

# **Urbandale Community School District**

## **Recommendation Statement of The Facilities Planning Committee**

### **Executive Summary**

This Report has been developed at the direction of the Board of Directors of the Urbandale Community School District who accepted the work of the initial phase of the Facilities Committee on May 2, 2003, which called for the development of a Master Facilities Plan to address the District's facilities in the long term. This Report details the efforts of the Committee since that time and has established a Master Facilities Plan which will address five stages of growth over the next three decades based upon community demographics and projections. The Report also details preliminary project budgets of approximately \$87.8 million over the duration of the Master Facilities Plan with the bulk of the dollars coming later as appropriate population markers or triggers are realized.

Initially, it is the consensus recommendation of the Facilities Committee that the Board of Directors continue the following initiatives:

1. Continue discussion with property owners and the City of Urbandale regarding the acquisition of properties for future school sites.
2. Upon endorsement of this Report, the District should work with appropriate personnel to provide financial and tax impact analysis, which would include assistance for a potential Bond Campaign and Referendum.
3. Upon endorsement of this Report, the District should establish a Bond Campaign Committee.

This would allow for the design of facilities that are curriculum and program-based that are flexible, adaptable and expandable, which would accommodate varied teaching methodologies and learning styles. It would also be expected these facilities would be effective in the integration of technology into the curriculum.

The initiatives would result in the following facility improvements during this initial phase of Master Plan implementation:

- A. Maintain current grade organizational structure at all existing schools within the District.
- B. Acquire a minimum 15-acre site for construction of a new elementary school west of Interstate 35/80 with the cost being approximately \$9.3 million.
- C. Commence replacement of the existing high school through a phased reconstruction program consisting of a major 2-story addition and remodeling of the existing high school facility to resolve educational program deficiencies; deferred maintenance, building code and accessibility (ADA) issues; and, accommodate future expansion to

support projected enrollment increases. The reconstructed high school when completed will accommodate a student population of 1,800 students in a 355,580 square foot facility.

- Proposed Phase I expansion of the high school to include classrooms for general programs (language arts, world languages, humanities/social studies, and math). During this phase of development the existing building will remain. Phase I reconstruction will provide a 98,000 square foot addition at a cost of approximately \$12,100,000.
- Phase II of the reconstruction program at the high school will include a new media center, science lab/classrooms, business and communications classrooms, family consumer science, art and vocational arts (IT) labs; food service (cafeteria/commons & kitchen); fine arts rehearsal and support spaces for the high school music programs; and, a new 1,000 seat Performing Arts Center. The existing PAC, cafeteria/commons, kitchen, 2-story main building and 1-story educational wings will be demolished. Only the existing gymnasium complex will be maintained. A total of 182,000 square feet will be added during this phase of development with an estimated cost of approximately \$24,900,000 in present worth (2004) dollars. In addition, the Football/Track complex will be reconstructed during this phase to provide a new 8-lane all-weather track and new synthetic playing surface for the football field.

Future Phases (high school):

- Phase III of the high school reconstruction will replace the north gymnasium with a new 3-court fieldhouse; fitness center with cardio and free weight areas; a wrestling room; and, six locker rooms. The existing south gymnasium will be remodeled under this phase of redevelopment.

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**Urbandale Community School District**  
Urbandale, Iowa

**Recommendation Statement**  
**Of**  
**The Facilities Planning Committee**  
November 10, 2003

***Factors Impacting Facilities – What We Value***

Initially, the Committee was presented with numerous enrollment assumptions ranging from no growth or declining growth to accelerated growth coming from rapid and substantial residential development from new construction in the western part of the District. The Committee acknowledging that projection of enrollment is speculative at best, concluded that the most likely scenarios in the long term are either slow or modest growth in enrollment, as defined by DLR Group. The Committee notes, however, that from a planning perspective, it makes sense to accommodate more aggressive growth assumptions by including contingencies and scalable facilities within an approved Master Facilities Plan. An example of scalable planning would be construction of a west-side elementary school in phases corresponding with projected enrollment growth in the area.

**Elementary Attendance Center Size.** At the heart of District planning considerations is the central theme that small attendance centers, commonly referred to as “neighborhood schools,” are preferred at the K-5 level. The Committee concurs that the District has earned a reputation for smaller elementary attendance centers and that many residents consider it to be a primary strength of the District.

Accordingly, attendance center enrollment and class size are important considerations when designing or redesigning facilities, at least at the K-5 level, in the District. In particular, we strongly recommend that attention be paid to class size, which we believe is the primary competitive advantage that the District should strive to maintain.

The Committee believes that the concept of smaller attendance centers sets the District apart and is worth preserving. The Committee notes however, that the optimum enrollment of an elementary attendance center for efficiency of cost of operation and administration is considerably higher than the enrollment of current District elementary attendance centers by at least 50%, according to DLR Group. The Committee believes that many of the objections to larger attendance centers can be overcome by maintaining smaller class sizes, which is a key factor distinguishing the District from neighboring districts.

One of the facilities that the Committee visited was Johnston’s Horizon Elementary, which can accommodate approximately 750 students in five separate learning “pods,” each with one section

of K-5 in a separate wing of the building. Although the Committee believes that 750 students is higher than desired enrollment for a single attendance center, it is impressed with the effort to retain some of the elements of a smaller attendance center while taking advantage of operational efficiencies of scale. We believe the District must attempt to balance both aspects, retaining the positive aspects of smaller class sizes and attendance centers and at the same time improving operational efficiencies. We believe the Horizon concept accomplishes most of these goals, although with an enrollment nearly twice that which we believe our District would readily embrace.

Further, we believe that design or redesign of any elementary attendance centers should be scalable to take into consideration the potential demands of future enrollment or realignment of enrollment. Again, Horizon seems to accomplish this objective with centralized common areas and room for expansion in a pre-determined fashion that utilizes the facility's strengths. It is conceivable that construction could occur in phases to accommodate growing enrollment from new development.

Among the possibilities that should be examined, is a collaborative effort with the City of Urbandale, possibly in connection with a community recreation center. We recommend that the District explore any opportunities to work with the City, including an exchange of properties between the District and the City, to determine whether a suitable site could be obtained that would be beneficial for both parties.

**Elementary Attendance Center Boundaries.** The Committee notes that current elementary attendance center boundaries have not been subjected to any comprehensive review for at least ten years. Since that time, considerable residential development has occurred west of NW 86<sup>th</sup> Street and additional territory has been acquired west of Interstates 80/35. As a consequence, the geographic area from which each elementary attendance center draws students has changed considerably. The Committee recommends that in connection with any construction or remodeling of facilities, current elementary attendance center boundaries should be studied and adjusted accordingly.

Notwithstanding any prospective realignment of boundaries, the Committee believes that the need for a new elementary attendance center west of I80/35 should be a priority. Under both the "slow growth" and "modest growth" scenarios of the Comparative Analysis of District Planning Options prepared by DLR Group, construction of an elementary attendance center on a new west-side site is projected.

The Committee notes that the area west of the Interstate is the target of neighboring districts that offer facilities that are more accessible to the residents and future residents of the area than other District attendance centers. The Committee believes at a minimum the District should purchase or secure an option to purchase land in the very near future before additional development in the area makes acquisition difficult or impossible. Failure to address this issue immediately, the Committee believes, will have a negative impact on the District's general fund budget within the next two years.

We do not believe that realignment of boundaries or construction of a new elementary attendance center in the western part of the District represents a shift away from neighborhood schools. To

the contrary, these steps emphasize the District's commitment to smaller, neighborhood schools; located in close proximity to the residents they primarily serve.

The Committee notes that many of the elementary students in the District are already bused to current attendance centers from the western part of the District and, therefore, are not enrolled in traditional "neighborhood" schools. Nonetheless, much of the "community" of an elementary attendance center has effectively been retained by smaller attendance centers and smaller class sizes. Careful attention to attendance center boundaries can only maintain these advantages in the future.

As a final observation, the Committee notes that there is no need for a "one-size-fits-all" solution to elementary attendance centers. The Committee toured Lawson Elementary in Johnston, a neighborhood school that had undergone substantial remodeling. At the same time, the Johnston district is constructing new K-5 attendance centers to serve growing areas. The blend of remodeling and new construction appears to be a logical solution to serving diverse needs of the community.

**High School.** The Committee found the District's Senior High School in greatest need of immediate and substantial improvements. The deficiencies are more than cosmetic and include issues that affect safety as well as quality of instruction, much of which is not readily apparent from the areas of the building most frequently viewed by the public, such as athletic facilities and the PAC. Lack of visibility notwithstanding, the Committee believes the current condition of the facility puts the District at a competitive disadvantage versus neighboring districts and is a deterrent to future residential growth within the District.

Initially the Committee discussed two realistic options for addressing the current needs at the High School: 1) Construct a new High School at a new location more centrally located within the District, or 2) Construct a new High School on the current site, possibly retaining portions of the current building/complex. We believe simply remodeling the existing physical plant is not feasible due to the substantial nature of the improvements required. We also appreciate that this either of these options could come as a surprise for any resident that has not spent significant time in parts of the existing high school where the public does not always have access on a daily basis (e.g., classrooms, hallways).

The first option was discarded after further discussion and an analysis of the amount of land that would be required and the subsequent cost to acquire the land. The Committee was told that there are at least four different scenarios to carry out the second option, building on the current site. In essence, it would involve phased construction on the open areas of the existing site and keeping those parts of the existing building that can be incorporated into the design of the new building. Students would continue to occupy the current facility until the new construction is ready for occupancy, after which the unused portions of the facility would be demolished. Although this option would be a challenge, it may have the advantage of being more readily accepted by the community.

We believe this project to be the most costly of the District's facilities needs and there appears to be a window of opportunity with historically low interest rates and stable construction costs. If

the District were to avoid addressing this decision in the very near future, it will likely cost the community more in the long run.

**Middle School.** The Committee believes the Middle School, although not optimum, is in good condition overall with several exceptions. One of the most obvious deficiencies is the open classroom style, which we believe is not conducive to learning and, in fact, can detract from effective instruction.

We prefer to think remodeling the existing facility rather than constructing an entirely new facility can address the difficulties with open classrooms and the related HVAC and structural issues. Another shortcoming of the Middle School is ingress and egress to the building during peak traffic periods.

The recent crowding at the Middle School should be alleviated, at least temporarily, with smaller incoming classes in the next few years. If enrollment increases, however, short of constructing a new facility, one possibility includes moving 6<sup>th</sup> Grade out of the building and back to one or more elementary attendance centers, either in connection with K-5, 5<sup>th</sup>/6<sup>th</sup> or single-grade schools. This could provide better utilization of existing elementary attendance centers, some of which may be under-utilized depending enrollment trends.

**Elementary Schools.** The Committee found the elementary schools in the District in generally good condition and repair, taking into consideration proposed improvements already approved and scheduled to take place. There are issues at nearly every building, of course, that are typical of buildings of their respective ages, but these issues do not appear to significantly impair the quality of the education, with the exception of the open classrooms at several buildings.

The Committee heard from parents, teachers and administrators that open classrooms are not ideal for learning. In at least some cases, parents have enrolled their children at one of the elementary schools (Jensen) specifically due to the enclosed classrooms at the building. We recommend the District explore the feasibility of enclosing open classrooms in all elementary attendance centers as part of its Master Facilities Plan.

With the distribution of school-age children shifting toward the center and west of the district, we believe some facilities may cease to be viable attendance centers at some time in the future. It appears likely that even with slow or moderate growth of enrollment, it is not likely that all five elementary attendance centers will continue to serve the District in the same capacity. How the transition is made is beyond the scope of the Committee. We note, however, that it may not make sense to continue to spend substantial sums on repairs and maintenance of some of the District's more challenging facilities. The Committee recommends that the Master Facilities Plan include a cost-benefit analysis of maintaining five separate elementary attendance centers, including repairs, maintenance and operational costs, versus new construction to determine which is the most prudent use of scarce resources.

## **Other Facilities Issues**

In addition to the general physical plant concerns previously discussed, the Committee recommends the following specific issues be addressed in a long-range Master Facilities Plan:

**Performing Arts Center.** The District’s performing arts programs have gained a reputation as second to none. The PAC should be no less. The capacity of the current facility is inadequate and needs to be upgraded significantly. The possibility of cooperation with the City of Urbandale in connection with a community center should be explored.

**Elementary Gymnasiums.** The District should consider expanding the gymnasium to “full size” at each elementary that is expected to be maintained as an attendance center in the long term. Consideration should also be given to maintaining a separate multi-purpose area for lunchrooms.

**Swimming Pool.** The District should investigate whether the current swimming pool meets the needs of our students given the associated cost. Further, the District should investigate alternatives, such as cooperating with neighboring districts, and discuss the current arrangement with the City to determine the best course of action.

**High School Public Address System.** The Committee recommends, irrespective of any other decisions concerning the Senior High School, that the inadequacy of the public address system be addressed immediately. The Committee believes safety and operational issues are critical enough to require immediate attention and expenditure, even if the solution is only for the short term.

**Deferred Maintenance.** The Committee recommends that the Master Facilities Plan include a comprehensive study of deferred maintenance items and develop a prioritized schedule to bring all District facilities up to building standard, particularly relating to student safety and adaptation for technology needs. Further, the Master Facilities Plan should include a strategy to maintain District facilities annually in the future. Consideration should be given to bonding for priority items, as well as any new construction, to take advantage of historically low interest rates and stable construction costs.

## ***Planning and Design Criteria***

After eight months of investigation, research, programming and planning, the Urbandale Community School District Facilities Planning Committee has developed the following Recommendation Statement relative to district facility needs. With the assistance of the Committee’s Facilities Planning Consultant, DLR Group, administration, faculty, staff and individuals from the Urbandale Community at-large, we carefully analyzed all existing district facilities for their ability to accommodate district curriculum and educational programs in fulfilling the needs of students and the entire Urbandale community. Our evaluation of each of the facilities was based on the following planning criteria.

- **Programs:** Are current facilities capable of providing the necessary physical environment to deliver current and/or desired educational programs including pre-school/extended day, elementary, middle and high school education programs? Do current facilities help or hinder the implementation of current teaching methodologies and philosophies? Are current facilities adaptable and expandable to accommodate changes in educational programs, teaching methodologies and potential future fluctuations in student enrollment?
- **Educational Technology:** Are current facilities capable of responding to the rapidly changing educational technologies utilized in today’s classroom and learning environments of the 21st Century? Do our buildings and programs provide for curriculum integration through adequate exposure to electronic media?
- **Facility Use Efficiency:** Are we currently using our facilities in the most efficient manner? Can we better utilize existing “core facilities” to increase existing enrollment capacities and accommodate future growth?
- **Adaptability and Flexibility:** Will current facilities readily accommodate change and growth? Do existing district facilities provide opportunities for continued use through expansion, remodeling and/or renovation? Can we provide planning options, which are responsive to program and facility use changes that will undoubtedly occur in the future? Are existing facilities capable of accommodating potential enrollment increases?
- **Safety and Security:** Do current buildings and site provide an accessible, healthy, safe and secure learning environment for the children of Urbandale? Are buildings or portions of buildings structurally sound, environmentally healthful and compliant with current life safety and building code requirements?
- **Building Systems:** Do current facility support systems (mechanical and electrical) provide appropriate building environments, which accommodate user needs and facilitate learning? Are existing systems capable of adequately serving future needs or will modifications be required and, if so, what changes will be necessary?
- **Educational Guidelines:** Do existing facilities meet current educational space standards and recognized design guidelines? Are the students of Urbandale Community Schools being afforded comparable learning opportunities as other students within the Des Moines metropolitan area and the State of Iowa?

**General:** In general, the Planning Committee formulated an opinion based on the following basic planning criteria, which represents the foundation for all decisions reached by the Committee.

- I. The Urbandale Community School District should 1) maintain its tradition of providing a curriculum and educational programs committed to academic excellence; 2) maintain its commitment to “neighborhood schools” vis-à-vis “smaller attendance centers” particularly at the elementary level; 3) maintain its commitment to enrolling a community that is socially, ethnically, and economically diverse; 4) continued support of its educational programs through expansion and remodeling or replacement of existing facilities; and, 5) conditionally expand facilities to accommodate an expanding community potentially housing a future

student population of up to 6,000 students.

- II. **Grade Configuration/Organizational Structure:** Urbandale Community Schools should modify its current grade organizational structure to accommodate all-day kindergarten with the kindergarten program housed in each of the elementary attendance centers. A Grade Configuration of PK-5, 6-8, 9-12 would be utilized for development of the District’s Master Facility Plan.
  
- III. **Student/Teacher Ratios (Class Size):** The typical classroom’s student capacity has been affected by changing educational philosophies, teaching methodologies and the integration of educational technologies into existing learning environments. Most school systems across the country, both public and private, have in recent years adopted lower student/teacher ratios as computers have been introduced into the classroom environment. To facilitate today’s teaching methodologies and maintain the high level of instructional value within the Urbandale Community School District, it is recommended that the “targeted average” student/teacher ratios be maintained at 15/1 for kindergarten; 20/1 for the elementary and middle grade levels (1-8); and, 24/1 for high school grade levels.
  
- IV. **Student Enrollment/Projected Growth:** It is the recommendation of this Committee to plan for growth. In the recent past the district has experienced stability in its student population with an overall decline over the last decade of approximately 100 students. Though current enrollment projections illustrate a continued marginal decline over the first 5 or 6 years of the current decade it is anticipated that due the land swap with Dallas Center-Grimes a reversal in this trend is forthcoming. In fact, the district’s student enrollment for this academic year (’03-’04) shows an increase of approximately 20 students from a year ago, which is a significant turn-around over the forecasted decline of approximately 150 students. Should this trend continue, the district could experience a stable growth posture for the next 10-years. Five stages of growth in student populations were determined as triggers or markers for future expansion of facilities and illustrated over a 30-year period for development. As a result total enrollment inclusive of all-day kindergarten would increase from its current level of 240 to 288 students per grade level to a potential of 360 to 432 students over time.

<b>Academic Year</b>	<b>Enrollment Projections By Grade Configured Groupings</b>			
	<u>K-2</u>	<u>3-5</u>	<u>6-8</u>	<u>9-12</u>
2002-2003	626	721	769	1,179
2003-2004	643	701	818	1,170

- V. **Selected Enrollment Model:** The Committee utilized an enrollment model based on the proposed enrollment projections, grade configured groupings and student/teacher ratios for kindergarten, elementary middle level and high school programs. The designed student populations and enrollment capacities by grade configured groupings as proposed by the Committee for planning purposes are as follows:

	<u>K</u>	<u>1-5</u>	<u>6-8</u>	<u>9-12</u>
<b>Designed Student Population:</b>				
Student/Teacher Ratio	15/1	20/1	20/1	24/1
Grade Level Population	270	280	280	288
No. of Sections/Grade	18	14	14	12

	<u>K</u>	<u>1-5</u>	<u>6-8</u>	<u>9-12</u>
<b>Enrollment Capacity:</b>				
Student/Teacher Ratio	18/1	24/1	24/1	28/1
Grade Level Population	324	336	336	336
No. of Sections/Grade	18	14	14	12

## *What We Found*

Urbandale Community Schools: Existing district facilities presently include 7 school buildings constructed between 1952 and 1968.

- In general district facilities are in good to very good condition with the exception of the High School, which is in fair to poor condition.
- Elementary School sites are relatively small but typical in an urban setting. Issues include separation of bus/auto and pedestrian traffic for student safety. Off-street parking and outdoor play areas for students are also limited. District sites range from 5 to 11-acres. Typically, 10 to 15-acres are required for 2 and 3-section elementary schools.
- The Middle School site is adequate in size but its topography and land features limit potential PE/athletic field development. Separation of bus/auto and pedestrian traffic for student safety and limited parking are also issues.
- The High School site is relatively small at 36+ acres. Typically, to provide for future expansion, bus loading and unloading, parking, and PE and athletic fields a minimum of 60 to 80-acres are required.
- If grade level student enrollments are maintained at 200 to 240 students, a net space deficiency ranging from 22,000 gsf to 30,000 gsf exists at each of the district's elementary schools.
- The existing Middle School and High School are overcrowded. Significant net space deficiencies of approximately 55,000 gsf and 120,000 gsf exist at the Middle School and High School, respectively.
- At the Kindergarten level classrooms are excessively small averaging approximately 720 nsf per classroom area. National design guidelines for kindergarten classrooms

typically call for 1,200 nsf. Typically, private toilet, coat and storage rooms are also provided.

- District elementary classrooms are typically small ranging from 700 to 860 nsf per classroom. National design guidelines for elementary classrooms housing 20 to 25 students per classroom typically recommend a classroom size range of 850 to 1,000 nsf. Only Valerius Elementary School with 8 classrooms in excess of 1,000 nsf meets these guidelines.
- Parents, faculty and staff have suggested that all classrooms at the kindergarten, elementary and middle levels be self-contained and that any future modernization projects eliminate all open classrooms. Paired classrooms with an acoustically rated operable wall system to allow for team teaching and multi-age settings should be provided at all facilities. All classrooms should have sinks and windows to the exterior.
- District elementary schools provide a small Multi-Purpose Room for student dining and physical education. Full-size gymnasiums, typically 4,800 to 5,160 nsf, are not provided but should be considered at locations where expansion to a 3-section program is possible. The minimum recommended size of a PE station per nationally recognized design guidelines is 2,400 nsf.
- All district Media Centers are in need of additional support space including space for Audio/Visual (AV) equipment storage, media production, and general storage. Small Group/Conference Rooms should be provided student, faculty and public use.
- The High School has received 9 additions since its original construction in 1959, which have collectively rendered the building educationally dysfunctional. The building is not organized by department and/or grade level; is not conducive to interdisciplinary teaming; and provides limited flexibility.
- The high school building has minimal curb appeal or visual/aesthetic character; has a very weak sense of entry; and once inside the building has a very poor internal circulation system.
- High School classroom sizes (675 to 830 nsf) for general programs (Math, Language Arts and Social Studies) are typically below nationally recognized design guidelines (850 to 950 nsf) for high schools.
- Science lab/classroom, Family/Consumer Education and Technology Education/IT environments require modernization.
- Fine Arts program spaces for Visual Arts and Music require modernization. Business and World Language classroom/lab environments also require modernization.

- The current Performing Arts Center (seating 550) is too small, over-scheduled and in need of replacement. District should consider a new 1,000 to 1,200 seat facility with advanced technology, audio and video capabilities.
- District physical education/athletic programs require additional program spaces including a Fitness Center for strength and conditioning programs, additional gymnasium space, an on-grade wrestling room, a Multi-purpose room for aerobics, dance etc., locker rooms and storage.
- Outside PE/Athletic Facilities need modernization including a new all-weather 8-lane track with a football/soccer in-field, tennis courts, a baseball/softball complex, and football and soccer practice fields.

## *Planning Assumptions*

- Census data from the 1980, 1990 and 2000 Census reports from the U.S. Bureau of the Census indicates that, residents of the City of Urbandale in the 0 to 5 age-grouping totaled 1,181 in 1980; 1,743 in 1990; and 1,943 in 2000.
- Census data also indicates that the number of households in Urbandale with individuals under the age of 18 comprise approximately 35% to 38% of the total households in the community. The Median Age of city residents has increased from 27 in 1980 to 37 in 2000.
- The current number of households in the City of Urbandale totals approximately 11,500 in 2000 with 70% considered family households with children.
- The City of Urbandale Planning Department “Lot Availability Summary” dated December 31, 2002 indicates that there are currently 2,324 lots that have received zoning approval. Additionally, 948 lots have received final plat approval and 763 lots have preliminary plat approval.
- The Urbandale Planning Department has projected that a total of 2,400 new homes should be constructed in Urbandale in the next 10 years. Of that total, 1,000 will be located within the Urbandale School District.
- District Enrollments have declined, rebounded and declined since the early 1990’s with a net reduction of 100 students since 1993.
- Neighboring school districts including West Des Moines, Waukee and Johnston are all experiencing school growth. Waukee School District, which will also benefit from the City of Urbandale’s expansion west of I-35/80 is expected to add approximately 4,000 students, growing from 2,778 students (2001) to 6,778 students (2011).

- Based on a reduction of only 100 students over the last ten years and assuming that current in and out migration relative to existing households remains consistent; there were no new housing starts; and the mortality rate remained constant, it is assumed that district enrollments would be approximately 3,000 students in the year 2012.
- It is also assumed that district enrollments will experience a rebound within the next three years due to the cities expansion and residential growth west of I-35/80. The land swap with the Dallas Center-Grimes School District provided property for potential future residential development which should result in the general population growth of the City of Urbandale, a corresponding increase in school aged children living in Urbandale and an increasing student population within the Urbandale School District.
- Based on 1,000 housing starts within district boundaries and using a range of 1.3 to 2.0 school-aged children per household the District is likely to experience a growth of approximately 1,300 to 2,000 students over the period resulting in a total student population of between 4,300 and 5,000 students.

## ***Recommendation of the Planning Committee:***

*We as a Planning Committee believe that the obligation of each generation is to invest in the next and therefore, must be visionary in our support of our educational programs to provide enhanced learning opportunities and better prepare our children for the 21st century.*

*We believe Urbandale Community Schools has been and should remain a positive fixture in the greater Urbandale/Des Moines Metropolitan Community. To ensure Urbandale Community School District's continued growth and recognition as we enter the new millennium it is imperative that our educational programs and facilities remain competitive with public and other private schools in the area.*

*Recognizing that our future stability as a school district is not solely dependent upon the quality of our educational programs and facilities it is imperative that Urbandale Community Schools develop a solid public relations/recruitment campaign to promote the attributes of an Urbandale Schools' education.*

*We believe it is essential to the future vitality of the Urbandale community that we demonstrate a positive growth posture through the phased construction of facilities in which we house all district educational programs in order to provide a more cost effective educational delivery system, minimize the impact on future district finances and preserve the flexibility of available long-range options.*

*While a number of Planning Options were explored to resolve facility and program deficiencies within our facilities, it is the opinion of the Facilities Planning Committee that the School Board present to the Urbandale community for their consideration the following Initiatives and Master Facility Plan.*

### ***Initiatives:***

- 1. Upon endorsement of this "Recommendation Statement" the Urbandale Community School District School Board should continue discussions with property owners and the City of Urbandale regarding the acquisition of properties for future school sites. The acquisition of properties is essential to the implementation of future phases of the Master Facility Plan.*
- 2. Upon endorsement of this "Recommendation Statement" the Urbandale Community School District School Board should immediately commission the District's Financial Consultant to provide financial and tax impact analysis including assistance with preparations for a potential Bond Campaign and Referendum.*
- 3. Upon endorsement of this "Recommendation Statement" the Urbandale Community School District School Board should immediately establish a Bond Campaign Committee to prepare for and present the Long-range Educational Master Plan including its phased implementation to the Urbandale community.*

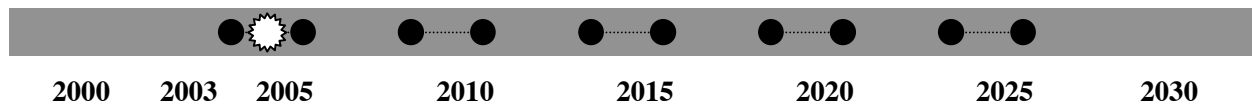
4. *Provide design solutions that are curriculum and program-based that create flexible, adaptable and expandable learning environments and accommodate varied teaching methodologies and learning styles.*
5. *Provide design solutions for the effective integration of technology into our educational programs and facilities.*
  - a. *Consideration should be given to maximizing voice, video and data capabilities through design and installation of technology systems that are expandable for future implementation of seamless communications networks.*
  - b. *Solutions should be program responsive to provide for the potential implementation of fully integrated Multi-Media and Intra/Interactive Systems for enhanced distance learning capabilities including access to global networks.*

## ***Master Facility Plan:***

*The following Master Facility Plan addresses five stages of growth, which establish markers or triggers for facility development within the Urbandale Community School District. These stages of growth are based upon district and community demographic data and projections. The timeline illustrated anticipates that the District will enter into three decades of continued, steady growth based upon projected housing starts and economic development in the Urbandale Community. Annual review of the this data is essential to determine if any adjustments in the timeline are necessary due to any deviation in the student enrollment projections, the District's educational mission, and/or funding capabilities of the District.*

### ***Stage I:***

#### **Timeline**



#### **Student Enrollment:**

3,331 Students (K-12)  
(’03-’04 District Enrollment)

Jensen Elementary School	Grades 1-5	2-Sections	200 - 240 Students
Karen Acres Elementary School	Grades 1-5	2-Sections	200 - 240 Students
Olmstead Elementary School	Grades K	12-Sections	180 - 216 Students
	Grades 1-5	2-Sections	200 - 240 Students
Rolling Green Elementary School	Grades 1-5	2-Sections	200 - 240 Students
Valerius Elementary School	Grades 1-5	2-Sections	200 - 240 Students
West Elementary School No. 1	Grades K	2-Sections	30 - 36 Students
	Grades 1-5	2-Sections	200 - 240 Students
Urbandale Middle School East	Grades 6-8	10-Sections	600 - 720 Students
Urbandale High School	Grades 9-12	10-Sections	960 - 1,120 Students

#### **Facility Improvements include (Phase I):**

- A. Maintain current grade organizational structure (K/1-5/6-8/9-12). District Elementary program to continue to be housed in Jensen, Karen Acres, Olmstead, Rolling Green and Valerius Elementary Schools. With the exception of the new West Elementary School the balance of the Kindergarten program will continue to be located at Olmstead Elementary School. Facility expansion required to accommodate the relocation of the Kindergarten program to all elementary attendance centers and/or the implementation of an all-day

Kindergarten program have been deferred and will be addressed by a future phase of development.

- B. Acquire a minimum 15-acre site for construction of a new elementary school West of Interstate 35/80 to support a 1-section educational program accommodating 115 to 138 students in Pre-kindergarten through Grade 5.
- C. Smaller class sizes are projected to reach the middle school over the next five years reducing the overcrowded situation that currently exists. Facility expansion to resolve educational program deficiencies; deferred maintenance, building code and accessibility (ADA) issues; and, accommodate future expansion to support projected enrollment increases have been deferred and will be addressed by a future phase of development.
- D. Construct a major 2-story addition and remodeling of the existing high school facility to resolve educational program deficiencies; deferred maintenance, building code and accessibility (ADA) issues; and, accommodate future expansion to support projected enrollment increases. Proposed Phases I & II expansion to include classrooms for general programs (language arts, world languages, humanities/social studies, math and science); fine arts rehearsal and support spaces for the high school music programs; and, a new 1,000-seat Performing Arts Center. The existing gymnasium complex, food service (cafeteria/commons & kitchen) and vocational arts (IT) will be maintained. The existing PAC, 2-story main building and 1-story educational wings will be demolished.

Future Phases (not prioritized):

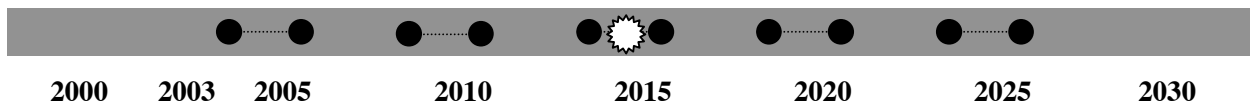
Construct major additions and remodeling at each elementary attendance center to resolve educational program deficiencies; deferred maintenance, building code and accessibility (ADA) issues; and, accommodate potential future expansion to support projected enrollment increases.

Construct major additions and remodeling at the middle school to resolve educational program deficiencies; deferred maintenance, building code and accessibility (ADA) issues; and, accommodate potential future expansion to support projected enrollment increases.

Construct Phase II additions and remodeling at the high school to resolve remaining educational program deficiencies; deferred maintenance, building code and accessibility (ADA) issues; and, accommodate potential future expansion to support projected enrollment increases.

## Stage II:

### Timeline



Student Enrollment: 3,744 Students (K-12)

Jensen Elementary School	Grades 1-5	2-Sections	200 - 240 Students
Karen Acres Elementary School	Grades 1-5	2-Sections	200 - 240 Students
Olmstead Elementary School	Grades K	14-Sections	210 - 252 Students
	Grades 1-5	2-Sections	200 - 240 Students
Rolling Green Elementary School	Grades 1-5	2-Sections	200 - 240 Students
Valerius Elementary School	Grades 1-5	2-Sections	200 - 240 Students
West Elementary School No. 1	Grades K	2-Sections	30 - 36 Students
	Grades 1-5	2-Sections	200 - 240 Students
	Grades 6-8	2-Sections	120 - 144 Students
Urbandale Middle School East	Grades 6-8	10-Sections	600 - 720 Students
Urbandale High School	Grades 9-12	10-Sections	960 - 1,120 Students

Facility Improvements include:

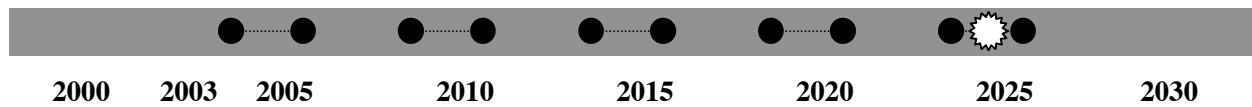
- A. District Elementary program to continue to be housed in Jensen, Karen Acres, Olmstead, Rolling Green, Valerius and West No1. Elementary Schools. Modify current grade organizational structure from K/1-5/6-8/9-12 to K-5/6-8/9-12 relocating the kindergarten program to each of the elementary attendance centers. Facility expansion required to accommodate the implementation of an all-day Kindergarten program is recommended to be included in this phase of facility development. Construct major additions and remodeling at each elementary attendance center to resolve educational program deficiencies; deferred maintenance, building code and accessibility (ADA) issues; and, accommodate potential future expansion to support projected enrollment increases.
- B. Should the middle level (6-8) student population rebound to current enrollment levels it may be necessary to construct an addition to West Elementary School No. 1 to temporarily house 2-sections of the middle level program. When growth demands additional space a new Middle School West may be required, which will allow the elementary program to expand to a full 3-section capacity at this site.
- C. Construct major additions and remodeling at the middle school to resolve educational program deficiencies; deferred maintenance, building code and accessibility (ADA)

issues; and, accommodate potential future expansion to support projected enrollment increases.

- D. Construct Phase II additions and remodeling at the high school to resolve remaining educational program deficiencies; deferred maintenance, building code and accessibility (ADA) issues; and, accommodate potential future expansion to support projected enrollment increases.
- E. Improve District athletic field through construction of a new Football/Track/Softball complex on the North acreage of the existing Middle School (East) site. Expand parking at the current high school East of the building through construction of a new parking lot on the location of the current Football/Track complex.

### Stage III:

#### Timeline



Student Enrollment: 4,368 Students (K-12)

District ECC/Administrative Offices (Jensen) PK Birth-to-5

Karen Acres Elementary School	Grades K	2-Sections	30 - 36 Students
	Grades 1-5	2-Sections	200 - 240 Students

Olmstead Elementary School	Grades K	3-Sections	45 - 54 Students
	Grades 1-5	2-Sections	200 - 240 Students

Rolling Green Elementary School	Grades K	2-Sections	30 - 36 Students
	Grades 1-5	2-Sections	200 - 240 Students

Valerius Elementary School	Grades K	3-Sections	45 - 54 Students
	Grades 1-5	2-Sections	200 - 240 Students

West Elementary School No. 1	Grades K	4-Sections	60 - 72 Students
	Grades 1-5	3-Sections	300 - 360 Students

West Elementary School No. 2	Grades K	4-Sections	60 - 72 Students
	Grades 1-5	3-Sections	300 - 360 Students

Urbandale Middle School East	Grades 6-8	8-Sections	480 - 576 Students
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Urbandale Middle School West	Grades 6-8	6-Sections	360 - 432 Students
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Urbandale High School	Grades 9-12	12-Sections	1,152 - 1,344 Students
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Facility Improvements include:

- A. Maintain current grade organizational structure of K-5/6-8/9-12. District Elementary program to continue to be housed in Karen Acres, Olmstead, Rolling Green, Valerius and West (No. 1) Elementary Schools. Jensen Elementary School to be converted to District Early Childhood Education and District Administrative Center.
- B. Acquire a minimum 15-acre site for construction of a second new elementary school West of Interstate 35/80 to support a 4-section kindergarten/3-section elementary

educational program accommodating 360 to 432 students in Pre-kindergarten through Grade 5.

- C. Acquire a minimum 25-acre site for construction of a new Middle School West of Interstate 35/80 to support a 6-section middle level educational program accommodating 360 to 432 students in Grade 6 through Grade 8.

## ***Our Investment***

### ***Phase I – 2003 (Project Costs):***

The Planning Committee, which has evaluated numerous planning options, has developed consensus on the components of the proposed project. In summary, they are consistent with Planning ‘Option C3’.

Indicated below is a Summary of the Preliminary Project Budgets identifying Master Plan, Phase I and Future Phase Costs relevant to each attendance Center.

#### **Summary of the Preliminary Project Budgets**

	(Master Plan)	(Phase I)	(Phase II)	(Future Phases)
<u><b>Attendance Center</b></u>				
Jensen Elementary School	\$ 1,133,370	\$ 0	\$ 0	\$ 1,133,370
Karen Acres Elementary School	\$ 4,642,800	\$ 0	\$ 0	\$ 4,642,800
Olmstead Elementary School	\$ 5,050,220	\$ 0	\$ 0	\$ 5,050,220
Rolling Green Elementary School	\$ 5,457,480	\$ 0	\$ 0	\$ 5,457,480
Valerius Elementary School	\$ 7,097,230	\$ 0	\$ 0	\$ 7,097,230
West Elementary School No. 1	\$ 11,606,190	\$ 9,290,020	\$ 0	\$ 2,316,170
West Elementary School No. 2*	\$ 0	\$ 0	\$ 0	\$ 0
West Elementary School No. 3*	\$ 0	\$ 0	\$ 0	\$ 0
Urbandale Middle School East	\$ 9,478,130	\$ 0	\$ 0	\$ 9,478,130
Urbandale Middle School West*	\$ 0	\$ 0	\$ 0	\$ 0
<u><b>Urbandale High School</b></u>	<u>\$ 43,377,210</u>	<u>\$ 12,057,600</u>	<u>\$ 24,336,630</u>	<u>\$ 6,982,980</u>
<b>Total</b>	<b>\$ 87,842,630</b>	<b>\$ 21,347,620</b>	<b>\$ 24,336,630</b>	<b>\$ 42,158,380</b>

\* The Project Budgets for West Elementary Schools No. 2 & 3 and a new Middle School West are not included within the Master Plan Budget based on the Committee’s opinion that the level of growth required to reach Stages IV and V of the Master Plan may not be attained within the 30-year period established for planning purposes.

**Note:** Project Budgets do **not** include the cost of abatement or removal of hazardous materials, legal or financial planning costs, or construction or long term financing costs associated with any Project identified under the Master Plan.

# Appendix A – Building Data

## Jensen Elementary School

### Constructed:

- Original Building (East Wing): 1963
- West Wing: 1967
- Multi-purpose Room: 1975
- Media Center: 1991

### Demographic Data:

- Current Grade Configuration: 1-5
- Student Enrollment ('02-'03): 240
- Enrollment Capacity (1-5): 240

### Occupancy Type: Mixed.

E1, Educational  
A3, Assembly

### Site Data:

Area: 5-acres.  
Parking (Off-street): 28 spaces.  
Paved Play Area: Yes.  
Play Apparatus: Yes.

### Building Area (gross square feet):

Area: 25,020  
Teaching Stations: 28  
Number of Classrooms: 16

### Construction Type:

Type II-N, Non-Combustible  
Building Height: Single-story.

## Karen Acres Elementary School

### Constructed:

- Original Building (East Wing): 1964
- Multi-purpose Room: 1975
- Media Center: 1991

### Demographic Data:

- Current Grade Configuration: 1-5
- Student Enrollment ('02-'03): 251
- Enrollment Capacity (1-5): 240

### Occupancy Type: Mixed.

E1, Educational  
A3, Assembly

### Site Data:

Area: 7-acres.  
Parking (Off-street): 43 spaces.  
Paved Play Area: Yes.  
Play Apparatus: Yes.

### Building Area (gross square feet):

Area: 31,050  
Teaching Stations: 17  
Number of Classrooms: 15

### Construction Type:

Type II-N, Non-Combustible  
Building Height: Single-story.

## Rolling Green Elementary School

### Constructed:

- Original Building (West Wing):  
Area: 5-acres.
- North Wing: 1969
- Media Center: 1991

### Demographic Data:

- Current Grade Configuration: 1-5

### Site Data:

1968  
Parking (Off-street): 65 spaces.  
Paved Play Area: Yes.  
Play Apparatus: Yes.

### Building Area (gross square feet):

Area: 32,700

- Student Enrollment ('02-'03): 250
  - Enrollment Capacity (K): 240
- Teaching Stations: 20  
Number of Classrooms: 15

Occupancy Type: Mixed.  
E1, Educational  
A3, Assembly

Construction Type:  
Type II-N, Non-Combustible  
Building Height: Single-story.

**Olmstead Elementary School:**

- Constructed:
- Original Building: 1952
  - South Wing: 1953
  - Old West Wing & MP Room: 1956
  - Kitchen: 1965
  - Open Classroom Wing: 1969
  - Media Center/Art: 1991
  - South Multi-purpose Room: 1996

Site Data:  
Area: 7-acres.  
Parking (Off-street): 61 spaces.  
Paved Play Area: Yes.  
Play Apparatus: Yes.

- Demographic Data:
- Current Grade Configuration: PK-5
  - Student Enrollment ('02-'03): 455
  - Enrollment Capacity (K): 180
  - Enrollment Capacity (1-5): 240  
420

Building Area (gross square feet):  
Area: 47,260  
Teaching Stations: 28  
Number of Classrooms: 18

Occupancy Type: Mixed.  
E1, Educational  
A3, Assembly

Construction Type:  
Type II-N, Non-Combustible  
Building Height: Single-story.

**Valerius Elementary School**

- Constructed:
- Original Building (West Wing): 1963
  - Multi-purpose Room: 1975
  - Media Center, East & North Wings: 1991

Site Data:  
Area: 11-acres.  
Parking (Off-street): 67 spaces.  
Paved Play Area: Yes.  
Play Apparatus: Yes.

- Demographic Data:
- Current Grade Configuration: 1-5
  - Student Enrollment ('02-'03): 225
  - Enrollment Capacity (1-5): 240

Building Area (gross square feet):  
Area: 31,050  
Teaching Stations: 18  
Number of Classrooms: 14

Occupancy Type: Mixed.  
E1, Educational  
A3, Assembly

Construction Type:  
Type II-N, Non-Combustible  
Building Height: Single-story.

## Urbandale Middle School

### Constructed:

- Original Building: 1973
- North Classroom Cluster: 1991
- PA/Classroom Addition: 2002

### Site Data:

Area: 32.5-acres.  
Parking (Off-street): 110 spaces.  
Paved Play Area: No.  
Play Apparatus: No.

### Demographic Data:

- Current Grade Configuration: 6-8
- Student Enrollment ('02-'03): 772
- Enrollment Capacity (6-8): 720

### Building Area (gross square feet):

Area: 92,425  
Teaching Stations: 48  
Number of Classrooms: 31

### Occupancy Type: Mixed.

E1, Educational  
A3, Assembly

### Construction Type:

Type II-N, Non-Combustible  
Building Height: Single-story.

## Urbandale High School

### Constructed:

- Original Building (100 Wing): 1959
- 300 Wing & South Commons: 1962
- 400 Wing: 1964
- 500 Wing: 1966
- North Gymnasium: 1967

### Site Data:

Area: 36.5-acres.  
Parking (Off-street): 632 spaces.  
Athletic Fields: Football/Track  
Varsity Baseball  
Open Practice

### Fields

- 600/700 Wings/Commons/Kit/Auto 1970
- East PE Addition: 1978
- Performing Arts Center: 1983
- South Gymnasium/Music 1990
- North Commons/Kitchen/IT 1997

### Demographic Data:

- Current Grade Configuration: 9-12
- Student Enrollment ('02-'03): 1,187
- Enrollment Capacity (9-12): 1,216

### Building Area (gross square feet):

Area: 223,200  
Teaching Stations: 72  
Number of Classrooms: 42

### Occupancy Type: Mixed.

E1, Educational  
A3, Assembly

### Construction Type:

Type II-N, Non-Combustible  
Building Height: 2-story.

## ***Appendix B – Urbandale High School Analysis***

The existing High School, constructed in 1959 has served the District well for 40+ years. Many users of the facility may share an opinion regarding the building's physical condition, which is predicated on their personal use of the facility. Most have been in at least one, if not all the following spaces: Gymnasiums, Performing Arts Center and the recently remodeled (1997) Media Center and Cafeteria/Commons areas. These spaces, in fact, are in good to very good condition and it is no surprise that the public perception, in general, is that the high school adequately serves the district's high school educational program needs. However, if one understands that a building's ability to adequately support an educational program extends significantly beyond the building's physical appearance, one begins to understand that a perception based solely on curb appeal alone may indeed be a misperception.

A comprehensive evaluation of Urbandale High School must be based on other criteria as well, including sense of entry (building and site); site and internal building circulation; the visual aesthetic, both external and internal; functional space relationships and spatial organization; flexibility, adaptability and expandability; advanced technology integration; environmental efficiencies; accessibility; safety and security; and, creature/user comfort.

The high school is located on a small, 36-acre urban site on the East side of the district. Site access is provided along multiple points from Aurora Avenue, a secondary East-West arterial street between 86<sup>th</sup> Street on the West and Merle-Hay Road on the East. Typically, high school sites range from 60 to 80-acres to adequately provide for facilities; site circulation, service access and parking; bus loading and unloading, parent drop-off/pick-up zones; and, PE/athletic fields. The high school campus, which is bordered by residential properties to the North and West, and a city streets to the South and East., is irregularly configured. A Senior Center and city Swimming Pool also border the site on its South side. Potential expansion of the site is not plausible without condemnation of property or vacation of city streets.

The high school building has minimal curb appeal or visual/aesthetic character; has a very weak sense of entry; and once inside the building has a very poor internal circulation system. Since originally constructed the facility has undergone nine expansion projects. These additions, which occurred over a 25-year period from 1962 to 1997, have collectively rendered the building educationally dysfunctional. The building is not organized by department and/or grade level; is not conducive to interdisciplinary teaming; and provides limited flexibility.

At current enrollment levels the high school is overcrowded. A significant net space deficiency of approximately 120,000 gross square feet exists and any growth in student population and corresponding enrollment increases would exacerbate this deficiency. Most of the learning environments provided are below nationally recognized design guidelines for high school facilities. The building's major space deficiencies are summarized below.

- General classrooms housing Math, Language Arts and Social Studies range between 675 to 830 net square feet, well below typical design guidelines of 850 to 950 net square feet for high schools. The Math program is departmentalized while Language Arts and Social Studies classrooms are scattered throughout the building. Similarly,

Science lab/classrooms are located on both the first and second floors and do not support either a departmental or interdisciplinary approach to educational delivery. Biology and Chemistry lab/classrooms are small at 1,040 to 1,175 net square feet whereas nationally recognized design guidelines for Science lab environments stipulate 1,360 to 1,740 net square feet per lab/classroom for 24 to 28 stations. The primary concern in smaller, overcrowded lab environments is the safety of students and staff.

- Fine Arts program spaces for Visual Arts and Music require modernization. Art classroom/labs should be located with Technology Education/IT labs and Family Consumer Education Lab/Classrooms to support an Allied Arts and Technology component to the curriculum. This spatial organization would allow for an interdisciplinary approach to educational delivery within these program areas. The Music Department, though appropriately located adjacent to the Performing Arts Center, it is remotely located from the gymnasiums, which are also performance spaces for band. Space deficiencies are primarily within the Technology Education/IT program area where IT labs (woods/metals/small engine) are undersized creating a safety concern for staff and students. All of the aforementioned program areas have very limited support spaces to accommodate program needs and require modernization.
- Business and World Language classroom/lab environments require modernization. Business lab/classrooms should be located near Math and Social Studies classrooms. Consideration should also be given to providing an electronic model office and school store to support the business curriculum. World Language lab/classrooms should be located near Language Arts classrooms.
- The current Performing Arts Center (seating 550) is too small, over-scheduled and in need of replacement. District should consider a new 1,000 to 1,200-seat facility with advanced audio, video and technological capabilities. This area has significant code related deficiencies as well (See section on codes)
- District physical education/athletic programs require additional program spaces including a Fitness Center for strength and conditioning programs; additional gymnasium space; an on-grade wrestling room; a multi-purpose room for aerobics and dance; locker rooms; and, storage.
- Outside PE/Athletic Facilities need modernization including a new all-weather 8-lane track with a football/soccer infield using the new synthetic turf, tennis courts, a baseball/softball complex, and football and soccer practice fields.

## **Building Systems and Components**

### **Mechanical Systems:**

- The building is heated with multiple, high efficiency condensing, gas-fired boilers, which are in very good condition. The chilled water is generated by multiple, air-cooled chillers with internal evaporator bundles. The hydronic distribution system is a two-pipe system requiring seasonal changeover, which is done manually. Two dual temperature pumps

distribute water to all combined heating/cooling equipment while two dual temperature pumps distribute hot water to numerous, unit heaters, cabinet unit heaters and fin tube radiation equipment that provides heating only. Distribution piping is located within a partial tunnel system or in corridor ceiling plenums. Zoning and system isolation is limited due to a lack of appropriate valve controls.

- Air quality issues are a major concern in buildings of this age, constructed through numerous additions. Through-wall unit ventilators serve the general classroom areas of the building. These units were ducted to diffusers in the room for better air distribution. Though better than a single point of distribution typically provided by unit ventilators, the number of diffusers were limited due to a lack of ceiling height and the inability to use a suspended ceiling system to create a plenum space. Units in the 100, 300 and 400-classroom wings are in good condition while those in other areas of the building (600 and 700-classroom wings) are in fair to poor condition. The 500-classroom wing is primarily served by three air-handling units, which were installed during the last addition/remodeling project (1997-98) and remain in good condition. However, some sections of the wing are still served by unit ventilators, which are in poor condition. Ventilation systems serving locker room and toilet room facilities; the weight training and wrestling rooms; and the gymnasiums are in very poor condition.
- The heating, ventilation and air conditioning system for the Performing Arts Center is provided through multiple air handling units that have rooftop mounted air-cooled condensing units with a direct expansion coil for cooling and hot water coil for heating. These units are in poor condition and require replacement.
- The North gymnasium is served by multiple air-handling units, which were installed recently and are in very good condition. The South gymnasium, constructed in 1994-95 is served by multiple air-handling units, which are in good condition. The air-conditioning of these spaces has been requested by staff but due to current building and systems design constraints it would be difficult, as well as expensive to accomplish.
- A Johnson Controls Metasys direct digital control system services the entire building and is in good condition. Individual control of specific program areas and/or spaces is limited throughout the building. A five-degree range of control is provided in some areas for individual set-point adjustments with an override feature to allow for individual control during normally occupied times. Numerous areas of building require modernization of control capabilities including the automation of the seasonal changeovers from heating to cooling and cooling to heating.

#### **Electrical Systems:**

The main power for the facility enters the building at three locations with two 120/208 3-phase services and one 277/480V WYE configured service. All are served via pad mounted utility transformers. The first 208V service is located in the boiler room, and is manufactured by Square D. This fused switchgear is rated for 2000 amps. It consists of 5 sections, one is a recently added 2000 amp section manufactured by Cutler Hammer. The 480V service, manufactured by Square D and located near the boiler room, was added in 1997. This equipment is rated for 2000 amps, consists of 1 section, and has space to add an

additional section. The third service is located near the gymnasium. It is a 208V service feed through a 400 amp fused disconnect. All equipment appears to be in good working condition, but the gymnasium service is old and has reached the end of its useful life.

- The switchgear serves several panels located throughout the building. These panels in general are full and have no expansion capability. Additional panels would be required throughout to accommodate any major electrical upgrade to each space – although recent electrical upgrades have taken place. These upgrades included the addition of a few panels and new receptacles in various locations. The upgrade did not address all existing panels. Although seemingly fully functional, many of the panels are old and have reached the end of their useful life. As circuit breakers age, their functionality and ability to safeguard life diminish, often times unknown to the building occupant. Many of the manufacturers of the installed panelboards are no longer in existence, which suggests it's time to upgrade these systems.
- Several areas were noted to have insufficient power. These areas should be upgraded during any renovation or expansion of this facility. The 100-classroom wing was noted as such. In this area, there are limited classroom receptacles, and those that are present aren't 3-prong. Science and Home Economics rooms were also noted as deficient. The Home Economics room had only two prong receptacles, and the science rooms had no GFI protection. These are safety concerns and should be addressed as soon as possible.
- With renovation and / or new additions to this facility, much of the power distribution system will be inadequate. The service entrance switchgear is capable of expansion, but many of the branch circuit panelboards have no spare capacity. In addition, none of the power distribution system is equipped with Transient Voltage Surge Suppression (TVSS) for protection from surges in the power lines. Phase loss protection was also absent, creating an equipment hazard when the utility loses a phase or attempts to restore power one phase at a time. The lack of all three phases presents major problems for motors and associated starters and variable frequency drives. Phase loss protection should be added to all motors 5hp and above to limit possible equipment failure and subsequent maintenance costs for replacement. In addition, all new motor starters and variable frequency drives associated with a renovation or new addition should include phase loss protection, regardless of size. This feature has minimal up front cost impact, and can save thousands of dollars in maintenance costs in just one phase loss failure.

### **Interior Lighting & Control**

- The existing lighting within the facility consists of a wide range of lighting from incandescent to fluorescent T-12. Most of the lighting utilizes either T-8 lamps or 34 watt T-12's. Basic lighting throughout utilizes 1X4 light fixtures with low voltage lighting control. It was noted that the 1X4 fixtures are in poor condition and require replacement. As spaces are retrofitted, every effort should be made to convert to T-8 lamps with electronic ballasts to maximize efficiencies. In addition, standard 2X4 fixtures are recommended for ease of maintenance and better light distribution. Where ceilings have already been upgraded, and fixtures require replacement, new 1x4 fixtures could easily be installed to minimize ceiling grid changes. The only disadvantage of a

1X4 is its lighting distribution is not as efficient, meaning more fixtures are required. In addition, uniform bi-level lighting is more difficult to accomplish. 1X4 lighting, although producing suitable lighting levels, has a detrimental appearance of being inadequate, most likely due to its poor light spread distribution when compared to a 2X4.

- Several corridors within this facility had exposed ceilings with poor lighting. Any renovation should consider an upgrade to conceal exposed piping, wiring and other systems to prevent vandalism and enhance the space visually. This will also provide opportunity to utilize recessed fluorescent lighting, more conducive to maintenance and less susceptible to damage.
- Most fluorescent lamps installed consist of low mercury lamps. This type of lamp is preferred, since it contains less mercury. However, a normal fluorescent tube must be treated as hazardous, and be properly disposed. When properly disposed, the mercury within each lamp can be reclaimed. Utilizing low mercury lamps allows the user to treat used lamps as garbage, where the mercury can't be reclaimed. This situation may actually cause greater stress to the environment than the original standard lamps.
- Other than switches, there is minimal lighting control within the facility. Lights are switched off in banks, and bi-level control is not present.
- Increased lighting efficiency can be accomplished in various ways throughout this facility by utilizing T-8 lamps with electronic ballasts, coupled with occupancy sensors, daylight harvesting, and bi-level lighting control. As spaces are renovated, all of these technologies should be utilized to maximize the flexibility of the space while ensuring the highest efficiencies possible.
- All incandescent sources should be replaced, because of lighting efficiencies, and to limit the requirement to stock multiple lamps.
- The majority of all exit signs and other signage have been retrofitted to LED. A few are fluorescent and should be replaced with new LED energy efficient signs. Payback for this type of sign is commonly 3-5 years.

### **Exterior Lighting**

- The existing exterior lighting consists of a wide variety of types, ranging from a standard wall pack to large floodlights. Lighting control is accomplished through the use of a time clock in some areas, while some fixtures are controlled via a centralized photocell, or a photocell integral to the fixture. Renovation to this facility should account for replacement of the exterior lighting to provide a more consistent, aesthetically pleasing design.

### **Emergency Lighting**

- Emergency circuits are fed through dedicated panelboards. Emergency circuits serve emergency battery backed lighting units and exit signs. It is critical that the emergency

lighting units are constantly tested and properly maintained to ensure a safe egress passageway in the event of a power failure. Spot checks performed indicated proper function of the emergency lighting, but batteries within these units typically have a 5-10 year life span, and do not perform as required by code after that time frame.

### **Fire Alarm System**

- The existing fire alarm system is a Johnson Controls addressable fire alarm control panel, located in the office area. This system is ADA compliant, and was recently installed. This system is expandable to accommodate any addition or renovation.

### **Communications Systems**

- The existing telephone system is a PBX system, Definity as manufactured by Lucent Technologies. The telephone system is part of a district wide phone system, approximately 4 years old. Telephones are present in every classroom. This system appears to be in good working order, and should easily accommodate any renovation/expansion to this facility.
- The existing intercom/paging system is as manufactured by Dukane. It is a switched type intercom system, currently being utilized for all call purposes only. Five switch banks are installed, and all appear to be full, limiting the possibility for expansion. This system is also very old, and has reached the end of its useful life. Other deficiencies noted include the lack of exterior speakers.
- Given most 2-way communication is accomplished with the phone system, a new all call paging system could be installed in conjunction with any renovation / new addition. This system could be integrated to the telephone system, eliminating the need for any head end equipment located in the administrative area. This would also eliminate the need for the intercom call stations located in each classroom.
- A Dukane master clock system was present. Class change tones sound through bells space throughout the building. The majority of clocks throughout the building are battery operated, although clock locations are piped for master clock, indicating at one time they were all centrally controlled. A new master clock system could be installed if desired. Master clock systems can be digital, analog, or battery-operated analog. Most clock systems for high schools are digital, and with a renovation to this facility, one is recommended.

### **Data / Technology Cabling**

- Data and Cable TV cabling are present within this facility. Data cabling consists of Category 5 cabling, connected to Avaya – Cajun network switches. Data ports appear to be present in each room, but on a limited fashion. Computer labs are equipped and networked.

- This facility houses the data hub for the district, managing all network traffic. This room is located adjacent to the shops in the 100 wing. Care must be taken during any renovation to preserve this space and its associated connections, or phasing plans must be developed to protect the integrity of these systems.
- A cable TV system exists for this facility, and most rooms are equipped with a TV and VCR. In addition, a small media retrieval system was noted, with VCR's to distribute programming. Channel 1 distribution was also noted.
- Expansions to these systems can easily be accomplished for any renovation or addition. New dedicated equipment rooms will be required in any additions.

## **Security**

- A security system is present in this facility. It is equipped with motion sensors for intrusion detection. Coupled with the intrusion detection system is access control, allowing monitored access to the facility.
- In addition to intrusion detection, a Vicon CCTV system was located in the Police Liaison Office. This system has approximately 8 cameras, connected through a matrix switcher to a time lapse video cassette recorder. This system is severely deficient for this type of building and the quantity of unsupervised corridors. Several additional cameras could help minimize potential problems in several unsupervised corridors throughout the facility. In addition, digital video recording should be implemented to minimize recording maintenance and to ensure proper event recording.

## **Building and Life Safety (Fire) Code Compliance:**

The question most frequently raised when remodeling and/or adding onto an existing structure is when does the scope and complexity of a proposed expansion/remodeling project require a total building upgrade for compliance with building and life safety codes? This is a complex question with an equally complex answer. You must first understand that without exception, all new work must be in compliance with current codes and that completion of any new work cannot render the existing building less compliant than before the improvements were made.

- The building should be brought into compliance for height and allowable area requiring construction area separation walls and the installation of an automatic fire protection system (sprinkler system) throughout the building. Fire stopping of all penetrations through area separation and other fire-rated walls, floors and shafts must be brought into compliance. The building fire detection and alarm systems need to be upgraded.
- The current performing arts center is not in compliance with exiting requirements. Single egress doors acting as side exits through adjoining classroom space or the stage are not in compliance with building and life safety code requirements. Acceptable side exits must accommodate 25% of occupant load and must access directly to the building's exterior or exit passageways exiting directly to the exterior. Side exits must also exit into separate

atmospheres from the main entry/exits. The spiral stairs to the project booth/catwalks are not an acceptable means of egress.

- Dead-end corridors in excess of 20-feet should be eliminated.
- All corridors need to be upgraded to provide a 1-hour means of egress. All existing doors and frames should be replaced with fire-rated assemblies.
- Provide 1-hour fire rated construction to separate all major assembly spaces (gymnasiums, cafeteria/commons and performing arts center) from other non-rated building areas. The two-story administrative/classroom section; science lab/classrooms; and industrial tech areas of the building should also be of 1-hour fire-rated construction and separated from the non-rated areas of the building.

### **Accessibility Compliance with Americans with Disabilities Act (ADA):**

Accessibility guidelines established by the ADA are a concern.

- Unless all building entries are accessible, an accessible path or paths to the building's accessible entry or entries needs to be identified and clearly marked or delineated.
- ADA accessible elevators need to be provided. As many as 3 or 4 elevators may be required to bring the building into compliance. All stairs need to be upgraded for compliance including all handrails and railings.
- All door hardware needs to be replaced (i.e. Provide lever handle locksets in lieu of knobs). All door closers; panic devices; door pulls; etc. must be rated for accessibility.
- Toilet facilities throughout the building, with the exception of the toilet rooms accessible from the media center on the second floor, should be upgraded for accessibility.
- Compliant building signage needs to be provided.

## *Appendix C – Preliminary Project Budgets by Attendance Centers*

	<b>Jensen ES (Master Plan)</b>	<b>Karen Acres ES (Master Plan)</b>	<b>Olmstead ES (Master Plan)</b>
<b>Site Costs</b>			
Land Acquisition	\$ 0	\$ 0	\$ 0
<u>Off-site Development</u>	<u>\$ 0</u>	<u>\$ 50,000</u>	<u>\$ 50,000</u>
Subtotal	\$ 0	\$ 50,000	\$ 50,000
<b>Construction Costs</b>			
On-site Development	\$ 14,520	\$ 119,660	\$ 188,100
Building Demolition	\$ 0	\$ 0	\$ 2,400
New Construction (HS)	\$ 145,200	\$ 2,393,050	\$ 1,881,000
Building Remodeling	\$ 561,600	\$ 847,200	\$ 1,587,150
Building Renovation	\$ 125,100	\$ 154,000	\$ 344,700
<u>Technology Infrastructure</u>	<u>\$ 35,340</u>	<u>\$ 64,810</u>	<u>\$ 66,850</u>
Subtotal	\$ 881,760	\$ 3,578,720	\$ 3,971,300
<b>Interiors Costs</b>			
Furniture & Equipment	\$ 14,520	\$ 119,660	\$ 94,050
Kitchen Equipment	\$ 20,000	\$ 20,000	\$ 20,000
<u>Technology Equipment</u>	<u>\$ 14,520</u>	<u>\$ 119,660</u>	<u>\$ 94,050</u>
Subtotal	\$ 49,040	\$ 259,320	\$ 208,100
<b>Contingency Allowances</b>			
Cost Escalation	\$ 46,540	\$ 191,910	\$ 208,970
Planning & Design	\$ 18,620	\$ 76,770	\$ 83,590
<u>Construction</u>	<u>\$ 27,930</u>	<u>\$ 115,150</u>	<u>\$ 125,390</u>
Subtotal	\$ 93,090	\$ 383,830	\$ 417,950
<b>Project Development Costs</b>			
Professional Design Fees	\$ 82,000	\$ 295,600	\$ 321,900
Geo-technical Services	\$ 2,000	\$ 4,000	\$ 4,000
Land Surveying Services	\$ 5,000	\$ 8,000	\$ 8,000
<u>Project Expenses</u>	<u>\$ 20,480</u>	<u>\$ 63,330</u>	<u>\$ 68,970</u>
Subtotal	\$ 109,480	\$ 370,930	\$ 402,870
<b>TOTALS</b>	<b>\$ 1,133,370</b>	<b>\$ 4,642,800</b>	<b>\$ 5,050,220</b>

	<b>Rolling Green ES (Master Plan)</b>	<b>Valerius ES (Master Plan)</b>	<b>West ES No.1 (Master Plan)</b>
<b>Site Costs</b>			
Land Acquisition	\$ 0	\$ 0	\$ 450,000
<u>Off-site Development</u>	<u>\$ 50,000</u>	<u>\$ 50,000</u>	<u>\$ 350,000</u>
Subtotal	\$ 50,000	\$ 50,000	\$ 800,000
<b>Construction Costs</b>			
On-site Development	\$ 256,410	\$ 373,540	\$ 387,990
Building Demolition	\$ 14,400	\$ 0	\$ 0
New Construction (HS)	\$ 2,564,050	\$ 3,735,400	\$ 7,759,800
Building Remodeling	\$ 1,182,000	\$ 1,147,650	\$ 0
Building Renovation	\$ 154,500	\$ 148,950	\$ 0
<u>Technology Infrastructure</u>	<u>\$ 72,910</u>	<u>\$ 95,510</u>	<u>\$ 77,600</u>
Subtotal	\$ 4,244,270	\$ 5,501,050	\$ 8,225,390

**Interiors Costs**

Furniture & Equipment	\$ 128,210	\$ 186,770	\$ 387,990
Kitchen Equipment	\$ 20,000	\$ 20,000	\$ 150,000
Technology Equipment	\$ 128,210	\$ 186,770	\$ 387,990
<u>Subtotal</u>	\$ 276,420	\$ 393,540	\$ 925,980

**Contingency Allowances**

Cost Escalation	\$ 226,040	\$ 294,730	\$ 457,570
Planning & Design	\$ 90,420	\$ 117,900	\$ 183,030
Construction	\$ 135,630	\$ 176,840	\$ 274,550
<u>Subtotal</u>	\$ 452,090	\$ 589,470	\$ 915,150

**Project Development Costs**

Professional Design Fees	\$ 348,100	\$ 453,900	\$ 604,000
Geo-technical Services	\$ 4,000	\$ 4,000	\$ 10,000
Land Surveying Services	\$ 8,000	\$ 8,000	\$ 25,000
Project Expenses	\$ 74,600	\$ 97,270	\$ 100,670
<u>Subtotal</u>	\$ 434,700	\$ 563,170	\$ 739,670

<b>TOTALS</b>	\$ 5,457,480	\$ 7,097,230	\$ 11,606,19
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**Urbandale MSE  
(Master Plan)**

**Urbandale MSW  
(Master Plan)**

**Urbandale HS  
(Master Plan)**

**Site Costs**

Land Acquisition	\$ 0	\$ 0	\$ 0
Off-site Development	\$ 100,000	\$ 0	\$ 250,000
<u>Subtotal</u>	\$ 100,000	\$ 0	\$ 250,000

**Construction Costs**

On-site Development	\$ 373,680	\$ 0	\$ 901,720
Building Demolition	\$ 0	\$ 0	\$ 418,360
New Construction (Bldg)	\$ 3,736,800	\$ 0	\$ 30,057,280
New Construction (Athl)	\$ 0	\$ 0	\$ 2,000,000
Building Remodeling	\$ 2,707,280	\$ 0	\$ 560,800
Building Renovation	\$ 369,700	\$ 0	\$ 84,120
Technology Infrastructure	\$ 128,900	\$ 0	\$ 459,280
<u>Subtotal</u>	\$ 7,316,350	\$ 0	\$ 34,481,560

**Interiors Costs**

Furniture & Equipment	\$ 186,840	\$ 0	\$ 1,502,870
Kitchen Equipment	\$ 150,000	\$ 0	\$ 150,000
Technology Equipment	\$ 186,840	\$ 0	\$ 1,502,870
<u>Subtotal</u>	\$ 523,680	\$ 0	\$ 3,155,740

**Contingency Allowances**

Cost Escalation	\$ 392,010	\$ 0	\$ 1,505,500
Planning & Design	\$ 156,810	\$ 0	\$ 752,750
Construction	\$ 235,210	\$ 0	\$ 752,750
<u>Subtotal</u>	\$ 784,030	\$ 0	\$ 3,155,740

**Project Development Costs**

Professional Design Fees	\$ 603,700	\$ 0	\$ 2,235,660
Geo-technical Services	\$ 6,000	\$ 0	\$ 15,000
Land Surveying Services	\$ 15,000	\$ 0	\$ 25,000
Project Expenses	\$ 129,370	\$ 0	\$ 203,250
<u>Subtotal</u>	\$ 754,070	\$ 0	\$ 2,478,910

<b>TOTALS</b>	\$ 9,478,130	\$ 0	\$ 43,377,210
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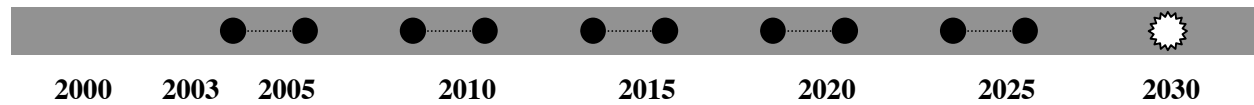
	<b>West ES No. 1 (Phase I)</b>	<b>Urbandale HS (Phase I)</b>	<b>Urbandale HS (Phase II)</b>
<b>Site Costs</b>			
Land Acquisition	\$ 450,000	\$ 0	\$ 0
<u>Off-site Development</u>	<u>\$ 150,000</u>	<u>\$ 50,000</u>	<u>\$ 200,000</u>
Subtotal	\$ 600,000	\$ 50,000	\$ 200,000
<b>Construction Costs</b>			
On-site Development	\$ 328,240	\$ 360,640	\$ 480,480
Building Demolition	\$ 0	\$ 0	\$ 376,280
New Construction -HS	\$ 6,564,800	\$ 9,016,000	\$ 16,016,000
New Construction -Athl. Comp	\$ 0	\$ 0	\$ 2,000,000
Building Remodeling	\$ 0	\$ 0	\$ 0
Building Renovation	\$ 0	\$ 0	\$ 210,360
<u>Technology Infrastructure</u>	<u>\$ 65,650</u>	<u>\$ 135,240</u>	<u>\$ 240,240</u>
Subtotal	\$ 6,958,690	\$ 9,511,880	\$ 19,323,360
<b>Interiors Costs</b>			
Furniture & Equipment	\$ 196,950	\$ 450,800	\$ 800,800
Kitchen Equipment	\$ 150,000	\$ 0	\$ 150,000
<u>Technology Equipment</u>	<u>\$ 196,950</u>	<u>\$ 450,800</u>	<u>\$ 800,800</u>
Subtotal	\$ 543,900	\$ 901,600	\$ 1,751,600
<b>Contingency Allowances</b>			
Cost Escalation	\$ 300,110	\$ 416,500	\$ 843,000
Planning & Design	\$ 150,060	\$ 208,270	\$ 421,500
<u>Construction</u>	<u>\$ 150,060</u>	<u>\$ 208,270</u>	<u>\$ 421,500</u>
Subtotal	\$ 600,230	\$ 833,080	\$ 1,686,000
<b>Project Development Costs</b>			
Professional Design Fees	\$ 486,170	\$ 674,800	\$ 1,251,860
Geo-technical Services	\$ 10,000	\$ 5,000	\$ 10,000
Land Surveying Services	\$ 15,000	\$ 25,000	\$ 0
<u>Project Expenses</u>	<u>\$ 81,030</u>	<u>\$ 56,240</u>	<u>\$ 113,810</u>
Subtotal	\$ 587,200	\$ 756,040	\$ 1,375,670
<b>TOTALS</b>	<b>\$ 9,290,020</b>	<b>\$ 12,057,600</b>	<b>\$ 24,336,630</b>

## Appendix D - Future Stages

The Committee recognizes that the City of Urbandale and the Urbandale Community School District will most likely realize continued growth beyond the year 2025 requiring additional facility development beyond that indicated. Should the demographics of the Eastside neighborhoods shift to younger families with children there may be a need to expand both Olmstead and Valerius Elementary Schools to accommodate an expanding student population. Should the Westside neighborhoods continue to expand a third elementary school may be required as well as additions at the Westside Middle School and the high school. Though no specific timeline for implementation of these future stages is anticipated, the Committee believes that they are likely to be necessary between 2025 and 2040. For purposes of clarity only, Stages IV and V are outlined below.

### Stage IV:

#### Timeline



Student Enrollment:	4,992 Students (K-12)			
District ECC/Administrative Offices (Jensen)	PK	Birth-to-5		
Karen Acres Elementary School	Grades K	2-Sections	30 - 36 Students	
	Grades 1-5	2-Sections	200 - 240 Students	
Olmstead Elementary School	Grades K	4-Sections	60 - 72 Students	
	Grades 1-5	3-Sections	300 - 360 Students	
Rolling Green Elementary School	Grades K	2-Sections	30 - 36 Students	
	Grades 1-5	2-Sections	200 - 240 Students	
Valerius Elementary School	Grades K	4-Sections	60 - 72 Students	
	Grades 1-5	3-Sections	300 - 360 Students	
West Elementary School No. 1	Grades K	4-Sections	60 - 72 Students	
	Grades 1-5	3-Sections	300 - 360 Students	
West Elementary School No. 2	Grades K	4-Sections	60 - 72 Students	
	Grades 1-5	3-Sections	300 - 360 Students	
Urbandale Middle School East	Grades 6-8	10-Sections	480 - 576 Students	
Urbandale Middle School West	Grades 6-8	6-Sections	480 - 576 Students	

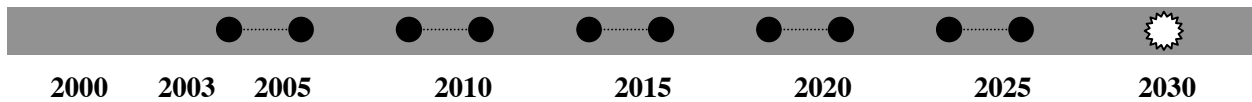
Urbandale High School                      Grades 9-12              14-Sections              1,344 - 1,568 Students

Facility Improvements include:

- A. Construct additions at Olmstead and Valerius Elementary Schools to accommodate a full 4-section kindergarten/3-section elementary educational program.
- B. Construct a 2-story, 6-classroom addition at the high school to accommodate increased student population.

***Stage V:***

**Timeline**



Student Enrollment:                      5,676 Students (K-12)

District ECC/Administrative Offices (Jensen)	PK	Birth-to-5	
Karen Acres Elementary School	Grades K	2-Sections	30 - 36 Students
	Grades 1-5	2-Sections	200 - 240 Students
Olmstead Elementary School	Grades K	4-Sections	60 - 72 Students
	Grades 1-5	3-Sections	300 - 360 Students
Rolling Green Elementary School	Grades K	2-Sections	30 - 36 Students
	Grades 1-5	2-Sections	200 - 240 Students
Valerius Elementary School	Grades K	4-Sections	60 - 72 Students
	Grades 1-5	3-Sections	300 - 360 Students
West Elementary School No. 1	Grades K	4-Sections	60 - 72 Students
	Grades 1-5	3-Sections	300 - 360 Students

West Elementary School No. 2	Grades K	4-Sections	60 - 72 Students
	Grades 1-5	3-Sections	300 - 360 Students
West Elementary School No. 3	Grades K	3-Sections	45 - 54 Students
	Grades 1-5	2-Sections	200 - 240 Students
Urbandale Middle School East	Grades 6-8	10-Sections	600 - 720 Students
Urbandale Middle School West	Grades 6-8	8-Sections	480 - 576 Students
Urbandale High School	Grades 9-12	16-Sections	1,536 - 1,792 Students

Facility Improvements include:

- A. Acquire a minimum 15-acre site for construction of a second new elementary school West of Interstate 35/80 to support a 4-section kindergarten/3-section elementary educational program accommodating 360 to 432 students in Pre-kindergarten through Grade 5.
- B. Construct a classroom addition at Middle School West to accommodate increased student population.
- C. Construct a 2-story, 6-classroom addition at the high school to accommodate increased student population.

## ***Appendix E – Planning Options Explored***

The Facilities Planning Committee explored numerous Planning Options to resolve facility and program deficiencies within our schools. Planning Options were initially categorized into five growth stages with a total of 19 potential building configurations under the five stages with no defined timeline establishing when the district will realize those specific student population levels. These five stages were defined as No Growth, Slow Growth, Modest Growth, Moderate Growth and Major Growth. The general consensus of the Committee was that all five stages of development were likely to occur, though not eminent, and that all planning options considered should address these growth scenarios. When the District would realize those enrollment levels however, was viewed with some uncertainty. Never the less, these enrollment levels will serve as triggers or markers to indicate when the next phase of Master Plan development should be implemented placing the district in a proactive rather than reactive planning posture.