

May 8 2024

SWD & Preschool Discussion

Sub Committee Workshop



# Sylvania City Schools Master Facilities Plan



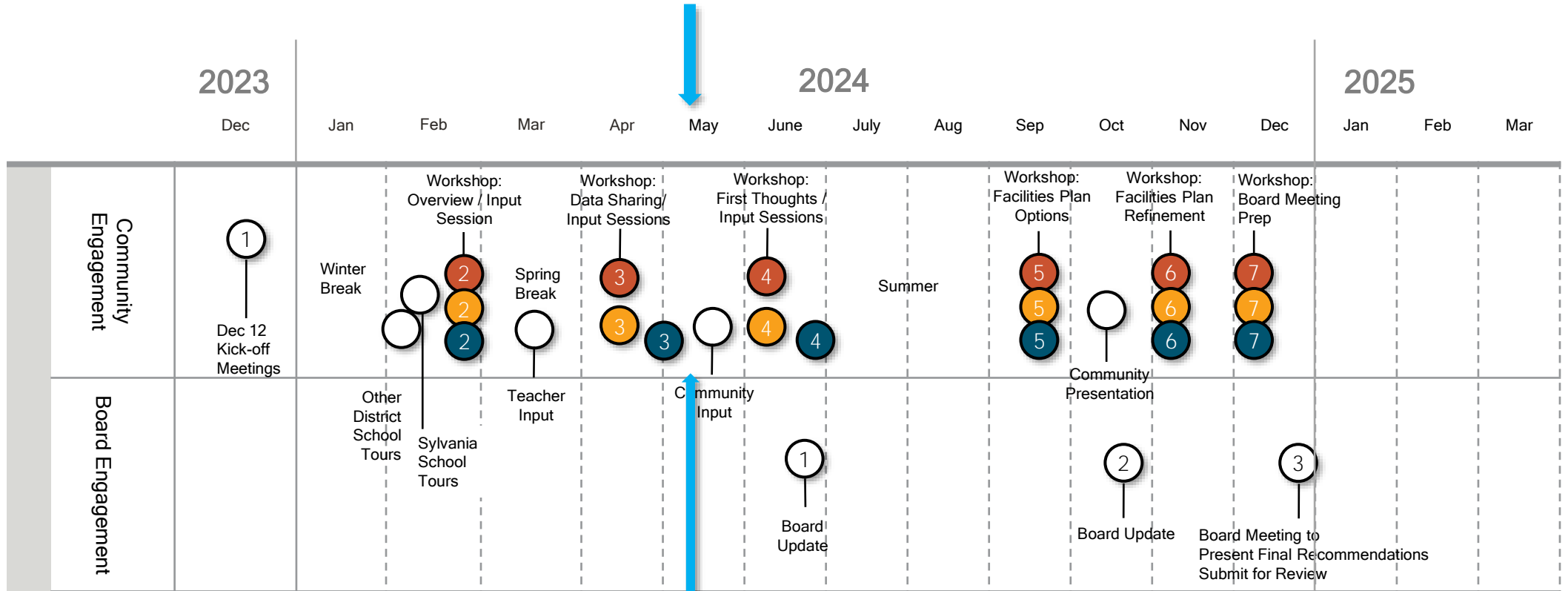
web

We will be using Poll Everywhere, to prepare please open the website:  
[PollEv.com/daveserra492](https://PollEv.com/daveserra492)

text

You can also respond by text by sending daveserra492 “22333”

Preliminary Schedule



- X Current & Future Facilities
- X Teaching & Learning Environments
- X Fiscal Responsibility

Dedicated Meeting to Discuss Special Education & Preschool

## Agenda

### 1 What we heard...

### 2 Special Education

- District Enrollment Trends
- Existing Learning Environments
- Trends & Best Practices

### 3 Preschool

- District Enrollment Trends
- Existing Learning Environments
- Trends & Best Practices

### 4 Next Steps

## Agenda

### 1 What we heard...

### 2 Special Education

- District Enrollment Trends
- Existing Learning Environments
- Trends & Best Practices

### 3 Preschool

- District Enrollment Trends
- Existing Learning Environments
- Trends & Best Practices

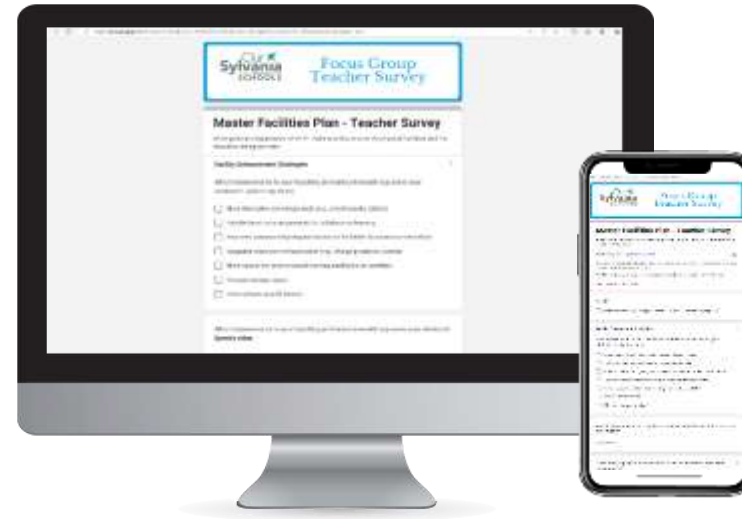
### 4 Next Steps

2

In-person Meetings

91

Participants



Teacher / Staff Engagement

2

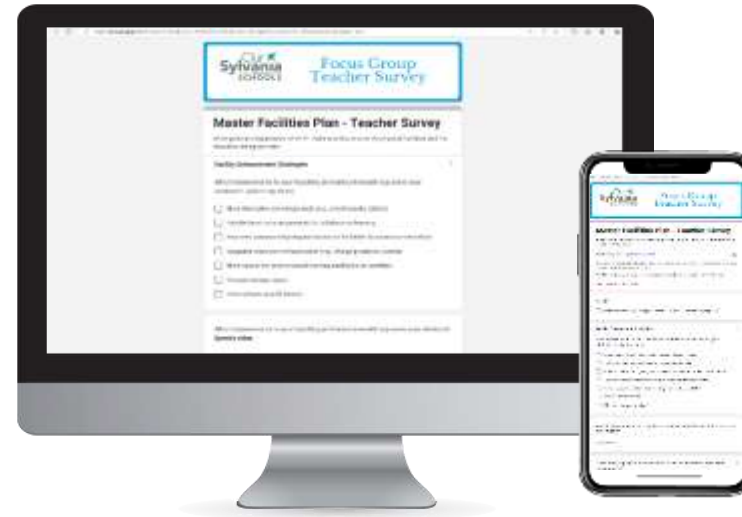
On-line Surveys

250

Educator Responses

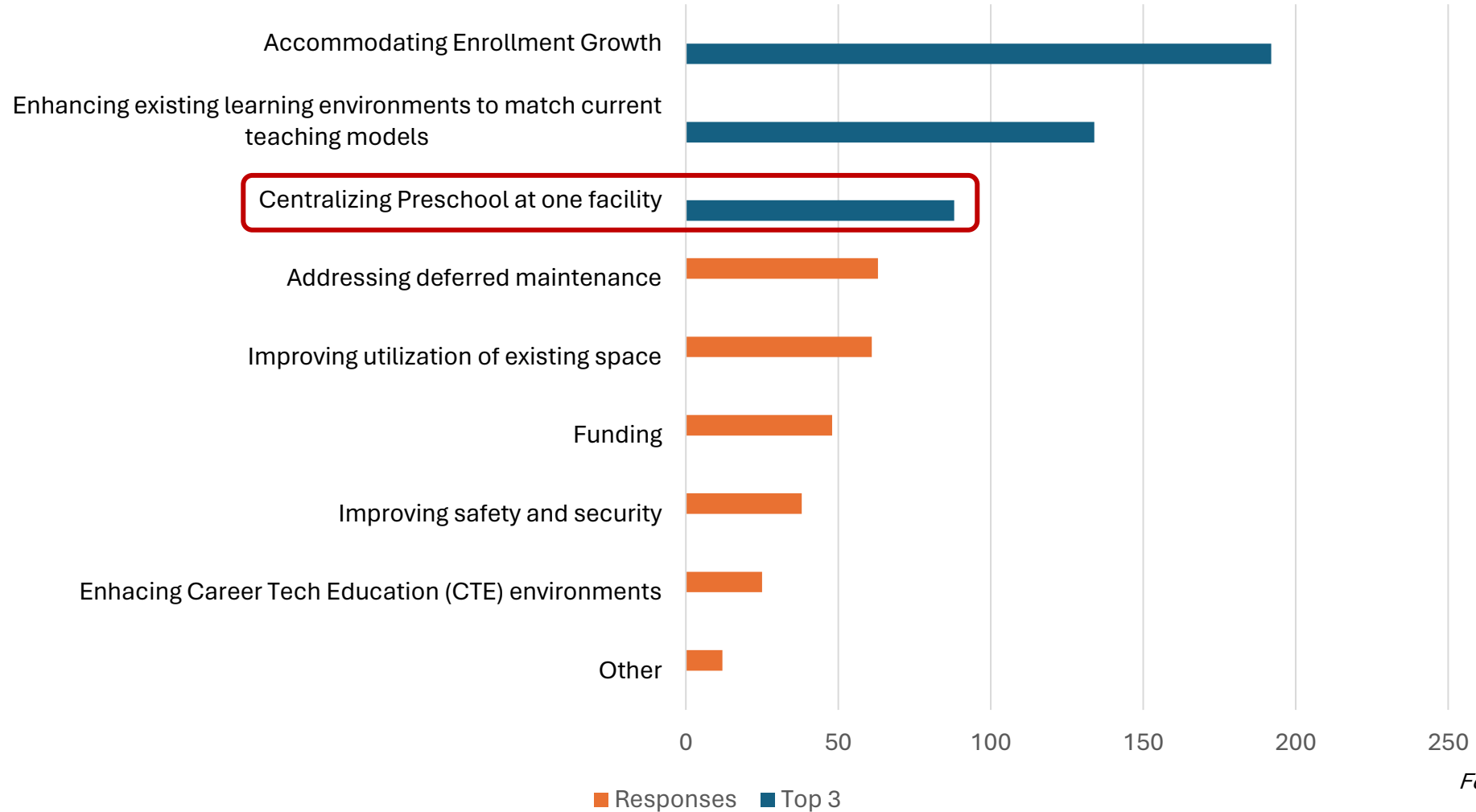
40

Staff Responses



### What are the top three issues this Master Facilities Planning process should address?

What we heard...



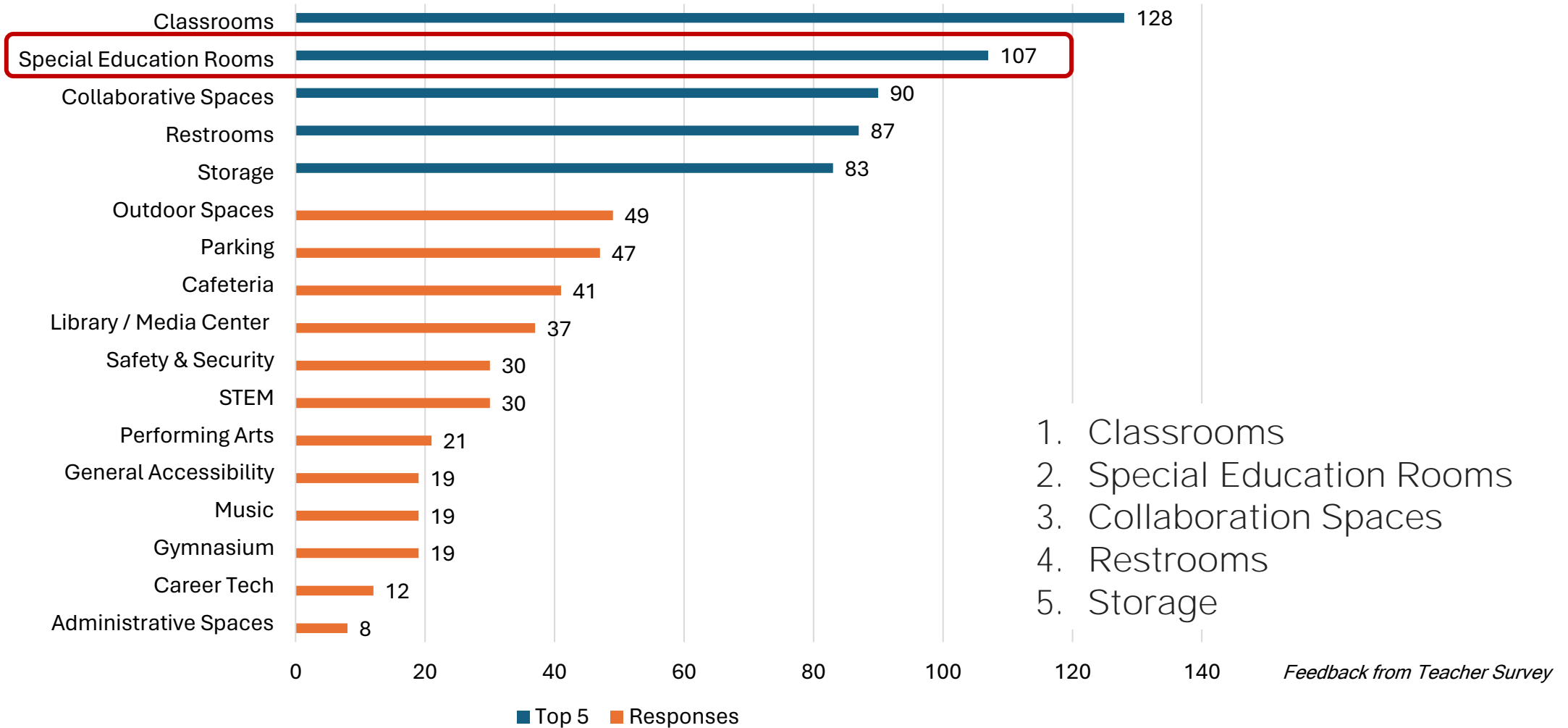
Feedback from Teacher Survey



### Which areas/aspects of your school facility do you think need the most improvement?

Please select up to five

What we heard...





## THE COLLABORATIVE

*Most mentioned missing facilities include....*

1. **Preschool Building:** desire for a centralized solution
2. **Career Tech Facility:** desire for a centralized solution
3. **Special Education Spaces:** desire for more dedicated, purpose-built spaces including, intervention areas, sensory rooms, autism-specific facilities
4. **Storage :** desire for improved solutions

*Other responses include...*

- Music Rooms
- Additional Elementary Building
- Larger Gyms and Indoor Sports Facilities
- Employee Break Rooms



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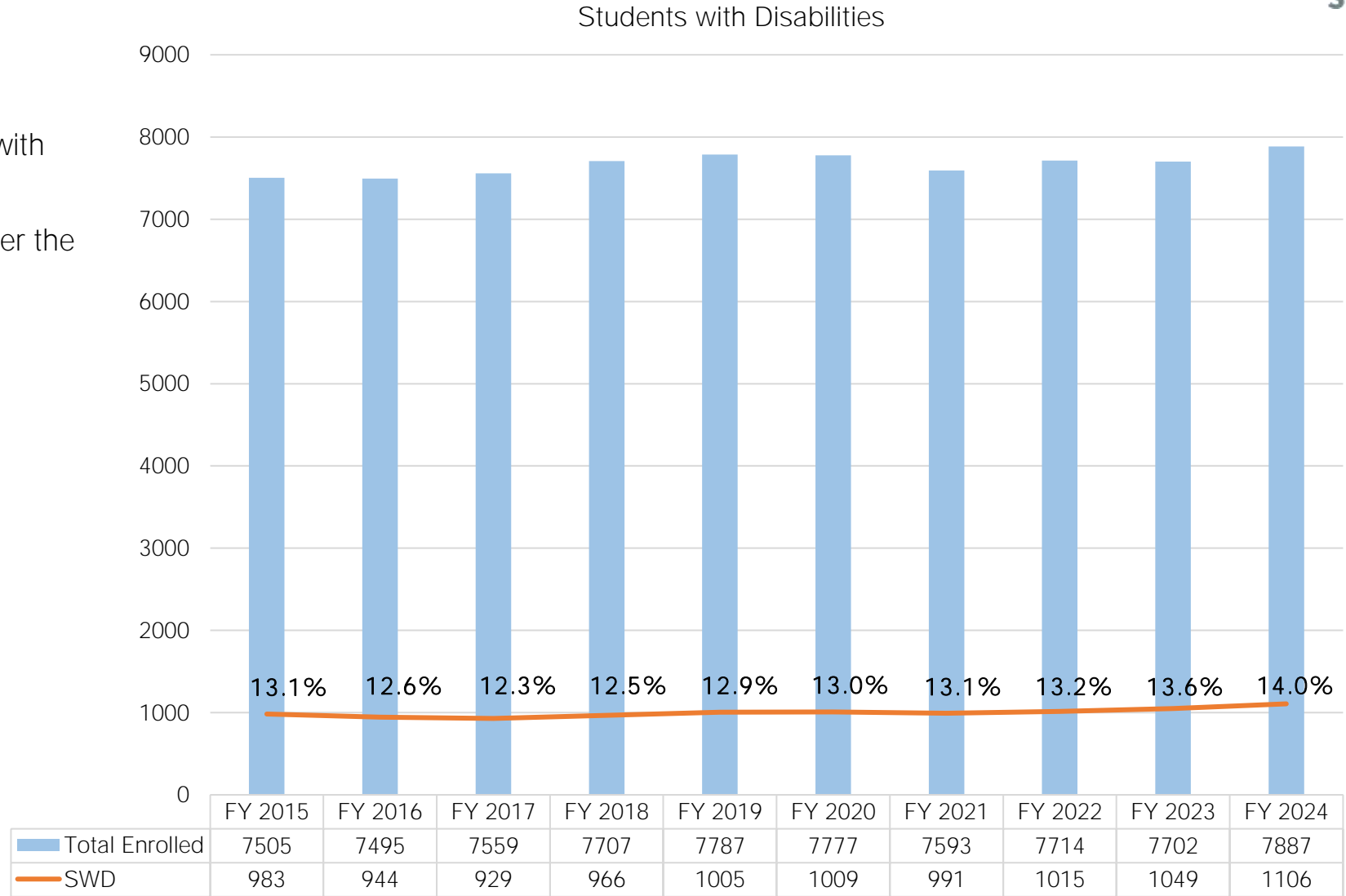
### 3 Preschool

- District Enrollment Trends
- Existing Learning Environments
- Trends & Best Practices

### 4 Next Steps

District Trends

- Number of students with disabilities has been steadily increasing over the past decade



*\*\*FY13-21 data is taken from the end of year reporting in the data collector.  
 Aligned with IDEA, Sylvania students are scheduled by individual need rather than disability condition code.  
 These numbers solely represent the level of intensity of student need and not disability code*



District Students with Disability by Need

Disability	Multi Dis 1	Deaf/Blind 2	Hearing 3	Visual 4	Speech 5	Orthopedic 6	ED 8	ID 9	SLD 10	Autism 12	TBI 13	OHI Major 14	OHI Minor 15	Dev Delay 16	Total
FY2013	33	1	4	1	69	8	49	40	412	126	5	0	179	31	957
FY2014	34	1	6	1	78	7	59	45	388	117	5	0	178	30	950
FY2015	40	1	6	3	80	7	59	46	382	127	4	0	199	28	983
FY2016	34	1	8	2	80	5	70	53	340	126	3	0	196	28	944
FY2017	27	1	12	3	74	4	75	45	309	132	3	1	211	34	929
FY2018	31	1	10	1	86	6	77	36	307	129	3	1	238	39	966
FY2019	30	0	9	4	97	4	67	34	315	136	3	1	268	39	1005
FY2020	25	0	10	1	99	4	64	29	316	151	4	2	259	45	1009
FY2021	24	0	10	3	103	5	66	29	304	153	2	1	251	40	991
FY2022	26	0	11	3	88	5	60	31	313	186	2	1	245	44	1015
FY2023	25	1	10	3	101	4	68	27	324	196	3	1	256	31	1049
FY2024	26	1	11	5	121	3	73	28	314	206	3	1	259	55	1106

Disability Condition Increased

- Speech
- Emotional Disturbance
- Autism
- Other Health Impaired
- Developmental Delay (Preschool)

Disability Condition Decreased

- Multiple Disability
- Orthopedic Impairment
- Intellectual Disability
- Specific Learning Disability

Decreasing  
 Stabilized  
 Increasing

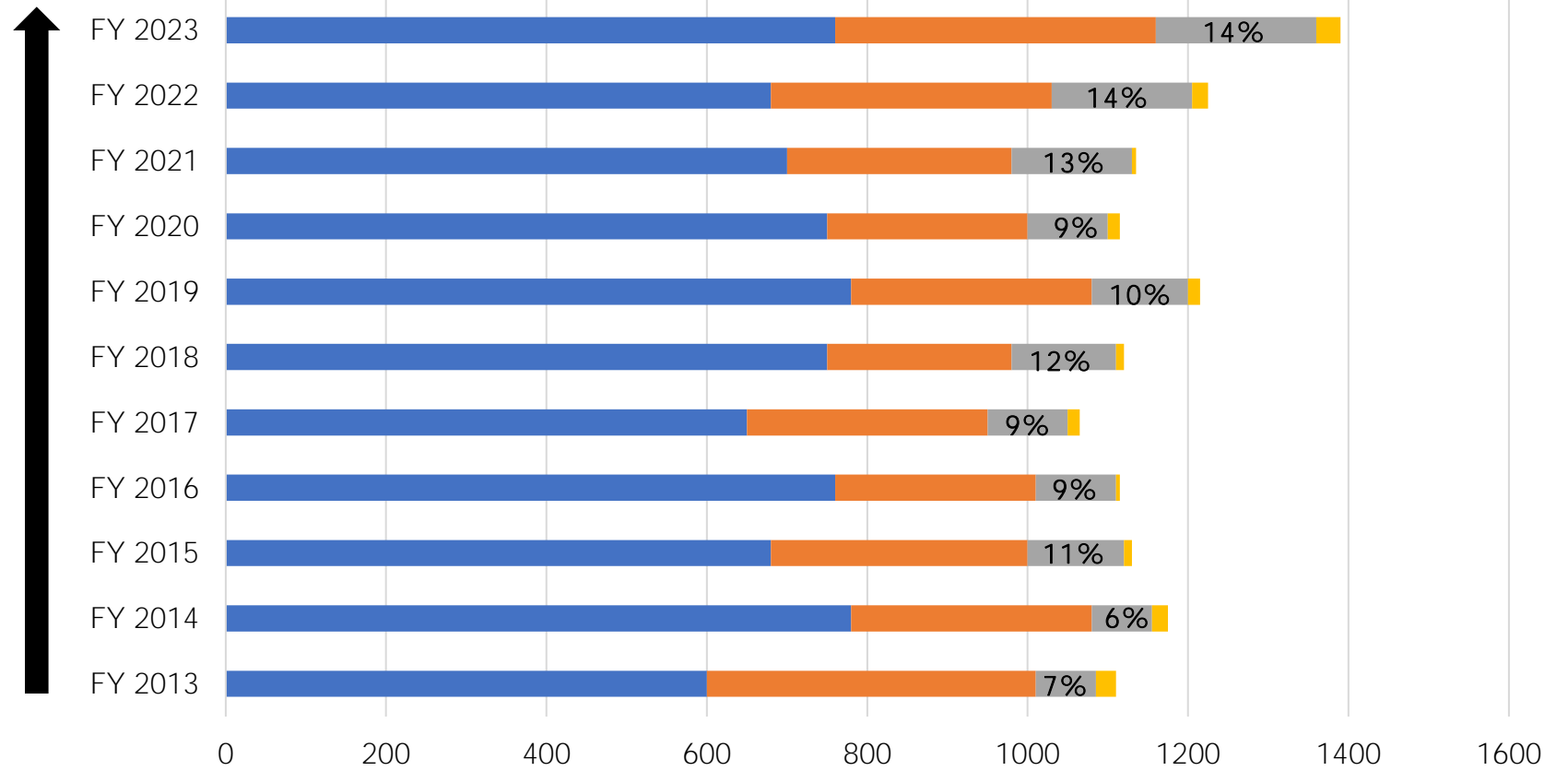
# THE COLLABORATIVE

*\*\*FY13-23 data is taken from the end of year reporting in the data collector.  
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 These numbers solely represent the level of intensity of student need and not disability code*



## District Trends

- The number of students with moderate to intense need for intervention is increasing
- More dedicated spaces outside of “regular classroom” are needed to support this growing population



	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
■ Outside regular class less than 21%	600	780	680	760	650	750	780	750	700	680	760
■ Outside regular class 21-60%	410	300	320	250	300	230	300	250	280	350	400
■ Outside regular class more than 60%	75	75	120	100	100	130	120	100	150	175	200
■ Separate School	25	20	10	5	15	10	15	15	5	20	30

*Special education is a service,  
not a place...*

*...but services require space*



**Additional Facility Considerations for Special Needs Students  
Housed in Special Needs Classrooms**

Disability	Group 1 – Areas Inside the Classroom								Group 2 – Areas Outside the Classroom			
	Art Area	Quiet Area	OT/PT Area	Science Area	Floor Mat Area	Mirrors Floor to Ceiling	Mirror on the Wall	Life Skills Area	Changing Area	Restroom	Shower Area	Wheelchair Storage Area
Autism	X	X	X	X					X	X		
Cognitive Disability (Mental Retardation)	X	X	X	X	X	X		X	X	X	X	X
Deaf-Blindness*	X		X	X			X	X				
Emotional Disturbance	X	X		X						X		
Hearing Impairment				X			X					
Multiple Disabilities*	X		X	X	X	X		X	X	X	X	X
Orthopedic Impairment	X		X	X						X		X
Specific Learning Disability				X			X					
Speech Language Impairment*							X					
Visual Impairment			X									
Traumatic Brain Injury	X	X	X	X			X		X	X		

\* Acoustical treatment is critical in these areas

*As the level of disability becomes more significant, the more space needed to accommodate the unique requirements of each student....*

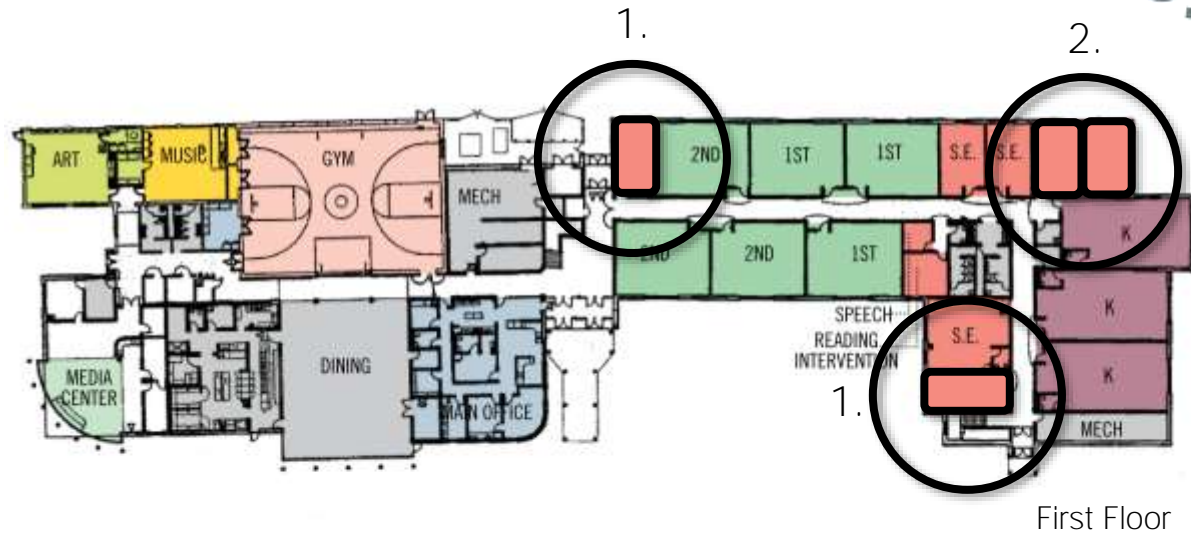
Accommodating Students with Disabilities

Fall 2024 | 7 additional dedicated Special Education classrooms will need to be accommodated across the district in the next school year

Building	# Self-contained M/I Class Spaces (current)	# Self-contained M/I Class Spaces (24/25)	How space has been created....
Central Trail	2	4	Possibly remove sensory room, which is already small
Highland	2	2	
Hill View	2	4	Taking out a second-floor teacher work room and sensory room
Maplewood	2	2	
Stranahan	3	4	Converting a conference room into classroom space
Sylvan	2	2	Previously removed conference room and sensory room to accommodate M/I space
Whiteford	2	2	
Arbor Hills	3	3	Previously changed teachers schedules to create additional class space, teachers move from room to room
McCord	2	3	May need to displace SLP or OT or add teacher on a cart to create enough M/I classroom space
Timberstone	3	4	Rearranging teachers room assignments, removing teacher workspace for student space, removing extra furniture from centrum spaces
Northview	6	6	
Southview	6	6	

7 additional dedicated Special Education classrooms will need to be accommodated across the district in the next school year

1. Teacher's Workroom and Sensory Room will be converted to dedicated S.E. classrooms
2. Existing larger dedicated S.E. classroom will be split into a smaller classroom and the Sensory Room



**PROGRAMMING KEY :**

	FACULTY & STAFF
	CLASSROOM
	COMPUTER LAB / MEDIA CENTER
	SPECIALTY CLASSROOM
	MUSIC ROOM
	GYM
	PRE K / KINDERGARTEN ROOM
	SPECIAL EDUCATION / INTERVENTION
	SUPPORT AREAS



Hill View Example

Accommodating Students with Disabilities

Examples of facilities for students with disabilities within similar/other local districts	→	How this compares to Sylvania School facilities for students with disabilities
<u>Dedicated, purpose-built</u> classroom space	→	<ul style="list-style-type: none"> <li>- <u>Shared</u> classroom environments, single class with dividers for two or more classes</li> <li>- <u>Available</u> classroom space (may) not meet student needs for small workspace, de-escalation/safe space, individual supports, small group or individual instruction</li> </ul>
<u>Sufficient</u> square footage per classroom space - 900 sf for typically 8-12 students, cap. Varies by need and age of students	→	<ul style="list-style-type: none"> <li>- Space is <u>found and repurposed</u> as needed, often smaller supportive spaces, not always recommended sizes</li> </ul>
<u>Space</u> for mobility equipment usage - ( <u>May not be necessary</u> due to lack of student need, students may be placed elsewhere, etc.)	→	<ul style="list-style-type: none"> <li>- Maintain education of students with mobility and physical needs that require total assistance (with mobility, self care, etc.) within individual home buildings</li> </ul>
<u>Inclusion</u> of self care facilities within space; restrooms, sinks	→	<ul style="list-style-type: none"> <li>- <u>Not always possible</u> to have facilities within space when repurposing existing space</li> </ul>
<u>Dedicated</u> sensory space	→	<ul style="list-style-type: none"> <li>- <u>Removal</u> of sensory space to hallways or shared classrooms</li> <li>- <u>Inability</u> to use space-saving sensory equipment due to structural limitations</li> <li>- <u>Reduction</u> of available sensory tools due to lack of space</li> </ul>
Service provider <u>dedicated</u> treatment/workspace	→	<ul style="list-style-type: none"> <li>- <u>Shared</u> treatment space among different providers requiring schedule adjustments</li> <li>- Results in <u>lack</u> of team collaboration or co-serving opportunities</li> <li>- Small treatment space <u>limiting</u> service options, storage of necessary equipment, ability to serve groups of students</li> </ul>
<u>Dedicated</u> conference room to meet with families, support team collaboration, overflow as necessary....	→	<ul style="list-style-type: none"> <li>- Conference room space <u>repurposed</u> for service location or S.E classrooms</li> </ul>

## THE COLLABORATIVE

Varying levels of quality throughout the district

- Timberstone has dedicated classroom with full kitchen / life skills area, adjacent support spaces
- Southview has less ideal configuration with appliances on carts and tables for life skills
- Not purpose-built, have taken over and subdivided other spaces as needed to meet need – at the cost of other spaces
- Not all have necessary support spaces and amenities, e.g. restroom facilities with changing tables



Southview High School



Timberstone Jr. High School

## THE COLLABORATIVE

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Southview High School



# THE COLLABORATIVE

## Repurposed Space

- Whiteford Elementary's special education resource room was a former locker room



Whiteford Elementary



THE COLLABORATIVE

Transitions

- Current Sensory Space at Maplewood will be disassembled and moved to the hallway and classrooms to accommodate a larger class size within space



Maplewood Elementary

## THE COLLABORATIVE

### Sensory Spaces

- Currently making do, not ideal
- Not all buildings have dedicated spaces
- Shared spaces, in classrooms, and in hallways



Northview High School



Whiteford Elementary

### Safe / De-escalation / Calming Spaces

- Not all buildings have dedicated spaces
- Currently one at Highland shared with Sensory Room



Timberstone Jr. High School

Sensory Room Status

Building	Dedicated Sensory Room	Description
Central Trail		Currently very small, will be removed to hallway and shared class classroom
Highland		<b>Shared space with a “safe/de-escalation room”</b>
Hill View		Moved into a classroom
Maplewood		Will be removed to accommodate larger class size, will be moved into shared classrooms
Stranahan		N/A - moved into hallway and shared classrooms
Sylvan		None, removed in 23/24, sensory tools are moved into shared classrooms
Whiteford		
Arbor Hills		Split between a calming space and sensory with a portable divider
McCord	X	Current space is appropriate
Timberstone	X	Current space is appropriate
Northview	X	Former utility closet, unfinished, but is a separate space that is available, shared with computer equipment, basically meets the needs of the students
Southview		No dedicated room, individual classroom needs have required sensory tools within the classroom

*\*Information from 2024/2025 Special Education Projections*

# THE COLLABORATIVE

## Intervention Spaces

- Vary by building
- Several “shared” / subdivided spaces among dedicated rooms
- Some on carts



Whiteford Elementary



Maplewood Elementary



Stranahan Elementary

# THE COLLABORATIVE

## Intervention Spaces

- Vary by building
- Some are dedicated rooms, some are shared and subdivided spaces
- Some on carts



Timberstone Junior High



Northview High School



Northview High School



Arbor Hills Junior High

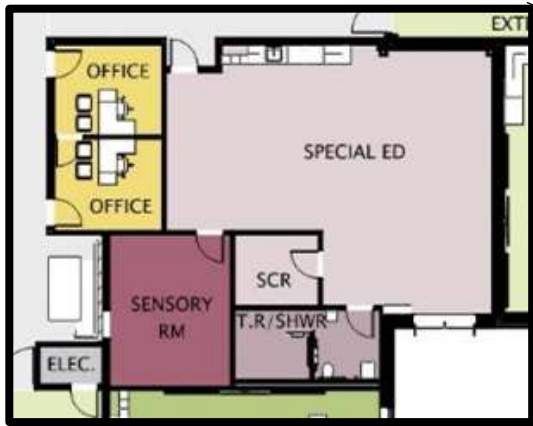
*Few purpose-built spaces, that are growing in need throughout the district. Will need to be accommodated no matter what, at the cost of other types of space. Making do, but not ideal*







THE COLLABORATIVE



- Inclusive Design
- Personalized Learning Zones
- Flexible Seating Arrangements
- Sensory-Friendly Design
- Accessibility Support Features within and adjacent to classrooms
- Movement-Friendly spaces
- Intervention & Therapy rooms
- Collaboration Spaces
- Technology Integration
- Outdoor Learning Spaces
- Calming Zones

Inclusion and Wellness



-  Inclusion Opportunities
-  Create Sensory Transition Zone
-  Sensory Walk
-  Intervention Opportunities
-  Respite Area
-  Tactile Transitions





Purpose-built Special Education Spaces



- Dedicated Classroom Space
- In-room, accessible self care facilities; restrooms, sinks
- Adjacent dedicated Sensory Room and dedicated Sensory Calm Down Room (SCR)
- Flexible room layout with space for mobility equipment

### Dedicated Spaces

1. Dedicated Special Education Classrooms, integrated into learning communities
  - a. Adjacent accessible restroom with adult changing table and shower
2. Maker space / Life Skills Classroom
3. Intervention Specialist integrated into academic wings adjacent to classrooms
4. Dedicated Sensory Dining
5. Sensory / textured walls and surfaces in seating areas along corridors



WLS Middle School (in design)

Dedicated Classroom / Life Skills



Perrysburg Hull Prairie Intermediate



Rendering of Future WLS Middle School



Rendering of Future WLS Middle School

Tactile Surfaces - Sensory Throughout



Comfortable Environments





Dedicated Sensory Room



Dedicated Sensory Room



Space for Mobility and Movement



web

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text

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How should Sylvania Schools create facilities to accommodate students with disabilities? *Please rank the following*

- a. Continue to find existing space within facilities
- b. Renovate spaces within existing facilities to better suit needs
- c. Build additions with purpose-built spaces to accommodate needs



# How should Sylvania Schools create facilities to accommodate students with disabilities?

## Please rank the following

Continue to find existing space within facilities

Renovate spaces within existing facilities to better suit needs

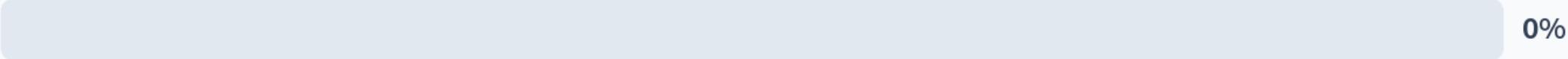
Build additions with purpose-built spaces to accommodate needs

How important is it for all Sylvania Schools to have a dedicated sensory room?

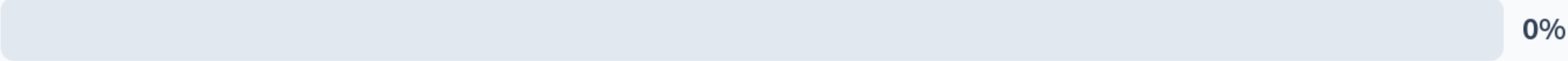


# How important is it for all Sylvania Schools to have a dedicated sensory room?

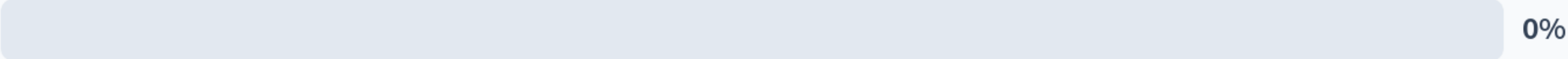
Very important



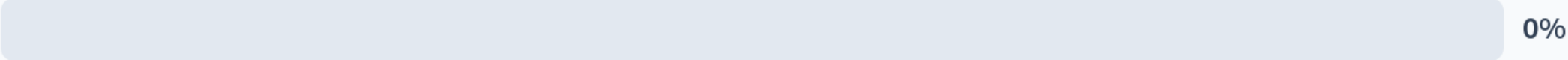
Somewhat important



No opinion



Not important



What questions do you have regarding to growing need for facilities to accommodate students with disabilities?





## Agenda

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### 2 Special Education

- District Enrollment Trends
- Existing Learning Environments
- Trends & Best Practices

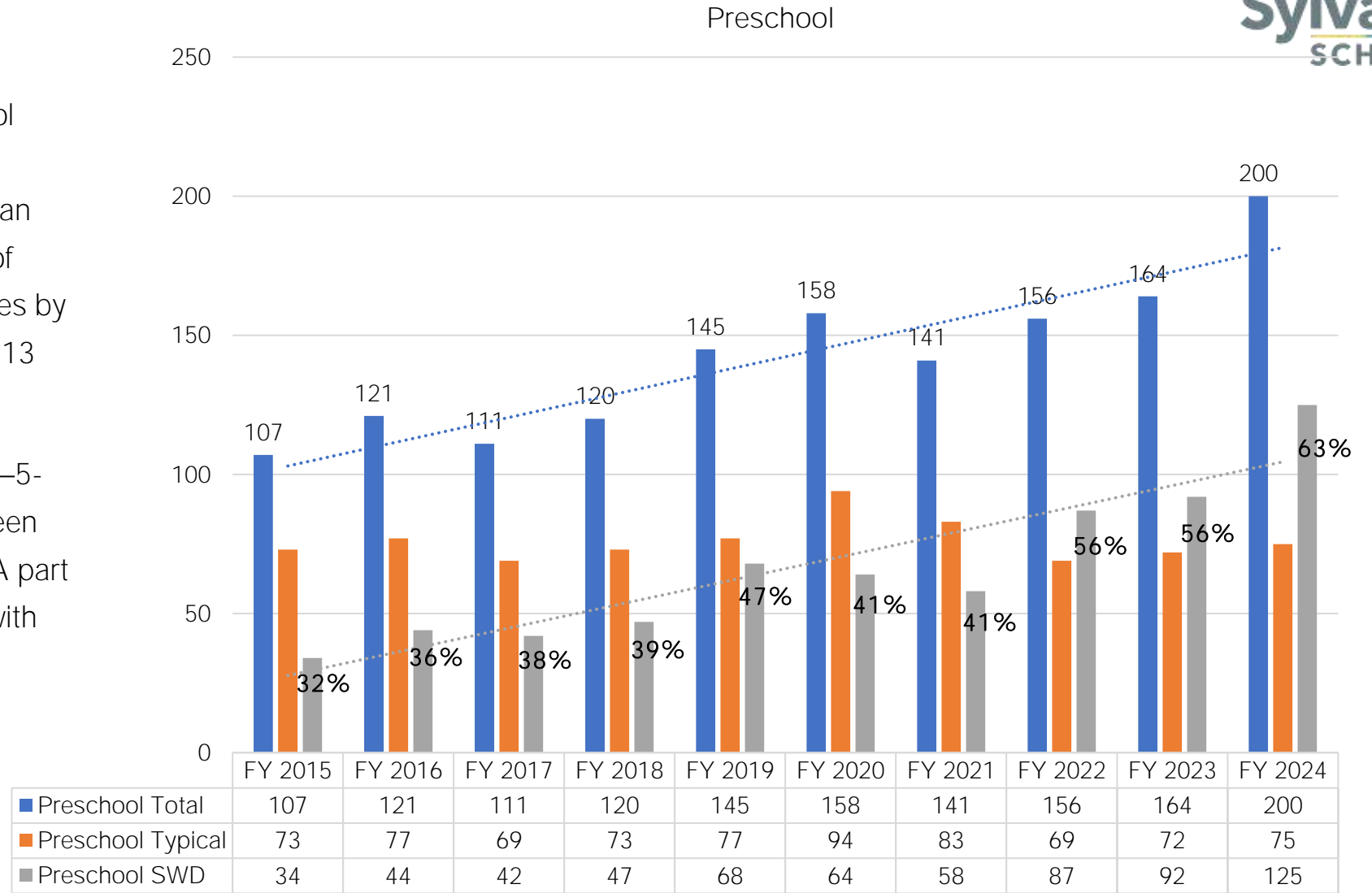
### 3 Preschool

- District Enrollment Trends
- Existing Learning Environments
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### 4 Next Steps

Preschool Enrollment

- Our district's preschool population has been steadily growing, with an increased enrollment of students with disabilities by 208% since the 2012-13 school year.
- Driven by number of 3–5-year-olds who have been identified through IDEA part B as preschool child with disability



Data Source for FY13-23 is the ODE Report Portal Enrollment Report based on End of Year data. FY24 is pulled as of 1/22/23 from Power school

Preschool Referrals and Initial Evaluation Trends

School Year	Early Intervention (EI) Referrals	Community/parent referrals Calls (Cold Calls/CC)	Total Completed Initial Evaluations	Total Initial Evaluations in Progress	Total Initial Qualified for Services
2024/25	4 *to date	3 *to date			
2023/24	45	51	70 *to date	15 *to date	61 *to date
2022/23	41	58	93	N/A	85
2021/22	43	45	85	N/A	71
2020/21	33	36	60	N/A	50
2019/20	30	32	54	N/A	50
2018/19	34	21	55	N/A	48
2017/18	36	31	67	N/A	57



- To meet enrollment requirements of students with disabilities, the district added one classroom at the Maplewood site during the 22-23 school year
- Adding two more classrooms at Highland during the 2024-25 school year.
- The district is currently serving an increased number of students through the itinerant model.
- Our district's preschool program is spread between multiple district buildings due to lack of available space within one centralized location.

**Example of Capacity (total available classroom seats)**

Building	Total <u>IEP</u> classroom seat capacity projected 2024-25	Total classroom seats (IEP + peer) projected 2024-25
Whiteford 1	16	32
Whiteford 2	16	32
Maplewood 1	16	32
Maplewood 2	16	32
Maplewood 3	16	32
Northview	16	*16
Maplewood Special Ed	12	
Highland (add. gen ed AM and PM)	16	32
Highland (add. sped AM and PM)	12	16
	140	236

*\*Typically developing peers are enrolled at Northview preschool through Sylvania Community Services*

Preschool Locations



- Central Trail Elementary School
- Maplewood Elementary School
- Sylvan Elementary School
- Highland Elementary School
- Stranahan Elementary School
- Whiteford Elementary School
- Hill View Elementary School
- Timberstone Junior High
- McCord Junior High
- Arbor Hills Junior High
- Northview High School
- Southview High School

# THE COLLABORATIVE

Building	# of Classrooms	# of Sections	Class Size	Current Enrollment
Northview	1	1	16	17*
Maplewood	4	5	16	135*
Whiteford	2	4	16	64
Total:				216

\*Total Current Enrollment captures Itinerate students, not taught in the classroom

Existing Preschool



Maplewood  
4 Classrooms





Whiteford  
2 Classrooms



Northview  
1 Classroom / Career Tech Lab

- Highland will become the 4<sup>th</sup> District building to have Pre-K
- One existing 1<sup>st</sup> Grade Classroom and one existing dedicated S.E. Classroom will be converted to S.E. Preschool Classrooms

**PROGRAMMING KEY :**

	FACULTY & STAFF
	CLASSROOM
	COMPUTER LAB / MEDIA CENTER
	SPECIALTY CLASSROOM
	MUSIC ROOM
	GYM
	PRE K / KINDERGARTEN ROOM
	SPECIAL EDUCATION / INTERVENTION
	SUPPORT AREAS



Highland Example

## THE COLLABORATIVE

- Not purpose-built, former elementary school classrooms
- No in-classroom restroom facility
- Not directly adjacent to outdoor play area
- Good natural light
- Good use of space





# THE COLLABORATIVE

- Former kindergarten classrooms
- In-classroom restroom facility
- Directly adjacent to outdoor play area



## THE COLLABORATIVE

- Renovated space for preschool
- Part of Career Tech Program
- In-classroom restroom
- Located a distance from outdoor play area



Outdoor Play Space



Maplewood



Whiteford

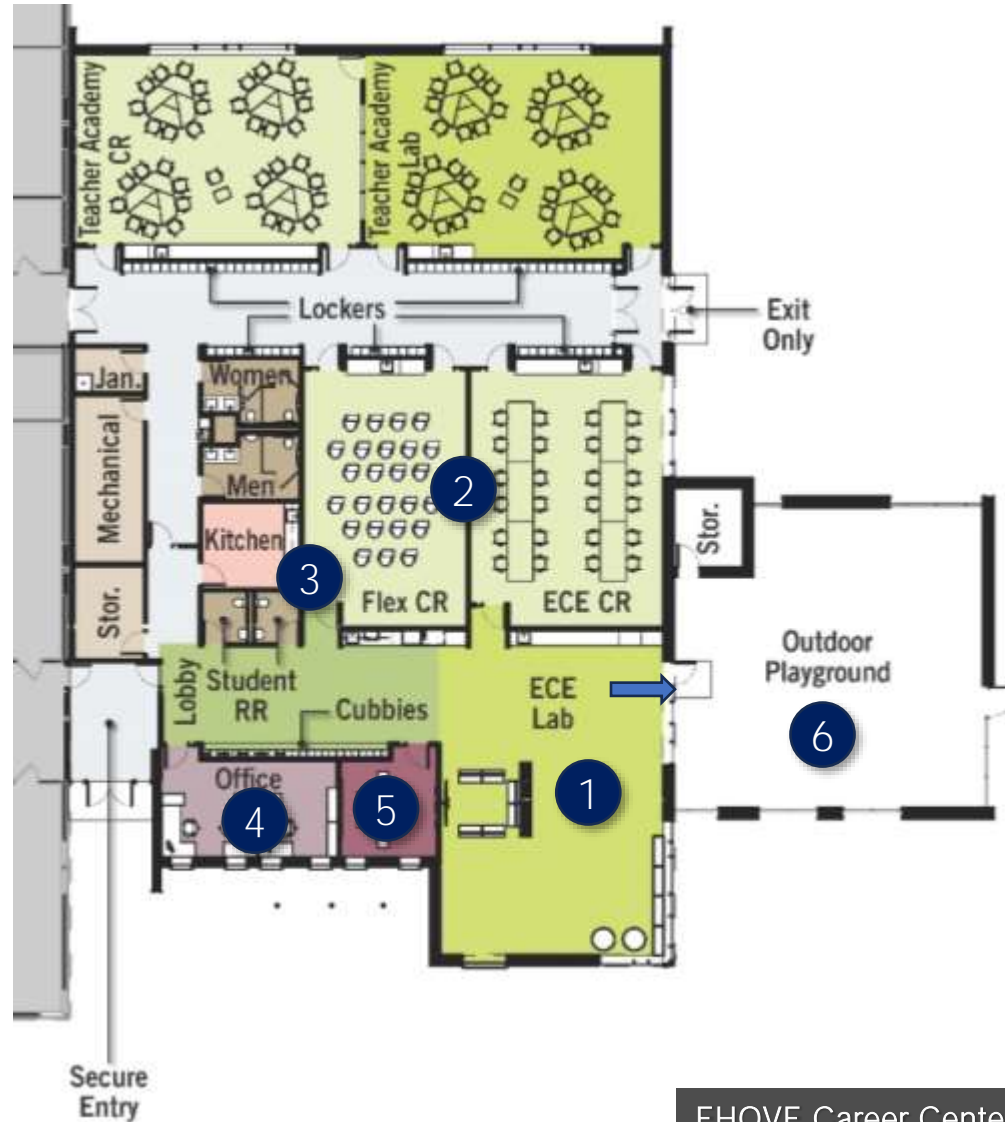


Northview

THE COLLABORATIVE

Early Childhood Education Career Tech Program

- 1. Early Childhood Education Lab / Preschool
- 2. Classrooms adjacent to technical lab spaces
- 3. In-classroom restroom and kitchen facilities
- 4. Offices
- 5. Conference/intervention area
- 6. Directly accessible to an outdoor playground area



EHOVE Career Center Building B, Milan, OH

Early Childhood Education Spaces







Which Preschool offerings should be considered? *Please rank the following*

- a. Find a location for a single districtwide Preschool
- b. Grow the Early Childhood Education Career Tech program at Northview
- c. Accommodate at Preschool at multiple school facilities
- d. Full day preschool options
- e. Increased number of spaces available for typical students
- f. Other





## Which Preschool offerings should be considered? Please rank the following

Find a location for a single districtwide Preschool

Grow the Early Childhood Education Career Tech program at Northview

Accommodate at Preschool at multiple school facilities

Full day preschool options

Increased number of spaces available for typical students

Other

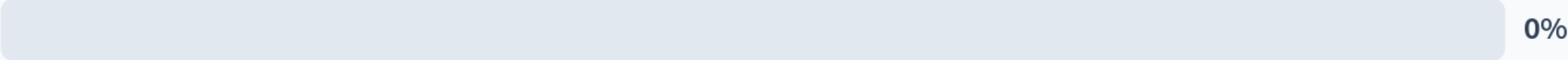
Should Pre-K remain an offering at Northview as part of Career Tech?

- a. Yes, but it should grow
- b. Yes, the program should remain the same
- c. No, the program should remain a Career Tech offering, but relocated to a new facility
- d. None of the above

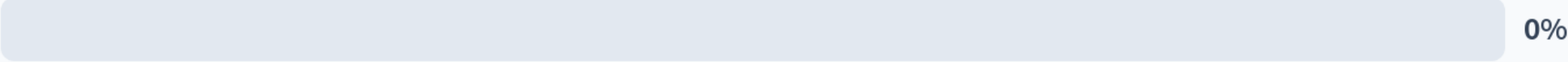


# Should Pre-K remain an offering at Northview as part of Career Tech?

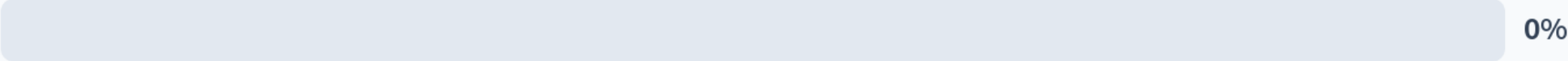
Yes, but the program should grow



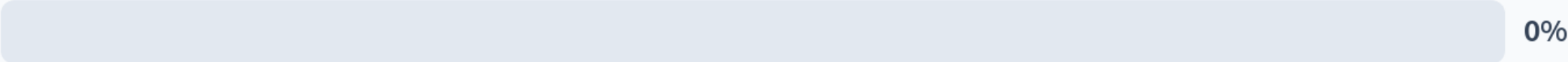
Yes, the program should remain the same



No, the program should still be a Career Tech offering, but relocated to a new facility



None of the above



What questions do you have  
regarding Preschool in  
Sylvania School District?



## Agenda

### 1 What we heard...

### 2 Special Education

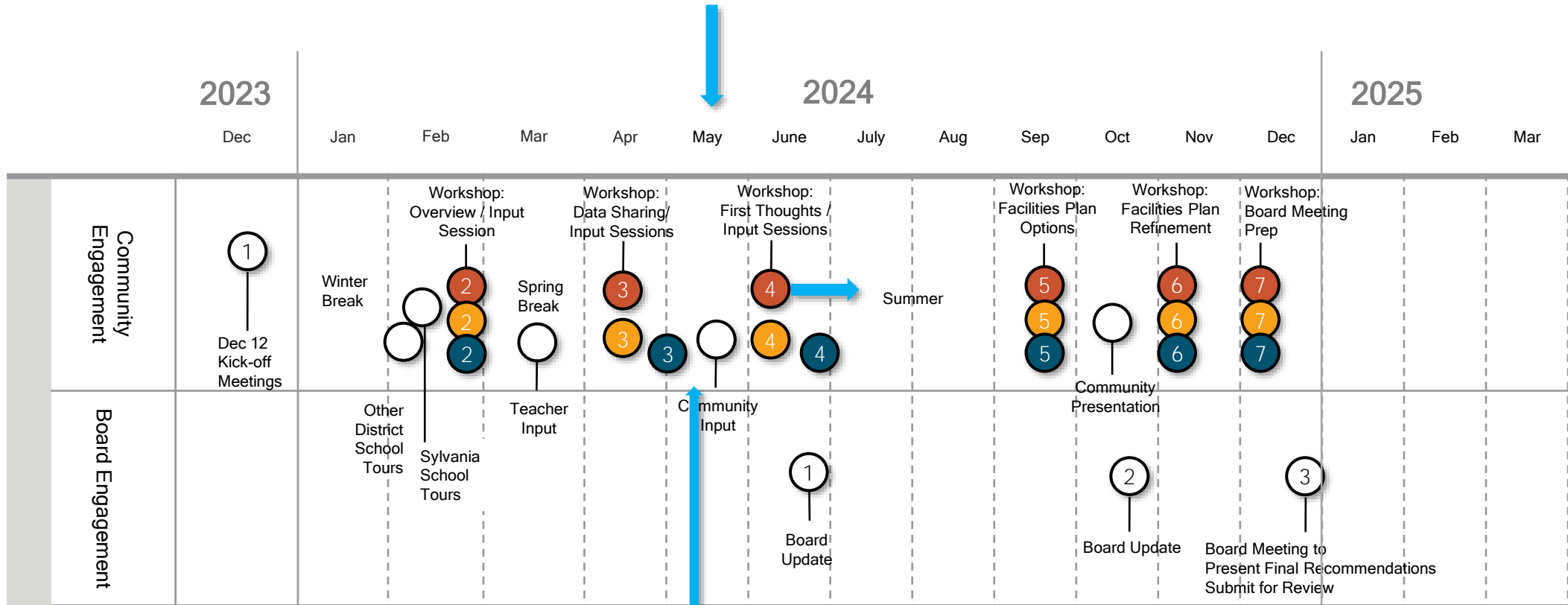
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### 4 Next Steps

Preliminary Schedule



- ⊗ Current & Future Facilities
- ⊗ Teaching & Learning Environments
- ⊗ Fiscal Responsibility

Dedicated Meeting to Discuss Special Education & Preschool