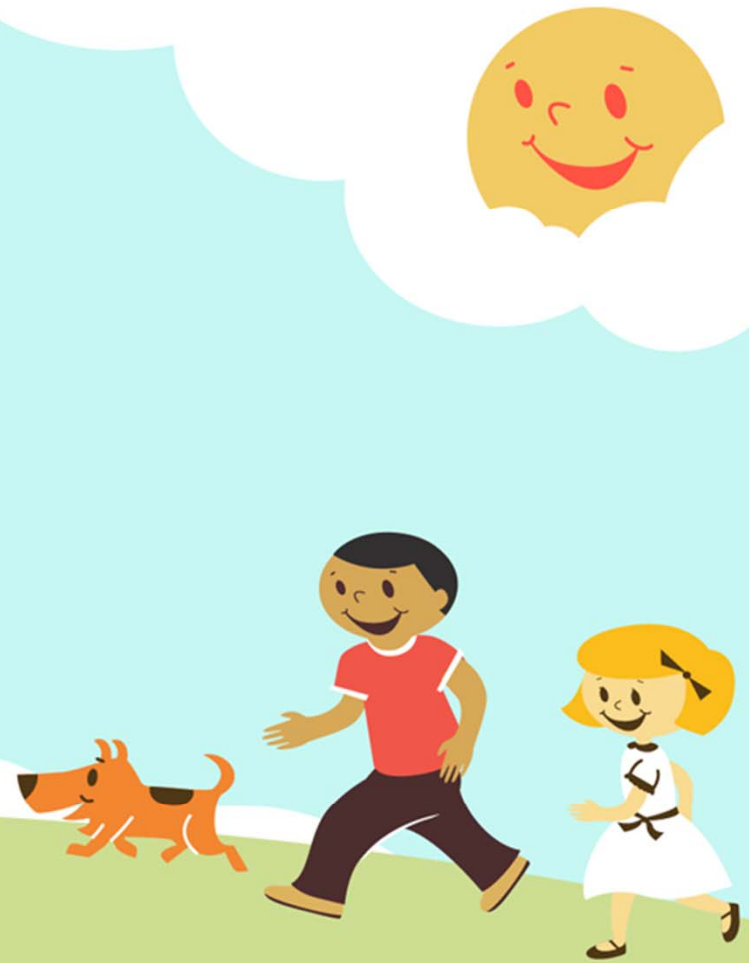


Full Day Kindergarten

Amherst School District
January 2016



Agenda

- Academic Learning Expectations
- Full Day K Programing in NH
- Sample Schedule
- Costs
- Evaluating the Effectiveness of Full Day K
- Closing Thoughts
- Teacher Pannel



Kindergartners today are facing

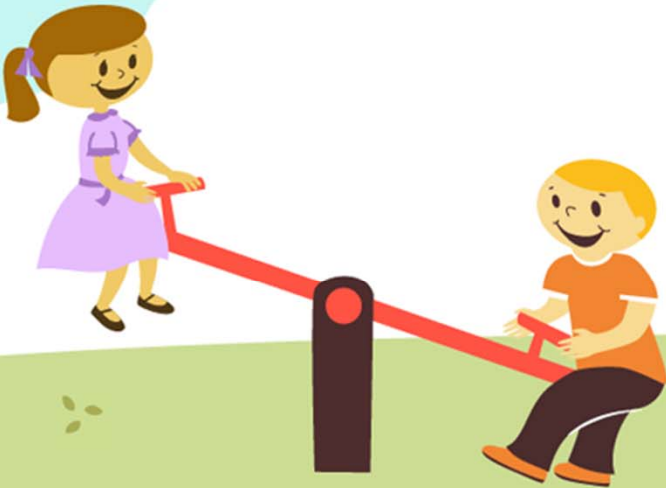
- More focus on rigorous academic skills
- Less focus on music, art and creative activities
- Higher academic and behavioral expectations when they enter kindergarten

(Is Kindergarten the New First Grade?, AIR 2014)



Academic Learning Expectations

Full Day Kindergarten



Change in Academic Learning Expectations for Kindergarten

NH Grade Level Expectations for Literacy (2001)

- Fluency - No K standards for fluency
- Students meet reading expectations if they are reading at an independent level of B/C (*Fountas and Pinnell, Guiding Readers and Writers, 2008*)

NH Common Core State Standards (2010)

- Fluency – Read emergent reader texts with fluency
- Students meet reading expectations if they are reading at an independent level of D/E (*Fountas and Pinnell Instruction Level Expectations - organized by grade, 2015*)

The NH Common Core State Standards were written for a full day Kindergarten program



Change in Academic Learning Expectations for Kindergarten

NH Grade Level Expectations for Math (2001)

- **Number** - Conceptual understanding 0-12, Count to 30
- **Place Value** - No K standards for place value
- **Decomposition/Recomposition** - addition and subtraction using concrete materials 0-10

NH Common Core State Standards (2010)

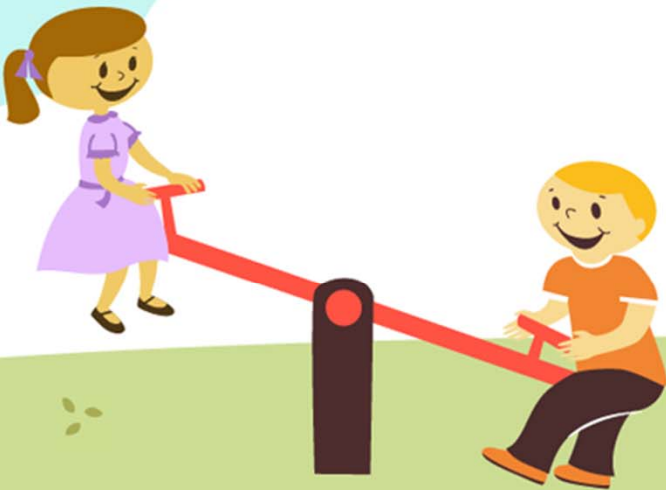
- **Number** - Conceptual understanding 0-20, Count to 100
- **Place Value** - Understanding of ones and tens, 0-20
- **Decomposition/Recomposition** - conceptual understanding of 10 buddies, $10 + N$, add and subtract fluently 0-5.

The NH Common Core State Standards were written for a full day Kindergarten program



Social and Emotional Learning

Full Day Kindergarten

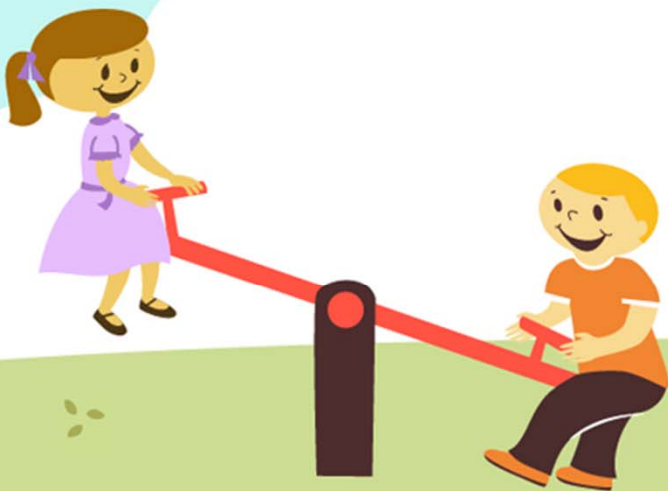


Social and Emotional Learning

- Social Emotional Competence sets the foundation for learning and school success
- Research supports that it can be as good as, if not a better predictor of school success than cognitive ability or academic preparedness
- Children are not available for learning if they do not have the skills to self-regulate, to manage behaviors and to cope with intense feelings



Full Day K Programing in NH

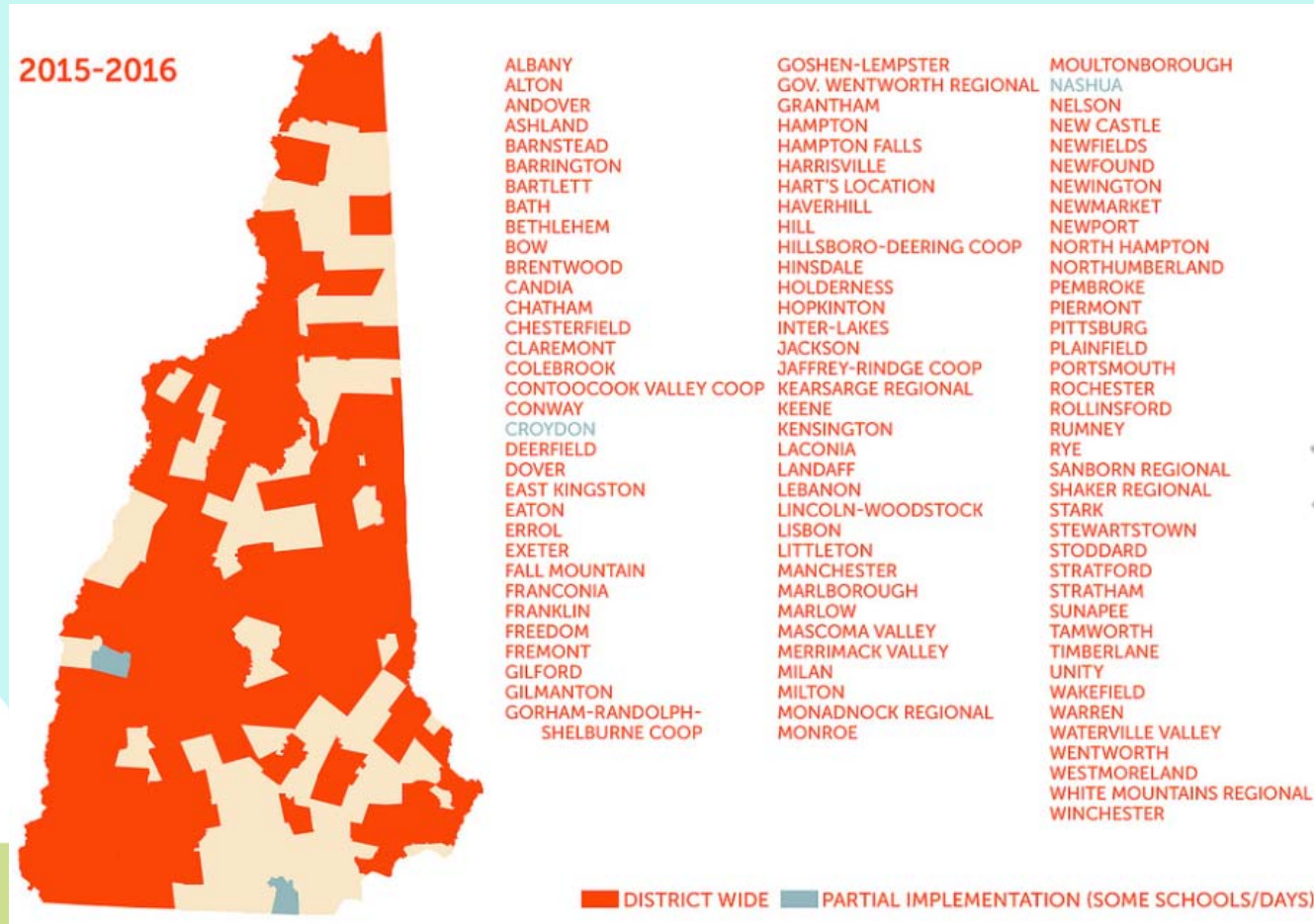


Districts Currently Offering Full Day Programing

- Approximately 104 New Hampshire districts offer a full day Kindergarten option
- Eleven NH districts implemented full day Kindergarten in 2014-2015 including Hanover and Hopkinton
- Several New Hampshire districts have implemented full day Kindergarten for the first time in 2015-2016, including Bow and Mont Vernon
- 92% of children are enrolled in full-day kindergarten in Massachusetts
- Only five districts in Massachusetts offer only a half day kindergarten program



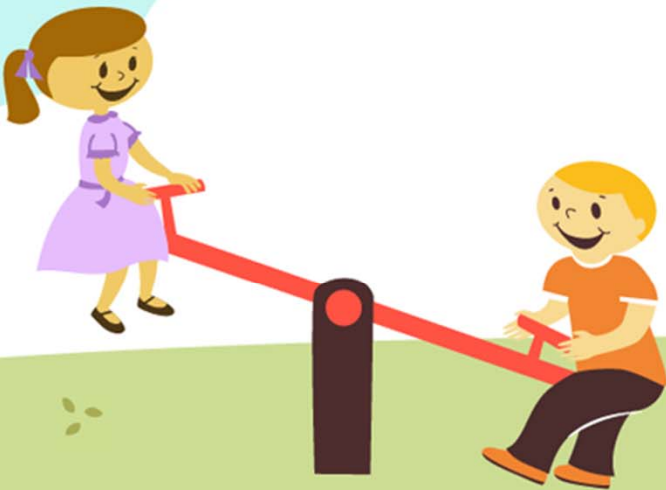
Full Day Kindergarten in New Hampshire



<http://nhpr.org/post/data-map-how-all-day-kindergarten-has-taken-hold-nh>

Sample Schedule

Full Day Kindergarten



Comparison of Schedules

Current Half Day Schedule

8:10-8:45	Arrival, attendance, morning meeting, calendar, sharing
8:45-10:00	Literacy
10:00-10:15	Snack, social time
10:15-11:00	Math
11:05-11:20	Recess/Dismissal

Play based learning is integrated at different times throughout the weekly schedule when time allows



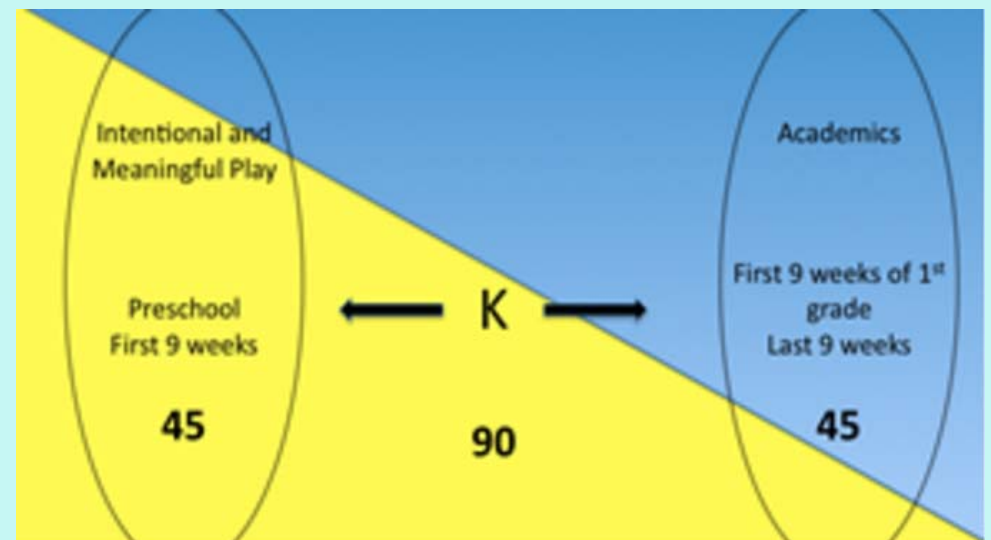
Full Day Schedule

8:10-8:55	Arrival, morning meeting, calendar
8:55-9:45	Math
9:45-10:15	Snack/Recess
10:15-11:30	Literacy
11:30-12:25	Lunch/Recess
12:25-1:00	Writing or Science/Social Studies
1:00-1:15	Brain Rest/Quiet Time/Read Aloud
1:15-1:55	Specials (Art, Music, P.E., Library, Guidance)
1:55-2:50	Play Based Learning
2:50-3:05	End of Day Wrap Up (Reflection)/Dismissal



The Kindergarten Year

- First 9 weeks look more like preschool
- The next 18 weeks is implementing a high-quality kindergarten program
- The final 9 weeks look more like a first grade classroom

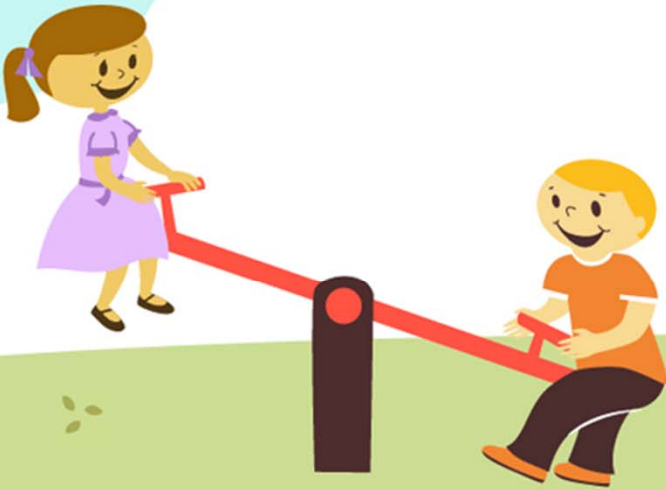


<http://www.edcentral.org/kindergarten-bellingham/>



Costs

Full Day Kindergarten



Budget

- We view the adoption and implementation of full day kindergarten as our greatest priority at the Clark-Wilkins School
- No warrant article will be proposed since all costs are included in the regular budget and it is the school board's purview to determine the scope of curriculum
- In order to implement full day K we will shift staffing from other areas and **will not be increasing staffing**
- Much of the curriculum and professional development work for full day kindergarten has already been completed using federal grant funds. Any additional work will be covered under federal grants.



Changes in Professional Staffing

- Clark-Wilkins:
 - Increasing 3.0 FTE classroom teachers
 - Increasing .5FTE special education teachers
 - Increasing .6FTE integrated arts teachers-art, music, physical education
 - Reducing 1.0FTE instructional coach (reassigning)
 - Reducing 1.5FTE interventionists (reassigning)
- Amherst Middle School:
 - Reducing .5FTE health professional
 - Reducing 1.1FTE regular educators
- Clark-Wilkins/AMS net increase = 0.0FTE

Reprioritized costs are allowing us to implement full day K



Changes in Support Staffing

- Clark-Wilkins
 - Reduce 0.7 FTE Health Assistant
 - Increase 1.7 FTE Classroom/Specialized Paraprofessionals
 - Increase 0.5 FTE Food Service Worker
- Amherst Middle School
 - Reduce 1.5 FTE paraprofessionals
- Clark-Wilkins/AMS net change = 0.0 FTE

Reprioritized costs are allowing us to implement full day K



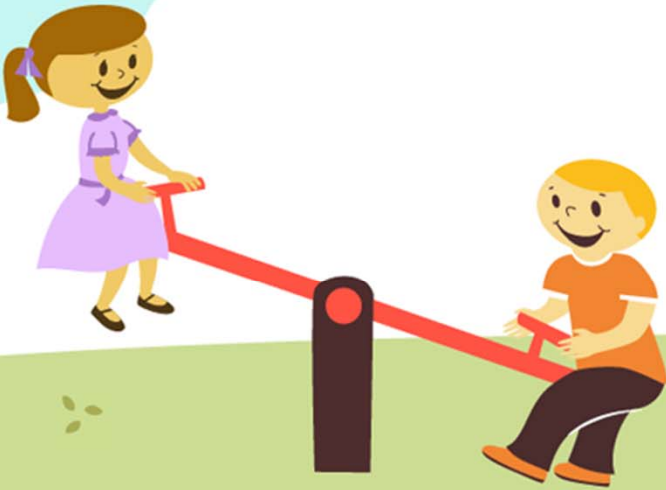
Costs for Moving from Half Day to Full Day Kindergarten *(as mentioned before, these costs are included in the 2016-17 regular budget lines)*

Items	Cost
Teachers (4.1FTE's)	\$308,264
Paraprofessionals (3.7FTE's)	\$230,852
Food Service Worker (.5FTE)	\$5,535
Instructional Materials	\$21,000
Technology	\$14,850
Furniture	\$3,600
Total	\$584,101



Evaluating the Effectiveness

Full Day Kindergarten



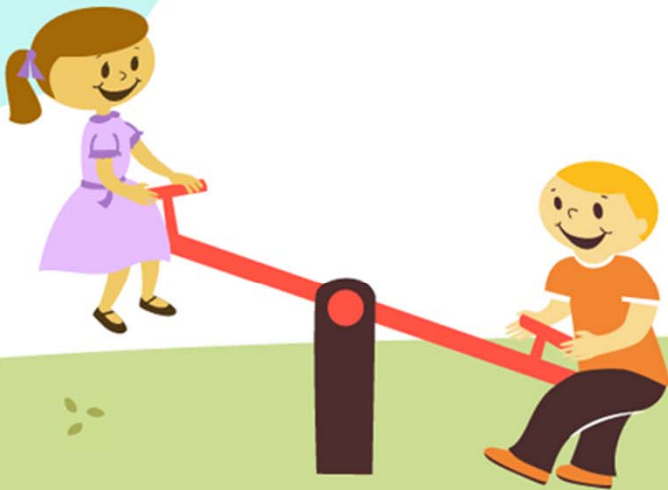
Evaluating the Effectiveness of Full Day K

- Collect data to assess the relationship between half day versus full day kindergarten on:
 - Student achievement
 - NWEA MAP for Primary Grades – Math and Reading
 - Data collected this year and over a span of five year
 - Social/emotional learning
 - BIMAS (Behavioral Intervention Monitoring Assessment System)
 - Data collected this year and over a span of five years
 - Academic support
 - Referral rates for interventions and special education support



Closing Thoughts

Full Day Kindergarten



The Need for More Time

- More time to practice and internalize social and academic skills
- More time for social interaction with peers
- Time for opportunities in the creative arts
- More time to engage in small group and individualized instruction
- Time to develop a stronger and interconnected learning community among students, teachers and parents
- Time to address the development of the WHOLE CHILD

Our full day K program will provide approximately 920 hours of instruction per year versus 440 hours currently offered in our half day program



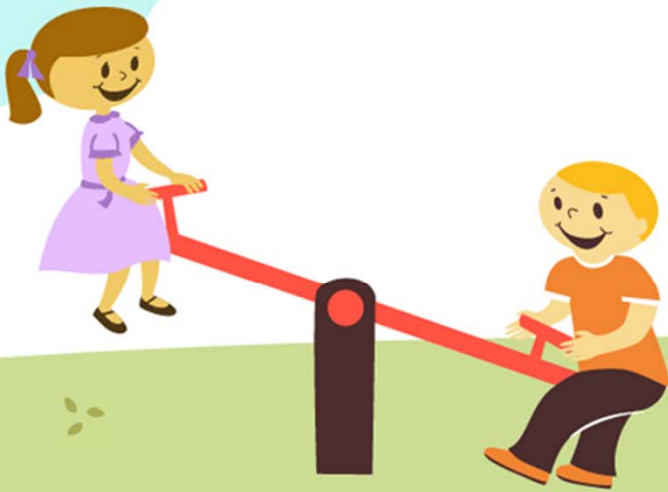
Benefits of Full Day Kindergarten

- Children in a full day kindergarten program receive more instruction than children enrolled in half-day kindergarten programs.
- More instructional time in full-day kindergarten allows for increased learning activities and strategies such as: cooperative learning, exploratory learning, and child-initiated activities.
- Full-day kindergarten students exhibit more independent learning, greater classroom involvement, and greater productivity in work with peers and reflectiveness than half-day kindergarteners.
- Full-day kindergarten allows for a more consistent schedule for children and reduces the ratio of transition time to class time, reducing stress for children.



Teacher Panel

Full Day Kindergarten



Panel Members

- Amanda Benson, Kindergarten Teacher
- Donna Niland, Kindergarten Teacher
- Jane Lindsey, School Counselor
- Kirsten Quinn, Kindergarten Teacher
- Liz Alexakos, Grade 1 Teacher

