



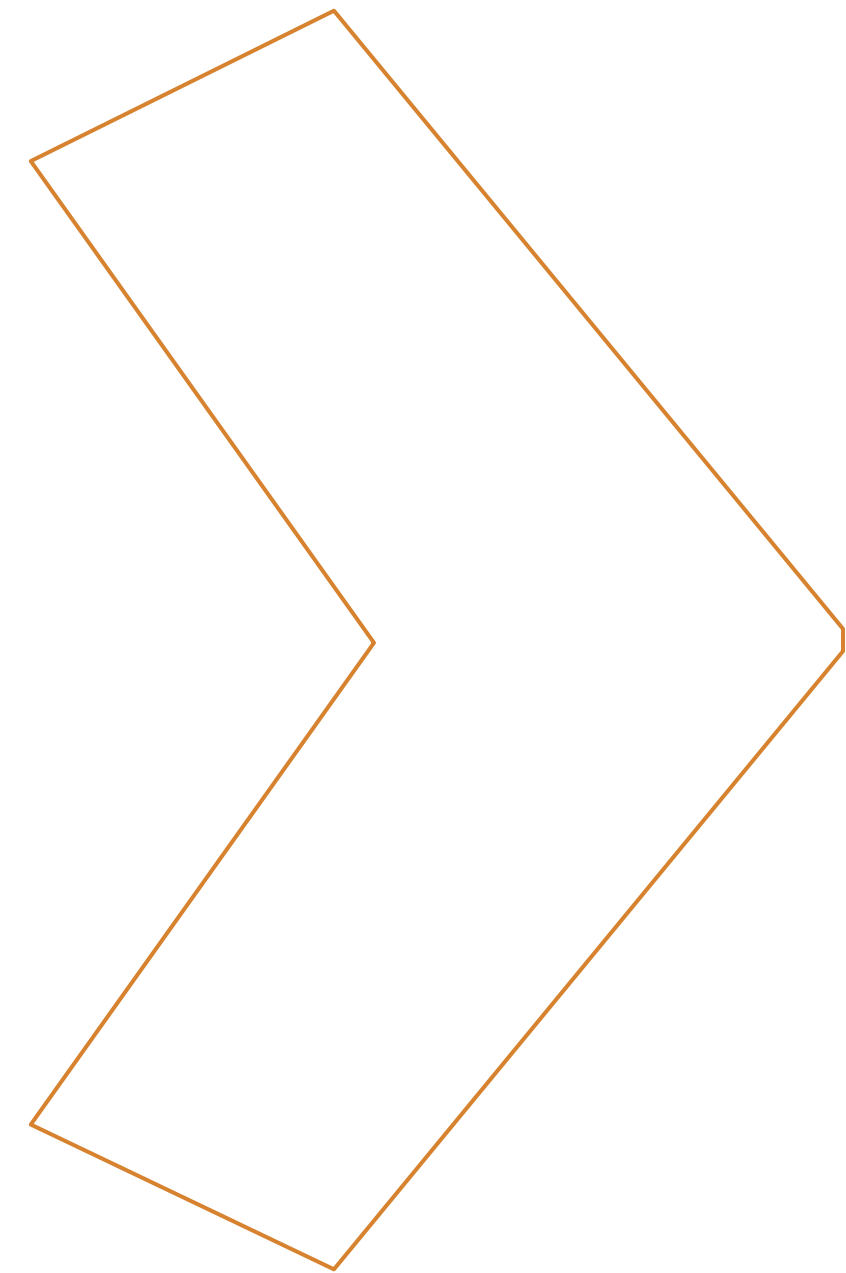
**Dubuque** COMMUNITY SCHOOLS

# MIDDLE SCHOOL **BOND REFERENDUM**

➤ NOVEMBER 4, 2025



# Dubuque COMMUNITY SCHOOLS



We are proudly the  
**community's largest,  
most comprehensive**  
provider of PreK-12  
education.

2024-2025 ENROLLMENT

TOTAL HEADCOUNT SERVED:

**10,262**

TOTAL CERTIFIED ENROLLMENT:

**9,863**



# OUR SCHOOLS

## PRESCHOOL CENTERS

- SEEDLINGS PRESCHOOL CENTER

## ELEMENTARY SCHOOLS

- |              |            |               |
|--------------|------------|---------------|
| ● AUDUBON    | ● IRVING   | ● PRESCOTT    |
| ● BRYANT     | ● KENNEDY  | ● SAGEVILLE   |
| ● CARVER     | ● LINCOLN  | ● TABLE MOUND |
| ● EISENHOWER | ● MARSHALL |               |

## MIDDLE SCHOOLS

- |             |             |              |
|-------------|-------------|--------------|
| ● JEFFERSON | ● ROOSEVELT | ● WASHINGTON |
|-------------|-------------|--------------|

## HIGH SCHOOLS

- |             |          |
|-------------|----------|
| ● HEMPSTEAD | ● SENIOR |
|-------------|----------|

## ONLINE SCHOOLS

- DUBUQUE ONLINE SCHOOL (MIDDLE + HIGH)

## ALTERNATIVE LEARNING

- ALTA VISTA CAMPUS





# READY. FOR YOU.

We serve **every single student** who comes to us, regardless of background or barrier, and empower them to reach their definition of success.

As a true community school district, we are at the **heart of the Dubuque area**.

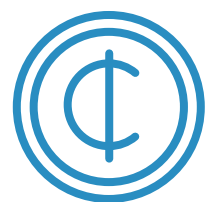
We are a **key driver of workforce** – both attracting talent to the area and creating the workforce of tomorrow!





# INVESTING IN OUR FUTURE

We have a long history of **responsible, strategic use of capital funds** entrusted to us.



## SAVE Fund

ONE-CENT LOCAL OPTION SALES TAX

Part of the state-wide sales tax fund, these dollars are used to provide for **capital projects and technology needs** of the district. They have largely provided funding for new facilities, building additions and significant renovation projects.



## PPEL Fund

PHYSICAL PLANT AND EQUIPMENT LEVY

Funds from the PPEL provide for **ongoing maintenance and enhancements of the district's facilities**. Often not seen as glamorous projects, these funds support initiatives needed to keep our buildings operating efficiently.

SAVE



ROOSEVELT



PRESCOTT



CARVER



IRVING



SAGEVILLE



DALZELL FIELD



WASHINGTON



TECHNOLOGY



KENNEDY



HEMPSTEAD



SENIOR



AQUATIC CENTER

2003

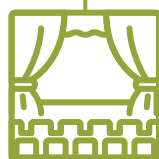
PPEL



SECURITY SYSTEM



BUILDING ADDITION



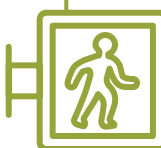
AUDITORIUM RENOVATION



ROOF REPLACEMENT



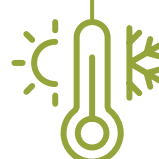
FIRE ALARM SYSTEM



SIGNAL CROSSING



PLAYGROUND ENHANCEMENT



HVAC REPLACEMENT



SCHOOL BUS REPLACEMENT



ONGOING PROJECTS

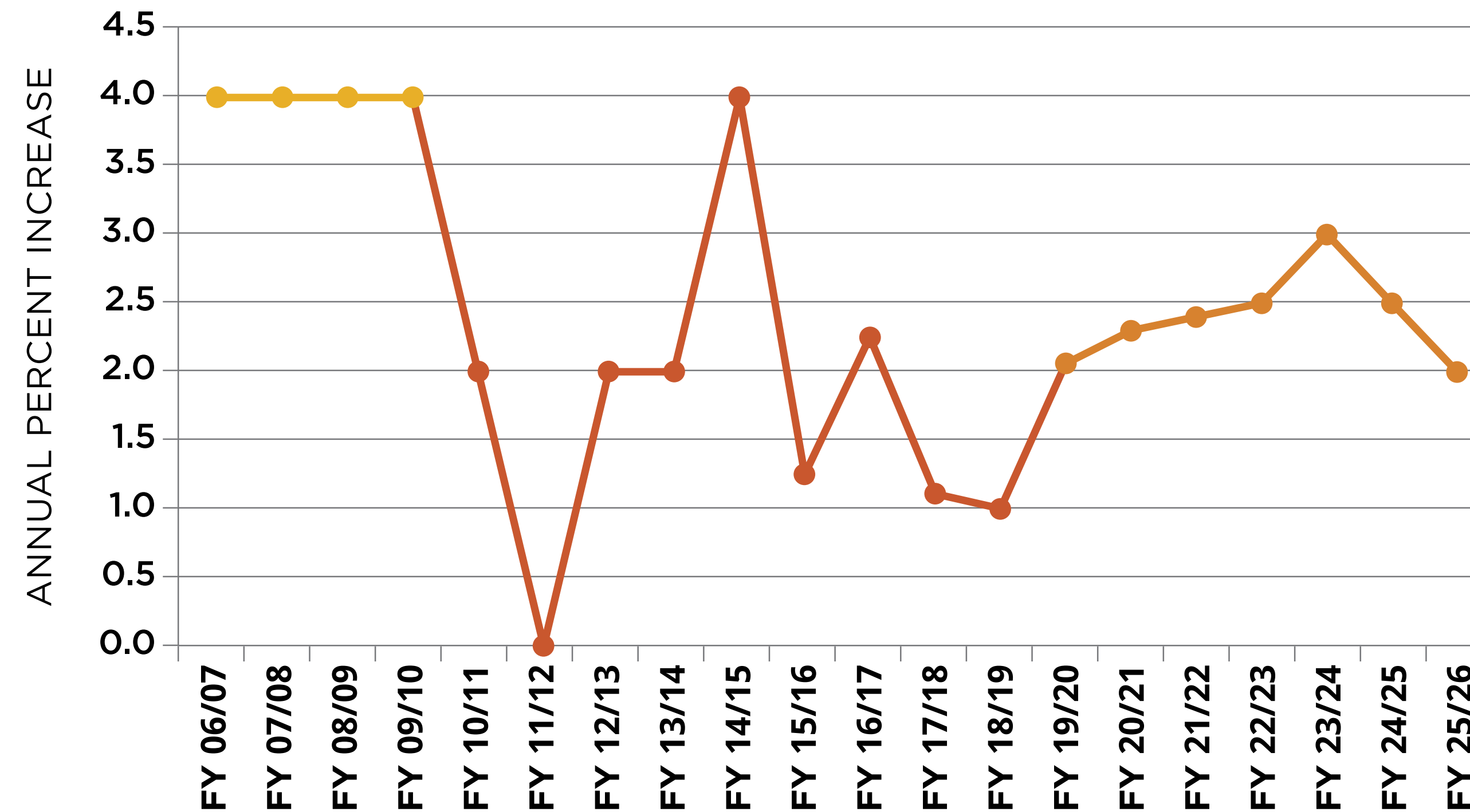
# ➤ CURRENT REALITY

The **district needs to cut expenses** in order to combat budget shortfalls caused primarily by historically low state aid and fewer students.

# LOW STATE FUNDING

SUPPLEMENTAL STATE AID (SSA) IS A PERCENTAGE INCREASE IN STATE AID ANNUALLY

## SUPPLEMENTAL STATE AID HISTORY



### **FY 09/10 and BEFORE**

- » Stable and predictable
- » Keeping up with inflation

### **FY 10/11 through FY 18/19**

- » Unstable and unpredictable
- » NOT keeping up with inflation
- » Serving our community with less \$

### **FY 19/20 to NOW**

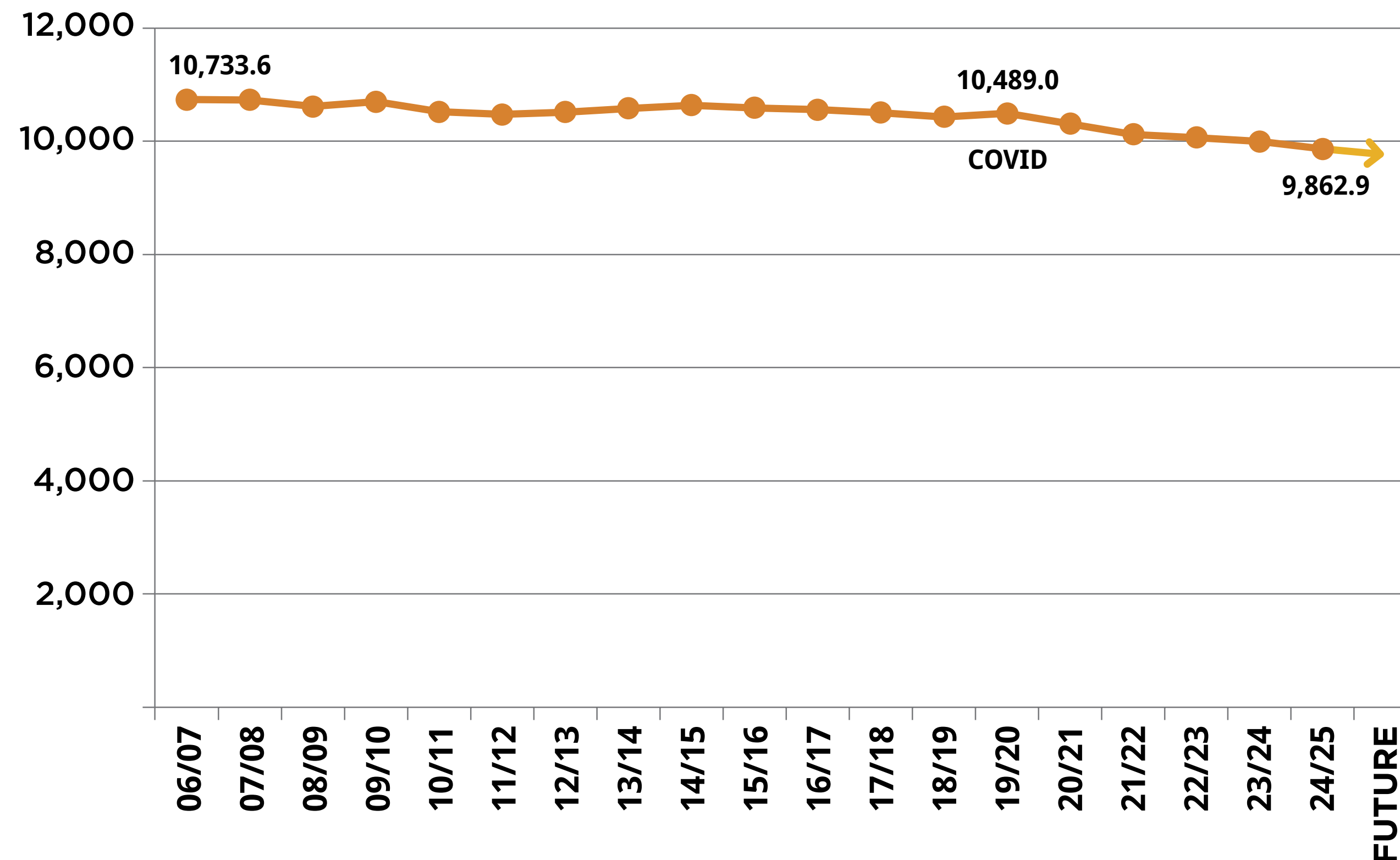
- » Somewhat stable and predictable
- » NOT keeping up with inflation
- » Serving our community with less \$

**2.5%** AVERAGE ANNUAL **SSA**

**4.7%** AVERAGE ANNUAL **INFLATION**

# FEWER STUDENTS

## CERTIFIED ENROLLMENT HISTORY



## ENROLLMENT TREND

- » Predicted decreases align with an aging Iowa
- » Slowly declining enrollment reduces funding but does not allow for reduced services
- » Very minimal impact from Educational Savings Account

## FUTURE PROJECTIONS

**DECLINE OF +/- 100 STUDENTS per year for the next few years** as large classes graduate and population declines

**8.1%** DECREASE SINCE 2006-2007



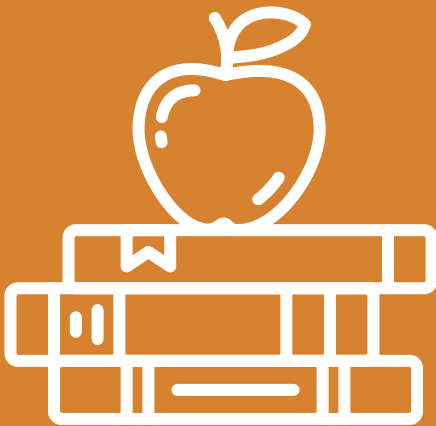
# FACILITIES ALIGN WITH NEEDS

Jefferson AND Washington OPENED

Roosevelt OPENED

1900	1910	1930	1940	1950	1960	1970	1980	1990	2000	2010	2020
READING WRITING MATH CIVICS	READING WRITING MATH CIVICS HEALTH NUTRITION	READING WRITING MATH CIVICS HEALTH NUTRITION PHYSICAL ED HOME EC AGRICULTURE BUSSING	READING WRITING MATH CIVICS HEALTH NUTRITION PHYSICAL ED HOME EC AGRICULTURE BUSSING BUSINESS ART MUSIC SPEECH & DRAMA 1/2 DAY KINDERGARTEN SCHOOL LUNCH	READING WRITING MATH CIVICS HEALTH NUTRITION PHYSICAL ED HOME EC AGRICULTURE BUSSING BUSINESS ART MUSIC SPEECH & DRAMA 1/2 DAY KINDERGARTEN SCHOOL LUNCH EXPANDED SCIENCE EXPANDED MATH EXPANDED MATH FOREIGN LANGUAGE	READING WRITING MATH CIVICS HEALTH NUTRITION PHYSICAL ED HOME EC AGRICULTURE BUSSING BUSINESS ART MUSIC SPEECH & DRAMA 1/2 DAY KINDERGARTEN SCHOOL LUNCH EXPANDED SCIENCE EXPANDED MATH FOREIGN LANGUAGE ADVANCED PLACEMENT HEAD START TITLE 1 (READING) CAREER EDUCATION	READING WRITING MATH CIVICS HEALTH NUTRITION PHYSICAL ED HOME EC AGRICULTURE BUSSING BUSINESS ART MUSIC SPEECH & DRAMA 1/2 DAY KINDERGARTEN SCHOOL LUNCH EXPANDED SCIENCE EXPANDED MATH FOREIGN LANGUAGE ADVANCED PLACEMENT HEAD START TITLE 1 (READING) CAREER EDUCATION SPECIAL EDUCATION TITLE IX (GIRLS SPORTS) BEHAVIORAL DISORDER GUIDANCE BREAKFAST ENVIRONMENTAL DRUG ABUSE PARENTING / CHILD DEV	READING WRITING MATH CIVICS HEALTH NUTRITION PHYSICAL ED HOME EC AGRICULTURE BUSSING BUSINESS ART MUSIC SPEECH & DRAMA 1/2 DAY KINDERGARTEN SCHOOL LUNCH EXPANDED SCIENCE EXPANDED MATH FOREIGN LANGUAGE ADVANCED PLACEMENT HEAD START TITLE 1 (READING) CAREER EDUCATION SPECIAL EDUCATION TITLE IX (GIRLS SPORTS) BEHAVIORAL DISORDER GUIDANCE BREAKFAST ENVIRONMENTAL DRUG ABUSE PARENTING / CHILD DEV COMPUTER EDUCATION ESL PRE-K AT-RISK	READING WRITING MATH CIVICS HEALTH NUTRITION PHYSICAL ED HOME EC AGRICULTURE BUSSING BUSINESS ART MUSIC SPEECH & DRAMA 1/2 DAY KINDERGARTEN SCHOOL LUNCH EXPANDED SCIENCE EXPANDED MATH FOREIGN LANGUAGE ADVANCED PLACEMENT HEAD START TITLE 1 (READING) CAREER EDUCATION SPECIAL EDUCATION TITLE IX (GIRLS SPORTS) BEHAVIORAL DISORDER GUIDANCE BREAKFAST ENVIRONMENTAL DRUG ABUSE PARENTING / CHILD DEV COMPUTER EDUCATION ESL PRE-K AT-RISK TECHNOLOGY PREGNANCY AWARENESS FULL-DAY KINDERGARTEN STRANGER DANGER ANTI-SMOKING PSYCHOLOGICAL SERVICES	READING WRITING MATH CIVICS HEALTH NUTRITION PHYSICAL ED HOME EC AGRICULTURE BUSSING BUSINESS ART MUSIC SPEECH & DRAMA 1/2 DAY KINDERGARTEN SCHOOL LUNCH EXPANDED SCIENCE EXPANDED MATH FOREIGN LANGUAGE ADVANCED PLACEMENT HEAD START TITLE 1 (READING) CAREER EDUCATION SPECIAL EDUCATION TITLE IX (GIRLS SPORTS) BEHAVIORAL DISORDER GUIDANCE BREAKFAST ENVIRONMENTAL DRUG ABUSE PARENTING / CHILD DEV COMPUTER EDUCATION ESL PRE-K AT-RISK TECHNOLOGY PREGNANCY AWARENESS FULL-DAY KINDERGARTEN STRANGER DANGER ANTI-SMOKING PSYCHOLOGICAL SERVICES CONFLICT RESOLUTION CPR TRAINING INCLUSION SCHOOL TO WORK COLLEGE COUNSELING TALENTED AND GIFTED SAFETY	READING WRITING MATH CIVICS HEALTH NUTRITION PHYSICAL ED HOME EC AGRICULTURE BUSSING BUSINESS ART MUSIC SPEECH & DRAMA 1/2 DAY KINDERGARTEN SCHOOL LUNCH EXPANDED SCIENCE EXPANDED MATH FOREIGN LANGUAGE ADVANCED PLACEMENT HEAD START TITLE 1 (READING) CAREER EDUCATION SPECIAL EDUCATION TITLE IX (GIRLS SPORTS) BEHAVIORAL DISORDER GUIDANCE BREAKFAST ENVIRONMENTAL DRUG ABUSE PARENTING / CHILD DEV COMPUTER EDUCATION ESL PRE-K AT-RISK TECHNOLOGY PREGNANCY AWARENESS FULL-DAY KINDERGARTEN STRANGER DANGER ANTI-SMOKING PSYCHOLOGICAL SERVICES CONFLICT RESOLUTION CPR TRAINING INCLUSION SCHOOL TO WORK COLLEGE COUNSELING TALENTED AND GIFTED SAFETY FINANCIAL LITERACY BULLYING PREVENTION NO CHILD LEFT BEHIND MEDIA LITERACY ENGINEERING / PLTW INNOVATION SKILLS	READING WRITING MATH CIVICS HEALTH NUTRITION PHYSICAL ED HOME EC AGRICULTURE BUSSING BUSINESS ART MUSIC SPEECH & DRAMA 1/2 DAY KINDERGARTEN SCHOOL LUNCH EXPANDED SCIENCE EXPANDED MATH FOREIGN LANGUAGE ADVANCED PLACEMENT HEAD START TITLE 1 (READING) CAREER EDUCATION SPECIAL EDUCATION TITLE IX (GIRLS SPORTS) BEHAVIORAL DISORDER GUIDANCE BREAKFAST ENVIRONMENTAL DRUG ABUSE PARENTING / CHILD DEV COMPUTER EDUCATION ESL PRE-K AT-RISK TECHNOLOGY PREGNANCY AWARENESS FULL-DAY KINDERGARTEN STRANGER DANGER ANTI-SMOKING PSYCHOLOGICAL SERVICES CONFLICT RESOLUTION CPR TRAINING INCLUSION SCHOOL TO WORK COLLEGE COUNSELING TALENTED AND GIFTED SAFETY FINANCIAL LITERACY BULLYING PREVENTION NO CHILD LEFT BEHIND MEDIA LITERACY ENGINEERING / PLTW INNOVATION SKILLS EXPANDED CAREER PREP HYBRID LEARNING CODING SKILLS SOCIAL EMOTIONAL

→ WHAT WE HAVE ASKED OUR PUBLIC SCHOOLS TO TEACH BY DECADE



120 YEARS OF EDUCATION



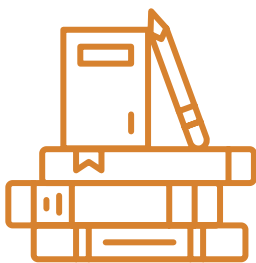
# SCHOOL FINANCE

## General Fund

DAY-TO-DAY OPERATIONS + RECURRING EXPENSES



salaries +  
benefits



books +  
materials



equipment  
+ services

### FUNDING SOURCES:



State Income Taxes (state aid) (AEA)



Property Taxes



Grants and Miscellaneous Income

## Capital Fund

LONG-TERM PHYSICAL ASSETS + INFRASTRUCTURE



facility  
construction

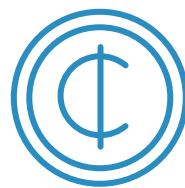


technology  
+ equipment



school bus  
purchases

### FUNDING SOURCES:



**SAVE Fund**

One-cent Local Option Sales Tax



**PPEL Fund**

Property Taxes



**G.O. Bond**

General Obligation Bond (Property Tax)

**NO CURRENT LEVY**



# ➤ THE LAST BOND

The previous bond referendum went to the voters in November 2023 and **received 58.91% YES votes of the 60% necessary to pass.** Approximately 12,300 voters participated.



# RECAP + REVIEW

## THE LAST BOND

- » \$150 million bond to create and modernize facilities
- » Goal to save the district approximately \$3.5 million in operating dollars annually by consolidating from three to two middle schools
- » The debt service levy to fund the bond would have resulted in NO TAX LEVY RATE CHANGE of the then-current rate of \$14.51 per \$1,000 of assessed property value



**AIR CONDITIONING and HVAC**  
improvements to EXISTING SCHOOLS WITHOUT IT to ensure fully climate-controlled learning spaces.



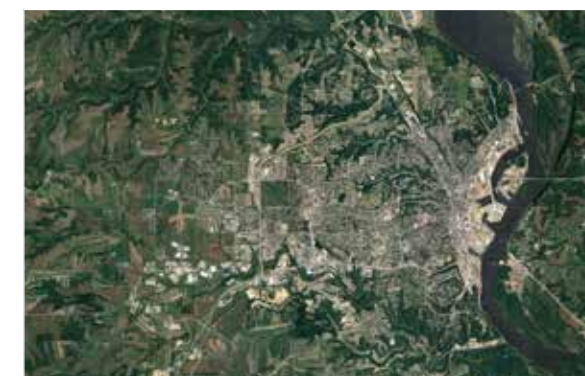
**NEW MIDDLE SCHOOL FACILITY**  
on the WASHINGTON MIDDLE SCHOOL SITE to replace the 100-year old Washington and Jefferson.



**GYMNASIUM ADDITION**  
to EISENHOWER ELEMENTARY SCHOOL to alleviate scheduling and space constraints with lunch and PE.



**BASEBALL and SOFTBALL FACILITY**  
with LIGHTS, RESTROOMS, and CONCESSIONS to provide safe and competitive facilities.



**LAND ACQUISITION**  
for a POTENTIAL FUTURE ELEMENTARY SCHOOL to allow the district to address long-term needs and population shifts.

## What we heard...

1

Too many projects

2

Too much \$\$

3

Tax-rate neutral solution was too confusing



# ➤ NEXT STEPS

**Even though the last bond did not pass, the work to move forward continued. As a district, we:**

- » Moved forward with critical infrastructure projects**
- » Implemented efficiency measures to reduce costs**
- » Continued planning for the future**

# FACILITY PROJECTS

Began critical projects using  **SAVE Funds:**



## **Eisenhower Elementary School** **GYMNASIUM / SECURE ENTRANCE**

- » Large enough to accommodate school population
- » Allows for a separate gymnasium and cafeteria space
- » Adds a secure entryway



## **Irving Elementary School** **MECHANICAL PROJECT**

- » Replaces aging system that's difficult to repair
- » Modernizes the aging system
- » Adds air conditioning to have full climate control



# CONTINUED **COST REDUCTIONS**

Implemented additional cost-saving measures:



## **REALIGNMENT OF TEACHER LEADERSHIP:**

- » Reduced teacher leadership positions that had stipends and/or extra contract days
- » Reduced number of technology coaches and moved to shared positions
- » **Saved approximately \$1 million annually**



## **REALLOCATED TEACHER QUALITY FUNDS:**

- » Covered extra professional development efforts
- » Now allowed by state to move into general fund
- » **Saved approximately \$800,000 annually**



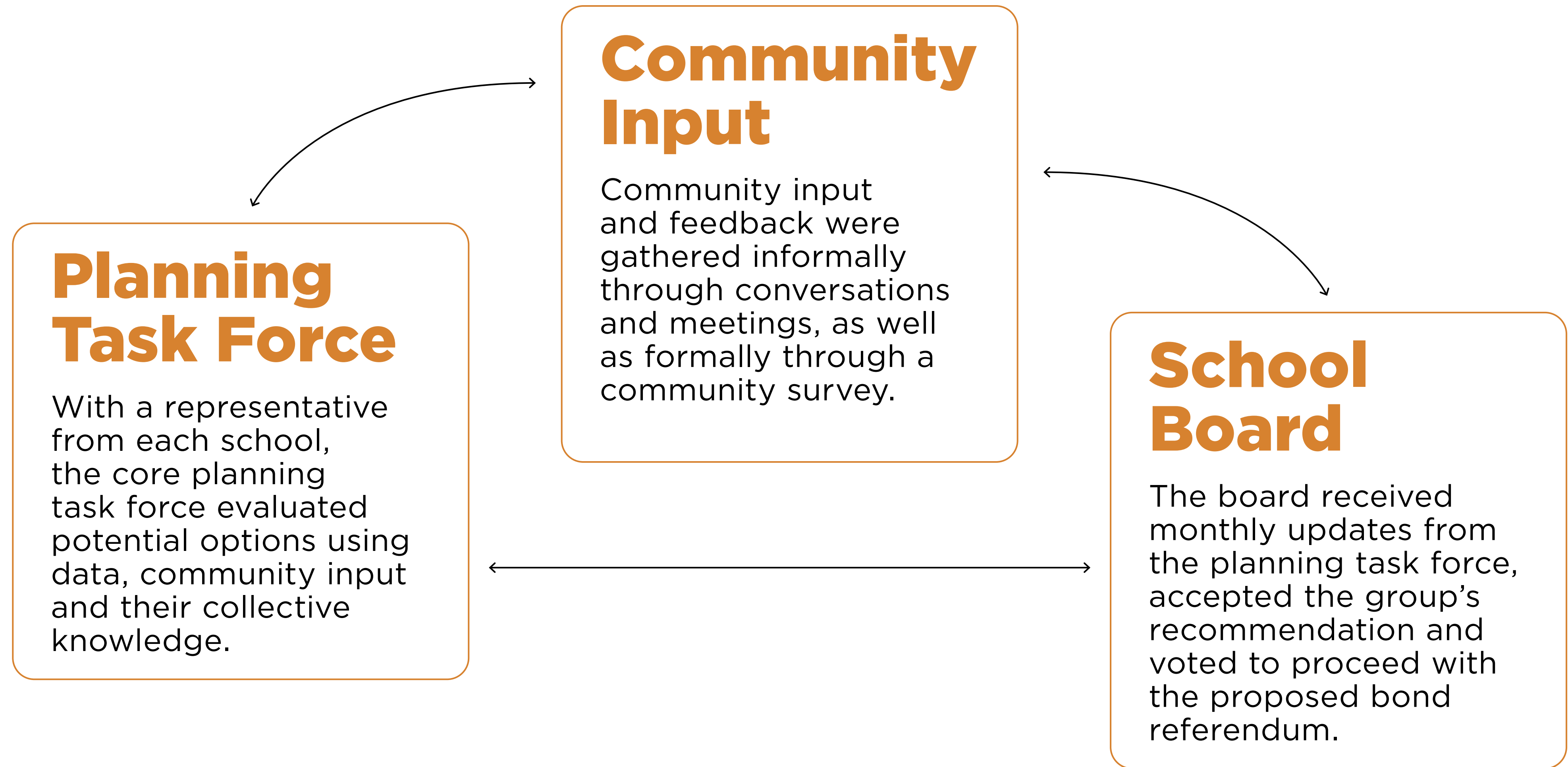
## **CLOSED HOOVER ELEMENTARY SCHOOL:**

- » Absorbed student population into surrounding schools while maintaining class sizes
- » Reduced total number of district staff while retaining Hoover staff in other roles
- » **Saved approximately \$1 million annually**



**INTENT TO CLOSE JEFFERSON MIDDLE SCHOOL** at a future date to be determined.

# CONTINUED **PLANNING**





# CONSIDERATIONS + OPTIONS

The Planning Taskforce, along with expert planners from INVISION, reviewed many options to realize efficiencies and enhance the student experience.

## KEY CONSIDERATIONS

- » How will **class size** be impacted?
- » How is **bussing** impacted?
- » What **efficiencies** can be gained?
- » Where should we **consolidate**?
- » Should we **build new or renovate**?

→ **Previous plans were also reviewed** in regard to available sites, school facility design best practices, and goals for characteristics of ideal learning spaces to serve students.

## Options Reviewed

- Building a new school at the Washington site
- Renovating and adding on to the current Washington facility
- Shifting grade-level configurations to move 8th-grade students to high schools
- Additional elementary school consolidations
- Consolidating to one high school and one middle school

# ➤ COMMUNITY SURVEY

With feedback as an important part of the district's efforts, a **community facility-planning survey was administered to gauge community perception** in three areas:

- » Dubuque middle school consolidation
- » potential efficiency measures often considered by districts
- » views on tax-levy impact



# COMMUNITY **RESPONSE**

**2,970** TOTAL RESPONDENTS

<b>RELATIONSHIP to the district</b>	<b>AGE of respondent</b>	<b>TIME in district</b>
64.78% <b>Parent/Guardian</b>	1.79% <b>Under 18</b>	6.76% <b>&lt;5 Years</b>
34.65% <b>Staff Member</b>	2.02% <b>18-24</b>	8.62% <b>5-9 Years</b>
1.99% <b>Student</b>	15.07% <b>25-34</b>	12.03% <b>10-14 Years</b>
25.22% <b>Community Member</b>	38.73% <b>35-44</b>	9.26% <b>15-19 Years</b>
	25.38% <b>45-54</b>	63.33% <b>20+ Years</b>
	11.29% <b>55-64</b>	
	5.73% <b>65+</b>	

# COMMUNITY SURVEY RESULTS

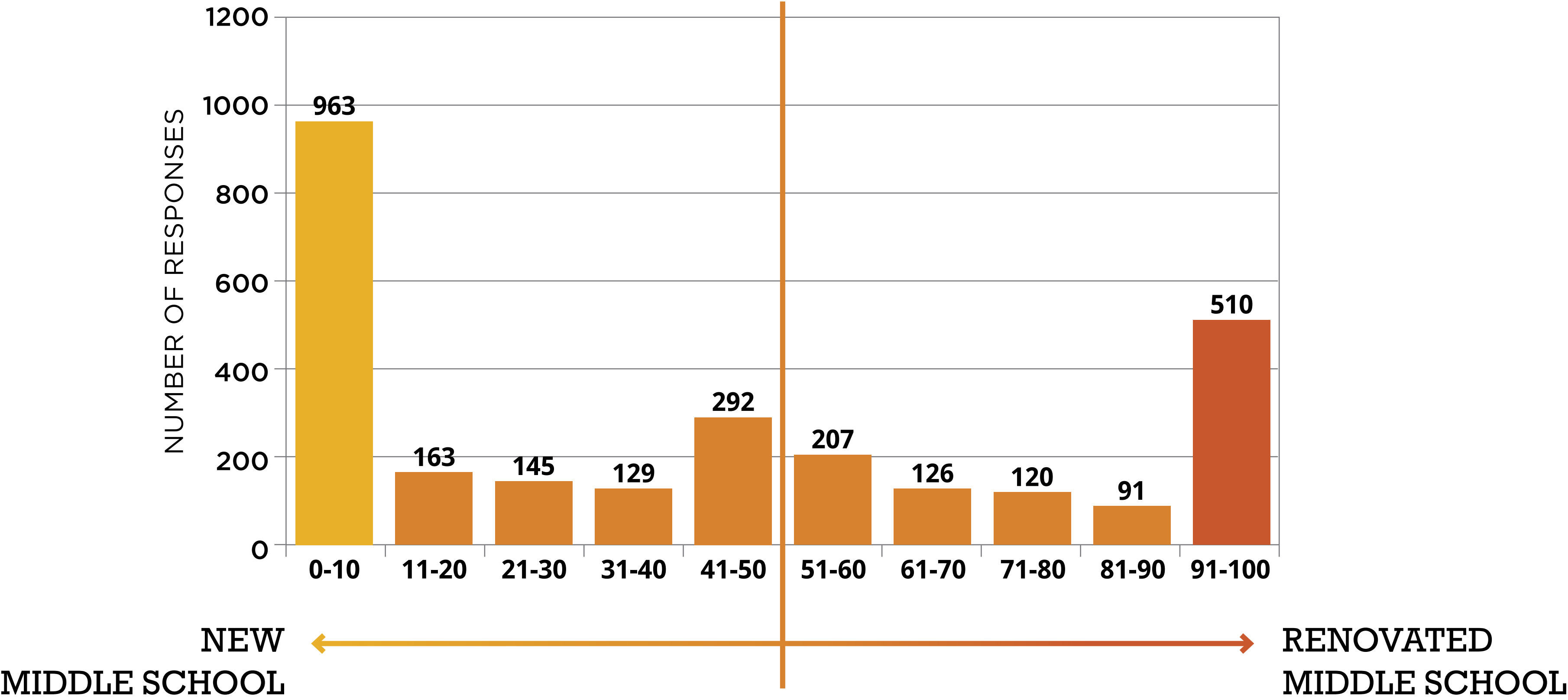
**Q:** Please indicate if you consider the efficiency strategies below to be appealing or not appealing.

EFFICIENCY STRATEGY	APPEALING	NOT APPEALING
Consolidation from three to two middle schools	54.61%	45.39%
Additional consolidation of two-section elementary schools	30.15%	69.85%
Reorganization of existing schools to create one high school and one middle school	10.99%	89.01%
Reorganization of grade levels to move 8th-grade students to the high schools and create one 6th- and 7th-grade middle school	13.82%	86.18%



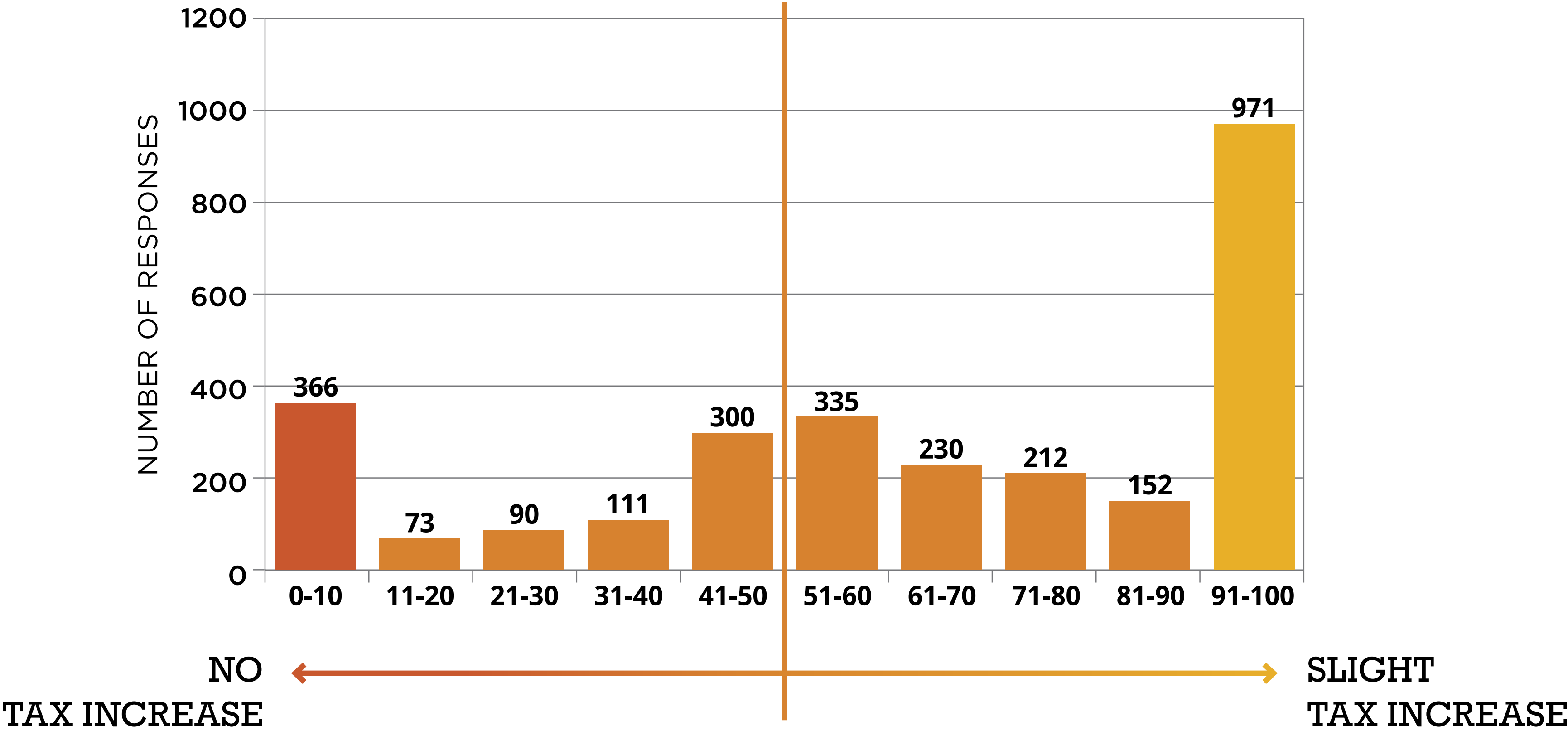
# COMMUNITY SURVEY RESULTS

**Q:** On the scale below, where the left side means you would prefer a completely new middle school and the right side means you would prefer a renovated middle school with an addition, please indicate your preference.



# COMMUNITY SURVEY RESULTS

**Q:** On the scale below, where the left side means “I strongly prefer no tax increase, even if it means inadequate school facilities” and the right side means “I strongly prefer a slight tax increase for high-quality school facilities,” please indicate your preference.



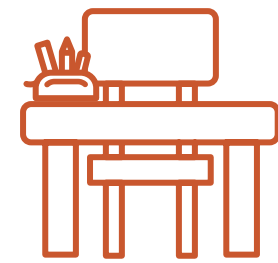


# KEY TAKEAWAYS



**The district has MANY AGING BUILDINGS that require annual repairs and maintenance.**

» Newer buildings require less repair and maintenance, allowing funds in these areas to support the buildings needing them the most.



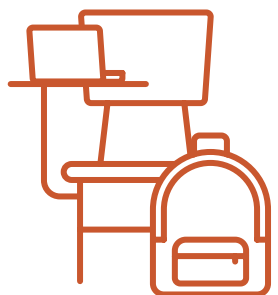
**The elementary schools have SUFFICIENT CLASSROOM SPACE to support current students but may be crowded by additional closures.**

» Two elementary schools have been closed to reduced costs, because we had the space to welcome students in other schools. This capacity is now strained and future consolidation would likely drive up class sizes.



**The middle schools are IMBALANCED in the amount of space they provide, the quality of learning environments, and many other factors.**

» The varying sizes of current middle schools imbalances resource allocation for redundant services and provides inconsistent learning spaces from school to school.



**The high schools have SOME ADDITIONAL CAPACITY but not enough to comfortably accommodate an entire grade of students.**

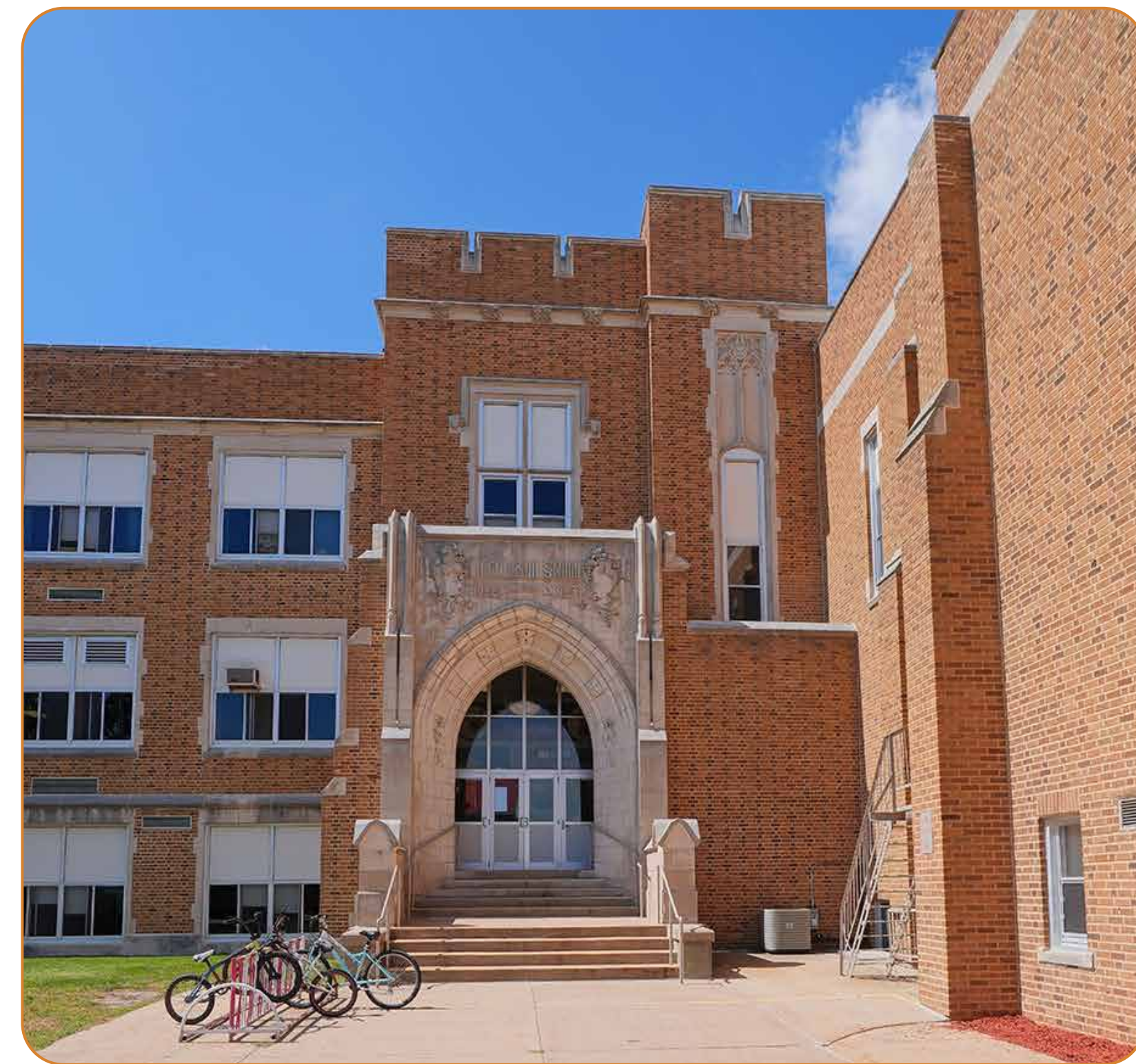
» Jefferson Middle School will close regardless of whether or not the bond passes. If the district does not build a new middle school, middle school grade realignment will still be necessary and will required a grade-level facility realignment or structural change to accomplish.

# ➤ FACILITY COMPARISON

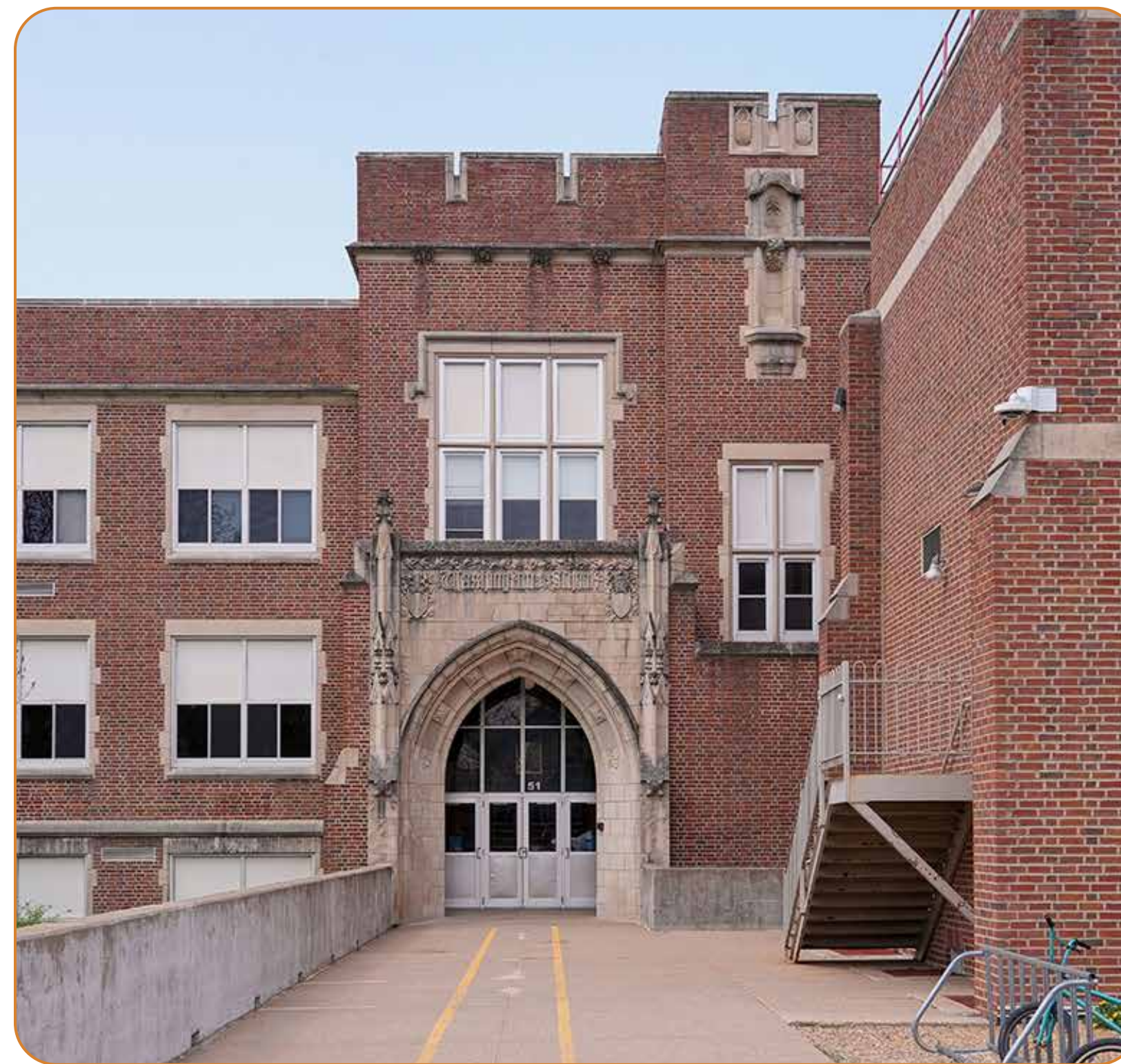
Beyond achieving operational cost savings, the proposed new school would ensure that ALL middle school students in Dubuque learn in an environment **designed for the needs of today's learners - in equivalent facilities that are not achievable in the district's existing 100+ year-old middle schools.**



# CURRENT MIDDLE SCHOOLS



**Jefferson**  
MIDDLE SCHOOL



**Washington**  
MIDDLE SCHOOL



**Roosevelt**  
MIDDLE SCHOOL



# STUDENT **SUPPORT SPACES**

Washington and Jefferson currently use makeshift spaces for pull-out intervention and support spaces.



**Jefferson**  
MIDDLE SCHOOL



**Washington**  
MIDDLE SCHOOL



**Roosevelt**  
MIDDLE SCHOOL



# CLASSROOMS

Classroom sizes at Roosevelt are 1.5 to 2 times larger than those at Washington and Jefferson, allowing for increased flexibility in setup and collaboration.



**Jefferson**  
MIDDLE SCHOOL



**Washington**  
MIDDLE SCHOOL



**Roosevelt**  
MIDDLE SCHOOL



# CAFETERIAS

The Roosevelt cafeteria has serving and seating spaces designed to improve flow and foster faster serving, as opposed to the spaces at Washington and Jefferson.



**Jefferson**  
MIDDLE SCHOOL



**Washington**  
MIDDLE SCHOOL

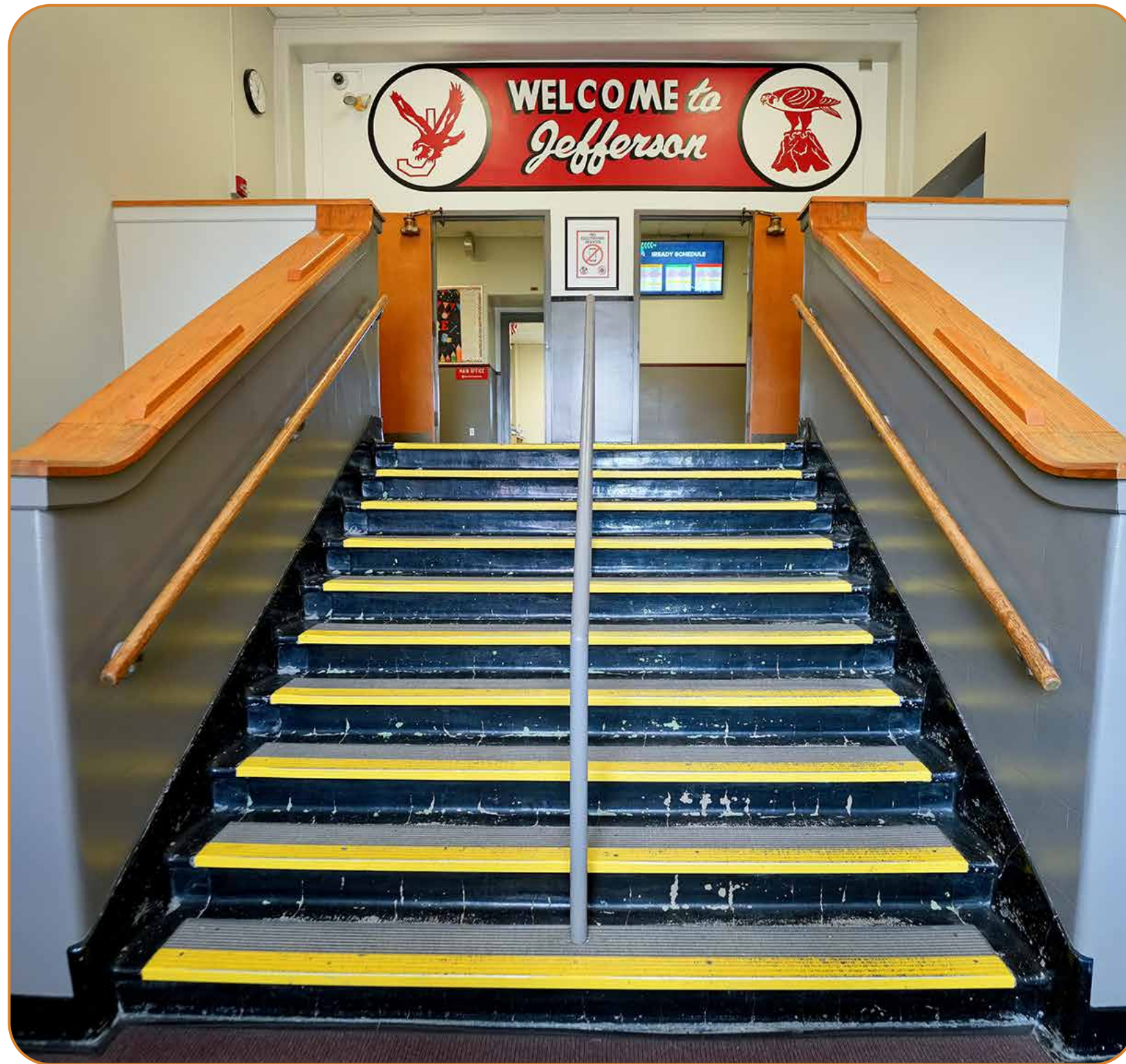


**Roosevelt**  
MIDDLE SCHOOL

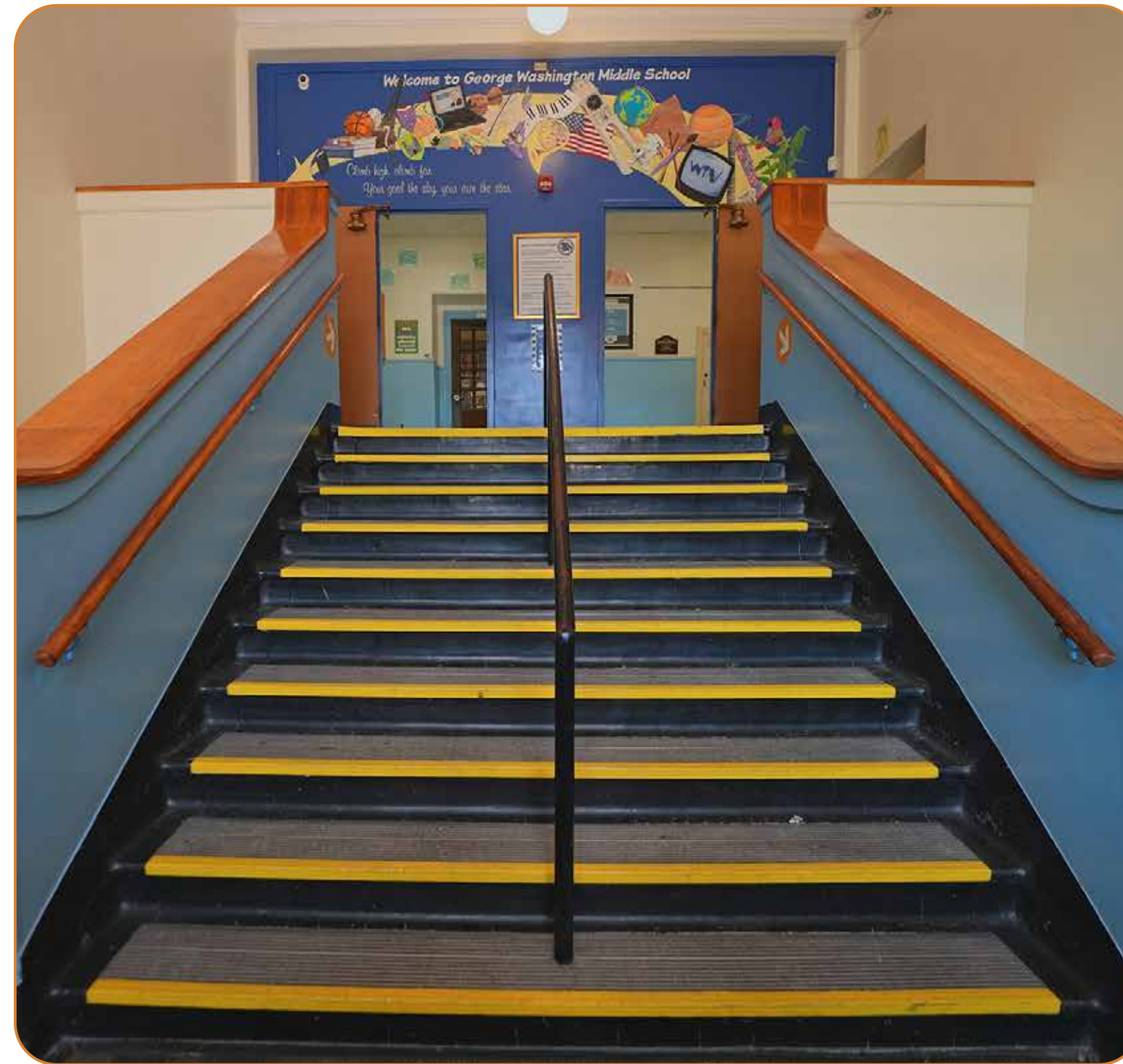


# ENTRY WAYS

Washington and Jefferson lack dual-layer, secure entrances like the entrance at Roosevelt.



**Jefferson**  
MIDDLE SCHOOL



**Washington**  
MIDDLE SCHOOL



**Roosevelt**  
MIDDLE SCHOOL



# GYMNASIUMS

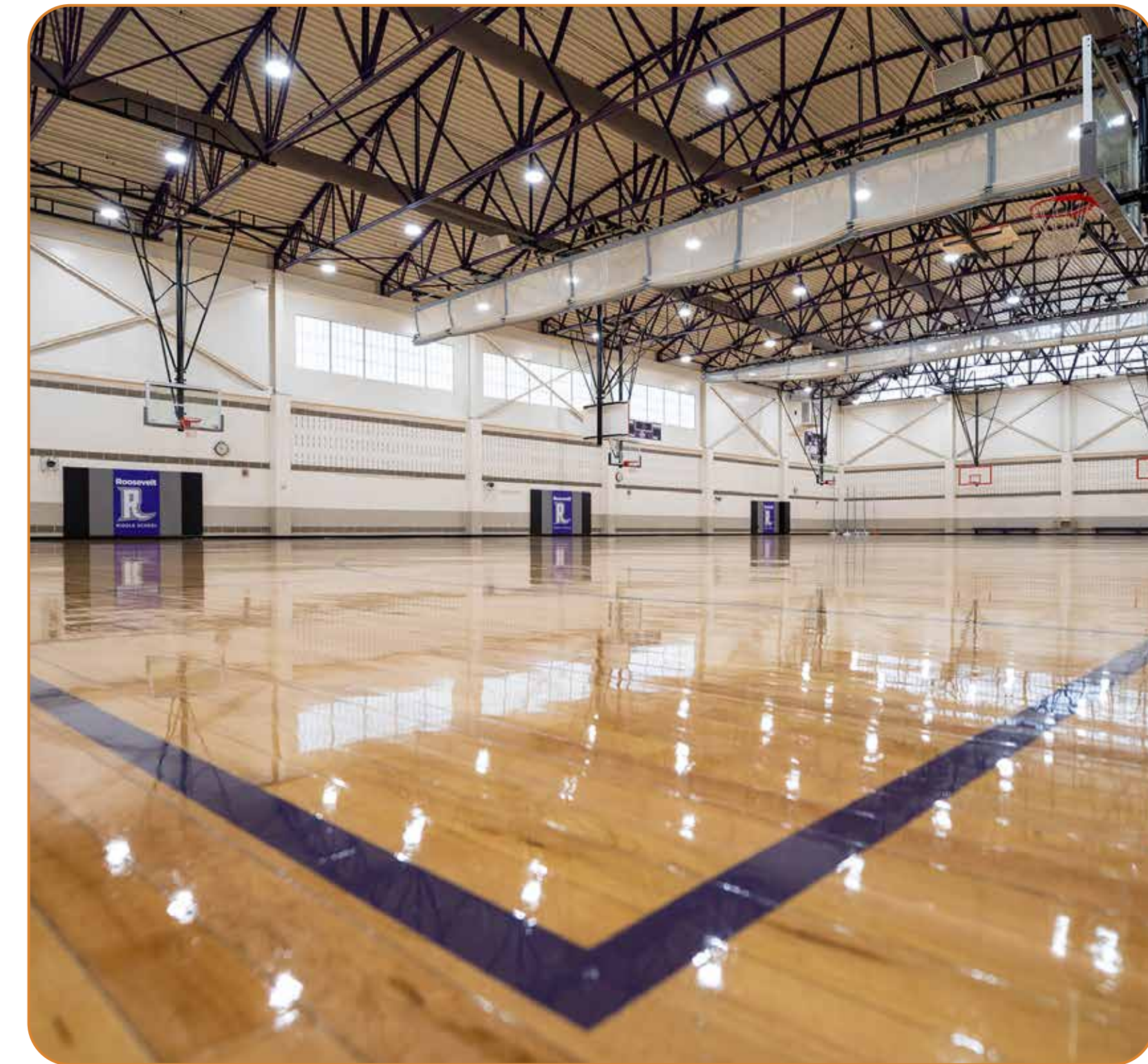
Limited gym space at Washington and Jefferson reduces practice and competition availability and forces spectator attendance to be limited.



**Jefferson**  
MIDDLE SCHOOL



**Washington**  
MIDDLE SCHOOL



**Roosevelt**  
MIDDLE SCHOOL



# AUDITORIUMS

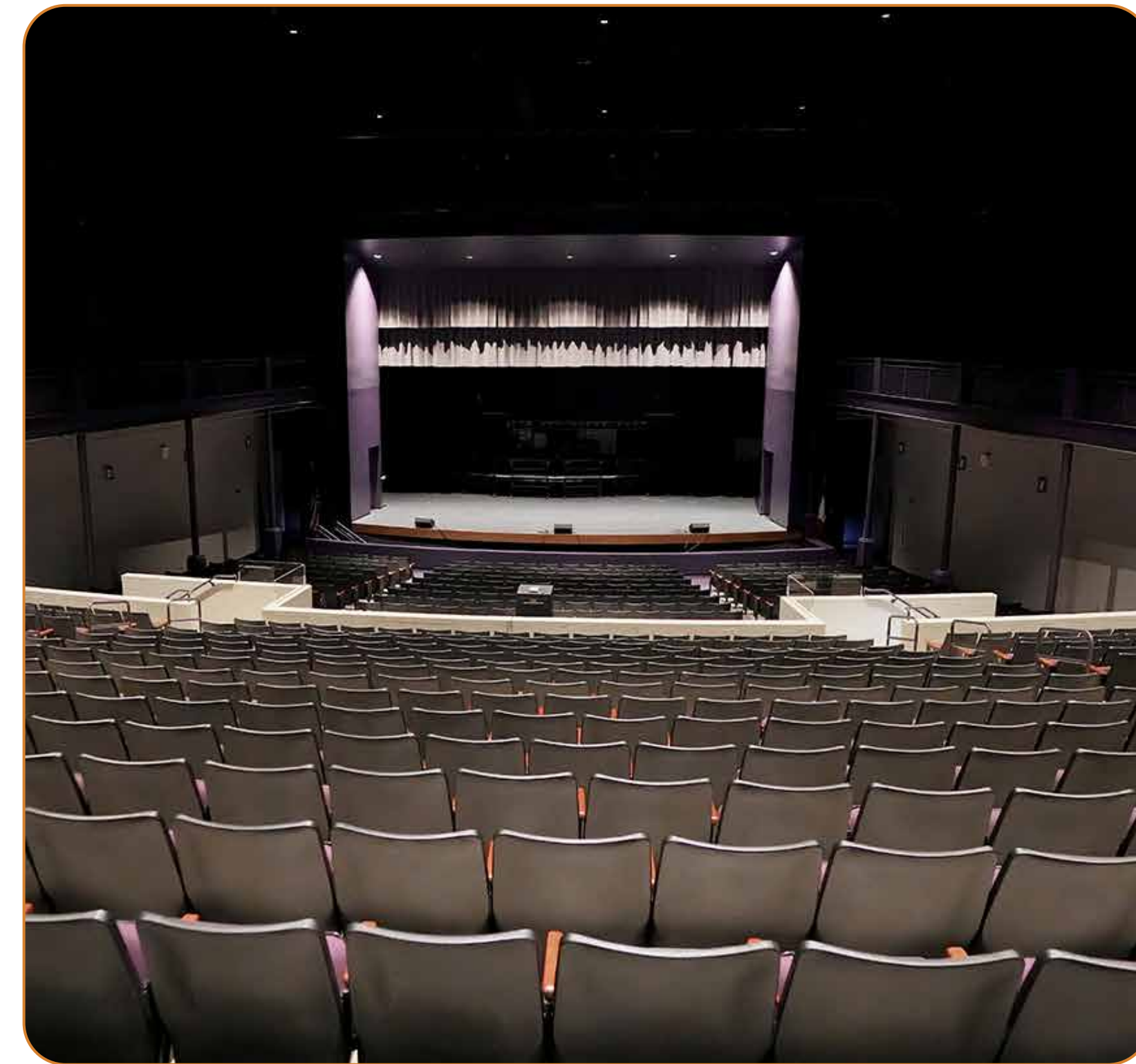
Washington and Jefferson auditoriums are limited in capacity for productions and lack adequate fly and wing space for production set pieces.



**Jefferson**  
MIDDLE SCHOOL



**Washington**  
MIDDLE SCHOOL



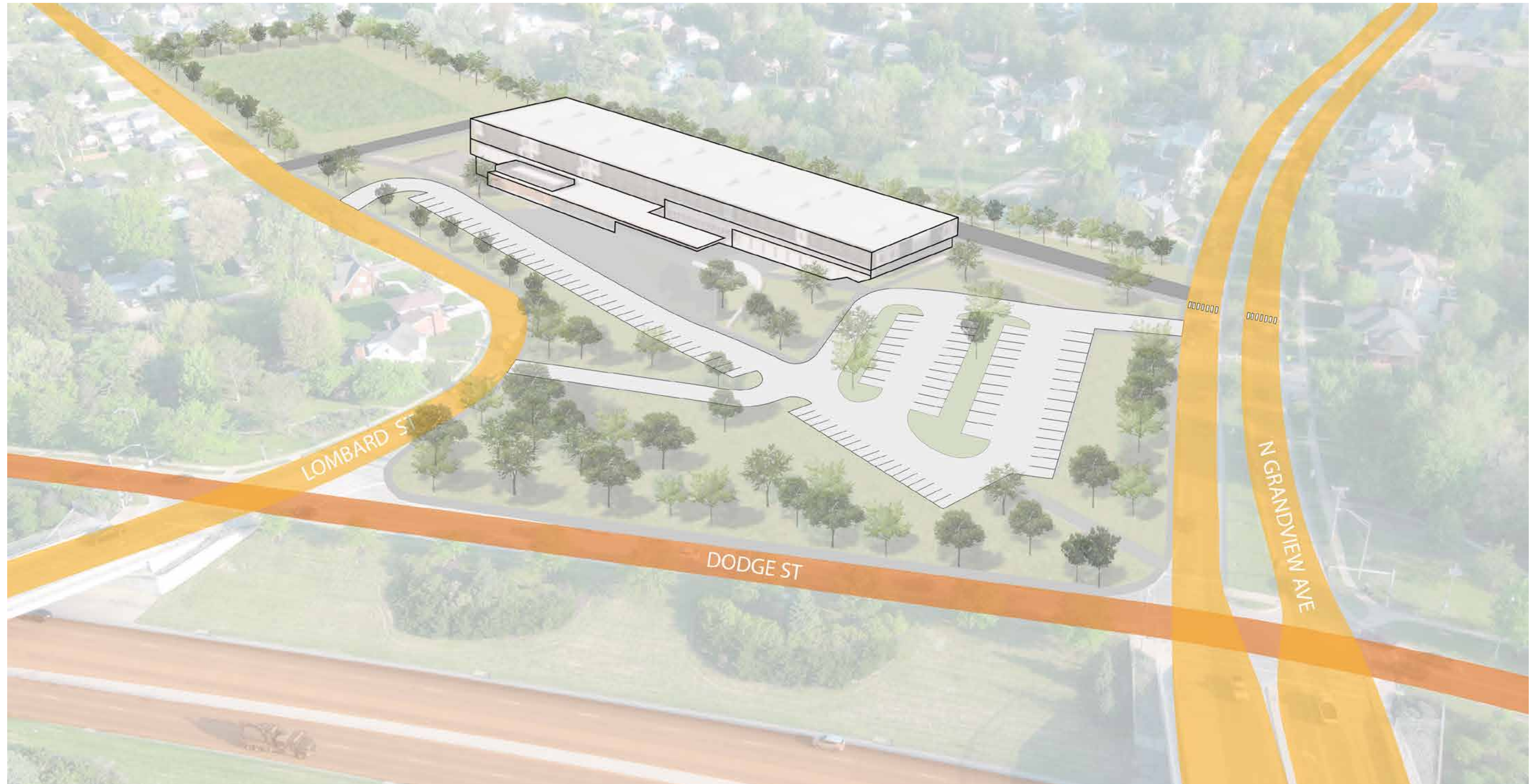
**Roosevelt**  
MIDDLE SCHOOL



# ➤ THE PROJECT

Given enrollment trends, existing building needs and inventory, and community feedback, the **task force recommended moving forward with building a new 1,000+ student middle school** and consolidating from three to two middle schools to gain efficiencies and create equitable learning environments.





CONCEPTUAL RENDERING OF THE SITE LAYOUT FOR THE PROPOSED NEW MIDDLE SCHOOL

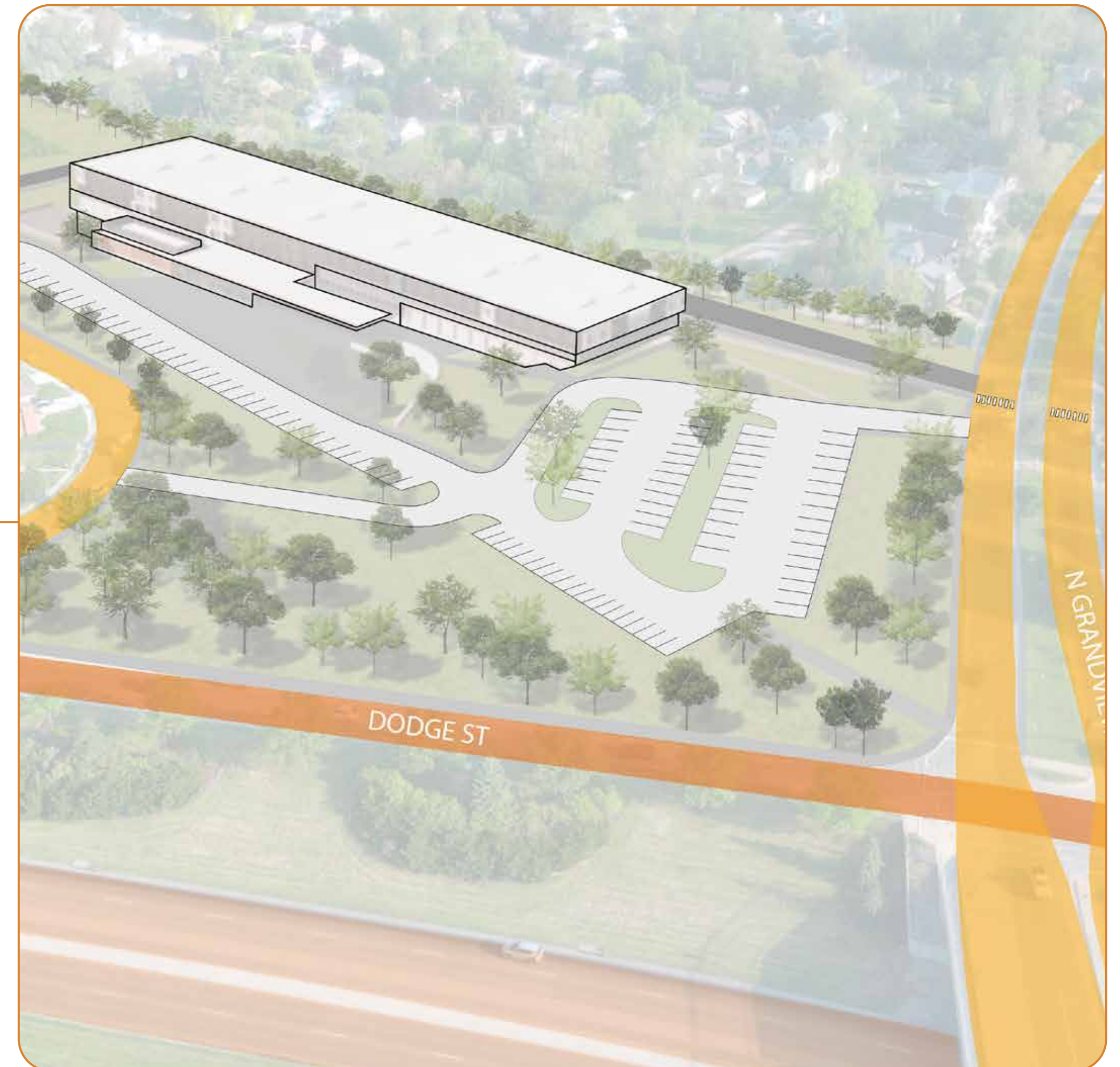


# LOCATION CONSIDERATIONS

Based on the following considerations, and a comprehensive site selection process, the current Washington Middle School site remained the best location for a new middle school.

## KEY CONSIDERATIONS

- » Site size
- » Proximity to students
- » Access (vehicular, pedestrian, public transport)
- » Appropriate surrounding land uses
- » Proximity to potential hazards
- » Ease and cost of acquisition
- » Adequacy of site infrastructure and utilities
- » Site development costs







CONCEPTUAL RENDERING SHOWING A POTENTIAL EXTERIOR FOR THE PROPOSED NEW MIDDLE SCHOOL



# CONCEPTUAL RENDERINGS

While the full design process would occur if the bond passes, following are conceptual renderings that imagine what middle school spaces could look like.



**Learning Spaces**



**Cafeteria**

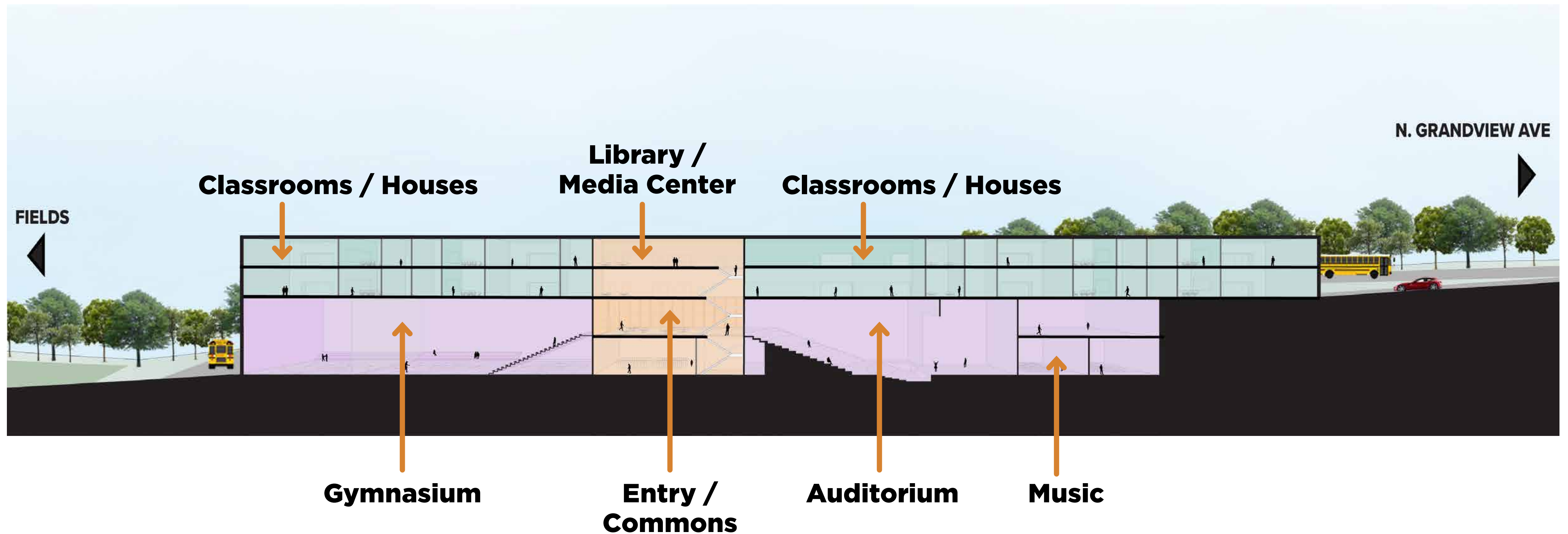


**Community Commons**



# BUILDING SCHEMATIC

The expanded Washington site can comfortably accommodate a four-story school, with an example of a tentative space allocation shown below.

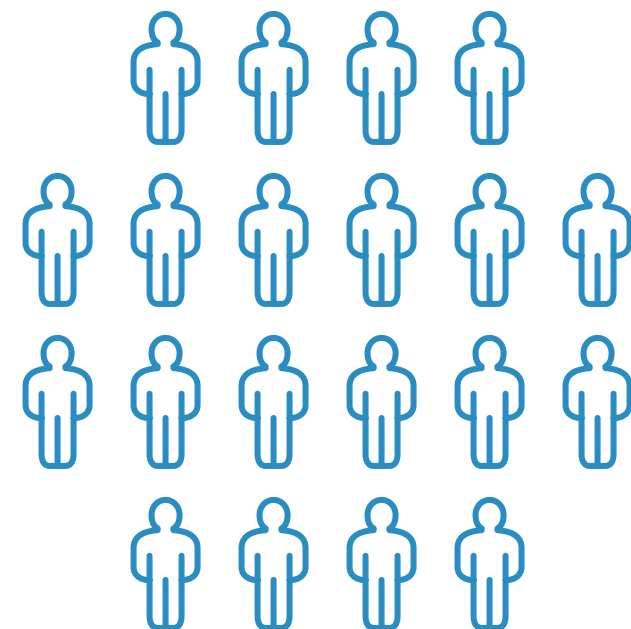
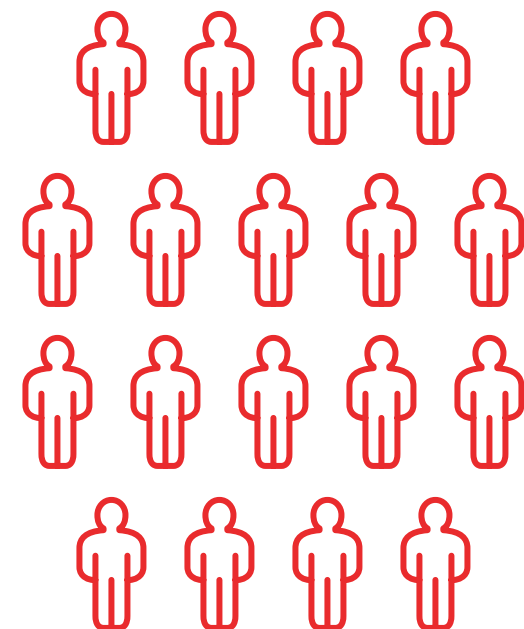




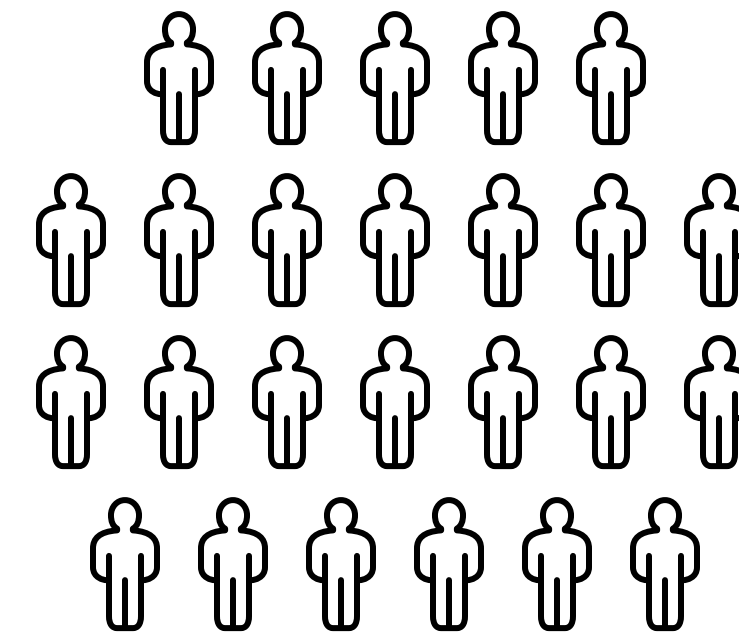
# CLASS SIZE

**Q:** How does being more efficient potentially impact class size?

## Today



## Proposed

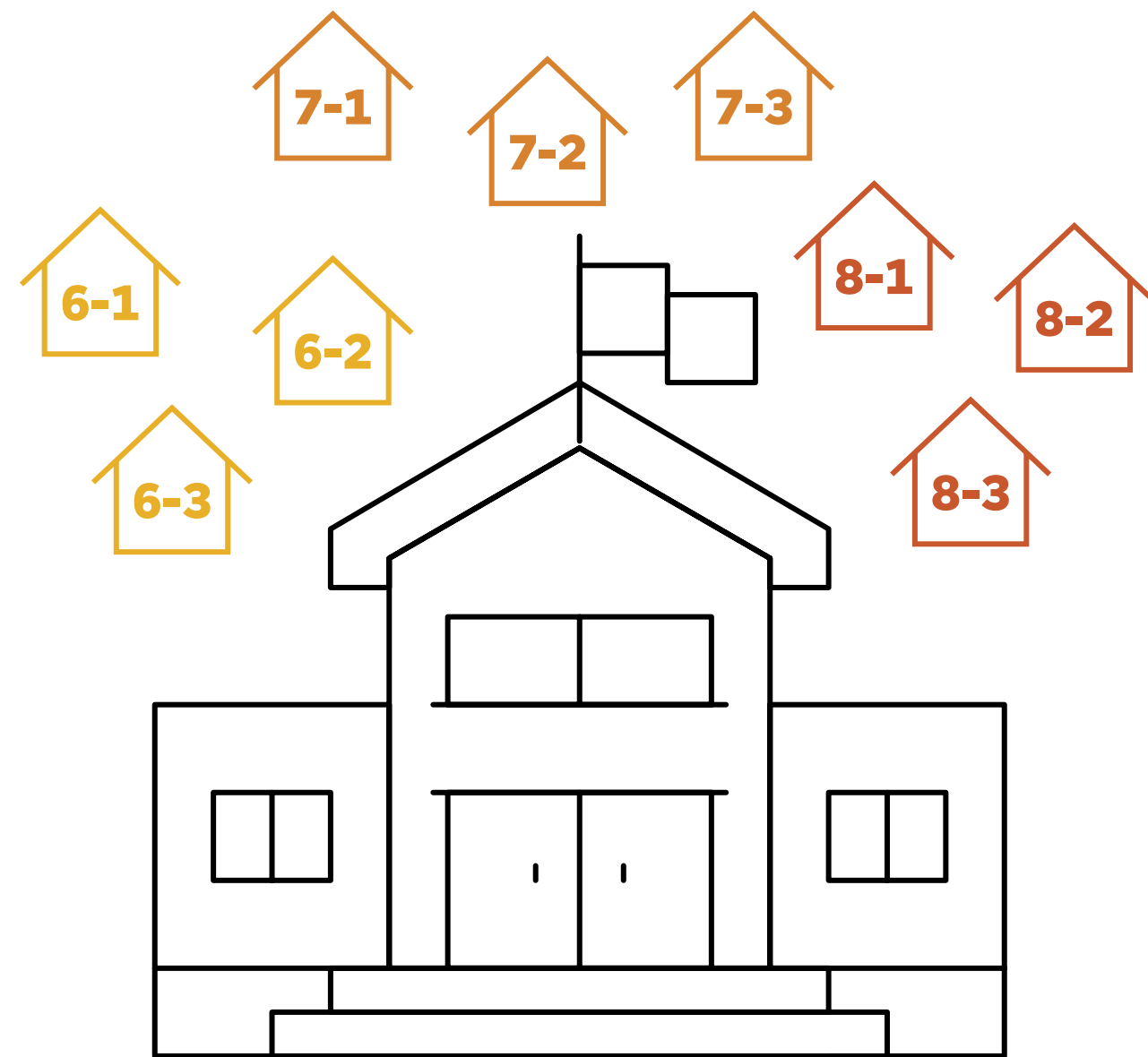


CLASS SIZE WILL VARY AS GRADE SIZE FLUCTUATES AND OVERALL ENROLLMENT DECLINES



# HOUSE STRUCTURE

**Q:** How does a house structure help students feel more connected at school?



## **BENEFITS OF A HOUSE**

- » students interact with a **consistent group of peers and teachers**
- » students experience **stronger learning + create stronger bonds**
- » students find success in a **small, friendly and caring environment**





# SAMPLE HOUSE STRUCTURE

## Science Classroom

- » 1 science classroom per learning community
- » interior visual connections and access to daylight and views
- » dedicated storage

## Bathrooms

- » bathrooms with each learning community for easy access and supervision

## Storage

- » general storage for each learning community

## Intervention Classroom

- » special needs classrooms integrated into learning community to allow for connections to core classrooms and easy student transitions

## Resource Areas

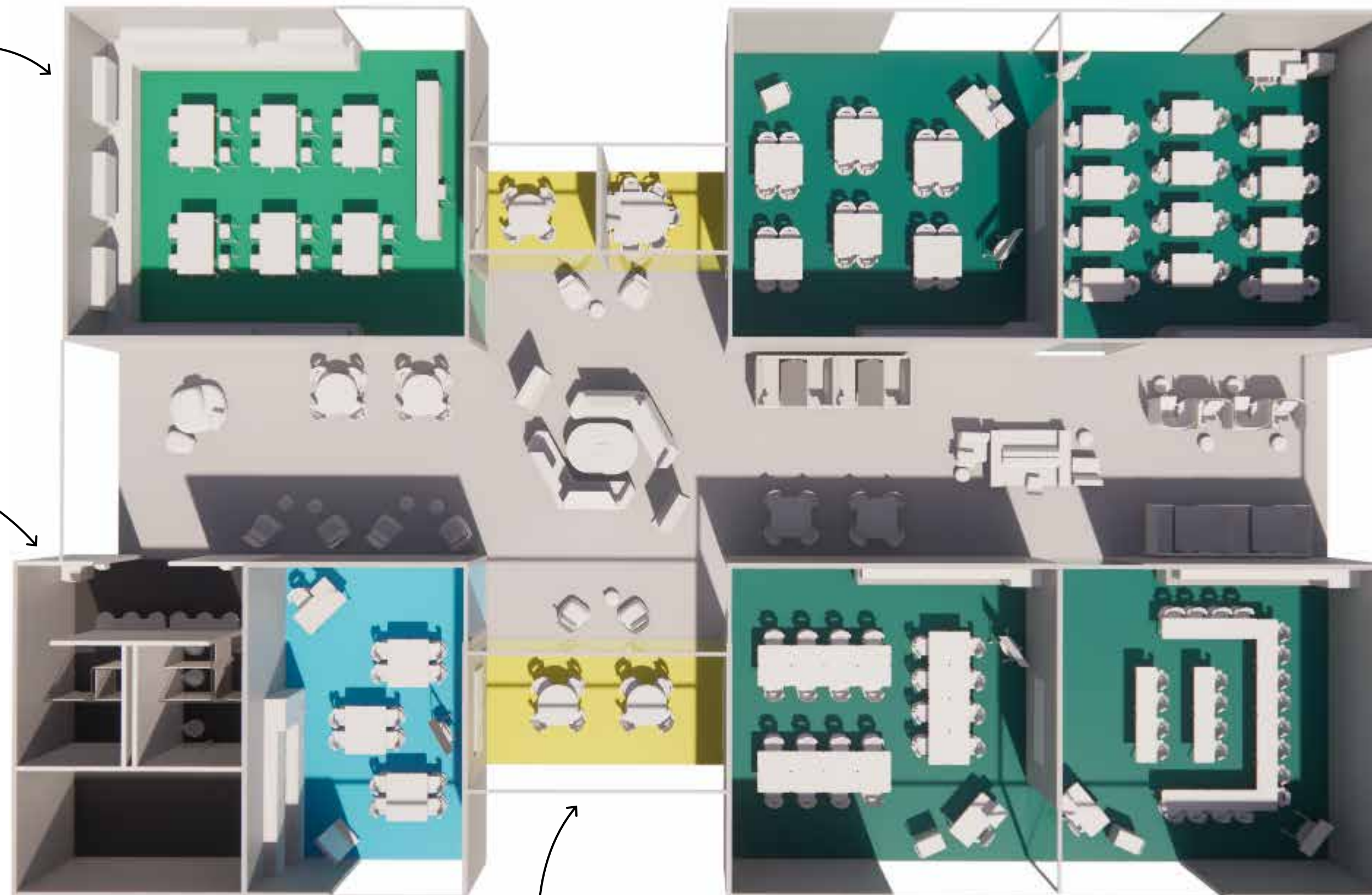
- » small and medium meeting and breakout rooms for one-on-one, small group sessions, reading and math support, Title 1 programs, etc.

## Learning Classrooms

- » 4 classrooms per learning community
- » space for multiple classroom arrangements and zoning
- » interior visual connections and access to daylight and views
- » dedicated storage
- » physical and visual connections between classrooms

## Collaboration Zone

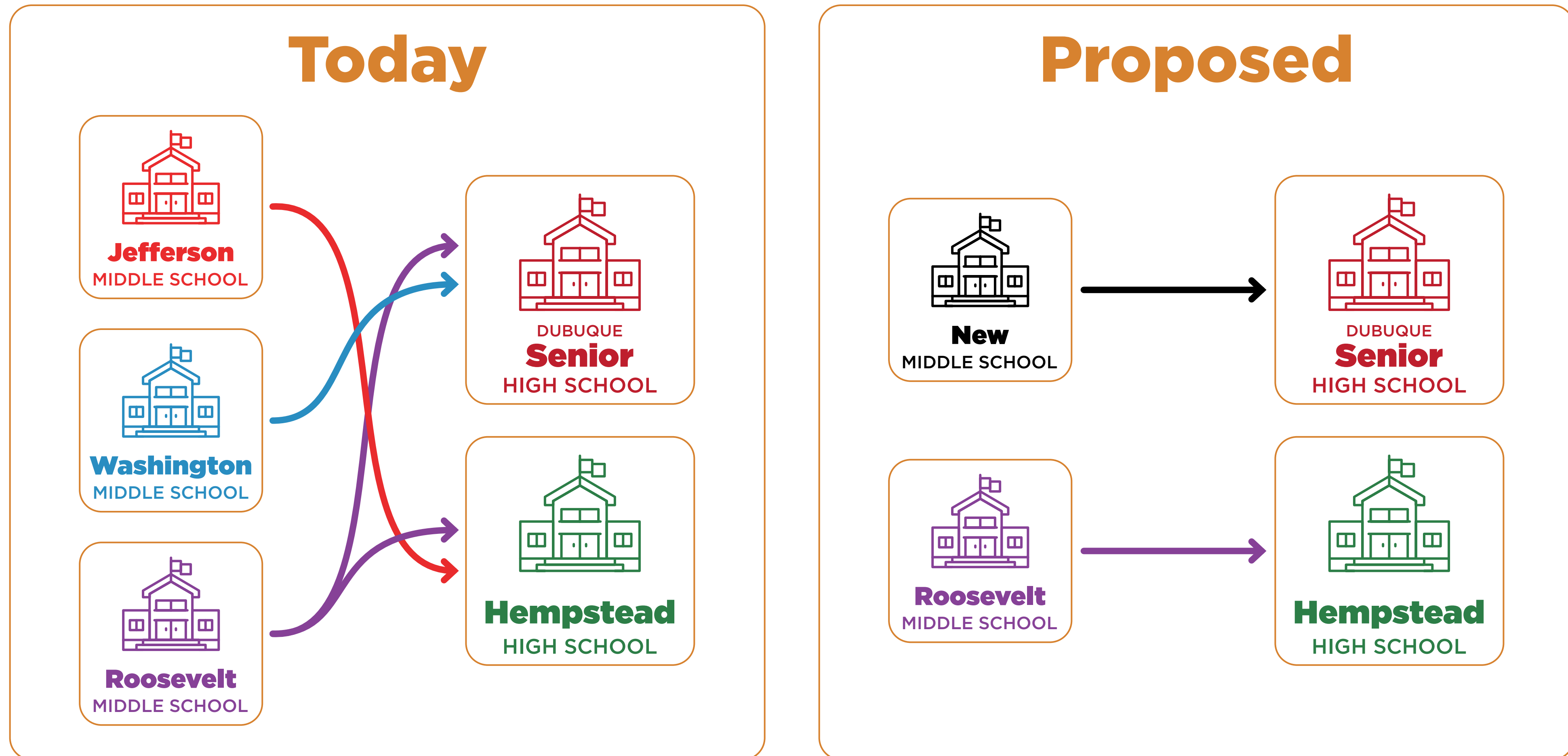
- » shared space between classrooms to allow for small group break-out, one-on-one work, and different learning environment
- » visual connections to classrooms to allow for supervision
- » access to outdoor learning space
- » large group gathering space





# FEEDER SYSTEM

**Q:** Where do students go to high school TODAY based on their middle school?  
How will the PROPOSED feeder system change this?





# TRANSPORTATION IMPACT

## Today

	2024-2025 CERTIFIED ENROLLMENT	ELIGIBLE RIDERS	ACTUAL RIDERS
Jefferson MIDDLE SCHOOL	402	149	124
Washington MIDDLE SCHOOL	587	113	37
Roosevelt MIDDLE SCHOOL	1081	776	717
TOTAL	2070	1038	878

## Proposed

	BASED ON LOCATION ELIGIBLE RIDERS	PREDICTED RIDERS
NEW MIDDLE SCHOOL	479	407
Roosevelt MIDDLE SCHOOL	763	648
TOTAL	1242	1055

**A 1,000 student middle school at the Washington Middle School Site could add +/- \$230,000 annually in additional transportation costs.\***

\* Does not take into account declining enrollment and possible public transportation savings.



# TRAFFIC CHALLENGES

## KEY CURRENT CHALLENGES

- » **vehicles stopping near the main entrance on North Grandview to drop students off**, causing slowdowns and backups in both directions
- » **vehicles using existing ramp shoulders to avoid the congestion when dropping students off**, which is unsafe
- » **minimal space for vehicles to queue up** due to the short distance from the vehicle entrance to the main entrance of the building, leading to backups on streets
- » **large groups of students cross North Grandview**, creating hazards
- » **buses and vehicles share entrances** which causes increased conflict points and reduces traffic flow
- » **U-turns during peak hours** around the median on North Grandview

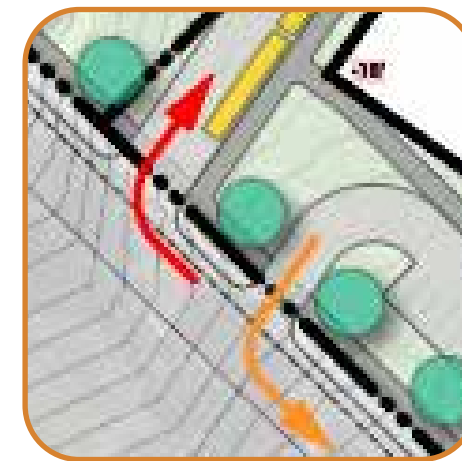




# TRAFFIC IMPACT

The proposed new site:

**reduced traffic conflict points by splitting bus and vehicle entrances** and creating right-in and right-out flows to move cars quickly and ensure a safer site

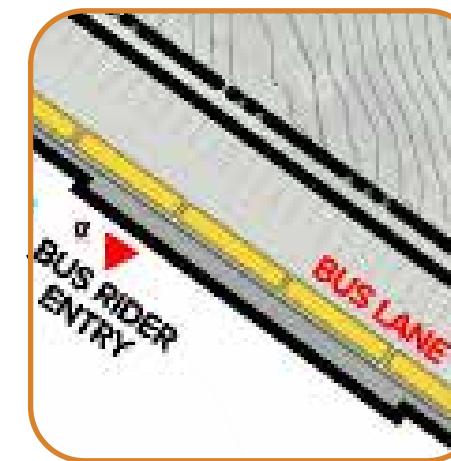


**relocated main entrance off Lombard Street** with a significant internal parent drop-off zone to reduce congestion and eliminate unsafe drop-offs along ramps

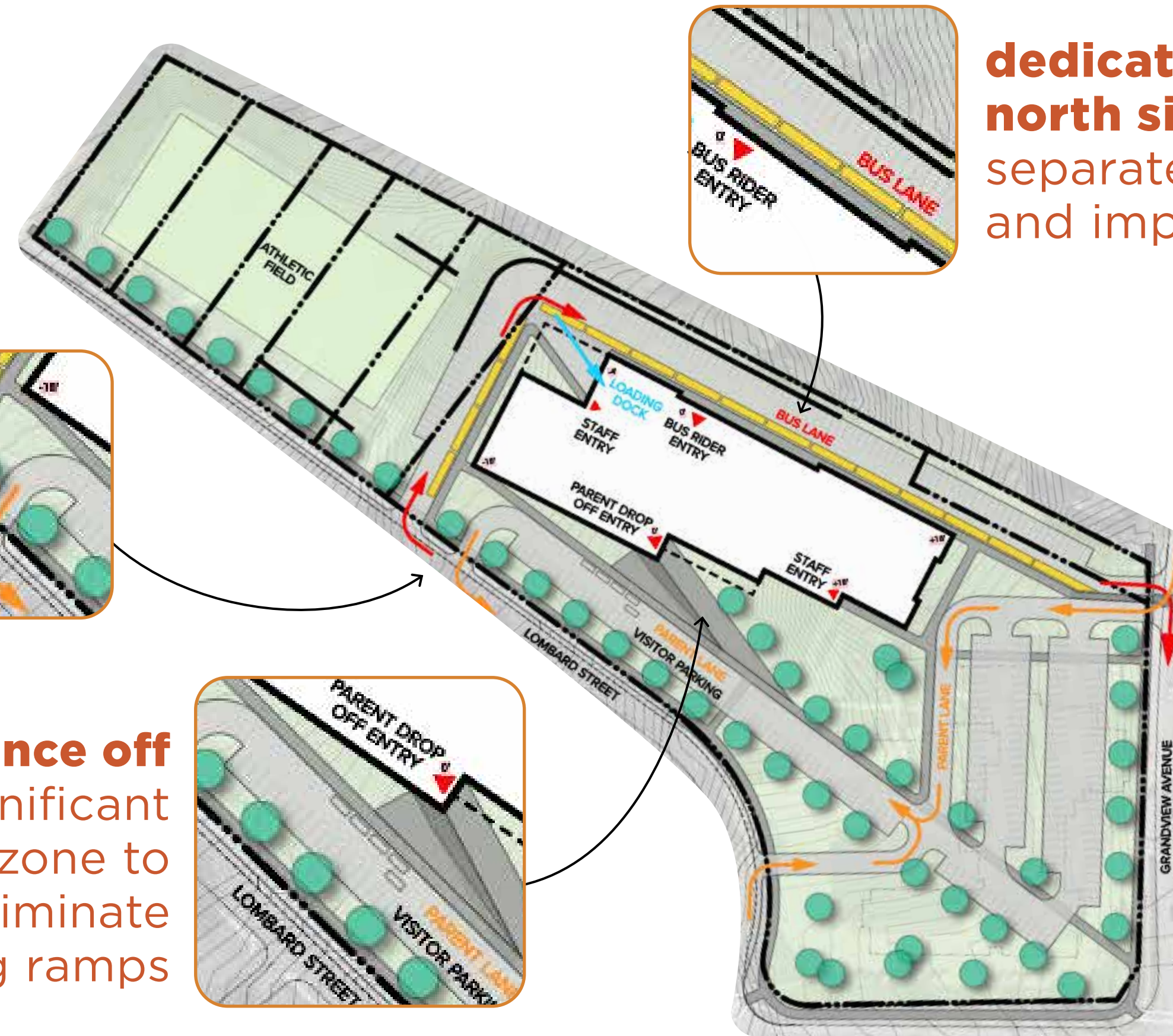
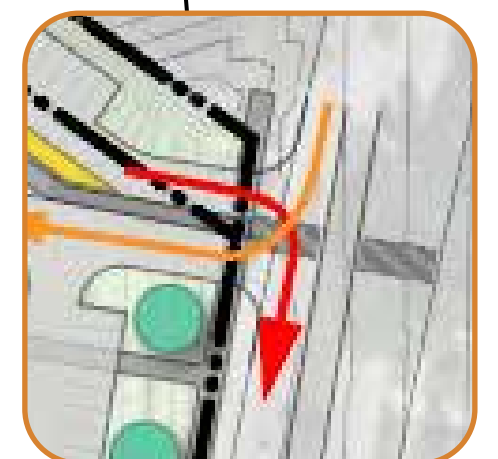


No roadway widening will be needed, which will **preserve the character** of the surrounding neighborhoods. Signal timing adjustments will likely need to be made at intersections in order to **facilitate traffic flow**.

**dedicated bus lane along the north side of the school** to separate bus and vehicle traffic, and improve flow and safety



**new pedestrian crosswalk at North Grandview** to enhance pedestrian safety with curb extensions, high-visibility crosswalks, and flashing beacons



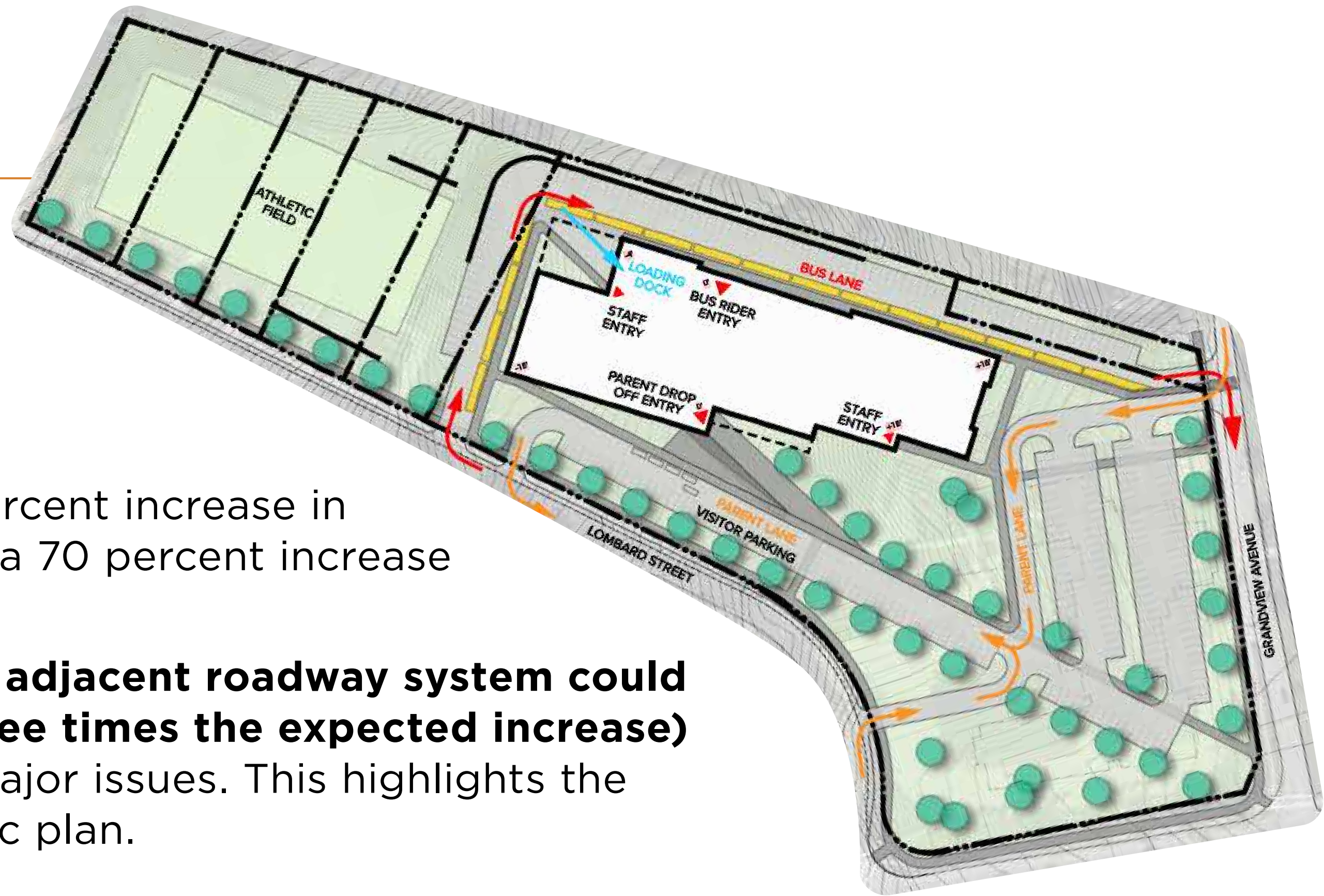


# TRAFFIC STUDY

WHKS & Co. conducted a traffic study of the Washington area for the district.

## TRAFFIC ENHANCEMENTS

- » Proposed site layout:
  - » Decreases conflict points
  - » Increases onsite queuing space
  - » Improves traffic flow
- » Model based on an estimated 30 percent increase in general school vehicular traffic and a 70 percent increase in bus traffic.
- » Sensitivity analysis showed that the **adjacent roadway system could absorb a 100 percent increase (three times the expected increase)** in school vehicular traffic without major issues. This highlights the long-term viability of the site's traffic plan.



Overall, the study indicated that the proposed site design would **reduce congestion, improve traffic patterns, and increase pedestrian and vehicular safety.**



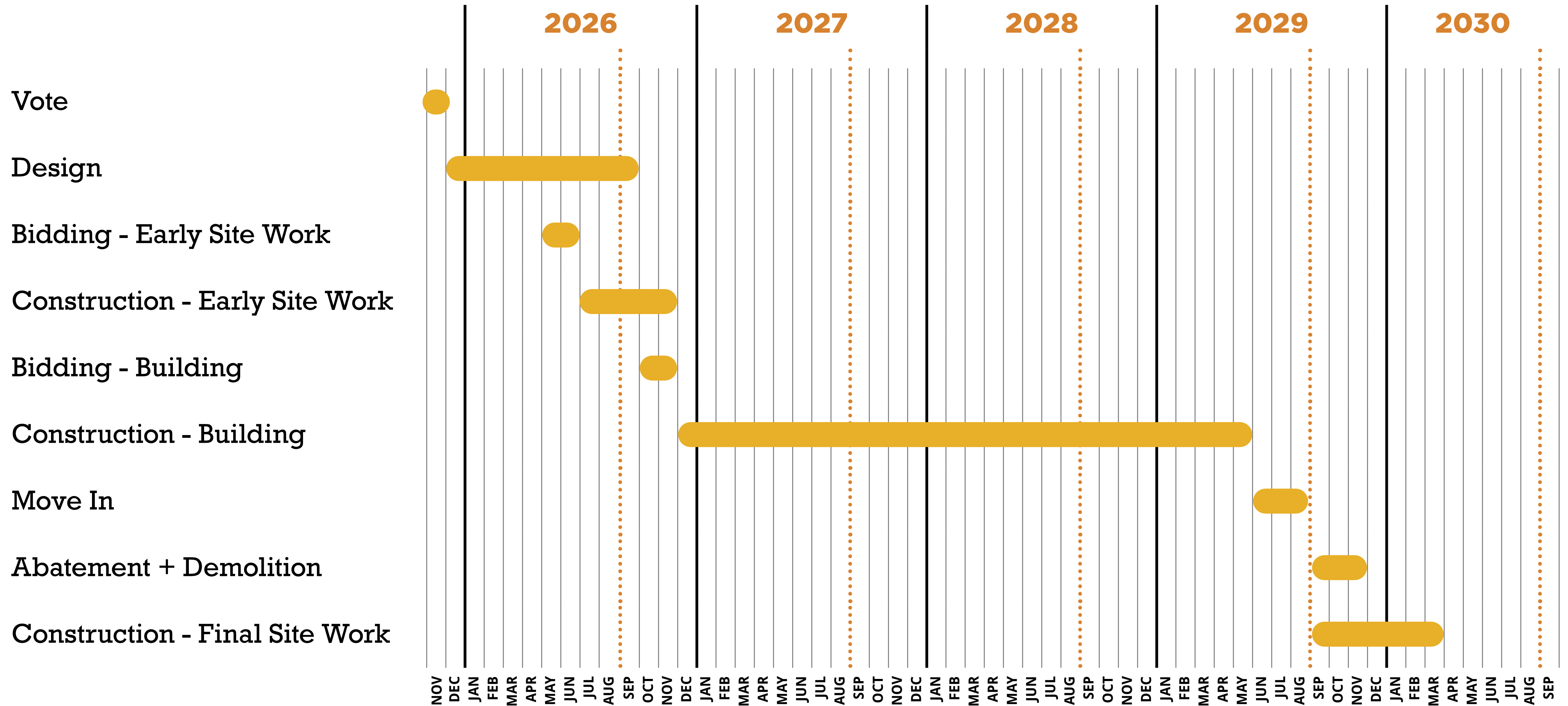
# ➤ TIMEFRAME

The district has taken intentional steps in the planning process to ensure that the proposed new middle school could be constructed in the most expedited timeframe possible.

**If approved, the new school would be ready to welcome students in fall 2029.**



# TENTATIVE TIMELINE



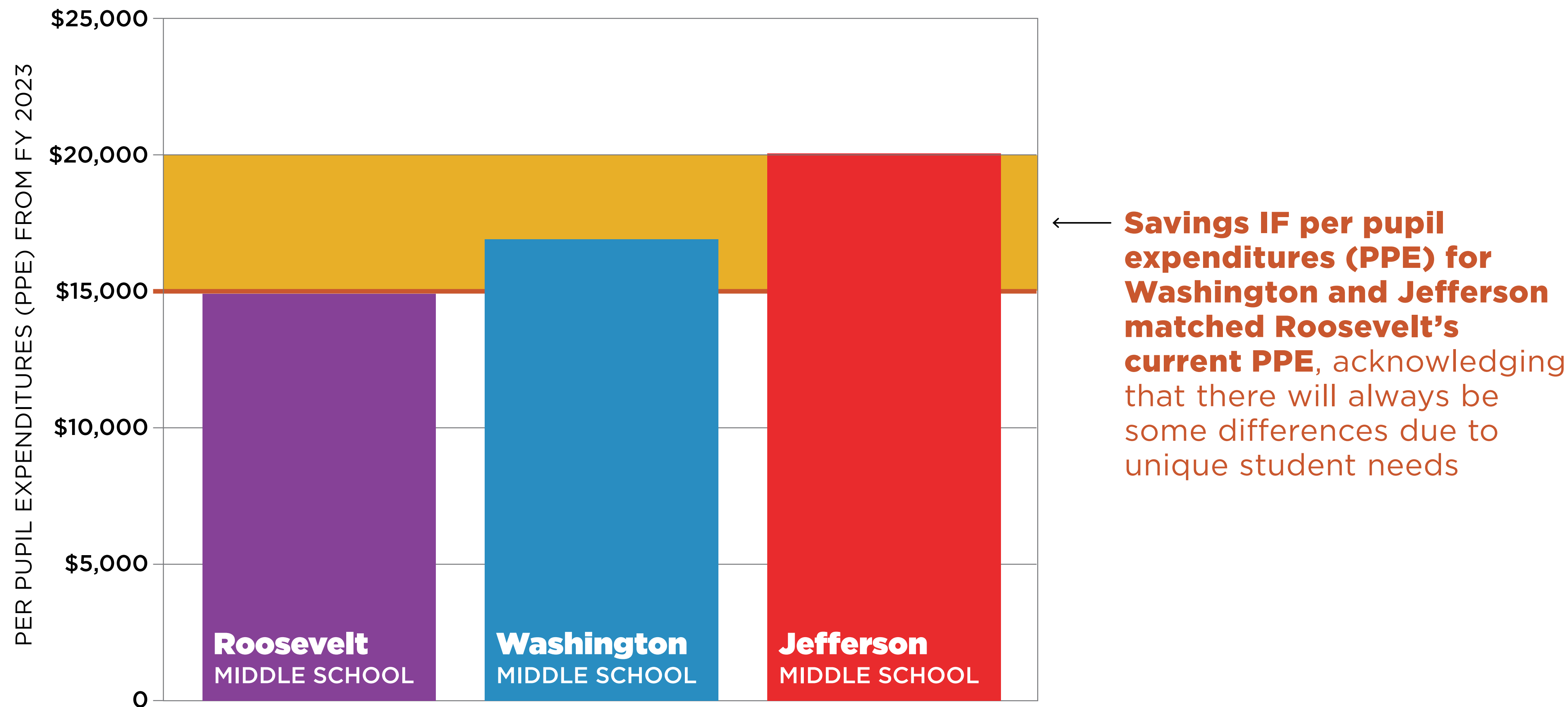


# ➤ EFFICIENCIES

By strategically using funds restricted to capital projects, the district can **create a more efficient middle school system** that reduces the number of buildings, and in turn, reduces ongoing operating costs to help alleviate budget pressures.



# GENERAL FUND EFFICIENCIES





# ACHIEVING EFFICIENCIES

A new middle school would save the district between **\$1.9 and \$2.5 million** annually in general fund operating expenses by:



**Right-sizing CLASS SIZES to the ideal goal of 23 to 25 students, ensuring small classes while maximizing instructional staff resources**



**Aligning STAFFING LEVELS for administration, secretarial, custodial and food service between the NEW middle school to be consistent with levels at Roosevelt Middle School**



**Reducing building OPERATING AND MAINTENANCE COSTS by having fewer facilities, allowing funds to be directed to areas of highest need**

\* These efficiencies assume no changes to special education staffing or services, as those are based individual student basis.



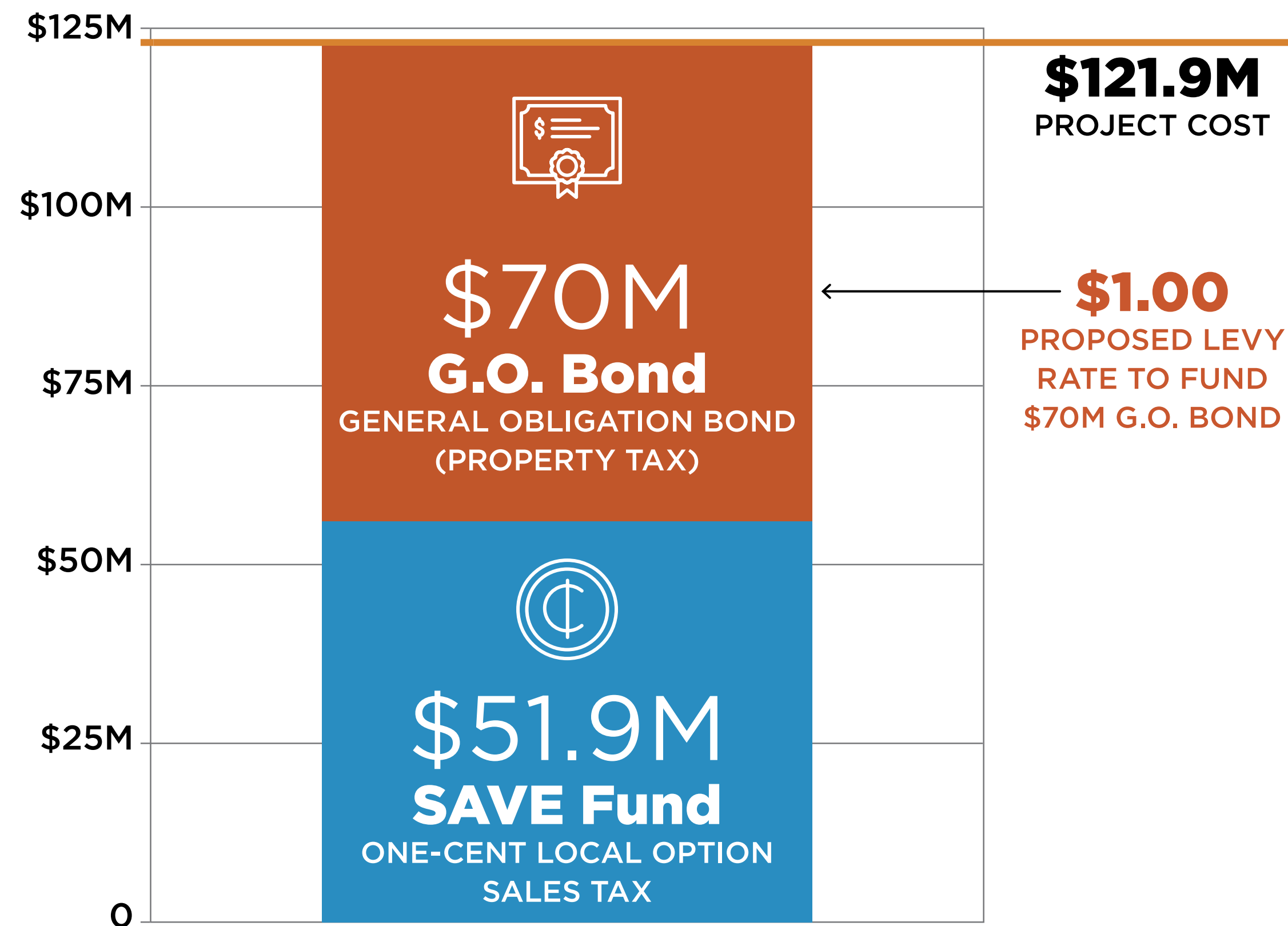
# ➤ FUNDING

If approved, the new middle school would be funded through a combination of general obligation bond funds combined with SAVE funds (one-cent sales tax) already designated to the district. This strategic allocation of funds is **designed to reduce the property-tax impact while also ensuring sufficient capacity in the SAVE fund for future needs.**



# COST + PROPOSED FUNDING

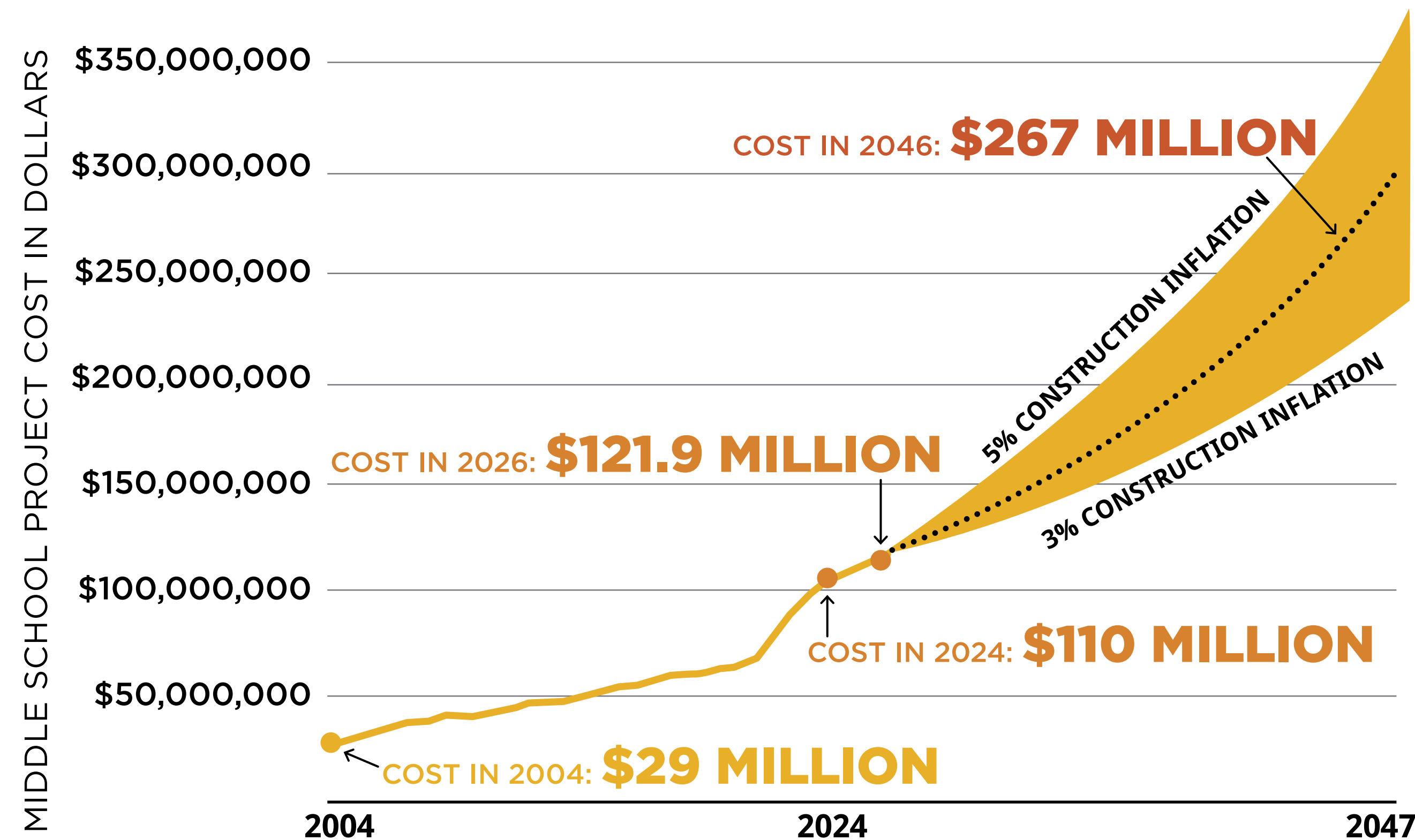
The estimated project cost is \$121.9 million to build a new middle school on the Washington Middle School site, which includes property acquisition and Washington demolition.





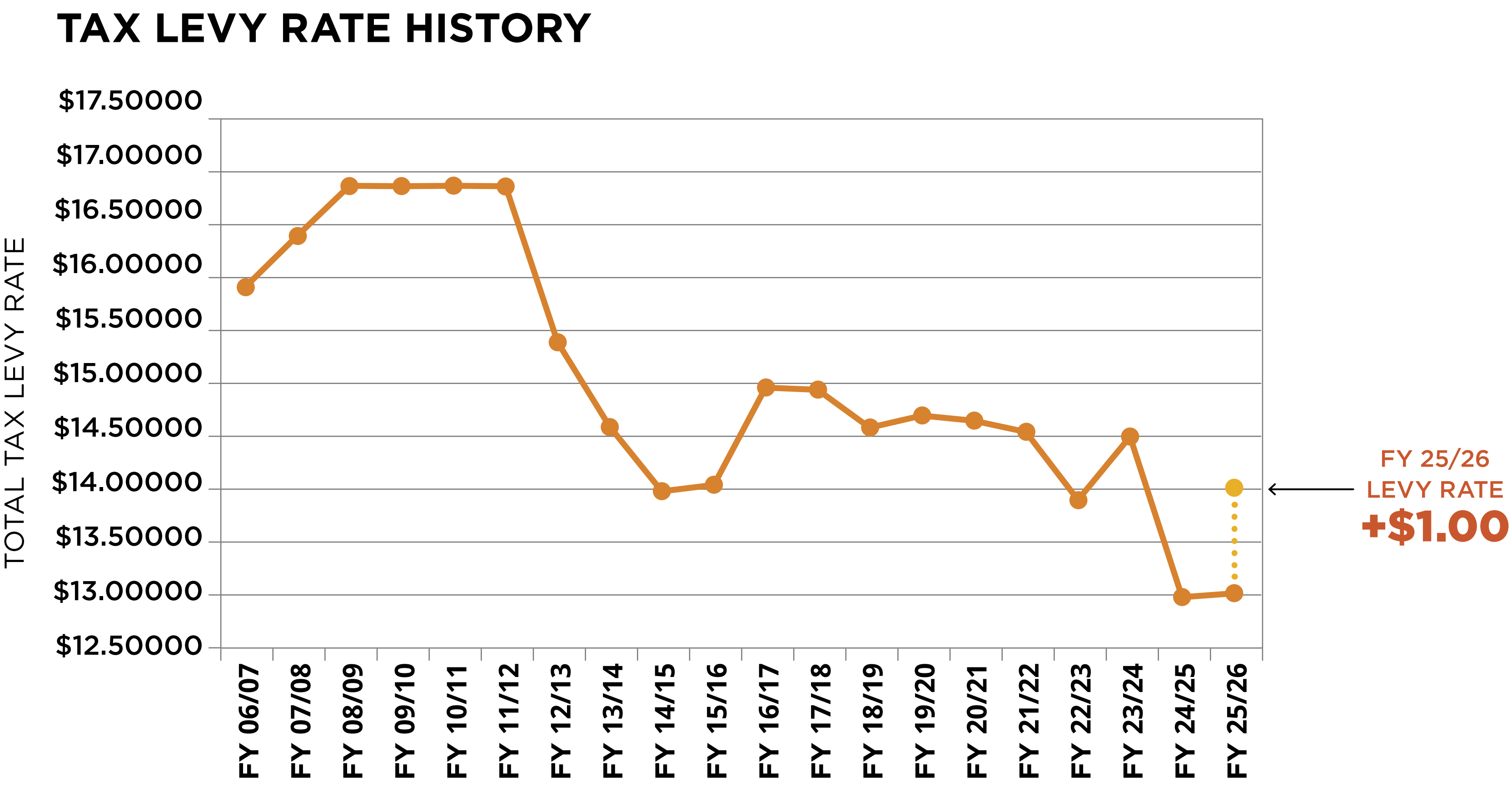
# WHY NOW?

The cost to build a new middle school will increase significantly when factoring in historical inflation rates.





# HISTORICAL TAX LEVY RATE





# TAX LEVY IMPACT

The proposed bond would add a consistent \$1.00 per \$1,000 of assessed value to the district's tax levy.



THE ACTUAL IMPACT WILL VARY BY PROPERTY OWNER, AS IOWA PROPERTY OWNERS DO NOT PAY TAXES ON THEIR ENTIRE ASSESSED VALUE.

## CALCULATE THE IMPACT

» We developed a calculator to determine the specific impact to a property owner, taking into account the state “rollback” amount and any qualifying exemptions.



Scan the QR CODE or visit  
[dbqschools.org/bond](https://dbqschools.org/bond)



### Property Tax Estimator

Property Type:

Residential

Total Assessed Property Value:

300000

Homestead Exemption:

No

Senior Exemption:

No

Calculate

Estimated Additional Annual Tax: \$142.29

Estimated Additional Monthly Tax: \$11.86

**\$300,000**

TOTAL ASSESSED  
RESIDENTIAL  
PROPERTY VALUE

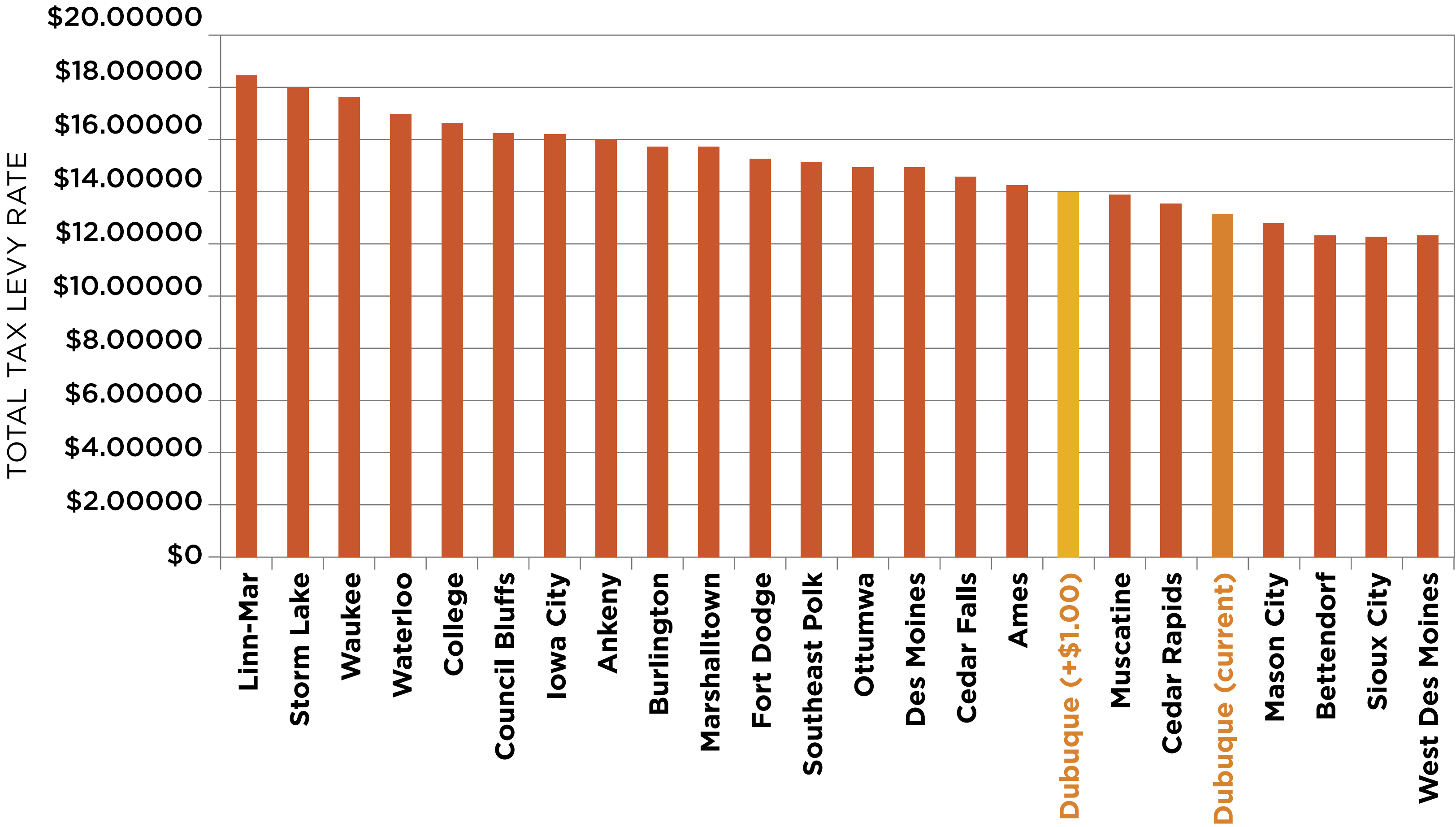
NO EXEMPTIONS

ESTIMATED ADDITIONAL TAX  
(ANNUAL AND MONTHLY)  
FROM THE BOND PORTION  
OF THE LEVY RATE



# TAX LEVY RATE COMPARISON

## PROPOSED FY 25/26





# ➤ IF BOND DOESN'T PASS?

Whether or not the bond passes, the district still needs to **realize cost reductions to alleviate general fund budget pressures**, and previous efficiencies have trimmed around the edges to the extent possible.

If the bond is not approved, **the district will still need to make significant structural changes** in how we serve students to realize these needed cost reductions.



# IF BOND DOESN'T PASS

Cost reductions and operational efficiencies may include:

## Additional Closures



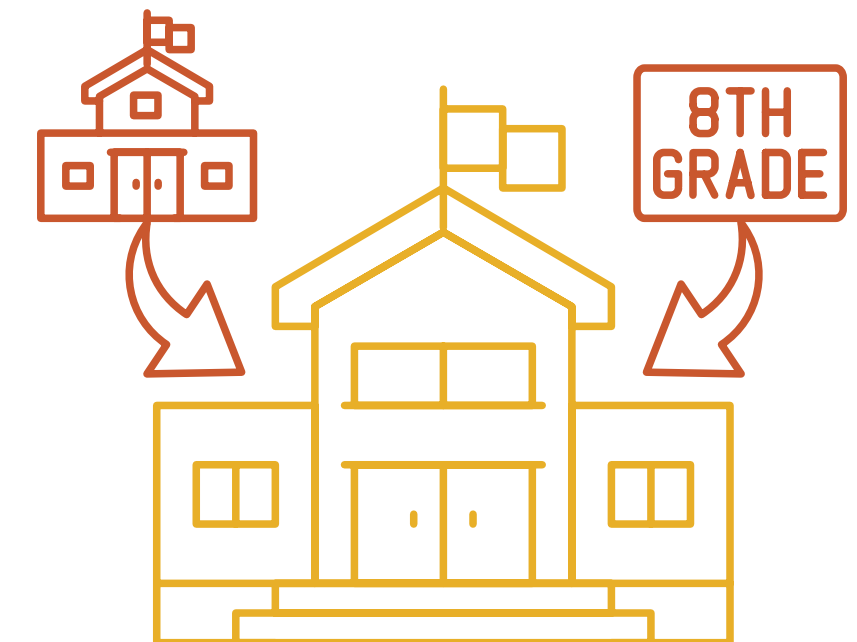
## Increased Class Sizes



## Discontinued Programs



## Consolidated Schools





# ➤ QUESTIONS?

**WE WELCOME THEM!**

Find bond details, FAQs, and submit a bond question at:

**[www.dbqschools.org/bond](http://www.dbqschools.org/bond)**