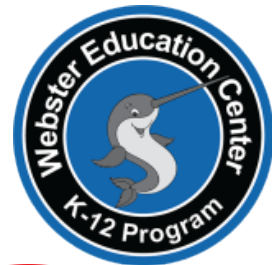




School District 622

NORTH ST. PAUL | MAPLEWOOD | OAKDALE

Ready for tomorrow



# ISD 622 Early Learning Highlights

April 28, 2026

# 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 = 1,170



Students: 205

Birth-2 (143)

3-5 yrs (260)

Total: 403

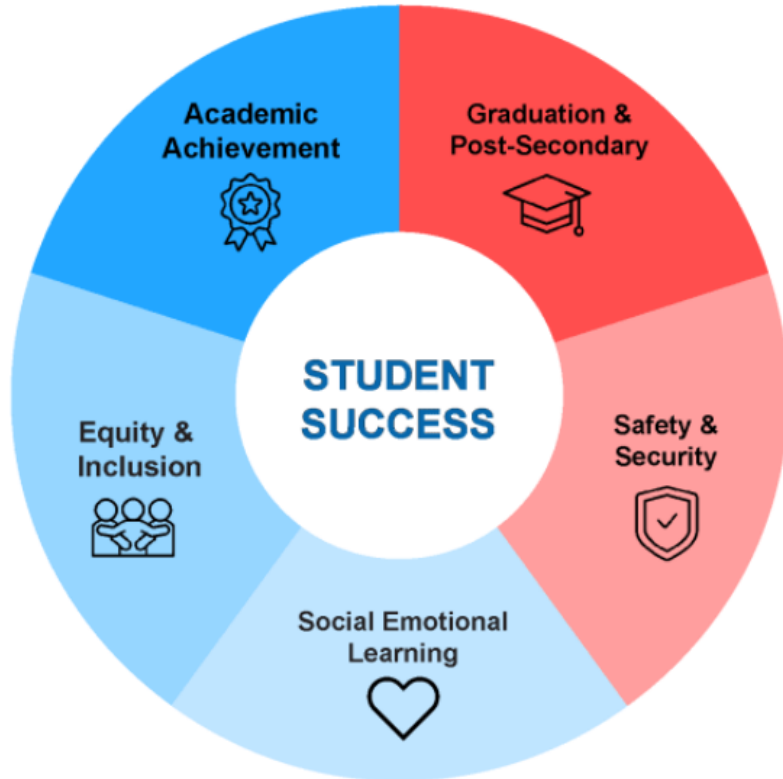
**3-year-olds (140)**

Gen. Ed. (102), ECSE (38)

**4-year-olds (422)**

Gen. Ed. (313), ECSE (109)

# Strategic Plan - Early Learning



## Academic Achievement

- Attendance
- Student Data

## Safety & Security

- Well Being

## Social Emotional Learning

- Self Regulation

## Equity & Inclusion

- Belonging

## Graduation & Post-Secondary

- What the research says

# Academic Achievement

How are we doing in our schools?  
What work are we doing in our schools?

Attendance  
Student Data

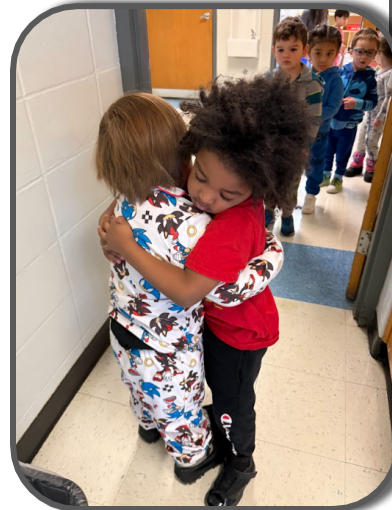
# Attendance

- Family Outreach
  - OEL August Family Information
  - Welcome Meetings in the Fall
  - Take Your Grown-up to School Day
  - Monthly OEL Newsletter
  - TalkingPoints
  - Attendance Letters



# Attendance

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



# Pre-K - A Measurable Difference-

Students who attended Pre-K  
are more consistently  
present in kindergarten.

Data shows that Pre-K participation strengthens attendance habits, increasing rates by nearly 1.7 percentage points (93.07% vs. 91.38%).

# Student Learning

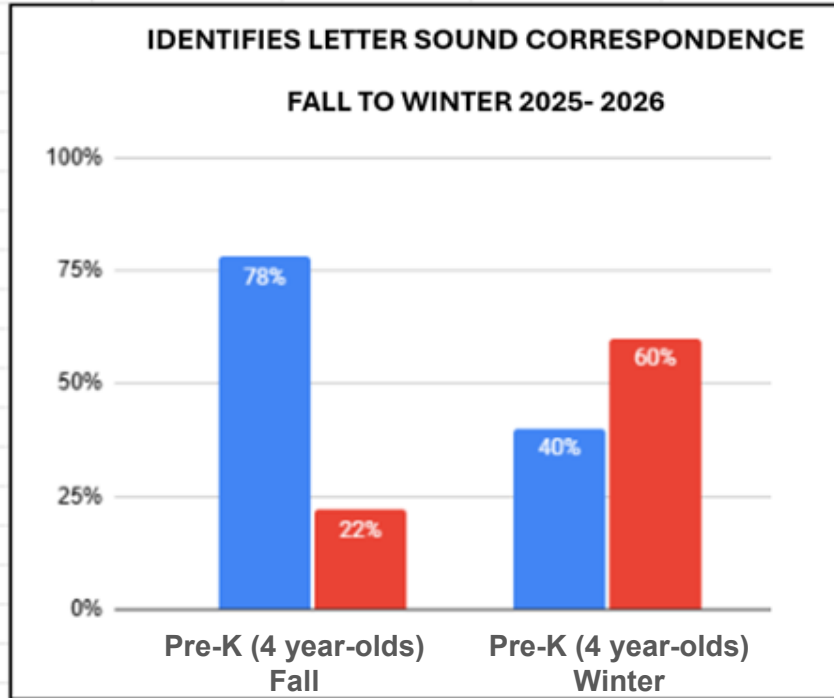
Is my student developing foundational skills of literacy & numeracy, the ability to communicate and collaborate, pursue deep learning, and connect learning to their needs and strengths?

# Student Learning-Curriculum

- *Pre-K On My Way*
  - Repeated Read Along
    - Language, Literacy and Math
  - Vocabulary
  - Daily Skills
- Letter sound/identification
- Imbedded Social Emotional Lessons



# Student Learning Outcomes



**Goal:** increase from 69% in 2024-2025 to 74% in 2025-2026

■ % Below Target    ■ % Meeting/Exceeding Target

# Safety & Security, SEL, Equity/Inclusion

Is my student physically and psychologically safe?

Are they learning to make friends and do they feel connected to the school?

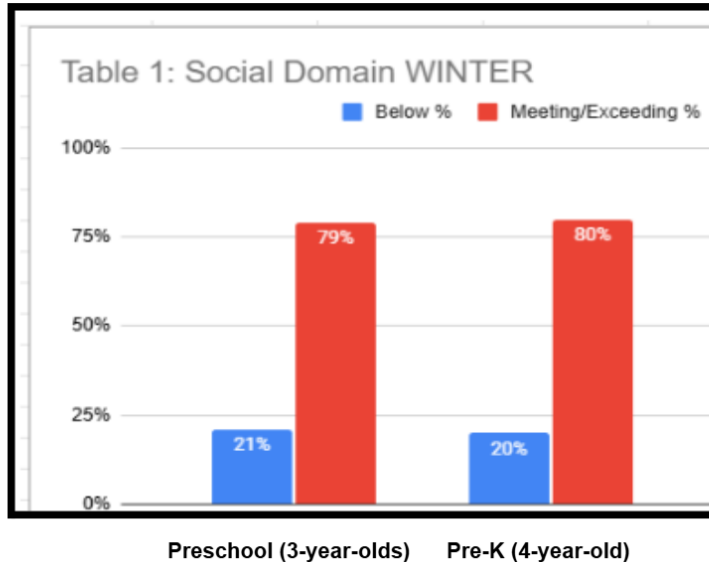
Well-Being  
Belonging  
Self Regulation

# Relationships are Foundational

- **Arrival/Ease into the day**
  - All students greeted individually at the bus or drop off
  - Students choose personal greeting at the door
  - Teachers connect and check in with students during the first few minutes of class
  - Provide low risk activities with calming music to ground themselves for the day
- **Meal/Snack, Active Learning & Large Motor**
  - Teachers casually converse & check in with students
  - Encourage conversations among students
- **Regroup to Revisit**
  - Gather as a classroom family
  - Students share something they've done/learned today
  - All students given personal goodbye
- **Meeting**
  - Gather as a classroom family
  - Greeting- each student greeted by name
  - Social Activities to encourage interacting with peers

# Student Social/Emotional Outcomes

## Teaching Strategies Gold: Social Domain Winter 2025-2026



- Regulates Own Emotions and Behaviors (Self-Regulation)
- Establishes and Sustains Positive Relationships (Relationships)
- Participates Cooperatively and Constructively in Group Situations

**Goal:** increase from 79% in 2024-2025 to 84% in 2025-2026.

# Social Emotional Strategies

## Regulates Own Emotions and Behaviors (Objective 1):

- Model Emotional Regulation: Teachers label their own feelings and demonstrate calm-down techniques.

Support Self-Regulation: Offer visual cues (e.g., feelings chart, timer) to help children navigate transitions and manage feelings.

- Proactive Coaching: Encourage children to use words to express feelings like frustration or anger rather than acting out.

## Establishes and Sustains Positive Relationships (Objective 2):

- Build Trusting Relationships: Engage in one-on-one, empathetic interactions.

Develop Friendship Skills: Facilitate play by providing open-ended materials that encourage sharing and collaboration.

- Model Social Skills: Explicitly demonstrate politeness and conflict resolution techniques, such as asking to join play.

## Participates Cooperatively and Constructively in Group Situations (Objective 3):

- Implement Consistent Routines: Create a predictable daily schedule that allows children to feel secure and manage expectations.
- Establish Classroom Rules Together: Co-create simple, positive rules that promote respect for self and others.
- Facilitate Group Interactions: Structure group times to encourage listening, turn-taking, and sharing accomplishments.

# Well-Being & Belonging

- **Ease Into the Day**
  - Calm music/soft lights
  - Low risk activities
- **Morning/Afternoon Meeting**
  - Greeting
  - Gathering song/ SEL activity
- **Conscious Discipline**
  - I Love you Rituals
  - We Wish you Well
  - Welcome Back Kiss
  - Baby Doll Circle Time
  - Feelings Buddies
- **Regroup to Revisit**

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

Jessica Minahan

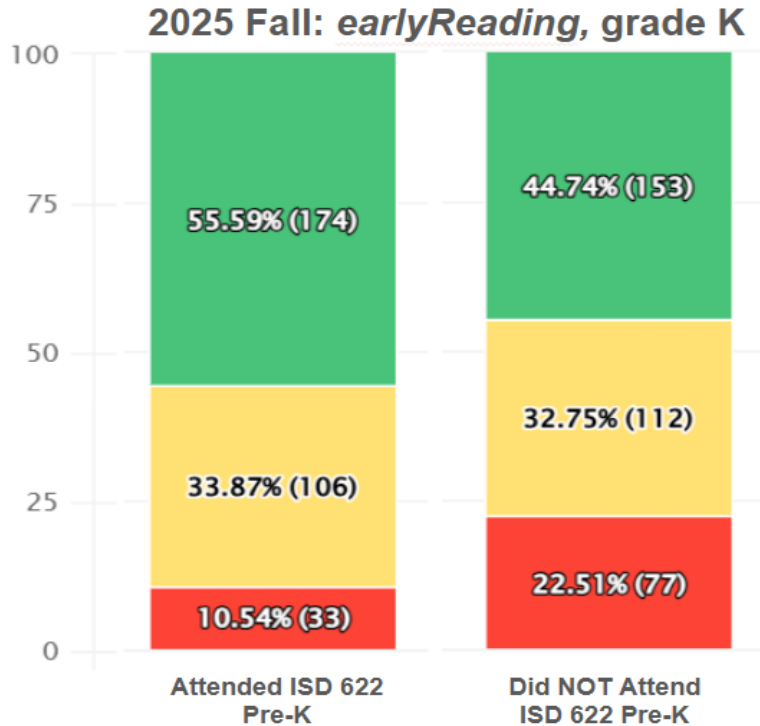
# Graduation & Post Secondary/Self Regulation

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!



# Student Learning Outcomes



## Fall 2025 *earlyReading*, grade K

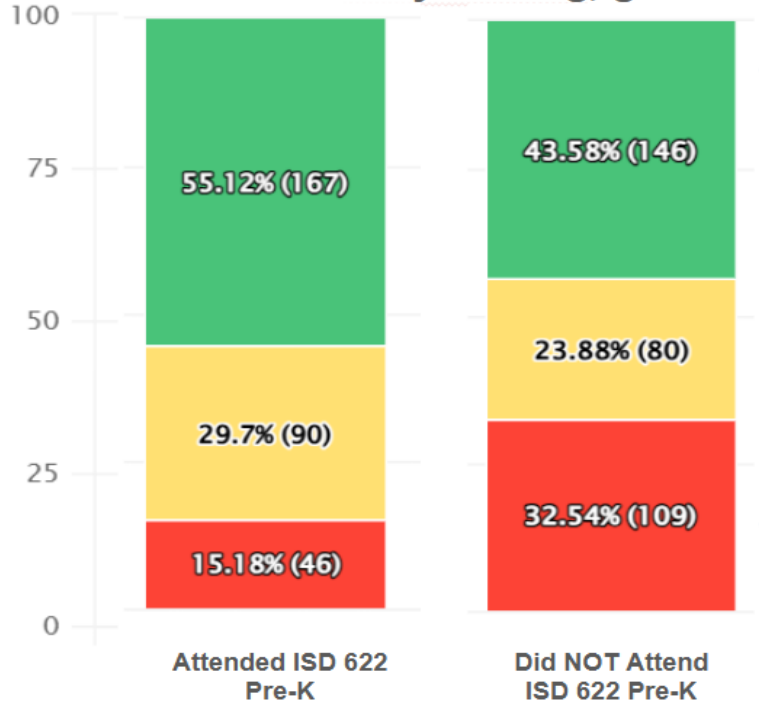
Attended ISD 622 Pre-K:  
89.46% (Low or Some Risk)  
10.54% (High Risk)

Did NOT Attend ISD 622 Pre-K:  
77.49% (Low or Some Risk)  
22.51% (High Risk)

● High Risk    ● Some Risk    ● Low Risk

# Student Learning Outcomes

2026 Winter: *earlyReading*, grade K



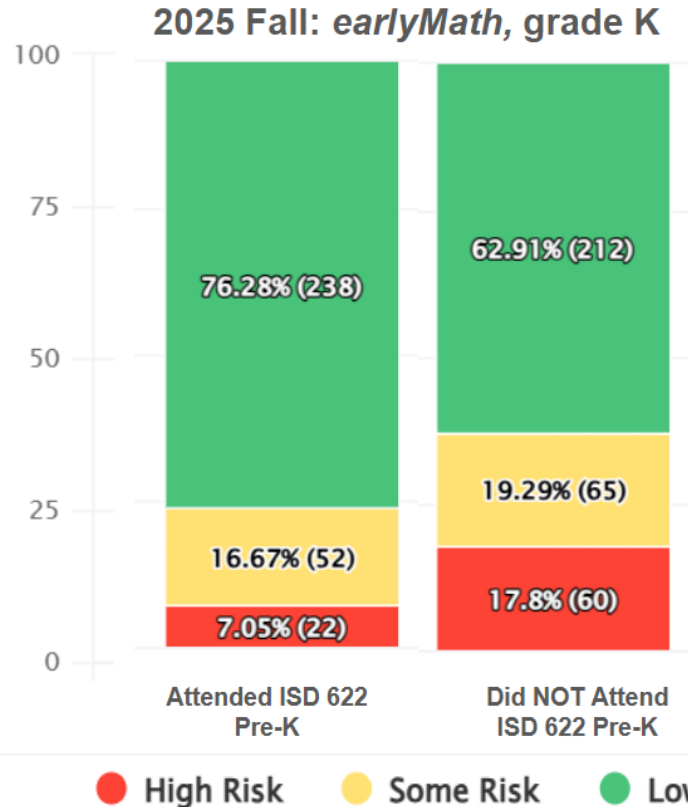
● High Risk    ● Some Risk    ● Low Risk

**Winter 2026 *earlyReading*, grade K**

Attended ISD 622 Pre-K:  
84.82% (Low or Some Risk)  
15.18% (High Risk)

Did NOT Attend ISD 622 Pre-K:  
67.46% (Low or Some Risk)  
32.54% (High Risk)

# Student Learning Outcomes

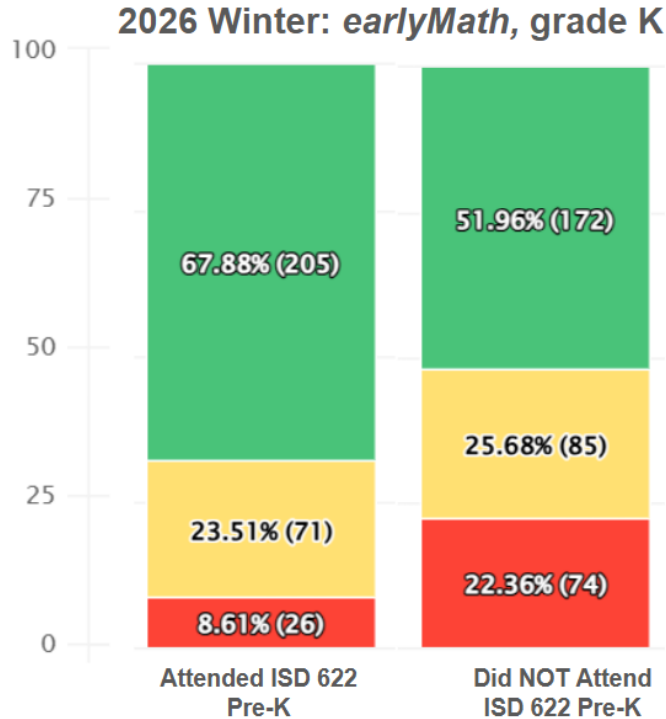


## Fall 2025 *earlyMath*, grade K

Attended ISD 622 Pre-K:  
92.95% (Low or Some Risk)  
7.05% (High Risk)

Did NOT Attend ISD 622 Pre-K:  
82.20% (Low or Some Risk)  
17.80% (High Risk)

# Student Learning Outcomes



## Winter 2026 *earlyMath*, grade K

Attended ISD 622 Pre-K:  
91.39% (Low or Some Risk)  
8.61% (High Risk)

Did NOT Attend ISD 622 Pre-K:  
77.64% (Low or Some Risk)  
22.36% (High Risk)

● High Risk    ● Some Risk    ● Low Risk

# 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

- 2025-2026 661 (to date)
- 2024-2025 790

## Referrals so far this year

### ● Health

- 13.8% for Vision
- 9.5% for Hearing

### ● SPED

- 15.6% for Speech
- 11% for Developmental
- 7.4% for Social Emotional

### ● ML

- 27 different languages
- 46 interpreters utilized



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

# MDH Healthy Kids Minnesota Program

**Purpose:** Measure exposure to environmental contaminants in children's bodies (biomonitoring), focusing on metals, pesticides, environmental phenols, phthalates, flame retardants, and air pollution markers.

**Procedure:** Voluntary, noninvasive, single-spot urine sample collected at Early Childhood Screening appointments in selected school districts/counties.

**Target Population:** Preschool-aged children (ages 3–6) in specific metro and non-metro regions of Minnesota over a five-year cycle.



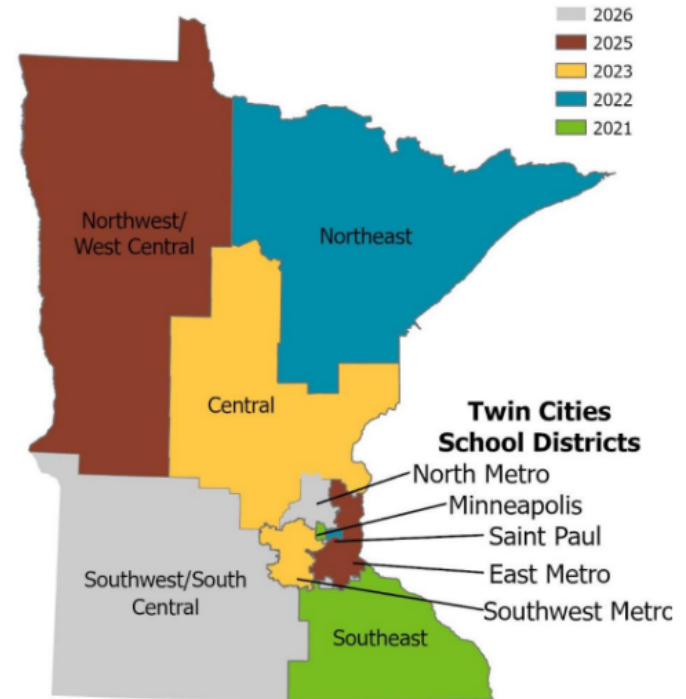
# MDH Healthy Kids Minnesota Program

**Results:** Parents/guardians receive personal results, usually within a year, along with guidance on reducing exposures.

**Other Services:** Participating families may receive a free well-water test and a gift card for their time



Healthy Kids Minnesota Program regions



# MDH Healthy Kids Minnesota - ISD 622

## Participants

- Approached 157 families
- 120 agreed to participate
- 106 with urine samples collected (458 collected Statewide)

## Results

- 16 cases of elevated arsenic cases
  - Most re-tests so far were lower
  - Likely related to high frequency rice consumption, also a link with seaweed
- 5 cases of elevated manganese cases
  - Re-tests so far were lower
  - Most frequent – dietary exposure likely, not a concern
- Zero cases of elevated mercury



# MDH Healthy Kids Minnesota - Statewide

## Results, Cont.

- Identified a significant number of Metro-area kids (50+) with elevated inorganic arsenic exposure, seen in 2 different locations/years
  - Most linked to high frequency (2-3x/day) rice consumption, similar brands/types reported
  - Led to local rice testing project with MDA
- Urine/private well testing alerted some families to private well exposure concerns for arsenic, lead
- Other possible exposure links identified, shared with families
  - Welding and take-home manganese exposure
  - Incense use and PAH and phthalate exposure
  - Mothball use and 2,5-dichlorophenol exposure

# 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  
(651) 702-8465  
[azimmer@isd622.org](mailto:azimmer@isd622.org)
- **Early Childhood Screening, Outreach**  
Jennifer Frommelt  
& Family Engagement  
(651) 702-8468  
[jfrommelt@isd622.org](mailto:jfrommelt@isd622.org)

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