18/19 FACILITY MASTER PLAN
Committee Meeting #7

Presented on November 07, 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)
  - Building Alignment Information
  - Support for 2-4 Building Information
  - Long Range Information
  - Final Planning Activity
- Moving Forward (Part Four)
  - Next Steps
Presentation Goals

1. Provide information that will help guide a Facility Master Plan Committee discussion:
   - Refine Facility Master Plan
   - Prepare for Public Input

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
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
Part One:
Process Overview
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
**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

College and Career Ready

Stakeholders

English Language Learners

Board of Education

Special Education

Talented and Gifted

Organizations

Government

Arts, Math, Science, Engineering

Faculty and Staff

Professional Learning Community

Funding

Project Based Learning
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

LEARNER CENTERED
COMMUNITY CONNECTED
TEACHER EMPowered
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
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

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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>
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<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>
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<td>552</td>
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<td>Grades 6-8</td>
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<td>ADM High School</td>
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<td>765</td>
<td>832</td>
<td>465</td>
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<td>Grades 9-12</td>
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<td>ELEMENTARY TOTAL</td>
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<td>MIDDLE TOTAL</td>
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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.
### Projections Beyond 2022/23

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**Enrollment Change**

-29 -13 48 44 77 103 102 108 128 86 65 103 72 89

### 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**

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</tr>
</tbody>
</table>

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
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 relations”
- “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

Explanation

- 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.
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
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>
<td></td>
<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>
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</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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<tr>
<td>Grades 6-8</td>
<td>462</td>
<td>507</td>
<td>552</td>
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<tr>
<td>HIGH TOTAL</td>
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<tr>
<td>Grades 9-12</td>
<td>697</td>
<td>765</td>
<td>832</td>
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<td>DISTRICT K-12 TOTALS</td>
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</tr>
<tr>
<td>Grades K-12</td>
<td>2,123</td>
<td>2,333</td>
<td>2,561</td>
</tr>
</tbody>
</table>

Source: RSP & Associates, LLC - September 2018
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**
  - Amount of sections
  - PLCS get too big
  - Not adequate with our growth
  - Shared stuff (Choir/PE/Art)
  - Younger student being bussed
  - Maturity level
  - Lack of space flexibility

**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)

<table>
<thead>
<tr>
<th><strong>Pro</strong></th>
<th><strong>Delta</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Collaboration of teachers (unity)</td>
<td>- Transportation</td>
</tr>
<tr>
<td>- More grade level community</td>
<td>- Additional transitions</td>
</tr>
<tr>
<td>- Teachers teaching same content</td>
<td>- Siblings in different buildings</td>
</tr>
<tr>
<td>- Parent groups</td>
<td>- Special education staffing</td>
</tr>
<tr>
<td>- Departmentalizing</td>
<td>- Building opens at functional level</td>
</tr>
<tr>
<td>- Balanced population</td>
<td>- 6th grade socialization</td>
</tr>
<tr>
<td>- Keeps resources together</td>
<td>- Large PLCs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Pro</strong></th>
<th><strong>Delta</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Less travel for young students</td>
<td>- Splitting staff</td>
</tr>
<tr>
<td>- More parent support</td>
<td>- Creation of boundaries</td>
</tr>
<tr>
<td>- Sense of community</td>
<td>- Merging students in grade level</td>
</tr>
<tr>
<td>- Reduction of pick up/drop off</td>
<td>- Perceived inequalities</td>
</tr>
<tr>
<td>- Less transitions</td>
<td>- Additional transitions</td>
</tr>
<tr>
<td>- Grade levels collaboration</td>
<td>- Grades split</td>
</tr>
<tr>
<td>- Smaller class size</td>
<td>- Additional bussing</td>
</tr>
</tbody>
</table>
### Grade Configuration Info

#### Facility: Adel ES
- **Capacity: Desired Educational** 464 (Current 17/18: 444), Functional Educational 511 (Projected 21/22: 529), Maximum Educational 552 (Projected 27/28: 666)
- **Enrollment:** K - 2, K - 1

#### Facility: New ES 21/22
- **Capacity: Desired Educational** 550 (Current 17/18: 444), Functional Educational 600 (Projected 21/22: 529), Maximum Educational 650 (Projected 27/28: 442)
- **Enrollment:** 2 - 4

#### Facility: DeSoto Inter
- **Capacity: Desired Educational** 500 (Current 17/18: 454), Functional Educational 550 (Projected 21/22: 542), Maximum Educational 625 (Projected 27/28: 452)
- **Enrollment:** 3 - 5, 5 - 6

#### Facility: ADM MS
- **Enrollment:** 6 - 8, 7 - 8

#### Facility: ADM HS
- **Capacity: Desired Educational** 697 (Current 17/18: 501), Functional Educational 765 (Projected 21/22: 501), Maximum Educational 832 (Projected 27/28: 501)
- **Enrollment:** 9 - 12, 9 - 12

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

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**Option Examples for Discussion Purposes**

- 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
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
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 4th 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
<table>
<thead>
<tr>
<th>Building Cost Index</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table Information:</strong></td>
</tr>
<tr>
<td>- Each of the projects listed could have an option:</td>
</tr>
<tr>
<td>- ADM HS Auditorium (Remodel or New)</td>
</tr>
<tr>
<td>- New Elementary (450 or 600 capacity when built)</td>
</tr>
<tr>
<td>- Handout provides the information for easier reading</td>
</tr>
<tr>
<td><strong>NOTES:</strong></td>
</tr>
<tr>
<td>1. All cost projections include both construction and soft costs</td>
</tr>
<tr>
<td>2. Soft Costs include survey, geotechnical report, design fees, Furnishings/equipment, printing, special inspection, code review fees, insurance</td>
</tr>
<tr>
<td>3. Cost projections do not include land acquisition</td>
</tr>
</tbody>
</table>

***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.***
Part Three:
Committee Discussion
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.
Project Prioritization

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

- **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)

- **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
Preliminary Long Range Dive

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)

Items still to be addressed:

- Discussion about the use of the Minburn building/site
  - Handout to help with this discussion
Visual shows the timeline for existing and new buildings, grade configuration, and building functional capacity for the year.

Second row shows the change with a new 2-4 building coming online.

Third row shows the 1st year functional capacity is exceeded.

Fourth row shows a new MS (750 capacity), existing MS/HS as a HS (1,272 capacity), and a grade configuration change to K-1, 2-3, 4-5, 6-8, 9-12.
Visual shows the time line for existing and new buildings, grade configuration, and building functional capacity for the year.

Second row shows the change with a new 2-4 building coming online.

Third row shows the 1st year functional capacity is exceeded.

Fourth row shows a new MS (507 capacity), existing MS (507 capacity) HS (765 capacity), and a grade configuration change to K-1, 2-3, 4-5, 6-7, 8-9, 10-12.
Finalizing Thoughts (Activity)

In this activity, the committee will attempt to focus on the following two items:

- Solidify solutions for potential capacity challenges beyond 2022/23 (Building Alignment #1 and #2)
- Conversation about future of Minburn Elementary site

Each Table will have:

- Sticky Notes
- Information in the presentation
- Pencil/Pen

Activity Goal
1. Reaffirm short term solution
2. Reaffirm long term solution
3. Reaffirm priorities
4. Develop idea for how or if Minburn Elementary site can be integrated into the Facility Master Plan

Time Limit – 10 minutes then report out to the group
Part Four: Moving Forward
Public Forum Information

Public Forum: December 11, 2018  6:00 PM
ADM MS/HS Campus
801 Nile Kinnick Drive, Adel IA 50003

- **Expectations:** Arrive 15 minutes before the meeting; Committee Members Attend to hear community input (be at the break out areas to provide narration and comments)

- **Public Forum Format:** Brief Presentation about Process, Guiding Principles and Boundary Criteria than a break out to small groups for discussion which RSP and Administration will facilitate (If committee members would like to assist with facilitation that would be appreciated)

- **Goal of Public Forum:** Hear and Collect patron input on their concerns, challenges and/or outlook for the proposed boundary changes

Public engagement is not to convince or sell either option
Next Public Input #2: December 11, 2018

- Preliminary Agenda: Communicate and Present Draft Committee Concept

Next Committee #8 Meeting: December 19, 2018

- Preliminary Agenda: Finalize Facility Master Plan Recommendation

Next BOE Meeting: January 14, 2019

- Preliminary Agenda: Receive Facility Master Plan Recommendation

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.