18/19 FACILITY MASTER PLAN

Committee Meeting #4

Presented on **September 12**, 2018

ADM COMMUNITY SCHOOLS

RSP Visualizing Success

Discussion Points

- Introduction
- Process Overview (Part One)
  - Boundary Process Detail and Roles
  - Academics, Culture, Economics
  - Criteria for the Process
  - Guiding Principles
- Committee Information (Part Two)
  - Facility Tour Findings (Committee Response and Survey)
  - Final Evaluation of Buildings
  - Capacity Overview
- Committee Discussion (Part Three)
  - Activity – Grade Configuration, Grade Center, Neighborhood Schools
- Moving Forward (Part Four)
  - Next Steps

RSP

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Presentation Goals

1. Provide information that will help guide a Facility Master Plan Committee discussion:
   - Process Overview
   - What Committee Members have learned
   - Capacity Conversation
   - Grade Configuration, Grade Centers, Neighborhood Attendance Areas

2. Provide a transparent dialogue between RSP, Administration, BOE, and Committee so the public will know how the Facility Master Plan will improve the District in being Learner Centered, Community Connected and Teacher Empowered.

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Conduct / Ground Rules

The following will be adhered to by each committee member for the duration of the process.

- 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

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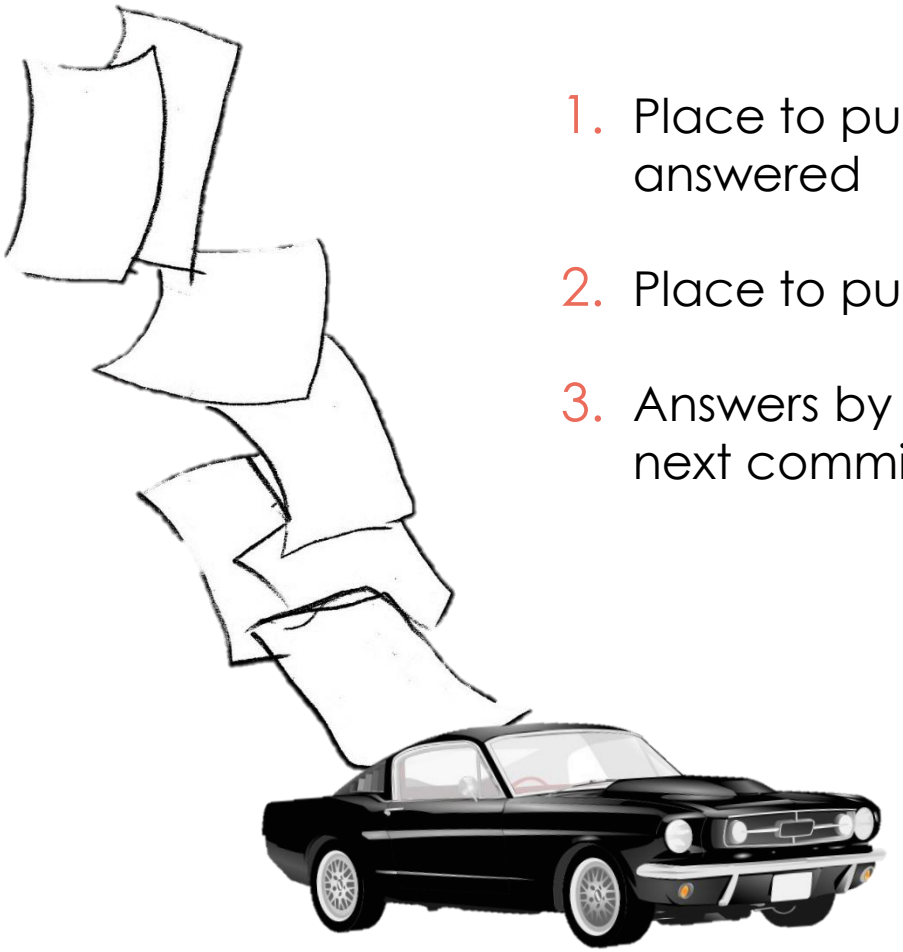
Parking Lot



1. Place to put questions about items you would like answered
2. Place to put general comments
3. Answers by either RSP or Administration prior to the next committee meeting

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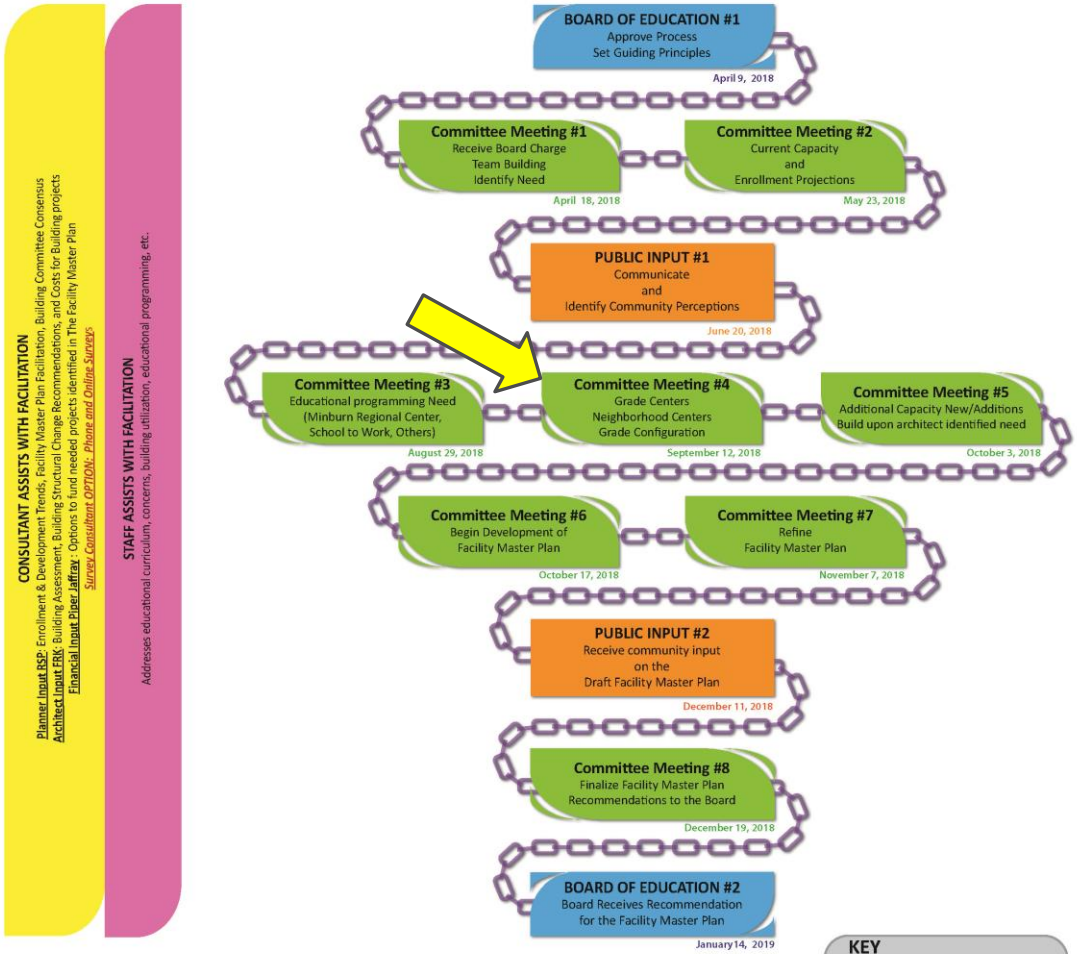
Part One:
Process Overview

Adel Desoto Minburn Community School District

Facility Master Plan Process

Process Detail



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

2 Board of Education Meetings

8 Committee Meetings

2 Public Forums

Starts April **2018**

Completed January **2019**

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Learner Centered - Teacher Empowered - Community Connected

Process Roles for Entities

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 implementing the Facility Master Plan recommendation.

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.

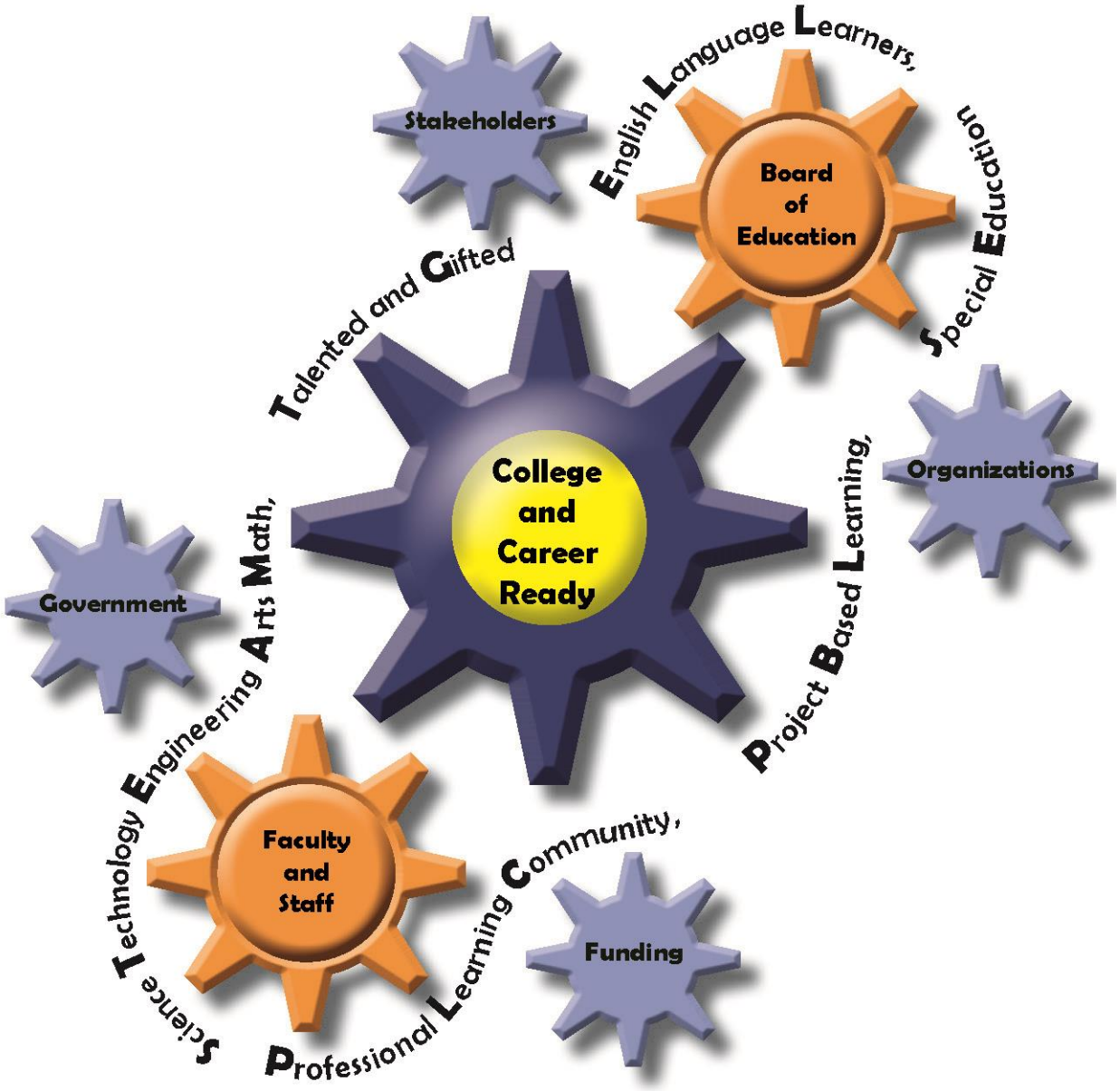
Tagline Clarification

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.

Community Driven Process



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Academics, Culture, Economics

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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

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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

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Part Two:
Committee Information

Community Input

The following are results from the 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 – let's 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"

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Community Input

The following are results from the Online Survey, 06/26/18 – 07/08/18;

21 community members participated in the Online Survey

Adel Elementary

- "Grouping students by age provides a greater opportunity for a more narrowed approach to developmentally appropriate programing as well as social support for students. It also allows for a greater degree of collegial support"
- "Students would likely lose some sense of comfort that comes with attending the same school as their sibling(s)"

DeSoto Intermediate

- "It is nice to have like age groups at different facilities for development, student safety and traffic flows"
- "Might be best to replace the entire DeSoto facility"

Grade Configuration

- "I think it's a plus when grade levels can stay together, and teachers benefit from collaboration"
- "Staffing to maintain more buildings could be a challenge as we have issues now getting some things done as needed"

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Committee Input

The following are results from Committee Meeting 3, 08/29/18;

74% of Committee members strongly agree/agree Adel ES and DeSoto Inter cannot serve projected enrollment by 2021/22

95% of Committee members strongly agree/agree ADM needs to increase Elementary student capacity

95% of Committee members strongly agree/agree that any solution will result a transition timeframe

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Take Away Themes - Elementary

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

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 Intermediate:

- Concern if DeSoto Intermediate should be replaced and centrally located in Adel, and if more funds should be put into this location
- If DeSoto Intermediate 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 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

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Take Away Themes - Secondary

The items listed below are the general themes from the results of the committee building tour at ADM Middle School and ADM High School:

ADM Middle School:

- Administration offices too far away from students
- Most spaces are a good size and allow for growth
- MS/HS Shared spaces create scheduling challenges
- MS/HS Shared spaces do not have ideal storage or program use
- Music/Band room too small
- Lack of seats in the auditorium
- Utilize technology and online learning

ADM High School:

- New classrooms are great, old classrooms are too small
- Science rooms are nice
- Family science room needs remodel
- Music/Band room too small
- Auditorium inadequate
- Football locker room should be relocated due to odor
- Separate campus for VoTech at Minburn

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Final Evaluation of All Buildings

Question: Answer each of the following questions - 1 being the worst and 5 being the best		Adel Elementary	Desoto Intermediate	Adel Middle School	Adel High School
Exterior / Site Layout					
1	Rate the Exterior Appearance of the School – is it visually pleasing:	3.8	2.2	3.8	4.3
2	Rate the parking lot and access to the site – is it adequate:	3.4	3.2	3.3	3.8
3	Rate the playground and/or athletic fields – is it adequate:	3.7	3.3	4.0	4.1
4	Rate the Safety/Security of school – is it adequate (single point entry, cameras, lighting, bus, parking):	3.8	3.1	3.5	3.5
Total Exterior / Site Layout		**3.7**	**3.0**	**3.6**	**3.9**
Interior / Building Layout					
1	Rate the entrance of the School – is it visually pleasing:	4.0	3.5	3.8	4.4
2	Rate the administration area – is it adequate:	3.9	4.4	4.0	4.2
3	Rate the classroom areas – is it adequate (size and flexible teaching space):	3.2	2.0	3.2	4.2
4	Rate the cafeteria space – eating location – is it large enough, flexible space:	1.4	2.1	3.9	4.1
5	Rate the Gymnasium space – is it large enough, flexible space:	3.3	1.7	4.4	4.0
6	Rate the Auditorium/music space – is it large enough, flexible space:	3.4	2.0	1.7	1.7
7	Rate the library/media space – is it large enough, flexible space:	3.3	3.0	4.0	4.2
8	Rate the hallways – is it large enough for passing periods, space for lockers:	4.0	2.3	3.9	4.3
Total Interior / Building Layout		**3.3**	**2.6**	**3.6**	**3.9**
Total Exterior / Site Layout and Interior / Building Layout		**3.4**	**2.7**	**3.6**	**3.9**

- The results in the table include persons who gave a zero for any of the areas being evaluated
- Adel ES is rated a better building than DeSoto Intermediate
- Many spaces at the MS and HS are shared creating challenges with the utilization of space and scheduling

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Capacity Terms

- **Square Footage per student** = ratio of the number of students to total building floor plan, compared to adopted standards.
- **Desired Class Size** = an desired number of students in a particular content area class for planning and scheduling purposes. (K-2 = 19, 3-5 = 20).
- **Functional Class Size** = an ideal number of students in a particular content area class for planning and scheduling purposes. (K-2 = 21, 3-5 = 22).
- **Maximum 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. (K-2 = 23, 3-5 = 25).
- **Desired Educational Capacity (DEC)** = 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 (Desired Class Size) range assigned to each space.
- **Functional Educational Capacity (FEC)** = 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 (Functional Class Size) range assigned to each space. has slightly higher Standard Class Size than the Desired Educational Capacity
- **Maximum Educational Capacity (MEC)** = 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 (Maximum Class Size) range assigned to each space.

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Building Capacity

School	Desired Educational	Functional Educational	Maximum Educational
Adel Elementary Grades K-2	464	511	552
DeSoto Intermediate Grades 3-5	500	550	625
ADM Middle School Grades 6-8	550	600	675
ADM High School Grades 9-12	682	744	837
ELEMENTARY TOTAL Grades K-5	964	1,061	1,177
MIDDLE TOTAL Grades 6-8	462	507	552
HIGH TOTAL Grades 9-12	697	765	832
DISTRICT K -12 TOTALS Grades K-12	2,123	2,333	2,561

- The elementary schools were evaluated by administration
- The secondary schools were evaluated by RSP
- Student educational experience will be maximized with either the Desired Educational Capacity (DEC) or the Functional Building Capacity (FEC)

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Part Three:
Committee Discussion

Raccoon River Grade Configuration

ADM CSD – PK-2, 3-5, 6-8, 9-12

Ballard CSD – PK-2, 3-5, 6-8, 9-12

Bondurant-Farrar CSD – PK-4, 5-8, 9-12

Boone CSD – PK-1, 2-4, 5-8, 9-12

Carlisle CSD – PK-3, 4-5, 6-8, 9-12

Carroll CSD – PK-3, 4-5, 6-8, 9-12

Perry CSD – PK-5, 6-8, 9-12

Winterset CSD – PK-3, 4-6, 7-8, 9-12

Grade Configuration Options

ADM Facility Master Plan Grade Configuration Discussion

Facility	Capacity		Enrollment	Grade Configuration Options			
	Type	Range	Year	Current	Grade Center	Neighborhood	Mod Neighborhood
Adel ES				*K - 2*	*K - 1*	*K - 2*	*K - 3*
	Desired Educational	464	Current 17/18	444	297	222	502
	Functional Educational	511	Projected 21/22	529	352	265	478
	Maximum Educational	552	Projected 25/26	642	438	321	572
New ES 21/22					*2 - 4*	*K - 2*	*K - 4*
	Desired Educational	450	Current 17/18		452	222	247
	Functional Educational	500	Projected 21/22		525	265	399
	Maximum Educational	600	Projected 25/26		607	321	473
DeSoto Inter				*3 - 5*	*5 - 6*	*3 - 5*	*5 - 6*
	Desired Educational	500	Current 17/18	454	300	454	300
	Functional Educational	550	Projected 21/22	540	361	540	361
	Maximum Educational	625	Projected 25/26	606	391	606	391
ADM MS				*6 - 8*	*7 - 8*	*6 - 8*	*7 - 8*
	Desired Educational	462	Current 17/18	406	255	406	255
	Functional Educational	507	Projected 21/22	519	350	519	350
	Maximum Educational	552	Projected 25/26	575	387	575	387
ADM HS				*9 - 12*	*9 - 12*	*9 - 12*	*9 - 12*
	Desired Educational	697	Current 17/18	501	501	501	501
	Functional Educational	765	Projected 21/22	607	607	607	607
	Maximum Educational	832	Projected 25/26	754	754	754	754

Source: ADM Community Schools and RSP & Associates, LLC

Option Examples for Discussion Purposes

Notes:

Preschool has been between 60 and 70 students (Adel ES capacity does not include space being used for this programming)

Adel ES has 24 core K-2 classrooms

Adel ES has a maximum of eight optimally designed Kindergarten rooms available

District Bond Capacity is about 21 million dollars available for all facility need

The Neighborhood option has 50% of K-2 students attending each elementary school

The Mod Neighborhood has 2/3 of K-3 students at Adel ES and 1/3 of K-3 students at New ES

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Deeper Dive (Activity)

In this activity you will provide feedback on the pros and deltas regarding the following areas:

- **Current Grade Configuration**
- **Preferred Grade Configuration**
- **Grade Centers**
- **Neighborhood Attendance Areas**

1. Provide Pros and Deltas for each item
2. Rotate to the next table and repeat so that you have provided input to each of the four areas
3. After all the rotations there will be a group report out

Time Limit –15 minutes each station then report out to the group

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Part Four:
Moving Forward

Next Steps

Next Public Input #2: December 11, 2018

- ❑ Preliminary Agenda: Communicate and Present Draft Committee Concept

Next Committee #5 Meeting: October 3, 2018

- ❑ Preliminary Agenda: Discussion of Options

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.

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Notes

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