

# Office of Early Learning



**Board Meeting – April 29, 2025**

# Agenda

- Office of Early Learning
- OEL & the Strategic Plan
- Early Childhood Screening
- Questions

# Office of Early Learning (OEL)



Early Childhood Family  
Education (ECFE)



Preschool (age 3)  
&  
Pre-K (age 4)



Early Childhood Special  
Education (ECSE)



Screening

# Total Student Enrollment B-4 = 1,117

**ECFE**

**Students: 211**

**ECSE**

**Birth-2**  
152

**3-5 yrs**  
294

**Total: 446**

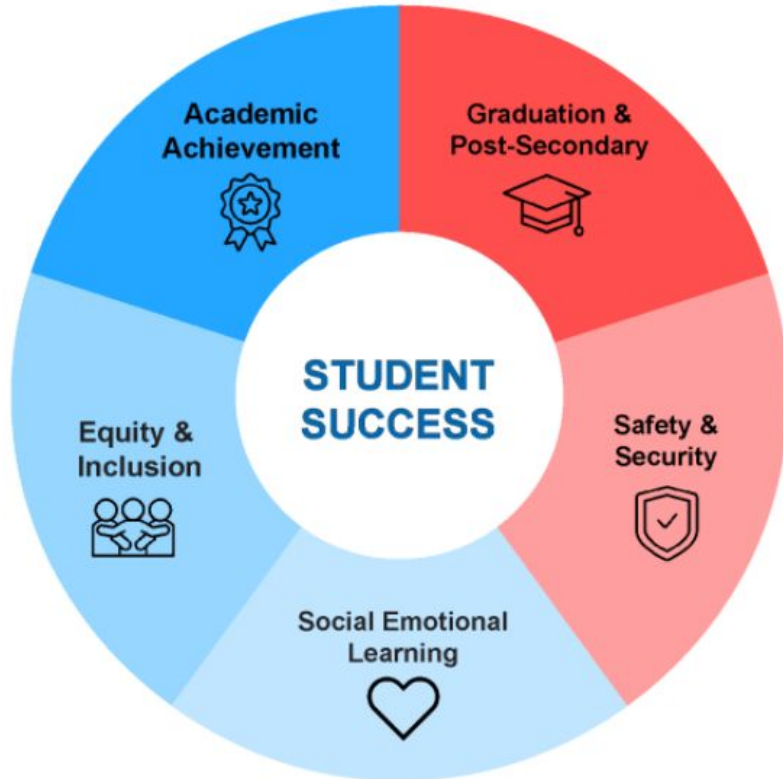
**Preschool  
Pre-K**

**3-year-olds**  
Gen. Ed. = 97  
ECSE = 41

**4-year-olds**  
Gen. Ed. = 363  
ECSE = 94

**Gen Ed: 460**  
**Inclusion: 135**

# Strategic Plan - Early Learning



## Safety & Security

- Conscious Discipline

## Social Emotional Learning

- Our Foundation

## Equity & Inclusion

- Everything we do: (Highlights)

## Academic Achievement

- Attendance
- Student Data

## Graduation & Post-Secondary

- What the research says

# Safety & Security



Neurobiologically, students  
can't learn if they don't  
feel safe, known, and cared for  
within their schools.

Jessica Minahan

# Safety & Security - The School Family

- The School Family builds connections between families and schools, teachers and teachers, teachers and students, and students and students to ensure the optimal development of all.
- The School Family is created through routines, rituals and structures.
- The School Family creates a fundamental shift in education and classroom management. Leave coercion, fear and external rewards behind, and step into a world where intrinsic motivation, helpfulness, problem-solving and connection govern your classroom.

<https://consciousdiscipline.com/methodology/school-family>

# Safety & Security - Conscious Discipline

In Conscious Discipline,  
we use an  
**"adult-first,  
child second"**  
model. This means  
you can't teach a child  
a skill **you** don't  
possess.



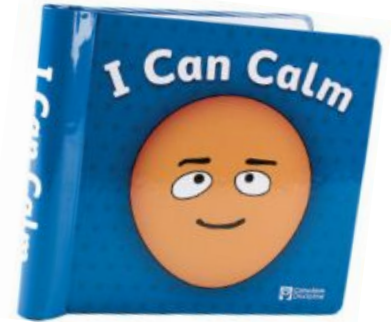
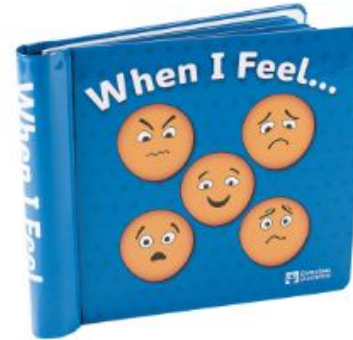
**AN ESCALATED  
ADULT CAN'T  
DE-ESCALATE AN  
ESCALATED CHILD**

EMPOWERED TO CONNECT



# Social Emotional Learning

- PrairieCare Grant
  - Staff & Family Education
  - Tools for classroom
    - Books
    - Baby Doll Circle Materials

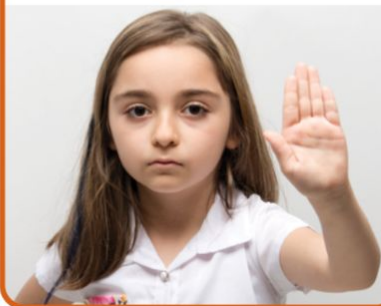


# Social Emotional Learning - Solution Kits

Play together



Say, "Please, stop."



Trade



Ask nicely



Wait and take turns



Get a timer



Share



National Center for Pyramid Model Innovations

# Social Emotional Learning - Solution Kits

## Family Connections



# Social Emotional Learning - Buddy Play



1. Say "hello friend"



2. Play together



3. Take turns



4. Say "goodbye friend"



# Equity & Inclusion

- Increased outreach for ECAC
- LGBTQ+ ECFE Parent/Class
- Curriculum Adoption process
- EL ECSE Family nights
- Children's Museum - [books](#)
- Professional Development: Differentiation
- Equity small groups

# Academic Achievement/Attendance

- Family Outreach
  - OEL August Family Information
  - Take Your Grown-up to School Day
  - Welcome Meetings in the Fall
  - Monthly OEL Newsletter
  - Children's Museum Family Event
  - Seesaw



# Academic Achievement/Attendance

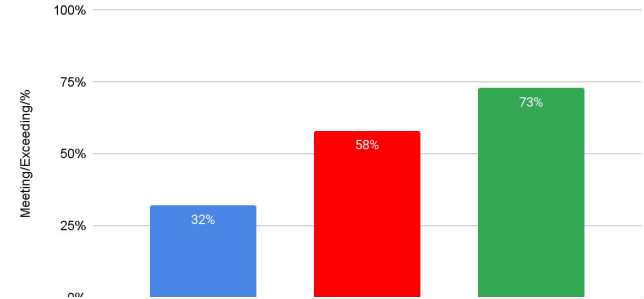
- Attendance: Student Focus
  - Greetings
  - Welcome Back Rituals
  - [We Wish You Well](#)



# Academic Achievement

- Staff Professional Development
  - Training - Children's Museum
  - Science of Reading
    - EC LETRS training
    - Heggerty
      - Phonological Awareness: Noticing rhyme and beginning sounds
      - Alphabet Knowledge: Letter Sounds

Math 21a: Spatial Relationships- Pre-k 4's Meets/Exceeds  
Comparing Fall, Winter & Spring--GOAL: 65%



Early Learning SIT Data

# Academic Achievement - Curriculum Adoption

- Scholastics: *Pre-K On My Way*
- Criteria:
  - Purposeful, engaging and aligned with developmental needs of young learners
  - Designed to meet the needs of all learners (SPED & Gen ed)
  - Aligned with Science of Reading research
  - Follow MDE guidelines (VPK)

# Graduation & Post Secondary

Students learn and practice:

- How to express their needs
- How to show empathy and kindness
- How to self-regulate
- How to resolve conflict
- How to follow directions
- How to see school as a fun place to be and learn!



# Graduation & Post Secondary

**Table 1. Impact of Boston Public Schools' preschool program**

|                                  | Outcome                        | Impact of attending preschool |  |
|----------------------------------|--------------------------------|-------------------------------|--|
| Long-term educational attainment | Graduate high school           | ↑                             | 6 percentage points <u>more</u> likely   |
|                                  | Take the SAT                   | ↑                             | 8.5 percentage points <u>more</u> likely |
|                                  | Enroll in college on-time      | ↑                             | 8.3 percentage points <u>more</u> likely |
|                                  | Ever enroll in college         | ↑                             | 5.4 percentage points <u>more</u> likely |
| Academic achievement             | State standardized test scores | -                             | <i>No detectable impact</i>              |
|                                  | Repeat a grade                 | -                             | <i>No detectable impact</i>              |
| Student behavior                 | Suspensions in high school     | ↓                             | 0.24 <u>fewer</u> suspensions            |
|                                  | Juvenile incarceration         | ↓                             | 0.8 percentage points <u>less</u> likely |

**How to read this table:** The table compares students who randomly won a preschool seat to those who did not win a seat. For example, lottery-winners attending preschool had a 6 percentage point higher chance of graduating high school than students who did not receive a high enough lottery number to attend preschool.

# Public Service Announcement

**Early Childhood Screening is for children ages 3-5 and is required by the State of Minnesota before entering public kindergarten.**

# Early Childhood Screening

## 3-5-year-olds screened

- 2024-2025: 634 (to date)
- 2023-2024: 849

## Referrals so far this year

### ● Health

- 16% for vision
- 18.6% for hearing

### ● SPED

- 21.1% for Speech
- 16.9% for Developmental
- 13.2% for Social Emotional

### ● ML

- 25 different languages
- 30 interpreters utilized



Register for screening: [www.isd622.org/screening](http://www.isd622.org/screening)  
call (651) 702-8468, or scan the QR code above

# For More Information

- **Early Childhood Family Education (ECFE)**

Tracy Tessier  
ECFE Coordinator  
(651) 748-7284  
[TTessier@isd622.org](mailto:TTessier@isd622.org)

- **Pre-Kindergarten (Pre-K)**

Lisa Gruenewald  
Office of Early Learning Principal  
(651) 702-8441  
[lgruenewald@isd622.org](mailto:lgruenewald@isd622.org)

- **Early Childhood Special Education (ECSE)**

Amber Zimmer  
ECSE Supervisor  
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- **Early Childhood Screening, Outreach**

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<https://www.isd622.org/learning/about-early-learning>