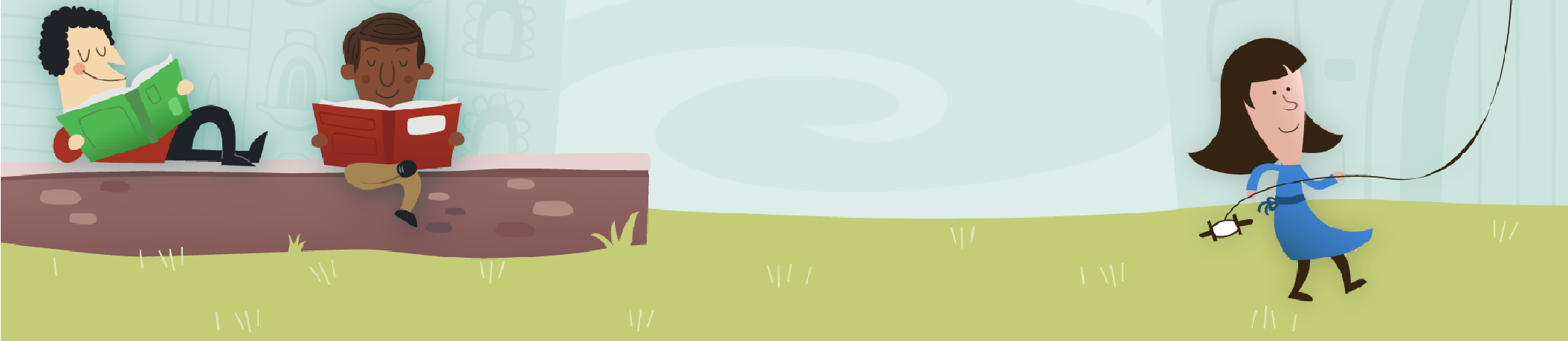


Bringing Full Day Kindergarten to Amherst Public Schools

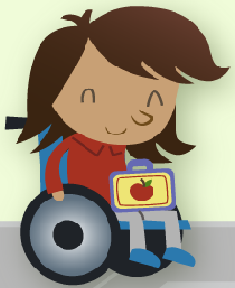
Community Forum

Monday, December 8, 2014



Proposal

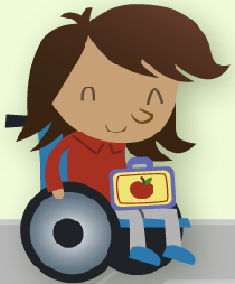
To implement a full-day kindergarten program for ***ALL*** incoming kindergarten students beginning with the 2015-2016 school year.



Here is Why

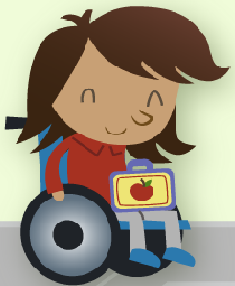
Full Day Kindergarten Students Will Have:

- 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



Students & Teachers Need...

TIME

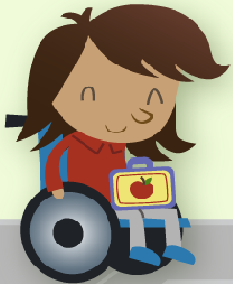


How Have Academic Learning Expectations Changed for Kindergarten

NH GLE's 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 Pinnel, Guiding Readers and Writers, 2008).



NH CCSS for Literacy (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 Pinnel Instructional Level Expectations – organized by grade, 2015, reference to text complexity and levels is explicitly referenced to in the standards).



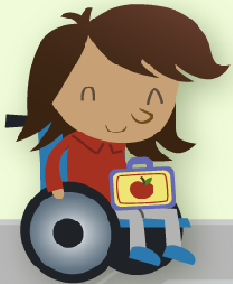
How Have Academic Learning Expectations Changed for Kindergarten

NH GLE's for Mathematics (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 CCSS for Mathematics (2010)

Number Conceptual understanding
0-20, Count to 100

Place Value Understanding of ones and tens, 0-20

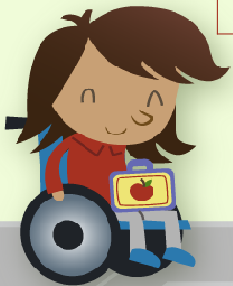
Decomposition/Recomposition
Conceptual understanding of 10 buddies,
 $10 + N$, add and subtract fluently 0-5



How Have Social Learning Expectations Changed for Kindergarten?

State of NH Work Study Practices

Communication	Creativity	Collaboration	Self-Direction
Uses various media to interpret, question, & express knowledge, information, ideas, feelings, & reasoning to create mutual understanding.	Use original & flexible thinking to communicate my ideas or construct a unique product or solution.	Work in diverse groups to achieve a common goal.	Initiate and manage my learning through self-awareness, self-motivation, self-control self-advocacy & adaptability as a reflective learner

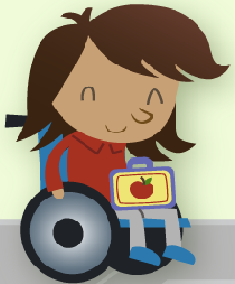


The Research Says

Kindergartners today are facing:

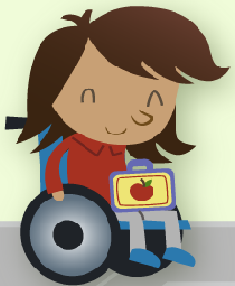
- *The new first grade*
- *More focus on rigorous academic skills*
- *Less focus on music, art and creative activities*
- *Higher academic and behavioral expectations when they enter kindergarten*

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



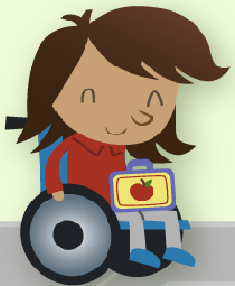
Why We Need Full Day Kindergarten

**Give our
students more
time to
socialize,
practice &
internalize
skills**



Why We Need Full Day Kindergarten

**Give our teachers
more time to
adequately
address the skills
and dispositions
of the 21st century**

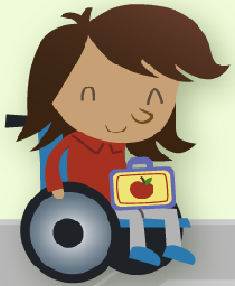


Why We Need Full Day Kindergarten

This is not about asking teachers and students to do more with the same amount of time. It is about asking teachers and students to do more with more.

If we truly want to address the development of the **WHOLE CHILD** we need to be honest with ourselves and build a structure that supports our schools, teachers and students in reaching this goal.

Meeting the needs of the **WHOLE CHILD** would include a balanced focus on the academics including time in social studies and science, as well as the social, emotional, developmental needs of children.



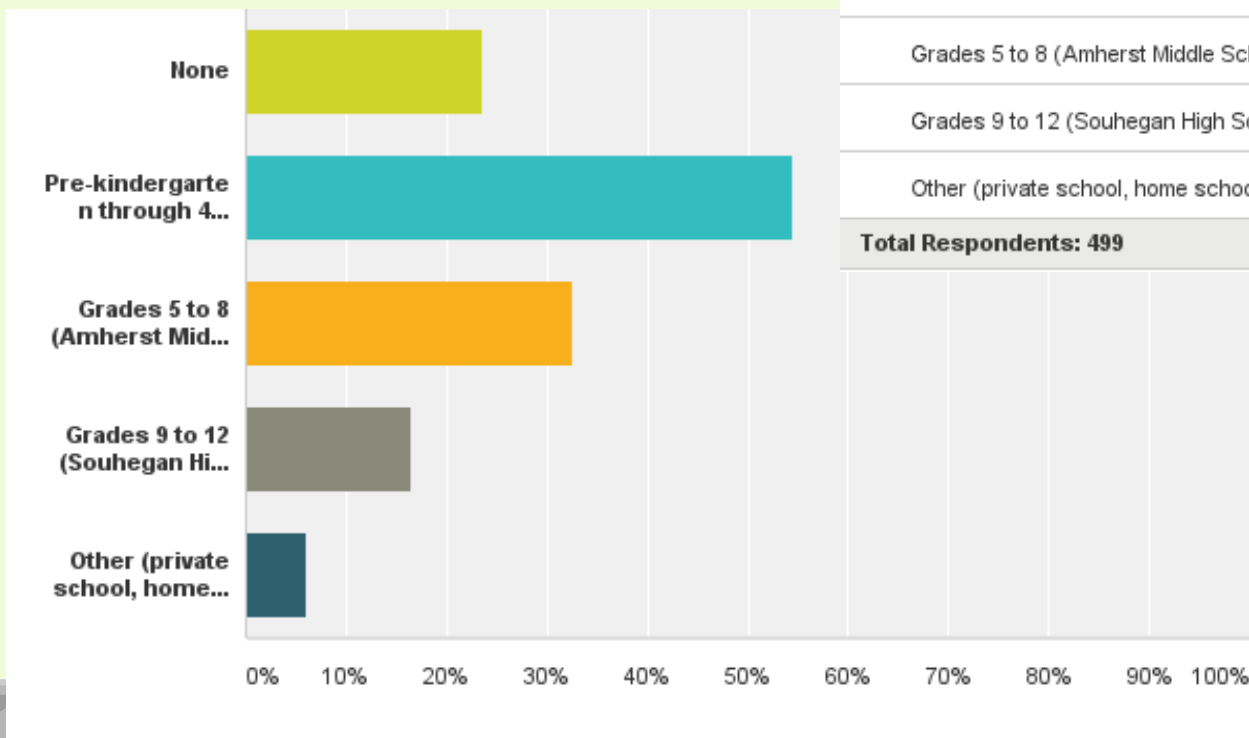
Full Day Kindergarten

What does the community of Amherst say?



Q1: In what grade levels do you currently have children enrolled in Amherst? Choose all that apply.

• Answered: 499 Skipped: 0



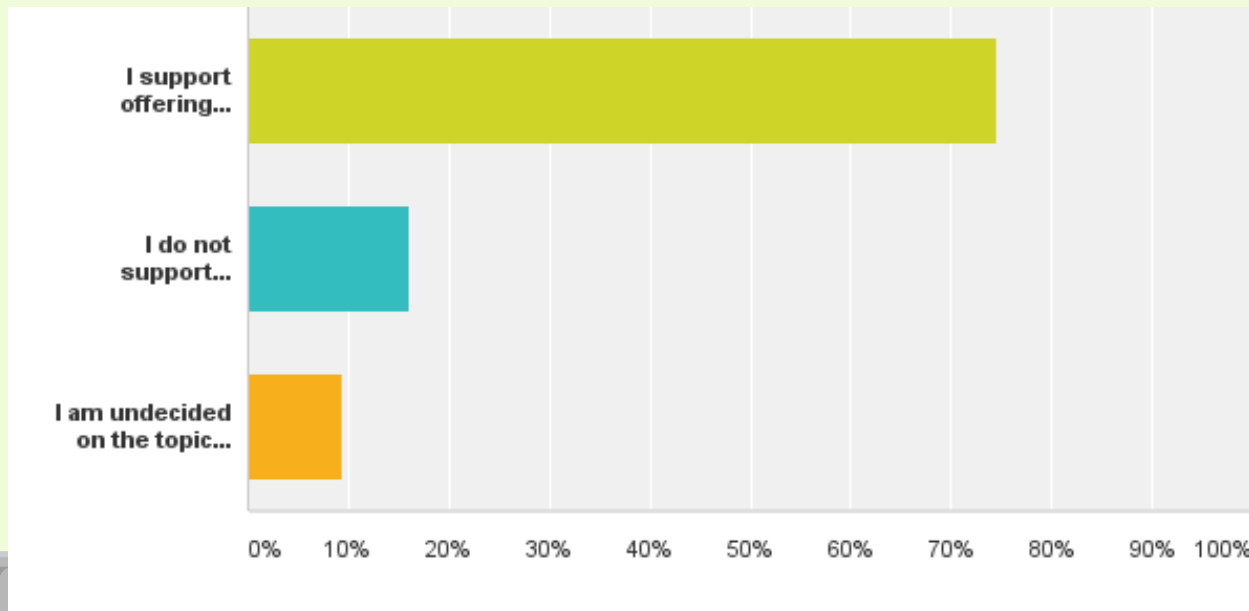
Answer Choices	Responses	
None	23.65%	118
Pre-kindergarten through 4 (Clark-Wilkins)	54.51%	272
Grades 5 to 8 (Amherst Middle School)	32.67%	163
Grades 9 to 12 (Souhegan High School)	16.43%	82
Other (private school, home schooled)	6.01%	30
Total Respondents: 499		



Q3: Please select the statement below that most closely matches your opinion.

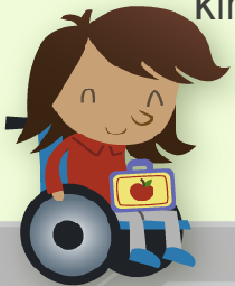
- Answered: 499 Skipped: 0

Answer Choices	Responses	
I support offering full-day kindergarten in Amherst.	74.55%	372
I do not support offering full-day kindergarten in Amherst.	16.03%	80
I am undecided on the topic of full-day kindergarten in Amherst.	9.42%	47
Total	499	



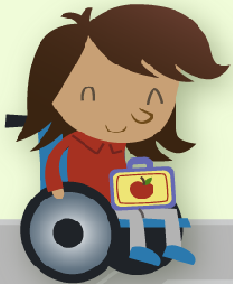
Many Districts in NH Currently Offer Full Day Programming

- 87 plus districts offer full day kindergarten for all students, fully funded by the district
- Many towns/districts added full day in 2014-2015 (e.g. Hopkinton, Merrimack Valley, Hanover, Governor Wentworth Regional School District)
- More districts hope to implement in the 2015-2016 school year (e.g. Interlakes, Bow, Oyster River)
- Some other districts (fewer than 10) offer limited options for full day (e.g. Bedford, Hollis, Salem, Pelham, Derry)
- There are only 12 districts in MA that do not offer an option for full day kindergarten.



Full Day Kindergarten Costs

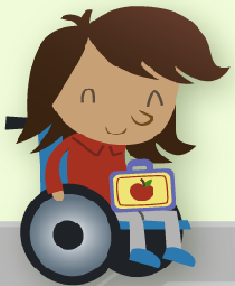
Professional Staff	3 Classroom Teachers 0.5 Special Education Teacher 0.8 Special Subject Teacher	\$350,188
Support Staff	1 Specialized Para 3 Classroom Paras 0.2 Library Aide 0.35 Food Service	\$194,755
Curriculum Development*		\$22,625
Professional Development*		\$13,575
Equipment & Supplies*		\$39,450
Total Cost		\$620,593 *denotes start-up expenses



Tax Impact

The full day kindergarten tax impact is 40 cents per \$1,000

On a \$330,000 home the tax impact totals \$132 for FY16



Proposal

To implement a “well-rounded” full-day kindergarten program for all incoming kindergarten students beginning with the 2015-2016 school year.

Full Day Kindergarten Students Will Have:

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

