

SAP Phase II Meeting 11

Tuesday, May 16, 2023

Meeting Minutes:

Meeting Outcomes

- Review program areas of focus
- Understand the history of JEH Early Childhood Center (ECC)
- Understand the ECC problem we are trying to solve
- Complete the data review worksheet
- Use the TregoED PLAN Decision Making Process to develop recommendations
- Share out

Problem We're Solving

The Question

How can we expand preschool options throughout the city for current half-day preschool families?

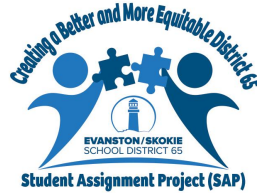
Announcement:

Dear District 65 Community -

We have made the decision to postpone this week's event series to discuss programming as part of the second phase of our student assignment process (originally scheduled for May 17-20). We are very sorry for the inconvenience and also the late notice.

We recognize that this time of year is especially busy in our schools. We know how important these conversations are for our students and families and the future of our schools. We also know the significance of our upcoming leadership transition.

In hindsight, we realize the need to slow this process down a bit and ensure that we allow ample time for community voice and authentic dialogue to inform future



decision-making. Building in extra time will allow our Phase II Committee the time and opportunity to process community feedback in a meaningful way given these calendar and time constraints.

In addition to rethinking this portion of the process and rescheduling our community meetings, we are also postponing our Phase II programming discussion that was originally scheduled for the Curriculum and Policy Committee Meeting on June 5.

Please stay tuned for additional updates. Thank you for your understanding.

Best,

Dr. Devon Horton (he/him)
Superintendent

Committee Response:

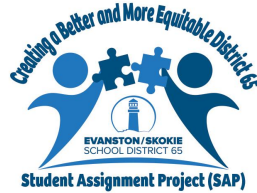
- Understood taking a pause to reach out to specific communities that may be impacted based on our preliminary thoughts and recommendations.
- Feels good about waiting til October.
- Happy to take more time and being patient is important in this process, and were a bit unsettled about having to submit to the Board in a few days.

Early Childhood Center (ECC) Data and Programs:

- The committee reviewed the history, the purpose, the enrollment, the complex programs, and the success of the their model.
- The committee used the Trego Ed PLAN process and developed the thoughts below. The committee used a combination of the PLAN process educators and leaders from ECC began with last week.

Group 1

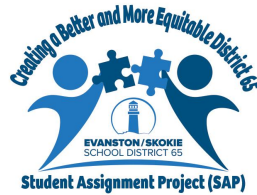
Potential Problems	Space Limitations	Need adequate facilities for preschool babies in buildings (bathrooms, stairwells, must be on 1st floor)	Scheduling (hours, start/end time, lunch/gym/recess)
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<p>Assess Threats:</p>	<p>High & High</p>	<p>(law), playgrounds, geographic location)</p> <p>High & High</p>	<p>Medium & Medium</p>
<p>Likely Causes:</p>	<p>The attendance areas that have the most need are already at/over capacity. More families want/need a full day, limiting the space/capacity for half day.</p>	<p>PreK often needs to separate the playground with very specific regulations.</p>	<p>Adding another cohort for students who need separation, space, & staffings needs.</p>
<p>Agree on Preventive Actions:</p>	<p>Partnering with a local preschool, making them a funding subrecipient.</p>	<p>Dawes: Connect annex to main building, adding space for PreK Oakton: Rehab & utilize basement Open "attendance centers"</p>	<p>Get creative with staffing-teaching assistants, lunch/recess aides, etc.</p>

Group 2

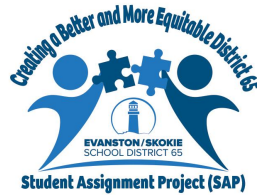
<p>Potential Problems</p>	<p>Staffing (PD, FAPEL, principal, support staff, nurse, ad)</p>	<p>Lack of Communication between JEH & satellite school location.</p>	<p>Satellite location - building admin having buy-in & knowledge/capacity to lead the Pre K- program (understanding Early childhood development)</p>
<p>Assess Threats:</p>	<p>High & High</p>	<p>Medium & Medium</p>	
<p>Likely Causes:</p>	<p>Required teacher-student rations</p>	<p>Out of sight, out of mind.</p>	



<p>Agree on Preventive Actions:</p>	<p>& shortage of qualified educators/staff</p> <p>Ensure funding & qualified staff are available before expanding the program. Recruiting partnerships.</p>	<p>Strategic communication planning/conscious efforts to include satellite locations (ex: make sure they are on the email list, site visits), standing meetings, opportunities for feedback.</p> <p>Some kind of independent alert for staff/teachers to deploy if they feel like they are missing communication.</p>	
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Group 3

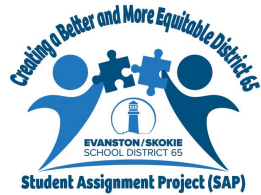
<p>Potential Problems</p>	<p>Current programmatic structures are set up as K-8 versus Prek-8.</p>	<p>Funding increase will have a substantial impact on the district budget.</p>	<p>Transportation could be a need based on the satellite location</p>
<p>Assess Threats:</p>	<p>High & Medium</p>	<p>High & High</p>	<p>High & Low</p>
<p>Likely Causes:</p>	<p>Principals and admin of the K-8 buildings are not in communication and are not considering</p>	<p>Addition teachers, additional staff & admin</p>	<p>Transportation is already provided for preschool students. But if programs are</p>



<p>Agree on Preventive Actions:</p>	<p>the needs of the birth-5 populations</p> <p>Adjust the structure of the admin if pre-k classrooms move into the neighborhood schools. Add a position in the neighborhood school to administer for the prek classroom. Have one pre-k site in a neighborhood school in each feeder pattern. One pre-k-8 building per middle school. Example: Dawes, JEH, and Kingsley or Lincolnwood</p>	<p>Referendum</p>	<p>provided in satellite buildings, there may be classrooms for specific needs that are not at every site.</p> <p>Bus only for those kids in which their needs are provided at site other than their feeder pattern school.</p>
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Group 4/5

<p>Potential Problems</p> <p>Asses Threat:</p>	<p>Parents being hesitant to put kids in Early childhood at a satellite location vs. JEH</p> <p>M & Low</p> <p>Parent concerns - Location, Building demographics, Building set up, Safety</p>	<p>Itinerant & Service providers servicing students at satellite locations (Staffing impact).</p> <p>Medium & Low</p> <p>Worried if more staff - rotated staff hate being rotated.</p>	<p>Community partners impacted by loss Itinerant & Service providers servicing students at their locations.</p>
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	Inform the community prior to implementing changes. More funding.		
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Next Steps

- Meeting next week to develop preliminary recommendations
- We will be on pause until the fall
 - SS will host several TregoEd sessions throughout the summer and fall. We will bring those back to the community and compare them to our preliminary recommendations to develop our final recommendations.