



**John F. Kennedy
Early Learning Center
Closing Update
Parent Presentation at JFK
6. 18. 2018**

Chronology, Variables & Planning

Chronology: Meetings with District Admin. & PCTA

- **Feb 27th** — Authorization to Close ELC
- **March 6th** — District Administration: Absorption of 200 + Children
- **March 14th** — District Administration: Future Logistics & Planning
- **March 16th** — District Administration & PCTA Questions
- **March 19th** — District Administration, PCTA, & CSEA Questions and Answers
- **March 27th** — District Administration Consultation
- **April 9th** — District Administration & PCTA Model planning
- **April 10th** — Line-by Line
- **April 16th** — District Administration Personnel considerations
- **April 24th** — District Administration & PCTA SMOA suggestions

Chronology: Meetings with District Admin. & PCTA (cont.)

- **May 2nd** — District Administration & PCTA
- **May 3rd** — ELC Negotiation **SMOA Meeting ***
- **May 8th** — District Administration re: **Agreement Signed: Teacher Redeployment**
- **May 15th** — District Administration, PCTA, & CSEA * **Budget Vote**
- **May 23rd** — District Administration: Transfer Planning
- **May 29th** — District Administration: Final Redeployment Meeting
- **June 1st** — **Notice of Teacher Assignments**



Variables and Considerations

- Space and facilities
- Budget, State Aid etc
- RIF, Staffing, Attrition and Retirements
- Bilingual and ENL Education needs
- NYSITELL Results
- K Screening
- Special Education needs
- Rtl needs
- Special Area Programs (Science, PE, music, etc)
- Food Service/Health Services/Clerical
- Negotiations and Consultation with Collective Bargaining Units
- Class configuration (after June 1)
- Tentative notice of Assignment (June 1)
- Final Class configurations and deployment meeting (June 25)
- Summer Screening
- Both Bond Projects - Impact of MS Bond; Impact of bids for District Bond

The Plan

- **Class Size Equalization Committee (Fall 2017)**
- **Priorities**
 - **Educational needs**
 - **Minimizing Transitions and Disruption**
 - **Geography and Siblings**
 - **Choice**
- **Zero K**
- **ELL and Bilingual Configuration**
- **Post Bond Construction**

Chronology: Meetings with JFK Stakeholders

- **March 8th** — JFK PTA Board Meeting
- **March 14th** — Presidents' Council Meeting
- **March 22nd** — JFK PTA Special General Meeting
- **March 27th** — JFK Faculty Meeting
- **March 29th** — JFK Admin Meeting with Director for ELLs
- **April 9th** — JFK CSEA Conference Call with Ms. Maura McAward
- **April 12th** — JFK PTA Board Meeting
- **April 18th** — JFK Bilingual Staff Meeting with *Director for ELLs* regarding Potential Models
- **April 19th** — JFK PTA General Meeting, Discussion of Models
- **April 25th** — Presidents' Council Meeting * **Information Shared: Kindergarten to move**
- **May 3rd** — JFK PTA Board Meeting
- **May 7th** — JFK Site-Based Team Meeting
- **May 8th** — JFK Admin Meeting with *Director for ELLs* regarding Potential Models

Chronology: Meetings with JFK Stakeholders

- **May 8th** — JFK PTA General Meeting
- **May 9th** — ELC Staff Meeting (**SMOA**)
- **May 16th** — JFK Faculty Meeting
- **May 17th** — JFK Meeting with *Director for ELLs* regarding Potential Models
- **May 21st** — JFK Incoming Kindergarten Parent information Session
- **May 23rd** — Presidents' Council Meeting
- **May 24th** — Food Services Planning Meeting
- **May 25th** — JFK Meeting with *Director for ELLs* regarding Potential Models
- **June 1st - 11th** — Kindergarten Screening (150 families): Parent Preference/Orientation
- **June 4th** — JFK Site-Based Team
- **June 5th** — Open Door: Health Planning Meeting
- **June 7th** — JFK PTA Board Meeting * (**Letter Discussed**)
 - **June 7th** — Scheduled Meeting with *Director for ELLs* regarding DL Info Session

Bilingual Education at PCSD

Vision

- *Emerging bilinguals at the Port Chester School District receive academically rigorous, and culturally responsive education that supports them in an equitable learning environment as they pursue college and career readiness and leadership in a global setting.*

Initiatives

- Capacity-Building: **Certification** — CNR (RESET), SUNY, Manhattanville
- Training: **Professional Development** — Fordham University, CAL
- Design: **Planning** — TBE → DL (One-Way, Two Way, Self-contained, etc.)
- Community Support: **Parent Training** — 12+ Workshops year round

ELC Closing: Considerations for Planning

Current Enrollment

Kindergarten Sub-Total = 137 students

- Monolingual Classes: 23, 23, 24
- Bilingual Classes: 22, 23, 22

First Grade Sub-Total = 136 students

- Monolingual Classes: 23, 23, 24
- Bilingual Classes: 22, 23, 22
- **TOTAL: 273 students**

Criterion for Bilingual Programming

- **JFK to keep 90:10 Dual Language program structure**
 - Longest-running bilingual program
 - Well-structured program in K-1
 - Experienced Staff in with expertise in the 90:10 model (K)
- **Most adequate programming based on population:**
 - Same Home language (Spanish)
 - 50% + of student matriculation is ELLs at JFK

Option A: 2K + 3F

*Kindergarten **

- **2 Bilingual K Classes** remain at JFK
- **1 Bilingual K Class** is absorbed via **ENL** by all other buildings (7-8 s avg.)
- **3 NEW Monolingual classes** to open in other buildings

Considerations:

- *Direct disruption of 90:10 DL model by absorption via ENL*
- *Future re-enrollment at JFK would impact program sustainability*
- *Avg. enrollment would result in out-of-compliance status by design (-60%)*

Option A: 2K + 3F (cont.)

1st Grade ¹

- **3 Bilingual First Grade Classes** remain at JFK
- **3 Monolingual classes** to be relocated to other buildings

Considerations:

- Continuation of 90:10 model for current K cohort
- Reduction of incoming bilingual cohort (K) would mean program adjustment every year

Option A: 2K + 3F (cont.)

2nd Grade

- **3 Bilingual First Grade Classes** remain at JFK
- **3 Monolingual classes** remain at JFK

Considerations:

- *Continuation of current model*
- *Program will only be sustainable in current format for 1 year*

Option B: Zero K –(5F)

*Kindergarten **

- JFK will not host Kindergarten classes *for the next 2 years*²
- Each building (Edison, King & Park) opens a **Bilingual 90:10 K Class** from JFK enrollment — same characteristics, curricula & programming
- 2 buildings open **2 NEW Monolingual classes**
- Remaining **Monolingual class (1)** is absorbed by all buildings
 - Average increase: 5 students per class

Option B: Zero K (cont.)

Considerations:

- *Continuation of 90:10 model for all cohorts*
- *Satellite classes continue program and integrate to JFK in 1st grade ³*
- *Least disruption when cohort has to integrate back into JFK*
- *Absorption of bilingual classes benefits other DL programs*
 - *Overflow feeds into newer DL programs*

Option B: Zero K (cont.)

1st Grade ¹

- **3 Bilingual First Grade Classes (80:20)** continue at JFK
- **2 Monolingual classes** continue at JFK
- Remaining **Monolingual class (1)** is absorbed by all buildings
 - Average increase: 4 students per class

Considerations:

- Continuation of DL program model (i.e., 80:2 for 1st grade) for current and future cohort(s)
- Least disruptive model for all buildings

Option B: Zero K (cont.)

2nd Grade

- **3 Bilingual Second Grade Classes (70:30)** continue at JFK
- **2 Monolingual classes** continue at JFK
- Remaining **Monolingual class (1)** is absorbed by all buildings
 - Average increase: 3-4 students per class

Considerations:

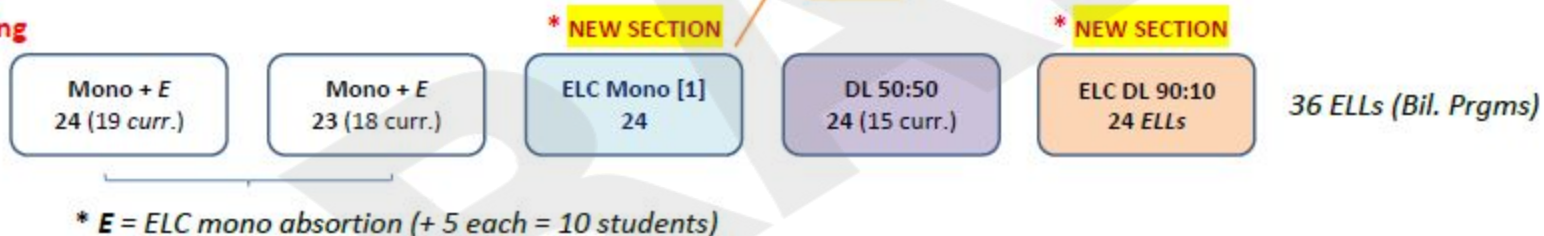
- Continuation of DL program model (i.e., 70:30 for 2nd grade) for current and future cohort(s)
- Least disruptive model for all buildings

Option B: Zero K – Kindergarten Projection

Edison



King



Park



Option B: Zero K – First Grade Projection

Edison (+16)

Mono
25 (21 curr.)
incl. + 4 (ELC)

Mono
24 (20 curr.)
incl. + 4 (ELC)

* NEW SECTION

DL 50:50
24 (21 curr.)
potential: + 3 ELLs (from ELC mono)

13 ELLs (Bil. Prgm)

3/14 (ENL)

JFK

DL 80:20
24

DL 80:20
24

DL 80:20
24

Mono
24

Mono
24

72 ELLs (Bil. Prgm)

+ ENL
TCHR

King (+18)

Mono
23 (19 curr.)
incl. + 4 (ELC)

Mono
22 (18 curr.)
incl. + 4 (ELC)

* NEW SECTION

DL 50:50
23 (15 curr.)
potential: 8 ELLs (from ELC mono)

10 ELLs (Bil. Prgm)

8/14 (ENL)

Park (+14)

Mono
24 (19 curr.)
incl. + 5 (ELC)

DL 50:50
25 (23 curr.)
incl. + 2 ELLs (ELC)

DL 50:50
26 (25 curr.)
potential: + 1 ELLs (from ELC mono)

26 ELLs (Bil. Prgm)

3/14 (ENL)

Option B: Zero K – Second Grade Projection

Edison (+16)

Mono
24 (merged.)

n/a
n/a

Mono
24 (merged.)

ELLs (ESL Prgm)

JFK

DL 70:30
22

DL 70:30
23

DL 70:30
24

Mono
25 (21 curr.)

+ ENL
TCHR

Mono
25 (23 curr.)

69 ELLs (Bil. Prgm)

6 ELLs (ESL)

6 ELLs = + 4 (ELC)

+ 2 (ELC)

King (+18)

Mono
24 (21 curr.)

Mono
23 (20 curr.)

Mono
25 (23 curr.)

+ ENL
TCHR

8 ELLs (ESL)

8 (ELC) incl. + 3 ELLs (ELC)

incl. + 3 ELLs (ELC)

incl. + 2 ELLs (ELC)

Park (+14)

Mono
23 (17 curr.)

Mono
23 (20 curr.)

DL 50:50
24 (24 curr.)

+ ENL
TCHR

12 ELLs (Bil. Prgm)

9 ELLs (ESL)

9 (ELC) incl. + 6 ELLs (ELC)

incl. + 3 ELLs (ELC)

F.A.Q.

Q: What are the English Language Learner Programs offered in NYS?

A: ENL, TBE, One-way/two-way DL

ENL- Instruction in this program, formerly known as English as a Second Language (ESL), emphasizes English language acquisition. In an ENL program, language arts and content-area instruction are taught in English using specific ENL instructional strategies. Some content area classes are Integrated ENL classes. **All elementary schools offer this model.**

TBE- The goal of a TBE Program is to provide students with the opportunity to transition to a monolingual English classroom setting without additional supports once they reach proficiency.

One-Way Dual Language- The One-Way Dual Language Program is primarily composed of students who come from the same home/primary language and/or background. The teacher provides instruction in both English and the home/target* language. **(JFK)**

Two-Way Dual Language-The Two-Way Dual Language Program includes both native English speakers and ELLs. The teacher or teachers provide instruction in both English and the home/primary language. In the majority of Dual Language Programs, the students receive half of their instruction in their home/primary language and the remainder of their instruction in the target language. **(Edison, King, Park)**

Q: Why are we moving monolingual/ENL students as opposed to students from all programs?

A: Our goal is to keep the integrity of the 90:10 One Way DL program. In addition, JFK currently employs the majority of bilingual teachers; we currently don't have enough bilingual teachers to sustain more bilingual classes at other buildings

Q: Why can't the district reassign bilingual education teachers in grades 1-2 to the other elementary schools?

A: Due to conditions of the PCTA Collective Bargaining Agreement regarding transfers and vacancies.

Q: Why weren't decisions about student reassignments made prior to June 1st?

A: Since the decision was made to close ELC on February 27, 2018, it was necessary to engage in district and building-level discussions with staff and administration to establish the necessary protocols and procedures to minimize the impact on students, families and staff while maintaining requirements of instructional programming. Teaching assignments could not be finalized until: 1. a supplemental Memorandum of Agreement was established between the Teacher's Union and the district with a deadline of May 25th. 2. New York State school aid allocation was calculated 3. The May 15 Budget Vote outcome was known. Further, the June 5 Bond vote could have had an impact on reassignment.

Q: Why seek volunteers?

A: In an attempt to minimize the impact on families and to offer choice where possible, we felt it was important to reach out to parents who may be interested in a reassignment prior to making final decisions.

Q: What happens if I do/do not volunteer for permanent reassignment?

A: The district cannot guarantee reassignment of any student. However, all requests will be taken into consideration and ultimately, the best decision will be made to create balanced classrooms.

Q: Why are JFK K and 1 students being moved?

A: Due to the number of students in current grades K and 1 district wide, it was possible to collapse to one fewer section in each grade level and therefore concurrently work to equalize class sizes across the district in those grade levels. However, this resulted in the need to maintain 20-25 students at the other elementary schools. Hence the request for volunteers. Going forward we will need to do the same for each successive incoming JFK K class.

Q: What if my child has a sibling at JFK?

A: We will try to keep siblings in the same elementary school to the extent possible.

Q: How will the district decide on what students to move?

A: Ultimately, the district wants to create well-balanced K-2 classrooms across all of the elementary schools. We will look at student academic profiles, student demographics, home address, and siblings in making our decision.

Q: How will I find out about my child's placement?

A: The district will be mailing out a correspondence with the school placement in summer.

Questions?

For further inquiries, contact:

Judy Diaz- Principal

jdiaz@portchesterschools.org

Thank you!

Joseph Durney – Deputy Superintendent

jdurney@portchesterschools.org

Judy Diaz – Principal

jdiaz@portchesterschools.org

Bryant Romano - Assistant Principal

bromano@portchesterschools.org

Felipe Orozco – Director, ELL & Bilingual Programs

forozco@portchesterschools.org

