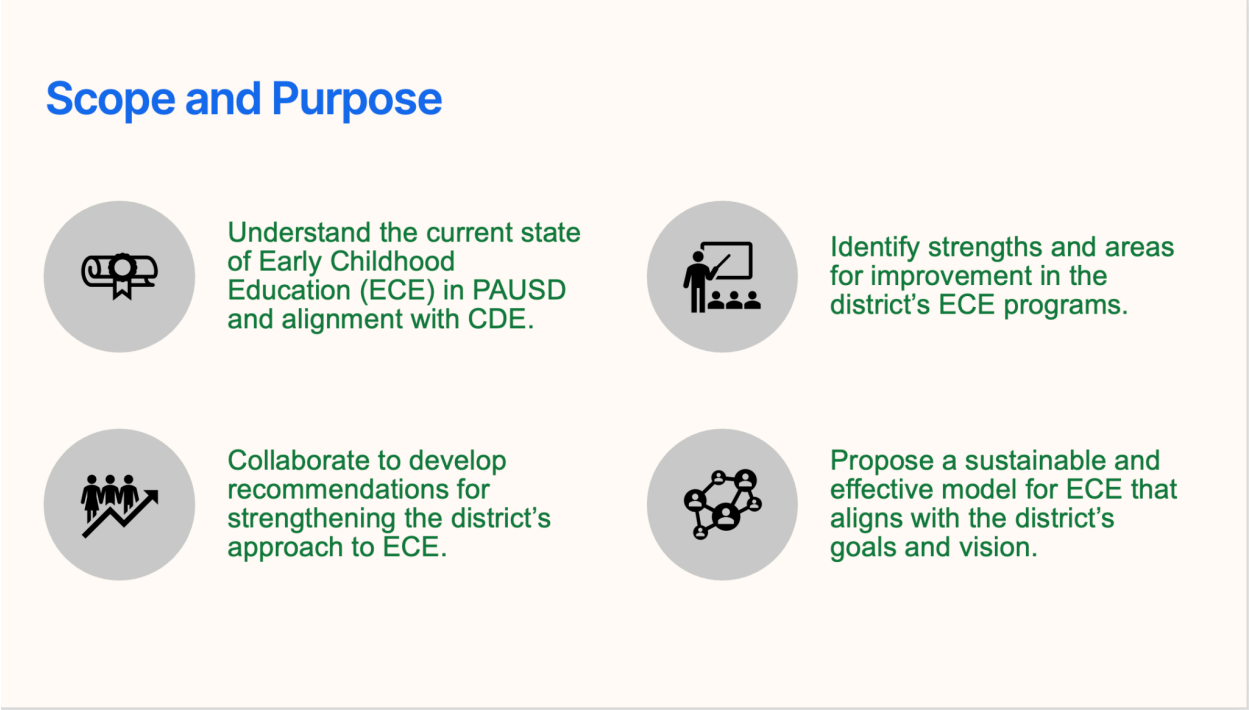
PALO ALTO
UNIFIED SCHOOL DISTRICT

ECE AD HOC COMMITTEE
JANUARY 29, 2025
Meeting 3 Notes

Committee Title: ECE Ad Hoc Committee
Date/Time: January 29, 2025/4:30-5:30 pm
Location: 25 Churchill Ave
Facilitator: Lana Conaway, Assistant Superintendent

Charge of Committee:



Recommendation Deadline: February 2025

Committee Members Present: Lana Conaway (Chair), Akshaya Aradhya, Ashlynn Rao, Christine Hodson, Danae Reynolds, Dawn Yoshinaga, Guillermo Lopez, Karen Stein, Kendra Williams, Laura Duckworth, Lilyann Stolp, Nikole Manou, Susan Giovannotto, Sharon Keplinger, Teri Baldwin, Stacey Clifton, Trebor Winslow, Hilary McDaniel, Grace Lee, Ashley Ying-Chin, Tseng Lee Pfab, Shana Segal, Rowena Chui, Priscilla Fernandez, Guillermo Lopez,

PALO ALTO
UNIFIED SCHOOL DISTRICT

Lanette Konrad,Maria Ormaza-Mathia, Brittany Gardner, KB Hurley, French Yarbrough, Daniel Mendez

Meeting notes:

Welcome and Opening Remarks
The meeting started with a discussion focused on reviewing strengths and opportunities for growth within the ECE program. Key topics included rightful presence, emphasizing intentional inclusion in the framework, and a Gallery Walk to identify key terms and ideas for building a strong ECE program. Additionally, participants explored key goals for ECE programming and introduced guest attendees.

A review of Strengths and Challenges. What's Missing?
PSF is an adult school program and not part of PAUSD's ECE program, though its goals can be aligned with ECE. Young 5s should be included again due to its strong parent education component. Identified weaknesses include the lack of play-based programming for TK and high teacher turnover due to the 80% contract structure. Strengths include low turnover in PACCC's CSPP program, a well-received Parent Education speaker series, and PiE support for TK.

Homework: Review the strengths and what stands out (resonates with you) keeping PSF as a reference to think of in terms of what can be added to the ECE

While PSF is not part of PAUSD's ECE, it serves as a useful reference for potential program enhancements.

Challenges Identified:

- TK Teacher & Curriculum Challenges: High teacher turnover, 80% contracts, limited collaboration, and an overly packed curriculum within a short school day.
- Structural & Facility Limitations: Elementary school structure is not suited for TK, with inadequate play yards, bathrooms, and no access to music or library services.
- Family & Community Gaps: TK families feel isolated and lack a strong community due to being spread out across schools.
- Early Education Alignment Issues: UTK is not the same as Pre-K, and there is a lack of collaboration between PAUSD and early education (ages 0-5), including PACCC, cross-curricular continuity, and family support.

- Age Grouping Concerns: TK students are placed with much older elementary students (up to 5th grade), which is not developmentally appropriate.

Rightful Presence and Inclusive Early Education
The shift of TK from Greendell (with SPED PF inclusion) to K-5 sites unintentionally created barriers to accessing typically developing peers. Inclusion was later moved to PSF, but concerns arose about student exposure to unvetted families. Currently, Young 5s serve as the inclusion model, though developmental appropriateness remains a challenge.

Key Considerations for Supporting Students with Disabilities:

- Intentional program design is needed to ensure inclusive access.
- By 2027, 10% of licensed spots in PACCC must be designated for students with disabilities.
- Mixed-delivery partnerships with agencies can enhance inclusion efforts.
- PACCC has partnered with County early educator apprenticeship programs, ensuring sufficient staffing.

Brainstorm Potential Recommendations, Threats/Barriers to Proposed Recommendations

- Institutional Barriers: Staffing, funding, scheduling, facilities, and program alignment.
- Community Barriers: Family engagement, accessibility, and language/cultural considerations.
- Policy & Regulatory Barriers: Compliance with state and federal guidelines, along with funding restrictions.
- Instructional Barriers: Curriculum alignment, educator training, and special education inclusion.

Next Steps

Next Meeting – Wednesday, February 10, 2025, @ 4:30 pm

- Committee members were asked to bring a laptop to the next meeting, if possible.
- Conduct research and contribute to finalizing recommendations & writing the report.
- QUESTIONS TO THINK ABOUT
- Template for the report: https://padlet.com/yconaway/ece-brainstorm-np8625ywxu2ej08s