						8,334	11,448	11,740			
Auditorium											
Seating - 250 seats	Capacity Deficient						2,500	2,500			
Stage	Capacity Deficient						2,000	2,000			
Orchestra/Choir	Capacity Deficient						400	500			
Make-Up Room	Capacity Deficient						300	250			
Restrooms and Showers	Capacity Deficient						120	120			
Costume Storage	Capacity Deficient						150	250			
Scene Shop	Capacity Deficient						500	1,000			
Lobby	Capacity Deficient						400	1,000			
Handpump in Lobby Area	Capacity Deficient						500	500			
Control Room	Capacity Deficient						100	100			
Dinner Room	Capacity Deficient						150	150			
Corridor	Capacity Deficient						500	1,000			
Waiting Bldg	Capacity Deficient						150	150			
Plant Storage	Capacity Deficient						80	80			
Other Options	Capacity Deficient										
Subtotal (Auditorium)						0	5,620	10,670			
Subtotal - Net School Support Spaces						12,685	38,285	37,430			
Estimated School - Net		Net School Learning Spaces + Net School Support Spaces					80,400	110,774	109,500		
Building Support Spaces											
Building Systems and Maintenance											
Control	Capacity Deficient		East of 0108	Full time	No	252	400	500			
Control Office	Overload		31, 23, 23, 24			300	400	400			
Restrooms	Capacity Deficient	2,850 x 145'	East of 0108, 0109	Full time	No	1,470	2,000	2,000			
General Storage	Capacity Deficient	300 x 100'	West of 0108	Full time	No	2,070	2,000	2,000			
Work Shop, Entry Systems	Capacity Deficient	1,800 x 75 x 100'	0107, 011	Full time	No	8,145	8,100	8,070			
Entrances and Exits		25,400 x 100'	Interlocked	Full time	No	10,800	10,750	10,500			
Subtotal - Building Support Spaces						21,937	39,550	39,070			
TOTAL BUILDING COST							102,337	158,425	149,500		

EXPERTISE

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ENVIRONMENTAL

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