



**2013-2014
Full-day
Kindergarten Pilot**

History of full-day kindergarten

- In 2001, 65% of American children of age for kindergarten were enrolled in full-day programs (Wirt, et al, 2004). (No recent studies citing percentages of students in full-day programs were available, but the number is believed to be higher.)
- Changes in American society and education over the last 20 years have contributed to the popularity of full-day programs (Gullo, 1990)

Why full-day kindergarten?

- Parents favor a full-day program that reduces the number of transitions kindergartners experience in a typical day (Housden & Kam, 1992; Johnson, 1993).
- Many children derive greater lasting academic and social benefit from participation in full-day programs than in half-day programs (Cryan et al., 1992; Karweit, 1992; Rothenberg, 1995; Gullo, 2000)

Other benefits of full-day kindergarten

- More opportunities for teachers to assess educational needs and individualize instruction
- Small-group learning is more feasible
- Children are engaged in a broader range of learning experiences
- Time for in-depth exploration of curriculum
- Opportunities for closer teacher-parent relationships

Other benefits of full-day kindergarten

- More time for teachers to promote formal and informal learning
- Fewer transitions for kindergartners
- Easier transition to first grade
- Fewer special education referrals and fewer remedial needs (Housden, 1992)
- Better quality assessment practices due to the increased amount of time spent with children
- More positive behavioral experience for children (Progress of Education, 2004)

Why here and why now?

- Top issue raised by participants at October community forum
- A sizeable achievement gap exists for students in Cape Elizabeth with disabilities and for students who qualify for free and reduced lunch and their non-identified, non-qualifying peers
- Facilities study conducted in the summer of 2012 indicated that there is space within the existing footprint of the school to offer full-day kindergarten
- projected class sizes allow for movement of teacher to provide this opportunity to 2 classes of students in the upcoming school year
- 10-year enrollment projections show continuing decline in overall district enrollment

What do CE staff think?

- Anticipate improved outcomes for K students across all areas—academic, social, emotional, and linguistic
- Will result in positive impact on grades 1 and above and increased ability to predict needs
- Full-day access to interventions and instructional support
- Smoother transition to first grade
- Improved structure and pace of the school day
- A more equitable playing field for working and middle-class families to have children in school for full day
- A more inclusive community for K students, their teachers, and families

How would a pilot work?

- 2, full-day classes and 4, half-day classes rather than current model of 6, half-day classes
- Current special education classroom in kindergarten wing would move to another space in the building to allow 4 classes to be in same corridor
- Same curriculum, more time
- Necessary materials for additional classroom purchased from FY13 funds (supplies are budgeted per student, so no change for FY14)
- No change to transportation services

How would a pilot work?

- **Lottery system:**
 - **parents registering their children for kindergarten will be asked to notify us if they are interested in having their children participate in a full-day pilot program by a date certain (e.g. May 1st)**
 - **Lottery will be held following the budget vote in mid-May (e.g. May 17th), and parents will be notified of the outcome within a few days; parents can elect to be on a wait-list if their children are not selected in the lottery for the full-day program**

Sample half-day kindergarten schedule

MONDAY A.M. CLASS

- 8:40-9:00 READING/BOOK TIME/CIRCLE
- 9:10-9:50 WHOLE GROUP LESSON/LITERACY
- 9:50-10:30 MATH/CALENDAR
- 10:30-10:45 SNACK
- 10:45-11:05 ACTIVITY/WORK/CHOICE
- 11:05-11:20 OUTSIDE/HOME

Sample Full-Day Kindergarten Schedule

Portsmouth, NH (Little Harbour School)

Monday

- 8:45 – 9:00 Morning meeting
- 9:00- 9:30 Large Group
- 9:30- 10:15 Reading
- 10:15- 10:50 Recess/Snack
- 10:50- 11:15 Writing
- 11:15- 11:45 Math
- 11:45- 12:30 Centers
- 12:45- 1:15 Lunch
- 1:20- 2:00 Library
- 2:00- 2:30 Free Exploration
- 2:30- 2:45 Recess
- 2:45 – 3:00 Circle/wrap-up

This is the schedule for late fall when we have begun our formal reading and writing program.

Next steps

- **Communication to incoming kindergarten parents about full-day program option and lottery process/deadlines**
- **Visits to other full-day programs for K team**
- **Ordering of necessary materials/supplies**
- **Schedule development and teacher planning time**

Future considerations

- Evaluate pilot and obtain parent/teacher feedback
- Consider space options within building and staffing options/needs for any potential expansion of full-day offerings prior to FY15 budget discussions