2014 Committee Recommendations

"Unanimous" Recommendation for:

District-Funded Full-Day Kindergarten

Maintenance of Current Programmatic, Instructional, & Staffing Practices

Rigorous Academic, Enrichment, Developmental, and Social/Emotional Programming

A Commitment to Equity of Opportunity for All Students

A Commitment to supporting our At-Risk Students

Next Steps

- Additional Opportunity for Community Input and Questions
 For the Board's Consideration on January 27th
- Formal Recommendation and Board Action at the Regular Board Meeting on February 10th

Questions:

Enrollment Comparisons (Case Study)

Instructional Assistants (Intervention)

Learning and Teaching

Full Day Every Day for All Students

Basic Principles

- · Default: All Students Attend Full Day Kindergarten
- · Parents may choose to have their child leave at mid-day
- · Intervention Supports embedded in Full Day Program

Potential Financial Implications ~

	N	Maintain	F	ull Day
Staffing			Ė	
Teacher				
FTE		8.0		16.0
Cost	\$	424,000	\$	848,000
Assistant				
FTE		8.0		16.0
Cost	\$	104,650	\$	209,300
Intervention				
FTE		1.5		
Intervention Cost	\$	100,000	\$	80,000
Transportation	\$	156,000	\$	
Total	\$	784,650	\$1	1,137,300
Additional Cost per Year			\$	352,650
One Time Start Up Cost			\$	78,000

Pros

- Supports Presented Rationale of Academic,
 Developmental, and Social/Emotional Programming for All
 Students
- · Most Equitable Model
- · Curricular & Instructional Rigor
- · Most Likely to Maintain Academic Gains
- · Addresses Ongoing Parent Inquiries
- · Supports Neighborhood School Model
- · Potential Financial Incentives from State Aid
- · Provides a True 'Prerequisite' for Our Unit District

Cons

· Costliest Model

Case Study Full Day Every Day

District:

- Large
- Diverse
- Suburban

Learning and Teaching

- · Default Full Day
- · Academic Focus in a.m.
- · Enrichment and Specials in p.m.
- Most intervention in p.m.

Enrollment

99% Total Full Day Participation

Full Day Programs at Each Building / Half Day Programs at Select Location(s)

Basic Principles

- · Full Day Programs at Each Building
- · Those Who Choose Half-Day Would Attend at Centralized Site
- · Transportation Would be Provided to 1/2 Day Attendees

Potential Financial Implications

Staffing	N	/laintain	F	-ull Day		ull Day s 1/2 Day
Staffing			-		_	
Teacher						
FTE		8.0		16.0		16.5
Cost	\$	424,000	\$	848,000	\$	874,500
Assistant						
FTE		8.0		16.0		16.5
Cost	\$	104,650	\$	209,300	\$	215,841
Intervention						
FTE		1.5				
Intervention Cost	\$	100,000	\$	80,000	\$	80,000
Transportation	\$	156,000	\$	-	\$	31,200
Total	\$	784,650	\$1	1,137,300	\$1	,201,541
Additional Cost per Year			\$	352,650	\$	416,891
One Time Start Up Cost			\$	78,000	\$	78,000

Pros

- · Full Day is Default for Majority of Students
- · Provides a structured 1/2 day Option on a Limited Scale

Cons

- · Uncertainty Makes Planning More Challenging
- · Less Likely to Maintain Academic Gains
- · Starts to Breakdown the Neighborhood Model
- Transportation Complications
- · Potential for Variability Year to Year
- · Potential to Cost More Than Full Day for All

\$ 352,650 \$ 416,891 t Up Cost \$ 78,000 \$ 78,000

Case Study of Full Day Plus 1/2 Day

District

- Large
- Diverse
- · High Achieving
- Suburban

Learning and Teaching

- · Default Full Day
- · Programming Structured as any other grade
- · All core academics and enrichment opportunities

Enrollment

99% Participation in Full Day

Full Day Tuition Model

Basic Principles

- · Default: All Students Attend Half Day Kindergarten
- Families that Desire Full Day Programming Pay a Monthly Fee for Their Child to Attend an Additional Half-Day of Enrichment
- · District Provides a Subsidy for Low-Income Families
- Booster and Foundations Supports are Provided for Special Education and Identified At-Risk Students

Potential Financial Implications

	N	1aintain	Tuition
Staffing			1.0 FTE Teacher - \$53,000
Teacher			
FTE		8.0	
Cost	\$	424,000	
Assistant			1.0 FTE Assistant - \$13,081
FTE		8.0	
Cost	\$	104,650	
Intervention			
FTE		1.5	
Intervention Cost	\$	100,000	\$100,000
Transportation	\$	156,000	\$156,000
Total	\$	784,650	?
Additional Cost per Year			
One Time Start Up Cost			\$78,000

Pros

· Achieves Apparent Desire from Parents for Full-Day Programming

Cons

- Does not Support Presented Rationale of Academic,
 Developmental, and Social/Emotional Programming for All
 Students
- · Least Equitable of All Potential Models
- · Less Consistency in Programming for Students
- · Academic Rigor Suffers When All Students are Not Included
- · Less Likely to Maintain Academic Gains
- · 'Prerequisite' Becomes 'Enrichment'
- · Uncertainty Makes Planning More Challenging
 - (Enrollment Impacts: Programming, Transportation, Fiscal Considerations, and Other Infrastructure Issues)

	\$ /84,650	· ·
r		
		\$78,000

Case Study of Established, District-Staffed Tuition Model

District

- Large
- Diverse
- · High-Achieving
- suburban

Learning and Teaching

- · Default 1/2 Day
- · Core Academics in 1/2 Day
- · Depth and Enrichment in Full Day

Enrollment

70% Total Participation

54% Tuition Based

16% Subsidized (income considerations)

Case Study of New, District-Staffed Tuition Model

District

- · Comparable Size
- · Comparable Demographics
- · Suburban/Rural Mix

Learning and Teaching

- · Default 1/2 Day
- · Core Academics in 1/2 Day
- · Depth and Enrichment in Full Day

Enrollment

42% Total Participation

Roughly 20% Subsidized (income and academic considerations)

Case Study of Community Partner Tuition Model

District

- · Comparable Size
- · Comparable Demographics
- Suburban

Learning and Teaching

- · Default 1/2 Day
- · Tuition Program Provided by Community Partner
- · Academic Intervention Program Provided by District

Enrollment

46% Total Participation

Roughly 20% Subsidized (academic considerations only)

Questions:

Enrollment Comparisons (Case Study)

Instructional Assistants (Intervention)

Learning and Teaching

Kindergarten Assistants

Other Districts

- · Special Education Assistants
- · Enrollment Assistants
- · Certified and Non-Certified Interventionists
- · No 'Dedicated' Kindergarten Assistants

Our District

- Intervention
- · Differentiation
- · Social Emotional Support
- · Cost-Benefit

Kinderg

Other Districts

- · Special Education Assistants
- · Enrollment Assistants
- · Certified and Non-Certified Interventionists
- · No 'Dedicated' Kindergarten Assistants

Our District

- Intervention
- Differentiation
- · Social Emotional Support
- · Cost-Benefit

Questions:

Enrollment Comparisons (Case Study)

Instructional Assistants (Intervention)

Learning and Teaching

Learning and Teaching

What would look different for Full Day students?

Full Day Kin

8:00-8:30

Count Days

Calendar, Weather,

d Work Daily

Learning and Teaching

What would look different for Full Day students?

Half Day Kindergarten Schedule

8:00 - 8:30 Opening - Announcements, Pledge, Calendar, Weather, Count Days in School, Phonemic Awareness, Word Work Daily Message, Letter Review

8:30 - 9:00 Math Instruction

9:00 - 9:30 P.E./Music/Library - (Math and/or Literacy instruction at this time for two days each week that students do not have a special class.)

9:30 - 10:30 Literacy Block -Shared Reading, Literacy Centers, Guided Reading, Developmental Choice Time, Writing (Science and Social Studies are integrated activities at this literacy time.)

10:30 Dismissal





Full Day Kindergarten Schedule

8:00- 8:30 Opening - Announcements, Pledge, Calendar, Weather, Count Days in School, Phonemic Awareness, Daily Message, Letter Review

8:30 - 10:00 Literacy Block - Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension: Jolly Phonics, Heggerty, Shared Reading, Work Stations, Guided Reading

10:00 - 10:30 Recess / Developmental Time

10:30 - 11:30 Math

11:30 - 12:00 Center Activities (Critical Thinking and Content Reinforcement) - Art, Drama/Housekeeping, Computers, Listening Center, Math Manipulatives, Blocks, Science Exploration, Writing Center, Reading Center, Social-Emotional Learning

12:00 - 12:20 Lunch Recess

12:20 - 12:40 Lunch

12:40 - 1:00 Interactive, Writing/Sharing/Communication, Shared Reading

1:00 - 1:20 Quiet Reading Time - Read Aloud/Student Reading

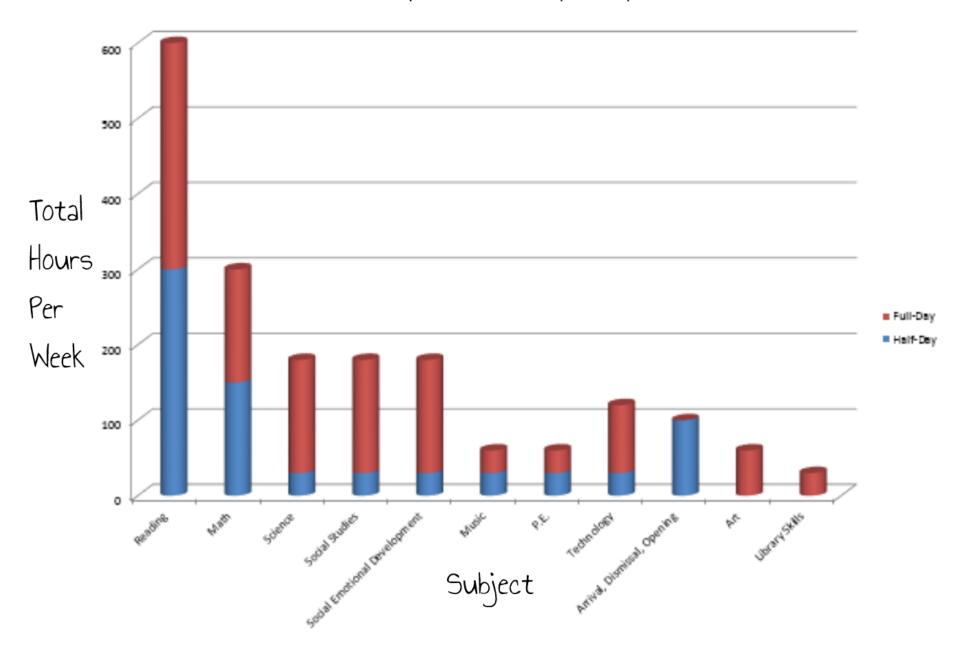
1:20 - 1:50 Specials (Art, Music, PE)

1:50 - 2:15 Science/Social Studies/Computer Lab

2:15 Dismissal



1/2 Day vs. Full Day Comparison



Learning and Teaching

What would look different for Full Day students?

Half Day Kindergarten Schedule

8:00 - 8:30 Opening - Announcements, Pledge, Calendar, Weather, Count Days in School, Phonemic Awareness, Word Work Daily Message, Letter Review

8:30 - 9:00 Math Instruction

9:00 - 9:30 P.E./Music/Library - (Math and/or Literacy instruction at this time for two days each week that students do not have a special class.)

9:30 - 10:30 Literacy Block -Shared Reading, Literacy Centers, Guided Reading, Developmental Choice Time, Writing (Science and Social Studies are integrated activities at this literacy time.)

10:30 Dismissal





Full Day Kindergarten Schedule

8:00- 8:30 Opening - Announcements, Pledge, Calendar, Weather, Count Days in School, Phonemic Awareness, Daily Message, Letter Review

8:30 - 10:00 Literacy Block - Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension: Jolly Phonics, Heggerty, Shared Reading, Work Stations, Guided Reading

10:00 - 10:30 Recess / Developmental Time

10:30 - 11:30 Math

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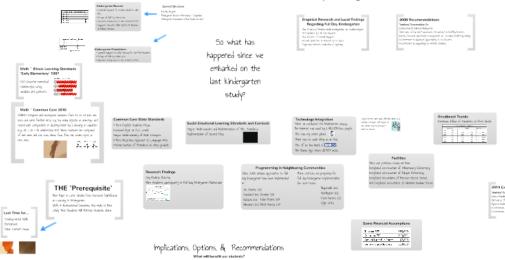
2:15 Dismissal



Kindergarten Programming: Status and Recommendations



2008 Report: Findings, Recommendations, and Board Goals

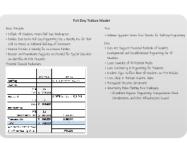






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Head Shapes

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(See the Matter Consideration on Lineary prime)

- Friend Recommendate and Lineary as the Regular
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	Case Study of Community Partner To	ition Model
District	Learning and Teaching	Enrollment
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