



# 18/19 Facility Master Plan



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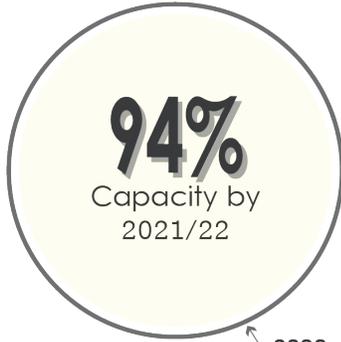
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# Executive Summary

## District Growth

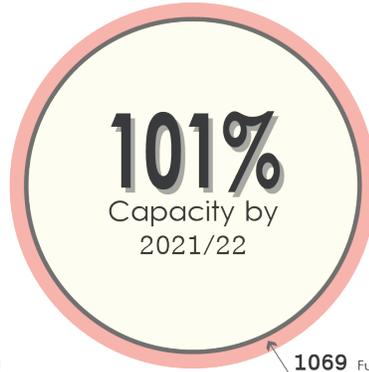
**+69** Student average growth, past three years

District



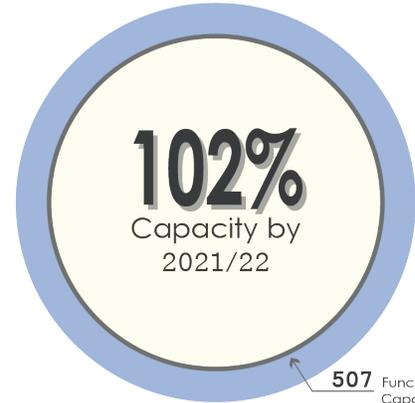
2333 Functional Capacity

Elementary



1069 Functional Capacity

Middle



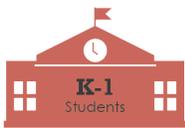
507 Functional Capacity

Future enrollment growth continuing even with Adel tax abatement ending

## Short Term Solution

The immediate need is for elementary capacity

2021/22 with New Elementary



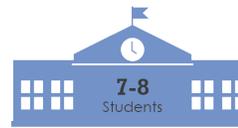
Adel Elementary



New Elementary



Desoto Intermediate



ADM Middle



ADM High

## Long Term Solution

The committee recommended an annual review of enrollment, development, and capacity need to make a good decision. The Long Term options are:

**Option One:** K-1, 2-3, 4-5, 6-8, 9-12 (New Larger MS)

**Option Two:** K-1, 2-3, 4-5, 6-7, 8-9, 10-12 (New Smaller MS)

**Option Three:** K-1, 2-4, 5-6, 7-8, 9-12 (2-4 Addition and New Smaller MS)

# Introduction

The purpose of the 2018/19 Facility Master Plan is to create a process which would guide the district to better accommodate its students for the 21st century learning experience, as well as communicate to the community the reasoning for this potential bold vision that will impact the district for years to come. The plan continues to build on the building assessments completed in the 2013 Facility Master Plan. The updated plan will serve as a guide for assessing the need for facility improvements and enhancements; including new construction.

The Adel DeSoto Minburn Community School District Facility Master Plan major focus was on the need for additional enrollment capacity and grade configuration challenges with the current structures. The 18/19 Facilities master plan built upon the 2013 Facility Master Plan, this plan evaluated each school from the perspective of how to enhance the student academic experience, individual building condition and need. For the 18/19 plan these evaluations were given a cost estimate by frk architects + engineers, showcasing the amount of money required to bring each school up to a standard similar to what neighboring districts are providing its students. In 2018 the Board of Education and administration challenged RSP & Associates and the FMP committee with looking beyond the physical need of each school and looking out fifty or more years to envision how these facilities could function in relation to academics, culture, and economics so that there could be a cohesive effort to create a 21st Century Education.

This effort is driven by large amount of community and district collaboration, along with immense amount of data and analysis. The result was to get the community to familiarize themselves with a different way of seeing the district, guided by the tag line of; Learner Centered, Community Connected, Teacher Empowered.

The Facility Master Plan is the responsibility of the school district to look after its students, staff members, and community, and to consider all options as factors impacting education so each student has the opportunity to be college and/or career successful.

The process fostered a safe environment for the committee to consider things such as a new financial approach to addressing facility and operating costs by providing the opportunity to achieve optimal class sizes.

The primary goal of this plan is to ensure that all facilities amplify the experiences of the students and staff. Throughout the year-long process the Committee has taken into consideration the status of all schools in the district and determined that the most impactful district-wide approach would be centered around a new vision for the nest utilization of buildings with the district.

# Tag Line



The tag line “Learner Centered, Community Connected, Teacher Empowered” was created to get the community and district to familiarize themselves with a different point of view in which the way students are being educated right now, may not be the way of the future. The tag line symbolizes the creation of a new idea, reinventing itself to meet the needs of students of the 21st Century with the tools and support needed to succeed. With the help of transparent communication and community input, this mantra easily summarizes the need to the district.

## 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 the highest levels.

## Community Connected

There is a great deal of community support for the schools, coupled with high expectations. Members of the community 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. The teachers operate in a collaborative environment, focused on high quality and continuous improvement.

Learner Centered, Community Connected, Teacher Empowered in the district can help the students of the 21st Century achieve and be ready for the world in front of them. Soon, the district will have to decide about their schools based on monetary value, and this Facility Master Plan is looking ahead to gain community and faculty input on district and school facility needs. Newer facilities can help with teacher recruitment and retainment, helping the students gain a better education and be college and career ready.

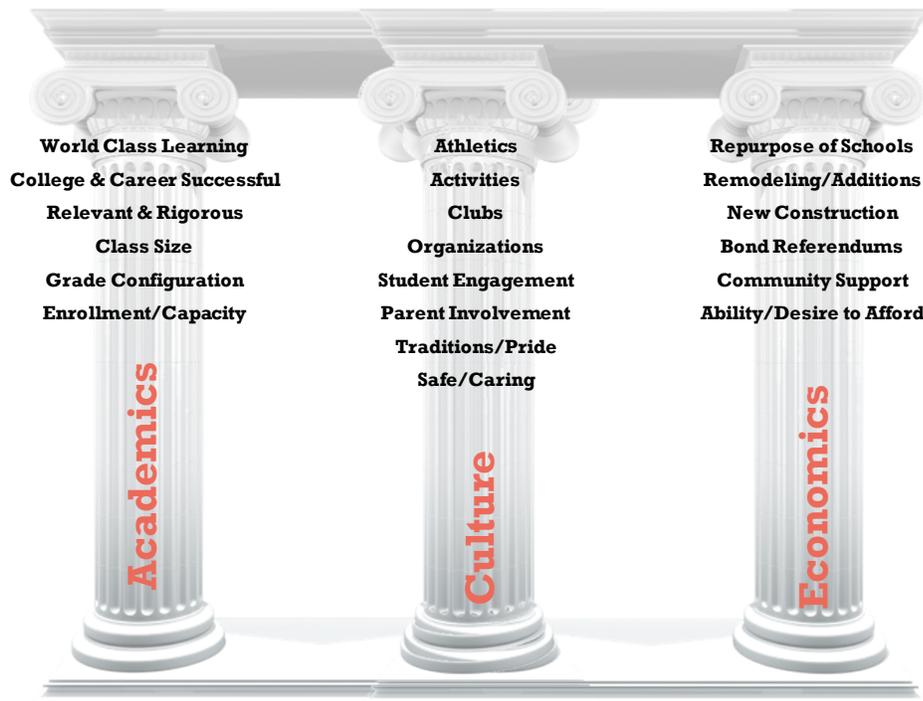
# ACE

The Facility Master Plan inhabits many different aspects of learning and education, more than just brick and mortar. This plan is about the learning abilities of the students, and their abilities to succeed in an environment that can do that. ACE is an acronym for Academics, Culture, and Economics, which are pillars to the community and learning experience.

The Academics portion of ACE refers to the students and desired outcomes of the process. Creating the ability to have a 21st Century learning facility that can help make a student college and career ready by building a professional learning community. Class size is a learning space that must be determined along with capacity and enrollment. Along with class size, the resources and tools that educators are able to obtain and help shape the way a facility can be managed and created.

The Culture portion of ACE refers to the Adel DeSoto Minburn Experience. The experiences of a student come from the beliefs, values, and attitudes of the community around them. This portion of ACE can be seen as a pendulum. Often when different points of view conflict each other, the cultural stance of the district will shift depending on the circumstances at hand.

The Economic portion of ACE refers to the funding and financial responsibilities of the district to make well informed choices for the sake of all children of Adel DeSoto Minburn. The programs and activities that help a student succeed fall back on the fiscal ability to do so from thoughtful planning and organizing. The economic costs for the Adel DeSoto Minburn Community School District will not be able to support these types of activities in the foreseeable future. It is the job of the district to understand their footing on affordability, as well as their responsibility to see this problem ahead and make decisions that could alleviate that future burden.



# Acknowledgement

A special thank you to the Adel DeSoto Minburn Community School District residents who helped to contribute to the creation and development of this Facility Master Plan. Through many meetings and presentations with the public, the input from these parties have helped shape this plan into a comprehensive look into the future of the ADMCSD. Thank you to all the members of the community who were able to participate in meetings, discussions, and committees, and were able to provide their input to the Facility Master Plan in which every way possible.

## Adel DeSoto Minburn Community School District School Board

Tim Canney	President
Kelli Book	Vice President
Bart Banwart	Member
Rod Collins	Member
Kim Roby	Member

## Adel DeSoto Minburn Community School District Administration

Greg Dufoe	Superintendent
Nancy Gee	Board Secretary/Treasurer

## Adel DeSoto Minburn Community School District Committee

Kim Anderson	Administrator	Jodi Banse	Administrator
Marco Benetti	Parent	Thomas Book	Parent
Russ Braun	Teacher	Kinzee Bryte	School Counselor
Tim Canney	Board	Rod Collins	Board
Travis Connick	Minburn Mayor	Colby Dawes	Parent
Tricia Garton	Teacher	Lee Griebel	Administrator
Nick Herrick	Parent	Chad Kuhse	Parent
Julie McAdon	Dana Meier	Dana Meier	Parent
Tony Messer	Parent	Lannie Montag	Parent
Butch Ostrander	DeSoto Mayor	Jim Peters	Adel Mayor
Michelle Siefken	Teacher	Ryan Smith	Parent
Tammie Smith	Teacher	Kim Timmerman	Administrator
Lindsay Watson	Teacher	Bart Whipps	Teacher

And the  
Participating Adel DeSoto Minburn Community

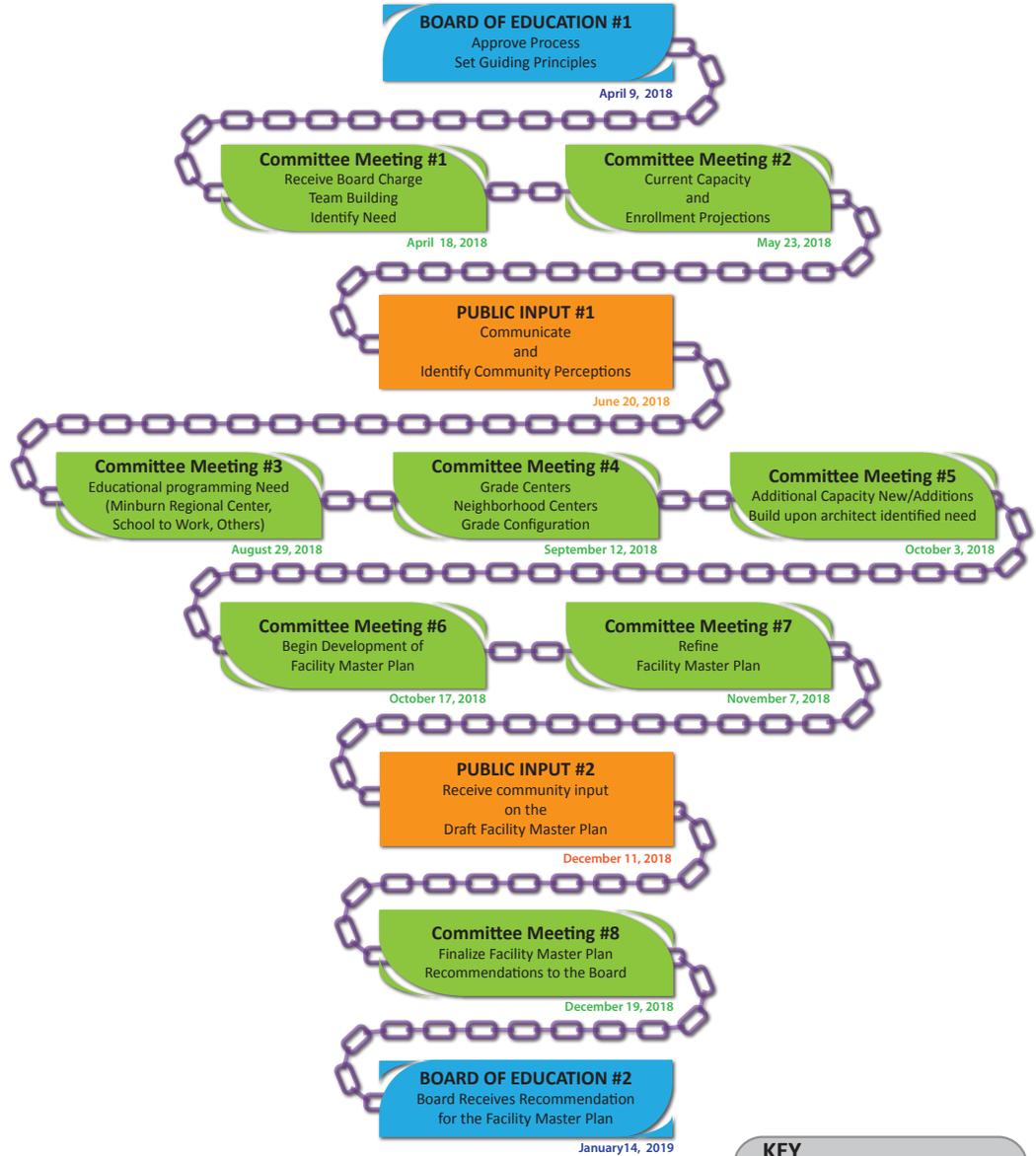
# Process Time-line



## Adel Desoto Minburn Community School District Facility Master Plan Process

**CONSULTANT ASSISTS WITH FACILITATION**  
 Planner Input RSP: Enrollment & Development Trends, Facility Master Plan Facilitation, Building Committee Consensus  
 Architect Input FRK: Building Assessment, Building Structural Change Recommendations, and Costs for Building projects  
 Financial Input Paper Jaffray: Options to fund needed projects identified in The Facility Master Plan  
*Survey Consultant OPTION: Phone and Online Surveys*

**STAFF ASSISTS WITH FACILITATION**  
 Addresses educational curriculum, concerns, building utilization, educational programming, etc.



**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

**KEY**

- Board of Education Action
- Public Input Opportunity
- Committee Work
- Consultant Assistance
- Executive Team
- Staff Assistance

RSP

February 27 2018

**Learner Centered - Teacher Empowered - Community Connected**

# Process Roles

To ensure a positive outcome during the planning process for the Facility Master Plan, The Board of Education directed RSP & Associates to clearly state the roles of each entity in the Facility Planning Process:

**Board of Education:** Provide 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.

Board of Education

Administration

RSP & Associates

Committee

Community

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

**RSP & Associates:** 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 will produce positive, meaningful dialogue for the Board of Education to consider in a solution to have 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 prioritized framework established by the Board of Education, ultimately leading to a recommendation the Board of Education will consider implementing a Facility Master Plan.

**Community:** Review the committee options and provide constructive feedback so the committee and/or Board of Education can consider how any of these ideas might benefit student educational experiences.

# 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

$$S_{c,t,x} = S_{c-1,t-1,x} * GC$$

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

$$S_{c,t,x} = S_{c-1,t-1,x} + (BP_{t,x} * R_{c,x})$$

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

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<sub>c,x</sub> = 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

## Enrollment By Grade

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-12 Total
2000/01	103	107	91	114	115	111	118	106	115	136	124	123	131	1,494
2001/02	112	88	105	102	114	118	110	121	105	110	135	117	123	1,460
2002/03	123	98	94	111	102	112	126	116	117	113	111	128	119	1,470
2003/04	95	114	94	94	118	103	114	127	124	113	118	109	122	1,445
2004/05	120	98	117	96	97	129	101	113	126	123	114	104	121	1,459
2005/06	98	95	104	123	102	95	133	107	117	127	120	107	102	1,430
2006/07	105	99	103	101	120	102	94	137	105	116	119	110	101	1,412
2007/08	108	112	105	97	101	124	100	106	136	106	114	113	100	1,422
2008/09	99	114	113	113	104	102	127	101	98	135	108	109	119	1,442
2009/10	110	101	114	114	113	106	108	133	101	99	137	113	111	1,460
2010/11	110	107	104	114	116	117	103	110	131	105	98	131	101	1,447
2011/12	121	108	105	108	112	119	123	110	115	132	106	107	131	1,497
2012/13	133	128	116	102	110	117	118	130	114	113	130	114	103	1,528
2013/14	118	133	136	123	103	118	118	117	128	123	109	122	111	1,559
2014/15	131	125	141	136	124	108	125	117	111	129	116	114	120	1,597
2015/16	132	139	132	147	136	127	110	128	121	120	127	115	111	1,645
2016/17	161	144	146	140	148	147	130	120	128	128	123	130	116	1,761
2017/18	134	163	147	152	153	149	151	135	120	130	129	118	124	1,805

Source: ISDE (2000/01 to 2002/03), ADM Community School District (2003/04 to 2017/18)

- 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

# Projections

School	Desired Educational	Functional Educational	Maximum Educational	Past School Enrollment					Future Enrollment By Student Residence				
				2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Adel Elementary <i>Grades K-2</i>	464	511	552	387	397	403	451	444	471	481	514	529	563
DeSoto Intermediate <i>Grades 3-5</i>	500	550	625	344	368	410	435	454	468	498	506	539	547
ADM Middle School <i>Grades 6-8</i>	462	507	552	363	353	359	378	406	444	481	501	519	552
ADM High School <i>Grades 9-12</i>	697	765	832	465	479	473	497	501	500	525	566	607	661
ELEMENTARY TOTAL <i>Grades K-5</i>	964	1,061	1,177	731	765	813	886	898	939	979	1,020	1,068	1,110
MIDDLE TOTAL <i>Grades 6-8</i>	462	507	552	363	353	359	378	406	444	481	501	519	552
HIGH TOTAL <i>Grades 9-12</i>	697	765	832	465	479	473	497	501	500	525	566	607	661
DISTRICT K -12 TOTALS <i>Grades K-12</i>	2,123	2,333	2,561	1,559	1,597	1,645	1,761	1,805	1,883	1,986	2,087	2,194	2,322

Source: RSP & Associates, LLC - September 2018

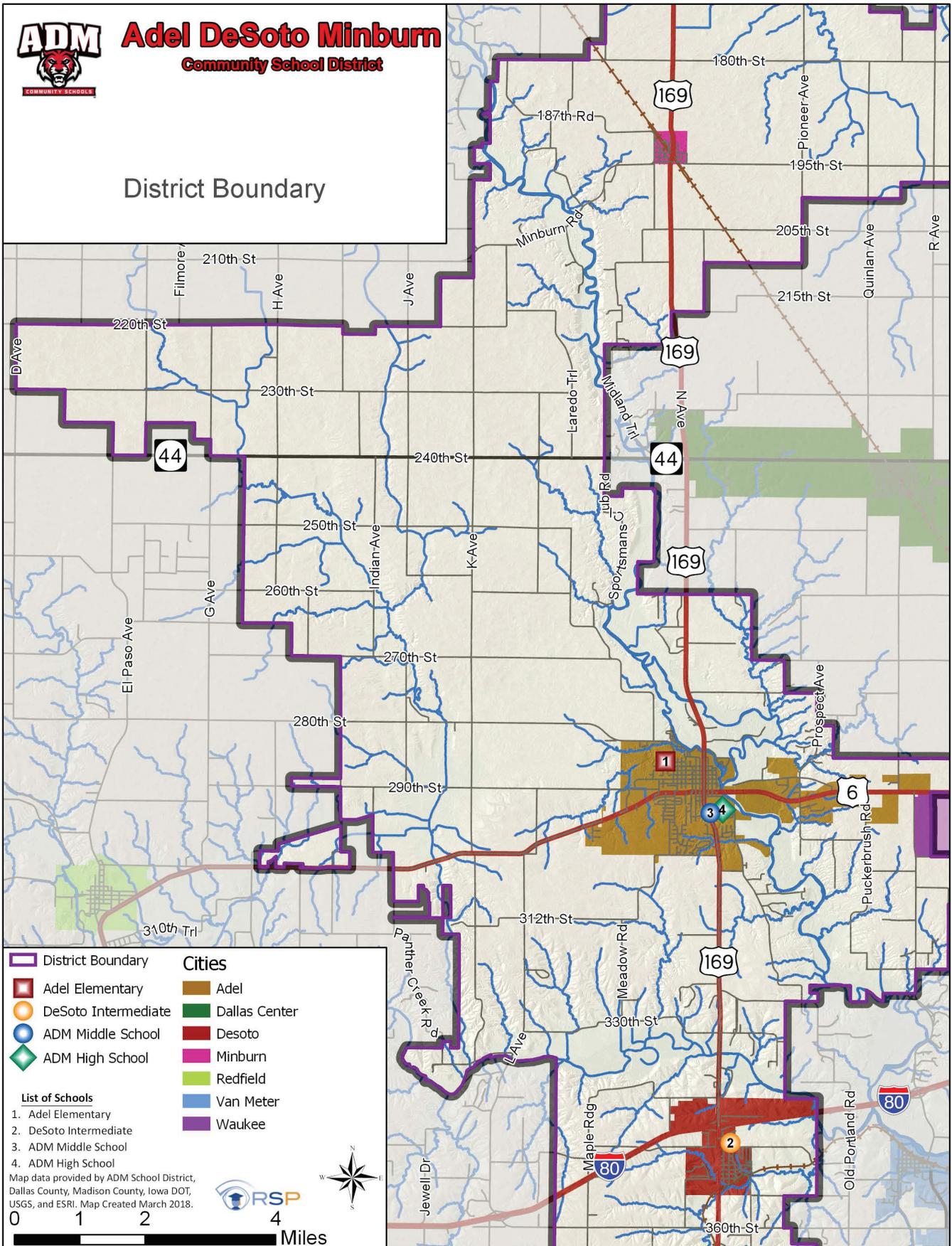
- Exceed Desired Educational Capacity (DEC)
- Exceed DEC and Functional Educational Capacity (FEC)
- Exceed DEC, FEC, and Maximum Building Capacity (MEC)

- 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

Grade	School Year														
	2000/01	2005/06	2010/11	2015/16	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
K	103	98	110	132	134	160	162	168	178	196	200	210	213	216	211
1st	107	95	107	139	163	142	169	170	174	185	194	206	225	219	231
2nd	91	104	104	132	147	169	150	176	177	182	188	203	204	233	224
3rd	114	123	114	147	152	152	177	158	184	185	190	192	212	211	240
4th	115	102	116	136	153	156	158	184	164	190	187	193	191	215	213
5th	111	95	117	127	149	159	163	164	192	172	200	185	203	201	226
6th	118	133	103	110	151	152	165	169	169	198	174	201	188	204	205
7th	106	107	110	128	135	156	157	171	176	175	200	176	211	190	214
8th	115	117	131	121	120	136	159	161	174	179	178	203	176	211	193
9th	136	127	105	120	130	125	141	165	167	180	189	176	214	178	222
10th	124	120	98	127	129	129	126	143	167	169	178	191	173	210	180
11th	123	107	131	115	118	128	130	128	145	168	165	175	193	169	213
12th	131	102	101	111	124	118	128	130	128	144	166	163	174	192	166
K-5	641	617	668	813	898	938	979	1,020	1,069	1,110	1,159	1,189	1,248	1,295	1,345
6-8	339	357	344	359	406	444	481	501	519	552	552	580	575	605	612
9-12	514	456	435	473	501	500	525	566	607	661	698	705	754	749	781
<b>District</b>	<b>1,494</b>	<b>1,430</b>	<b>1,447</b>	<b>1,645</b>	<b>1,805</b>	<b>1,882</b>	<b>1,985</b>	<b>2,087</b>	<b>2,195</b>	<b>2,323</b>	<b>2,409</b>	<b>2,474</b>	<b>2,577</b>	<b>2,649</b>	<b>2,738</b>
Enrollment Change	-29	-13	48	44	77	103	102	108	128	86	65	103	72	89	

- 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

# District Boundary

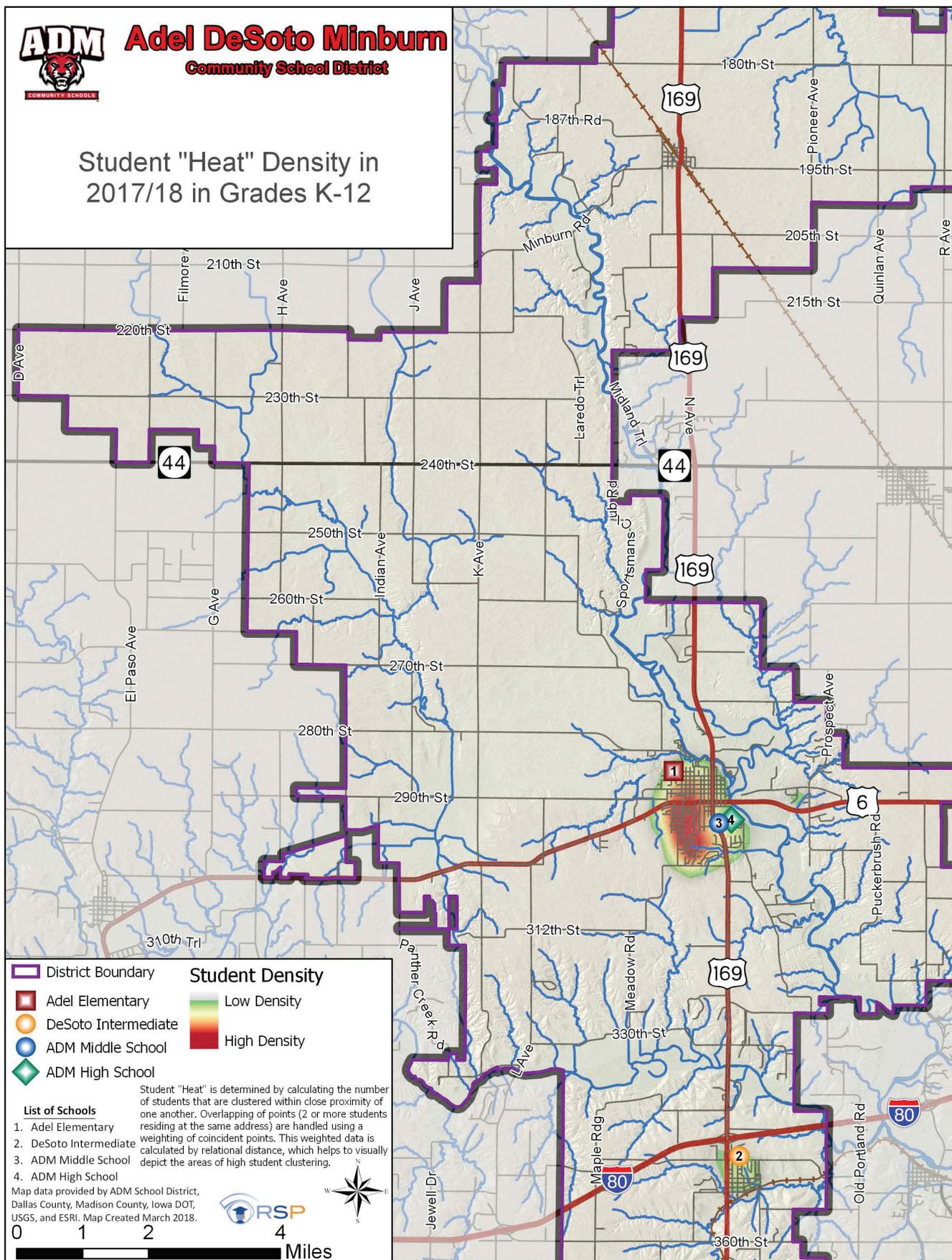


# Heat Density



**Adel DeSoto Minburn**  
Community School District

Student "Heat" Density in  
2017/18 in Grades K-12



# Board Direction

Over the period of nine months and eight meetings, committee members were tasked to discuss and analyze information to answer important questions about the future of the Adel DeSoto Minburn Community School district. Their objective was to 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 Board of Education will consider implementing a Facility Master Plan.

Guiding Principles were created by the Board of Education to assist the Committee in the creation of their final recommendation.

## **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 for the district and appropriate transitions
3. Defining what a neighborhood means for the district and 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 / 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

# District Capacity

To understand the capacity need in the district the committee toured each of the district academic buildings served by students. The purpose of these tours was to help the committee members understand how capacity impacts the quality and type of instructional programming takes place at each building.

## Current 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

## 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

# Building Tours

The committee was tasked with shaping what the Adel DeSoto Minburn School District will look like for the foreseeable future. To gain understanding the Committee was tasked with visiting each of the current ADM facilities. It was of upmost importance for the members to understand the exact conditions of the schools they were about to decide the future of. Each committee member was tasked with providing a score for the following;

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
<b>Exterior / Site Layout</b>					
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
<b>Total Exterior / Site Layout</b>		<b>3.7</b>	<b>3.0</b>	<b>3.6</b>	<b>3.9</b>
<b>Interior / Building Layout</b>					
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
<b>Total Interior / Building Layout</b>		<b>3.3</b>	<b>2.6</b>	<b>3.6</b>	<b>3.9</b>
<b>Total Exterior / Site Layout and Interior / Building Layout</b>		<b>3.4</b>	<b>2.7</b>	<b>3.6</b>	<b>3.9</b>

## Take Away Themes

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 to 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

# Center Analysis



## **Grade Centers** (Committee Recommendation)

Listed below are some of the comments the committee provided as reasons TO SUPPORT neighborhood attendance areas:

- 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 programming
- Grade level configuration provides developmentally appropriate for learning
- Growth in ADM doesn't adequately support two K-5 buildings
- Delay another bond issue in the future, builds upon Short Term need
- Using less of the oldest part of DeSoto Intermediate due to removing a grade
- Comparable to similar sized districts in Iowa
- Traffic patterns for existing buildings, bussing for younger students
- Adel designed for younger students, DeSoto designed for older students

## **Neighborhood Centers** (not selected as recommendation)

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

- Creates a division of the community (Splitting up 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
- Transportation challenges
- The first time all of ADM together would be 4th grade (different type of transition)
- 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

# Community Input

## Introduction

Community involvement was of upmost importance of the Board of Education and the Committee. The objective of the community was to review the committee options and provide constructive feedback, so the committee and/or Board of Education can consider how any of these ideas might benefit student educational experiences. The community was provided with two community input sessions, where they were given detailed information regarding the process. During this time the community were asked to provide input and opinions on the process.

## First Public Input

Listed below are some of the comments the public provided after the first public input

**100%** Strongly Agree/Agree with ACE and Guiding Principles

“ I love that the goal is to continue high quality education while maintaining student ratios ”

“ 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 ”

## Online Survey

Listed below are some of the comments the public provided from the online survey

**57** Total Participants, Online and First Input meeting

## **Adel Elementary**

“Grouping students by age provides a greater opportunity for a more narrowed approach to developmentally appropriate programming as well as social support for students. It also allows for a more 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”

# Community Input

## Second Public Input

Listed below are some of the comments the public provided after the second public input

**72** Total Responses

**100%** understand the district needs additional elementary capacity by 21/22

**81%** support the building of a 2-4 Elementary building

**46%** support the Committee Long-Term solution

**29%** support Option Two Long-Term solution

"I think the plan seems very well thought out. I appreciate the email updates and the opportunity to come tonight to ask questions. Thank you. Were so glad to be ADM Tigers!"

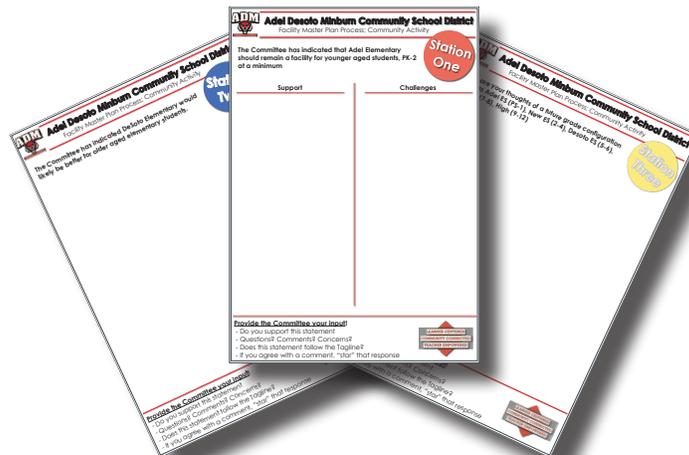
"I appreciate the effort to keep class sizes as small as possible to maximize educational benefit and value."

"Security needs to be a priority, complying with ADA requirements for buildings as well."

"As an educator in the Waukee School District, I have watched how enrollment growth has divided the community. I believe what the community of Adel has put into place makes the most sense for the current situation. I am in favor of the community's choice & proposition for a new 2-4 building & believe it is what is best for our students here @ ADM."

"Splitting 6-8 or 6-9 from the high school is a great idea"

"I just believe it is vital to have a strong plan in place to prepare students for so many transitions. As an AEA member who works w/ student's w/ disabilities, this is a lot of transitions. As a parent, I worry about my kids rarely being at the same school and what that means for two working parents balancing school activities across multiple buildings."



# Short-Term



## 2-4 Building Construction

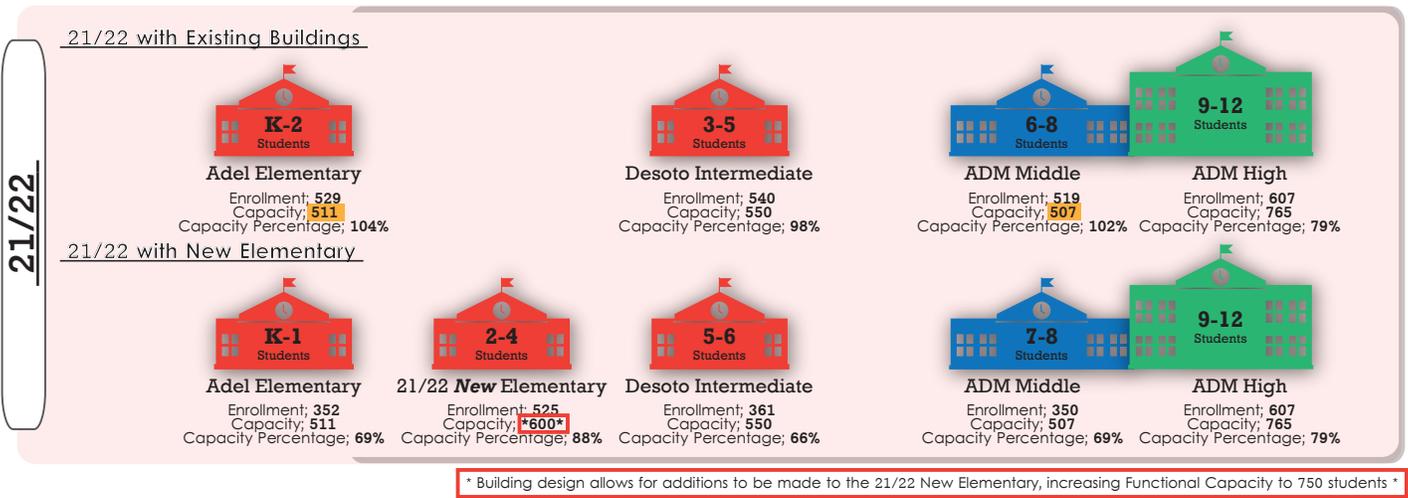
Attendance Centers  
Grade Configuration Flexibility  
Community Unity  
Age Appropriate  
Future Additions  
Financially Responsible  
District Longevity



## 21 Million Funding Source

Using all funding sources including General Obligation Bonds, Sales Tax Revenue Bonds, and Sales Tax cash, **21 million** is the maximum available funding for any projects to be considered on a future bond referendum. The capacity of 21/22 New Elementary will be determined by cost estimates.

## Building Timeline and Grade Configuration



**\$21** Million bond capacity

**100%** of community members agree that the district will need additional elementary capacity by 21/22

## Solution Highlights

- When the Functional Capacity of the building is greater than 100% and is forecasted to continue moving forward in time, that situation provides the reasoning to provide a solution which will improve the student academic experience in the facility
- Graphic visually shows the time line for existing and new buildings, grade configuration, and building functional capacity for the 2021/22 school year
- First row shows the current building inventory, grade configuration, enrollment, and capacity
- Second row shows the SHORT-TERM SOLUTION building inventory with a new 2-4 Elementary, grade configuration, enrollment, and capacity
- Addresses the immediate capacity need at the elementary level
- The new 2-4 elementary will be designed for the ability to have a future addition and/or change in a grade configuration to best manage future educational programming need

# Long-Term

**The following are considerations for the committee to consider in the discussion of how to plan for what could take place in 2026/27:**

- Recommendation for long term decision not final, it could change
- Financing the project (particularly if a new facility) might be a challenge
- Enrollment growth could change from what is projected
- There is time to see how the future plays out
- This recommendation is setting the framework/guidelines, basically positioning the district to have a plan to have the appropriate educational spaces for students if enrollment growth continues

**The following are committee future project prioritization:**

- **Top Priority** is having a new Elementary Building with a functional capacity for 600 students serving 2nd to 4th grade which can be expanded to serve 750 students (Included is Land Acquisition cost)
- **Security** – CCTV, access control in each building
- **Elementary Enhancements** – restroom renovation, cafeteria renovation, Interior/Exterior window replacement
- **Intermediate Enhancements** – restroom renovation, cafeteria renovation, demolition of 3-story, new gymnasium, and classrooms
- **Fine Arts Spaces** – Band/Choir room renovation, New auditorium for a capacity of 650
- **District Need** – transportation facilities, parking lots, stadium seating
- **Land** – future land need

## Other Configuration Options

**Option One:** K-1, 2-3, 4-5, 6-8, 9-12 (New larger MS)

- Adel ES (K-1) with a 511 capacity, 26/27 enrollment 435 students
- 2021/22 New Elementary (2-3) with a 600 capacity, 26/27 enrollment 444 students
- DeSoto Intermediate (4-5) with a 550 capacity, 26/27 enrollment 416 students
- New Middle School (6-8) with a 750 capacity, 26/27 enrollment 605 students
- High School with all existing MS (9-12) with a 1,272 capacity, 26/27 enrollment 749 students

**Option Two:** K-1, 2-3, 4-5, 6-7, 8-9, 10-12 (New smaller MS)

- Adel ES (K-1) with a 511 capacity, 26/27 enrollment 435 students
- 2021/22 New Elementary (2-3) with a 600 capacity, 26/27 enrollment 444 students
- DeSoto Intermediate (4-5) with a 550 capacity, 26/27 enrollment 416 students
- New Middle School (6-7) with a 500 capacity, 26/27 enrollment 394 students
- ADM MS (8-9) with a 507 capacity, 26/27 enrollment 389 students
- ADM HS (10-12) with a 765 capacity, 26/27 enrollment 571 students

**Option Three:** K-1, 2-4, 5-6, 7-8, 9-12 (2-4 Addition and New smaller MS)

- Adel ES (K-1) with a 511 capacity, 26/27 enrollment 435 students
- 2021/22 New Elementary (2-4) with an addition 750 capacity, 26/27 enrollment 659 students
- DeSoto Intermediate (5-6) with a 550 capacity, 26/27 enrollment 405 students
- New Middle School (7-8) with a 500 capacity, 26/27 enrollment 401 students
- High School with all of existing MS (9-12) with a 1,272 capacity, 26/27 enrollment 749 students



**LEARNER CENTERED**  
**COMMUNITY CONNECTED**  
**TEACHER EMPOWERED**