18/19 FACILITY MASTER PLAN
Committee Meeting #6
Presented on October 17, 2018
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)**
  - Past Enrollment and Projections
  - Past Meeting Results
  - Building Capacity
  - Grade Configuration
  - Grade Center and Neighborhood Information
- **Committee Discussion (Part Three)**
  - District Finance Update
  - Support for 2-4 Building Activity
  - Project Theme Activity
  - Long Range Activity
- **Moving Forward (Part Four)**
  - Next Steps
Presentation Goals

1. Provide information that will help guide a Facility Master Plan Committee discussion:
   - Process Overview
   - Consensus on Grade Configuration
   - Receive Project Cost Estimates

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.
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
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
Part One: Process Overview
2 Board of Education Meetings

8 Committee Meetings

2 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
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.
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

- Stakeholders
- English Language Learners
- Board of Education
- Special Education
- Talented and Gifted
- Organizations
- Government
- Science
- Technology
- Engineering
- Arts
- Math
- Faculty and Staff
- Professional Learning Community
- Funding
- College and Career Ready
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
Part Two:
Committee Information
# Past School Enrollment

## Enrollment By Grade

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
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<th>7th</th>
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<th>10th</th>
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<td>114</td>
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<td>2013/14</td>
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<td>1,597</td>
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<td>129</td>
<td>118</td>
<td>124</td>
<td>1,805</td>
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</table>


## Table Explanation:

- **Largest K-12 class in 2017/18 – 1st grade (163)**
- **Smallest K-12 class in 2017/18 – 11th grade (118)**
- **Graduating senior class smaller than the next year incoming Kindergarten class**

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 Projection

<table>
<thead>
<tr>
<th>School</th>
<th>Desired Educational</th>
<th>Functional Educational</th>
<th>Maximum Educational</th>
<th>Past School Enrollment</th>
<th>Future Enrollment By Student Residence</th>
<th>Note</th>
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<tr>
<td></td>
<td>2013/14</td>
<td>2014/15</td>
<td>2015/16</td>
<td>2016/17</td>
<td>2017/18</td>
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<tr>
<td>Grades K-2</td>
<td>464</td>
<td>511</td>
<td>552</td>
<td>387</td>
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<td>451</td>
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<td>DeSoto Intermediate</td>
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<td>Grades 3-5</td>
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<td>550</td>
<td>625</td>
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<td>410</td>
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<td>ADM Middle School</td>
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<td></td>
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<tr>
<td>Grades 6-8</td>
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<td>507</td>
<td>552</td>
<td>363</td>
<td>359</td>
<td>378</td>
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<td>ADM High School</td>
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<td></td>
<td></td>
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<tr>
<td>Grades 9-12</td>
<td>697</td>
<td>765</td>
<td>832</td>
<td>465</td>
<td>473</td>
<td>497</td>
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<td>ELEMENTARY TOTAL</td>
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<tr>
<td>Grades K-5</td>
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<td>1,177</td>
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<td>MIDDLE TOTAL</td>
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<td>Grades 6-8</td>
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<td>507</td>
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<td>378</td>
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<td>HIGH TOTAL</td>
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<td></td>
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<td>Grades 9-12</td>
<td>697</td>
<td>765</td>
<td>832</td>
<td>465</td>
<td>473</td>
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<td>DISTRICT K-12 TOTALS</td>
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<td>Grades K-12</td>
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<td>2,333</td>
<td>2,561</td>
<td>1,559</td>
<td>1,645</td>
<td>1,761</td>
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</tbody>
</table>

Source: RSP & Associates, LLC - September 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: Elementary Capacity provided by Administration - Secondary Capacity by RSP.

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

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 (DEC) by 2018/19, Functional Educational Capacity (FEC) by 2020/21 and Maximum Educational Capacity (MEC) by 2022/23; Desoto Intermediate exceeds Desired Educational Capacity (DEC) by 2020/21 and ADM Middle School exceeds Desired Educational Capacity (DEC) by 2022/23; and High School educational capacity appears to be adequate, but will have challenges with shared spaces with the middle school.
Projections Beyond 2022/23

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

Enrollment provided by the district
Does not include Early Childhood, Preschool, Age 5 Not in kindergarten, Home School, Private School, or Parochial School
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”
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”
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
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
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
## Final Evaluation of All Buildings

<table>
<thead>
<tr>
<th>Exterior / Site Layout</th>
<th>Adel Elementary</th>
<th>Desoto Intermediate</th>
<th>Adel Middle School</th>
<th>Adel High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Rate the Exterior Appearance of the School – is it visually pleasing:</td>
<td>3.8</td>
<td>2.2</td>
<td>3.8</td>
<td>4.3</td>
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<tr>
<td>2 Rate the parking lot and access to the site – is it adequate:</td>
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<td>3.2</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>3 Rate the playground and/or athletic fields – is it adequate:</td>
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<td>3.3</td>
<td>4.0</td>
<td>4.1</td>
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<tr>
<td>4 Rate the Safety/Security of school – is it adequate (single point entry, cameras, lighting, bus, parking):</td>
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<td>3.1</td>
<td>3.5</td>
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<tr>
<td>Total Exterior / Site Layout</td>
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<table>
<thead>
<tr>
<th>Interior / Building Layout</th>
<th>Adel Elementary</th>
<th>Desoto Intermediate</th>
<th>Adel Middle School</th>
<th>Adel High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Rate the entrance of the School – is it visually pleasing:</td>
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<td>3.5</td>
<td>3.8</td>
<td>4.4</td>
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<tr>
<td>2 Rate the administration area – is it adequate:</td>
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<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>3 Rate the classroom areas – is it adequate (size and flexible teaching space):</td>
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<td>2.0</td>
<td>3.2</td>
<td>4.2</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>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td>5 Rate the Gymnasium space – is it large enough, flexible space:</td>
<td>3.3</td>
<td>1.7</td>
<td>4.4</td>
<td>4.0</td>
</tr>
<tr>
<td>6 Rate the Auditorium/music space – is it large enough, flexible space:</td>
<td>3.4</td>
<td>2.0</td>
<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
<td>7 Rate the library/media space – is it large enough, flexible space:</td>
<td>3.3</td>
<td>3.0</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>8 Rate the hallways – is it large enough for passing periods, space for lockers:</td>
<td>4.0</td>
<td>2.3</td>
<td>3.9</td>
<td>4.3</td>
</tr>
<tr>
<td>Total Interior / Building Layout</td>
<td>3.3</td>
<td>2.6</td>
<td>3.6</td>
<td>3.9</td>
</tr>
</tbody>
</table>

| 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
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.
## Building Capacity

- The elementary schools were evaluated by administration.
- The secondary schools were evaluated by RSP.
- The previous MS Capacity was:
  - DEC = 550
  - FEC = 600
  - MEC = 675
- The previous HS capacity was:
  - DEC = 682
  - FEC = 744
  - MEC = 837
- Student educational experience will be maximized with either the Desired Educational Capacity (DEC) or the Functional Building Capacity (FEC).

<table>
<thead>
<tr>
<th>School</th>
<th>Desired Educational</th>
<th>Functional Educational</th>
<th>Maximum Educational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adel Elementary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades K-2</td>
<td>464</td>
<td>511</td>
<td>552</td>
</tr>
<tr>
<td>DeSoto Intermediate</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grades 3-5</td>
<td>500</td>
<td>550</td>
<td>625</td>
</tr>
<tr>
<td>ADM Middle School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>462</td>
<td>507</td>
<td>552</td>
</tr>
<tr>
<td>ADM High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>697</td>
<td>765</td>
<td>832</td>
</tr>
<tr>
<td>ELEMENTARY TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades K-5</td>
<td>964</td>
<td>1,061</td>
<td>1,177</td>
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<tr>
<td>MIDDLE TOTAL</td>
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<td></td>
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</tr>
<tr>
<td>Grades 6-8</td>
<td>462</td>
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<td>552</td>
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<tr>
<td>HIGH TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>697</td>
<td>765</td>
<td>832</td>
</tr>
<tr>
<td>DISTRICT K-12 TOTALS</td>
<td></td>
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<td></td>
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<tr>
<td>Grades K-12</td>
<td>2,123</td>
<td>2,333</td>
<td>2,561</td>
</tr>
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</table>

Source: RSP & Associates, LLC - September 2018
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
Listed below are the committee comments about Grade Configuration:

**Current** (K-2, 3-5, 6-8, 9-12)

- **Pro**
  - Early learners together
  - Vertical learning
  - Easier collaboration between grade levels
  - Appropriate age groups
  - Before/After school activities
  - Post secondary programs available
  - Transportation

- **Delta**
  - Don’t have the capacity or money
  - AE facilities used by appropriate ages
  - MS has plenty of space, could use some as HS

**Preferred** (K-3, 4-6, 7-8, 9-12)

- Don’t have the capacity or money

**Preferred** (K-1, 2-4, 5-6, 7-8, 9-12)

- AE facilities used by appropriate ages
- MS has plenty of space, could use some as HS

For 10/3/18 meeting plan on discussing the following grade configurations:

- K-1, 2-4, 5-6, 7-8, 9-12
- K-3, K-3, 4-5, 6-8, 9-12
Grade Configuration

Listed below are the committee comments about Grade Configuration:

**Grade Centers** (K-1, 2-4, 5-6, 7-8, 9-12)

**Pro**
- Collaboration of teachers (unity)
- More grade level community
- Teachers teaching same content
- Parent groups
- Departmentalizing
- Balanced population
- Keeps resources together

**Delta**
- Transportation
- Additional transitions
- Siblings in different buildings
- Special education staffing
- Building opens at functional level
- 6th grade socialization
- Large PLCs

**Neighborhood** (K-3, K-4, 5-6, 7-8, 9-12)

**Pro**
- Less travel for young students
- More parent support
- Sense of community
- Reduction of pick up/drop off
- Less transitions
- Grade levels collaboration
- Smaller class size

**Delta**
- Splitting staff
- Creation of boundaries
- Merging students in grade level
- Perceived inequalities
- Additional transitions
- Grades split
- Additional bussing
## Grade Configuration Info

### Facility Information

<table>
<thead>
<tr>
<th>Facility</th>
<th>Capacity Type</th>
<th>Range</th>
<th>Enrollment Year</th>
<th>Grade Configuration Option</th>
</tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Current</td>
<td>Grade Center</td>
</tr>
<tr>
<td>Adel ES</td>
<td>Desired Educational</td>
<td>464</td>
<td>Current 17/18</td>
<td>K - 2</td>
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<tr>
<td></td>
<td>Functional Educational</td>
<td>511</td>
<td>Projected 21/22</td>
<td>444</td>
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<td>Maximum Educational</td>
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<td>Projected 27/28</td>
<td>297</td>
</tr>
<tr>
<td></td>
<td>Desired Educational</td>
<td>550</td>
<td>Current 17/18</td>
<td>529</td>
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<tr>
<td></td>
<td>Functional Educational</td>
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<td>Projected 21/22</td>
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<td>Projected 27/28</td>
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<td>Desired Educational</td>
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<td>Projected 27/28</td>
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</tr>
<tr>
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<tr>
<td>Desoto Inter</td>
<td>Desired Educational</td>
<td>500</td>
<td>Current 17/18</td>
<td>3 - 5</td>
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<td>550</td>
<td>Projected 21/22</td>
<td>454</td>
</tr>
<tr>
<td></td>
<td>Maximum Educational</td>
<td>625</td>
<td>Projected 27/28</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Desired Educational</td>
<td>500</td>
<td>Current 17/18</td>
<td>5 - 6</td>
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<td>Functional Educational</td>
<td>550</td>
<td>Projected 21/22</td>
<td>540</td>
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<td></td>
<td>Maximum Educational</td>
<td>625</td>
<td>Projected 27/28</td>
<td>361</td>
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<td>462</td>
<td>Current 17/18</td>
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<td>Functional Educational</td>
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<td>Projected 21/22</td>
<td>406</td>
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<td>Maximum Educational</td>
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<td></td>
<td>Functional Educational</td>
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</tr>
<tr>
<td></td>
<td>Maximum Educational</td>
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<td>ADM HS</td>
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<td>9 - 12</td>
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<td>Functional Educational</td>
<td>765</td>
<td>Projected 21/22</td>
<td>607</td>
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<tr>
<td></td>
<td>Maximum Educational</td>
<td>832</td>
<td>Projected 27/28</td>
<td>607</td>
</tr>
</tbody>
</table>

**Source:** ADM Community Schools and RSP & Associates, LLC (October 17, 2018)

**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
- New ES capacity is listing a likely capacity range - this will likely change based on the desired size of the elementary and educational programming at that site

### Option Examples for Discussion Purposes
Consensus Defined

Introduction:
The following consensus description will guide how the committee works through obtaining consensus in areas where a decision is needed to get to the next step in being able to make a committee recommendation:

Definition:
1. Consensus implies that you understand the reason for making the decision and can accept and support the decision.
2. While you may not like the decision, you can live with that outcome or you can/will support it.

How to Obtain Consensus:
- The group will consider consensus when 51% of the group shows support of an item being discussed:
  - If the consensus support is narrow there will be discussion on that item and if after another vote it still remains >51% that will be considered consensus for the committee
  - Description of concerns will be noted moving forward
Committee Input Grade Center

The following are results from Committee Meeting 3, 10/03/18:

95% of Committee members support Grade Centers

95% of Committee members support grade configuration of K-1, 2-4, 5-6, 7-8, 9-12

Grade Center Support:
- Continues community feel no matter if you live in Adel, DeSoto, or Minburn
- Unity of grades at each building
- Positive staff benefits (Professional and financial)
- Will assist with future secondary capacity need
Committee Input (Neighborhood Attendance Areas)

Listed below are some of the comments the committee provided as reasons to NOT SUPPORT neighborhood attendance areas:

- Creates a division of the community
- Staffing would be split between buildings
- Staff in the same grades at different buildings would have challenges collaborating
- Geography does not result in “True” neighborhood schools when a neighborhood is defined as all of ADM
- The first time all of ADM together would be 4<sup>th</sup> grade
- There will be a challenge in equity of new versus older facilities
- Impact on a bond vote outcome for a plan that divides the community
- Does not address the future secondary capacity need
Part Three: Committee Discussion
Logic of 2-4 Building (Activity)

In this activity, use a sticky note to write reasons why the community should support the next building serving 2nd to 4th grade:

- Some General Facts:
  - New Elementary Building will be a 600 functional capacity
  - Location to be determined – likely in Adel

Each Table will have:
- Sticky Notes
- Information in the presentation
- Pencil/Pen

Activity Goal
1. Establish reasons that will help the community understand why the committee supports a new 2nd to 4th grade facility
2. Place each sticky note on the large paper to be sorted by category

Time Limit – 10 minutes then report out to the group
Logic of 2-4 Building (Results)

The following are committee results from 10/17/18:

- Keeping students together at every grade level helps establish community unity, culture, climate, mascot, mission, vision, for each grade level
- Students will receive the same level of education, instructional materials together and same resources at each grade level
- Entire community attends same schools without boundaries
- More student capacity starting at lower grade level, allows for future growth
- Provides more opportunity for preschool
- Grade level configuration provides developmentally appropriate learning
- Growth in ADM doesn’t support two K-5 buildings,
- Delay another bond issue in the future, builds upon existing need
- Using less of the oldest part of DS due to removing a grade
- Comparable to similar sized districts
- Traffic patterns for existing buildings, bussing for younger students
- Adel designed for younger students, DeSoto designed for older students
### Table Information:
- Each of the projects listed could have an option:
  - ADM HS Auditorium (Remodel or New)
  - New Elementary (450 or 600 capacity when built)
- Handout provides the information for easier reading

#### NOTES:
1. All cost projections include both construction and soft costs
2. Soft Costs include survey, geotechnical report, design fees, Furnishings/equipment, printing, special inspection, code review fees, insurance
3. Cost projections do not include land acquisition

***These are opinions of project construction cost. frk a+e has no control over costs of labor, equipment or materials, or over the Contractor's method of pricing. This opinion of project cost is made on the basis of frk a+e’s knowledge and experience. frk a+e can make no warranty, expressed or implied, as to the accuracy of these costs as compared to bid or actual costs.***
In this activity you will prioritize district project spending:

- Top Priority is having a new Elementary Building with a functional capacity for 600 students serving 2nd to 4th grade (Included is Land Acquisition cost)
- 2nd Priority was split on AE renovation or security for all facilities
- 3rd Priority was split on Additional AE classroom enhancements or security for all facilities

Each Table will have:

- Calculator/Pencil/Pen
- Cost Estimate in presentation

Activity Goal

1. Establish district spending priorities by category
2. Do not focus on dollar amounts

Time Limit –20 minutes then report out to the group
The following are committee results from 10/17/18:

- **Security** – CCTV, access control in each building
- **Elementary Enhancements** – restroom renovation, cafeteria renovation, Interior/Exterior window replacement
- **Fine Arts Spaces** – Band/Choir room renovation, New auditorium and repurpose of existing auditorium; House (650 seat), stage, storage, shop, greenroom, dressing room, office, ticket, makeup, pre-function, restrooms, vestibule, classrooms, control rooms
- **District Need** – transportation facilities, parking lots, stadium seating
- **Land** – new 2-4 and future uses
In this activity you will look out even farther than the 2-4 building coming online in 2021/22:

- Examine the projection outlook provided in the presentation to think what should be next
- Some ideas could include but not limited to:
  - DeSoto Intermediate
  - New Facility (ES or Secondary)
  - Existing facility improvements

Each Table will have:
- Calculator/Pencil/Pen
- Information contained in the presentation

Activity Questions to Consider

1. Where do you think the need will be?
2. Does the existing HS serve other student need?
3. Does the district plan for a new HS?

Time Limit – 20 minutes then report out to the group
The following are committee results from 10/17/18:

- Build New 7-8 and renovate existing HS/MS building to HS only
- Renovate DeSoto and pull 4th grade back
- Desoto (5,6,7)
- (K-1, 2-3, 4-5, 6-8)
Part Four:
Moving Forward
Next Steps

Next Public Input #2: December 11, 2018

- Preliminary Agenda: Communicate and Present Draft Committee Concept

Next Committee #7 Meeting: November 7, 2018

- Preliminary Agenda: Refinement of Facility 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.