

Full Day K Schedule

Community Forum
Sprague School Library
November 16 at 7 PM

Today's Forum

- Kindergarten
- Introduce the full day K proposal.
- Solicit questions and concerns with intent of incorporating input in the further development of a possible full day K proposal.

It's not just kindergarten

- Kindergarten is a critical year for all children -- a year of transition from preschool programs or home to their first formal schooling.
- It marks the start of a child's long-term K-12 experience in our schools.
- It is our first opportunity to get to know your child and begin to lay important foundations to facilitate learning skills that will last them a life time.

Kindergarten Learning Experiences

The process of learning for children at this age is as important as performance and products.

Guiding Principles

- Opportunities for work and play that cultivate their individual styles, recognize their cultures, and accommodate individual needs.
- Children gain understanding of the world and society by exploring materials, engaging in physical activities, and interacting with peers and adults.
- Balancing child-initiated and teacher-selected activities enhances learning.

Proposal under consideration

To shift current kindergarten schedule from “hybrid” to “full day”

Steps taken so far

- Discussion with principals
- Discussion with teachers
- Central Council
- School Committee
- Tonight's Forum

Hybrid K Schedule

- Students start school at half day K
- 3rd Monday in September students are assigned to 2 full days on Mon/Thurs or Tues/Fri with half days on the remaining 3 days
- After April School vacation students go to 4 full days and 1 half day

Full Day Schedule

- 4 full days and 1 half day

History of K schedule

- 1980s: half to hybrid schedule
- 1996: hybrid schedule re-evaluated, strongly reaffirmed as preferred model, full day in 33% of state
- 2008: re-visited discussion, moved up start of 2 full days, full day in 66% of state
- 2011: re-visit discussion, full day in 90% of 306 districts, 70% full day only

Why look at full day schedule?

- Research supports academic and social benefits of full day K.
- Principal experience supports full day K model.
- Preschool director supports the full day K model.

Why look at full day K?

- Allows for longer blocks of uninterrupted instructional time.
- Current schedule has limited flexibility to schedule specialists (art, fitness, library, and music) and/or SPED or general intervention services.
- Enhances opportunity to provide a better balance of active and quiet periods to support a developmentally appropriate environment for early childhood learning.

Why look at full day K?

- More time to progress through a curriculum that has been added to since the advent of the hybrid model.
- Proposal does not assume more curriculum.
- More time to experience curriculum through developmentally appropriate pacing.

Why look at full day K?

- Increased flexibility in scheduling to support initiatives intended to narrow achievement gaps and improve performance outcomes for all students.
- It will facilitate implementation of interventions and small group instruction throughout the day.
- More time for differentiation.

Why look at full day K?

- Enhances equitable and consistent supports for academic and social development for the benefit of all students.
- More time under the guidance of the classroom teacher for all students.
- Continuity with grades 1 through 5.

Why look at full day K?

The hybrid model can be expensive and/or challenging for our families to accommodate or schedule around. A serious consideration in the current financial climate.

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- Any one of these factors is a compelling reason to consider a proposal to shift to full day K.
 - Any one of these factors can be more or less important depending on the child.
 - Taken together it supports a model that would benefit any of our students.

Funding implications

- The model does have funding implications.
- Challenging budget process in front of us.
- Must weigh proposal carefully for its merits.
- Should still consider areas for improvement that may mean better long-term outcomes for our students as a sound investment in the future.

Comparable Communities

	K Schedule	K TA
Belmont	Full	Yes
Brookline	Full	Yes
Concord	Full	Yes
Lexington	Full	Yes
Lincoln	Full	Yes
Natick	Full	Varied
Needham	Half	Varied
Newton	Hybrid	Varied
Sudbury	11 Full, 2 Half	Half-time
Wayland	6 Full, 3 Half	Yes
Wellesley	Hybrid	Varied
Weston	Full	Yes
Winchester	Hybrid	Varied

Questions and Comments?

What questions do you have about moving to a full day kindergarten schedule?

Full Day Kindergarten Research Links

WestEd Policy Brief: *Full-Day Kindergarten, Expanding Learning Opportunities*
www.wested.org/online_pubs/po-05-01.pdf

RAND Education: *School Readiness, Full-Day Kindergarten and Student Achievement* www.rand.org/pubs/monographs/2006/RAND_MG558.pdf

Clearinghouse on Early Education and Parenting: *Full-Day Kindergarten*
<http://ceep.crc.uiuc.edu/poptopics/fullday.html>

The Washington Post: *The Answer Sheet, A School Survival Guide for Parents All-Day or Half-Day Kindergarten?*
<http://voices.washingtonpost.com/answer-sheet/guest-bloggers/-the-answer-sheets-guest.html>

Education.com: *Recent Research on All-Day Kindergarten*
http://www.education.com/reference/article/Ref_Recent_Research_All/

Indiana Department of Education: *Benefits of Full-Day Kindergarten*
<http://www.doe.in.gov/primetime/fulldaykbenefits.html>

Minnesota Elementary School Principals' Association: *All-Day Kindergarten Research and Resources* www.mespa.net/Kindergarten.html

Education Week Teacher: *Full-Day Kindergarten: One Educator's Change of Heart* www.edweek.org/tm/articles/2011/10/26/fp_laurent.html

Education Week: *Full-Day Kindergarten Produces More Learning Gains Study Says* www.edweek.org/ew/articles/2005/10/19/08kinder.h25.html

Education Week: *Full-Day Kindergarten – The Effect of Attending Full-Day Kindergarten on English-Learner Students*
<http://www.edweek.org/ew/articles/2011/04/27/29report-1.h30.html>