

Luverne Public Schools Educational Adequacy Report



March 21, 2017

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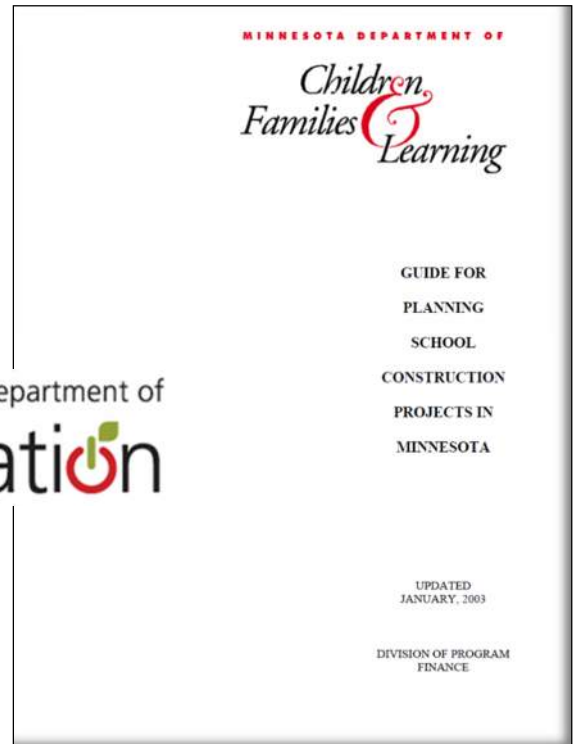
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What is Educational Adequacy?

Educational Adequacy is a complete analysis of a school building focusing on 18 categories as indicated below.

1. Classroom Size and Suitability
2. Cafeteria/Kitchen/Serving
3. Security and Supervision
4. Main Office/Nurse/Support Services
5. Science Classrooms/Labs
6. Art Classrooms/Labs
7. Music Classrooms/Practice Areas/Etc.
8. Teacher/Staff Collaborative Planning Areas
9. Student Commons/Break-Out Areas
10. Physical Education/Athletics/Locker Rooms/Pool Etc.
11. Site Suitability: Fields/Green Space, Playgrounds Etc.
12. Parking and Bus Drop-off: Staff/Students/Parents
13. Technology
14. Library/Media Center: Location/Size/Layout
15. Special Education/Support Services
16. Auditoriums/Performing Arts Spaces
17. Career and Technical Education
18. Hallways/Washrooms/Lockers/Maintenance

Minnesota Department of
Education



Analysis in Each of 18 Categories – Five Criteria

1. *Current district programming – enrollment, # of K-5 classes, % of Special Education, etc.*

2. *Minnesota Department of Education Guidelines for Public Schools*

3. *Designing School Buildings for 21st Century Learning*

4. *Anticipated future needs – Demographic Projection, etc.*

5. *Input from the Luverne educational staff.*

Educational Adequacy Process:

- Room by room walk through and analysis of
 - ✓ Luverne Elementary School (Pre-K-5)
 - ✓ Luverne Middle School (Grades 6-8)
 - ✓ Luverne High School (Grades 9-12)
- Space analysis compared to MDE standards and 21st Century School best practices
- Review of educational staff input from “Listening Session Report”
- Report review with Administration Leadership
- Final report presented to School Board & Superintendent

Educational Adequacy Color Key:

After analysis, a “color” rating is assigned to each category based on the following:



Green

Adequate – Meets 4-5 of the Analysis Criteria – including MDE Guidelines for School Educational Adequacy and 21st Century Instructional Spaces



Yellow

Questionable Adequacy – Meets only 2-3 of the Analysis Criteria, but may be considered adequate based upon current/future programming/instructional style/enrollment and/or size of area. Perceived as a need by staff



Red

Inadequate – Meets 1 or none of the Analysis Criteria – Perceived as a significant need by staff.

Luverne Elementary School Educational Adequacy

- The *italicized* paragraphs for each category below describe guidelines, based upon Minnesota Department of Education and 21st Century Education criteria for each category.
- Additional paragraphs provide a detailed description of how Luverne Elementary School spaces either meet or do not meet guidelines.
- Staff Input and Analysis Notes are also provided.

1. Classroom size and suitability

MDE Guidelines:

1000-1200 sq. ft. for Early Childhood spaces, 1200-1400 sq. ft. for Kindergarten spaces & 850-950 sq. ft. in grade 1-5 classrooms for 15-25 students. Adequate teacher & student storage (12-14' of countertop w/ upper and lower storage cabinets/and/or 3'x7' tall boys, including lockers/cubbies for backpacks, boots, coats, etc.). Natural daylight, electrical outlets, wireless computer access, interactive white boards, sinks/fountains, and washrooms for Early Childhood and Kindergarten are important factors for an elementary school classroom.

Classroom Size: Early Childhood/Community Ed. Classrooms: There are 3 classroom size spaces – a Parent Room (734 sq. ft.), a Discovery time room (1020 sq. ft.) and a Children's room (1000 sq. ft.) K- 5 classrooms: There are currently 25 Kindergarten – Grade 5 classrooms Five Kindergarten rooms range in size from 1110-1206 sq. ft. Four 1st grade rooms (876-889 sq. ft.) Four 2nd Grade rooms (881-965 sq. ft.), Four 3rd Grade rooms (872-964 sq. ft.), Four 4th Grade rooms (856 - 898 sq. ft.) and Four 5th Grade rooms (866-873 sq. ft.)

Natural Light: Early Childhood/Comm. Ed. Classrooms: Two of the 3 classrooms have natural light. K- 5 classrooms: All K-5 classrooms have natural light provided by one 5'x7' window

Countertop/sinks/fountains/storage cabinets/Smartboards, Etc.: Early Childhood/Community Ed. Classrooms: All 3 classrooms have sinks, Smartboards, and approximately 12 linear ft. of storage. K- 5 classrooms: All classrooms have sinks Smartboards, and approximately 8 linear ft. of counter space, and 2-3 tall boys at 3' wide x 7' high. Classrooms do not have fountains.

Staff Input: The # 4 Early Childhood/Elementary staff need in the "Big 5 Needs" exercise was additional classrooms. In the "Areas of Improvement – Areas of Satisfaction" exercise, staff indicated the following; Lack of electrical outlets (12), Lack of adequate natural light (12), lack of storage/countertop space (7) and no drinking fountains in Kindergarten (4). Staff did indicate satisfaction with classroom size (8), and windows in all classrooms (4). Additional staff input is provided on pages 24-30 of this report.

Analysis Notes: The analysis color summary is green – **Adequate based on the following:

1. All classroom spaces either meet or are very close to MDE Guidelines for sq. ft. 2. Except for the parent/community Ed. room, all classrooms have natural light, although in some classrooms the placement of the window limits adequate light. Most all classrooms have sinks, countertop, tall boys and smartboards, although the amount of countertop/upper and lower cabinet space is limited. There is a storage room (350 sq. ft.) adjacent to 3rd grade room 505. (** Adequate- with consideration of improvements to classroom furniture, storage, and additional outlets in classrooms)

Analysis color summary: **Green - Adequate**

2. Cafeteria/Kitchen/Serving:

MDE Guidelines:

Dining/serving area of 12-13 sq. ft. per elementary school student (1300 sq. ft. for 100 student's p/ lunch period). A full prep kitchen should be 1300-1500 sq. ft., and a serving only kitchen 600-800 sq. ft. Important considerations: 1. Number and efficiency of serving lines. 2. Adequate/appropriate student seating, 3. Adequate food prep, food storage, and dishwashing space, 4. Appropriate acoustical treatment to reduce noise level.

Space Overview: The Luverne elementary kitchen area (1350 sq. ft.) includes the following: Food prep area (600 sq. ft.), dry storage area (290 sq. ft.), dish return-wash area (183 sq. ft.), a freezer (120 sq. ft.) and cooler (137 sq. ft.), an office (140 sq. ft.) w/ a 30 sq. ft. washroom, 2 serving lines (300 sq. ft.), a mixing room (150 sq. ft.), and a large receiving spacer (918 sq. ft.). The cafeteria/commons/ dining area (4996 sq. ft.) includes 25 oval tables and 4 rectangular tables that each seat 8.

Staff Input: (In the "Areas of Improvement – Areas of Satisfaction" exercise, staff indicated a need for additional seating (3) and healthier food options (2 post its). Staff indicated satisfaction with lunch tables that allow socializing, the overall size of the dining/commons space and quick serving lines. Additional elementary staff input is provided on pages 24-30 of this report.

Analysis Notes: The analysis color summary is green – adequate based on: Kitchen prep/storage/serving/receiving spaces are adequately sized and well equipped and the dining/commons area has excellent lighting, is adequately sized, and has seating that allows for socializing while dining. Overall, this is a beautiful area!

Analysis color summary: **Green - Adequate**

3. Security and Supervision:

MDE Guidelines:

1. Classroom doors should be lockable from the inside of the room. 2. Budget permitting, install sensors on all entrances/exits. This system would provide notification to the office staff/administration anytime a door is opened or left open. 3. If possible, a vestibule with two door entrances: one to the school and the other to the front office. The door that accesses the school should be locked so that visitors must go through the main office to check-in before access to the rest of the building. 4. An adequate number of security cameras are important for both the interior and exterior of the building. 5. I.D. reader card access (key card/FOB) should be provided for all staff at 2-3 key entrances/exits. 6. An integrated audio/video security system is important on main entrance(s). This system allows school staff to visually verify a guest's identity and reason for entering the building before they are allowed access to the office. 7. It is desirable to use a visitor management system. This can be as simple as signing in and securing a visitor's pass or a software system that can quickly check a visitor's criminal history via a driver's license. 8. Provide office staff with some form of emergency notification technology so they can let other staff know when there is a threat/need for a lockdown, etc.

Security and Supervision Overview: The Luverne Elementary and Early Childhood/Community Education areas of the building have 6 exits/entrances doors on the South Side of the building, and 7 on the North side. None of the doors have staff I.D card readers (FOBS) or electronic security. There is a total of 5 interior/exterior security cameras in the elementary area of the building.

Staff Input: The number 1 staff need in the "Big 5 Needs" exercise was improved building security and supervision. In the "Areas of Improvement – Areas of Satisfaction" exercise staff indicated a need secure/electronic entrances – especially to the main office (23), FOBS/ID badges for all staff (10), classroom doors that lock from the inside (7) and increased number of security cameras (5).

Analysis Notes: The analysis color is red – inadequate based upon: Classroom doors do not all lock from the inside, all exterior entrances/exits to the building can all be opened from the inside or propped open with no alarm or sensor to notify building engineer/principal/security person, and far too few interior and exterior security cameras.

Analysis color summary: **Red - Inadequate**

4. **Main Office/Nurse/Support Services:**

MDE Guidelines:

Approximately 200 sq. ft. for main office reception/waiting area, 200 sq. ft. principal's office, 100 sq. ft. clerical work station, approximately 300 sq. ft. work/mail room, a 200- 350 sq. ft. conference room, and a 100 sq. ft. handicapped accessible washroom. School nurse and health services area should be approximately 300-500 sq. ft. with sink/washroom, locking cabinets and 2 -3 cots with privacy curtains.

Space Overview: The elementary main office (2784 sq. ft.) consists of the following:

Reception/waiting area (100 sq. ft.), clerical desk/storage/work space (438 sq. ft.), a nurse's office area, additional cot space and toilet/sink (510 sq. ft.), principal's office (237 sq. ft.), two conference/group meeting rooms (700 sq. ft. & 280 sq. ft.), work room (100 sq. ft.), counselor's office (147 sq. ft.), psychologist's office (144 sq. ft.) and storage/copier area (150 sq. ft.)

Staff Input: In the "Areas of Improvement – Areas of Satisfaction" exercise, staff indicated the following concerns: the nurse's area lacks privacy, need a behavior room, and secretaries need more space for storage, desk area and privacy barriers. Staff members also indicated satisfaction with the overall size of the office area and the size of the nurse's area. Additional elementary staff input is provided on pages 24-30 of this report.

Analysis Notes: The analysis color is Green – adequate based upon: Adequate space for principal, nurse, counselor, psychologist, main office reception/clerical area, and meeting rooms.

Analysis color summary: **Green - Adequate**

5/6. Art/Science Classroom:

MDE Guidelines:

With the increase in a “hands-on” curriculum in elementary school, MDE recommends separate or combined art and science rooms for learning activities that cannot be adequately provided for in Pre-K – 5 classrooms. An art/science room should be 1000-1200 sq. ft. for approximately 20-25 students, with adequate storage, sinks, kiln area, etc.

Space Overview: Room 231 (1291 sq. ft.) was utilized as an art room when there was an art specialist on staff.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise, staff indicated that there is either limited or no dedicated space for art (5). Additional elementary staff input is provided on pages 24-30 of this report.

Analysis Notes: The analysis color is yellow – questionable adequacy. While there is an adequately sized room, with sinks that could be utilized for art/science instruction, it is currently used primarily for storage and an after school “Family U” program. In addition, this room has no natural light and no kiln area. Currently any science/art instruction is done in grade K-5 classrooms.

Analysis color summary: **Yellow - Questionable Adequacy**

7. Music Classroom:

MDE Guidelines:

1100-1200 sq. ft. elementary music space with adequate instrument and other music equipment storage, and acoustical treatment to eliminate disruption to other instructional areas.

Space Overview: There are two elementary music rooms (1207 sq. ft. & 1184 sq. ft.), a practice room (135 sq. ft.) and a shared storage room (250 sq. ft.)

Staff Input: in the “Areas of Improvement – Areas of Satisfaction” exercise, staff indicated the following: No sink or acoustical treatment in either room. Several staff did indicate satisfaction with the size of the spaces (10), and the lighting (2). Additional elementary staff input is provided on pages 24-30 of this report.

Analysis Notes: The analysis color is green – adequate. While both music rooms lack countertop/storage and a sink/fountain, there is adequate space, smartboards and natural light. A sink/fountain, acoustical treatment, and increased countertop/storage should be considered for both rooms.

Analysis color summary: **Green - Adequate**

8. Staff Lunchroom/Work Area/Collaborative Planning Areas:

MDE Guidelines:

Staff dining area of 400-500 sq. ft. (20 sq. ft. per staff member/seating for 20-25% of staff) with privacy toilets adjacent to staff dining/break room. A separate work/copier area of 250-300 sq. ft. (20 sq. ft. per teacher/staff member) is also necessary. Teacher/staff collaborative planning areas of approximately 100-150 sq. ft. where Professional Learning Communities of staff can meet to discuss curriculum/student achievement, etc. are also important considerations.

Space Overview: The elementary staff lunchroom/workroom (418 sq. ft.) includes 14 linear ft. of counter-top with a sink and storage cabinets, one large table for dining/break-time, a refrigerator, 2 microwaves, a pop machine and a copier machine. There are men's and women's washrooms near (40 sq. ft. each).

Staff Input: In the "Areas of Improvement – Areas of Satisfaction" exercise, staff indicated a need for a for a separate workroom space where the copier and other materials are kept and are accessible during the hours when the main elementary office area is closed (25), collaborative meeting spaces for teachers to meet (6), and a larger lounge space that is comfortable and relaxing. Additional elementary staff input is provided on pages 24-30 of this report.

Analysis Notes: The analysis color is yellow – questionable adequacy. The staff lunchroom/workroom has no separation of work/dining space, is undersized and does not have appropriate lunch table and other comfortable seating. This space does have adequate countertop/storage space with a sink, and is in close proximity to staff washrooms. It is important to note that the Early Childhood/Community Education area has no staff lunchroom.

Analysis color summary: **Yellow - Questionable Adequacy**

9. Student Commons/Break-Out Areas:

MDE Guidelines:

Common resource and support spaces permit teachers to use a wider variety of instructional styles in working with students, and enable individual or groups of students to work independently on projects. Size recommendations include 150 sq. ft. in a small group space and/or 800-1000 sq. ft. for 50-80 students working in groups at individual tables.

Space Overview: There are currently four spaces that can serve as student commons/small group break-out areas: cafeteria/commons (4996 sq. ft.) – oval tables each seat 8/chairs with back support, multi-use space (1928 sq. ft.) adjacent to Kindergarten rooms, additional multi-use space (226 sq. ft.) next to Kindergarten rooms 400 & 401, and the Media Center (4795 sq. ft.) with current furniture including bean bag seating, game chairs, and 8-10 rectangular tables that each seat 4.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise some staff indicated that there was currently no dedicated student break-out area. Satisfaction was indicated by other staff members – carpeted multi-purpose area (5). Additional elementary staff input is provided on pages 24-30 of this report.

Analysis Notes: The analysis color is green – adequate. The cafeteria/commons area – is a very appropriate space, although scheduling around breakfast/lunch is necessary. The multi-purpose spaces, with appropriate seating, would provide another excellent commons/break-out space, and the Media Center, with some re-organization of book stacks, already has seating for 40-50, and could provide additional space for classroom/small group use.

Analysis color summary: **Green - Adequate**

10. Gymnasium/Locker Rooms Etc.:

MDE Guidelines:

Elementary school gymnasium of 6000-8000 sq. ft. (enrollment 400 or more) and 4000-5000 sq. ft. (enrollment of 200-300) with two teaching/activity stations separated by a divider curtain/retractable wall. Adequate physical ed. storage and office space are also very important.

Space Overview: The gymnasium (17,817 sq. ft.) includes 3 stations/courts with folding partitions and motorized/retractable bleachers that seat in excess of 2000. Gym storage is provided by two spaces (254 sq. ft. & 271 sq. ft. Locker rooms and training room discussion is included in the middle/high school report.

Staff Input: In the “Areas of Improvement - Areas of Satisfaction” exercise staff indicated the following concerns: Pre-school does not have scheduled gym time (2), additional storage space is needed (2), and gyms available for inside recess days. Staff expressed satisfaction with the “great” gym space (11), 3 separate stations, and a certified physical education teacher. Additional elementary staff input is provided on pages 24-30 of this report.

Analysis Notes: The analysis color is green – adequate. The overall available space with 3 separate stations and sound reducing folding partitions provides an excellent area for physical education and possible use for inside recess days, although this may be a scheduling issue.

Analysis color summary: **Green - Adequate**

11. Site Suitability - Fields/Green Space, Playgrounds, Etc.:

MDE Guidelines:

To provide adequate spaces for outdoor elementary physical education and sports activities, a minimum of 6.8 acres be set aside for field spaces/playground and transition areas between fields. For elementary students, adequate and appropriate playground apparatus, a bituminous area for a basketball court, foursquare and other activities, along with ample green space for running, soccer and other outdoor games. An ADA approved handicapped accessible playground apparatus surface is necessary.

Space Overview: There are two elementary playground/apparatus areas – one for grades K-2 and one for grades 3-5. Each area has space for apparatus, some green space and some paved surface.

Staff Input: The #4 staff need in the “Big 5 Needs” exercise was additional playground equipment and paved areas. In the “Areas of Improvement – Areas of Satisfaction” exercise elementary staff indicated the following concerns: A lack of adequate playground equipment/apparatus (17), need for additional paved area (5), green space that is excessively muddy (5), additional Early Childhood apparatus (3) and an overall layout the raises concerns about supervision. Staff did express satisfactions with rubber mats for handicapped access (4), appropriate green space (2), and separate playground areas for K-2 and 3-5. Additional elementary staff input is provided on pages 24-30 of this report.

Analysis Notes: The analysis color is yellow – questionable adequacy. The playground apparatus/paved areas are ADA approved surfaces. Apparatus is adequate for K-2 students, but appropriate play equipment/apparatus for Early childhood and upper elementary grades is lacking, as is green space that is in close proximity for supervision. Additional equipment/basketball standards on a paved area would provide a more appropriate area for upper elementary students.

Analysis color summary: Yellow - Questionable Adequacy

12. Parking: Staff/Parents/Visitors and Parent /Bus Drop-off/Pick-up

MDE Guidelines:

Adequate staff/parent/visitor parking based upon enrollment and size of performance spaces/gymnasiums, etc. Elementary/Middle Schools = 3 spaces per classroom or 1 space for 3 seats in auditorium, whichever is greater. High School = 4 spaces per classroom plus 1 space per employee and faculty member or 1 space per 3 seats in aud. or stadium, whichever is greater. Separate bus and parent pick-up and drop-off areas increase safety and security. Parking lots should be located where easy and direct visual observation is possible. It is also important to keep vehicle traffic out of sports and play areas.

Bus/parent drop-off/pick-up Overview: Busses drop off elementary students in the front of the South Parking lot adjacent to the Early Childhood/Community Ed. entrance and the Elementary school main entrance. For P.m. pick up there are 16 designated spots for bus staging. Parents are directed to drop-off and pick-up elementary students in the North lot or in a designated area of the South lot.

Staff/Student/Parent/Visitor Parking Overview: There are approximately 493 visitor/staff/high school student paved parking spots in two located on both the North and South side of the building.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise, elementary staff members indicated the following concerns: Bus drop-off on South side is also used by parents – this is dangerous (10), Northside drop-off/pick-up runs into playground (4), and poor parking – switch bus parking to other side of bldg. (2). Staff did indicate satisfaction with overall adequate number of parking spots (2). Additional elementary staff input is provided on pages 24-30 of this report.

Analysis Notes: Analysis Notes: The analysis color is yellow – questionable adequacy. Based on MDE guidelines 493 parking spaces for staff/visitors/students is adequate. All parking is paved, although there is some concern for safety with ice and snow. While there are designated areas for bus and parent drop-off/pick-up, there is significant concern that this is not sufficiently enforced, leading to congestion and concern for safety for students.

Analysis color summary: Yellow - Questionable Adequacy

13. Technology:

MDE Guidelines:

Technology needs to be available to students, staff, and community users in increasingly diverse forms and settings, including classrooms, library/media centers, offices and support spaces, as well as in computer labs. Recommendations for computer labs indicate approximately 800-1000 sq. ft. for 20-30 students, although with the increase in schools that provide 1:1 technology devices and classroom charging stations, there may be less need for dedicated labs. School buildings should have 100% wireless capability. Computer labs, laptop computers, iPads, netbooks, etc. should be available to all students and staff.

Technology Overview: Kindergarten classrooms each have 5 iPads, Grade 1-3 classrooms each 10 iPads, and grades 4-5 classrooms each have 15 iPads. The Media Center computer area has 28 Chrome base computers, and the Computer lab (958 sq. ft.) has 28 iMacs. All classrooms have interactive whiteboards.

Staff Input: The #2 need in the elementary staff “Big 5 Needs” was increased number of devices and charging stations, and the #3 need was improved/reliable Wi-Fi. In the “Areas of Improvement – Areas of Satisfaction” exercise elementary staff indicated the need for more devices in classrooms, including Kindergarten (13), inconsistent Wi-Fi (8), need for portable Smartboards for special ed., community ed./ECFE, and the elementary counselor (5), and computer lab updates (3) only one computer lab that has odors and lacks natural light (5 post its), and better wireless connectivity (2 post its). One staff member did indicate satisfaction with Chromebooks in grades 4-5, and another indicated there was good wireless access. Additional elementary staff input is provided on pages 24-30 of this report.

Analysis Notes: The analysis color is yellow – questionable adequacy based upon the desire for more devices for K-5 students, few devices available for students in special education, Title 1, and Early Childhood, and significant staff concern with reliable Wi-Fi. There also is a perceived staff need for more technology support personnel and additional technology training for staff.

Analysis color summary: **Yellow - Questionable Adequacy**

14. Library/Media Center - Location/Size/Layout:

MDE Guidelines:

Approximately 1500-2500 sq. ft. for an elementary school media center, (depending on overall enrollment) including entrance, circulation/distribution area, seating, stacks, computer search stations, computer lab, story area and office/workspace. With the increase in 1:1 technology and the importance of collaborative/group learning, many libraries/media centers are serving as student commons/small group breakout areas. The Media Center should be centrally located in close proximity to classrooms, yet still provide the ability to lock off to the rest of the building for possible community use.

Space Overview: The elementary library/media center (4795 sq. ft.) includes a computer lab area (500 sq. ft.), a circulation/check-out desk area (400 sq. ft.), a workroom (176 sq. ft.) and a storage area (105 sq. ft.), and book stacks and seating area (approx. 3000 sq. ft.)

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise elementary staff indicated concerns with no sound system (2), no natural light (2) and scheduled time for Early Childhood use. Staff indicated satisfaction with a “great library space” (16) Additional elementary staff input is provided on pages 24-30 of this report.

Analysis Notes: The analysis color is green – adequate. The overall size of the library/media center is adequate. There is table seating for 30-40, a computer lab area, and a story/open area with some beanbag seating. With some re-organization of book shelves and possible reduction of books that perhaps are checked out infrequently, this library/media center could provide a commons/small group, breakout spaces for true 21st Century instruction/learning.

Analysis color summary: **Green - Adequate**

15. Special Education/Other Support Spaces:

MDE Guidelines:

450 sq. ft. for 5-8 students in an individualized instruction setting, and 800-1000 sq. ft. for a classroom/lab setting. Students with severe disabilities and/or personal hygiene issues need separate self-contained rooms, and spaces for sinks, toilets, diapering, showering, changing, and laundry. Spaces for calming/problem solving and physical therapy are also necessary. Special education spaces should be in close proximity to regular grade level classrooms.

Space Overview: Special Education spaces for Early Childhood – Grade 5 students and staff include: Special Education room 501 (877 sq. ft.), Special Education room 507 (976 sq. ft.), Special Education room 220 (984 sq. ft.) Special Education room 221 (294 sq. ft.), Special Education room 223 (920 sq. ft.), Pre-school Special Education room 700 (815 sq. ft.), Speech Therapy room 224 (566 sq.) and Speech Therapy room 219 (272 sq. ft.),

Other support spaces include: Literacy room 213 (272 sq. ft.), Adaptive PE room 500 (884 sq. ft.), ELL room 226 (333 sq. ft.), Child Guidance room 222 (203 sq. ft.), RTI room 225 (551 sq. ft.), Title 1 room 300 (889 sq. ft.), Title 1 room 305 (875 sq. ft.), School Counselor room 102 (147 sq. ft.), School Psychologist room 101 (144 sq. ft.) and Sibling Care room C303 (394 sq. ft.).

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise elementary staff members indicated the following: Need for a larger calming/behavior/sensory room (7), Additional space for spec ed. programs/specialists (5), Special Ed rooms not in close proximity to many classrooms (5), Early Childhood Spec. Ed. space has no sink/toilet, space for changing table, or interactive whiteboard (4), lack of natural light in several spaces (3), and a lack of storage (3). Staff did indicate satisfaction with office space for School Counselor and Psychologist (2), and a large # of areas for special needs students. Additional elementary staff input is provided on pages 24-30 of this report.

Analysis Notes: The analysis color is yellow – questionable adequacy. Overall special education space totals approximately 5700 sq. ft. for a total of 87 Pre-K to 5 special education students on I.E. P’s. Other support spaces total approximately 4700 sq. ft. Natural light is lacking in several of these spaces, yet most special education is “pull-out”, with students in regular classrooms a significant part of the school day. The following improvements should be considered: 1. Updates to Early Childhood spec. ed. space, 2. providing additional space for calming/behavior/sensory – possibly by exchanging or re-purposing other spaces. In addition, 1st and 2nd grade classrooms are not in close proximity to special education classrooms.

Analysis color summary: **Yellow - Questionable Adequacy**

16. Auditorium/Performing Arts Spaces:

MDE Guidelines:

An elementary performance area of approximately 2500 - 4000 sq. ft. with seating for 400-500 and a stage/performance area of 1500-2000 sq. ft. Most elementary schools use the gymnasium with a fixed or portable stage for programs/performances. Important considerations include seating, storage for chairs, adequate sound system and acoustical treatment.

Space Overview: The elementary 3 station gym (17,817 sq. ft.) is used for music programs and other performances. On occasion the multi-purpose area is also used for individual classroom performances/programs.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” staff indicated the following: Need an elementary auditorium with stage (6) and poor sound system in the gym (4).

Analysis Notes: The analysis color is yellow – questionable adequacy. While the gym space is certainly large enough and could provide an excellent elementary venue for performances and other programs, the following improvements should be considered: Purchase of a portable or permanent sound system, providing portable/comfortable seating for parents/grandparents/ staff and, if possible, students during programs.

Analysis color summary: **Yellow - Questionable Adequacy**

18. Hallways/Washrooms/Lockers/Maintenance:

MDE Guidelines:

Hallways/corridors should be at least 7 ft. wide, preferably 8-10 ft. wide, including lockers. Adequate number of lockers (at least 12" wide/12" deep – preferably 15"x15") so that each student has an individual locker. Early childhood and Kindergarten lockers/cubbies are generally provided in the classroom. Student communal washrooms should be in close proximity to classrooms, special education areas, the gymnasium/performance area, and cafeteria.

Washroom guidelines: For Elementary boys: 1 toilet per 30, 1 urinal per 50, Elementary girls: 1 toilet per 25, Kindergarten: In room = 1 toilet per 25, Secondary boys: 1 toilet per 40, 1 urinal per 40. Girls: 1 toilet per 30.

Staff Washrooms: Male: 1 toilet per 15, Female: 1 toilet per 15,
Custodial/maintenance/ space of 400-600 sq. ft., excluding receiving area.

Space Overview: Hallways: All corridors are at least 8', with most 10' wide.

Lockers/student clothing/boots/materials space: Early childhood students have individual "cubbies" (open storage units) in the classroom, while Kindergarten students have 12"x12"x48" lockers in the classroom. All grade 1-5 students have individual lockers in corridors.

Student Washrooms: Each Kindergarten room has a sink/toilet. There is one set of boy's communal washrooms in proximity to K-2 classrooms (boys' 3 stalls, 3 urinals/ girls' 6 stalls). Another set is located in proximity to the Grade 3-5 classrooms – (boys' 3 stalls, 3 urinals) (girls' 7 stalls). A third set is located adjacent to the gym – (boys' 6 stalls, 6 urinals), (girls' 13 stalls)

Staff Washrooms: In the elementary wing of the building there are 3 unisex sink/toilet areas for staff, with 1 additional toilet/sink in the kitchen area – total of 4 stools. In the Community Ed./Early Childhood area there is a men's and women's washroom – each with one stall.

Maintenance: There are several "slop sinks" and small storage areas for maintenance staff in the elementary wing, with a large receiving area (918 sq. ft.) adjacent to the kitchen. There is also a large garage for grounds exterior equipment.

Staff Input: In the "Areas of Improvement – Areas of Satisfaction" exercise staff shared the following: Not enough staff toilets (6), and not enough bathrooms for Early Childhood (2). Staff did indicate satisfaction with overall hallway width (2), & individual lockers for all students (2).

Analysis Notes: The analysis color is green – adequate based upon:

Hallways: Width of hallways approximately 10' – adequate.

Lockers/student clothing/boots/materials space: All Early Childhood and Kindergarten students have in room lockers/cubbies, with the exception of Kindergarten room 404, where 10 students hang all clothing, etc. on hooks in an open area. All Grade 1-5 students have individual corridor lockers (12" w x 12" d x 5' h).

Student Washrooms: Adequate for current enrollment. Grades Pre-K to 5 = 280 girls/310 boys

Staff Washrooms: Inadequate for approx. 117 staff members, (including certified staff, paraprofessionals, kitchen, Community Ed. & maintenance. (105 women and 12 men.)

Maintenance: Adequate number of storage rooms/slop sinks, exterior storage garage, etc.

Analysis color summary: **Green - Adequate**

Luverne Elementary School

Educational Adequacy Summary

CATEGORY		COLOR
1	Classroom Size and Suitability	G
2	Cafeteria/Kitchen/Serving	G
3	Security and Supervision	R
4	Main Office/Nurse/Support Services	G
5/6	Science and Art Classrooms/Labs	Y
7	Music Classrooms/Practice Areas/Etc.	G
8	Staff Lounge/Collaborative Planning Areas	Y
9	Student Commons/Break-Out Areas	G
10	Physical Education/Athletics/Locker Rooms/Pool Etc.	G
11	Site Suitability: Fields/Green Space/ Storage Etc.	Y
12	Parking/Bus Drop-Off: Staff/Students/Parents	Y
13	Technology	Y
14	Library/Media Center: Location/Size/Layout	G
15	Special Education/Support Services	Y
16	Auditoriums/Performing Arts Spaces	Y
17	Career and Technical Education	NA
18	Hallways/Lockers/Washrooms/Maintenance space	G

Luverne Elementary School Floor Plan Colored to Represent Educational Adequacy, March, 2017

Luverne Elementary



Staff Input Exercise 1:

Areas Needing Improvement/Areas of Satisfaction

In this exercise, school staff members were presented an overview of the educational guidelines for each of the categories/spaces in their facility.

They were then asked to indicate (using post-it notes placed on large sheets of paper for each category/space) areas in any of the categories/spaces they perceived as needing improvement and those they were satisfied with. If a comment is followed by a (#), the # indicates the number of responses that were similar. Areas Needing Improvement/Areas of Satisfaction.

Perceived Areas Needing Change and/or Improvement (Areas not adequately meeting the needs of students and staff)	Perceived Areas of Satisfaction (Areas adequately meeting the needs of students & staff)
Category 1: Classroom Size and Suitability	
Need more classroom space - especially for small groups, centers, projects and collaboration (12)	Adequate classroom space (10)
Not enough classroom storage (12)	
Inadequate natural light and fresh air (8)	Classroom storage is good (8)
Need water fountain in classrooms (4)	Great big windows for light (5)
Playground noise is loud outside bordering classrooms (4)	Most classes are adequate size, light and storage
Inadequate heating and cooling (3)	
Need more outlets in classrooms (2)	
Need a cold water filling station (2)	
No hot water in 2nd grade rooms or bathrooms	
Bad electrical circuit (blows breakers often)	
Need more versatile seating - circular tables	
Need door to outside (not available in my kindergarten room)	
Need bathrooms in the kindergarten rooms	
Category 2: Cafeteria/Kitchen/Serving	
Need better quality lunch food and larger portions (16)	Fresh fruits and veggies at snack time
Crowded lines for everything - bad flow - not enough time to eat (13)	I think our lunch room is big enough for students
Inadequate natural light in lunch room (11)	
Cafeteria is too small (11)	
Poor acoustics (noisy) (6)	
No modern seating (would be nice to work w/ small groups) (5)	
Make lunchroom more inviting (2)	
Poor air flow in cafeteria	

Category 3: Security and Supervision	
Classrooms do not lock from inside (5)	Security and security staff are great (12)
All entrances are not secure (3)	
Playground security is lacking. Parents/strangers can come and go - its right by the sidewalk and separated by small wall & gate - nearby hotel has complete view of the playground. (2)	
No alarm on entrances	
Substitute teachers don't have FOBS	
Difficult to efficiently exit building in an emergency due to the 3 flights of stairs (for kindergarten especially)	
Security is compromised by doors unlocked for after school program	

Category 4: Main Office/Nurse/Support Services	
Nurse's office needs space and privacy 13	Office space is fine (3)
Not enough space in office (6)	Nurse's office looks adequate
Need teacher work area	Office is bright
Need central mailboxes (currently off the library)	
Full time nurse for each school	
Main office should be on the main floor	
Conference room too small	

Category 5/6: Science and Art Classrooms/Labs	
Need more space for science (lab space) (9)	Good art room (2)
Need more space for art (6)	
More time for art (4)	
Need organized supply storage in science and art (4)	
Science kits need replacing (4)	
Need science tables	
STEM difficult	
Need green house	
New staff are not trained for science	
Science is almost ignored due to emphasis on testing/reading	
More time for science	
More art supplies	

Category 7: Music Classrooms/Practice Areas/Etc.	
No sink/water fountain (10)	Adequate music space (10)
No storage (6)	Technology is available and appropriate for music learning
Bathroom close to music room (2)	
More space in music room	
Inadequate ventilation	
Not enough natural light	

Category 8: Teacher/Staff Collaborative Planning Areas

Need larger space for collaborative work area w/printer/photocopier (13)	Conference room has comfortable chairs, windows and a Keurig
Need natural light in lounge (10)	Good bathroom
No place to relax (3)	Staff lounge has fridge and sink and bathroom (2)
No planning area (3)	
Need another room for team meetings because the conference room is always busy	
Poor ventilation	Conference room is good collaborative space (5)
Teacher work area on 4th floor is inadequate	Staff lounge is fine
No areas outside to have lunch	Copy room in library works well
No paper storage all together	
Staff restrooms	

Category 9: Student Commons/Break-Out Areas

No commons area for students (16)	Collaborative space in classrooms
	-
Would love to have a "quiet room" that can be viewed from main classroom w/ windows	-
	-

Category 10: Physical Education/Athletics/Locker Rooms/Pool Etc.

Gym is too small (6)	Gym is good size (7)
No space or divider curtain for inside recess (4)	Climbing wall is awesome (3)
Need more storage (2)	Basketball hoops
Gym can't be used for practice games	Washrooms for boys and girls
	Adequate equipment

Category 11: Site Suitability: Fields/Green Space, Playgrounds Etc.

No green space (19)	Great playground surface (7)
Playground is too small (8)	Adequate equipment for elementary (5)
No playground equipment for upper elementary kids (7)	Handicap swing
More handicap accessible equipment (3)	Playground options have improved slightly
Need outdoor classroom setup	Play area separated from high traffic
Gambling and adult venues 100 yards from entry doors	
Playground is very icy in the winter - snow removal is difficult	

Category 12: Parking and Bus Drop-off: Staff/Students/Parents

No place to park (29)	Like having the street blocked off during pick up/drop off times (2)
Bus and parent pick up is always a problem (12)	Like having the police officers present (3)
Need to keep public out of bus/pick up area (people smoking and walking by on the sidewalk is bad)	
Busses idle outside and fill the kindergarten wing with exhaust	

Category 13: Technology	
Need 1:1 device in K-2 (5)	We have great technology access for our students (8)
No natural light and it is smelly in the computer lab (3)	Tech staff is very efficient (Go Dan!) (5)
Smartboards are becoming challenging with many programs (2)	Wi-Fi is fantastic (4)
Only one computer lab for the whole school (2)	1:1 computer ration for grades 3-5 (4)
Better wireless connectivity (2)	Love having smartboards in the classroom (3)
More space for technology training	Great laptops 1:1 (3)
Smart boards don't always work	
Only 4 laptops for students to use in the classroom	
Unable to purchase iPad apps to make it worth its use	
Category 14: Library/Media Center: Location/Size/Layout	
Please add digital books with a break out seating area (2)	Library is a good size (8)
Need a media/interactive center w/ lab (2)	Organized well for student and teacher use
Need collaborative areas w/comfortable seating (2)	Adequate arrangement
Library could be more welcoming	
Teacher copy room in library is not good for working while the library is having classes	
Space isn't used as it should be for a modern-day student	
Need full time librarian	
Category 15: Special Education/Support Services	
Need natural light (4)	Our support staff is great (5)
Large rooms for multiple teachers & groups (3)	Good space (3)
Movable dividers (2)	Good sized resource room
Need calming rooms for students to separate & decompress (2)	One certified school counselor per building
Restrooms and ramps for special needs on certain floors (2)	ACE room is a great place for kids to go
We need someone to counsel kids in need (2)	
Need separate SPED behavior room & ACE room (2)	
More space for counselor and psychologist in a better location	
Need evaluation room	
Changing table in EC SPED bathroom	
Better use of paras - let them work w/ kids and not do recess duty	
Need more staff	
OT & PT areas	
Training area for resources specific to various disability categories	
Need a time out room on the 4th floor	
Washer and dryer	
Specialists rooms are not big enough	
More hands-on things are needed for life skills	
Need more storage	
ACE room needs to be located near resource officer and/or principal	
Showers	
Space needed for grades 4-5	

Category 16: Auditoriums/Performing Arts Spaces

Inadequate space and seating (5)	We have a nice auditorium with a stage (7)
Need better lighting (3)	Adequate place for assemblies and programs (2)
Not enough parking for concerts (3)	
Stage has no sound system or seating (2)	
Auditorium floor slants - could be a safety issue for elderly people (2)	
Curtains are outdated	
Need better ventilation	
Poor handicap accessibility to auditorium	

Category 18: Hallways/Washrooms/Lockers/Maintenance

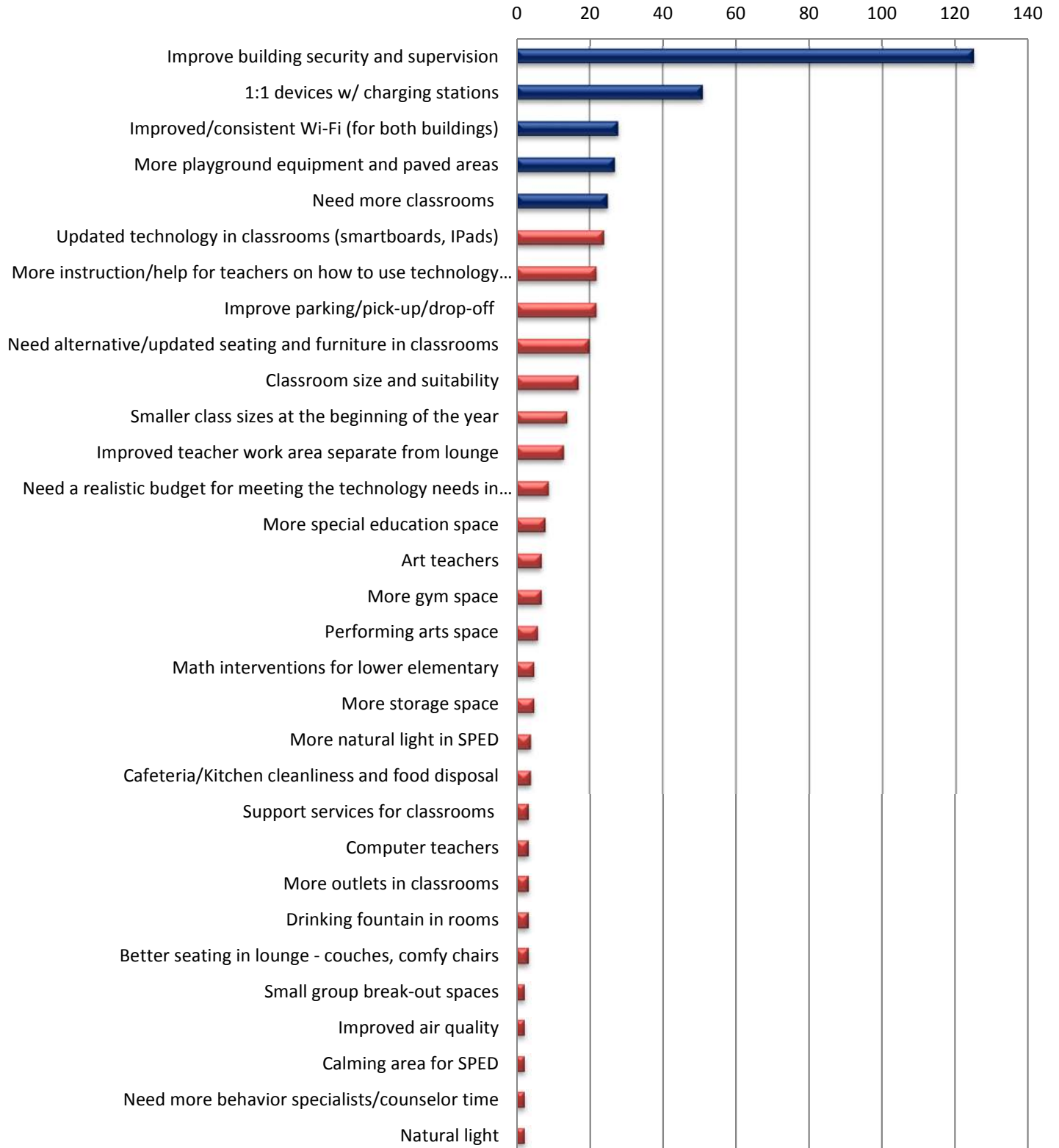
Not enough lockers by classrooms (8)	Adequate student bathrooms (2)
Do not have accessible staff restrooms in all areas (8)	Maintenance area is appropriate
Lockers are too small (5)	Every classroom has adequate sized lockers
Inadequate storage for maintenance (3)	4th floor has staff bathrooms
Need washrooms outside of the bathrooms to prevent messing around (3)	
Not all water fountains work (3)	
Not enough student washrooms on the 4th floor (2)	
Bathrooms closer together for better behavior management (2)	
Lockers are difficult for handicapped and smaller students - many are very hard to open	
Need a laundry area for kids to wash clothes who can't at home/also for accidents	
Stairs for young children	
No student restrooms on the 4th floor	
Would like kindergarten lockers in hallway - not in room!	

Staff Input Exercise 2: The “Big Five” Needs

In this exercise, staff members were asked to indicate the five most important needs for the school; with their most important need placed by the number 1 = 5 points, and the next most important need placed by the number 2 = 4 points, followed by the same procedure for numbers 3, 4 and 5. The following is a summary of that process.

Luverne Elementary - The Big Five Needs - Staff							
Needs: Description	Rank 5 to 1 with 5 = Highest Need to 1 = Lowest					Total Points	# of Responses
	5	4	3	2	1		
Improve building security and supervision	XXXXXXXX XXXXXXXX xxx	xxxxx	xxx		x	125	28
1:1 devices w/ charging stations	x	XXXXXXXX x	xx	x	xx	51	15
Improved/consistent Wi-Fi (for both buildings)	x	xxx	xxx	x		28	8
More playground equipment and paved areas			xxxx	XXXXXXXX	x	27	12
Need more classrooms	xx	xxx		x	x	25	7
Updated technology in classrooms (smartboards, iPads)		xxxx	xx	x		24	7
More instruction/help for teachers on how to use technology in the classroom		xxxxx		x		22	6
Improve parking/pick-up/drop-off		x	x	XXXXXXXX	x	22	10
Need alternative/updated seating and furniture in classrooms	x		xxx	x	xxxx	20	9
Classroom size and suitability	xx	x		x	x	17	5
Smaller class sizes at the beginning of the year	xx	x				14	3
Improved teacher work area separate from lounge			xx	x	xxxxx	13	8
Need a realistic budget for meeting the technology needs in 2017	x	x				9	2
More special education space		x	x		x	8	3
Art teachers			x	x	xx	7	4
More gym space		x		x	x	7	3
Performing arts space			x	x	x	6	3
Math interventions for lower elementary	x					5	1
More storage space			x	x		5	2
More natural light in SPED		x				4	1
Cafeteria/Kitchen cleanliness and food disposal		x				4	1
Support services for classrooms			x			3	1
Computer teachers			x			3	1
More outlets in classrooms			x			3	1
Drinking fountain in rooms			x			3	1
Better seating in lounge - couches, comfy chairs			x			3	1
Small group break-out spaces				x		2	1
Improved air quality				x		2	1
Calming area for SPED					xx	2	2
Need more behavior specialists/counselor time				x		2	1
Natural light				x		2	1

Luverne Elementary School - NEEDS



Luverne Middle School/High School Educational Adequacy

- The *italicized* paragraphs for each category below describe guidelines, based upon Minnesota Department of Education and 21st Century Education criteria for that category.
- Additional paragraphs provide a detailed description of how Luverne Middle/High School spaces either meet or do not meet guidelines.
- Staff Input and Analysis Notes are also provided.

1. **Classroom size and suitability:**

MDE Guidelines:

850-950 sq. ft. in a middle/high school classroom for approximately 20-28 students. Adequate storage, natural daylight, adequate electrical outlets, wireless access, and a smart board, white board and bulletin board on the front teaching wall are important factors for a secondary school classroom.

Classroom Size: There are 27 general purpose middle school/high school classrooms (Math, Social Studies, Language Arts, Reading/Honors). Sizes of the rooms range from 665 sq. ft. to 1167 sq. ft. Enrollment in classes is moderate to high at 22 – 30.

Natural Light: All classrooms have marginally adequate natural light provided by two to three 2'x5' windows in each room. The windows were modified during the 1980s in response to the energy issues being experienced.

Countertop/fixed storage/Smart Boards, etc.: Storage is at a premium in most classrooms. Little built in storage was provided in the construction of the original school, or the following two additions. Generally, one to three double doors, full-height cabinets are provided in each classroom. However, some classrooms simply use constructed book shelves. Smart boards are limited as well. Some classrooms have had film applied over the blackboards, but some are still using the original blackboards.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise the room features, including electrical outlets, blinds, countertop space, and whiteboards, were mentioned often (28 post its). While most wanted additional features, four were in support of the current conditions. Natural light was mentioned by eight, with five post it notes desiring more, and three praising existing. Storage was uniformly noted as lacking (10 post its). Additional staff input is provided on pages 53-60 of this report.

Analysis Notes: The analysis color summary is red – inadequate: Some classrooms are adequate size and have adequate storage according to MDE guidelines. Many classrooms are much smaller than the size recommended by MDE guidelines, and have very minimal storage available. The space used for housing students for disciplinary reasons is a mechanical space in the school basement that lacks natural light, a ceiling, and other classroom features.

Analysis color summary: Red - Inadequate

2. Cafeteria/Kitchen/Serving:

MDE Guidelines:

12-16 sq. ft. per middle/high school student (1200-1600 sq. ft. per 100 students), with a full prep kitchen of 1000-2500 sq. ft., and a serving only kitchen of 700-1000 sq. ft. Adequate space and set-up for student circulation, serving line (800-1200 sq. ft.), dry food storage (200 – 500 sq. ft.) walk-in freezer/refrigerator (130-500 sq. ft.), dish tray/pot and pan washing area (100-300 sq. ft.), recycling, office (50-100 sq. ft.) and toilets/lockers(80-100 sq. ft.) are important considerations.

Space Overview: All students have lunch in the basement cafeteria. The Luverne High School kitchen/cafeteria/serving area includes the following: Food prep area (425 sq. ft.), dry storage area (625 sq. ft.), dish return-wash area (100 sq. ft.), a freezer and coolers (150 sq. ft. and 85 sq. Ft.), an area for staff lockers/washroom (69 sq. ft.), two 15' long serving lines, and 6500 sq. ft. dining area with 20 round folding tables that each seat six and 20 rectangular tables that each seat eight. Natural light is provided by over small basement windows high on the east wall.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise, staff noted that the kitchen/cafeteria space has no natural light, and is dark and dreary (10 post its), the serving lines are too small/narrow with line 2 not accessible to handicapped students (8 post its). The kitchen prep area and a needed update was mentioned 3 times, and the need for an update in the dining area was noted twice. This was the item ranked second in the “Big 5” analysis by staff. Additional staff input is provided on pages 53-60 of this report.

Analysis Notes: The analysis color summary is red – inadequate: The prep kitchen/wash/storage/serving and dining areas are not adequately sized and kitchen cooking space is arranged such that it is difficult to open an oven door and stand in front of that oven for pan removal. 12 – 16 sq. ft. per middle and high school student would result in a size range from 8100 to 10,800 sq. ft. versus the 6500 sq. ft. that is available in the cafeteria at Luverne.

Analysis color summary: **Red - Inadequate**

3. Security and Supervision:

MDE Guidelines:

Classroom doors should be able to be locked from the inside of the room. 2. Budget permitting, install sensors on all entrances/exits. This system would provide notification to the office staff/administration anytime a door is opened or left open. 3. If possible, a vestibule with two door entrances: one to the school and the other to the front office. The door that accesses the school should be locked so that visitors must go through the main office to check-in before access to the rest of the building. 4. An adequate number of security cameras are important for both the interior and exterior of the building. 5. I.D. reader card access (key card/FOB) should be provided for all staff at 2-3 key entrances/exits. 6. An integrated audio/video security system is important on main entrance(s). This system allows school staff to visually verify a guest's identity and reason for entering the building before they are allowed access to the office. 7. It is desirable to use a visitor management system. This can be as simple as signing in and securing a visitor's pass or a software system that can quickly check a visitor's criminal history via a driver's license. 8. Provide office staff with some form of emergency notification technology so they can let other staff know when there is a threat/need for a lockdown, etc.

Security and Supervision Overview: Luverne High School/Middle School has a 17 exits/entrances. None of the doors have staff I.D card readers (FOBS). There is a total of 16 interior/exterior security cameras. None of the classrooms may be locked from the inside.

Staff Input: In the "Areas of Improvement – Areas of Satisfaction" exercise staff indicated that no classroom doors lock from the inside (13 post its). Eight staff members indicated that there is little to no security. Six comments were made in each of three areas: need to access the building with a FOB or card, not enough cameras, and not all doors are able to be closed. Security was ranked first in the "Big 5" question, where 17 of 24 ranked it as the most important concern, with two more ranking it as second most important. Additional staff input is provided on pages 53-60 of this report.

Analysis Notes: The analysis color is Red – Inadequate: All key locked/panic bar entrances/exits could be more secure with electronic monitoring to indicate when a door is opened or is "propped" open. All classroom doors do not lock from the inside, and overall number of security cameras should be studied to be sure all interior and exterior areas of the building are adequately covered.

Analysis color summary: **Red - Inadequate**

4. Main Office/Nurse/Support Services:

MDE Guidelines:

Location of the main office should be near the main entrance, and student commons for ease of access by students, staff, parents and visitors. Approximately 300 sq. ft. for main office reception/waiting area, 150 sq. ft. for a principal's office, 100 sq. ft. for a clerical work station, approximately 200 sq. ft. for a work/mail room, and a 200 sq. ft. conference room. School nurse and health services area should be approximately 400-500 sq. ft. with sink/washroom, locking cabinets and cot areas.

Space Overview: The high school/middle school main office (1470 sq. ft.) includes no designated reception/waiting area, instead it has an open area with four staff desks and two chairs used for temporary student's discipline space, and work area (750 sq. ft.); of this, 125 sq. ft. is spatially separated as a copy/work room, and a mail room (69 sq. ft.). The lack of a designated space for disciplinary action is a severe problem. The principal's office is 146 sq. ft., the conference room is 240 sq. ft., and the vault is 105 sq. ft. The nurse's space (192 sq. ft.) is located across the corridor and adjacent to the Guidance Offices.

Staff Input: In the "Areas of Improvement – Areas of Satisfaction" exercise staff indicated that the availability of a work/supply/mail area with copy machines garnered 6 post its. The office reception area is too small, with little privacy for parents (4 post its), and the nurse's area has only two cots (2 post its). Separate offices for administration was mentioned four times (Superintendent). The size of the principal's office as too small was mentioned twice. Additional staff input is provided on pages 53-60 of this report.

Analysis Notes: Analysis Notes: The analysis color is yellow – questionable adequacy: The size of the reception/waiting area is adequate, but arrangement for discipline is not ideal. The nurse's area has 3 cots, but in a very limited space. The clerical work area, principal's office and conference room are adequate, but the layout, and lack of space for student's being disciplined is very difficult.

Analysis color summary: **Yellow - Questionable Adequacy**

5. Science Classrooms and Labs:

MDE Guidelines:

1200-1400 sq. ft. for 20- 28 students in a classroom/lab. Additional space (350 sq. ft.) for lab preparation, storage of specimens, chemicals and other materials is necessary. If possible labs and science classrooms should be clustered in an academic wing. Portable tables, deep sinks, access to gas, electricity, and water for all student work stations/teacher demonstration area, with exhaust hoods and ventilation for fumes, odors, smoke, etc. Safety supplies such as first aid kits, safety glasses, gloves, shower/eye wash, should be present. Student tote trays/drawers for projects/storage are also important. Consider a “universal lab” that accommodates different preparation and lab work needs if several classes (biology, chemistry, physics, etc.) are sharing a lab.

Space Overview: There are 3 middle school science classrooms that share one lab. While the combination of the classroom space with the lab space is always greater than the requirements, oftentimes more than one class meets at the same time, hence the yellow, questionably adequate rating. High school science classrooms and laboratories are all rated adequate.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise middle school staff indicated a need for more sinks, countertop, storage and lab space (6 post its). There was also a comment regarding lack of ventilation in the middle school labs, and little light in the storage rooms. Positive comments included a great high school biology space, and good lab size in both middle school and high school. Additional staff input is provided on pages 53-60 of this report.

Analysis Notes: The analysis summary color is yellow - questionable adequacy. Sixth and ninth grade science programs do not have adequate space even when lab space is combined with classroom space. The middle school/9th grade science programs share one lab. Scheduling is challenging. They all have black resin covered science tables with chairs or stools, though many are becoming very worn.

Analysis color summary: **Yellow - Questionable Adequacy**

6. Art Classrooms and Labs:

MDE Guidelines:

1200-1600 sq. ft. for 20-28 students in a multipurpose, drawing/painting or ceramics room, with an additional 400 sq. ft. for a kiln and a glazing/clay/damp room, 350 sq. ft. for storage, and 120 sq. ft. for teacher office space. Ceilings should be 10-14 ft. high, with proper ventilation and exhaust hood to handle fumes, odors, dust, and contaminant vapors. Multiple sinks, and ample storage for student projects and instructional materials are also important considerations.

Space Overview: Art for both Middle School and High School is taught in rooms 113 and 114. Room 113 is used primarily for photography and Middle School Art. Project storage space is minimal and challenging. Room 114 (1788 sq. ft.) includes a double sink and kiln space with an exhaust system. Painting and drawing also take place in this space. There is minimal natural light. What is available is provided through windows to the adjacent shop area, which itself has small windows.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise there were three staff post its indicating no natural light in the art room. Additional staff input may be found on pages 53-60 of this report.

Analysis Notes: The analysis summary color is yellow – questionably adequate There appears to be ample space for high school art, but the lighting is inadequate, and the space used for middle school art is very small.

Analysis color summary: **Yellow - Questionable Adequacy**

7. Music Classrooms/Practice Areas/Etc.:

MDE Guidelines:

1500-1800 sq. ft. with ceilings of 16'- 20' for 60-75 students in choral music, and 2000- 2500 sq. ft. with 18'- 22' high ceilings for 60-75 students in instrumental music. Small practice rooms for 1-2 students (60-80 sq. ft.), group practice rooms for 3-6 students (100- 150 sq. ft.) a music library room (150 sq. ft.), adequate instrument storage (500 sq. ft.) and uniform/choral robe storage (150-300 sq. ft.) are also important considerations. Treat interior wall and ceiling surfaces with a mixture of diffusive and absorptive materials or panels to create adequate acoustics. Portable or built in semi-circular risers provide better sight lines in both choral and instrumental rooms. A large sink and fountain is an important consideration for these rooms.

Space Overview: Room 190 – Band (1569 sq. ft.) includes additional space for instrument and uniform storage (500 sq. ft.), a music library (81 sq. ft.), 3 practice (approximately 35 - 70 sq. ft. each), and an office space (135 sq. ft.). The practice rooms are filled with marching band storage. Although the total of 704 sq. ft. of space used as storage meets adequacy, this band program has a large marching presence, and necessary space for storage and practice rooms is not available. The room is accessed with a steep ramp.

Room 184 – Choir (1,139 sq. ft.) includes additional space for robe storage. This storage is located off the steep access ramp, and has an unexpected step down onto the ramp. The choir room access is via this steep ramp.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise there were 10 staff post its indicating the need for practice rooms for the band, and the need for more storage (9 post its). Practice area for the marching band was noted by 8, and the lack of natural light in the music areas was mentioned three times. Despite these many comments, the “Big 5” needs ranked this item as eleventh. Additional staff input may be found on pages 53-60 of this report.

Analysis Notes: The analysis color summary is yellow – questionable adequacy. This analysis needs to note again that the size of the music program at Luverne is much larger than typical for a school of this size. Hence, the storage requirements noted by the State of Minnesota do not meet adequacy here. The band room, constructed in 1954 and remodeled in 1964 as a tiered space, does not meet the needs of instrumental music in the twenty first century. Percussion instruments do not fit on the riser provided, and other sections are very compressed.

Analysis color summary: **Yellow - Questionable Adequacy**

8. Staff Lunchroom/work room/Collaborative Planning Areas:

MDE Guidelines:

Staff dining area of 300-400 sq. ft. (20 sq. ft. per staff dining) /seating for 20-25% of staff) with privacy toilets (80-100 sq. ft.) for men and women adjacent to the staff dining/break room. A separate work/copier area of 200 - 300 sq. ft. (20 sq. ft. per teacher/staff member) is also necessary. With the increased emphasis on collaborative planning for instruction and assessment of student achievement, teacher/staff collaborative planning areas (approx. 100-150 sq. ft. each) are important spaces in proximity to classrooms throughout a building.

Space Overview: The staff lunchroom – room 209D (610 sq. ft.) includes staff washrooms that open from the lunchroom. The space is also used as the staff copy center, and seats only 10. It appears that only teachers use the staff lounge, and that the para-professionals take their breaks with maintenance staff.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise, staff indicated concerns with lack of a staff work/collaborative area that is separate from the office or lounge (16 post its). Additional staff input is provided on pages 53-60 of this report.

Analysis Notes: The analysis color is yellow – questionable adequacy. The overall size of the space for break/lunch is adequate, although storage is a concern in room 164. There is no dedicated teacher workroom area, with the copier machines located in the main office and in the teacher’s lounge, and little to no counter space.

Analysis color summary: **Yellow - Questionable Adequacy**

9. Student Commons/Break-Out Areas:

MDE Guidelines:

Common resource and support spaces permit teachers to use a wider variety of instructional styles in working with students, and enable individual or groups of students to work independently on projects. Size recommendations include 15 sq. ft. per student in a large group space (1500-2000 square feet for 125-175 students) 500-800 sq. ft. for teams of students (20-30) to work collaboratively, and 150 sq. ft. for small group spaces.

Space Overview: There is currently no dedicated large group or small group/break-out space for students.

Staff Input: The #3 middle school/high school staff need in the “big 5 Needs” exercise was a student commons area. In the “Areas of Improvement – Areas of Satisfaction” exercise staff indicated needs for student commons area (14 post its). Additional staff input is provided on page 53 of this report.

Analysis Notes: The analysis color is red – Inadequate. There is little space available on the first/ground floor, though the library/media center on second floor does offer multi-purpose space (6800 sq. ft.) with appropriate seating this space could also provide commons space.

Analysis color summary: **Red - Inadequate**

10. Physical Education/Athletics/Locker Rooms/Pool Etc.:

MDE Guidelines:

A middle/high school gymnasium should be 10000-14000 sq. ft. depending on class size and number of stations. Two stations of 5000-6000 sq. ft. with soundproofing curtain or divider walls to separate the stations are essential. Additional space for gymnastics, wrestling (1000-1500 sq. ft.) weights/fitness (1500-2000 sq. ft.) & team/physical education locker rooms (1000- 1500 sq. ft.) Important considerations include showers with privacy partitions, washroom privacy stalls, storage rooms for athletic team equipment (football, baseball, wrestling, basketball, etc.), coach's office with storage, washroom, shower, training room, and laundry room.

Space Overview: Middle school physical education is provided at the high school. The high school physical education spaces include three gymnasiums. Gym 145 (12,000 sq. ft.) features lower level locker rooms (boys 3431 sq. ft. / girls 2350 sq. ft.) which include shower stalls, washrooms for both locker rooms, and team lockers for boys. Gym 145 has a center divider curtain, 6 basketball hoops and seating for approximately 800. Gym 170 (Known as Small Gym, 5180 sq. ft.) includes 6 basketball hoops and seating for approximately 24. This gym is used primarily for PE, wrestling practice, and as half of a competition gymnastics stage. Gym 126 (4390 sq. ft.) includes seating for approximately 24 and is semi-permanently set up for gymnastics. This is the gymnastics team space, and includes a girl's locker area at one end (630 sq. ft.). In the basement level, a weight room (1270 sq. ft.), and a wrestling space (1050 sq. ft.) are found. Although not within the boundaries of the High School/Middle School, and not used for PE for these levels, the Elementary School gymnasium is used as a competition gym as well. This gym is 17,800 sq. ft., and seats over 3900 in bleachers. Athletic space includes the football field, and four softball fields on the school site. Off campus spaces are provided for golf, baseball, and hockey. These sports participate on grounds owned by the City of Luverne. The partnership has been effective for the school system.

Staff Input: In the "Areas of Improvement – Areas of Satisfaction" staff indicated that the weight room was inadequate (16 total post its), too small, and a "dungeon". Two staff members indicated that shower space and hot water in the showers are an issue. The varsity softball field was noted as a potential area in need of improvement. Additional staff input may be found on pages 53-60 of this report.

Analysis Notes: The analysis color is yellow– questionable adequacy: three gymnasiums offer good space for physical education/athletics. Locker rooms are adequate size with shower curtains that offer some privacy, adequate number/size of individual and team lockers, washrooms for boys and girls, a wrestling space and a weights/fitness room.

Analysis color summary: **Yellow - Questionable Adequacy**

11. Site Suitability - Fields/Green Space, Playgrounds, Etc.:

MDE Guidelines:

To provide adequate spaces for outdoor middle school physical education/sports activities, approximately 30-40 acres be set aside for outdoor physical education, athletics, & community recreational use activities, including baseball, softball, football, & soccer fields, track & field, tennis and general purpose space. Fields and other space must be handicapped accessible. Recommended dimensions: Track and Field 320x600 ft./ 192,000 sq. ft., Football 160x360 ft. /57,600 sq. ft., Baseball 360x360 ft. /129,600 sq. ft., Tennis 48x120 ft. /5,760 for each court, Softball 320x320 ft./ 102,400 sq. ft. Ample storage for physical education and athletic programs is critical.

Space Overview: Fields and green space for middle school and high school students includes a paved track, a large green space that includes football field and four softball diamonds with lighting, and concession washroom facilities. This area is fenced in. The football field includes bleacher seating, a press box, facilities, washrooms, concessions, and excellent lighting.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise staff indicated that green space for outdoor activities is good (10 post its), while three mentioned the lack of a restroom by the tennis courts and softball fields. Additional staff input may be found on pages 53-60 of this report.

Analysis Notes: The analysis color is green – Adequate. The positive relationship with the City of Luverne is also highlighted on the City website, and noted by the naming of Softball/Baseball fields (Redbird Field), and the ice arena where the Luverne Cardinals name is in the concrete over the entrance door.

Analysis color summary: **Green - Adequate**

12. Parking and Bus Drop-off - Staff/Students/Parents:

MDE Guidelines:

Adequate staff/parent/visitor parking based upon enrollment and size of performance spaces/gymnasiums, etc. Elementary/Middle Schools = 3 spaces per classroom or 1 space for 3 seats in auditorium, whichever is greater. High School = 4 spaces per classroom plus 1 space per employee and faculty member or 1 space per 3 seats in aud. or stadium, whichever is greater. Separate bus and parent pick-up and drop-off areas increase safety and security. Parking lots should be located where easy and direct visual observation is possible. It is also important to keep vehicle traffic out of sports and play areas.

Bus/parent drop-off/pick-up Overview: Busses drop off middle school / high school students using the front middle school / high school drive. For p.m. pick up there are 16 designated spots for bus staging.

Staff/Student/Parent/Visitor Parking Overview: There are approximately 493 visitor/staff/high school student paved parking spots in two located on both the North and South side of the building.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise, middle school / high school staff members indicated the following concerns: parent/bus drop-off is dangerous (5), students and teachers need assigned parking and parking tags (3), parents must use north side for drop-off (2), need additional event parking, and parking on east side is a little crazy at drop-off. One staff member indicated satisfaction with overall adequate number of parking spots. Additional elementary staff input is provided on pages 53-60 of this report.

Analysis Notes: Analysis Notes: The analysis color is yellow – questionable adequacy. Based on MDE guidelines 493 parking spaces for staff/visitors/students is adequate. All parking is paved, although there is some concern for safety with ice and snow. While there are designated areas for bus and parent drop-off/pick-up, there is significant concern that this is not sufficiently enforced, leading to congestion and concern for safety for students.

Analysis color summary: Yellow - Questionable Adequacy

13. Technology:

MDE Guidelines:

Technology needs to be available to students, staff, and community users in increasingly diverse forms and settings, including classrooms, media centers, offices/support spaces, and computer labs with fully functioning wireless access throughout the building. Computer labs should be approx. 800 – 1200 sq. ft. with rows of computer stations facing the teaching wall of the lab. However, with the dramatic increase in schools providing personal devices to all students (IPADS, Laptop Computers, electronic notebooks, etc.) many schools are re-purposing computer labs to provide valuable space to other programs.

Technology Overview: The High School/Middle School has 125 iMacs in 5 labs. There are also 7 Chrome Book mobile labs, each have 30 devices, so 210 total. This brings the total devices to 335. There are 677 high school and middle school students. Use of Smart Boards is very limited in the Middle School/High School.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise indicated “more computer carts are great” (7 post its). Twelve staff said that better Wi-Fi access is needed. Smartboards in every room was noted on one post it. Frustration with the many cords was expressed by two. Additional staff input is provided on pages 53-60 of this report.

Analysis Notes: The analysis color is yellow – questionable adequacy. 1:1 access is not possible with the number of computers and their current configuration. 100% wireless access would allow teachers to use online applications in class and provide the basis for 21st Century instruction and learning.

Analysis color summary: **Yellow - Questionable Adequacy**

14. Library/Media Center - Location/Size/Layout:

MDE Guidelines:

Library/Media Centers are undergoing dramatic changes in many schools. Stacks of books are being reduced with classroom libraries and reading via e-books increases. A variety of comfortable seating for small groups of students working on projects, either independently or collaboratively, is increasing in many media centers. Standard size for a middle/high school media center is approximately 2500-4500 sq. ft., depending on enrollment, including entrance/circulation and distribution area (700-900 sq. ft.), seating/stacks/computer access, classroom area (1750 sq. ft. for 50 students) and office/workspace/storage (500-700 sq. ft.) Natural daylight is an important component of new media centers.

Space Overview: The library/media center (6800 sq. ft.) includes stacks of books on the walls around the perimeter of the room with additional stacks in the center area, space for the distribution/circulation desk (200 sq. ft.) and rectangular tables that each seat 4. The south, original portion of the library is equipped with 12 computers. The library storage room on the north end of the original space (Room 212), is primarily used as storage for the theater department, with some out of use AV equipment also in the mix. Room 203, originally the library classroom, is now used for ICU.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise four individuals noted a desire for a certified media specialist, and seven desired alternative seating. Two wanted better book selection, and one desired the library be more accessible to the public. One noted that the library was “recently updated – warm and inviting”. Additional staff input is provided on pages 53-60 of this report.

Analysis Notes: The analysis color is green – adequate. Based upon MDE guidelines, the library/media center is generously sized.

Analysis color summary: Green - Adequate

15. Special Education/Support Spaces:

MDE Guidelines:

Special education programs must provide for students with a range of disabilities, from mild to severe, and those with multiple disabilities. All ADA code requirements for accommodating students with disabilities must be met. MDE Guidelines indicate 450 sq. ft. for 5-8 students in an individualized instruction setting, and 800-1000 sq. ft. for a classroom setting. Students with severe disabilities and personal hygiene issues need separate self-contained rooms & spaces for sinks, toilets, diapering, showering, changing, and laundry. Spaces for physical therapy, calming/timeout are also necessary.

Space Overview: Special Education and other student support spaces for middle school and high school students and staff include 9 rooms. Room A121, Alternative Math/English is 744 sq. ft. Room A211, Basic Math and Communication is 721 sq. ft. Room A207 houses Resource and Social Skills, and is 729 sq. ft. ICU, though not limited to those on an IEP, is used extensively by students in the Special Education department. The room is 944 sq. ft. Room 230 is a Special Education room, and is 478 sq. ft. Room 171, also designated as Special Education, is 786 sq. ft. The adjacent Room 171 is Special Education, and is 410 sq. ft. Room 219 is used for ESL and Found Writing, and is 664 sq. ft. Room A106 has provisions for students with severe and profound issues, including a restroom with shower. A106 has 1604 sq. ft. A calming space is available, and a kitchen space for life skills is available as well.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise there were 38 post it notes with perceived needs listed, and Special Education was fifth of the “Big 5” needs. Teachers felt that a mock apartment is needed to teach life skills (4 post its), a space is needed for outside agencies to meet with students (4 post its), office space is needed for archiving SpEd files (4 post its), and a calming/sensory room is needed (4 post its). Also, deriving multiple comments were: SpEd secretary needs an office for confidentiality (3 post its), an alternative school is needed (3 post its), storage for SpEd materials and supplies is needed (2 post its), SpEd kitchen is not accessible (2 post its), and hot water needed in the SpEd space (2 post its). Other comments ranged from technology to collaboration to the lack of natural light. One post it noted the positive laundry facilities available. Additional staff input is provided on pages 53-60 of this report.

Analysis Notes: The analysis color is yellow – marginally adequate. Most rooms are adequate size, but the largest, A106, does not have natural light. Quality, sound reducing, portable dividers could provide a calming space in all rooms.

There is a total of 92 special education students: 42 in middle school, and 50 in high school (Approximately 13.6% of 6-12 enrollment). Total space dedicated to special education/support services = approximately 6366 sq. ft.

Analysis color summary: Yellow - Questionable Adequacy

16. Auditorium/Performing Arts Spaces:

MDE Guidelines:

Middle/High school auditorium/performance area of 10-11 sq. ft. /seat (2500 sq. ft. for 250 students) stage area (approx. 2000-3000 sq. ft.) with additional spaces for dressing/make-up (200-300 sq. ft.) costume storage (150-200 sq. ft.), scene shop (500-700 sq. ft.), control rm. (150-200 sq. ft.) and toilets. Seating/stage area lighting, curtains, light-dimming, sound system, and acoustics are also important considerations.

Space Overview: The Auditorium has 4,200 sq. ft. of seating space, arranged in theater style. There are 500 seats. Handicapped occupancy is challenging because of the very steep access ramps. Parking a wheel chair to remain stationary is also a challenge. The stage is approximately 1,100 sq. ft. The space has concrete floors and walls. Sound dampening is not provided. Two dressing rooms, each approximately 80 sq. ft., are provided off the stage. No storage is provided. Lighting and sound system have not been updated recently.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise there were just eight post its discussing the seating, noted as loud and uncomfortable. Eight notes also discussed the need for a performance area, four of these with respect to the concerts, and that they should not be the gymnasium. Seven notes regarded lack of adequate storage. Additional staff input may be found on pages 53-60 of this report.

Analysis Notes: The analysis color is red – inadequate. The area is smaller than recommended by the MN Educational Guidelines. The area does not meet ADA requirements with respect to the ramp slope or required space for wheelchair seating. The seats were installed in 1954 and are small for many of the 2017 population.

Analysis color summary: **Red - Inadequate**

17. Career and Technical Education:

MDE Guidelines:

Essential elements to consider for a high school family and consumer science space include: 1200-1500 sq. ft. of space for a classroom/lab. Classroom/lab spaces need to be provided for teacher demonstration, 5-7 student work stations on counter peninsulas that have a sink, and lower cupboards. A stove top with 3-4 burners, an oven, a microwave, and ample counter space with upper and lower cupboards for storage of all kitchen utensils and equipment, and space for sewing machines, home furnishings, etc. are also important. Career and Technical Education programs of increasing importance include automotive and small engines, welding, design and construction using wood, agribusiness, electrical wiring. 1500-3000 sq. ft. each for Woods/construction, metals, welding, automotive/small engines. Adequate exhaust/ventilation and power supply are crucial.

Space Overview: Career and Technical Education spaces/ courses include Graphic Arts, Wood Shop, Metal Shop, Welding, Agriculture Shop, and Family and Consumer Sciences or FACS (Home Economics). They include the following: Room 115 (1162 sq. ft.) – FACS, Room 117 (955 sq. ft.) -- FACS, Room 107 (3,647 and Room 120 for finishing with 219 sq. ft.) – Wood Shop, Room 121 (636 sq. ft.) – shop classroom, Room 104 (890 sq. ft.) – Welding Shop, Room 109 (2229 sq. ft.) – Graphic Arts, Room 103 is used directly with 109 as computerized graphic arts (861 sq. ft.), Room 111 (873 sq. ft.) – Agricultural Shop laboratory, Room 112 (988 sq. ft.) – Agriculture Shop, Room 102 (2,838 sq. ft.) – Metal Shop. Within the Shop areas, three rooms are provided as offices: Rooms 106, 117 and 122. All areas have a selection of classes available for high school and for middle school.

Staff Input: In the “Areas of Improvement – Areas of Satisfaction” exercise detailed certified staff at the middle and high school see a need for updating, including handicapped accessibility, to the FACS rooms (9 post its). Two staff noted that the FACS area is too small. Two indicated that CTE space is “Great Space!” Additional staff input may be found on pages 53-60 of this report.

Analysis Notes: The analysis color is green – adequate. The current CTE space at the high school is adequate. A variety of course offerings in Career and Technical Education (Small engines, automotive, welding, woods, construction, CADD, and pre-engineering) are very important as many skilled labor positions emerge. Additional Career and Technical Education space for small engines, a CADD design lab, and exploratory courses for middle school students are important considerations.

Analysis color summary: **Green - Adequate**

18. Hallways/Washrooms/Lockers/Maintenance:

MDE Guidelines:

Hallways/corridors should be at least 7 ft. wide, preferably 10-12 ft. wide, including lockers. Adequate number of lockers (at least 12" wide/12" deep – preferably 15"x15") so that each student has an individual locker. Early childhood and Kindergarten lockers/cubbies are generally provided in the classroom. Student communal washrooms should be in close proximity to classrooms, special education areas, the gymnasium/performance area, and cafeteria.

Washroom guidelines: For Elementary boys: 1 toilet per 35, 1 urinal per 50, Elementary girls: 1 toilet per 25, Kindergarten: In room = 1 toilet per 25, Secondary boys: 1 toilet per 40, 1 urinal per 40. Girls: 1 toilet per 30.

Staff Washrooms: Male: 1 urinal per 40, 1 toilet per 15, Female: 1 toilet per 15, Custodial/maintenance/ space of 400-600 sq. ft., excluding receiving area.

Space Overview: Hallways: All corridors are at least 8' wide except for the cafeteria area. Here, lunch line #2 is not handicapped accessible via wheelchair.

Lockers/student clothing/boots/materials space: All high school and middle school students have individual lockers in corridors. The lockers are 12" wide and 12" deep. Those on first floor are 5' in height, and those on second floor are 6' high.

Student Washrooms: There are 5 sets of communal washrooms in corridors with a total of 20 stalls for girls and 10 stalls and 20 urinals for boys.

Staff Washrooms: There are two sets of male/female staff washrooms.

Maintenance: There are slop sinks/storage/work areas on both floors.

Staff Input: In the "Areas of Improvement – Areas of Satisfaction" exercise middle school and high school staff indicated that hallways look dated and blah, and that restrooms for both students and staff are need in the west wing of second floor. Additional staff input may be found on pages 53-60 of this report.

Analysis Notes: The analysis color is green – Adequate.

Hallways: Width of hallways/corridors is adequate with the exception of the corridor width at lunch line #2. This is a code compliance issue.

Lockers/student clothing/boots/materials space: Adequate number of individual lockers, though repair is needed in some cases.

Student Washrooms: Adequate for current enrollment of 72 boys and 76 girls.

Staff Washrooms: Adequate for approximately 60 staff members (30 women/30 men).

Maintenance: Adequate.

Analysis color summary: **Green - Adequate**

Luverne High School / Middle School

Educational Adequacy Summary

CATEGORY		COLOR
1	Classroom Size and Suitability	R
2	Cafeteria/Kitchen/Serving	R
3	Security and Supervision	R
4	Main Office/Nurse/Support Services	Y
5	Science Classrooms/Labs	Y
6	Art Classrooms/Labs	Y
7	Music Classrooms/Practice Areas/Etc.	Y
8	Staff Lounge/Collaborative Planning Areas	Y
9	Student Commons/Break-Out Areas	R
10	Physical Education/Athletics/Locker Rooms/Pool Etc.	Y
11	Site Suitability: Fields/Green Space/ Storage Etc.	G
12	Parking/Bus Drop-Off: Staff/Students/Parents	Y
13	Technology	Y
14	Library/Media Center: Location/Size/Layout	G
15	Special Education/Support Services	Y
16	Auditoriums/Performing Arts Spaces	R
17	Career and Technical Education	G
18	Hallways/Lockers/Washrooms/Maintenance space	G

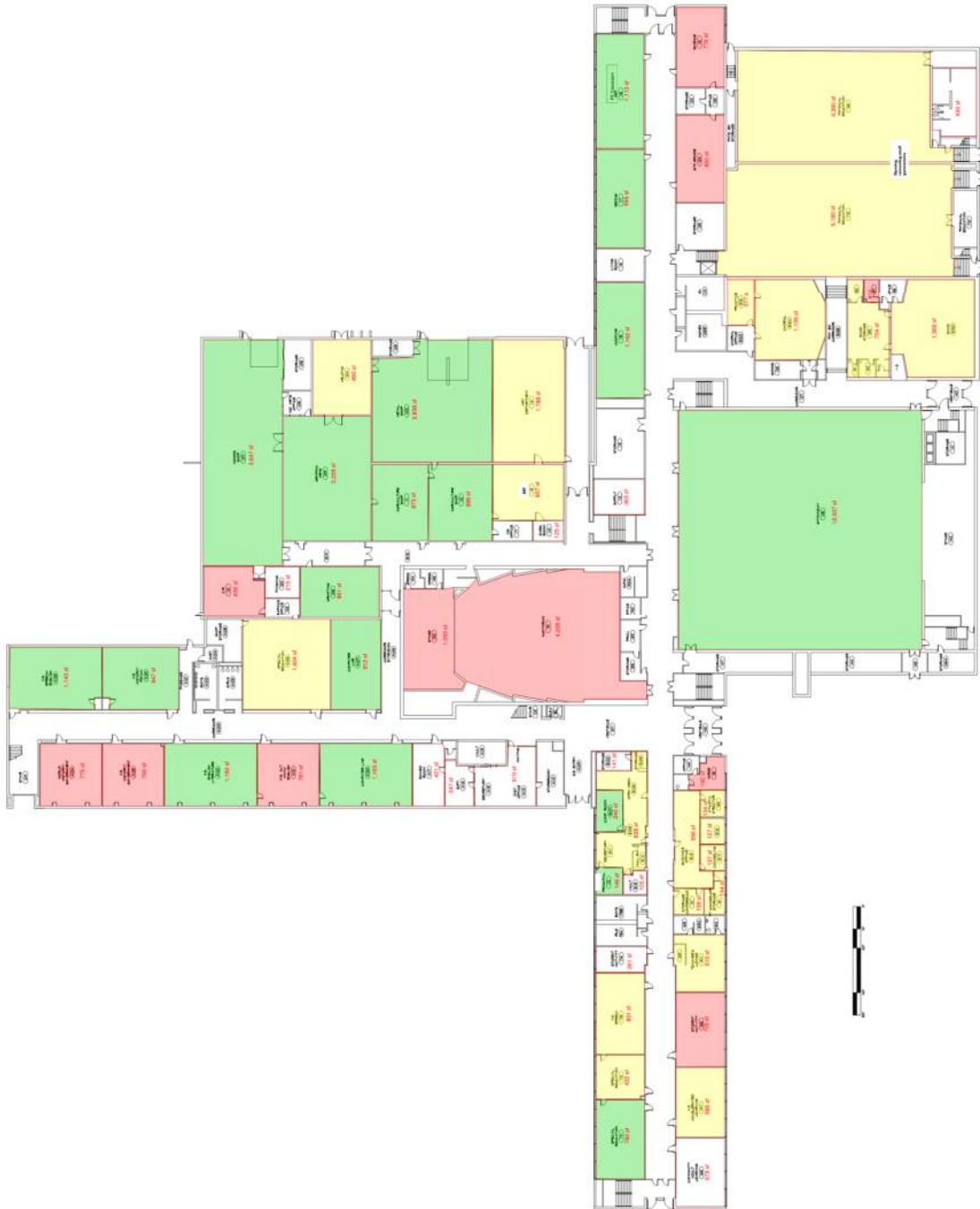
Luverne Middle School/High School Floor Plan Colored to Represent Educational Adequacy, March, 2017

Basement Level



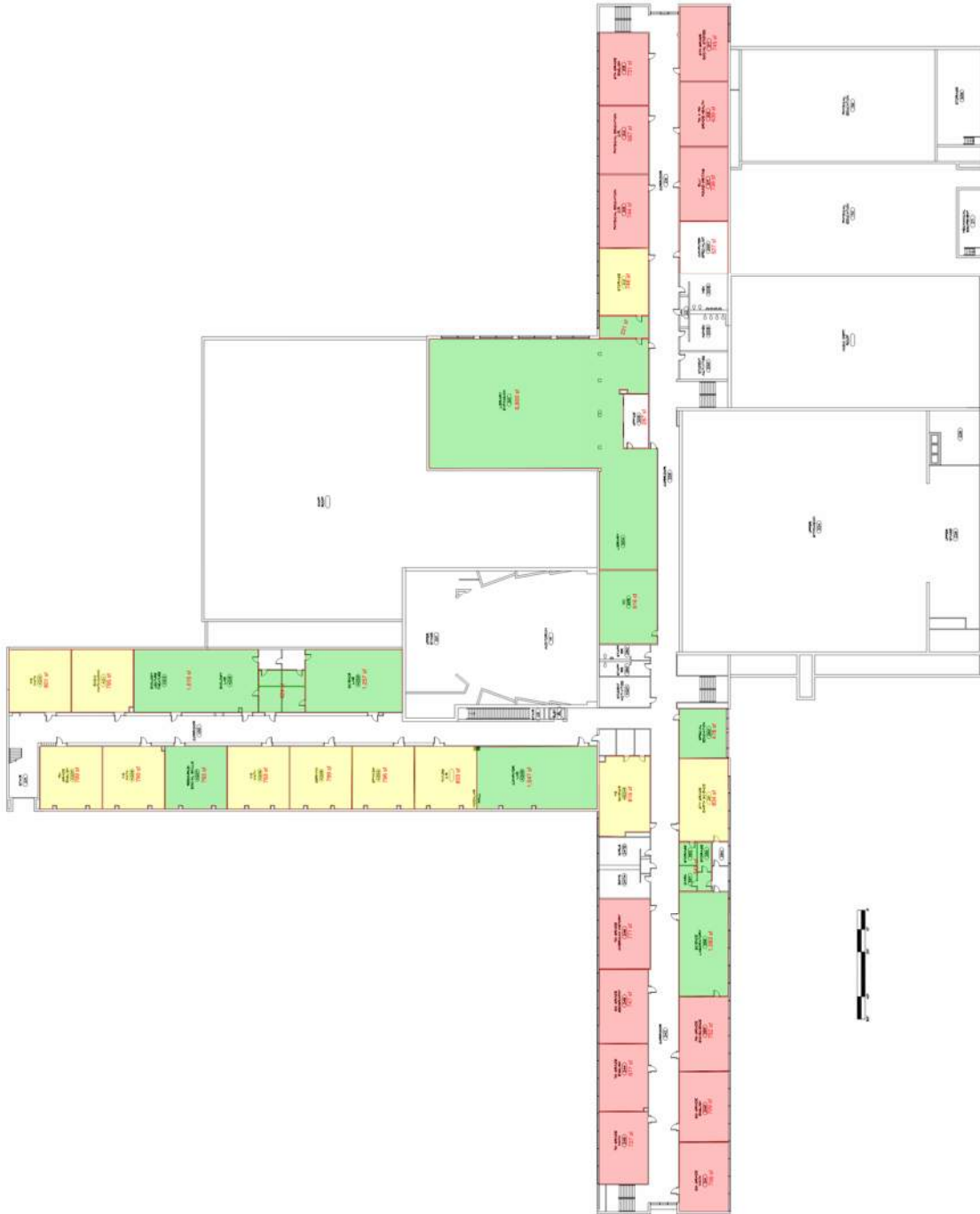
Luverne Middle School/High School Floor Plan Colored to Represent Educational Adequacy, March, 2017

First Level



Luverne Middle School/High School Floor Plan Colored to Represent Educational Adequacy, March, 2017

Second Level



Staff Input Exercise 1:

Areas Needing Improvement/ Areas of Satisfaction

In this exercise, School staff members were presented an overview of the Educational Guidelines for each of the categories/spaces in their facility.

They were then asked to indicate (using post-it notes placed on large sheets of paper for each category/space) areas in any of the categories/spaces they perceived as needing improvement and those they were satisfied with. If a comment is followed by a (#), the # indicates the number of responses that were similar.

Perceived Areas Needing Change and/or Improvement (Areas not adequately meeting the needs of students and staff)	Perceived Areas of Satisfaction (Areas adequately meeting the needs of students & staff)
Category 1: Classroom Size and Suitability	
Need more outlets and phone jacks (14)	Room size is good (5)
Lack of storage (10)	Good lighting in room (3)
Blinds that work (6)	Nice tables and chairs (3)
No natural light (5)	Good smartboards (3)
Small classroom size (3)	I love my chalkboards! (I don't want whiteboards)
Need a whiteboard (2)	
Need countertops (2)	
cords hanging down from ceiling	
Desks/seating	
Walls have slashes in them - need to be fixed	
Low quality chairs in my classroom	
Hot water	
Decent teacher desk	
Need dividers for individual and small groups	
Sinks need updating	
Need carpet in MS rooms	
Category 2: Cafeteria/Kitchen/Serving	
No natural light - dark and dreary (10)	Spacious dining area (2)
Serving lines too small/narrow (7)	
Update prep area (3)	
Dining area needs to be updated (2)	
Line 2 is not handicap accessible	
Hard to get to lines from the elevator	
Everything in kitchen needs updating	
Kitchen in dungeon!	
Prep kitchen is too small	

<u>Category 3: Security and Supervision</u>	
Classroom doors do not lock from inside (13)	
We have little to no security (8)	
Need access to bldg. w/ key FOB (6)	
Not enough cameras - need cameras in all areas (6)	
Not all doors shut (6)	
We need a main entrance that ALL must come through (5)	
ID card access for all staff (3)	
Main entrance locks are non-existent (3)	
Magnetic sensor for all doors (2)	
Security cameras are only motion activated and only range halfway down the hall	
One teacher cannot supervise a hall of 200 students during lunch	
<u>Category 4: Main Office/Nurse/Support Services</u>	
Need a work room/supply room/mail area w/ copy machines (4)	Nurse area divided by curtain
Need a better lobby/waiting area (4)	Nurse station
Need separate offices for administration (4)	
Need better conference rooms/places to meet with parents or students (3)	
Principal's office is small w/ no privacy (2)	
Only 2 beds in nurse's office (2)	
Bigger work room with more copy machines (2)	
SPED secretary doesn't have adequate space or confidentiality (2)	
No telephone in small room/conference room	
Office set up in HS/MS is very choppy and not inviting	
Some offices are too close to one another	
Secretary work area is too open	
Conference rooms are lacking technology	
Nurse area - no waiting! Secretary doing nurse duty	
Lack of privacy in nurse's office	
<u>Category 5: Science Classrooms/Labs</u>	
Not enough lab space for 7th-9th grades (6)	Biology room has a great lab space
Electrical system is old - outlets	Good lab size in high school
No ventilation or exhaust for middle school science	Plenty of materials storage in biology room
7th grade science room isn't a science room!	7-9 lab size is good
Teacher phone in HS biology shouldn't be in store room	6th grade science has good storage, counter space and cupboards
Student project storage	
More light in storage rooms - they are dark	
<u>Category 6: Art Classrooms/Labs</u>	
No natural lighting (3)	
Art storage	
More cleaning sink areas	

Category 7: Music Classrooms/Practice Areas/Etc.

We need individual practice rooms (10)	We have a sink
Need more storage (9)	Tiered floor
Limited access to practice areas for marching band. They practice on parking lot (8)	
No natural light (3)	
No acoustic treatment in band room - high ceilings (3)	
More space (2)	
No sink (2)	
The best marching tuba the school owns is held together with electrical tape	
All spaces are together	
Step levels in rehearsal not good	
Need larger choir room	
No privacy so students can see in the director's office	

Category 8: Teacher/Staff/Lunchroom/Workroom/Collaborative Planning Areas

We need a larger staff work area - separate from office or lounge - equipped with supplies and a copy machine (13)	
No collaborative spaces (3)	
Bathrooms are next to the eating area (2)	
Move copier out of lounge (2)	
We need more microwaves in lounge (2)	
Lounge is too small (2)	
Staff restrooms are in need of cleaning and updating (2)	
Supplies should be kept in the staff work room	
Need cold water output in women's bathroom on second floor	
Lounge area is very dreary	
Not enough teacher restrooms	
More refrigeration in lounge	

Category 9: Student Commons/Break-Out Areas

Need a commons area for students (7)	We have a student lounge but it's small and doesn't allow for supervision
No commons area except front lobby (3)	
There are no commons areas - students meet in locker area (2)	
Gathering area is way too small, not welcoming (2)	
Need separate MS and HS commons areas (2)	
Not adequate space in lobby for students to hang out	
Need a commons area on the main floor	
We have a commons but it's right as you walk in and all visitors can see it	

Category 10: Physical Education/Athletics/Locker Rooms/Pool Etc.

Weight room needs help (12)	
Better bleachers for HS/MS gym (7)	
No more communal showers (4)	
Weight room is too small (4)	
Locker rooms (3)	

Category 10: Physical Education/Athletics/Locker Rooms/Pool Etc.

Weight room is a dungeon - and limited time available for students to access (2)	
Stage area in HS gym needs repair (2)	
Locker room showers need updating (2)	
Need more storage space in gym (2)	
Showers need hot water	
Gymnastics room is cramped	
Shower space (especially for SPED kids)	
Space for all classes	
Update and supervised locker rooms	

Category 11: Site Suitability: Fields/Green Space, Playgrounds Etc.

No restroom by tennis courts or softball fields (3)	Green space is good (10)
We need another football field or turf	
Size of bathrooms/concessions	

Category 12: Parking and Bus Drop-off: Staff/Students/Parents

Parent/bus drop off is dangerous (5)	Lots of parking space
Students and teachers need assigned parking & parking tags (3)	
Parents must use north side as a drop off (2)	
Additional event parking	
Parking on East side is a little crazy at drop off	
MS/HS students have to walk across parking lots to access busses	
North side of building has traffic crossing between practice field	
No set drop off at MS/HS	
Crosswalk supervision/safety	
Drop off area needs additional exit	
School patrol on north side is irrelevant	
We have enough space - we just need rules	
Snow doesn't get moved away in community	

Category 13: Technology

Need better Wi-Fi access (12)	More computer carts is great 3
Bring your own device does not work (8)	We have a tech support person, but he is overwhelmed
1:1 devices or computer lab in every classroom (5)	Chromebook labs and accessibility is great 4
Can't print from Chromebook labs (3)	Love the new per grade computers
Need better wiring ability to move our rooms around-not locked in by outlets or wires	
Ability for computer teachers to attend workshops to keep up with technology trends	
Only one available lab	
Allow teachers access to internal Wi-Fi	
More technology devices & resources for SPED rooms & students	
MS lab has cords all over the place	

Category 13: Technology

MS lab needs appropriate desks for computers	
Smartboards in every room	
Updated technology	

Category 14: Library/Media Center: Location/Size/Layout

Certified media specialist (4)	Good size (2)
Alternative seating (4)	Good seating
Comfortable furniture in media center (3)	Computer access
Doesn't feel "homey" (2)	Recently updated - warm and welcoming
Needs natural light (2)	
Better book selection (more books) (2)	
More accessible to the public	
Separate rooms for listening to tapes in media center	
Research is lacking in the library - can't always use computers	
No encyclopedia in library	

Category 15: Special Education/Support Services

Need mock apartment to teach life skills (4)	We have a cool down room
Need space for outside agencies to meet with students (4)	laundry facilities
Not enough office space for archives (SPED files) (4)	
No calming/sensory room (4)	
SPED secretary needs an office for confidentiality (3)	
Need alternative school (3)	
No storage space for SPED materials & supplies (2)	
SPED Kitchen is not handicap accessible (2)	
Need hot water for dishes/cooking/showering (2)	
Testing room should not house computer labs	
Need conference rooms with technology and phones	
Space for counselor, social worker & psychologist together	
Privacy issues for social worker & counselor	
MS SPED needs to be closer to other MS classrooms	
Lack of easy accessibility/collaboration for students/staff	
Need divider for individual/small group instruction	
Spaces are separated in building	
Need more storage	
Lacking natural light	
Need more outlets	

Category 16: Auditoriums/Performing Arts Spaces

Seating is loud and uncomfortable in little theater (8)	New light technology but no training was provided
Lack of storage (7)	
Gymnasium is not an alternative for performances (4)	
We need a performance area (4)	
Need new theater (3)	
Auditorium is too small for concerts (3)	
Auditorium needs to be moved into 21st century (2)	
Need handicap seating (2)	
Dressing rooms are super sketchy	

Category 16: Auditoriums/Performing Arts Spaces

Low quality theater area	
Stage is not large enough	

Category 17: Career and Technical Education

FACS room needs updating (7)	Great space (2)
FACS room not accessible - need more stations in FACS room (2)	
FACS room is too small (2)	
Storage	
Need hoist for cars - or vocational auto programs	
More offerings needed	
Greenhouse	

Category 18: Hallways/Washrooms/Lockers/Maintenance

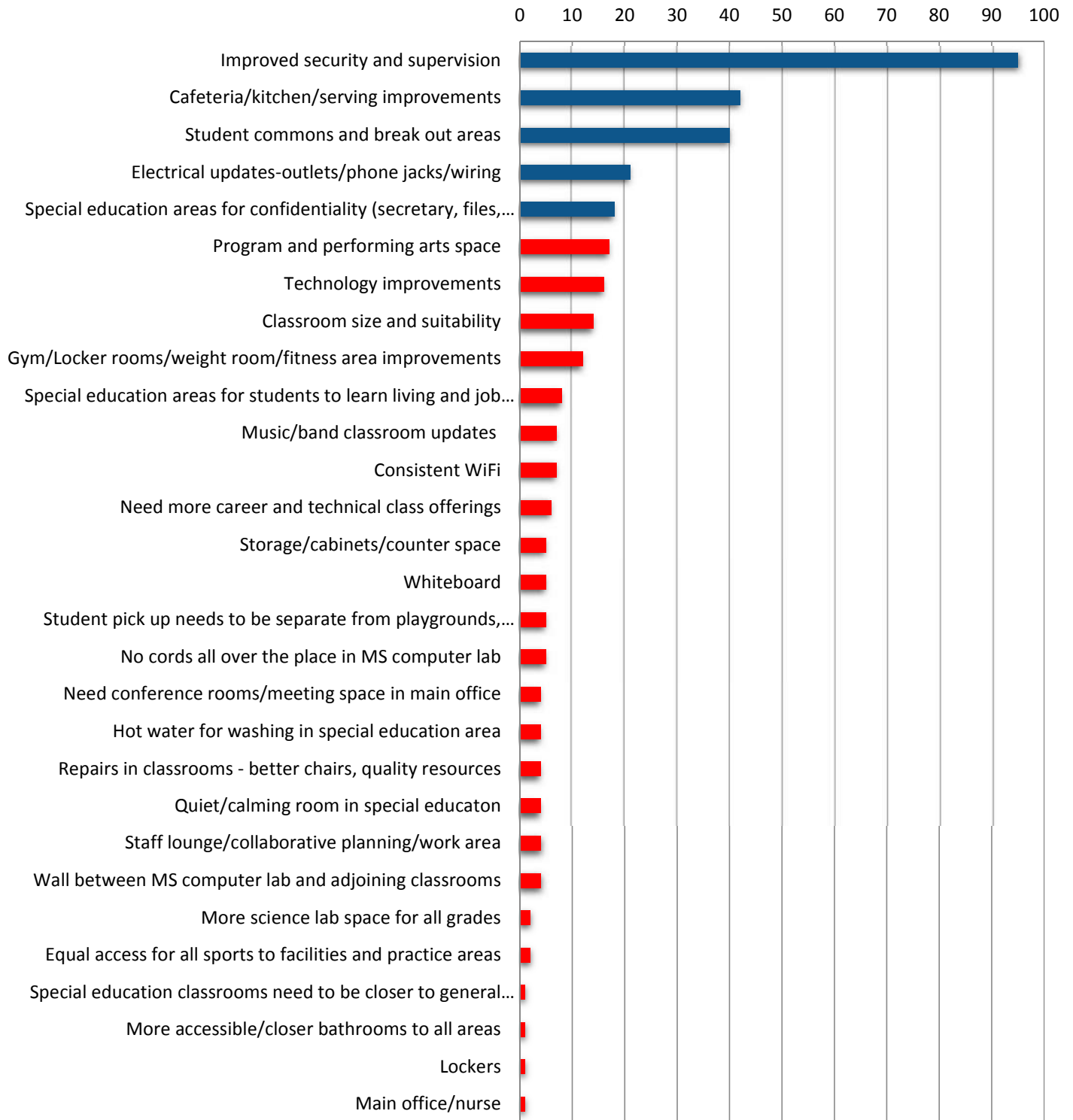
Lockers don't close and need locks (11)	Seem to have well-staged custodian areas
Bathrooms need updating (3)	
More bottle filling stations (2)	
Updated water fountains - water tastes bad out of some (2)	
Student bathrooms	
Sink handle is backwards in staff lounge	
More drinking fountains on north end	

Staff Input Exercise 2: The “Big Five” Needs

In this exercise, staff members were asked to indicate the five most important needs for the school; with their most important need placed by the number. 5 = 5 points, and the next most important need placed by the number 4 = 4 points, followed by the same procedure for numbers 3, 2 and 1. The following is a summary of that process.

Luverne Middle/High School - The Big Five Needs - Staff							
Needs: Description	Rank 5 to 1 with 5 = Highest Need to 1 = Lowest					Total Points	# of Responses
	5	4	3	2	1		
Improved security and supervision	XXXXXXXX XXXXXXXX X	XX		X		95	20
Cafeteria/kitchen/serving improvements		XXXX	XXXXXXXX		XXXXX	42	16
Student commons and break out areas		XXX	XXXXXXXX	XX	XXX	40	15
Electrical updates-outlets/phone jacks/wiring	X	XXX		X	XX	21	7
Special education areas for confidentiality (secretary, files, meetings)		XXXX		X		18	5
Program and performing arts space		X	X	XXXX	XX	17	8
Technology improvements	X		XX	XX	X	16	6
Classroom size and suitability		X	XX	XX		14	5
Gym/Locker rooms/weight room/fitness area improvements	X	X		X	X	12	4
Special education areas for students to learn living and job skills		XX				8	2
Music/band classroom updates			X	XX		7	3
Consistent WiFi	X			X		7	2
Need more career and technical class offerings			XX			6	2
Storage/cabinets/counter space		X			X	5	2
Whiteboard	X					5	1
Student pick up needs to be separate from playgrounds, parking lots, etc.	X					5	1
No cords all over the place in MS computer lab	X					5	2
Need conference rooms/meeting space in main office		X				4	1
Hot water for washing in special education area		X				4	1
Repairs in classrooms - better chairs, quality resources		X				4	1
Quiet/calming room in special education		X				4	1
Staff lounge/collaborative planning/work area				X	XX	4	3
Wall between MS computer lab and adjoining classrooms		X				4	1
More science lab space for all grades				X		2	1
Equal access for all sports to facilities and practice areas				X		2	1
Special education classrooms need to be closer to general classrooms					X	1	1
More accessible/closer bathrooms to all areas					X	1	1
Lockers					X	1	1
Main office/nurse					X	1	1

Luverne Middle/High School - NEEDS



Why is this information Important?

- Luverne Public School district is doing their homework.
- Luverne Public School district is listening to staff.
- Luverne Public School district will have good solid data for decision making.
- Education has changed dramatically in the last 20 years, and with these changes, the needs for educational spaces have also changed.
- There are currently some needs for Luverne Public Schools.