

Full Day Kindergarten Proposal

January 8, 2008



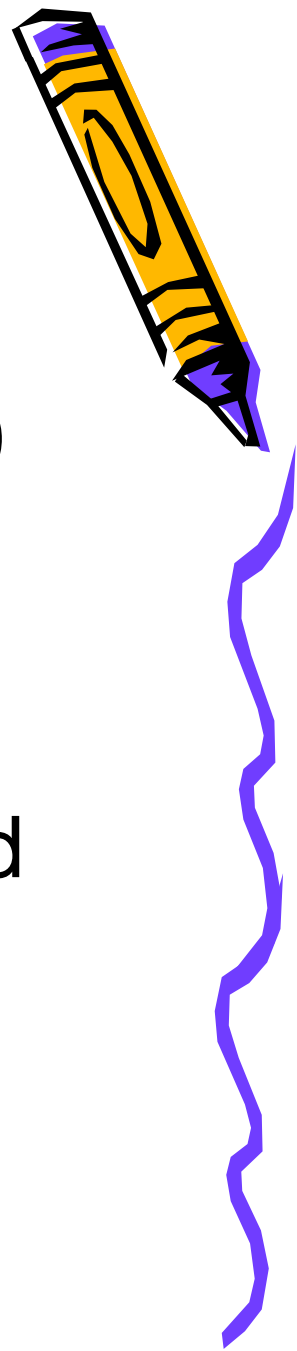
Background Information

- 2000-2002 FDK Committee studied FDK options for Concord
- June 2002 FDK Committee recommended FDK options to School Committee
- Sept. 2004 revisited FDK options for early intervention for at risk students
- Spring 2005/2006 implemented second semester extended day 3x week for 30 students



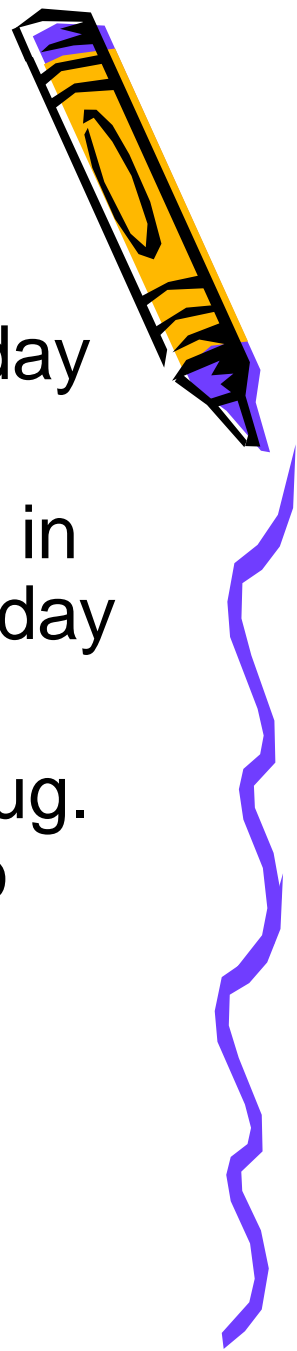
Extended day Intervention Program

- 1 teacher and 1 tutor worked with 10 students at each school site
- End of year assessments in literacy showed significant progress
- Teachers and parents recommended extended day for more students



Massachusetts FDK

- 81/92 districts surveyed in 2006 offer full day or combination full/half day kindergarten
- 11/16 similar Metrowest districts surveyed in 2007 offer full day or combination full/half day kindergarten
- Gov. Patrick's Executive Order #489 in Aug. 2006 -Readiness Project includes plans to "deliver universal and high quality early education for 3 and 4 year olds as well as Full Day Kindergarten"



FDK Research

- West Ed 2005 – Reviewed 7 studies 1988, 1991, post 1995 and identified following benefits of FDK: Contributes to increased school readiness, leads to higher academic achievement, improves student attendance, supports literacy and language development, benefits children socially and emotionally, and decreases costs by reducing retention and remediation rates. “Full-day programs consistently seem more effective than half-day kindergarten”.

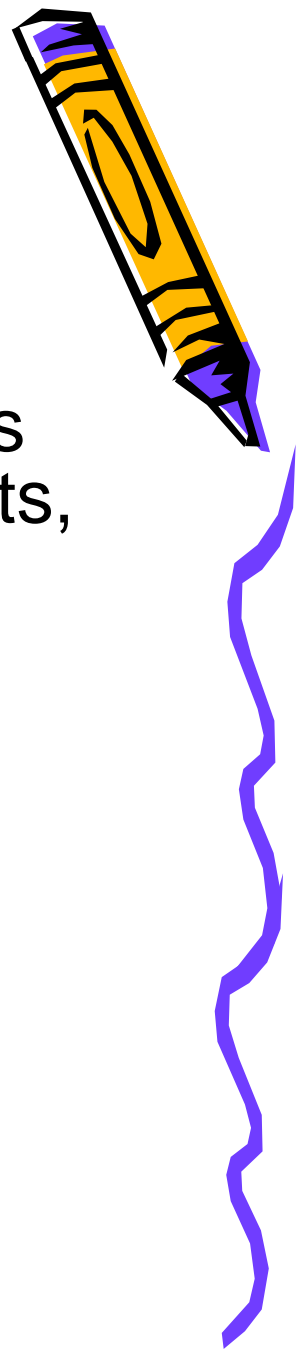




- “Condition of Education 2003” , US Department of Education . “The additional time that children who attend full-day kindergarten spend in school increases their exposure to a variety of instruction activities. Findings....suggest that public school children who attend full-day classes make greater reading achievement gains during kindergarten year than their counterparts who attend half-day classes”.



- 2005 NIEER Policy Report - Over 60% of kindergarteners across the nation are enrolled in full-day programs and teachers spend more time on reading, language arts, and math activities compared to peers in half-day programs.
- 2006 American Journal of Education - National study of 8,000 children found learning gains that pupils make in full-day programs translate to about a month of additional schooling in a school year.



Current Considerations

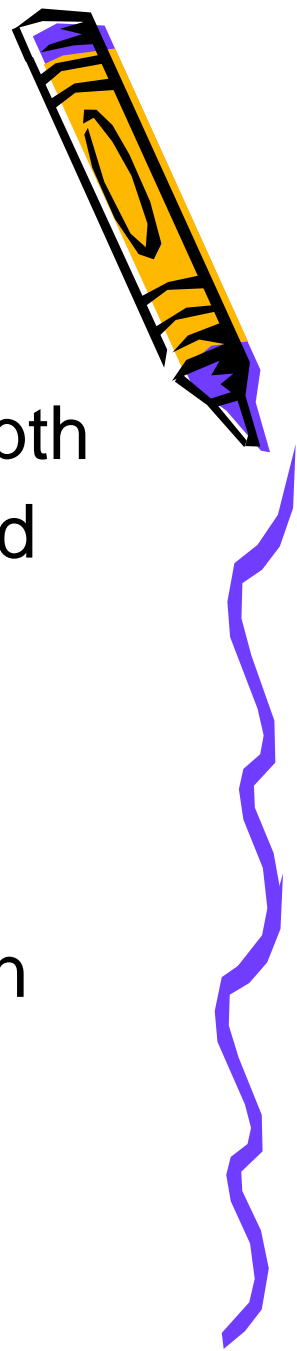


- More than 60% current kindergarten students transition to after school programs
- Spring 2006 and 2007 provided successful extended day intervention programs
- Special education enrollment (20%) is higher than statewide average (16%)
- K student population is becoming increasingly diverse with a wider range of learning/social skills



FDK Benefits

- More time to explore topics in greater depth
- More time to balance academic needs and socializing play
- More time to assess students and individualize instruction to their specific needs and interests
- More time with students individually and in small groups

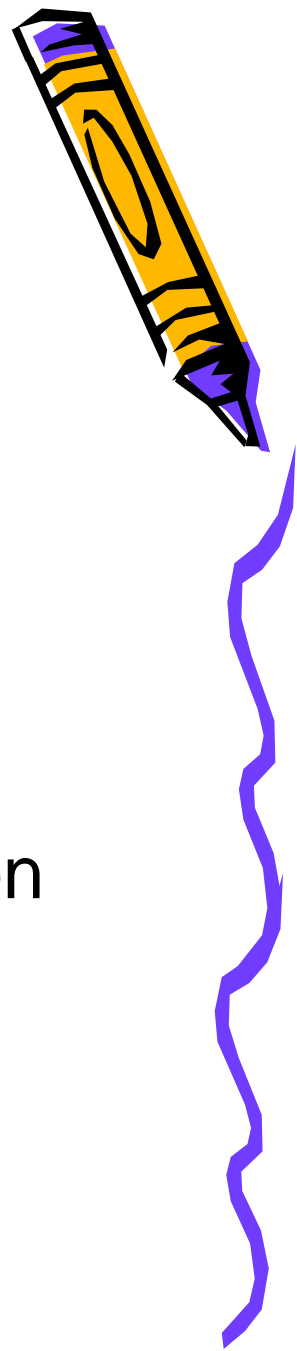




- More relaxed, less hurried day with more varied experiences
- More opportunities for activity centers, field trips, child-centered creative activities, and for developing social skills
- Greater increase in acquisition of basic skills while reducing the need for intervention



Proposed Kindergarten 2008



Student Schedule – MWF Full days

T TH Half days

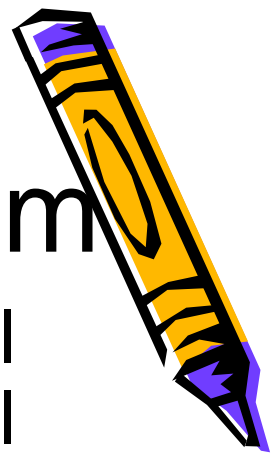
Teacher Schedule – FTE with Tuesday pm
prep time and Thursday pm student time
(working with individual/small group of
students for short periods of time based on
individual needs)

K Assistant follows student schedule



Daily Kindergarten Program

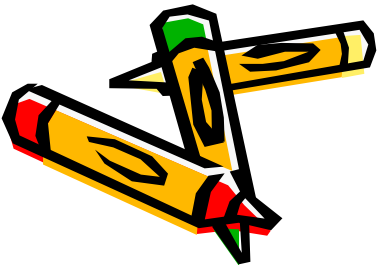
- Support and encouragement for individual growth in academic, social, and emotional learning
- Developmentally appropriate curriculum with a balance between academic needs and socializing play
- Current curriculum – Language and literacy development, *Talian*, Literature, *Making Meaning*, Mathematics, *Investigations*, Science, Social Studies, Health, *Open Circle*, *Handwriting without Tears*, Art, Music, PE, and Library.

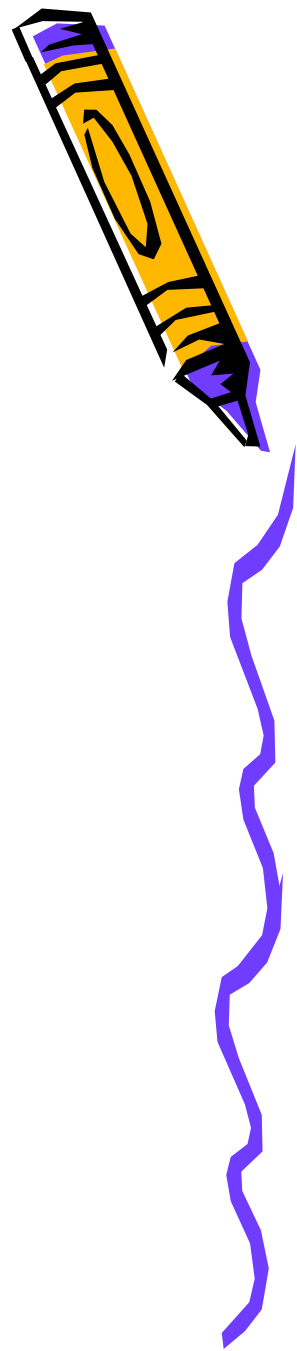


Typical Schedule

Morning 8:50-11:35

- Choice activities
- Morning meeting
- Small group instruction in math, literacy, science, health, social studies
- Read Alouds
- Shared reading and writing
- Writer's workshop
- Math workshop
- Fine/Gross motor activities





Morning (cont)

- Snack/recess
- Small group instruction
- Special-PE/Art/Music/Library

- Lunch/Recess 11:35-12:15



Afternoon 12:15-3:10

Quiet book time

Handwriting

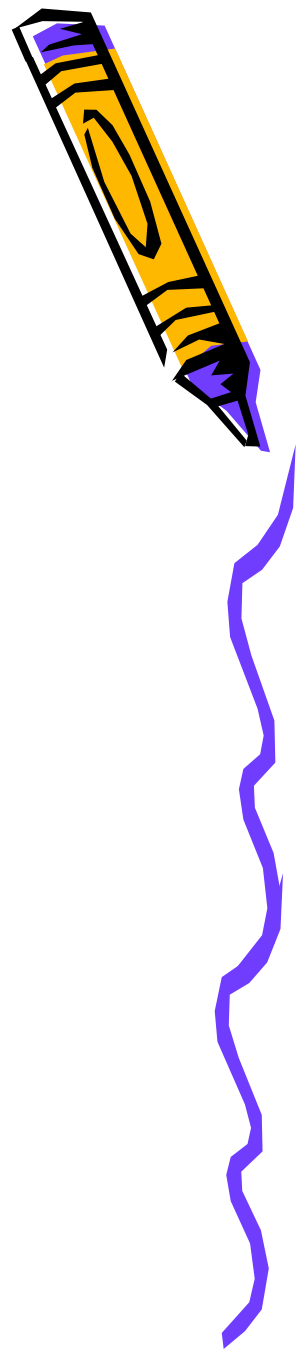
Thematic unit of study

Activity centers

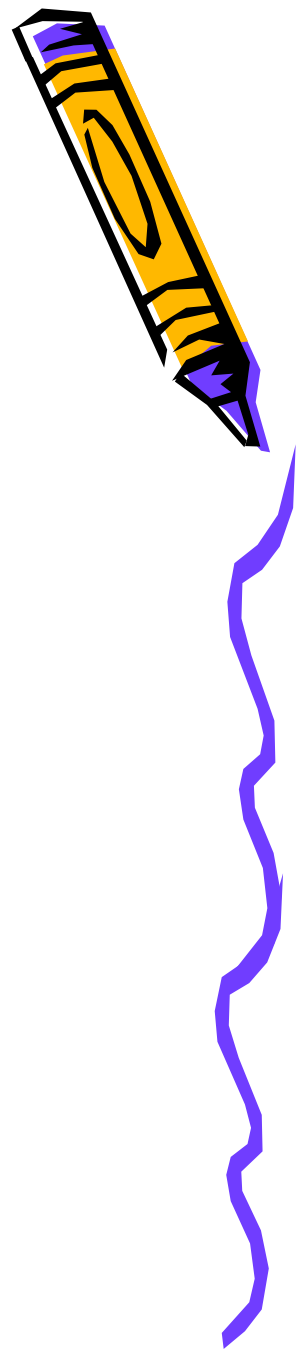
Academic games

Rhythmic activities/music/drama

Specials- Art/Music/PE/Library



Budget Considerations



- Teacher salary increase (.7 to 1.0) \$224,974
- K Assistant salary increase \$67,924

- Saved costs- Intervention program (\$50,000)
- Bus Transportation (\$20,772)

- Additional costs to district \$222,126

- Costs accommodated in 2009 levy limit budget





Questions?



Comments and
Feedback

