



A Community of Learners

School Board Work Session - Extended Day Kindergarten

To: School Board

From: Beth Martin, *Director of Student Services*

May 17, 2016

Overview

Throughout the course of the Kindergarten Day Study, regular updates to the School Board have been incorporated in monthly meetings. Please refer to this [webpage](#) to access all Kindergarten Day Study progress over the course of the school year.

In December 2015, the School Board provided the following guidance:

- ☐ Pursue an extended day kindergarten option with a 2:00 p.m. dismissal versus a full day option (based on recommendation from Kindergarten Committee)
- ☐ If approved, the extended day kindergarten program will be District funded

At the Board work session on April 19, 2016, additional information was requested to by the School Board:

1. Determine the impact of extended day kindergarten at Crow Island - effects on students, staff and the building.
2. Examine the cost differential between a full day program as opposed to an extended day program - what is the incremental cost to the district to add the 1 hour and 15 minutes (3:15 pm dismissal)?
3. Provide information regarding how the process of assigning students to schools outside the neighborhood may impact families/community.
4. Provide research regarding early childhood education experiences as compared to child care provider/home care (if available).
5. Propose a long-term plan to examine student enrollment and building capacity.

Impact of Extended Day Kindergarten On Crow Island

Impact on Kindergarten

With the addition of extended day Kindergarten, Crow Island will continue to have 21 sections of students (classrooms). However, all students will be in the building at the same time (net increase of approximately 40 students). Impact of these additional students will result in the following:

- ☐ All kindergarten students would eat lunch in their classrooms. Addition of an 11:00 lunch period has been considered, and would accommodate kindergarten students on most days with exception of when the lunchroom is used for instructional purposes for kindergarten students (art class).
 - ☐ At HW, kindergarten students will also eat lunch in their classroom
 - ☐ At GR, kindergarten students will eat lunch in the multipurpose room
- ☐ Some specials classes (ex. music) may need to be offered within the kindergarten classroom.
 - ☐ At HW, kindergarten students are currently taught art and music in their classroom by choice.
- ☐ Alternative options for KW would have to be explored as the gym is fully utilized for grades 1-4.
- ☐ Drop off/pick up may take longer (40 more students) - if 2:00 p.m. dismissal, only morning drop off will be affected.
- ☐ Recess is not an issue as kindergarten has their own playground. However, the kindergarten playground cannot accommodate 80 students at one time. Kindergarten recess would be staggered.

Impact on the building at-large (new 2016-2017 schedule may alleviate some of these challenges)

- ☐ There is no extraordinary impact that does not already exist as a result of space constraints; however, the following should be considered:
 - ☐ Some transitions may take longer as the result of the temporary classrooms being located outside of the building.
 - ☐ There will continue to be no lunch room space that will accommodate all students.
 - ☐ Special education staff members will continue to share space.
 - ☐ The Art Studio will be relocated to another appropriate space to make room for a kindergarten classroom.
- ☐ The classes that will be housed in temporary classrooms are:
 - ☐ First two temporary classrooms (Fall 2016) - Music and Spanish

- ❑ Second two temporary classrooms (Fall 2017) - Consideration includes two 4th grade classrooms, specials classes, space for facilitators, or multipurpose space.

Other factors that impact all buildings

- ❑ Increase of teacher and associate evaluations for principals.
- ❑ Expected increase in kindergarten enrollment if extended day is offered. Winnetka Public Schools may become more attractive to families who currently live in District and to those who may consider moving here as a result of an extended day program.
- ❑ Interventions will be easier to implement for kindergarten students, as available times to offer interventions will increase with an extended day program in place.

Response from Crow Island staff

Dr. Julie Pfeffer has presented all staff with opportunity to express their views regarding the impact extended day kindergarten may have on Crow Island. Below is a summary of comments that staff members have expressed.

- ❑ Crow Island staff are fully supportive of implementing an extended day kindergarten program within Winnetka Public Schools.
- ❑ There is consensus among the staff that all kindergarten students should attend their neighborhood school.
- ❑ The staff will continue to discuss how best to manage the space that is currently available at Crow Island. The addition of the temporary classrooms may not ameliorate all issues.
- ❑ Children who manage well during a half-day program may demonstrate the need for greater support within an extended day program. Will there be adequate space and staff to provide extra supports if warranted?
- ❑ The staff would like confirmation that the larger enrollment issue will be addressed regardless of any Board decision about extended day kindergarten.
- ❑ Ideally, the long-term enrollment/space issue would be ameliorated prior to implementing a new program. However, there is recognition that current conditions are favorable to approve an extended day kindergarten program considering the needs of current children and parent interest.

The staff has identified the complexities created by scheduling and coordinating 21 sections. Although the addition of extended day kindergarten will present additional challenges, the creation of a new schedule, the addition of temporary classroom space, and the provision of additional staff (in specials, special education and school

psychology) will hopefully alleviate some concerns until a more permanent solution can be found.

Cost Differential Between Extended and Full Day Program

Staffing

Model A

To date, staffing costs have been factored at 1.0 FTE teacher and associate for each extended day kindergarten classroom. With a 2:00 p.m. dismissal, it is anticipated that teachers will be available to offer interventions to students at other grade levels and associates will provide supervision to those students who remain at school for the fee-based extended play opportunity. With this model, a cost increase for kindergarten staffing is not anticipated if dismissal is at 3:15 p.m. as opposed to 2:00 p.m.

Model B (new)

Another option is to employ newly hired kindergarten teachers at .75 FTE for the extended day kindergarten program. This mirrors the practice at our neighboring AVOCA School District. Current kindergarten teachers would remain at 1.0 FTE and provide .25 FTE (~5-6 hours/week) of intervention and instructional services to students.

- ❑ Salary and benefit costs for .75 FTE teaching staff would average \$56,250 per teacher as opposed to \$75,000 per teacher.
- ❑ If hiring four new .75 FTE teachers to support an extended day kindergarten program, costs would approximate \$225,000 as opposed to \$300,000 for the 2017-2018 school year.
- ❑ In summary, this would represent an approximate \$75,000 per year savings if implementing an extended day program.
- ❑ Associate staff would be hired full-time to support the kindergarten program, as well as provide supervision for the fee-based extended play program at the end of each day.

Revenue

If a full-day kindergarten program is implemented, a source for potential revenue will be lost as parents will not have the option to enroll in a fee-based extended play program. Although it is difficult to determine how many families may take advantage of this service, the estimated potential revenue lost by going with a full day program or conversely gained with an extended day program is between \$175,000 and \$200,000 per year. This is based upon current *On Deck* hourly rates and survey results where 74% of those surveyed indicated they would seek enrichment opportunities for their children 3-5 days a week if only half day kindergarten was offered. It is presumed these

same families may be interested in an extended play opportunity for their children.

Transportation

If a full day kindergarten program is implemented, the District will not need to add bus routes for a 2:00 p.m. dismissal at each of the three elementary buildings. Furthermore, if transporting children from Crow Island to Greeley and Hubbard Woods (if Option 2a is adopted), the cost to transport would be reduced from the \$70,000 estimated annual cost to \$20,000 per year, as only additional morning routes would be required. These children would be transported home on current *On Deck* routes to Crow Island or to their homes at no additional cost to the District.

Assigning Students to non-Neighborhood School

The District has focused on offering consistent programming at all three elementary schools. Although this is present in our offerings, some families feel that the need for their child to transfer after kindergarten denies them consistency. Placing students outside of their neighborhood school may be a logistical issue for families with older siblings at Crow Island School. This will be particularly evident with pick-up and drop-off times.

As a part of the kindergarten day study, consideration was given to altering current school boundaries for kindergarten students as a means to manage the space constraints that exist at Crow Island. This would require bussing some students to Greeley or Hubbard Woods as outlined in Option 2a (presented in the April 19th work session and also found later in this memo).

Concerns regarding redistricting for Kindergarten include:

- ☐ Inequity for kindergarten students as some students will experience an additional transition by attending kindergarten at an elementary school other than their neighborhood school.
- ☐ Lack of opportunity to fully experience and actively participate in the neighborhood school community during the kindergarten year.
- ☐ Homes were purchased in specific areas as a result of the associated elementary school. Parents expect that students will attend the neighborhood elementary school they anticipated at time of purchase.
- ☐ Parents and families have great attachment to their neighborhood schools, especially when some of their children already attend(ed) at these locations.

Research regarding Early Childhood Experiences

The research base regarding early childhood programming includes some limited references to comparisons between early childhood programs and in-home child care.

Several decades of research demonstrate that high-quality, developmentally appropriate early childhood programs produce short and long term positive effects on children's cognitive and social development.

Children who experience high-quality, stable child care engage in more complex play, demonstrate more secure attachments to adults and other children, and score higher on measures of thinking ability and language development.

Research indicates that developmentally appropriate teaching in preschool and kindergarten is a predictor of greater success in the early grades.

There are insufficient numbers of child care providers connected to others who can help support special needs children to develop to their full potential

National Association for the Education of Young Children
(downloaded from NAEYC website, 5/3/16)

Child care settings have been linked to both positive and negative consequences for child development. Recent research has consistently documented the enduring and positive effects of high-quality child care.

The importance of quality child care is one of the most robust findings in developmental psychology. Children who experience high-quality child care have higher scores on achievement and language tests, show better social skills, and exhibit fewer behavioral problems.

Encyclopedia on Early Childhood Development, 2011

When care is consistent, developmentally sound, and emotionally supportive, there is a positive effect on the child and the family.

The resulting outcomes from inadequate care often cannot be fully remedied in the formal structure of the K-12 educational system.

Having a stay at home parent does not automatically ensure a child's emotional well-being, social competence, and kindergarten readiness. Stay at home parents need access to sound advice and support.

American Academy of Pediatrics, 2005

Review of Options for Extended Day Kindergarten

A. Option 1 - Temporary Classrooms at Crow Island

Student Impact	All students attend neighborhood school
Transportation	Transportation as exists for a.m. Need routes at all three elementary schools at 2:00 p.m. dismissal for students who wish to go home Routes for On Deck as currently exist
Policy	No issues as per current policy
Staffing	Teacher - 1.0 FTE per section Planning time from 2:00 - 3:15 p.m. <i>or</i> Intervention support for grades 1-4 Associate - 1.0 FTE per section Extended play - associates to cover this fee based alternative KW - .5 FTE (across District) Contingencies for support staff
Space Utilization	Will have open classroom space at other two K-4 buildings; GR, HW GR can continue to house an NSSSED EC classroom (\$19K in revenue) Could offer other open space for other NSSSED rentals (Blended ECE or Kdg) for additional revenue
After school care	2:00 - 3:15 p.m. - extended play; option for parents to pay for child care services At 3:15 p.m., students can go home with siblings or can be transported to On Deck
Lunch, specials	60 minute lunch/recess Art, Music, Resource Center, KW - once weekly
Enrollment	8 sections, 19 students per class (17-18) 9 sections, 18 students per class (18-19)
Additional Costs	\$225,000 - \$250,000 for installation and 3 year lease of temporary classroom
Special consideration	Kindergarten Committee recommendation Community feedback regarding desire to be at

	neighborhood school for Kindergarten Aligns with District goal to mirror offerings at three elems
Threshold date	3 years: Temporary classrooms will have to be removed and alternatives to classroom locations will have to be considered

Benefits:

- ☐ All students attend their neighborhood school for grades K-4
- ☐ Provides adequate time to plan for long-term alternatives when temporary classrooms need to be removed
- ☐ Staff members have opportunity to get to know the children, especially those with special needs, as kindergarten students within their neighborhood schools
- ☐ Less transitions for students - one elementary school as opposed to two
- ☐ All students have similar experience of community
- ☐ No new transportation needs specific to Crow Island children
- ☐ Children with siblings close in age feel more comfortable in the same school as their siblings - currently 56% of kindergarten students at Crow Island have a sibling in CI

Challenges:

- ☐ **Not sustainable for more than 3 years** - temporary solution for classroom locations
- ☐ Limitations as to who can use temporary classrooms
- ☐ Leaves open space at two other elementary schools
- ☐ Costs: \$225,000 - \$250,000 cost for installation and three year lease

B. Option 2 - No Temporary Classrooms at Crow Island

2 a. Elementary Schools - CI (2 sections) , GR (3-4 sections) , HW (3-4 sections)

Student Impact	<p>Of 70 anticipated kindergarten students at CI, 30 will need to attend HW or GR Will need to determine how to assign CI students to other buildings</p> <p>Voluntary Geographical - by address Oldest child</p>
Transportation	<p>Will need to add routes to transport some CI students to and from other elementary locations Need routes at 2:00 p.m. dismissal for students who wish to go home Route for On Deck as exists currently</p>
Policy	<p>Review policy 7:30 for attendance areas and for option for families to stay at GR or HW if attend K there.</p>
Staffing	<p>Teacher - 1.0 FTE per section Planning time from 2:00 - 3:15 p.m. <i>or</i> Intervention support for grades 1-4 Associate - 1.0 FTE per section Extended play - associates to cover this fee based alternative KW - .5 FTE (across District) Contingencies for support staff</p>
Space Utilization	<p>Will utilize space that may otherwise be vacant at GR and HW Will require shared space for some staff at GR and HW Possible space to continue NSSD EC classroom at GR</p>
After school care	<p>2:00 - 3:15 p.m. - extended play; option for parents to pay for child care services At 3:15 p.m. students can go home with siblings or can be transported to On Deck</p>
Lunch, specials	<p>60 minute lunch/recess Art, Music, Resource Center, KW</p>
Enrollment	<p>8 sections, 19 students per class (17-18) 9 sections, 18 students per class (18-19)</p>

Costs	Cost savings as compared to installation of second temporary classroom Will incur costs of transporting from CI to other elementary schools - \$70,000 (elimination of one mid-day run may reduce costs)
Special consideration	Navigating the community response to not offering Kdg at neighborhood school for all students Offering the program at HW and GR for some CI students, runs counter to the District's efforts to offer equitable programming at each school (i.e. Specials instructional time) Complete an additional parent survey
Threshold date	Sustainable over time based on current enrollment trends Increases in enrollment could affect classroom availability at GR and HW

Benefits:

- ☐ Utilizes available space at other elementary schools
- ☐ Approximately 80% of kindergarten students will attend their neighborhood school
- ☐ Cost savings from not installing a temporary classroom at CI
- ☐ Allows for consideration of providing families with alternative of having students remain at the elementary building they attend as Kindergarten students for grades 1-4.
- ☐ All staff have training/experience for early childhood education and development
- ☐ All buildings have resources that are age appropriate
- ☐ Appropriate play space for Kindergarten aged students

Challenges:

- ☐ Approximately 20% kindergarten students (30 at CI) will need to be placed at a D36 school outside of their neighborhood.
- ☐ Need to develop communication/service transition plans for CI first graders returning from other elementary schools. Barriers to communication between staff for students who return to CI as first graders.
- ☐ Continuity of services - different staff offering specialized supports (i.e. Speech Therapists, Social Workers, Occupational Therapists).
- ☐ Assignment of school for CI students - geographical, voluntary, siblings, lottery
- ☐ Staff at GR and HW will have to relocate and/or share space - 2 special education teachers per room; special education teachers and interventionists in same room; possible relocation of specials classrooms to open up space for additional kindergarten classroom.
- ☐ Transportation of CI students to other elementary schools - \$70,000.
- ☐ Navigating start and end times for families who may have children at two elementary schools

Summary and Follow-Up from April

At the work session in April, Board discussion focused on consideration of Option 1 - implementing extended day kindergarten at all three elementary buildings with the inclusion of temporary classrooms at Crow Island. The discussion centered on hesitancy to add another school transition for students and to adhere to the District's plan to offer consistent programs in all elementary schools. Therefore, the Board advised administration to forego engaging with the Crow Island parent community and instead requested that administration describe the impact of Option 1 at Crow Island School.

It is recommended that following the kindergarten decision, a comprehensive plan to address student enrollment patterns be developed with the support of a demographer and inclusive of community input.