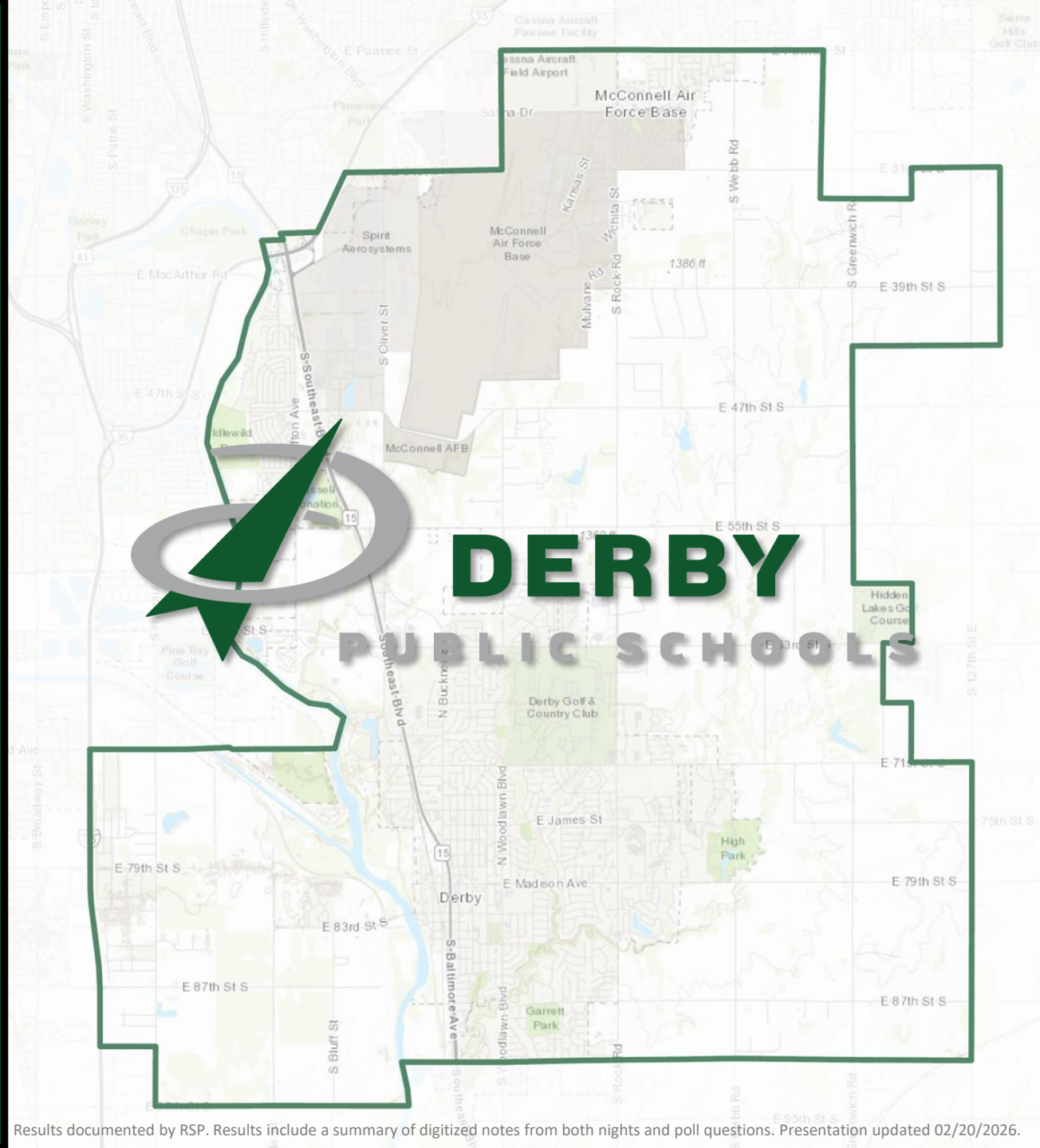


Future Planning for Derby Public Schools

Derby Public Schools USD 260
Public Input Session 3 & 4
February 18 and 19, 2026
Process facilitated by RSP &
Associates



Meeting Agenda

	Welcome and Introduction – <i>Administration and/or Board Member</i>	5 Min
	Information Sharing: District Presentation of Early Learning • Current Derby Early Learning • Models of Early Learning	15 Min
	RSP Presentation of Committee Input • Early Learning Discussions	10 Min
	Structured Community Feedback • Roundtable Discussion • Live Polls	40 Min
	Closing Remarks • Wrap up questions	5 Min

Purpose of tonight's session: Inform, Listen, Learn

Note: The same information will be presented at both meetings and will follow the same format.



Part 1: Welcome and Introductions

Speakers:

Heather Bohaty, Superintendent of Schools
Burke Jones, Director of Operations

RSP & Associates Introduction

RSP Team:

Robert Schwarz, AICP, CEFP,

Military, County, City, and School District Planner
University of Kansas – Master of Urban Planning (MUP)

Todd White, Education Planner

Ginna Wallace, Planner

University of Kansas – Master of Urban Planning (MUP)

SIMPLE FACTS ABOUT RSP



- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines (GIS, Planning, Facilitation)
- 20+ years of planning experience, 80+ years of education experience, 20+ years of GIS experience
- Projection accuracy of 97% or greater

Company was started with the desire and commitment to assist school districts in long-range planning. RSP has served over **130** clients in:

- Arkansas
- Colorado
- Iowa
- Illinois
- Kansas
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Oklahoma
- South Dakota
- Tennessee
- Wisconsin

RSP Facility Master Plan Projects:

- Newton USD 373 (2024/25)
- Lawrence USD 497 (2022/23)
- Ankeny Community School District (2022/23)
- Des Moines Public Schools (2023/24)
- Hutchinson Public Schools USD 308 (2021/22)

Our Partners:



Partner Network
Silver





Part 2: Early Learning Overview

Speakers:

Dr. Holly Putnam-Jackson, Assistant
Superintendent of Teaching and Learning
Burke Jones, Director of Operations

Derby Current Realities:

Early Childhood

- 3 & 4 yr olds, half-day program.
- Inclusion
 - Full inclusion: 2 Schools
 - Partial inclusion: 6 Schools
- No dedicated entry for students/parents.
- All schools have playground access w/except of Wineteer.
- Research-based curriculum is age and academically appropriate.
- All program meet KSDE accreditation standards.

PreK

- 4 yr olds, full-day program.
- Offered at Derby Hills and El Paso
- Wineteer has an ECBG program.
- All schools have playground access w/except of Wineteer.
- Research-based curriculum is age and academically appropriate.
- All program meet KSDE accreditation standards.

Transportation Information

Site Based Transportation:

- Transportation is provided based on IEP requirements for EC students. An increase in student participation would increase pressure on transportation - more students, more routes, more drivers, more aides.

Center Based Transportation:

- Transportation based on IEP requirements. Center based EC would consolidate routes, and ease routing and staffing pressure on Transportation.

*No state requirement to provide transportation for general education students attending early childhood. However, state transportation reimbursement is provided. An increase in student participation would increase pressure on transportation - more students, more routes, more drivers, more aides.

Early Learning at Neighborhood Schools

COST ESTIMATE – January 2026

School	Current Classrooms	Land	Dedicated Entrance	Drop-off	Playground	Building Cost (See Notes)	
Cooper	1	✓	✗	✗	✓	\$2,890,000	2 new rooms
Derby Hills	2	✓	✓	✓	✓	\$3,910,000	2 new rooms
El Paso	2	✗	✗	✗	✓	n/a	
Oaklawn	1	✓	✓	✓	✓	\$2,805,000	2 new rooms
Park Hill	1	✓	✓	✗	✓	\$2,805,000	2 new rooms
Stone Creek	1	✗	✓	✓	✓	n/a	
Swaney	1	✗	✗	✗	✓	n/a	
Tanglewood	0	✓	✗	✗	✓	\$2,635,000	2 new rooms
Wineteer	2	✓	✓	✓	✓	\$4,250,000	3 new rooms
TOTAL:	11 Classrooms					\$19,295,000	13 Classrooms

Notes:

- The cost of addition estimates for existing buildings is about \$850/sf
 - Numbers sourced from district contractor McCownGordon
- Cost estimates do NOT include general “soft costs” (estimate of \$300-400K for these items):
 - Furniture and playground
 - Conference spaces, evaluation spaces, support spaces, etc.

✓ Suitable
✗ Not Suitable

Current EL Classrooms: 11 rooms

Current SPED EL Classrooms: 8 rooms

Early Learning Programs by Building:

BUILDING	DETAILS	<u>Needs to be Successful:</u>		
Cooper Elementary	1. Early Childhood Special Education: 3yr/4yr olds with special needs and a few peers, 2 Half-day programs	- Improved play area - Collaborative time with colleagues to bounce ideas, plan, share resources, etc.		
Derby Hills Elementary	1. Early Childhood Special Education: 3yr/4yr olds with special needs and peer models, 2 Half-day programs 2. Pre-K (4-year-olds) – all day	- Designated play area - Child-sized equipment - Appropriate recess equipment - Bathrooms/area for toileting - Lockers (cubbies are preferred)/storage - Easy to store/adequately sized cots (PreK) - Center manipulatives (dramatic play, kitchen, veterinarian, puppets, art, sand/light tables etc.) - Guaranteed and viable curriculum for all (Pacing guide would be helpful) - Paraprofessional/support staff (equitable for EC and PreK) - Tables (not individual desks) - Technology (iPads preferred instead of Chromebooks) - Appropriately placed on wall SmartBoard - Access to Special Service personnel - Reliable and predictable school schedules - Professional Development / collaborative time with other early childhood educators - Specials (PE, STEAM, Tech, Library, Music)		
El Paso Elementary	1. Early Childhood Special Education: 3yr/4yr olds with special needs and a few peers, 2 Half-day programs 2. Pre-K to 4 yr olds	- Play area - Child size equipment/setting - Support services		
Oaklawn Elementary	1. Early Childhood Special Education: 3yr/4yr olds with special needs and a few peers, 2 Half-day programs	Materials: - Sensory materials - Arts/craft materials - Dramatic play materials - Math manipulatives (ex, unifix cubes, counters, ten frames)	Furniture: - Larger tables (traditional rectangle preferred) - Cube chairs and toppers - Rifton chairs - Cubbies - Age-appropriate seating	Resources: - Phonemic awareness resources - Independent skill-building resources - Exposure to Kdg routines at age-appropriate level

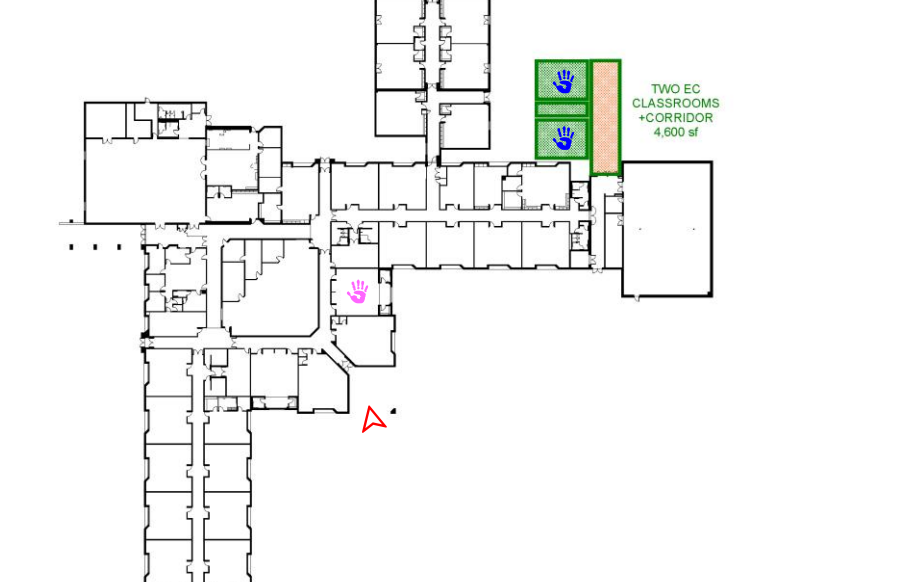
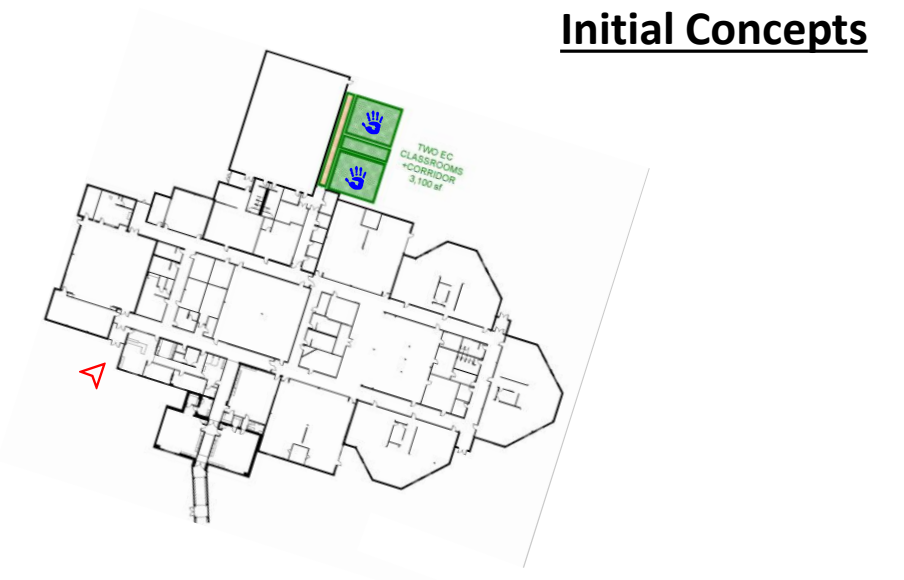
Early Learning Programs by Building:

BUILDING	DETAILS	<u>Needs to be Successful:</u>
Park Hill Elementary	1. Early Childhood Special Education: • 3yr/4yr olds with special needs and a few peers, 2 half-day programs	• New curriculum • Specials - PE, STEAM, Tech, Library, Music • Kindergarten integration/transition routine
Stone Creek Elementary	1. Early Childhood Special Education: • 3yr/4yr olds with special needs and a few peers, 2 Half-day programs	• Play area • Child size equipment/setting • Support services
Swaney Elementary	1. Early Childhood Special Education: • 3yr/4yr olds with special needs and a few peers, 2 Half-day programs	• Play area • Child size equipment/setting • Support services
Tanglewood Elementary	1. Functional KDG, no Early Childhood, Special Education	• Play area • Child size equipment/setting • Support services
Wineteer Elementary	1. Early Childhood Special Education: • 3yr/4yr olds with special needs and a few peers, 2 Half-Day Program 2. Pre-K (4-year-olds) – all day	• Child size equipment • Storage • Furniture items: sand tables, kitchens, science tables, etc. • Manipulatives • Support services • Designated play area on playground • Opportunities to go to P.E., music, steam, library • Ongoing Professional Development • Lockers

Initial Concepts: Early Learning in Schools

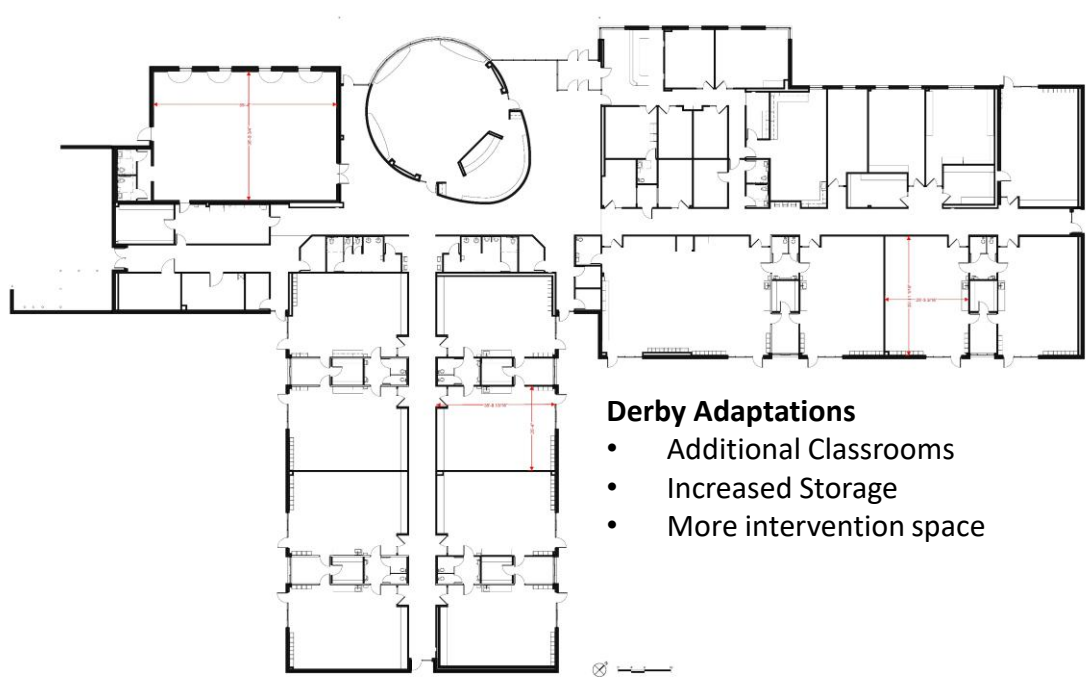
-  Current EC Classroom
-  Draft of Expanded EC Classrooms
-  Main Entrance

Initial Concepts



Updated 02/20/2026 with Main Entrance Locations

Maize Early Childhood Center Visuals



MAIZE EARLY CHILDHOOD CENTER 1/8"=1'-0"

schaefer.
architecture



Source: Derby District Administration, January 2026

Free-Standing Early Learning Center

COST ESTIMATE – January 2026

School District Example	Size (square Feet)	Number of Rooms	Current Cost to Build
Maize <i>District Context: Not enough evaluation and intervention spaces. Want 4 more classrooms.</i>	33,000 sqft	12 rooms	\$16,500,000
Derby <i>District Context: Adds 6,000sqft to the Maize example; 4 more classrooms, and more evaluation/intervention area</i>	39,000 sqft	16 rooms	\$19,500,000

Notes:

- The cost of a Free-Standing (free-standing) building is about \$500/sf
 - Numbers sourced from district contractor McCownGordon
- Location of early learning center has not yet been decided
 - Potentially Derby MS north site, or the district-owned land near High Park located off of James Street
- Cost estimates do NOT include general “soft costs” (estimate of \$300-400K for these items):
 - Furniture and playground
 - Conference spaces, evaluation spaces, support spaces, etc.

Derby Early Childhood Classrooms

Source: Derby District Administration, February 2026



Cooper ES



Derby Hills EC



Park Hill EC



Swaney EC



Stone Creek EC



Wineteer EC



Oaklawn EC

Coffeyville Early Learning Center

Source: Derby District Administration, February 2026

For more photos click here: [Early Childhood 2019 Coffeyville/St. Louis Visit - Google Slides](#)



0-3 Classroom



3-4 Classroom



Library



3-4 Bathroom



Family Visual



Letter Work



Technology Corner



Social Emotional Learning



Small Group Space

Ladue Early Childhood Center

Source: Derby District Administration, February 2026
For more photos click here: [Early Childhood 2019 Coffeyville/St. Louis Visit - Google Slides](#)



PreK Classroom



Art Room



Cafeteria



Indoor Play Area



24-36 Month Classroom



Hallway Art



Gym Play Area



Science Magnet Board



Soundproof Booth

LECC Building Tour Video



LINK: [LECC Building Tour on Vimeo](#)



Part 3: Committee Input

Speakers:

Rob Schwarz, CEO

Todd White, Education Planner

The Process



Future Planning for Derby Public Schools Process Visual

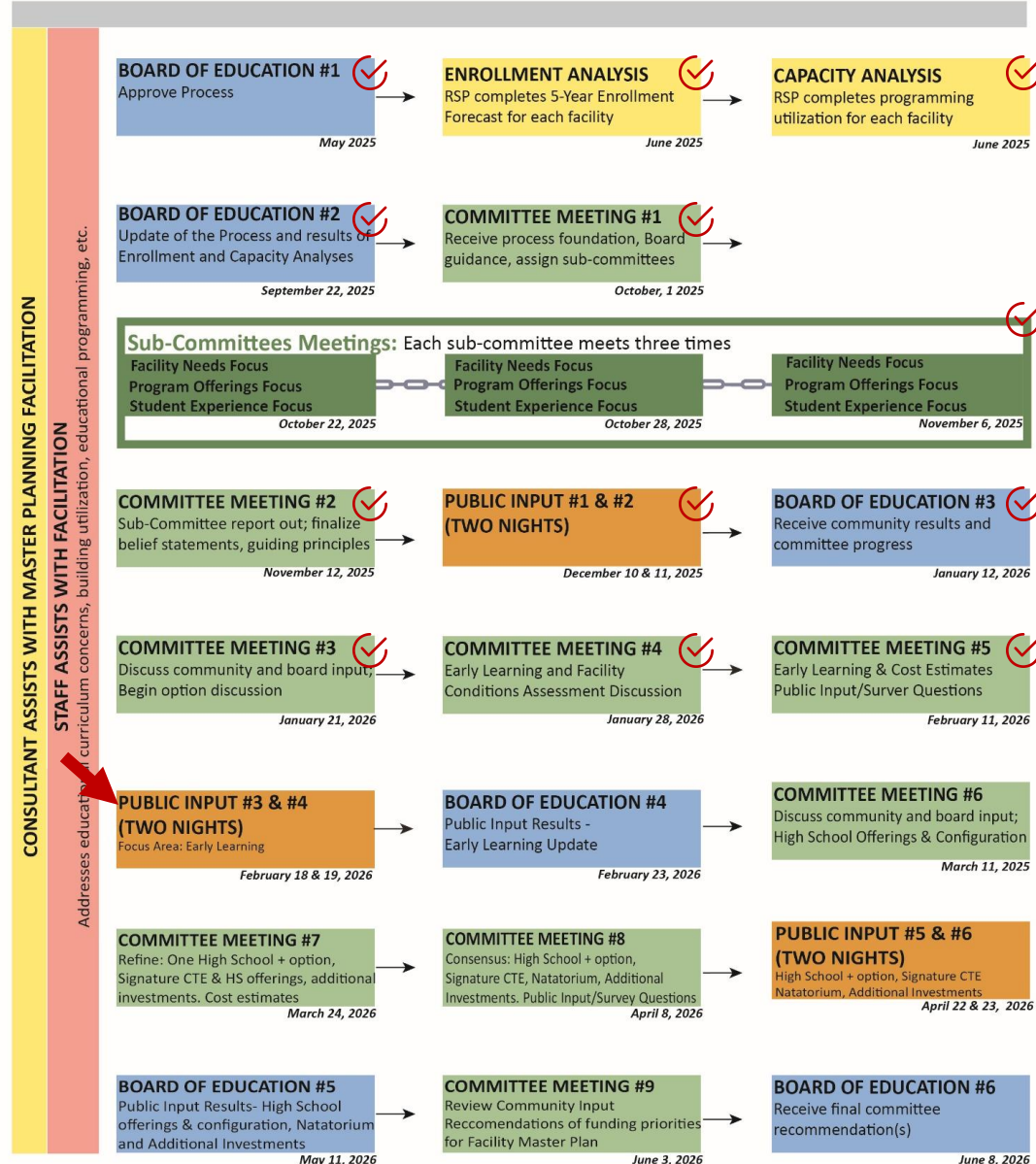
KEY

- Board of Education
- Public Input
- Consultant Work

- In-Person Committee
- Sub-Committee

Purpose of Tonight

- To inform the community about the proposed Center-Based early childhood approach
- To gather meaningful stakeholder feedback
- To identify key considerations and assess community support to guide future planning and decision-making



Thank you for your participation!

Committee Meeting #3: Discussion Results

QUESTION: What are the considerations for each Early Learning Model?

Center-Based	Site-Based	Hot Spots & Concerns
• Equal opportunity to succeed • Equity for all programs • More teamwork between teachers • Build the building to fit child’s needs & size • Scheduling without worrying about other grades • Any changes- all teachers would hear about it the same time • Avoid adding on existing buildings (lack of space at preexisting buildings) • Student center seems to align with district beliefs & strategic plan • Collaboration, sharing materials • Enrollment numbers would not change availability • Other services easily available to all students (OT, PT) • Dedicated staffing • Utilizes staff through the years- shifting class size • Equipment is their size- their needs • SPED services are all there to meet needs • Unified drop-off and pick-up • Whole building serves the child • Schedules match – ECD compared to K-5 • Transportation- save money in routes • One program/services for all kids – everybody gets the same thing • Open rooms at some buildings	Climate & culture: building a community from age 3 up – mixed ability SPED • Having EC/PreK in home school eliminates transportation issues, cut down on traffic/congestion • Easier transitions • Possibility to address existing building issues while contractors on-site	• Will there be enough demand to justify a new facility? • At capacity @ Stone Creek & Wineteer; Swaney and El Paso are land locked; Tanglewood is really the only school with space • Associated costs of not just building a new center, but manning and maintaining it • McConnell personnel having to commute to Derby for their students • <i>Same applies to Cooper and Oaklawn</i>

Updated 01/22/2026 with Committee Input Results

Committee Meeting #4: Activity Results

QUESTION: What Does the Research Say? Site-Based vs. Center-Based Early Learning

Site Based	Center-Based
• Connects parents to the school • Increased accessibility to low-income families • Dual capacity building • Proximity lowers barriers • Teachers feel siloed • Vertical planning • Teachers have relationships as they grow • Seamless transition and school readiness • Developmental peer modeling • Operational and cost efficiencies • Family support • State preschool in a miter delivery system	• Ability to design a space needed for effective programing vs. repurposing spaces in existing facilities • Designing Early Learning Center for holistic child development • Easy to implement professional development & MTSS • Could share resources instead of having to buy for multiple buildings • Professional development is meaningful • More growth due to teacher cohorts being stronger/mentorships • New teachers can observe veterans much easier • Principal can be hired to specialize in early childhood • Administrator needs to ensure district alignment, so they are not siloed • Child friendly setting • Positive start with parents • Leverage resources more efficiently • Focus in pin-pointed • Share materials • Sinks and bathrooms are appropriate size • Better referral rates for health needs • Targeted professional development • Purpose built design • Enhanced security and safety • Hire staff geared to young children • Ensure adequate and appropriate staff • Specialized enrichment • High quality core impact • Comprehensive services • Stronger educational outcomes • Improved accessibility and equitability • Consistency and stability for children • Enhanced socialization • US department of health and human services

General Support and Resources (Books/Articles):

Quality Early Learning: Nurturing Children's Potential	Does the Where Matter: Site Based PK vs. Center-Based PK & Link to Absenteeism	Early Childhood Education Journal • <i>Quality over location defined as responsive relationships stimulating</i> • <i>Spaces that promote exploration, interaction and collaboration</i> • <i>Adaptable places for flexible learning</i> • <i>Creating opportunities for co-creation</i> • <i>The right space, class size, and child-adult ratio</i> • <i>Creating the right learning environment</i>
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Committee Meeting #4: Activity Results

QUESTION: Discuss Design Elements for Early Learning

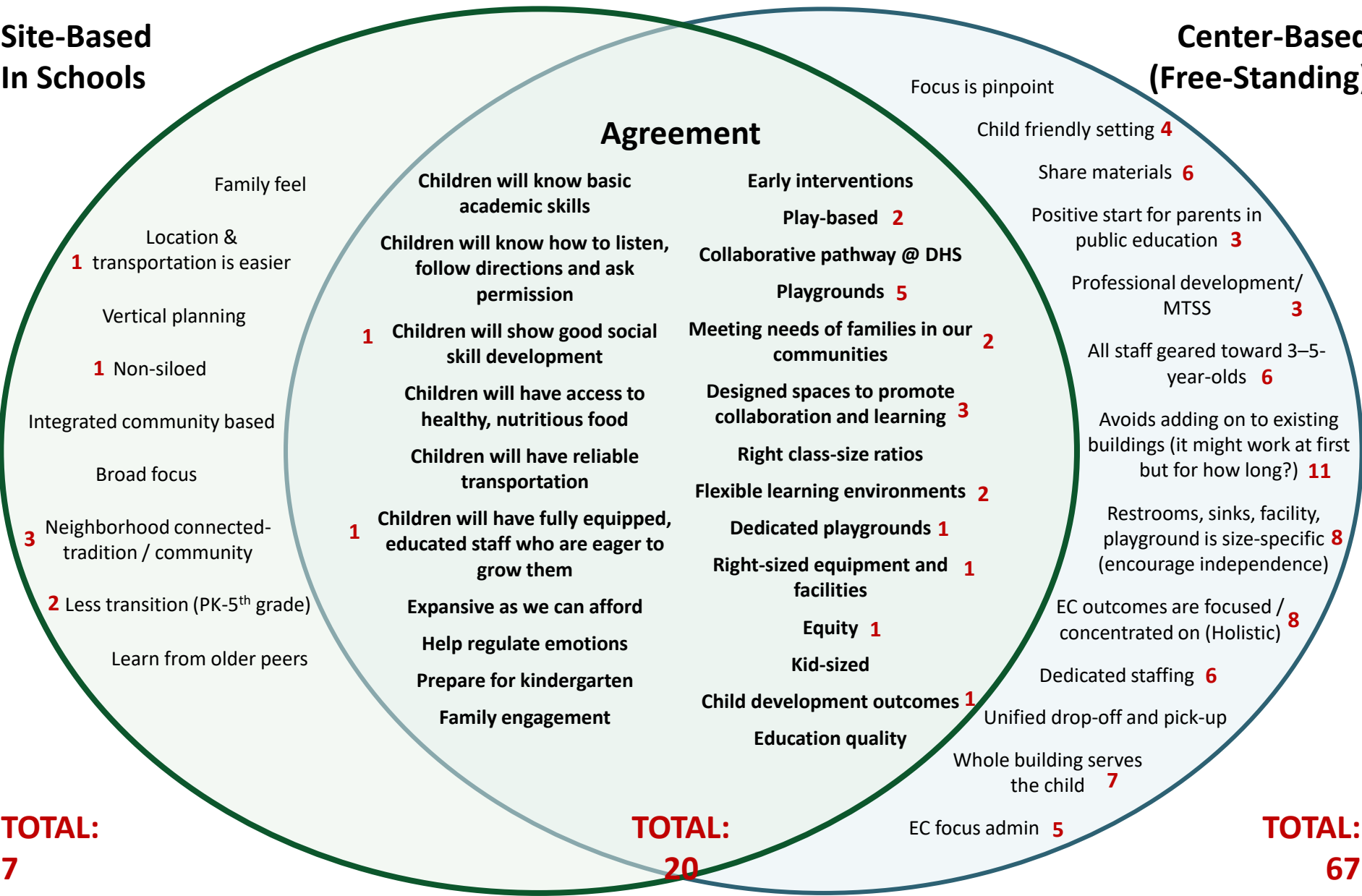
Who do we Serve:	What are the outcomes:	Facility SPECS:
• Children age 3-5 (depending on birth month) • Children with varying degrees of physical abilities • Children from all sorts of socio-economic backgrounds/resources (access to transportation, family support) • Children with varying degrees of behavioral/emotional abilities (special needs, foster children) • Children 0-5- Kindergarten ready • Full service: drop-off times, working parents • Parental involvement • Ages 3-4 • Area Served = District wide • Design Criteria= Student-based	• Kindergarten ready: knows ABC's, counting, colors, basic life skills, such as standing in line, schedules/routines, basic hygiene practices • Should understand the basic principles of academic setting: • <i>Following directions (safety and time management)</i> • <i>Asking permission (using restroom, teamwork, collaboration)</i> • <i>Getting along with peers (emotional regulation, don't bully, be friendly)</i> • Stages (Developmentally appropriate – transitions) • Age-appropriate self-care • Social, behavioral and emotional regulation • Social norms • Structured play • Social skills • Early literacy skills • Kindergarten ready • Social norms • Structured play • How to be a student • Motor skills (gross) • Independence • Separation	• Kid-friendly restrooms foster independence • Accommodation for special needs students – also helps independence • Large changing tables • Showers for accidents • Larger doors for wheelchair/ walker/ white cane passage • Playgrounds accessible for all • Family engagement • Designed entry/exit space • Encouraged to be self-sufficient (right-sized spaces) • Proper sizing- age appropriate • Dedicated drop-off • Flexible learning spaces • Curriculum focused facilities • Ramps • Storage space • Sensory rooms • Grab bars • School identity • Play • Safety • “kid-sized” • Rest space

Meeting #4: Committee Results

Red Numbers illustrate number of dot votes provided by committee members at Meeting #5

Site-Based In Schools

Center-Based (Free-Standing)



Committee Meeting #5: Activity Results

QUESTION: Discuss the Advantages and Disadvantages of Center-Based Early Learning:

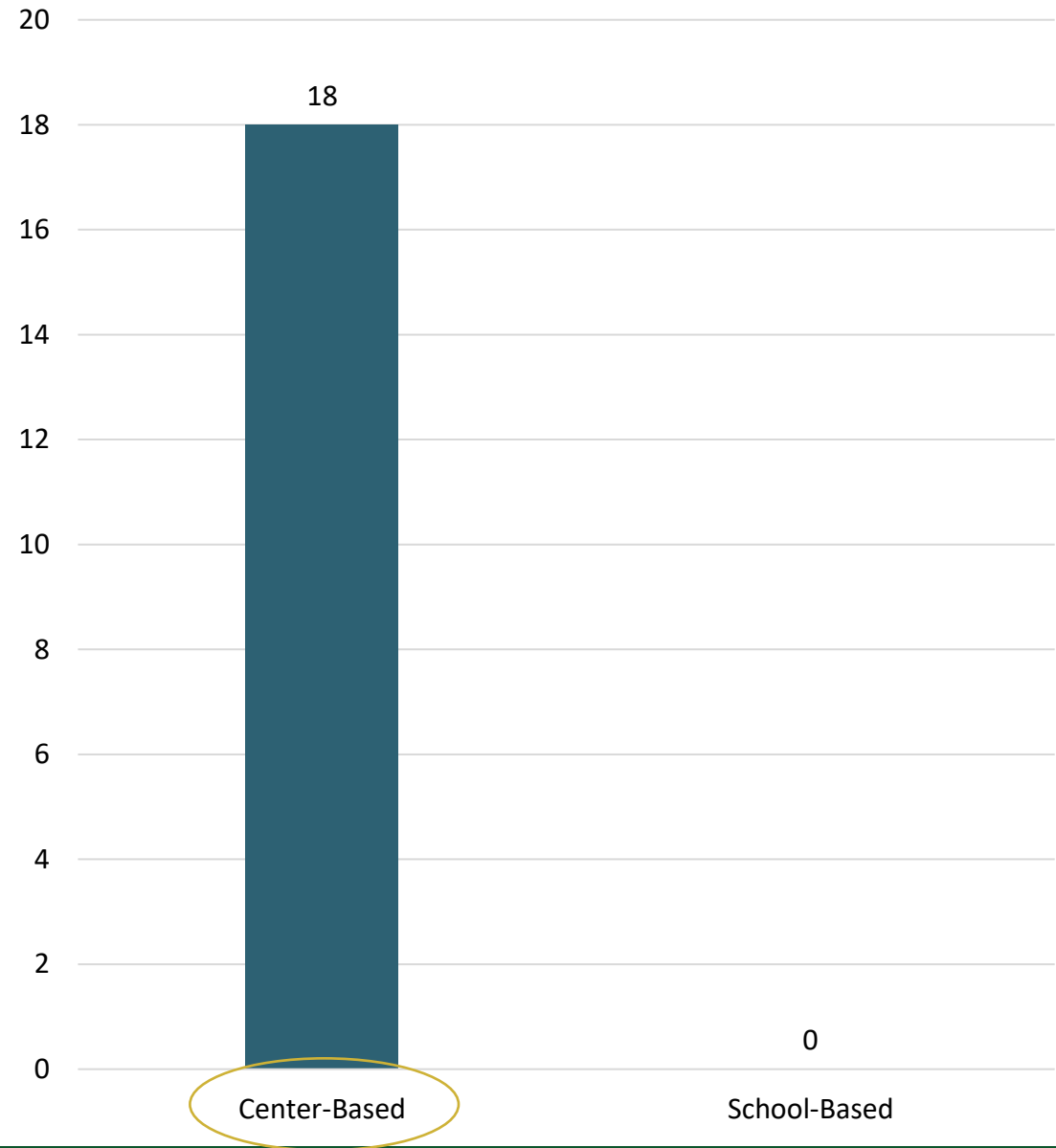
Advantages	Disadvantages	Other
• Shared materials • Staff- every part of immersive EC facilities • Collaboration professions • Expectations for all EC students • CTE students all in one place • AmeriCorps • Dedicated EC Staff • Shared materials • Age-appropriate setting, furniture, equipment • Single focus of programs vs. multiple sites conducting things in different ways • EC focused admin • 100% support for this concept • Supportive with concerns about cost • Location by High Park • Can take care of over crowding at other schools (capacity) • More bang for buck • House more students • Staff focus on just that age • Facilities sized and layout is for that age	• Losing peer modeling • Transportation- too far • Bussing scheduling for parents • Take them out od neighborhoods • More travel / drop-off • Extra transition for students • Additional maintenance	• Not sure we want to be all encompassing- maybe start with 4-year-olds

Updated 02/12/2026 with Committee Input Results

Committee Meeting #5: Final Support

100% of committee member at Meeting #5 supported a Center-Based model move forward for Early Learning considerations.

I support the following model for Early Learning...



Summary

What a Center-Based Approach Might Look Like:

- Program design concepts
- Potential locations or facility models
- Staffing model
- Family engagement supports

What Has NOT Been Decided:

- No final site selection
- No program elimination decisions
- No final funding model

Up Next: Where do we go from here?



Part 4: Community Feedback Roundtables

Speakers:

Rob Schwarz, CEO

Todd White, Education Planner

Small Group Discussion Direction

Break into small, facilitated table groups:

- 6-10 participants per table
- Each table selects a speaker and recorder.

Facilitator Note: Ideally, a committee member would be assigned to each table to facilitate the discussion and be a resource to the table group. Having them hear the table conversations will also help in feedback loop.

Roundtable Activity #1

Reaction to the Concept (10 minutes)

Prompt Questions

- What excites you about a center-based early childhood model?
- What concerns or worries you?
- Who benefits most? Who might struggle?

Public Input – Activity #1 Results

What excites you about a center-based early childhood model?	What concerns or worries you?
Purpose-Built, Age-Appropriate Environment - Designed specifically for early learners (developmentally appropriate spaces, equipment, playgrounds) - Opportunity for a “state-of-the-art” early childhood facility - Ability to focus resources and staff expertise Collaboration & Specialized Services - Increased teacher collaboration - Pooled services (OT, PT, Speech, SPED supports) - Stronger early intervention capacity - Greater fidelity to early childhood best practices Expanded Access & Capacity - Ability to serve more students - Increased kindergarten readiness - Support for working families (interest in full-day options) - Equitable curriculum and shared student experience Strategic Opportunity - Potential “crown jewel” for the district - Earlier identification of needs - Improve academic and social-emotional outcomes districtwide	Equity & Access (This was the most consistent concern) - Transportation barriers (especially Oaklawn, Cooper, Wineteer areas). - Multiple drop-offs for families with children at different buildings. - Accessibility for low-income families. - Questions about who qualifies and who is served (SPED, peer models, tuition). - Fear of losing neighborhood-based access. Loss of Neighborhood Identity - Reduced connection to home elementary schools; Loss of sibling proximity - Concern about EC feeling like “a program” instead of “my school” - Cultural impact on elementary buildings if EC is removed Transitions - Added transition from EC → Kindergarten - Impact on students who struggle with change, anxiety, or developmental delays - Need for a strong PK-to-K transition plan. Staffing & Sustainability - Staffing shortages and Administrative costs - Long-term capacity planning. - Regulatory requirements (KDHE); Ensuring trained early childhood educators. Cost - Construction and operational costs. - Tuition affordability. - Property tax concerns. - Equity in resource distribution across buildings.
Who benefits most?	Who might struggle?
- Early childhood students (developmentally appropriate environment) - Students needing specialized services and early intervention - First-time DPS families - Families needing full-day programming - Teachers (collaboration, specialization) - Students requiring lower stimulation environments	- Families farthest from the center - Low-income families (transportation and tuition concerns) - Families with children in multiple buildings - Students who struggle with transitions - Students who benefit from older peer models - Staff managing caseload increases

Results documented by RSP. Results include a summary of digitized notes from both nights. Presentation updated 02/20/2026.

Roundtable Activity #2

Key Considerations (10 Minutes)

Prompt: As the district moves forward with a center-based approach, what **MUST** be true for it to be successful?

Suggested Categories

- Accessibility
- Neighborhood connections
- Academic preparedness
- Quality of programming/experiences
- Staffing & specialized supports
- Family involvement and engagement
- Transition into kindergarten to attendance school

Participants:

- *Identify top 3 priorities.*
- *Discuss potential unintended consequences/blind spots.*

Public Input – Activity #2 Results

As the district moves forward with a center-based approach, what **MUST** be true for it to be successful?

Accessibility & Equity

- Transportation solutions
- Affordable cost structure
- Clear enrollment criteria
- Access for special education and diverse learners
- Equitable service across the district

High-Quality Programming

- Play-based, developmentally appropriate model
- Evidence-based curriculum
- Strong SEL focus
- Kindergarten readiness outcome

Staffing Excellence

- Well-trained early childhood educators
- Specialized supports on-site
- Adequate staffing levels
- Passionate, qualified professionals

Strong Transition Systems

- Clear PK → Kindergarten transition plan
- Alignment with elementary buildings
- Family communication and support

Capacity & Sustainability

- Facility large enough for current and future growth
- Long-term funding stability
- Administrative structure grounded in research

Family & Community Connection

- Ongoing stakeholder feedback
- Strong family engagement
- Maintaining connection to neighborhood schools
- Transparent decision-making

Whole-Group Report Out (Activity #3)

Each table reports: Star – Wish - Hope

- **One opportunity = Star**
 - “The opportunity I see that we have is...”
- **One concern = Wish**
 - “If I had a magic wand, I would wish that we...”
- **One essential design principle = Hope**
 - “As we move forward, I hope we...”

Facilitator Note: Record themes visibly large poster paper or electronically for everyone to see

Public Input – Activity #3 Results

Opportunity = Stars	Concern = Wish	Principle= Hope
• Improve outcomes for all students through earlier intervention • Become a district “crown jewel” and make EC a clear priority • Expand access to serve more families (identified and non-identified) • Increase kindergarten readiness (academic & social-emotional) • Provide equitable, developmentally appropriate environments • Identify student needs earlier and more effectively • Meet the needs of today’s working families	• Sustainable, adequate funding for a high-quality center • Affordable access for all families • Full-day programming options (including extended care) • Equitable resources across the district • Geographic accessibility for all neighborhoods • Sufficient staffing, materials, and support services • Avoid creating access gaps based on address	• Keep students and families at the center of decisions • Ensure broad and equitable access across Derby • Maintain affordability and cost transparency • Build capacity for current and future needs • Continue listening to stakeholder voices • Dream big while staying focused on outcomes • Be honest and reflective about who we are serving

Results documented by RSP. Results include a summary of digitized notes from both nights. Presentation updated 02/20/2026.

Live Poll Questions

1. Based on what you've heard tonight, how supportive are you of a center-based early childhood model?

- Strongly Support
- Support with Conditions
- Neutral/Need More Information
- Concerned
- Strongly Oppose

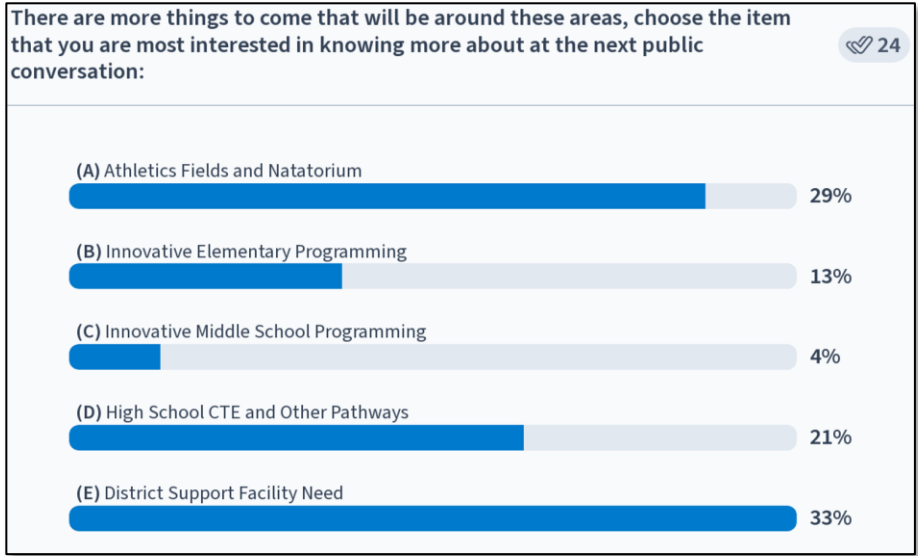
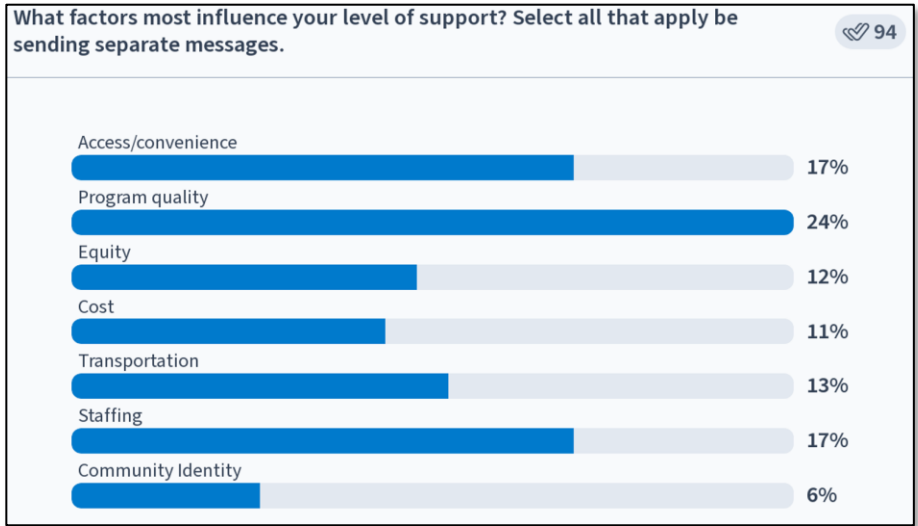
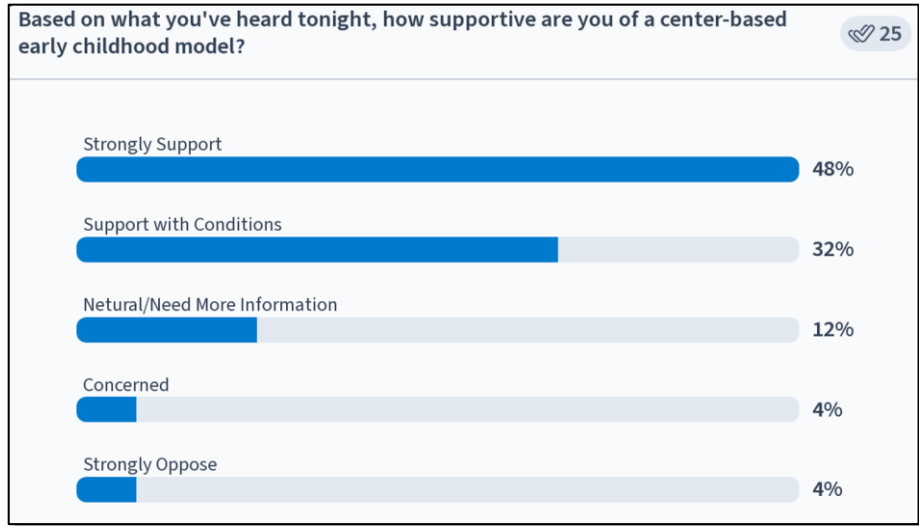
2. What factors most influence your level of support? (multi-select)

- Access/convenience
- Program quality
- Equity
- Cost
- Transportation
- Staffing
- Community identity

3. There are more things to come that will be around these areas, choose the item that you are most interested in knowing more about at the next public conversation:

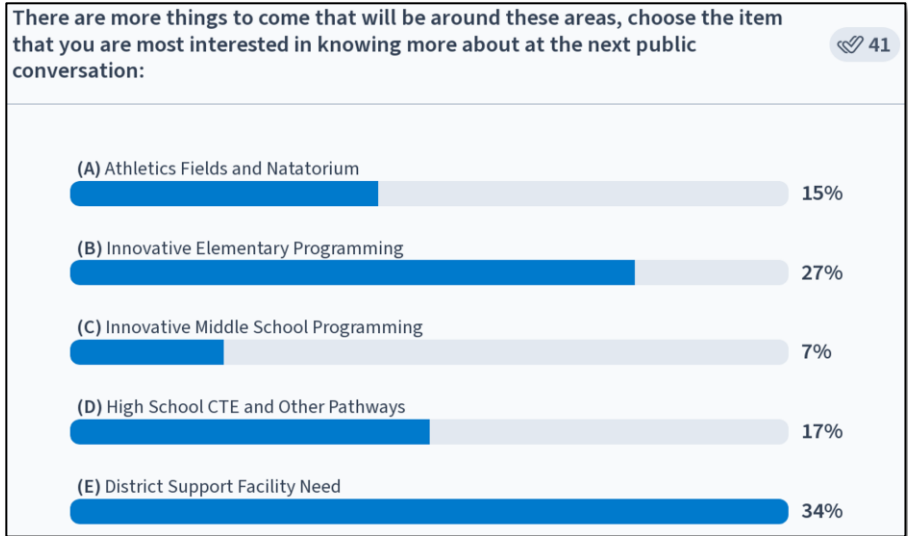
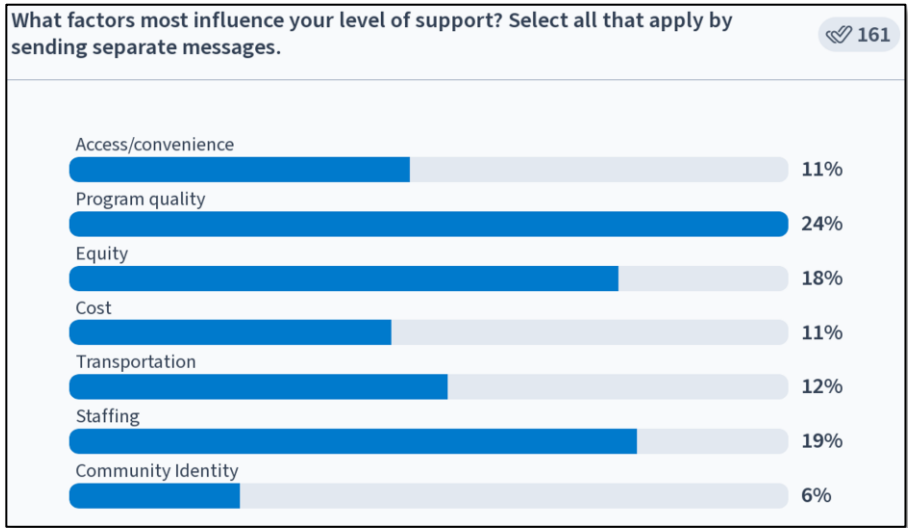
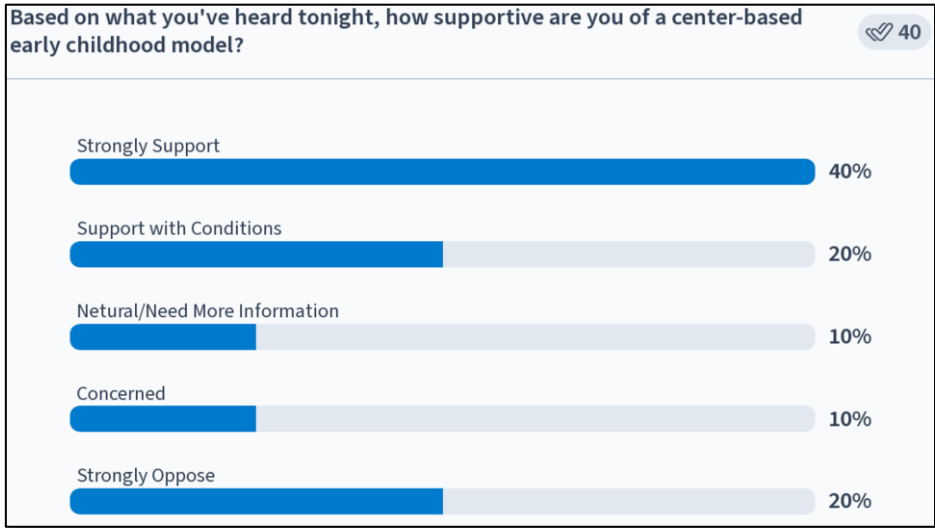
1. Athletic Fields and Natatorium
2. Innovative Elementary programming
3. Innovative Middle School programming
4. High School CTE and other pathways
5. District support facility need

Public Input Night #1 Polling Results



Thank you to all who participated at Public Input Night #1!

Public Input Night #2 Polling Results



Thank you to all who participated at Public Input Night #2!



Part 5: Closing Remarks

Speakers:

Heather Bohaty, Superintendent of Schools
Burke Jones, Director of Operations

Next Steps

Next Up!

Board Meeting #4

- February 23rd

How feedback will be used

- Results from sessions will be presented to the Board of Education alongside committee discussion results

Timeline for decision-making

- The process continues throughout the next few months with committee focusing on other aspects of the Future Planning

Future Community Input Sessions

- We invite you to come back **April 22nd or 23rd** for the next public input sessions!
- These meetings will be focused on:
 - High School + option
 - Signature CTE
 - Natatorium
 - Additional Investments

Note: All materials can be found at the district website:

<https://www.derbyschools.com/district/planning-for-the-future-of-derby-public-schools>

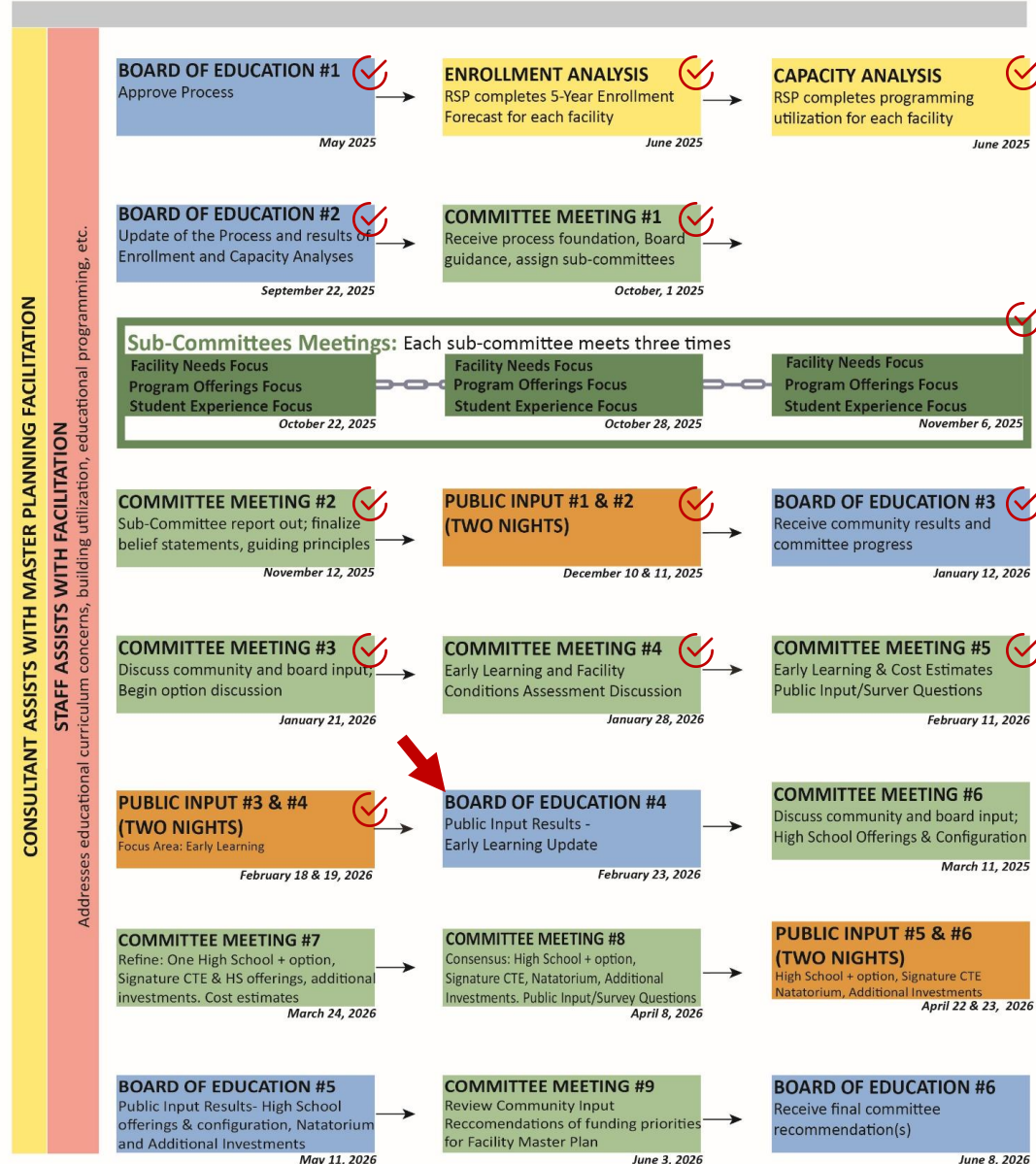


Future Planning for Derby Public Schools Process Visual

KEY

- Board of Education
- Public Input
- Consultant Work

- In-Person Committee
- Sub-Committee



Thoughts and Considerations:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Appendix

What excites you about a center-based early childhood model?

Night #1

- | | |
|--|--|
| <ul style="list-style-type: none">• <i>Provide more opportunities for collaboration/cooperative teaching and learning</i>• <i>Innovative design</i>• <i>Potential transportation ease (all EC in one place)</i>• <i>Critical developmental milestones</i>• <i>Purposeful building/environment</i>• <i>Intentional design – use research to make it the best</i>• <i>Capacity</i>• <i>Developmentally appropriate</i>• <i>Services available at one location</i>• <i>Excitement about learning</i> | <ul style="list-style-type: none">• <i>More affordable</i>• <i>Equal for all</i>• <i>Enrollment size</i>• <i>Specific programming</i>• <i>Community development</i>• <i>Building designed for this age group</i>• <i>Filling a need: especially low income childcare and working families</i>• <i>Capacity concerns at the elementary levels may be slightly relieved</i> |
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Night #2

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| <ul style="list-style-type: none">• <i>Kid sized equipment and facilities</i>• <i>Centralized local</i>• <i>Access for DPS – education pathways at the HS</i>• <i>Teachers being able to work together – sharing resources and collab</i>• <i>State of the art- NEW</i>• <i>Age-appropriate classroom and playground</i>• <i>Collaboration of teachers</i>• <i>Colors, activity</i>• <i>Equitable resources</i>• <i>Size appropriate</i>• <i>Opportunity to design for everyone’s needs</i>• <i>Space</i>• <i>Age/size appropriate</i>• <i>Team-oriented</i>• <i>Betters the kids because it is age focused</i>• <i>EC all day? 5 days?</i>• <i>Teacher collaboration</i>• <i>Sharing resources</i>• <i>Purpose-built facility</i> | <ul style="list-style-type: none">• <i>Specialize in EC</i>• <i>Child-friendly environment</i>• <i>More opportunities tailored to their age/size</i>• <i>Earlier intervention</i>• <i>Serve more</i>• <i>Focus resources appropriately</i>• <i>Cohesiveness</i>• <i>Staff can serve with fidelity</i>• <i>Same-age peer interaction</i>• <i>Curriculum and equipment</i>• <i>Parents as teachers are with the PK kids</i>• <i>Pooled resources such as PT, OT or Speech</i>• <i>Possibility to serve more kids</i>• <i>DAP materials, facilities</i>• <i>Age-appropriate setting</i>• <i>Dedicated staffing (OT, PT, Speech, etc.)</i>• <i>Security</i>• <i>Appropriate play areas</i> |
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What concerns or worries you?

Night #1

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| <ul style="list-style-type: none"><i>Lack of equality (not all buildings have space/resources for current needs) but yet we can provide it for a site</i><i>In a center, it becomes a daycare</i><i>An additional transition</i><i>Staffing</i> | <ul style="list-style-type: none"><i>Another drop-off for parents with multiple children</i><i>Moving teachers to a new location/family</i><i>Maintain GE & SPE ratio</i><i>Multiple child families lose sibling interaction</i><i>We have a LARGE need (would love to serve lots of families which requires a large space)</i> | <ul style="list-style-type: none"><i>KDHE/other regulations: extra costs</i><i>Staffing needs</i><i>Lose neighborhood environment</i><i>Transition to PK or K</i><i>Feel like “a program” instead of “my school”</i><i>Accessibility to ALL students</i> |
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Night #2

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|--|---|--|
| <ul style="list-style-type: none"><i>Loss of equitable education at site locations</i><i>Access for all families and parts of the district</i><i>Lack of participation in neighborhood school</i><i>No school pride</i><i>Property taxes \$\$\$ cost</i><i>Adds a major transition for families</i><i>Transportation for families – out by neighborhoods Wineteer, Oaklawn and Cooper</i><i>Special services was committed to having students with special needs feel apart of their neighborhood</i><i>Location – where is it going to be</i><i>How big is the facility/ how many does it serve?</i><i>SPED/IEP/Screening- is it free?</i><i>Will it be the same as 4yo PK (no screening/no balance)</i><i>No older peer models</i><i>Not in home building</i> | <ul style="list-style-type: none"><i>Transportation of young children</i><i>Staffing</i><i>Big enough for growth</i><i>No inclusiveness</i><i>Who does this serve?</i><i>Relationships with community & schools, staff</i><i>Transition to elementary (changing buildings)</i><i>Transportation</i><i>Training</i><i>Not in same building as siblings</i><i>Location- land available?</i><i>Tax concerns</i><i>Big enough? Wait list?</i><i>Added transitions</i><i>Diversifying levels</i><i>Transportation</i> | <ul style="list-style-type: none"><i>Staffing the entire building</i><i>Accessibility (multi-children home= multiple schools; low-income families)</i><i>Taking early learning out of schools changes the culture of the building</i><i>Staffing</i><i>Tuition</i><i>Transportation</i><i>Cost (salary of admin)</i><i>Longevity of capacity</i><i>Who will it serve? (SPED, peer-model)</i><i>Curriculum (Montessori, Reggio, ESL)</i><i>Core beliefs to support the whole child</i><i>Will it be play-based?</i><i>Will it truly be developmentally appropriate?</i><i>Will this encourage parents to push kids into school instead of parenting</i><i>Cost to enroll</i><i>Cost to build</i><i>Time on bus for a long commute</i> |
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Who benefits the most?

Night #1	Night #2
- Teachers and admin - Single child families - Students and families across the community - Staff - EC learner - SPED (evaluation areas and spaces)	- First-time DPS families - Local families near center - Teachers - Families needing full-day PK - Students having a building built for their needs - Students- same experience/opportunities - Little's - Teacher collaboration - Curriculum consistency - Teachers (EC) - People living close - Children who are easily overstimulated - Students who need specialized attention; 1:1 ability with more staff - OT, PT, Speech, WPP, PAFT - Staff - Involved parents

Who struggles the most?

Night #1	Night #2
- Can't afford transportation - Oaklawn/Cooper/Wineteer (further transport)	- Families with students at multiple locations or those located further away from the center - Parents with children at different locations - Parents with kids at multiple buildings - Students who struggle with change/transitions when moving to a new building - Changing from center-based to another school for Kinder can be hard on students - Distance from center - Cost if involved for low-income - Staff in terms of caseload - People far away - Low income - Kids who have separation anxiety/IDD - Low-income - Outliers - Struggle with transitions - Staff - Parents with more drop-offs

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Activity #2 Raw Results:

As the district moves forward with a center-based approach, what **MUST** be true for it to be successful?

Night #1

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| <ul style="list-style-type: none">• <i>PK to K transition plan</i>• <i>Transition plan- detail in/out of building</i>• <i>Right administrative structure – based on research</i>• <i>Derby resident (first)</i>• <i>Quality of programming</i>• <i>Accessibility</i>• <i>Staffing and specialized support</i>• <i>Transition to K</i>• <i>Academic preparedness (social) more preparedness</i>• <i>Accessibility/ equality</i>• <i>Family involvement / community</i>• <i>Transition to Kindergarten: skill development</i> | <ul style="list-style-type: none">• <i>Sense of connection to district</i>• <i>On-site service/specialists</i>• <i>Need to mee the large nee & large growth (not a long waitlist)</i>• <i>Parents as teachers’ partnership</i>• <i>Forward thinking/specialized/build with all the specializations in mind</i><ul style="list-style-type: none">• <i>Safety and security</i>• <i>Build for this age group</i>• <i>Resources/staffing consulted</i>• <i>transportation</i> |
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Night #2

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|---|--|---|
| <ul style="list-style-type: none">• <i>Staffing and specialized supports (must be trained in early learning)</i>• <i>Quality of programming / experiences</i>• <i>Availability to meet the needs of the community</i>• <i>Trained staff</i>• <i>Tiered learning</i>• <i>Wide accessibility</i>• <i>Parent & family participation</i>• <i>Large capacity</i>• <i>Families being connected</i>• <i>Healthy transitional plan</i>• <i>Best for kids</i>• <i>Kinder readiness</i>• <i>Training</i>• <i>Mindset & core values</i>• <i>Safety</i> | <ul style="list-style-type: none">• <i>Play-based / developmentally appropriate</i>• <i>Evidence-based curriculum</i>• <i>Connections with neighborhood community and kindergarten attendance schools</i>• <i>Well-trained staff who are passionate about early childhood</i>• <i>Accessibility for all students with special needs</i>• <i>Accessibility</i>• <i>Staffing and specialized support</i>• <i>Family Engagement</i>• <i>Quality of programming and experiences</i>• <i>Specialized supports – early intervention benefits all</i>• <i>Collaborative atmosphere</i>• <i>Cost-effective for families</i> | <ul style="list-style-type: none">• <i>Transition piece</i>• <i>Academic & SEL gains</i>• <i>Kinder readiness outcomes</i>• <i>Equitable curriculum for GedEd & categorical</i>• <i>Earlier intervention- staffing and support person supporting K-5 all together</i>• <i>Equity in access across whole population – needs focused</i>• <i>Development focus – what is best for the child</i>• <i>Play-based</i>• <i>Qualified educators that know EC & are sufficient</i>• <i>Accessibility – equitable</i>• <i>Academic preparedness – social and emotional</i>• <i>Transportation & safety</i>• <i>Family engagement</i> |
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Unintended blind spots: *Peer modeling, staffing shortages, half-day vs. full-day, projected enrollment*

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Activity #3 Raw Results:

As a group provide input on the following:

❑ One opportunity = Star; One concern = Wish; One essential design principle = Hope

Night #1

Opportunities = Stars

- The opportunity I see that we have is “to improve outcomes for all students”
- Stand out or “crown jewel”
- Develop fundamentals
- Meet needs of today’s families
- Serve more families & meet a need
- Serves the need to expand options for non-identified kids
- Opportunity to identify needs we may have missed
- Help more students be more academically and socially prepared
- Maximize early learning for our community

Concerns = Wishes

- If I had a magic wand, I would wish that we “had unlimited funding”
- Serve full days (even if something like “after-care” for families who are working)
- Resources could be invested in every building
- It would be open tomorrow

Principles = Hopes

- As we move forward, I hope we “can listen to all voices”
- Keep costs low/affordability
- Facility capacity is large enough to meet the current and future need
- Get more feedback from the community and stakeholders
- Dream BIG – think outside the box

Night #2

Opportunities = Stars

- Ensure kindergarten readiness and equitable opportunities for all learners
- We can reach and serve more kids
- Early intervention for a higher percentage of students (especially for those with special needs or those who are not high enough on the spectrum of needs)
- Serve children in a manner that is developmentally appropriate for academic success
- Expand learning opportunities to students at an earlier age
- Provide equitable resources
- Serve young students with developmentally appropriate classroom and playground equipment
- Make EC a priority in our district and community

Concerns = Wishes

- Provide equitable resources and opportunities for all students regardless of address
- We can provide services to all early learners
- Build it in the geographic location that is most centered for everyone
- Provide need specific classroom for early learning (mixed abilities, structured, etc.)
- Have a facility at every elementary site (including an early learning opportunity at DHS)
- Educate our early childhood students in their neighborhood schools
- Multiple sites would be built to facilitate all locations of students
- Adequate funding for a quality center
 - Support staff, materials, etc.

Principles = Hopes

- See increased investment from parents and guardians in their child’s academic success
- Keep our focus on the students we serve
- Include as many kids with a variety of needs as possible
- Receive community support
- Keep children and families at the forefront of decisions
- Consider the needs of all students
- All consideration will be given to all locations of Derby Schools
- Are reflective and honest about who has access and who we are really serving

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