Discussion Points

- Introduction
- Committee Process Information (Part One)
  - Boundary Process Detail and Roles
  - Academics, Culture, Economics
  - Criteria for the Process
  - Guiding Principles
  - Conduct / Ground Rules
- Committee Enrollment Discussion (Part Two)
  - Enrollment Information
- Committee Capacity Discussion (Part Three)
  - Capacity
  - Building Evaluations
- Moving Forward (Part Four)
  - Key Considerations
  - Next Steps
Presentation Goals

1. Provide information that will help guide a Facility Master Plan Committee discussion:
   - Current Capacity
   - Enrollment Projections

2. Provide a transparent dialogue between RSP, Administration, BOE, and Committee so the public will better understand the timing for how the district creates its Facility Master Plan
The following conduct / ground rules are adhered to by each committee member for the duration of the process and are expected to be followed by the community participating in the public discussion:

- Be respectful of other opinions
- Think BIG
- Keep emotions under control and focused
- Be concise
- Share your viewpoint
- Assume good intentions
- Be prepared and involved
Parking Lot

The committee has the opportunity after each meeting to request or ask for additional information – for the public discussion there will be exit surveys for you to do the same.

1. Answers by either RSP or Administration prior to the next committee meeting
Part One: Committee Process Information
Board of Education Meetings

Committee Meetings

Public Forums

Starts April 2018

Completed January 2019

Notes:
Committee meetings could include building tours, special presentations, and homework.
All the committee work builds toward being able to answer one of the following:
* Build New / Renovate
* Re-purpose
* Grade Configuration
* Future Academic Programming
* Finance
* Ongoing projects to include: maintenance, safety/security, and other extracurricular facility need
**Board of Education:** Provide the framework of the process, community values, receive the Committee recommendation, listen to community input, and after more discussion approve a plan that will guide the district in making timely decisions for student academic achievement.

**Administration:** Provide guidance over the process, attend the committee meetings and public forums, be a resource in answering questions related to school district related topics, communicate the educational vision, and provide ongoing progress updates to the school community through a targeted communication plan.

**RSP:** Facilitator (Board, Committee, and Public Forums). Utilize GIS data, knowledge gained from County and City jurisdictions and others to create accurate enrollment projections, as well as facilitate meetings that produce positive, meaningful dialogue for the Board to consider solutions for students to experience World Class Educational opportunities in the classroom.

**Committee:** Discuss and analyze information, as well as engage in conversation with other committee members and the community. Examine options presented and evaluate based on the community values and prioritized framework established by the Board of Education, ultimately leading to a recommendation the BOE will consider to implement for a Facility Master Plan.

**Community:** Review the Committee options and provide constructive feedback so the committee and/or Board can consider how any of these ideas might benefit the student educational experiences.
Learner Centered:
The district’s mission statement is: We are committed to engaging all students in a **challenging** and **supportive** environment that ensures all students learn at high levels.

Community Connected:
There is a great deal of Community Support for the schools, coupled with High Expectations. Community people are Passionate about the district, and there is a great deal of pride in the community regarding their schools past, current and future.

Teacher Empowered:
Through their building level PLC's Leadership is encouraged in the district. Teachers operate in a Collaborative environment, focused on High Quality and Continuous Improvement.
Academics, Culture, Economics

Academics
- World Class Learning
- College & Career Successful
- Relevant & Rigorous
- Class Size
- Grade Configuration
- Enrollment/Capacity

Culture
- Athletics
- Activities
- Clubs
- Organizations
- Student Engagement
- Parent Involvement
- Traditions/Pride
- Safe/Caring

Economics
- Repurpose of Schools
- Remodeling/Additions
- New Construction
- Bond Referendums
- Community Support
- Ability/Desire To Afford
Guiding Principles

- All ten Key Issues Identification are important for the process to be successful
- Some of the items would need to happen regardless of what the committee recommends in the Facility Master Plan process
- The selection of what tier the other items are associated were derived by the discussion and ranking of the Key Issues Identification items. Those items that received more than one vote were considered Tier One, those with one or fewer votes were to be classified as Tier Two
- Board goal is for the committee to adhere to the Absolutes and best as possible address the Key Issues Identification in both Tier One and Tier Two

The Ten Key Issues Identification items should be classified in the following three areas (Shown on next page):

- Absolutes
- Tier One
- Tier Two
Key Issues Identification

ABSOLUTES:
1. Defining what equity means in the creation of improvements or new facilities
2. Ensure all schools are safe and secure

TIER ONE PRIORITIES:
1. Build community support in the creation of a Facility Master Plan which will promote world-class academic opportunities for every student to be college and/or career successful
2. Define the ideal grade configuration (ES, MS, HS) and appropriate transitions
3. Defining what a neighborhood means (ES, MS, and HS) and if or when there is a transition from grade centers to neighborhood attendance areas
4. Plan for Future Changes in the District (Transfer Policy, Open Enrollment, academic standards: Special Education (SPED), English Language Learners (ELL), Core and Flex Space, Activity or Extra-Curricular Programs)
5. Funding availability to support the desired academic programming and capacity need

TIER TWO PRIORITIES:
1. Provide guidance on what happens with existing buildings
2. What is the ideal capacity (students and sections) of a school (ES, MS, and HS)
3. Provide a timeline for any future building
Facility Master Plan Process

The following are results from the Community Exit Survey, 06/20/18:

36 community members participated in the Exit Survey

100% Strongly Agree/Agree with ACE and Guiding Principles

General Comments to the committee

- “I love that the goal is to continue high quality education while maintaining student rations”
- “Continue to think outside the box in this process – lets do it different”
- “A step in the right direction”
- “I think the committee is doing a great job. Keep up the good work!”
- “Well Done”
- “I appreciate the time spent to consider safe, sustainable learning environments for our kids”
Part Two: Committee Enrollment Discussion
- District Boundary (Purple Line)
- Major Streets
- Major water features & cultural features
- Municipality Limits (Color Shading)
There are nearly 200 planning areas RSP monitors for demographic, development, and enrollment data sets.
Zoomed in view of Adel and Desoto as these areas have the highest amount of student density

- **Red** areas depict highest density of students, **Gray** as lowest student density

- Overlapping points (2 or more students) are handled using a weighting of coincident points

- This type of analysis can help with understanding student population and geographic proximity to schools
Sophisticated Forecast Model

This is the central focus of everything RSP does. The model is based on what is happening in a school district. The best data is statistically analyzed to provide an accurate enrollment forecast. The District will be able to use RSP’s report and maps to better understand demographic trends, school utilization, and the timing of construction projects.

Built-Out

\[ S_{c,t,x} = S_{c-1,t-1,x} \times GC \]

Let:
- \( S \) = The number of students, either an actual count or a projected count
- \( x \) = A subscript denoting an attendance area in the School District
- \( c \) = Grade level
- \( t \) = Time (Years)
- \( GC \) = Growth component either modeling enrollment increase or decrease based on historical information, expressed as a real number

Developing

\[ S_{c,t,x} = S_{c-1,t-1,x} + (BP_{t,x} \times R_{c,x}) \]

Where:
- \( BP_{t,x} = \left( \frac{(CP_x) \times (BT_x) \times (A_x)}{\sum_x (CP_x)(BT_x)(A_x)} \right) \times CT \)

Let:
- \( S \) = The number of students, either an actual count or a projected count
- \( x \) = A subscript denoting an attendance area in the School District
- \( c \) = Grade level
- \( t \) = Time (Years)
- \( BP \) = Building permit forecast as given by the Building Permit Allocation Model (BPAM) model
- \( R_{c,x} \) = Student enrollment ratio of cohort \( c \) in planning area \( x \)
- \( CP \) = Capacity of a planning area as expressed by available housing units
- \( BT \) = Building history trend of a planning area
- \( A \) = An index which models the likelihood of development
- \( CT \) = Building permit control total forecast
Past, Current, Future Enrollment

Table Details
- Enrollment: Similar household demographics locating to the community, continued open enrollment policy, and building activity point toward significant increases with the enrollment – Projections do not include PS and PK students
- Open enrollment closed – exception for those families already enrolled – closure annually reviewed
- Development: Abatement incentives ending result in spike next couple of years in Adel

What Does This Mean?
- The above enrollment totals are Kdg to 12th grade (ES +4.8%, MS: +12.6%, HS: +6.8%, District: +7.2%)
- The above numbers are not the Certified Enrollment Count
- Does not include Home School, Private School, or Parochial School

Source: ADM Community School District and RSP SFM & Demographic Models
Reveals the clusters of where residential development has occurred

Some new areas do not necessarily lead to similar yield rates of like developments

Colors of dots represent a specific year according to the county assessor's office
Identifies where development activity is happening (Green)

Identifies possible areas that could develop (Yellow and Purple)

The market and property owners desire to build guides the timing of development

Other properties not shown might develop while some shown might not develop
Student Yield Rate

Single Family (SF)

| Year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2003 | 0.52 | 0.51 | 0.53 | 0.51 | 0.51 | 0.53 | 0.52 | 0.52 | 0.53 | 0.53 | 0.52 | 0.52 | 0.53 | 0.53 | 0.53 | 0.52 | 0.52 | 0.53 | 0.53 | 0.52 | Avg | 0.52 |

Source: Adel DeSoto Minburn Community School District, Dallas County, and Madison County

Multi-Family (MF)

| Year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2003 | 0.28 | 0.27 | 0.29 | 0.25 | 0.27 | 0.28 | 0.27 | 0.26 | 0.25 | 0.26 | 0.29 | 0.27 | 0.26 | 0.29 | 0.27 | 0.22 | 0.26 | 0.27 | Avg | 0.27 |

Source: Adel DeSoto Minburn Community School District, Dallas County, and Madison County

**Graphic Explanation**
- Single-Family residential on average has a higher student yield rate than that of Multi-Family
- The average yield rate for Single family is .52 when compared to the Multi-Family average yield rate of .27
- Yield rates throughout the district have remained stable for each of the housing types, 2017 saw a slight decrease in Multi-Family yield rate
### Past School Enrollment

**Table Explanation:**
- Largest K-12 class in 2017/18 – 1st grade (153)
- Smallest K-12 class in 2017/18 – 11th grade (118)
- Graduating senior class smaller than the next year incoming Kindergarten class

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#### Enrollment By Grade

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**Enrollment provided by the district**
**Does not include Early Childhood, Preschool, Age 5 Not in kindergarten, Home School, Private School, or Parochial School**
# Building Enrollment Projections

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<tr>
<th>School</th>
<th>Desired Educational</th>
<th>Mid-Range Educational</th>
<th>Functional Maximum</th>
<th>Past School Enrollment</th>
<th>Future Enrollment By Student Residence</th>
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<td>2,689</td>
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Source: RSP & Associates, LLC - June 2018

**Note 1:** Student Projections are based on the residence of the Official student count provided by the district

**Note 2:** Past School enrollment is the current grade configuration (K-2, 3-5, 6-8, 9-12)

**Note 3:** PS and PK students are not in the enrollment projections (65 to 80 students projected each year based on last two school years)

**Note 4:** Open Enrollment students included in past and projected enrollment

**Note 5:** Capacity provided by Administration

**Note 6:** Capacity provided in three ways to illustrate how the class size could impact how many students could be accommodated

**Exceed Desired Educational Capacity (DEC)**

**Exceed DEC and Mid-Range Educational Capacity (MREC)**

**Exceed DEC, MREC, and Functional Maximum Capacity (FMC)**

**Enrollment provided by the district**

Does not include Early Childhood, Preschool, Age 5 Not in kindergarten, Home School, Private School, or Parochial School
Assumptions for the Future:

**Enrollment:** Similar household demographics locating to the community as in 2018; continued open enrollment policy (allow students not residing in the district to attend), and having the appropriate educational spaces for student learning is restricted because there is not available space.

**Development:** Continue to be steady – the future may have some spikes greater than 100 units in the city – areas in De Soto will likely experience significant residential activity as suburban areas east in Waukee along the Grand Prairie Pkwy increase employment opportunities.

**Projections:** They include potential demographic shifts when older areas continue to change over time, as well as the City of Adel abatement ending.

**Capacity:** Adel Elementary exceeds Desired Educational Capacity by 2018/19, Mid-Range Educational Capacity by 2020/21 and Functional Maximum Capacity by 2022/23; Desoto Intermediate exceeds Desired Educational Capacity by 2020/21 and ADM Middle School exceeds Desired Educational Capacity by 2022/23; and High School educational capacity is being examined in relation the programming to determine capacity challenges.
Long Term Considerations with Desired Educational Capacity as the Baseline:

- Elementary level need most pressing at the K-2 level – a solution must be in place by 2021/22
- Intermediate level – a solution must be in place prior to 2023/24
- Middle School level – a solution must be in place prior to 2026/27
- High School level – educational programming space being evaluated to determine that timeline

Projections Beyond 2022/23

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Sources: 2000/01 to 2017/18 Iowa Department of Education and ADM School District
2018/19 to 2022/23 RSP & Associates SFM Projections from the 2017/18 Enrollment Report
2023/24 to 2027/28 RSP & Associates estimates based on past enrollment change factors

Note: Enrollment Change Row is change from previous year
District Summary

**Enrollment:**
- By 2022/23 Projected to increase by >500 students (28.7%) (Annually between 4% and 6%)
- By 2018/19 K-12 enrollment greater than 2,000
- By 2020/21 K-5 enrollment >1,000 students

**Capacity:**
- Elementary greatest immediate need
- Adel ES exceeds Desired Educational Capacity by 2018/19
- DeSoto Inter exceeds Desired Educational Capacity by 2020/21
- Adel MS exceeds Desired Educational Capacity by 2022/23
- The Facility Master Plan Committee is working on potential solutions

**Development:**
- Significant available land for residential development
- Annexation plans are regularly discussed
- Abatement in Adel and possibly at some point in the future in DeSoto will influence how quickly the ADM enrollment will increase
Part Three:
Committee Capacity Discussion
Evaluation Process

- Building site visit & walkthrough
  - Physical School Tours
  - Data for Schools
- Phone Interview with building administration
- Program & building space identification
- Class size range per grade level/program identified
- Building capacity calculated using capacity methodology
  - Prek-5
    - Core classrooms, Repurposed space possibilities, adjustments for square footage challenges
  - 6-12 Middle School and High School
    - Standard teaching stations multiplied by utilization factor, adjustments for square footage challenges
Capacity Terms

- **Functional Maximum Capacity** = measured by counting the number of standard classrooms in a school multiplied by the maximum allowable class size.

- **Square Footage per student** = ratio of the number of students to total building floor plan, compared to adopted standards.

- **Program Capacity** = maximum number of students a facility can accommodate after applying grade level or content area class averages to standard teaching stations within a facility.

- **Desired Class Size** = an ideal number of students in a particular content area class for planning and scheduling purposes.

- **Standard Class Size** = a number of students in a particular content area class used to establish a high end student-to-teacher ratio for planning and scheduling purposes.

- **Desired Educational Capacity** = number of students a building can accommodate by using a formula that considers educational programs, class size expectations per age group/program and building schedules. Functional capacity measures the current usage of educational program space and the pre-determined student class size range assigned to each space.

- **Mid-Range Educational Capacity** = has slightly higher Standard Class Size than the Desired Educational Capacity.
General Information:
- Desired Educational Capacity = 464 students
- Mid-Range Educational Capacity = 511 students
- Functional Maximum Capacity = 552 students
- Twenty-Four Core classrooms
Adel Elementary Comments

General Comments:
- More Playground equipment/PreK playground needs updated****
- Security/Cameras/Exterior doors need buzzers******
- Lunchroom/lunch timing/storage************
- More parking/staff and event concerns*****
- Shared rooms/SPED needs adequate spaces
- No PreK access
- HVAC concerns***
- Lighting/more natural light/love skylights in PS***
- Storage/tight locker spaces*****
- Restrooms/staff bathrooms *****
- Gym/need updating, more hoops/need AV***
- No onsite food prep
- Noisy entrance from mechanicals**
- Class sizes/too small(except KDG)******
- More office space needed*
- Not adequate conference space/staff meeting space***
- Bus Hub*
- Dismissal*
- Love the wet space for KDG & new bathrooms
- Like KDG classes that are ADA compliant
- Landscaping
- Art room dark/crammed

Proposed Solutions
- No addition needed
- Old part needs updating

Asterisks indicate multiple responses
DeSoto Elementary Floor Plan

General Information:
- Desired Educational Capacity = 500 students
- Mid-Range Educational Capacity = 550 students
- Functional Maximum Capacity = 625 students
- Twenty-Five Core classrooms
DeSoto Elementary Comments

Positive
- New spaces Great*****
- Really like art room**
- Main office**
- New wing is very well organized****
- Good lighting
- Comfortable for students and teachers
- New entrance good**

Negative
- Playground – worn equipment
- Lunch room too small ***
- Gym & Music room too small ********
- Library outdated & uncomfortable **
- No onsite food production
- Old wing unsafe with stairs/ADA ****
- Poor air quality/smalls/HVAC concerns******
- Exposed coat hangers/hooks/lack of lockers *****
- Lack of technology
- Restrooms in old building out of date******
- Old part is very old/small spaces*
- Close to I80
- Entrance/doors/Exterior ***
- Class sizes/too small/unequal to new wing*****

Proposed Solutions
- More central location for school? In Adel?
- Knock down old part & rebuild new – or close old section & build onto new section
- Concerns about investing more money in this building
- Penny sales tax option needs extension

Asterisks indicate multiple responses
**Evaluation Process**

<table>
<thead>
<tr>
<th>Question</th>
<th>Adel Elementary</th>
<th>Desoto Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exterior / Site Layout</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Rate the Exterior Appearance of the School – is it visually pleasing:</td>
<td>3.8</td>
<td>2.2</td>
</tr>
<tr>
<td>2 Rate the parking lot and access to the site – is it adequate:</td>
<td>3.4</td>
<td>3.2</td>
</tr>
<tr>
<td>3 Rate the playground and/or athletic fields – is it adequate:</td>
<td>3.7</td>
<td>3.3</td>
</tr>
<tr>
<td>4 Rate the Safety/Security of school – is it adequate (single point entry, cameras, lighting, bus, parking):</td>
<td>3.8</td>
<td>3.1</td>
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<tr>
<td><strong>Total</strong></td>
<td>3.7</td>
<td>3.0</td>
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<tr>
<td><strong>Interior / Building Layout</strong></td>
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<td></td>
</tr>
<tr>
<td>1 Rate the entrance of the School – is it visually pleasing:</td>
<td>4.0</td>
<td>3.5</td>
</tr>
<tr>
<td>2 Rate the administration area – is it adequate:</td>
<td>3.9</td>
<td>4.4</td>
</tr>
<tr>
<td>3 Rate the classroom areas – is it adequate (size and flexible teaching space):</td>
<td>3.2</td>
<td>2.0</td>
</tr>
<tr>
<td>4 Rate the cafeteria space – eating location – is it large enough, flexible space:</td>
<td>1.4</td>
<td>2.1</td>
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<tr>
<td>5 Rate the Gymnasium space – is it large enough, flexible space:</td>
<td>3.3</td>
<td>1.7</td>
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<tr>
<td>6 Rate the Auditorium/music space – is it large enough, flexible space:</td>
<td>3.4</td>
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<tr>
<td>7 Rate the library/media space – is it large enough, flexible space:</td>
<td>3.3</td>
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<tr>
<td>8 Rate the hallways – is it large enough for passing periods, space for lockers:</td>
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<td>2.3</td>
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<tr>
<td><strong>Total</strong></td>
<td>3.3</td>
<td>2.6</td>
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</table>

**Final Findings Rating:**

- Committee members were asked to rate each of the areas of the two schools.
- The findings seem to indicate Adel ES is a better facility.
- Many commented that DeSoto should be evaluated based on the old and the new areas.
Take Away Themes

The items listed below are the general themes from the results of the committee building tour at Adel Elementary and Desoto Elementary:

Adel Elementary:
- Adel Elementary should receive renovations to the “Old” portion of the structure should be renovated to meet standard set by the “New” portion

Desoto Elementary:
- Concern if DeSoto Elementary should be replaced and centrally located in Adel, and if more funds should be put into this location
- If DeSoto Elementary is to remain a facility within the district the “Old” portion of the structure should be renovated to meet standard set by the “New” portion

Both Elementary Schools:
- Each of the facilities should be renovated in order for students receive the same experiences and equitable education no matter the building they attend
- Security needs to be upgraded to include cameras and exterior door buzzers
- Concern if each of the building is ADA compliant, and if not then should be made so
- Lunchrooms, Playgrounds, and Restrooms are inadequate and need to be upgraded
- Gyms, Music rooms, and Libraries are too small and should be enlarged and allowed to have more natural light
- Should have the air quality tested and HVAC upgraded if necessary
Community Activity

Description:
1. Small Group Rotation (10 to 15 minutes at each station) (Three Questions)
   - **Question One**: The committee has indicated that Adel Elementary should remain a facility for younger aged grades, PK-2 at a minimum.
   - **Question Two**: The committee has indicated DeSoto Elementary would likely be better for older aged elementary students, up to 6th grade.
   - **Question Three**: What are your thoughts of a future grade configuration that has Adel ES (PK-1), New ES (2-4), Desoto ES (5-6), Middle (7-8), High (9-12)

Task:
- Go to one of the stations, no more than 10 to 15 persons at each station
- A committee member and/or district administrator will be the facilitator
- Read each question and provide your input on what you think should be considered, generate questions and/or comments
- If you agree with something written by a previous group, place a “star” next to that item

2. Reconvene back as an entire group for a report out (15 to 20 minutes)
3. District short message
The following are results from the Community Activity, 06/20/18:

**Question One:** The committee has indicated that Adel Elementary should remain a facility for younger aged grades, PK-2 at a minimum.

**Support**
- Appropriately sized restrooms
- Playground equipment
- Daycare nearby
- Adequate class size x2
- Age appropriate learning
- Gym supports younger students
- Supports Pre-School and SPED
- Opens space for future growth and expansion x2
- Building suited for younger students
- Focuses services on an age level
- Provides one school system not divided by grade configuration
- Classrooms setup for younger students
- Great for collaboration with students and teachers

**Challenges**
- Number of challenges
- Culture of being in a continual building
- Lunchroom
- Parking during event
- Capacity supports K-5
- Traffic and parking x3
- Congestion at pick-up/drop-off
The following are results from the Community Exit Survey, 06/20/18:

- **79%** Strongly/Agree Adel ES should be a PK-2 facility at a minimum

- **88%** Strongly/Agree Adel ES should house 550 or fewer students

- **76%** think 2nd grade should be relocated if more space is needed

**General Comments to the committee**
- “Teachers are in sync and accountable to the core together ”
- “Fits the needs of little kids, works best if 2nd grade is relocated ”
- “Allows opportunity for renovations to make Kindergarten equitable throughout ”
- “Possibility of having two PK-4 buildings in Adel? ”
- “Potential for new PreK building? ”
- “Built for little kids ”
The following are results from the Community Activity, 06/20/18:

**Question Two:** The committee has indicated DeSoto Elementary would likely be better for older aged elementary students, up to 6th grade.

**Support**
- Building doesn’t support K-1 programming x2
- Bulk of Elementary students are in Adel
- More appropriate for older students
- New additions
- Transportation easier for older students
- Less safety issues for older students
- Not enough funds for full replacement

**Challenges**
- Transportation
- Lunchroom size
- Program flexibility
The following are results from the Community Exit Survey, 06/20/18:

82% Strongly/Agree DeSoto ES could house students up to the 6th grade

88% Prefer the Grade Configuration of 5th-6th at DeSoto ES

General Comments to the committee
- “I love the idea of keeping the 6th graders separate, they are at different developmental stage than middle schoolers”
- “Renovations are needed regardless of building use”
- “Are there enough students in DeSoto to make bussing students from Adel equitable”
- “Old Space needs to go”
- “Demolish and rebuild third story”
The following are results from the Community Activity, 06/20/18:

**Question Three:** What are your thoughts of a future grade configuration that has Adel ES (PK-1), New ES (2-4), Desoto ES (5-6), Middle (7-8), High (9-12)

**Support**
- Cost effective x2
- Maturity of 6th grade
- New school flexible for change
- No more community schools
- Transportation of older ES students
- Address capacity issues x2
- Evens out class size
- One new building rather than multiple
- Allows for staff collaboration
- Creates culture with students x2

**Challenges**
- Number transitions x2
- General fund pressures
- Parents with student in multiple buildings
- Traffic/bussing
Grade Configuration

The following are results from the Community Exit Survey, 06/20/18:

83% Strongly/Agree with building an new elementary school

79% Strongly/Agree with a future grade configuration of Adel ES (PK-1), New ES (2-4), DeSoto ES (5-6), Middle (7-8), High (9-12)

General Comments to the committee

- “I like the configuration proposed, wisely grouped grades”
- “6th grade should absolutely leave the middle school setting”
- “Worried about the number of transitions, but for the money and class sizes this seems like the best option”
- “I like the feeling of community that is maintained by staying grade-based”
- “Like grouping in small groups vs 1st – 5th”
- “More availability for the younger learners should be a primary focus”
Next Steps

Next Committee #3 Meeting:  August 29, 2018

- Preliminary Agenda:  Educational Programming Need

Next Public Input #2:  December 11, 2018

- Preliminary Agenda:  Receive community input on draft facilities master plan

Communication

- Utilizing all media formats (newspaper, social media, district website, newsletters) to inform the community of the process and charge to the committee so they can follow what happens and prepare for the possible boundary changes that are being discussed.