



17/18 FACILITY MASTER PLAN Committee Meeting #2

Presented on **May 23**, 2018



Discussion Points

- Introduction
- Process Overview (Part One)
 - Activity
 - Boundary Process Detail and Roles
 - Academics, Culture, Economics
 - Criteria for the Process
 - Guiding Principles
 - Conduct / Ground Rules
- Committee Information (Part Two)
 - Capacity Terms
 - Floor Plans
 - Building Evaluation
 - Committee Comments
 - Tour Take Away
- Moving Forward (Part Three)
 - Next Steps

Presentation Goals

1. Provide information that will help guide a Facility Master Plan Committee discussion:
 - Current Capacity
 - Enrollment Projections
2. Provide a transparent dialogue between RSP, Administration, BOE, and Committee so the public will better understand the timing for how the district creates its Facility Master Plan



Conduct / Ground Rules

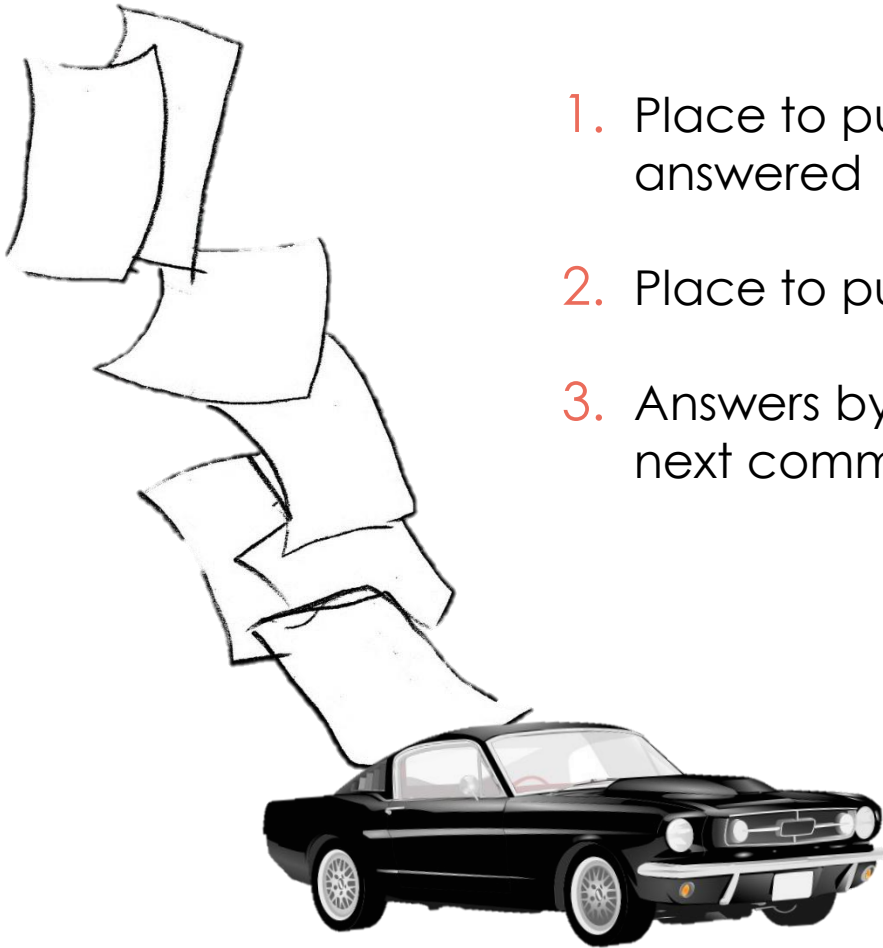
The following will be adhered to by each committee member for the duration of the process.

- 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:

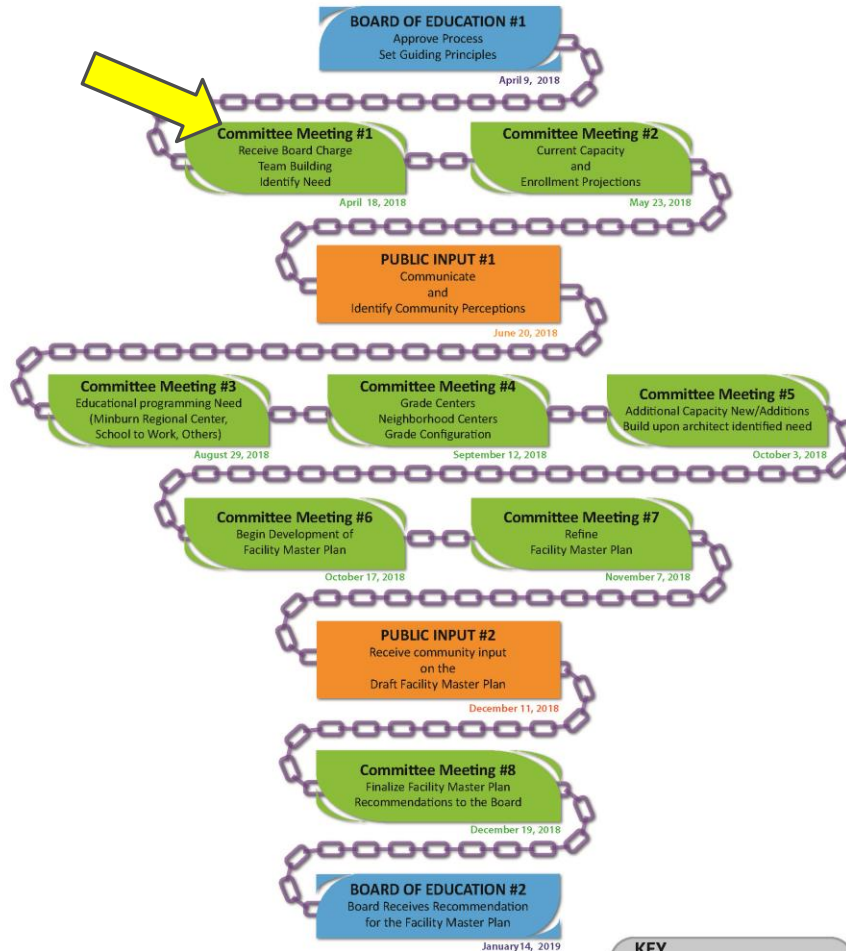
Process Overview



Adel Desoto Minburn Community School District

Facility Master Plan Process

Process Detail



2 Board of Education Meetings

8 Committee Meetings

2 Public Forums

Starts April **2018**

Completed January **2019**

CONSULTANT ASSISTS WITH FACILITATION

Planner Input (SPE: Enrollment & Development Trends, Facility Master Plan Facilitation, Building Committee Consensus Architect Input (RHS: Building Assessment, Building Structural Change Recommendations, and Costs for Building Projects Financial Input (Pier: Jaffray: Options to fund needed projects identified in The Facility Master Plan Survey Consultant (OPTIONAL: Phone and Online Surveys

STAFF ASSISTS WITH FACILITATION

Addresse 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

February 27, 2018

Learner Centered - Teacher Empowered - Community Connected



Process Roles for Entities

Board of Education: Provide the framework of the process, community values, receive the Committee recommendation, listen to community input, and after more discussion approve a plan that will guide the district in making timely decisions for student academic achievement.

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

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

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

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

Tagline Clarification



Learner Centered:

The district's mission statement is : We are committed to engaging all students in a challenging and supportive environment that ensures all students learn at high levels.

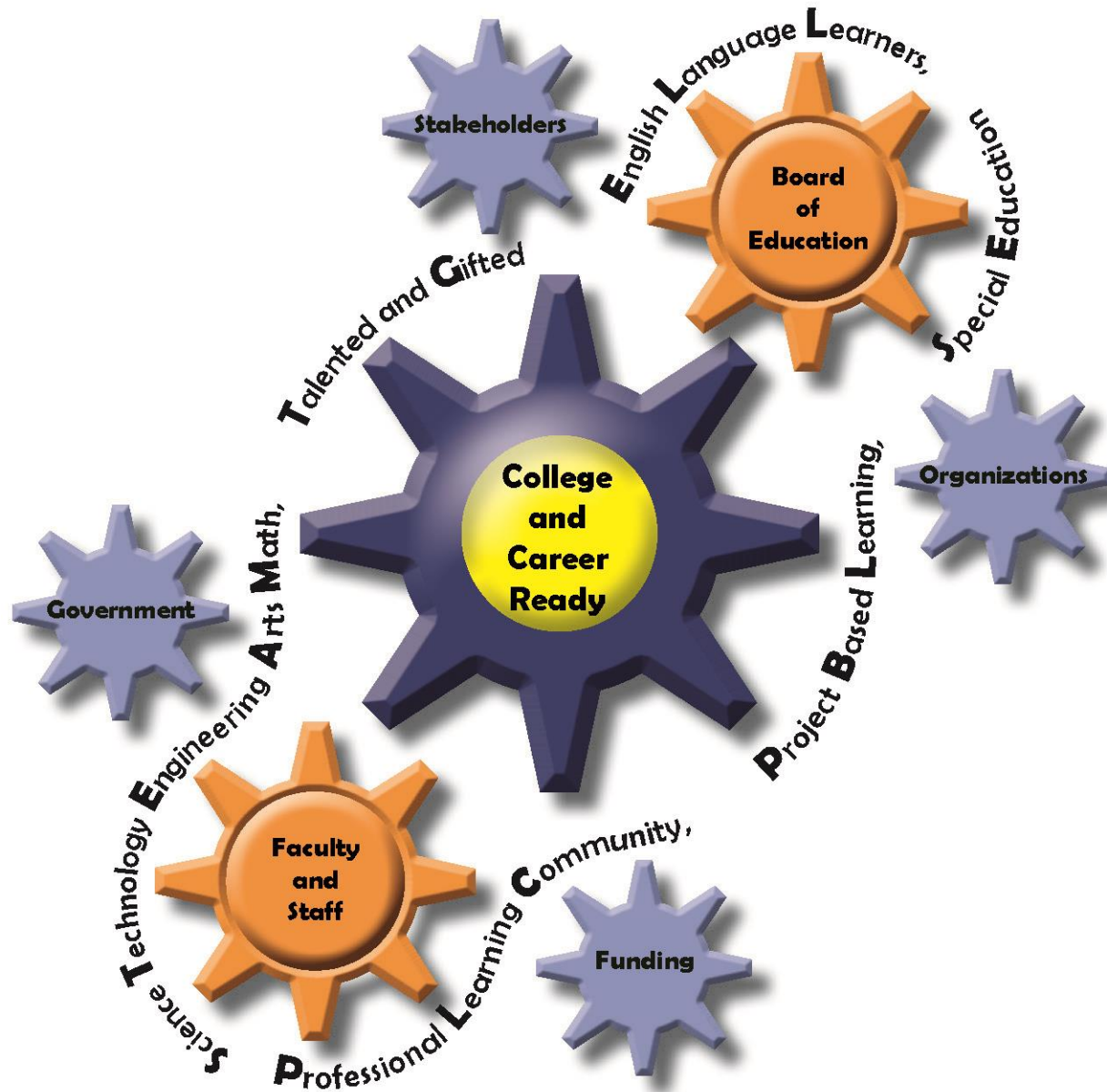
Community Connected:

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

Teacher Empowered:

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

Community Driven Process



Academics, Culture, Economics



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

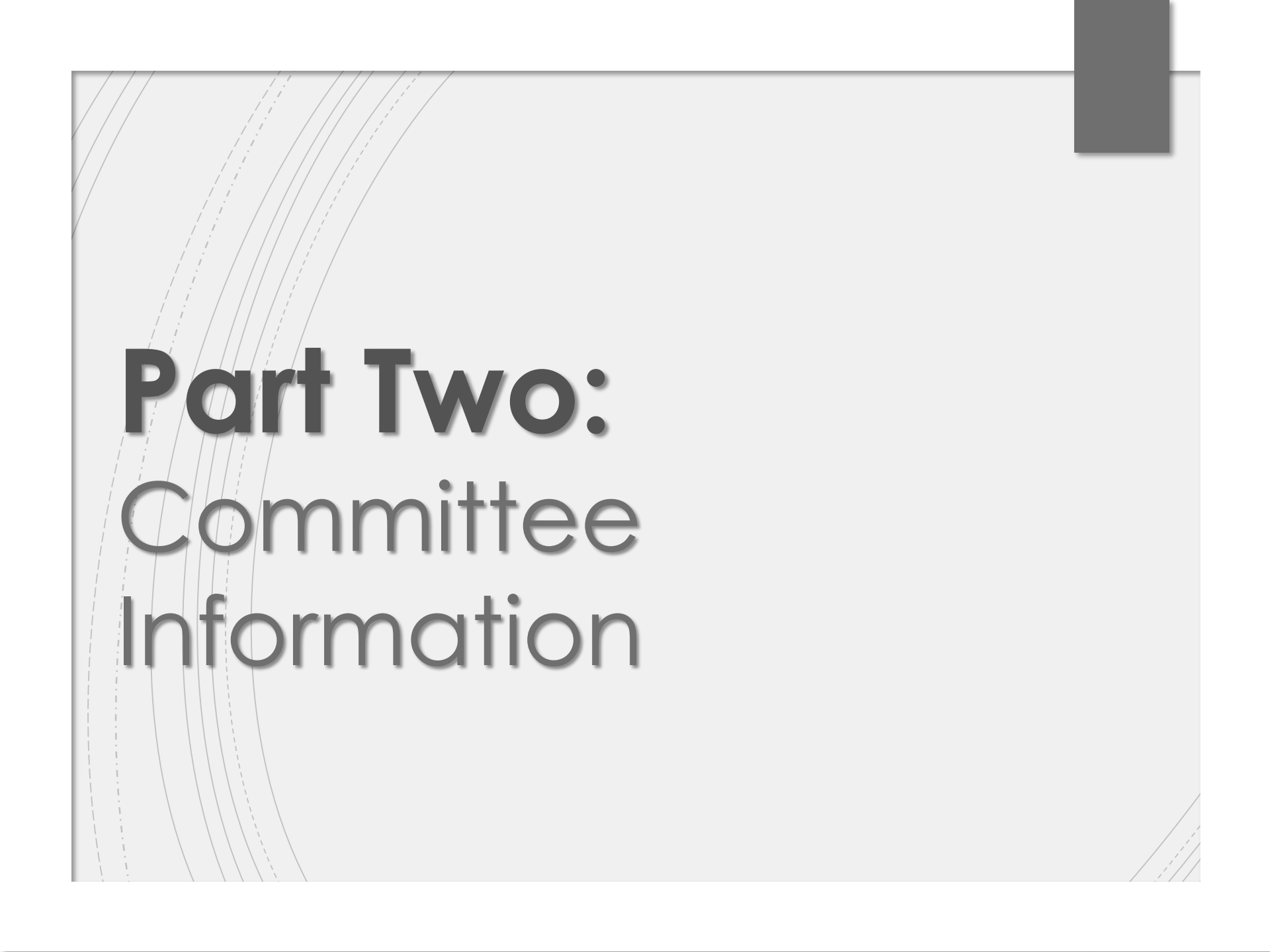
TIER ONE PRIORITIES:

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





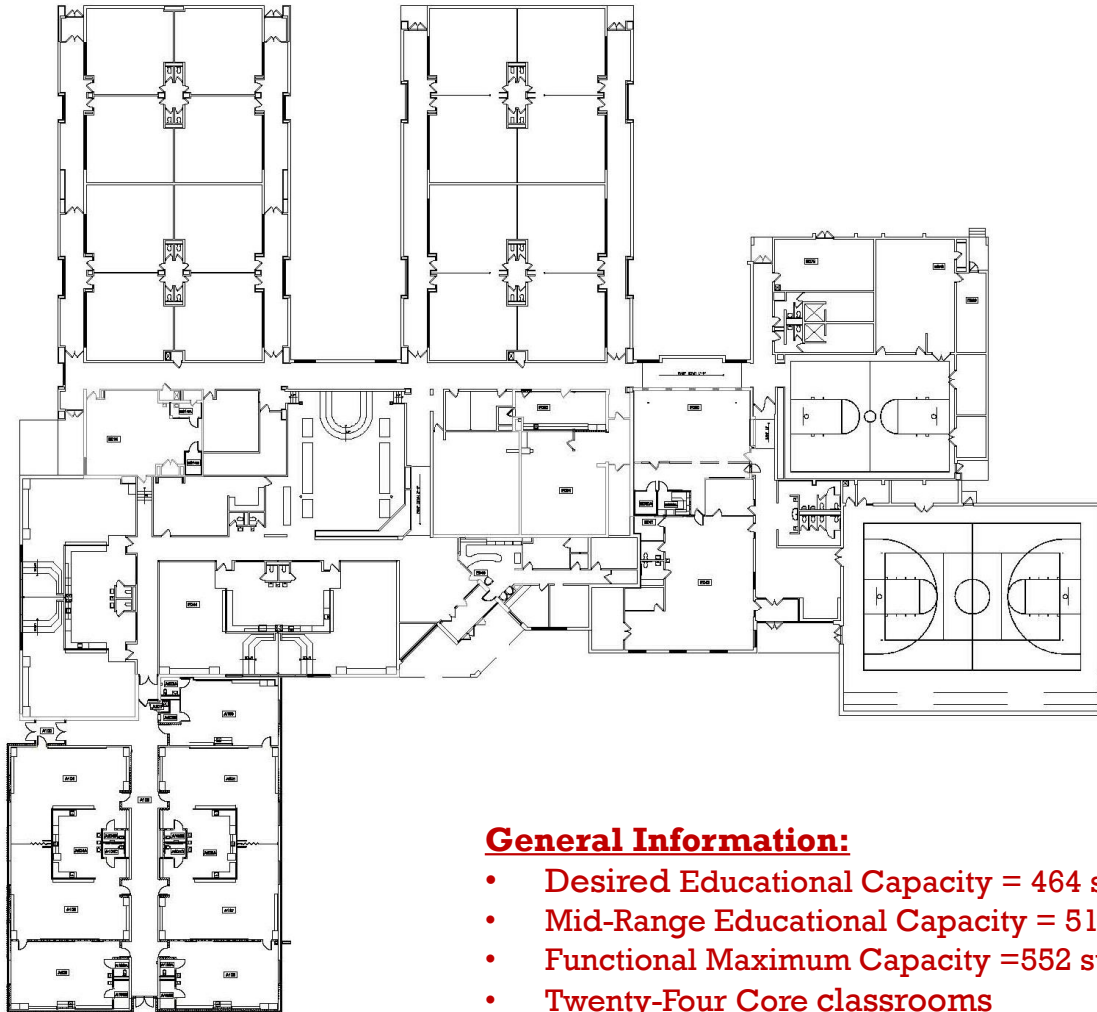
Part Two: Committee Information

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



Adel Elementary Floor Plan



General Information:

- Desired Educational Capacity = 464 students
- Mid-Range Educational Capacity = 511 students
- Functional Maximum Capacity = 552 students
- Twenty-Four Core classrooms

Adel Elementary Evaluation

Adel Elementary

Question: Answer each of the following questions - 1 being the worst and 5 being the best		Response				
		Average		Selected		
Exterior / Site Layout		All	No Zero	Lowest	Highest	Most
1	Rate the Exterior Appearance of the School – is it visually pleasing:	3.8	3.8	1	5	4
2	Rate the parking lot and access to the site – is it adequate:	3.4	3.4	1	5	3
3	Rate the playground and/or athletic fields – is it adequate:	3.7	3.7	1	5	4
4	Rate the Safety/Security of school – is it adequate (single point entry, cameras, lighting, bus, parking):	3.8	3.8	2	5	4
Total Exterior / Site Layout		3.7	3.7			
		Response				
		Average		Selected		
Interior / Building Layout		All	No Zero	Lowest	Highest	Most
1	Rate the entrance of the School – is it visually pleasing:	4.0	4.0	2	5	4
2	Rate the administration area – is it adequate:	3.9	3.9	1	5	5
3	Rate the classroom areas – is it adequate (size and flexible teaching space):	3.2	3.2	1	5	3
4	Rate the cafeteria space – eating location – is it large enough, flexible space:	1.4	1.9	0	4	1
5	Rate the Gymnasium space – is it large enough, flexible space:	3.3	3.3	1	5	4
6	Rate the Auditorium/music space – is it large enough, flexible space:	3.4	3.5	0	5	4
7	Rate the library/media space – is it large enough, flexible space:	3.3	3.3	2	5	3
8	Rate the hallways – is it large enough for passing periods, space for lockers:	4.0	4.0	2	5	4
Total Interior / Building Layout		3.3	3.4			
Total Exterior / Site Layout and Interior / Building Layout		3.4	3.5			



Adel Elementary Comments

General Comments:

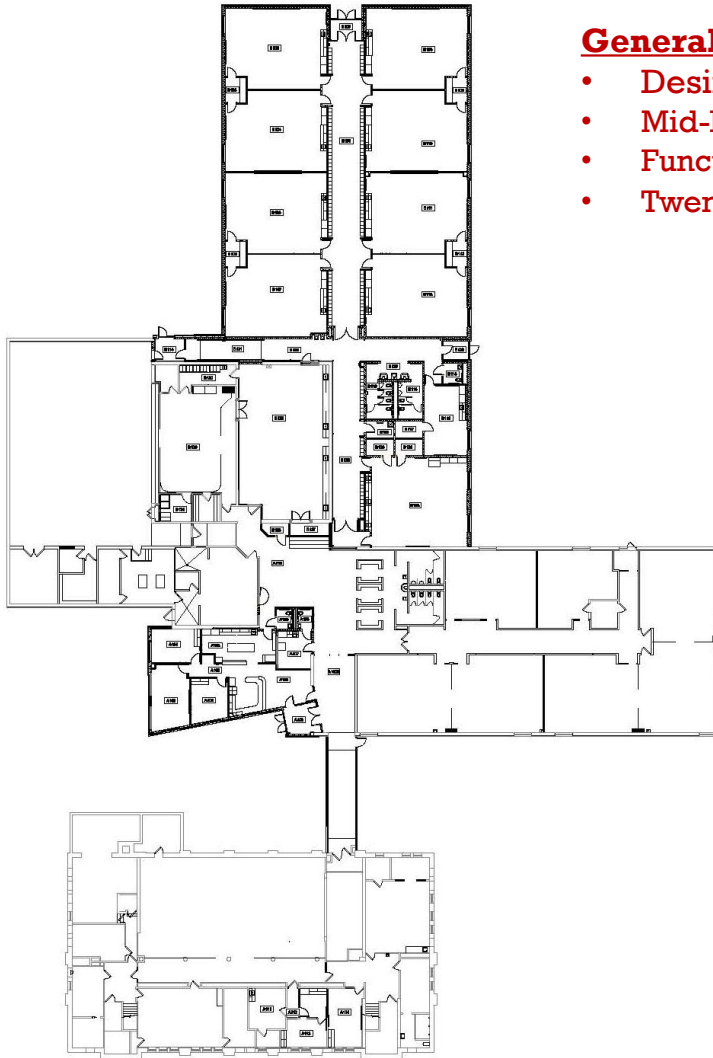
- More Playground equipment/PreK playground needs updated****
- Security/Cameras/Exterior doors need buzzers*****
- Lunchroom/lunch timing/storage*****
- More parking/staff and event concerns*****
- Shared rooms/SPED needs adequate spaces
- No PreK access
- HVAC concerns***
- Lighting/more natural light/love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

Proposed Solutions

- No addition needed
- Old part needs updating

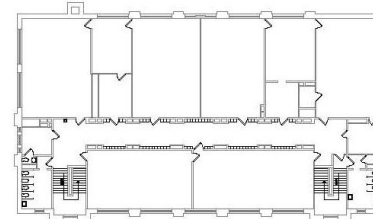
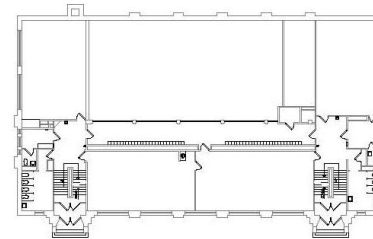


DeSoto Elementary Floor Plan



General Information:

- Desired Educational Capacity =500 students
- Mid-Range Educational Capacity =550 students
- Functional Maximum Capacity =625 students
- Twenty-Five Core classrooms



DeSoto Elementary Evaluation

Desoto Elementary

Question: Answer each of the following questions - 1 being the worst and 5 being the best		Response				
		Average		Selected		
Exterior / Site Layout		All	No Zero	Lowest	Highest	Most
1	Rate the Exterior Appearance of the School – is it visually pleasing:	2.2	2.2	1	5	1
2	Rate the parking lot and access to the site – is it adequate:	3.2	3.2	1	5	4
3	Rate the playground and/or athletic fields – is it adequate:	3.3	3.3	1	5	4
4	Rate the Safety/Security of school – is it adequate (single point entry, cameras, lighting, bus, parking):	3.1	3.1	1	5	4
Total Exterior / Site Layout		3.0	3.0			
		Response				
		Average		Selected		
Interior / Building Layout		All	No Zero	Lowest	Highest	Most
1	Rate the entrance of the School – is it visually pleasing:	3.5	3.5	1	5	4
2	Rate the administration area – is it adequate:	4.4	4.4	3	5	5
3	Rate the classroom areas – is it adequate (size and flexible teaching space):	2.0	2.0	1	4	2
4	Rate the cafeteria space – eating location – is it large enough, flexible space:	2.1	2.2	0	5	1
5	Rate the Gymnasium space – is it large enough, flexible space:	1.7	1.9	0	4	1
6	Rate the Auditorium/music space – is it large enough, flexible space:	2.0	2.1	0	3	2
7	Rate the library/media space – is it large enough, flexible space:	3.0	3.0	1	5	3
8	Rate the hallways – is it large enough for passing periods, space for lockers:	2.3	2.6	0	4	2
Total Interior / Building Layout		2.6	2.7			
Total Exterior / Site Layout and Interior / Building Layout		2.7	2.8			



DeSoto Elementary Comments

Positive

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

Negative

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

Proposed Solutions

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



Final Evaluation of Buildings

All Schools Response Average with Zero Responses

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

- 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 ES



Take Away Themes

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

Adel Elementary:

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

Desoto Elementary:

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

Both Elementary Schools:

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





Part Three: Moving Forward

Next Steps

Next **Public Input #1**: June 20, 2018

- Preliminary Agenda: Communicate and Identify Community Perceptions
 1. DeSoto Elementary (Addition, renovation, Remove Old portion, ideal grades served)
 2. Adel Elementary (Remain for younger students, Renovation, Addition)
 3. Grade Configuration (Current, Short Term, Long Term and Economically affordable)

Next **Committee #3 Meeting**: August 29, 2018

- Preliminary Agenda: Educational Programming Need

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.



Notes

[illegible]