

8:30 am – 12:00 pm
Central Services Board Room

Attendance: Kris Smith, Sharon Missiaen, Emily Teeter, Kate Baehr, Cindy Pearson, Trina Hall, Kristi Dominguez, Tammy Koch, Laura Horan, Jen Mallett, Debbie Haney, Kris Newberry, Beth Nelson, Amy McAuliffe, Gina Ney, Danene Park, Kristine Wilson, Mike Haberman, Gretchen Pflueger, Carolina Olza-Kelsh

Unable to Attend: David Webster, Kim Walbeck, Kate Baehr, Stephanie Korn

Notes:

1. Informational Items
 - a. Reflections/Feedback from Meeting #3
 - b. Review and Approve Notes
 - c. Plan for the day –
 - i. Norms-Committee shared the Norm they would be focusing on today
 - ii. Outcomes – We want to make sure we hear from everyone today and that we leave knowing our ideas were expressed.
 - iii. Agenda Overview
2. News, Updates, For Good of the Order
 - a. Good of the Order / Kudos
 - i. Gretchen: United Way Grant. BPS is asking to fund one “classroom” through the grant which would allow us to purchase slots within existing community preschools.
 - ii. Carolina Olza-Kelsh joins us from WCC/BTC
 - b. Promise K Update – Highlight & how it ties to our common goal
 - i. Promise K is growing – 49 students enrolled to date. Currently have three sites identified – Roosevelt, Alderwood, and Happy Valley. Staff will start on April 7 and students will begin on April 10th. Transportation issues are being worked out. Paula McGrath will be supporting the new teachers. Promise K will support the committee’s goal to provide high-quality early education opportunities for all children.
 - c. Other:
 - i. Timeline: We would like to have the recommendation in late May to be able to share with families.
 - ii. Discussion of what could/should be shared with families because so much is undecided. We can scope it with what is not changing and build from there.
 - iii. Vancouver School District will visit and listen to the committee’s work.
 - iv. Question regarding WaKids and Specialist involvement. Currently it will be used as another source of information for OT/PT’s to use to see a student’s physical progress.
 - v. What do we know for sure? Preschool sites? Co-Op sites? Headstart sites? We know that BPS supports early childhood learning opportunities. Birchwood has been built with preschool classrooms, but the final decisions of what type of preschool it is has not

been decided. Discussion of how do we keep the positive communications with parents going. We need to let our existing families know where their child is going to go to school by June 1st. Itinerant staff needs to know for class load prior to summer the locations of preschools. Can we communicate community locations and times, preschool locations and times with parents so that parents have a chance to process? Discussing their child's disability can be very challenging if they need to do it over and over again.

3. Reminder of Committee Outcomes & Next Steps
 - a. Fall 2014 Recommendation – (& Next Steps)
 - i. Vision, Quality, related services
 - b. 3-5 Year Plan – Foundational Work – (& Next Steps)
 - c. Reminder why we are doing this work
 - i. Video
 - ii. WERA Presentation Snippets
4. Reporting Out Session
 - a. Silver, Gold, Platinum Models – Each group has created recommendations for their work around meeting the ideals in our HQ Preschool definition. Each group shared their recommendations and the rationale behind the proposals – the recs were presented as a low, medium and high level of recommendation.
5. Evaluation – How will we know we've met our aim?
 - a. Kaurez' Presentation (buckets) – Kristi briefly shared the work of Kaurez around high quality early learning indicators and how to build systems of supports and evaluation mechanisms / indicators for success.
 - b. Our defining of what will success look like (and how we will evaluate our progress toward goals) will be based on the Kaurez work, as it aligns with our HQ preschool definition document.
6. Transitions
 - a. Problem of Practice: Transitioning students from PreK to K
 - i. PreK Teacher Group will be meeting at their next district preschool meeting to begin to work on solutions to transitions
7. Recommendation & Timeline (see below)
8. Closing & Next Steps

Mike shared Dr Baker's entry plan goals three years ago that included talking about having full-day kindergarten for everyone and his hope was that he would be back talking about preschool for all children. Here we are three years later have those conversations. Change can be made, although bumpy at times, we as an institution have made significant change. We are a part of the change.

Pre-K Advisory Recommendation Timeline

Recommendation will include:

- I. Our Goals / Aim
- II. High Quality Preschools Document
- III. Preschool Guide (draft form)
- IV. Success Measures
- V. Staffing and Structures Recommendations
 - a. Fall 2014
 - b. Foundation for 3-5 year plan

Timeline

- Trina, Kristi, Mike, Bethany – draft recommendation (early/mid April)
- All Team - Meeting to Review Draft Recommendation (late April)
- All Stakeholders – Input and Feedback Opportunity (early May)
- Revision to recommendation based on input from ii. and iii. (mid May)
- Recommendation to DTL, Executive Team, Dr. Baker (mid May)
- Report Back to Committee (late May/early June)
- Implementation of Recommendations – Fall 2014 (June and Fall)
- Continued work, next 3-5 years (14/15 Task Force)

We will consider trying to collapsing this timeline a little where possible.

Input on Timeline:

Communication to existing families is needed as early as possible (early June is too late)

Itinerant group plans caseloads in spring

Transitions for families is emotional – need to have info as early as possible and communicate thoughtfully

Coordination needed related to community partners, BPS Special Education – times and locations and days.

notes on recommendations by groups:

How do these ideas relate to services to children?

- Language
- Family Culture
- More parent involvement
- More possibilities for placement
- Spread out the B-5 program with more flexibility
- Parent Support
- More Specialization of students services
- More intentional RTI program
- Continuum of services

Preschool Teachers Recommendations:

<p>Silver: (perhaps next year)</p> <p>Consultative model, unsure of FTE</p> <p>Cut down on transitions, transportation, bussing times.</p> <p>Flexibility of not locking into any model - exploration</p> <p>Centralized assessment team for consistency and program placement discussions together</p> <p>Excited with current community partnerships.</p> <p>Look at sites individually and look at inclusion – find opportunities within each site for increasing inclusion (peer models, etc.)</p> <p>B-3: change it to B-5, being able to assess those children and become a full time position; pre-referral focus, go out to sites, consult, transitions and placements</p> <p>continue building trust with partners and community</p> <p>Collaboration time with specialists to develop high quality programs (OT, PT, SLP, Psychs, Paras, B-3,</p>	<p>Gold: (perhaps 2 years out)</p> <p><i>All of Silver, plus:</i></p> <p>Options for services – placement options expanded, specialized, inclusive</p> <p>Dedicated areas for services</p> <p>B- 3 transition: kids that turn 3 in March – offer program options for these kids (2.5 year olds)</p> <p>Work with community partners on site</p> <p>Look at Sunnyland program and roll out to all sites</p>	<p>Platinum: (perhaps 3-5 years from now)</p> <p><i>All of Silver & Gold, plus:</i></p> <p>Collaboration time</p> <p>Every elementary should have two programs</p> <p>Continuum of services truly in place</p> <p>Class compositions</p> <p>Allowing for flexibility in programming i.e., 2.5 hour to 6 hr – varied models</p> <p>Highly trained staff; differentiated support via paras</p> <p>Placement options between pre k and k</p> <p>Layers of support, consistency from year to year.</p> <p>Home school recognized as important factor, but balance with specialized services and balance of sites.</p>
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teachers) – protected time		
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All agree inclusion needs to happen. Schools are not viewed as P-5, but as K-5. Program is housed in a school, but not part of it. We need to change the perception.

Special Education - Behavior Team Recommendations:

Silver: Autism: PD Environmental guidelines and opportunities for 1:1 within preschool classroom setting	Gold:	Platinum: Autism: min 25 hrs/week BA. Target group
Inclusion & Flexible Programming: Pilot sites (1 or 2) of gen ed and developmental preschool – itinerant / consultative model Develop STARS training and PECS training Specialized programs at specific sites: i.e.: STAR, autism or similar diagnosis for inclusion and specially designed approaches	Inclusion & Flexible Programming Limited inclusion model with itinerant support in a coaching model	Inclusion & Flexible Programming Total Inclusion, no self contained preschool with developmental preschool. Only chance to see children in an unrestricted environment With typically developing peers where structures and supports are in place.

Topic still to address: Transitioning students – preschool → Kindergarten

Special Education - OT/PT Recommendations:

Silver: PT: additional .4 FTE To cover increases with existing staff - Banaid OT: additional .8	Gold: PT: additional 1.6 FTE OT: additional 1.6 FTE	Platinum: PT: Additional 1.6 FTE OT: Additional 3.2 FTE
SLP: Add +.9 FTE allows for SLP in each preschool class t days/week – doubles the SLP presence in preschools;	SLP Gold: Total 3.0 FTE Allows for additional time for collaboration and planning	SLP: Total 4.2 FTE Allows for parent education piece, collaboration with big role for SLPs in parent ed

The increased FTE would allow for covering all age ranges and would help with early intervention to get kids out of special education more quickly. It would also help with the desire to collaborate more. Focus areas of motor development and speech development.

SLP: current 1.3 FTE (1/2 day per week in each class); Ability to implement PECS, STARS- SLPs integral role in implementing these – collaborative plan, time with kids

Special Education – Psychologists Recommendation:

Silver: Move staffing from 4 to 2, with 2	Gold: Need for a centralized assessment	Platinum: More comprehensive services:
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devoted to Preschool. 1.1 FTE (which is about current) and consistent with “test and place” rec	locations. Gives more flexibility to test outside of the school schedule 1.5 FTE (in the middle of silver and platinum)	1.9FTE
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Centralized assessment location benefits: reduced travel, flexibility of when testing can occur, centralized, on the ready, dedicated space.

Community Partners Recommendation:

<p>Silver: Parent Ed</p> <p>Hire a parent consultant - contracted Parent education to connect and support the classroom.</p>	<p>Gold: Parent Ed:</p> <p>All preschool parents at sites where WCC is located will be enrolled in parent ed class through WCC and take part in evening parenting classes once per month</p>	<p>Platinum: Parent Ed:</p> <p>All preschool parents enrolled in parent ed class through WCC, at no additional cost to the family (strengthens partnership, strengthens WCC program, benefits parents, structure present, level of professionalism) – include time in call, family nights, PTA like meetings</p> <p>Bilingual aspect More authentic parent involvement One team</p>

- +possibilities and placements for kids
- +B-5 schools – moving over time to something more
- +more parent support
- +more parent education
- +continuum of services
- +flexibility for student services and families