

# WPS Tuition-Free Full Day Kindergarten Proposal

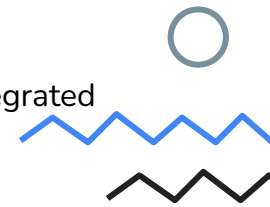

Presentation to School Committee  
December 6, 2021





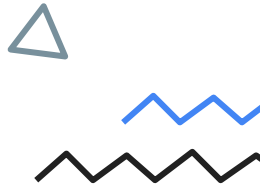
# Overview of History



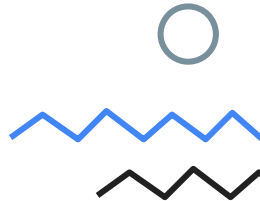
1. SY16 and prior: WPS had HDK model with two integrated full-day kindergarten located at the Miller School (tuition-based for role-model students)
  2. Aug. 2014: Citizen Action Committee was formed to study FDK, report was developed in March 2015
  3. Feb. 2016: Tuition-based FDK proposal was presented to SC and approved for SY17
  4. SY17: One FDK class was added to each of the three K-2 buildings (kept integrated at Miller)
  5. SY18: A second FDK class was added to each of the three K-2 buildings
  6. SY19: A third FDK class was added to each of the three K-2 buildings (Miller no longer needed integrated FDK classes)
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# Tuition-Free FDK Rationale: Big Picture



- More time for social & emotional growth (explicit teaching *and* incidental learning)
- Teachers develop a deeper relationship w/students and families
- More time to provide opportunities for deeper learning in content areas
- More opportunities for *targeted* instruction (time & knowing students as learners)
- Teachers “know” students as learners sooner (intervene earlier)
- Stronger sense of community within the classroom
- Students receive art, music, and PE



# Sample Daily FDK Schedule

8:55-9:05	Arrival
9:05-9:25	Morning Activity
9:25-9:50	Morning Meeting (greeting, calendar, weather)
9:50-10:35	Special - Art, Music, PE or Rotation (health/SPIRIT/innovation lab)
10:35-11:05	Snack / Recess
11:05-12:05	Literacy Centers
12:05-12:50	Lunch / Recess
12:50-1:15	Quiet Time
1:15-2:15	Math Centers / Choice Time
2:15-2:45	Science or Social Studies
2:45-2:55	Pack Up
2:55-3:05	Closing Circle

# SAMPLE MATH LESSON

## Half Day

- Focus Lesson

## Full Day

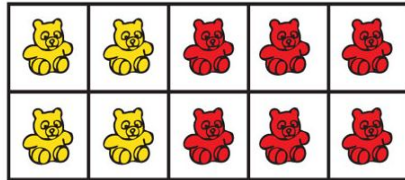
- Readiness Activity
- Focus Lesson
- Differentiation:
  - Enrichment
  - Additional Practice
  - Extra practice on previously introduced concepts

# DECOMPOSE NUMBERS LESS THAN OR EQUAL TO 10 IN MORE THAN ONE WAY

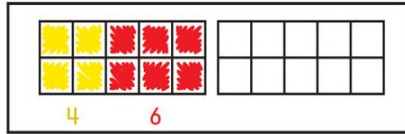
## Half Day:

- Focus Lesson (teacher-directed activity): Bears on the Bus. Students color ten frames as volunteers draw cards to determine the number of yellow bears and then ask for the number of red bears. Continue to decompose 10 with bears and transfer to ten-frame

Teacher model:



Students record:



May I have 6 bears please?

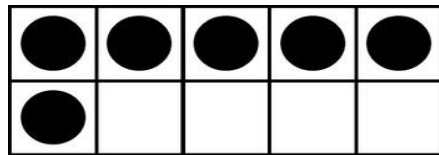
- Wrap up: brief summary of what was learned. "Today we..."

# DECOMPOSE NUMBERS LESS THAN OR EQUAL TO 10 IN MORE THAN ONE WAY

## Full Day:

- Readiness

- To prepare students to find combinations that add to 10, they work with counters and 10 frames. Check for 1-to-1 correspondence



- Focus Lesson: student centered

- Teacher models Bears on the Bus activity as in the half day.
- Students work in pairs to practice decomposing 10 and recording results.

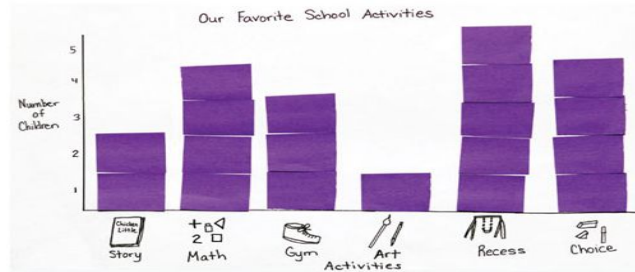
# FULL DAY, CONTINUED

- Enrichment

- Those that are ready continue without a ten frame
- They may also be challenged to find all the combinations to 10 and to write numerical expressions.  $6 + 4 = 10$

- Practice

- Students revisit graphing by making a class graph of favorite activities.



- Wrap Up

- Teacher has time to let students share what they discovered about combinations to 10, patterns they noticed, and strategies they used.



# SAMPLE SCIENCE LESSON

## WHAT DO PUSHES AND PULLS DO?

Students will observe what happens when they push or pull a box wagon. They will learn that hard pushes and pulls make things go faster. Heavier things are harder to move than light things.



I wonder why  
one wagon is  
harder to push.



In a full-day program, students will have time to pursue the scientific practice of **planning and carrying out investigations** by asking “What if” questions. This activity takes 30 minutes.

Students will ask their own “What if” questions and find answers using their wagon. They will learn that we can answer “What if” questions by observing what happens when we do something.

What happens  
if I push the  
wagon softly?



For example:

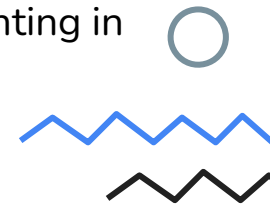

If I... push the wagon with my pinkie finger.

Then... the box moves only a little bit.



# Tuition-Free FDK Rationale: Why Now?



- ESSER III brings a unique funding opportunity of \$587,730 (spend by 9/30/24)
  - Incoming students have had minimal preschool experience
  - Lack of robust Early Intervention in SY20 and SY21 (remote only)
  - Students who participated in Westford's PK program had no peer role models last school year
  - Staff report that, generally speaking, current kindergarten students are presenting in atypical ways
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# Number of Sections by School (FY22 versus request for FY23)

## ROBINSON

20	20	20	20	20
				<i>(add .5)</i>

## NABNASSET

19	19	20	20	12	<i>X</i>
				8	

## MILLER

18	18	20	16	<i>(add 1.0)</i>
			13	

# Tuition-Free FDK Financial Information

Current Offset	Unit Cost	Qty	Total
Business Office	\$9,200	1	\$9,200
Principals	\$6,800	3	\$20,400
Secretary	\$3,536	3	\$10,608
Teachers (.5) Miller	\$45,519	3	\$136,557
Teachers (.5) Nab	\$43,056	4	\$172,224
Teachers (.5) Rob	\$44,167	4	\$176,668
TAs (.5) Miller	\$12,532	3	\$37,596
TAs (.5) Nab	\$12,532	4	\$50,128
TAs (.5) Rob	\$9,398	4	\$37,592
Supplies	\$2,667	3	\$8,001
Guidance	\$3,334	3	\$10,002
Nurse	\$2,286	3	\$6,858
Custodians	\$1,000	3	\$3,000
Transportation	\$18,000	1	\$18,000
			<b>\$696,834</b>

Additional Expenses	Unit Cost	Qty	Total
Classroom Set-Up	\$5,000.00	1	\$5,000
Additional Teachers	\$64,000.00	1.5	\$96,000
Additional TAs	\$26,000.00	1.5	\$39,000
		<b>TOTAL:</b>	<b>\$140,000</b>

Current Offsets:	\$696,834
Additional Expenses:	\$140,000
<b>TOTAL COST IN FY23:</b>	<b>\$836,834</b>

# The Elephant in the Room



- 1) The ESSER III Grant does not cover the entire cost of FDK
- 2) The ESSER III Grant is a one-time funding source

# Tuition-Free FDK Financial Information

Current Offsets:	\$696,834
Additional Expenses:	\$140,000
<b>TOTAL COST IN FY23:</b>	<b>\$836,834</b>

<b>1x Funds Avail</b>	
FDK Revolving	\$319,500
KED	\$82,472
ESSER III	\$587,730
<b>TOTAL:</b>	<b>\$989,702</b>
<i>Transportation</i>	<i>\$121,000</i>
<i>(not accounted for)</i>	

# Proposed Budget Strategy

## A Six-Year Plan

**FY23**

ESSER III: \$277,665  
FDK Rev: \$106,500  
KED: \$82,472  
SC: \$370,197  
Budget: \$0

Added Cost to  
Operating Budget:  
**\$0**

**FY24**

ESSER III: \$277,665  
FDK Rev: \$106,500  
KED: \$0  
SC: \$145,000  
Budget: \$319,306

Added Cost to  
Operating Budget:  
**\$319,306**

**FY25**

ESSER III: \$0  
FDK Rev: \$106,500  
KED: \$0  
SC: \$150,000  
Budget: \$608,940

Added Cost to  
Operating Budget:  
**\$289,634**

**FY26**

ESSER III: \$0  
FDK Rev: \$0  
KED: \$0  
SC: \$75,000  
Budget: \$807,749

Added Cost to  
Operating Budget:  
**\$198,809**

**FY27**

ESSER III: \$0  
FDK Rev: \$0  
KED: \$0  
SC: \$0  
Budget: \$900,404

Added Cost to  
Operating Budget:  
**\$92,655**

**FY28**

ESSER III: \$0  
FDK Rev: \$0  
KED: \$0  
SC: \$0  
Budget: \$918,412

Added Cost to  
Operating Budget:  
**\$18,008**





THANK YOU!

Any Questions?