

phase 2 master plan

davenport community school district

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DAVENPORT
Community Schools
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phase 2 facility master plan agenda

I. Overview of Fall FMPC Process

II. Preschool

- I. Preschool Information
- II. Goals for Early Ed
- III. Current Reality
- IV. Solution Exploration
- V. Pathway Recommendation

III. Continuum of Care

- I. Introduction to Continuum of Care
- II. Existing Conditions
- III. Goals and Strategy
- IV. Pathway Recommendation

IV. Summary

V. Next Steps

fmpc
background

phase 2 facility master plan committee fmpc

Participants in Fall FMPC Process

Davenport Community School District

TJ Schneckloth, Superintendent

Kevin Posekany, CFO & Board Treasurer

Josh Urmanski, Director of Operations

Sarah Ott, Communications and Community Relations Director

Diane Campbell, Director of Learning and Results

Courtney Olsen, Director of Equity and Learning Supports

Aaron Roome, Director of Special Education

Tiffany Stalcup, Principal Children's Villages

Bray Architects

John Mahon, Vice President, Architect + Associate

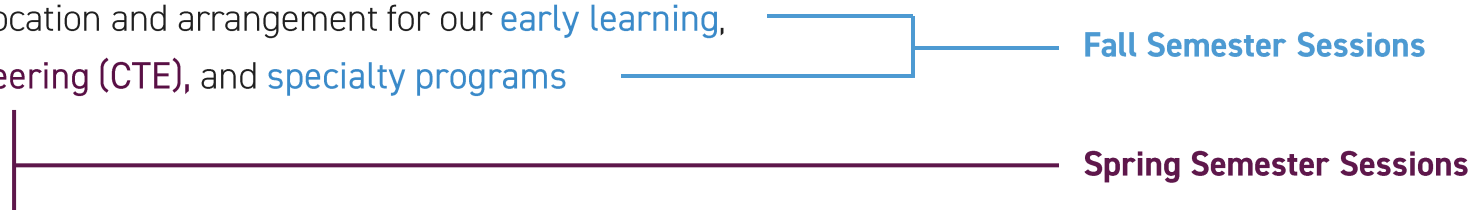
Facility Master Plan Committee

FMPC Members, Parent and Staff Representatives from Each Building

committee directive

The Facility Master Planning Committee (FMPC)

is charged with developing a recommendation for a macro-level facility master plan through a collaborative process involving our community, teachers, parents, students, and other stakeholders. The FMPC shall present their findings and make advisory recommendations to the Davenport Community School District (DCSD) School Board with a focus on these two questions:

- What is the best configuration, location and arrangement for our **early learning**, **construction/technology/engineering (CTE)**, and **specialty programs** within the district?
- What is our recommended pathway and organization to help the district determine the best path forward to right size the quantity of our school buildings to align with current and projected student enrollments?

Note: Specific schools to be idled/closed and/or expanded will not be the responsibility of the FMPC.

master planning initiatives

Facility assessment update

All buildings have been reviewed to update the facility condition assessment document

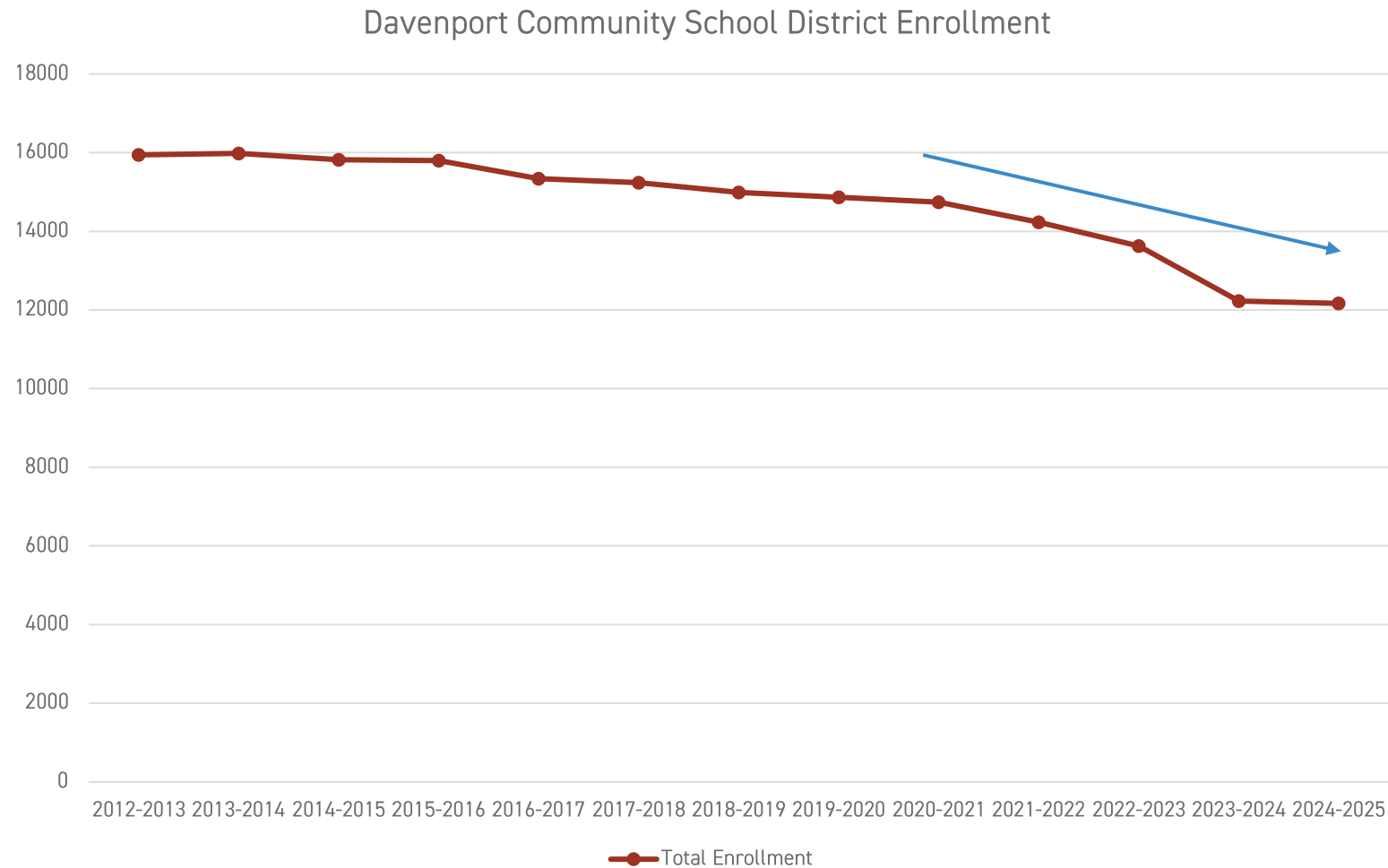
Capacity assessment update

All buildings have been reviewed for current utilization and documented in concert with current enrollment to update the capacity study document

Facility Master Plan Committee meetings and recommendations

FMPC members consist of parents and staff representing every building in the district.
The group has 4 meetings scheduled for the fall semester and 4 meetings scheduled for spring semester

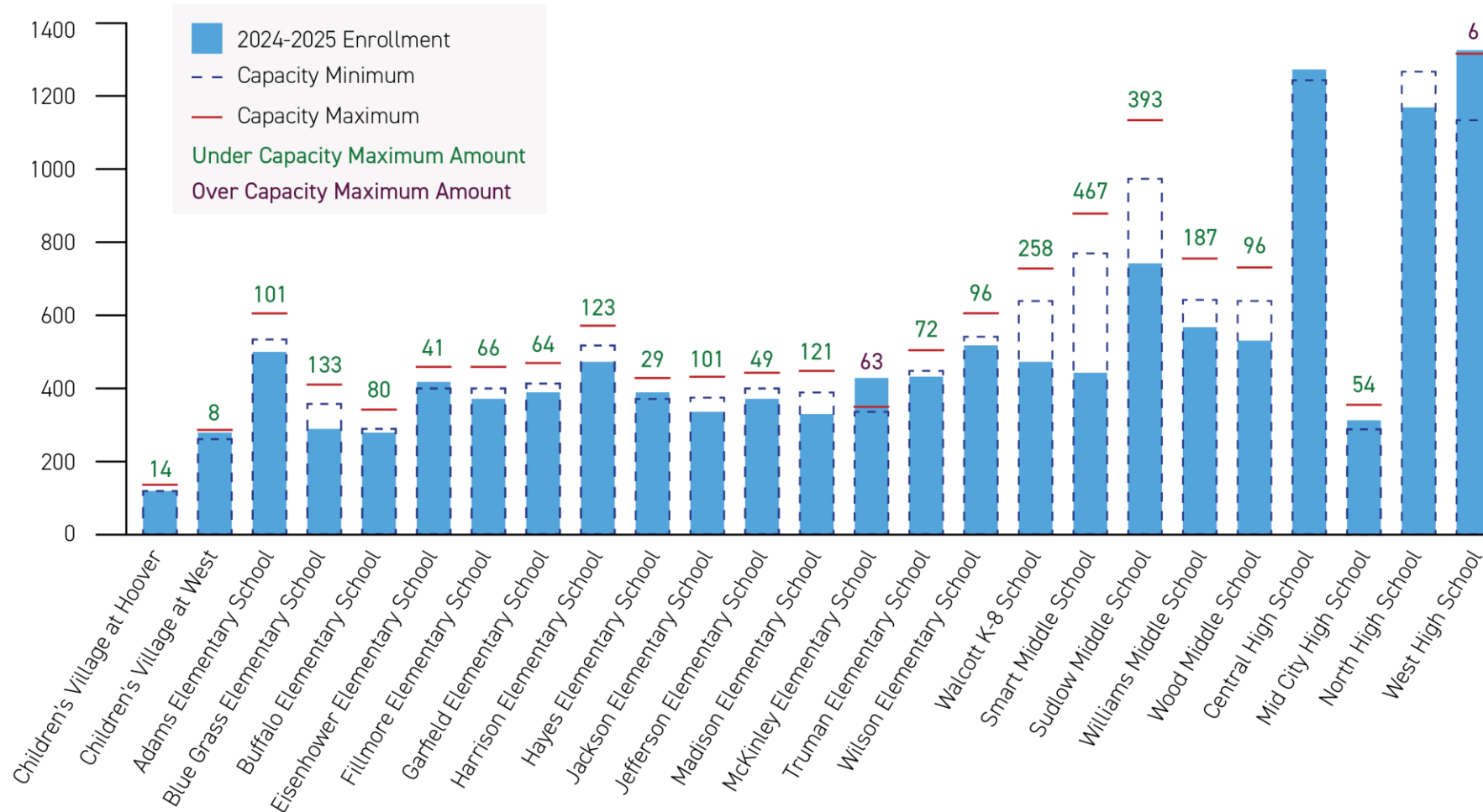
capacity assessment update



capacity assessment update

Under Capacity
Minimum: 975

Under Capacity
Maximum: 2,969



preschool pathway

preschool issues/concerns

Defining the problem

- There is currently not enough space to serve every 4-year-old in the district
 - Current reality will not support increase in number of 4-year-olds
- Currently serving approximately 500 – 4-year-olds
 - Children's Village West: 250 to 300 student capacity
 - Children's Village Hoover: 120 student capacity
 - School Based: Buffalo, Hayes, Jackson, Madison, Truman
- District enrolls approximately 800-900 in Kindergarten | approx. 1,500 city-wide
- Preschool program administrator must travel between CV facilities frequently

Note: The district also serves 3- and 5- year-old students (IEP and Gen Ed)



preschool issues/concerns

Defining the problem

- **Barriers to enrollment** = cost, transportation, wrap around care
 - Some families do not realize there is a fee for services
 - 4YO ½ day - free | full day - \$90/week
 - 3YO ½ day - \$90/week | full day - \$180/week
 - Must pre-pay monthly
 - We only offer transportation to special education students that qualify for the service
 - Wrap around care is expensive!
 - Free 4YO programming is only 2 hours 45 minutes per day
 - Even our full days are 8 am – 2 pm
 - Offer Stepping Stones from 2 pm – 5:30 pm at both CV West and CV Hoover BUT at an additional fee
- **District is losing** partner sites
 - Smaller sites in the community have difficulty obtaining and keeping a certified teacher
 - OR maintaining Iowa Quality Preschool Program Standards



preschool goals

Establishing Goals

- Be the first solution provider for children within the district
- Need a district-wide solution for preschool
- Goal to service approximately 80% - 90% of 4-year-olds in district
 - 700 – 4-year-olds
- Consolidate or improve operational efficiency of preschool programming



preschool goals

Establishing Goals

- Provide **efficiency**, improvement, and access to special education services (OT, PT, SLP)
- Provide **more access** to 'wrap-around' care
- Provide **clarity** to community for what is available
- **Reduction** in district overhead



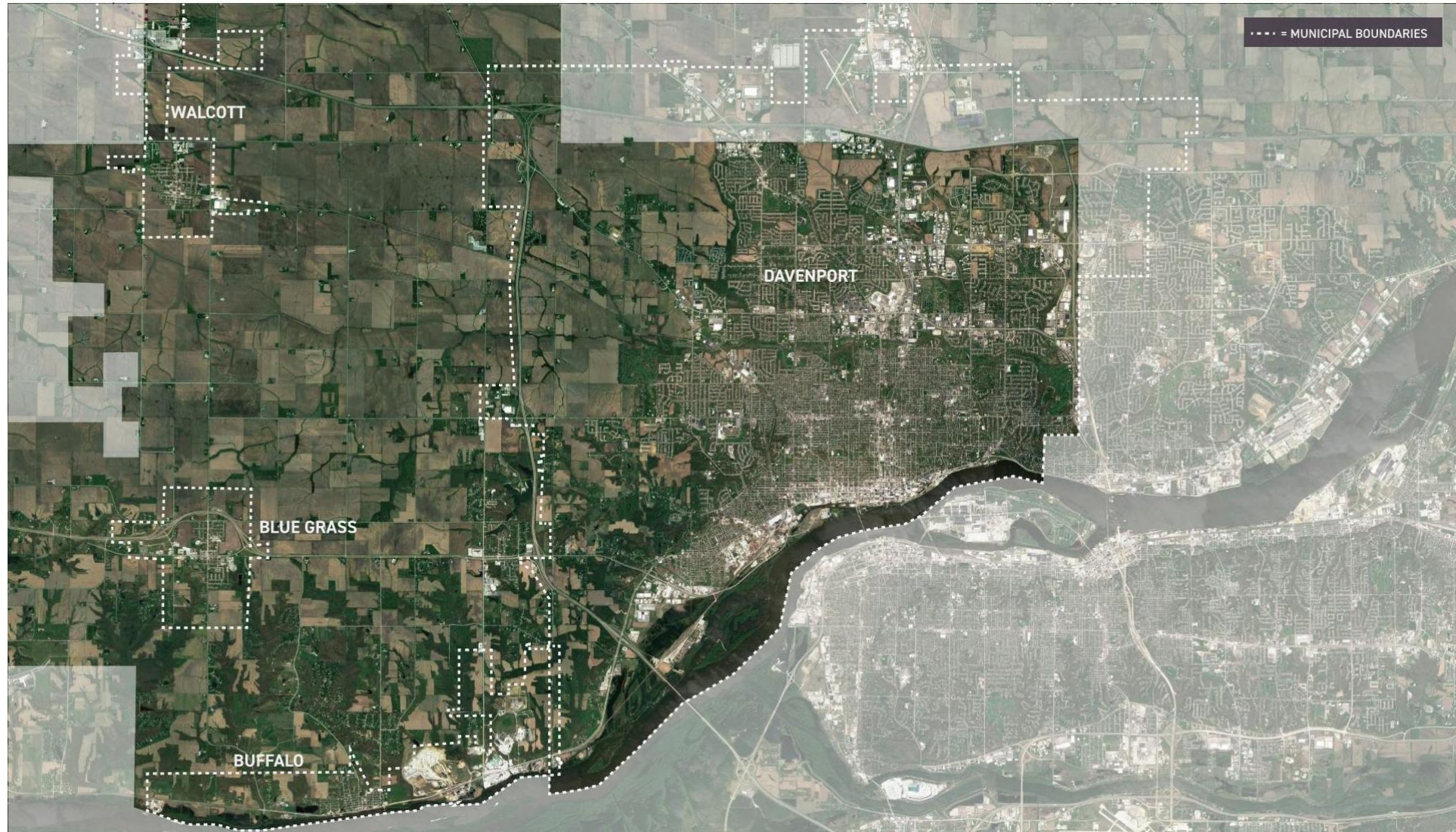
preschool existing pathway

Current reality

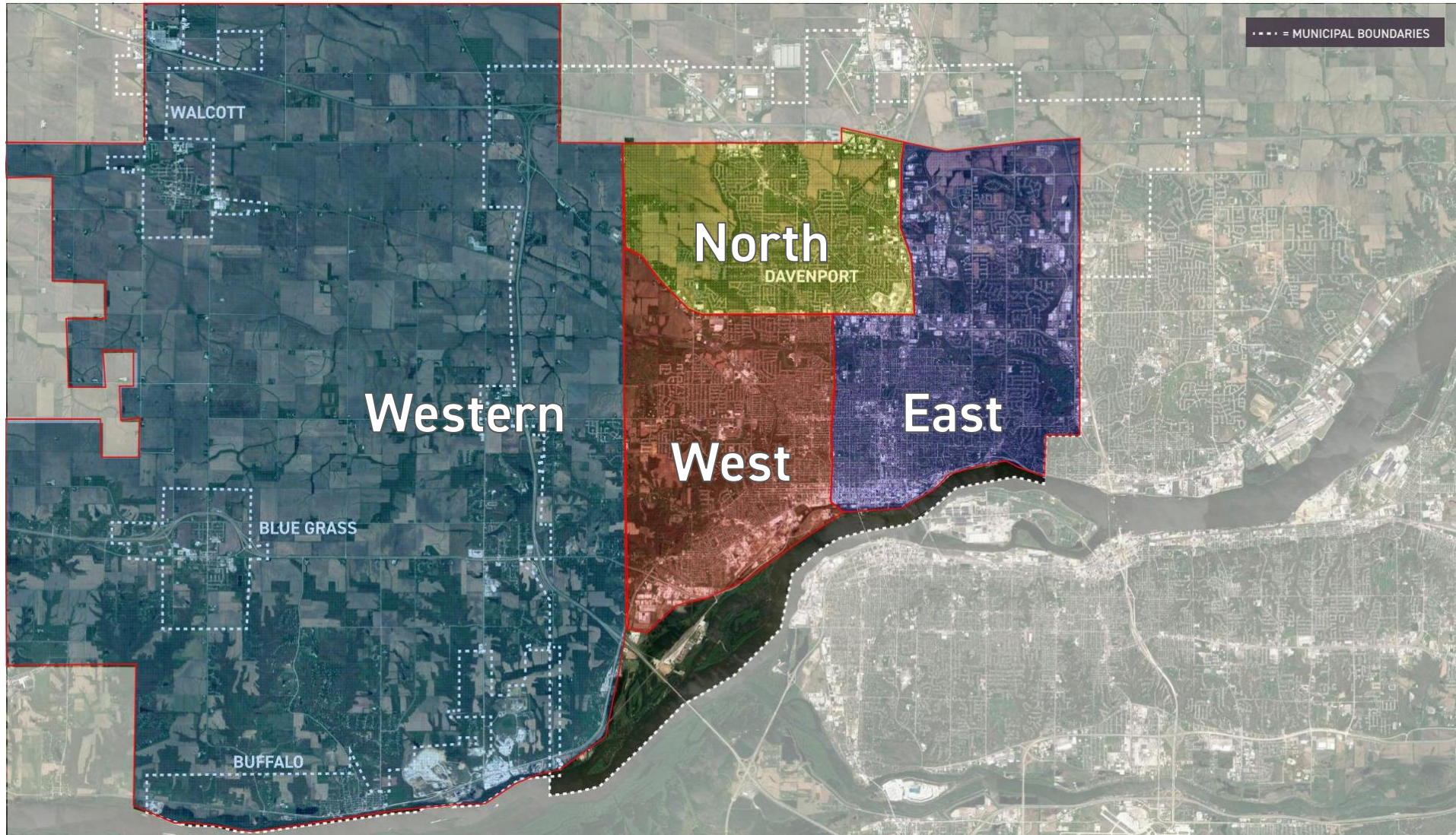
- (2) Two Children's Villages | Center Based Preschools
 - CV West
 - CV Hoover
 - Each requires: Secretary, Nurse, Administrative Support
- (5) School Based Preschools | District-wide
 - **Buffalo:** morning preschool
 - **Hayes:** afternoon preschool
 - **Jackson:** morning with wrap around service
 - **Madison:** afternoon with wrap around service
 - **Truman:** morning/afternoon preschool
- **Typical class size** = 20 students
- **Supports** not centralized
- **Inconsistent access** across district



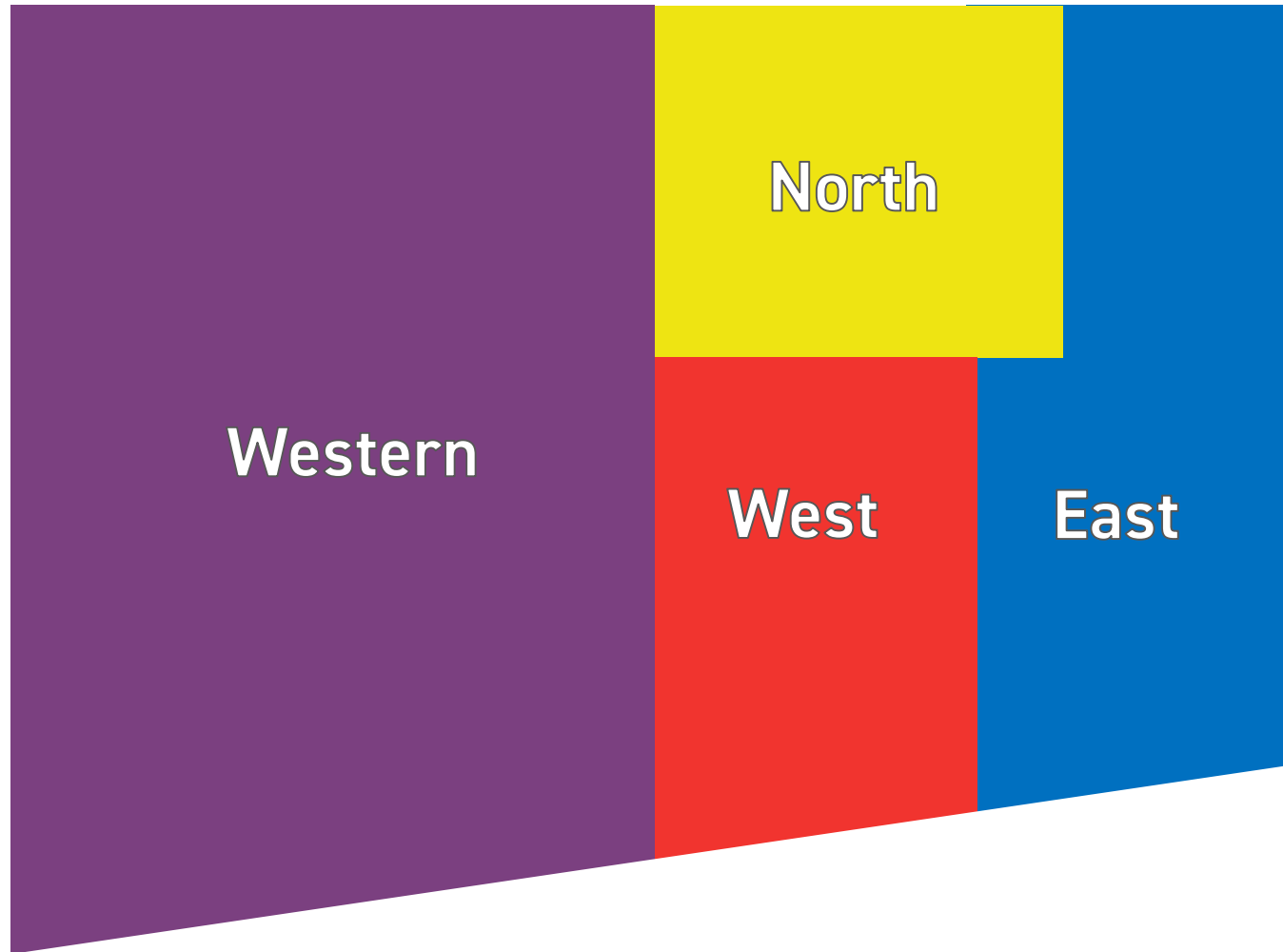
district boundary map - actual



district boundary map - regions

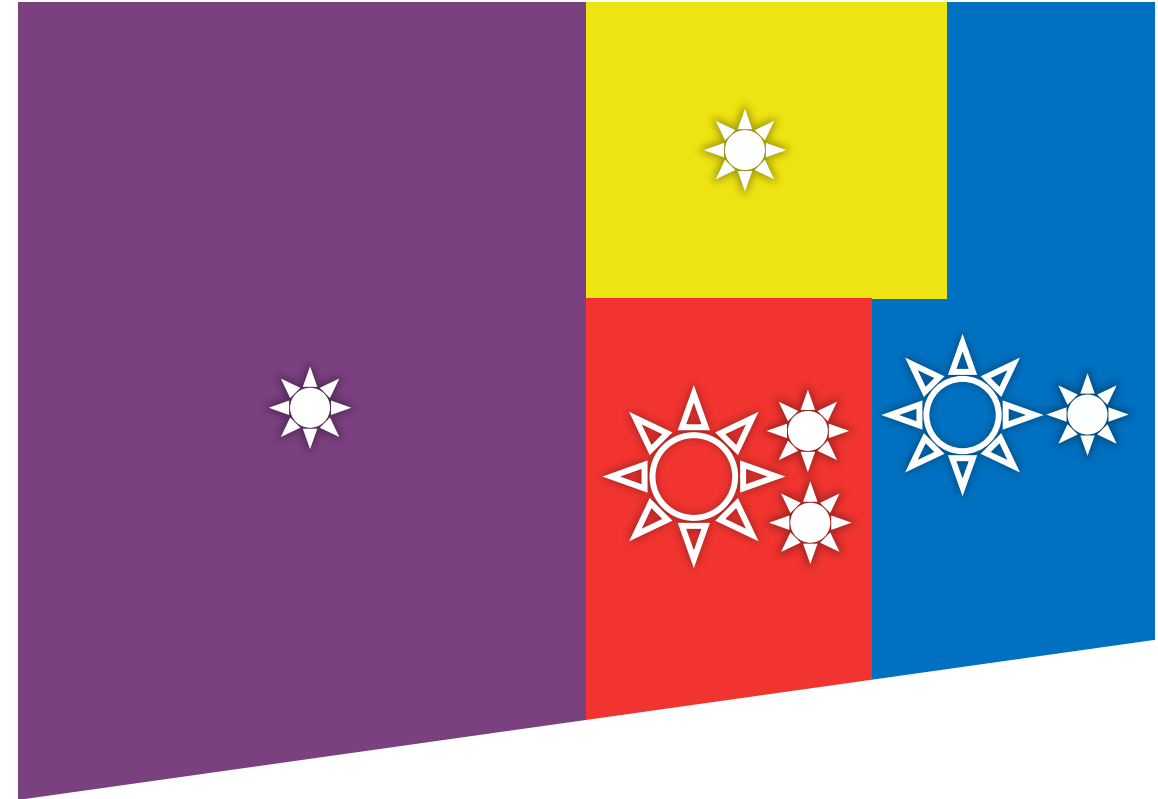


district boundary map – region diagram



preschool existing pathway

- **Current reality**
 - (2) Two Children's Villages | Center Based Preschools
 - CV West
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 - Each requires: Secretary, Nurse, Administrative Support
 - (5) School Based Preschools | District-wide
 - **Buffalo**: morning preschool
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 - **Madison**: afternoon with wrap around service
 - **Truman**: morning/afternoon preschool
 - **Typical class size** = 20 students
 - **Supports not centralized**
 - Early childhood specialized administration, coaching, and student supports are currently spread across 7 buildings
 - **Inconsistent access** across district
 - Most sites in the West region, only one site North of Locust Street

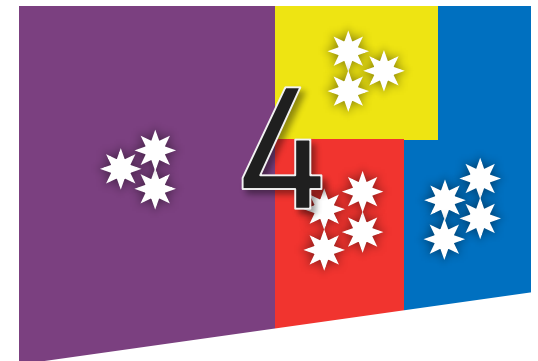


preschool options

preschool options

- Solution options

- Exploration of (4) four potential scenarios
- Scenarios to be reviewed, discussed and validated for developing recommendation to board
- Scenario 1
 - (1) centralized Children's Village center
 - (7) regional school-based preschools
- Scenario 2
 - (3) regional Children's Village centers
 - (1) regional western school-based preschool
- Scenario 3
 - (1) centralized Children's Village center
- Scenario 4
 - All school-based preschools (each elementary)

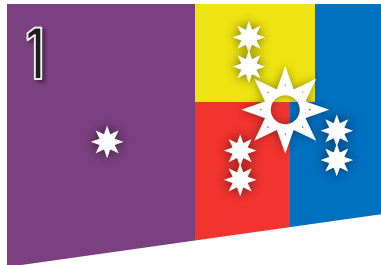


preschool pathway recommendation

preschool options

• Scenario 1

- **One** (1) Children's Village
 - Centralized location
- **Seven** (7) School-based Preschool Locations
 - Two (2) per region (east, north, west)
 - One (1) per western region
- **Pro**
 - Single centralized admin
 - Fosters good collaboration
 - Variety of choices for families
 - Centralized support for care (spec ed)
 - Better ability to provide wrap around care
 - Creates efficiency with facilities
- **Con**
 - Requires large facility for single center
 - Reducing quantity of Children's Villages
 - May require facilities / site modification for buildings



• Scenario 4

- **Fifteen** (15) School-based Preschool Locations
 - One (1) per each elementary building
- **Pro**
 - Collaboration between grade levels
 - Access for families
 - Nurse / admin support already at building
- **Con**
 - Decentralizing support
 - Lack of collaboration (staff)
 - Lack of classroom staffing efficiency
 - Special education not supported equally at buildings
 - Likely requires significant construction/reorganization at multiple buildings
 - Likely requires site/playground modifications at each building

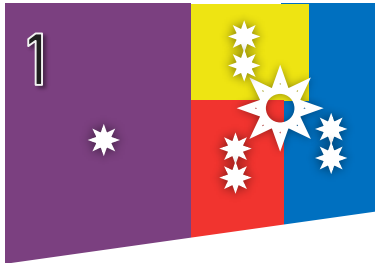
INITIAL REACTIONS INDICATED A STRONG PREFERENCE FOR SCENARIO 4 HOWEVER IT WAS UNDERSTOOD THAT THIS ALSO PRESENTED THE HIGHEST FINANCIAL IMPLICATIONS

THE OTHER VERY HIGHLY DESIRED PLAN WAS SCENARIO 1, HOWEVER FURTHER DISCUSSION YIELDED CONCERNS ABOUT DISTRICT-WIDE ACCESS AND EQUITY OF SERVICE

preschool options

• Scenario 1

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HYBRID 1-2

• Scenario 2

- **Three** (3) Children's Village
 - One each (east, north, west)
- **One** (1) School-based
 - Located in western region
- **Pro**
 - Better Children's Village access for families
 - High collaboration between staff
 - Improved grade level staffing efficiency
 - Access to care (spec ed)
- **Con**
 - Requires several larger facilities
 - Decreased administrative efficiency
 - Decreased admin/nurse/staff efficiency
 - Security / playground / food service needs
 - Requires purchase of facilities
 - May require playground construction

AFTER FURTHER GROUP DISCUSSION THE FMPC COMMITTEE CENTERED ON A PREFERENCE FOR SCENARIO 2 -THIS SCENARIO WAS FELT TO PROVIDE BETTER ACCESS OF SERVICE AND PROGRAMMING ACROSS THE ENTIRE DISTRICT

**THE FINAL CONSENSUS WAS THAT THE MOST APPROPRIATE SCENARIO WOULD BE A HYBRID BETWEEN OPTIONS 1 AND 2
THIS RECOMMENDATION WOULD POINT TOWARD 1 CENTER PER REGION WITH OPTIONS FOR SCHOOL BASED LOCATIONS WITHIN EACH REGION**

continuum of care pathway

continuum of care pathway

Defining the problem

- **Environmental layout** matters for students requiring support and must be responsive to all types of needs (classroom, building, campus)
- **Minimize off site** programming by creating more inclusive environments
- **District enrollment decreasing** but the ratio and number of students needing supports is increasing
- **There is need to provide support** before off-site services provided
- **There is need to strengthen our continuum of services within the buildings** for our students with Behavioral Disabilities and Intellectual Disabilities
- **Existing solutions** have been reactionary



continuum of care pathway

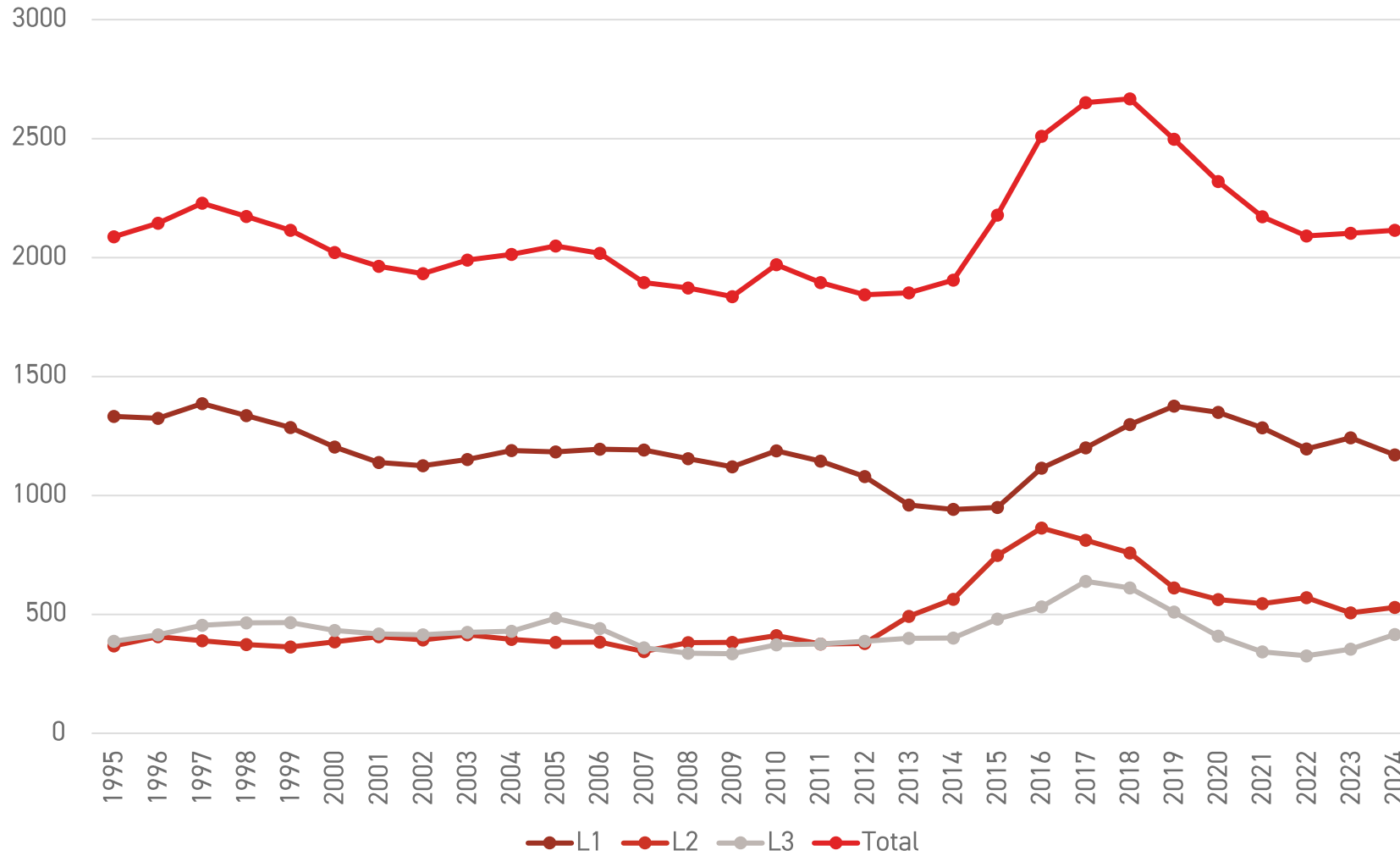
Defining the problem

- **Despite** declining enrollment
 - Number of students with individual education plans (IEP) is increasing
 - Number of students requiring more mild services to more intensive services is increasing
 - The more intense the student need, the more accommodations, modifications and services a student needs
- **All buildings** are equipped to serve mild disability needs in any area
- **A majority** of buildings are able to serve more moderate to severe disability needs
- **Regionally** the district has classrooms to serve more significant intellectual disabilities
- **Would like to build** the continuum to better serve our moderate to significant disability needs specifically for behavior, mental health, and autism

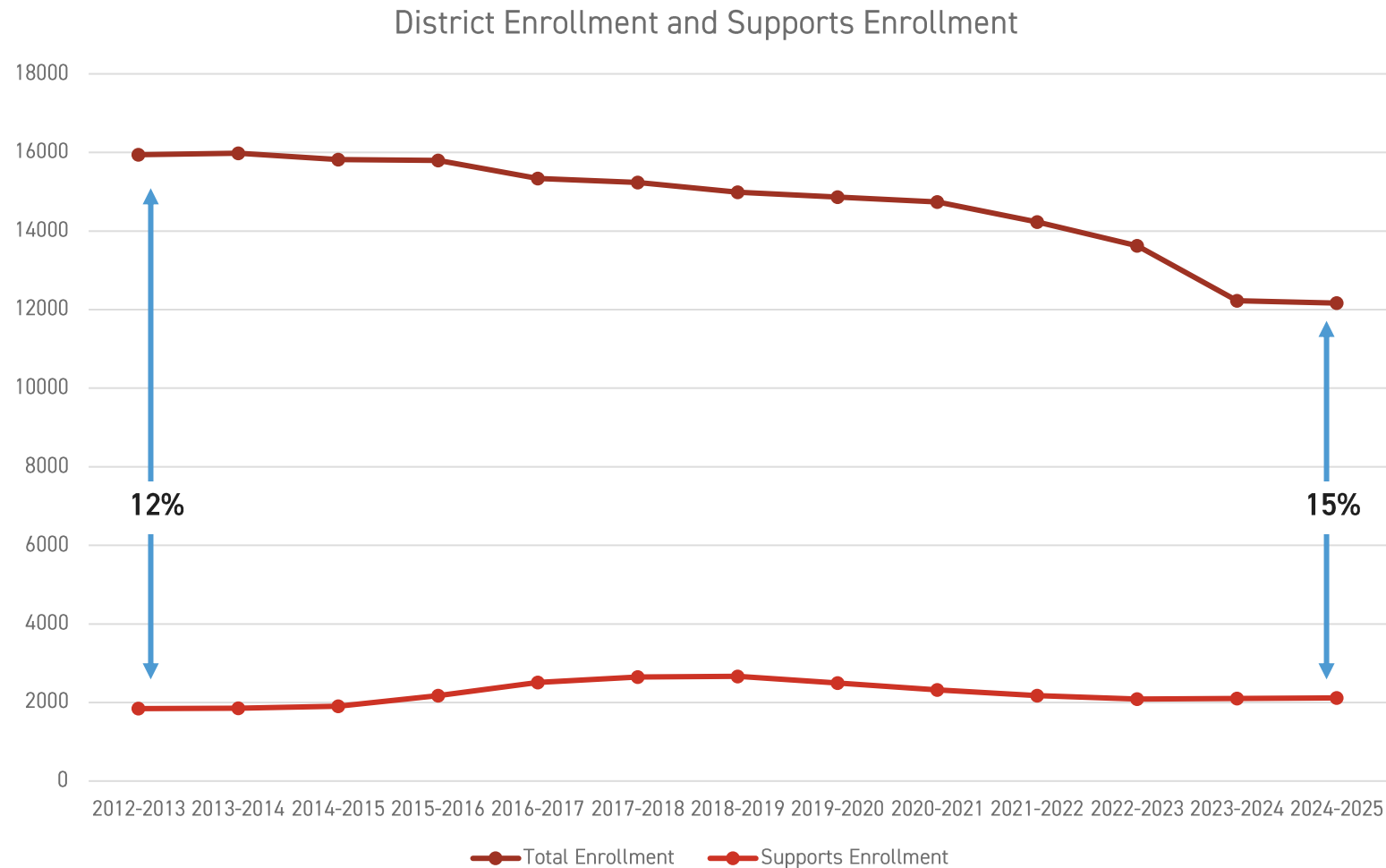
School Year	Student Enrollment with IEP	Level 1	Level 2	Level 3
2023-2024	2,102	1,242	506	354
2024-2025	2,115	1,171	529	415

continuum of care pathway

Supports Enrollment History



continuum of care pathway



high incidence vs low incidence disabilities

Low-Incidence (LI) disabilities are rare, impacting less than 1% of school-aged children

High-Incidence (HI) disabilities are more prevalent, affecting approximately 10% of school-aged children



Feature	High-Incidence Disabilities	Low-Incidence Disabilities
<i>Prevalence</i>	Common • appx 10% of overall student population • Appx 80% of students with disabilities	Rare • Appx 1% or less of overall student population
<i>Examples</i>	Specific Learning Disabilities (SLD), Attention Deficit Hyperactivity Disorder (ADHD), Speech/Language Impairment	Sensory impairments (blindness, deafness), multiple disabilities, severe intellectual disabilities, traumatic brain injury, autism spectrum disorder
<i>Educational Settings</i>	Often included in general education classrooms with appropriate accommodations and support. This could involve a resource room, pull-out services, or in-class support.	Often require more specialized services and may spend more time outside the general education classroom in separate, self-contained, or specialized settings which may be the least restrictive environment.
<i>Interventions</i>	Strategies focus on academic and behavioral support within the general education curriculum. This includes explicit instruction, small-group instruction, and intensive practice.	Instruction is often more individualized, intensive, and focused on functional life skills and community participation, rather than a strictly normative, developmental approach. Assistive technology is frequently a vital component.
<i>Educator Needs</i>	General and special education teachers work collaboratively. The general education teacher provides most of the instruction, while the special education teacher assists with modifications and accommodations.	Highly specialized personnel, such as physical therapists, occupational therapists, and teachers with specific training (e.g., for the visually impaired), are required to provide appropriate services.

whole-school inclusion for all abilities

Regardless of the disability, an inclusive approach considers the needs of all students to create a supportive and functional environment for everyone. A school's physical space can support this vision by ensuring that accessibility and accommodation are foundational design principles, not afterthoughts



considerations for physical environment

School-wide considerations

Clear signage: Consistent signage throughout the school can help students navigate the campus confidently.

Quiet zones: Designating certain areas, such as a section of the library or a quiet courtyard, can offer a retreat from the general noise and activity of the school day.

ADA compliance: All school facilities must meet the requirements of the Americans with Disabilities Act (ADA). This includes accessible routes (36 inches or wider), ramps, curb cuts, accessible parking, and accessible loading zones.

Elevators and lifts: Multi-level buildings must have elevators to ensure all floors are accessible. Stage ramps or lifts should be used in auditoriums so that students can participate in performances.

Wide and clear pathways: Hallways, classrooms, and common areas must have wide, clear paths to accommodate wheelchairs and other mobility devices.

Accessible restrooms: Restrooms should have accessible stalls, grab bars, lowered sinks, and appropriate signage.

Sensory rooms: For students with significant sensory processing needs, a dedicated sensory room can provide therapeutic tools for regulation.

Adaptive playgrounds: Outdoor play areas should include accessible equipment, ramps to elevated structures, and a smooth, safe surface.

Health and personal care: Specialized equipment for personal care, a designated nursing station, and private changing areas should be available for students with health needs.



considerations for physical environment

Classroom design

Minimal distractions: Reducing visual and auditory clutter can help students with ADHD or sensory sensitivities concentrate. This can include decorating with calming colors, covering fluorescent lights with filters, and keeping the front of the classroom wall relatively bare.

Flexible seating: Offering alternative seating options, such as stability balls, wobble stools, or standing desks, allows students who need to move to do so without disrupting the class.

Clear organization: Establishing logical, defined zones and clear pathways within the classroom helps students with organizational challenges or who struggle with transitions. Color-coding materials can also reduce confusion.

Quiet spaces: Designating a "calm-down" or quiet corner with a comfortable chair, beanbags, or sensory tools can provide a refuge for students who feel overstimulated.

Visual supports: Posting visual schedules and step-by-step task lists helps to create predictability and reduce anxiety around unexpected changes, which benefits students with autism and ADHD

Adjustable furniture: Classrooms should include tables and desks with adjustable heights to accommodate students who use wheelchairs.

Access points: The physical space must accommodate assistive technologies, from low-tech supports like adapted writing tools to high-tech devices like communication systems.

Strategic placement: Computer stations, whiteboards, and other essential tools should be placed at heights accessible to all students



considerations for continuum of care

Provide consistent option for programming and access for supports

Preschool families need access

Supports to embrace regional pathway for feeder system

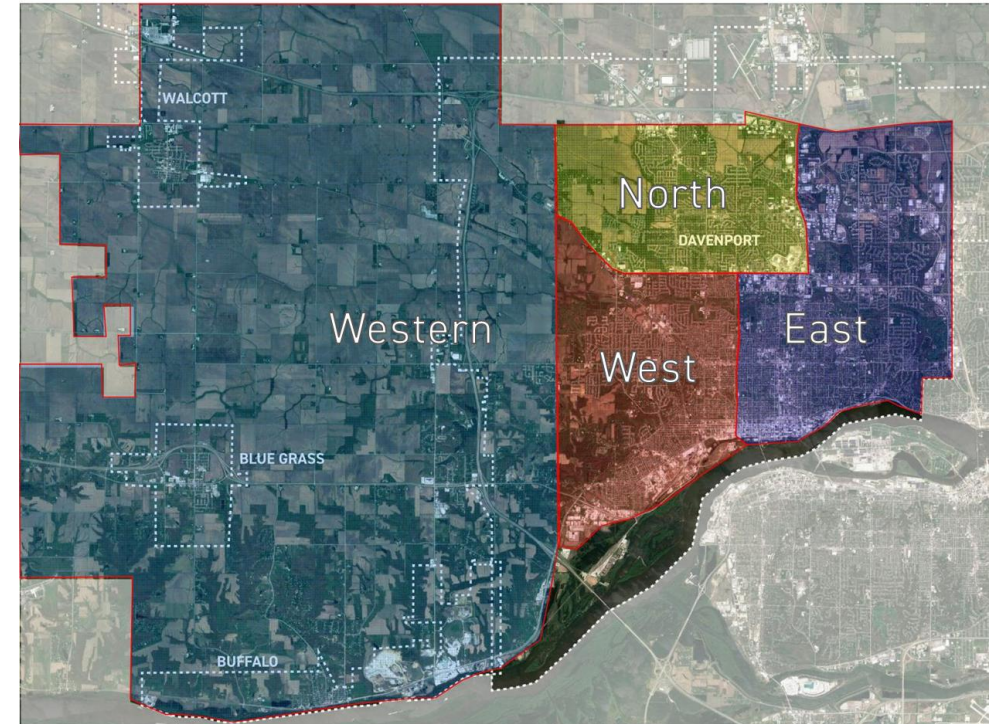
- *East/Central Region | North Region | West Region | Western Region*
 - *High Schools | Middle Schools | Elementary Schools*

Distribution of programs/supports to buildings within each region (east central, north central, west central, western)

- Solution of each type at a building(s) in each region

Have solution for support at elementary level for significant care such as Autism

District goal to not send students out of district nor off site



continuum of care pathway

Distribution of programs/supports to buildings within each region

East/Central Region | North Region | West Region | Western Region

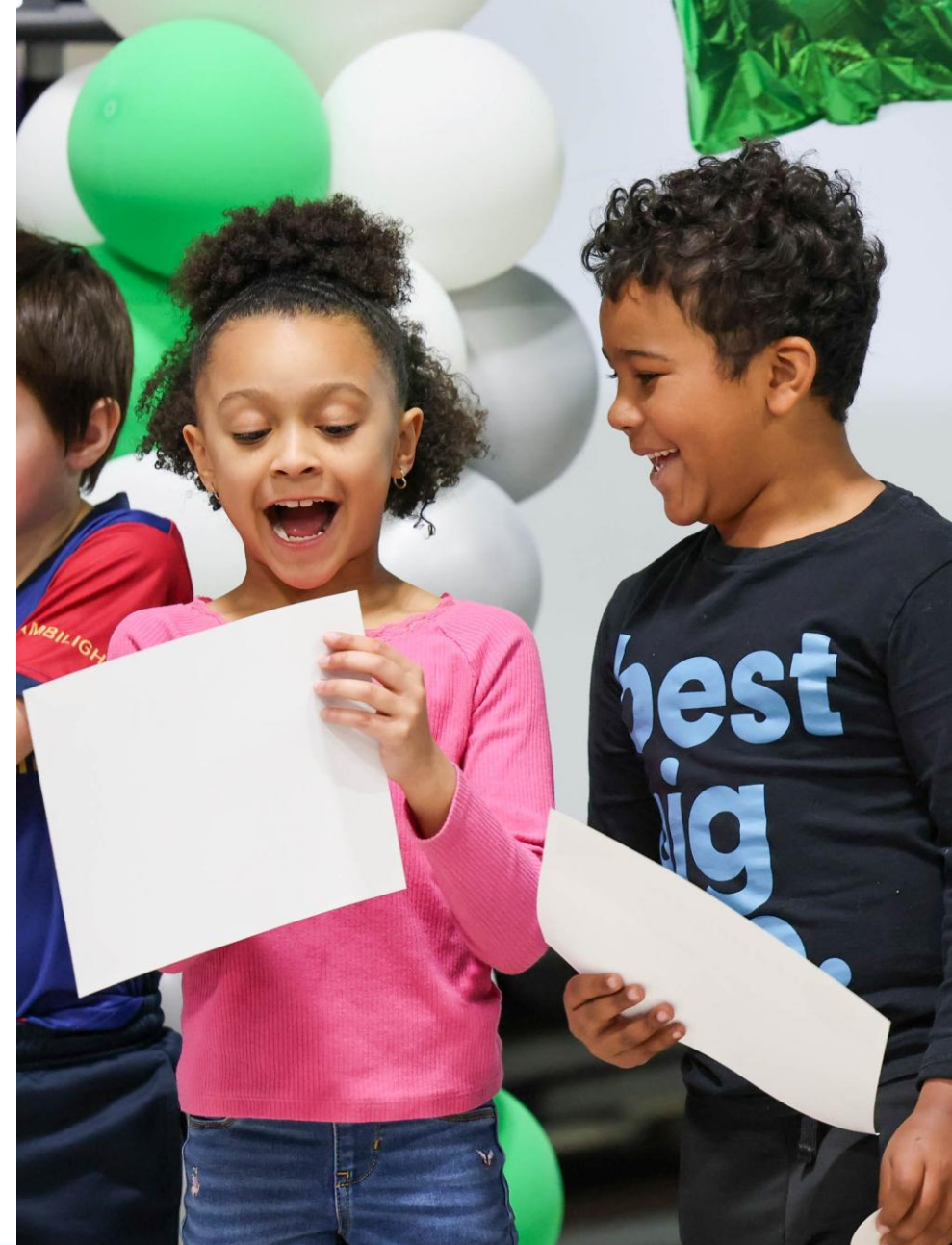
- Solution of each type at a building(s) in each region

Supports for the regional pathway include the following:

- *High Schools*: each have supports
- *Middle Schools*: two buildings to have supports
 - Solution needed at remaining two buildings
- *Elementary Schools*: each elementary has support behavioral disability
 - Regional solution is needed for significant disability:
 - Behavioral disability – Minimum 1 building each region
 - Intellectual disability – Minimum 1 building each region

Autism at each level for significant care (elementary, middle, high school)

Significant district-wide solution for significant mental health/ behavioral need



continuum of care

Significant | Off-site Programming for significant mental health/ behavioral need

- **Thrive/Rise** – currently at Davenport Learning Center
- **Thrive (Special Education Programming)**
 - 6-8 students per grade level
 - Grades 3 – 10
 - Need more interventionist space
 - Need social workers/staff
 - Need a better floor plan that sets us up for success
- **Rise (HS At-risk Programming)**
 - Long term discipline issues
 - Temp placement before returning to school campus
 - 10 per classroom
 - 2 classrooms per grade level
 - Predominately general education
- **Thrive/Rise** need to be isolated and well-defined programs from one another
- **Currently** located at Davenport Learning Center



continuum of care pathway recommendation

continuum of care pathway

Solution option

- **General approach** to create a holistic, district-wide solution
 - Significant
 - (1) One Thrive/Rise facility or building wing
 - Autism
 - (1) One classroom within district at each level (elementary, middle, high school)
 - Behavioral
 - (1) One facility per region at elementary level
 - Different facility than ID
 - At each Middle School
 - At each High School
 - Intellectual
 - (1) One facility per region at elementary level
 - Different facility than BD
 - At each Middle School
 - At each High School
- Strat 2
 - (2) Two teachers per building
- Strat 1
 - (2) Two classrooms per building
- **Note:** Exact facilities, programming, staffing to be developed by district leadership

fmpc summary pathway recommendation

Preschool

• Scenario 1

- **One** (1) Children's Village
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**THIS RECOMMENDATION WOULD POINT TOWARD 1 CENTER PER REGION WITH OPTIONS
FOR SCHOOL BASED LOCATIONS WITHIN EACH REGION**

dcsd fmpc pathway | continuum of care

- **Continuum of Care**
 - Significant
 - (1) One Thrive/Rise facility or building wing
 - Autism
 - (1) One classroom within district at each level (elementary, middle, high school)
 - Behavioral
 - (1) One facility per region at elementary level
 - Different facility than ID
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 - Intellectual
 - (1) One facility per region at elementary level
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 - At each High School
 - Strat 2
 - (2) Two classrooms per building
 - Strat 1
 - (2) Two classrooms per building

next
steps

BRAYARCH

facility master plan committee

Fall Session

- **Goal**
 - Validate and provide feedback for solutions for preschool and continuum of care
- **Board Meeting #1 | Monday, November 24, 5:30pm**
 - Committee of Whole
 - FMPC and District Leadership recommendation for solutions for preschool and continuum of care
 - Board discussion - need 2-3 volunteers to aid in discussion
- **Board Meeting #2 | Monday, December 8, 5:30pm**
 - Board Meeting
 - FMPC and District Leadership recommendation for solutions for preschool and continuum of care
 - Board vote - based upon discussion on Nov 24

Spring Session

- **(4) meetings**
 - Meeting #1 | TBD
 - Meeting #2 | TBD
 - Meeting #3 | TBD
 - Meeting #4 | TBD
- **Goal**
 - Validate and provide feedback for solutions for construction / technology / engineering (CTE) and recommended pathway and organization to help the district determine the best path forward to right size the quantity of our school buildings to align with current and projected student enrollments
- **Board Meeting #3 | TBD (April)**
 - FMPC and District Leadership recommendation for solutions for construction / technology / engineering (CTE) and recommended pathway and organization

End of FMPC

Recap & Recommendation



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Thank You!



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