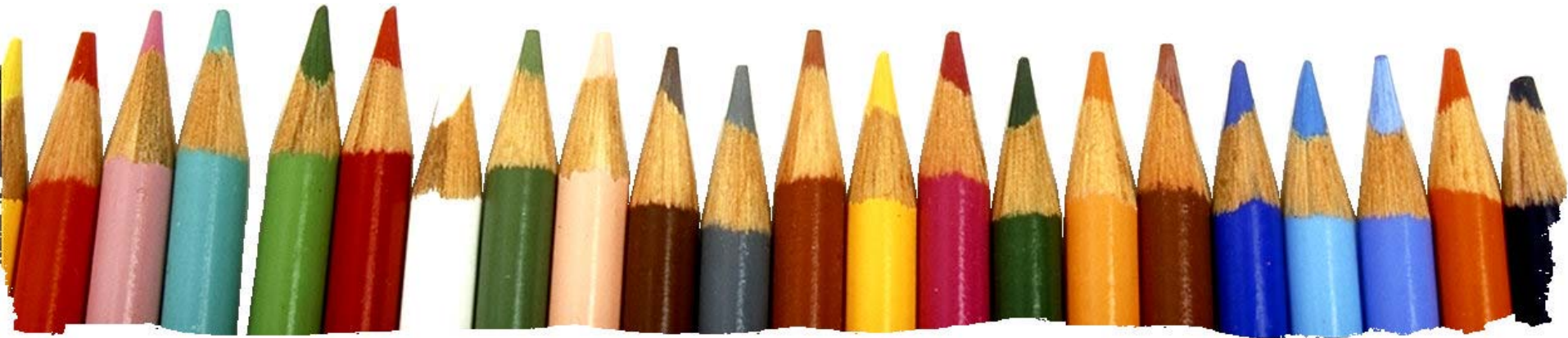


Bethpage Community Forum  
on  
Full Day Kindergarten

*March 2007*



# Welcoming Remarks

Michael Kelly

*President, Bethpage Board of Education*

Thomas Frost

*Vice-President, Bethpage Board of Education*



# Evening's Agenda

- **Welcome**  
*Bethpage Board of Education*
- **Introducing the Discussion**  
*Dr. Richard S. Marsh, Superintendent of Schools*
- **Presentation on Instructional Program**  
*Mr. Terrence Clark, Asst. Superintendent*
- **Financial Impact**  
*Mr. Joseph Marchesiello, Asst. Superintendent*
- **Summation of Discussion**  
*Dr. Richard S. Marsh*
- **Opportunity for Community Expression**  
*Open Microphones*



# State Education Department Early Childhood Initiative

- Board of Regents considering mandating full day Kindergarten instruction for all schools by 2010

*“New York State needs to ensure that children are enrolled in full-day kindergarten programs in all school districts to strengthen educational beginnings.”*

*New York State Education Department website*



# State Education Department

## Early Childhood Initiative

- SED reports that 609 of 688 (2005-06) school districts in NYS have implemented full day Kindergarten already
- This is an easy political decision to mandate since it impacts so few districts- SED will say that all children in New York are mandated to receive the same level of education- Cannot have some children receiving full day and some receiving half day
- SED recently confirmed to us that this is still their goal
- We expect this to happen



# State Education Department Early Childhood Initiative

In fact, the State is considering a Universal Pre-K program to be done in conjunction with private child care centers. This is a very vague proposal at this time and is probably years off. But it assumes everyone has a Full Day Kindergarten program in place.

“A statewide prekindergarten program, for three- and four-year-olds, must be available in all school districts. New York State has effective prekindergarten programs; however, programs are not available in all school districts and for all students within some districts.”

*New York State Education Department website*



# Why Full Day?

- Research suggests:
  - Children are cognitively ready
  - 80% of four year olds attending child care/day care
  - Brain research shows developmentally ready
  - Half day Kindergarten does not allow adequate time for exploration of math, science, social studies and ELA
  - New more rigorous academic standards in all subjects



# No Child Left Behind

- Grade 3-ELA, Math Assessments
- Grade 4-ELA, Math, Science Assessments
- Grade 5-ELA, Math, Social Studies Assessments
- Grade 6-ELA, Math Assessments
- Grade 7-ELA, Math Assessments
- Grade 8-ELA, Math, Science, Social Studies Assessments



# New Accountability

Students are expected to demonstrate proficiency and mastery in every discipline and at all grade levels. . .

including Kindergarten



## What should be happening in ELA in Kindergarten according to SED :

- Identify beginning consonant sounds in one-syllable spoken words
- Recognize and identify words that rhyme
- Distinguish sight words from environmental print
- Identify vocabulary from words and concepts in books
- Write all upper and lower case manuscript letters
- Write own first and last name and those of family members
- Produce and/or label drawings and pictures with letters or words
- Listen attentively to spoken language
- Listen attentively for different purposes
- Track words and sentences as they are read aloud
- Explain the connection between personal experiences and information in imaginative and informational texts
- "Interview" visitors to the classroom or school
- Ask questions to clarify understandings
- Speak for different purposes
- Use age-appropriate vocabulary and grammar



## What should be happening in ELA in Kindergarten according to SED:

- Use precise words to describe feelings, share information, communicate ideas, and ask questions
- Summarize information from text read aloud
- Frame questions about a text
- Make inferences about a text
- Identify parts of a book and their function
- Use illustrations to self-select a book
- Understand that print represents words that can be read aloud
- Recognize that the end of a written line of a text is not the end of a thought
- Produce a word that rhymes with a spoken word
- Recognize that words are a combination of sounds
- Recognize, identify, and produce spoken words that rhyme
- Identify beginning consonant sounds in one syllable spoken words
- Sort syllables and words that share beginning, middle, and end sounds
- Help the teacher create a story map or complete a graphic organizer of a text
- Connect vocabulary and life experiences to characters and events in books
- Compare the story elements of two or more texts



## What should be happening in ELA in Kindergarten according to SED :

- Blend spoken segments of syllables to create known words
- Identify and change the initial phoneme of word families to create new words
- Recognize and name all upper case and lower cases manuscript letters
- Independently write some upper and lower case letters
- Recognize and name many characters
- Copy or write some characters
- Recognize common words in the learning environment
- Learn the meaning of new words from books, magazine, charts, posters, etc.
- Use a picture dictionary to learn the meanings of words from a variety of text/genre
- Respond to questions about a book or other text, such as a language experience chart or classroom poster
- Frame simple questions to clarify a text read aloud
- Retell what is read or heard using own words
- Correctly answer questions about stories read aloud.
- Dramatize events in a story in the correct sequence
- Make inferences about characters or events in a story
- Share feelings about a story and the reasons for those feelings



# What should be happening in Math in Kindergarten according to SED :

- **Mathematical Reasoning**

- Similarities and differences
- Sorting and classifying
- Number sequence
- Quantities of solids and liquids
- Grouping and sequencing

- **Number and Numeration**

- One-to-one correspondence
- Order of whole numbers
- Whole and parts
- Grouping and place value
- Recognize numbers from 0-9

- **Modeling and Representation**

- Using manipulatives to understand spatial relationships;
- Analyzing and displaying real-world data on graphs, charts
- Ordering sets of objects; and
- Identifying objects with geometric shapes.

- **Measurement**

- Using standard and nonstandard units of measure;
- Using comparative terms, such as, more-less, heavier-lighter
- Comparing length, height, weight, and capacity; and
- Gathering and displaying information about objects.

- **Patterns**

- Identifying patterns in the indoor and outdoor environment;
- Using manipulatives such as, puzzles, blocks, beads etc. to re-create patterns in the environment;
- Recognizing patterns in art, music, and literature; and
- Drawing and/or describing patterns.



## What should be happening in Science in Kindergarten according to SED :

- **Physical Setting**

- Observing and describing specific properties of objects in the classroom, school, and community;
- Classifying objects based on specific criteria;
- Using simple tools to gather and describe information;
- Recognizing how materials change when conditions change in the environment; and
- Making and recording predictions.

- **Living Environment**

- Identifying similarities and differences between living and non-living things;
- Describing and comparing human and animal habitats;
- Naming parts of human and animal bodies and their function;
- Naming parts of a flower and/or plant;
- Identifying ways plants are used for food; and
- Observing, describing, and documenting the growth of living things.



# What should be happening in Social Studies in Kindergarten according to SED :

## **Myself and others**

My identity includes gender, ethnicity, and languages.  
Each person has needs, wants, talents, and abilities.  
Each person has likes and dislikes.  
Each person is unique and important.  
People are alike and different in many ways.  
All people need others.  
All people need to learn, and they learn in different ways.  
People change over time.  
People use folktales, legends, music, and oral histories to teach values, ideas, and traditions.

## **My family and other families**

My family and other families are alike and different.

## **My school and school community**

What is a school?

## **My neighborhood**

My neighborhood can be located on a map.  
Different people live in my neighborhood.

## **Location of home, school, neighborhood, and community on maps and globes**

Land and water masses can be located on maps and globes.  
The United States can be located on maps and globes.

## **Basic human needs and wants**

People define basic human needs and wants.  
Families have needs and wants.

## **People helping one another to meet needs and wants (e.g., recycling and conservation projects)**

People rely on each other for goods and services in families, schools, and neighborhoods.  
People make economic decisions and choices.

## **Symbols of citizenship**

Citizenship includes an awareness of the symbols of our nation.  
Citizenship includes an understanding of the holidays and celebrations of our nation.  
Citizenship includes knowledge about and a respect for the flag of the United States of America.

## **Rights, responsibilities, and roles of citizenship**

All children and adults have responsibilities at home, at school, in the classroom, and in the community.  
People have responsibilities as members of different groups at different times in their lives.

## **People making and changing rules and laws**

Rules affect children and adults.  
People make and change rules for many reasons.

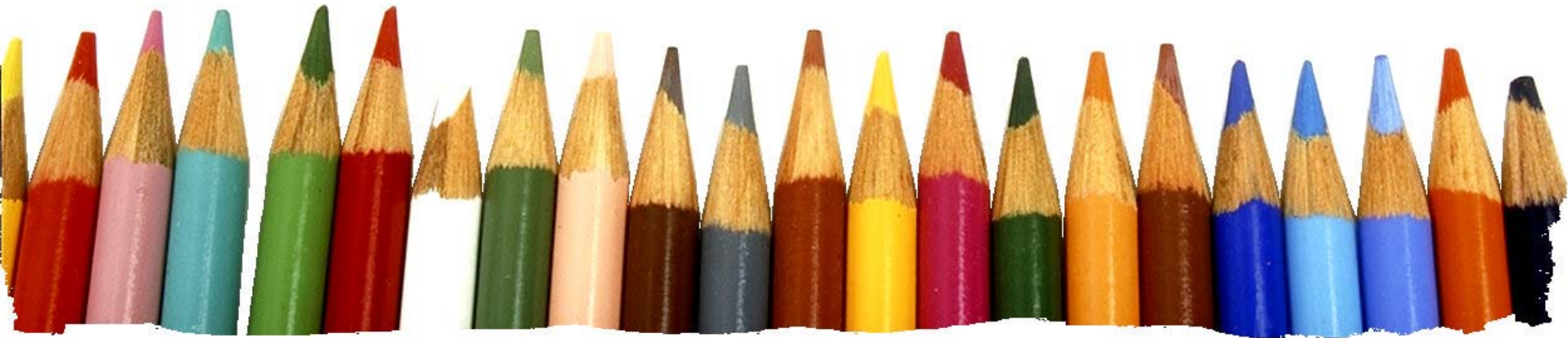
## **People making rules that involve consideration of others and provide for the health and safety of all**

Families develop rules to govern and protect family members.  
People in school groups develop rules to govern and protect themselves.



SED has a de facto mandate  
in place:

Curriculum demands are now  
too extensive for a half day  
program



# Extended Day v. Full Day

## Typical Day Extended

- 3 Hours 5 Minutes- 185 Minutes
- 90-120 Minutes for Instruction
  - ELA
  - Math
  - SS
  - Science
- 60 Minutes for Art/Library/Music
- 30 Minutes for Specials (PE Every Other Day)

## Full Day

- 6 Hours 10 Minutes- 370 Minutes
- 280 Minutes for Instruction
  - ELA
  - Math
  - SS
  - Science
- 30 Minutes for Specials
- 60 Minutes Lunch/Recess

**166% increase in time spent on Instruction**



# Considerations for Full Day Kindergarten

- Space/Capacity issues
- Additional labor costs
- Additional Enrollment
  - Probably see increased K enrollment when go full day- Some parents currently place in private and bring back for grade 1



# Space/Capacity Options

- Option 1: Build classroom capacity for each building
- Option 2: Build classroom capacity for a Kindergarten Center in one building- Much larger construction costs, smaller ongoing labor costs- Labor savings are not substantial (on average, one teacher per year) (No longer an option)
- Option 3: Portables (No longer an option)
- Option 4: Rent Space for a Kindergarten Center (St. Martin's no longer an option)
- Option 5: Eliminate Computer Labs and regain 3 classrooms, but still have to build Kindergarten classrooms (No longer an option)



# Current Class Size Policy

- Kindergarten . . . Maximum Size of 20
- Grades 1, 2 & 3 . . . Maximum Size of 24
- Grade 4 & 5 . . . Maximum Size of 28



# Proposed Class Size Policy

- Kindergarten . . . Maximum Size of 22\*  
*\*When class reaches 21 students a classroom aide will be provided*
- Grades 1, 2 & 3 . . . Maximum Size of 24
- Grade 4 & 5 . . . Maximum Size of 26\*  
*\*Reduction from current 28*



# Capacity Issues

- Bethpage contracted with Western Suffolk BOCES to conduct a long range projection
- New projections are based on the Western Suffolk Long Range Planning Study (December 2006)
- In our projections for **Kindergarten** we used all **Grade One** numbers since we know some families have put their Kindergarteners into private/parochial schools because they want the full day experience



# New Building

- To accommodate Full Day Kindergarten, we will have to add classroom capacity



# Capacity at Charles Campaigne



- Highest Kindergarten projected capacity for next ten years is **72** students
- That would require **4** Kindergarten classrooms (currently has two)
- **TWO ADDITIONAL CLASSROOMS**



# Capacity at Charles Campagne



# Capacity at Kramer Lane



- Highest Kindergarten projected capacity for next ten years is **57** students
- That would require **3** Kindergarten classrooms (currently has two)
- **ONE ADDITIONAL CLASSROOM**



# Capacity at Kramer Lane



One New Classroom



# Capacity at Central Blvd.



- CBS is unique because it houses the majority of our elementary Special Education students
- The need there is for more small group spaces, not more large classrooms



# Capacity at Central Blvd.

- Highest Kindergarten projected capacity for next ten years is 79 students
- That would require 4 Kindergarten classrooms (plus 1 Special Education Kindergarten classroom) (currently has three total)
- ONE EXPANDED CLASSROOM
- INTERNAL RENOVATIONS TO CAPTURE FROM UNDERUTILIZED SPACE
- RECONFIGURATION OF CLASSROOM ASSIGNMENTS
- CBS is still left with extra capacity to grow



# Capacity at Central Blvd.

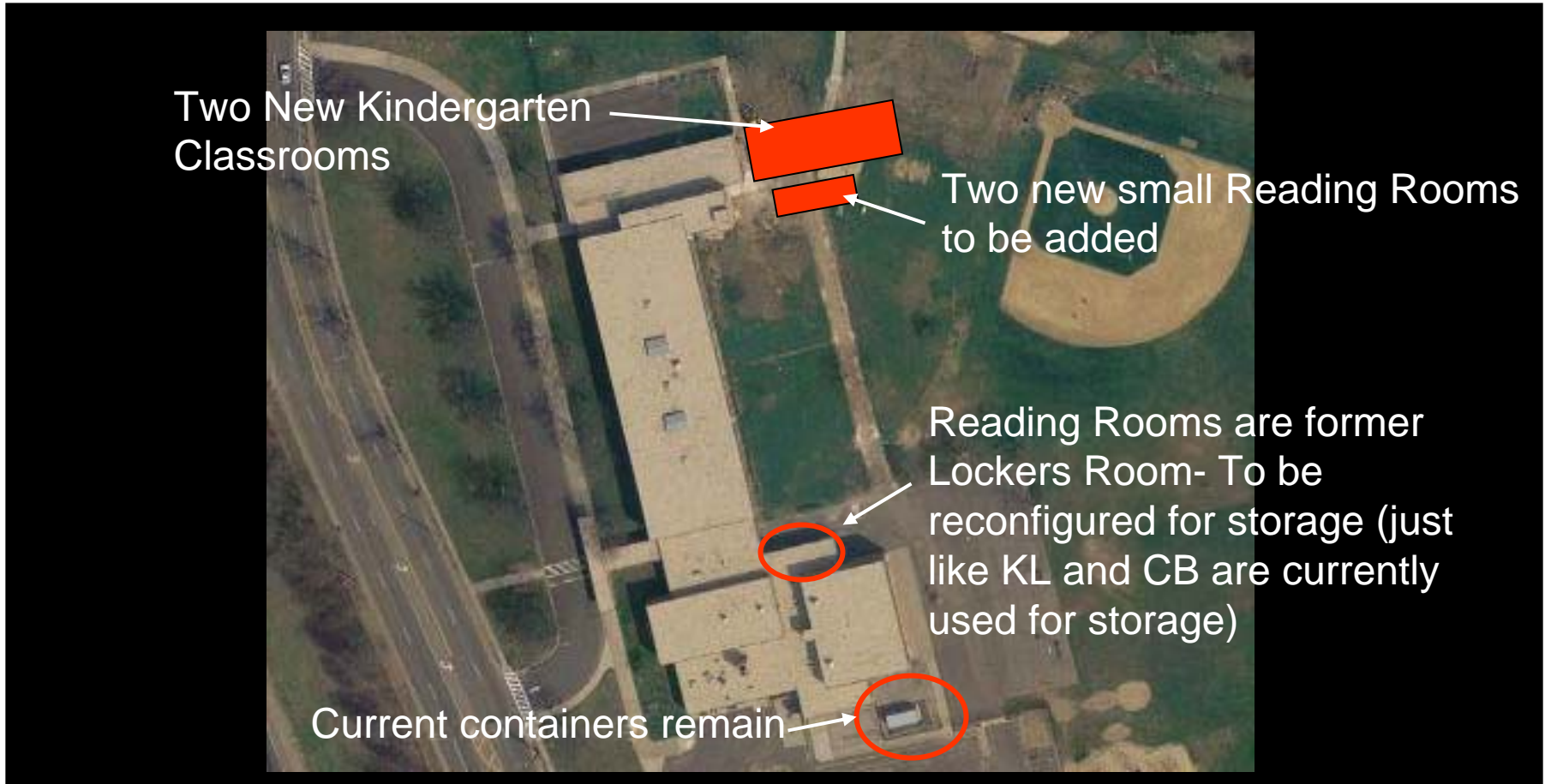


# Non-Instructional Capacity Issue at Charles Campagne

- Campagne has no proper storage areas
- No basement
- Two storage containers outside for tables, desks, athletic equipment
- The only building in the district with this problem
- Has really become a safety issue



# Additional Capacity at Charles Campagne



# Kindergarten Staffing Implications

- Currently Bethpage has 5 General Education teachers/1 Special Education teacher at the Kindergarten level
- We will need to hire 5 or 6 teachers to accommodate the Full Day Kindergarten program
- Campagne will have 3 or 4 teachers (depending on enrollment)
- Kramer Lane will have 3 teachers
- Central Blvd. will have 4 General Ed teachers and 1 Special Education Kindergarten teacher



# Proposed Timeline

- Bond Proposition goes to voters on May 15, 2007
- Bethpage submits building plans to SED in June 2007
- SED approves Bethpage plans by October 2007
- Bethpage bids building projects in Fall 2007/Winter 2008
- Bethpage builds additions during Spring/Summer 2008
- Full Day Kindergarten begins in September 2008



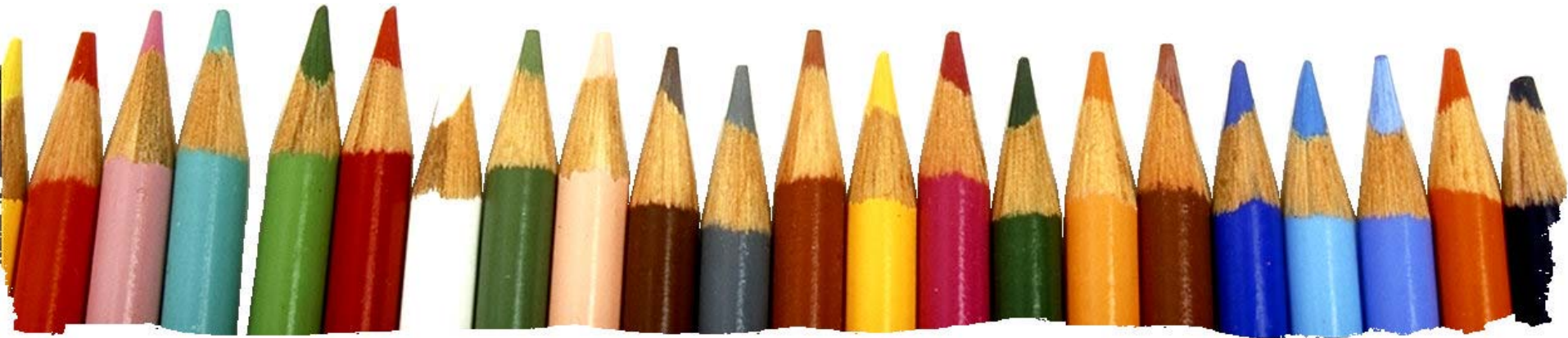
# CAVEAT

- If the State Education Department takes too much time to review our plans and thus delays the building project, then we might have to open Kindergarten in September 2009
- Operating under the current timeframe SED is telling us, we will be able to open in 2008
- BUT...



PROPOSED

*KINDERGARTEN  
FUNDING  
APPROACH*



# FULL DAY KINDERGARTEN

## Summary of Work Scope

**Charles Campagne ... \$1,778,732 ... 56.4%**

- New Construction
  - 2 Kindergarten Classrooms
  - 2 Small Group Instruction spaces (rooms)
- Additional Gym Storage Space
- Additional Exterior Doors to Access Storage Space

**Kramer Lane ... \$814,926 ... 25.9%**

- New Construction
  - 1 Kindergarten Classroom



# FULL DAY KINDERGARTEN

## Summary of Work Scope

**Central Blvd ... \$558,730 ... 17.7%**

- **Alterations**

- Increase Existing Classroom (102) to Kdgn Size (1,060 sq ft)
- Reinforce Steel Beams, Footings, Remove 2 Columns
- Reclaim 400 sq ft from both Boy's & Girl's Locker Rooms as teaching space (Resource Room, ESL or CSE Meeting Room)



# TOTAL PROJECT COST & FINANCING

|   |                           |
|---|---------------------------|
| A. Construction Costs   | \$2,585,515               |
| B. Site Work  | \$46,000                  |
| C. Classroom Furniture  | <u>\$40,000</u>           |
| <b>D. Total Construction Costs</b>  | <b>\$2,671,515</b>        |
| <br>  |                           |
| E. Related Contingency (Soft Expenses)  | <u>\$480,873</u>          |
| <b>F. Total Project Costs</b>   | <b>\$3,152,388</b>        |
| Less: EXCEL Aid (BAN - Short Term) Term - 90 Days BAN -<br>DASNY 4% Interest Rate   | <u>(\$987,657)</u>        |
| PAR Amount Bonded (Serial - Long Term) Term - 15 years - 4.0-<br>4.5% Interest Rate | \$2,164,731               |
| Debt Service Interest   | <u>\$881,122</u>          |
| <b>Total Debt Service</b>   | <b>\$3,045,853</b>        |
| Building Aid @ 39% SED Approved Construction Costs                                  | <u>(\$1,640,207)</u>      |
| <b>District Share After Building State Aid (61%)</b>                                | <b><u>\$1,531,741</u></b> |
| Conversion Aid to Full-Day Kindergarten Programs (One-Time)                         | <u>(\$207,640)</u>        |
| <b>NET DISTRICT SHARE AFTER ALL STATE AID</b>                                       | <b>\$1,324,101</b>        |



# FULL DAY KINDERGARTEN ASSUMPTIONS

- Appropriation Budget to Budget Increase of 5.5% each year
- Revenue Budget to Budget Increase of 3.5% each year
- Fund Surplus Give back totals \$3.1 million 2007-08, \$2.5 million in 2008-09; \$2 million thereafter
- Cumulative 1% Shift in Base Proportions Estimated to Class I Residential each year
- Teacher Salaries based on current contract increased both 1 Step and Lane change each year with 3% COLA
- One Teacher Aide added during years when only 5 Additional Teachers required – 3% COLA increase based on \$15K/salary
- Teacher Benefits at 21.05%
- Additional Cleaner at 10 hours/week during 10 month school session
- Additional Clerical @ 5 hours/week to support teachers during 10 month school session
- Textbooks estimated at \$327 per student for 1<sup>st</sup> year, \$46.37 per student each addition year @ 3.5% increase
- Students estimated at 210 students for cost outs
- One Time Kindergarten Aid is based on 2006-07 Operating Aid @ 210 Students
- Estimated 2007-08 Class 1 Total Residential Assessments utilized to compute tax rate for all years



|                       |               |               |               |               |               |               |
|-----------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Total w/ Net Increase | 51,956,418.00 | 56,865,099.35 | 60,963,063.10 | 65,109,694.10 | 69,117,198.32 | 73,283,364.97 |
|-----------------------|---------------|---------------|---------------|---------------|---------------|---------------|

Assumption- 2007-08 Base Year, all constant w/ exception of additional monies for kindergarten, 1% Base proportion shift

|                            |               |               |               |               |               |               |
|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Base Proportion            |               |               | 0.6228311     | 0.6290594     | 0.63535       | 0.6417035     |
| 2006-2007 Avg Ass          |               |               |               |               |               |               |
| 2007-2008 A                |               |               |               |               |               |               |
| Class 1- W/Kindergarten    |               |               |               |               |               |               |
| Class 1- W/Kindergarten    | 31,714,412.97 | 34,826,918.82 | 37,645,998.79 | 40,607,301.56 | 43,485,392.20 | 46,559,478.29 |
| Class 1- W/Kindergarten    | 461.845       | 466.155       | 511.845       | 596.868       | 639.171       | 684.356       |
| Average Tax                | \$5,168.05    | 5,561.22      |               |               | 7,625.31      | 8,164.36      |
| Class 1- W/Kindergarten    |               |               |               |               |               | 47,026,191.79 |
| Class 1- W/Kindergarten    |               |               |               |               |               | 691.216       |
| Average Tax                |               |               |               |               |               | 246.20        |
| Annual \$\$ Difference     |               |               |               |               |               | 34            |
| Increase Over Prior Year   |               |               |               |               |               | 0.05          |
| No Kindergarten            |               |               |               |               |               | 45.80         |
| W/Kindergarten             |               |               |               |               |               |               |
| % Increase Over Prior Year |               | 7.61%         |               |               |               | 7.07%         |
| No Kindergarten            |               | 7.64%         | 10.54%        |               | 7.22%         | 7.09%         |
| W/Kindergarten             |               |               |               |               |               |               |

**Annual \$\$ Difference  
Average 5 years = \$63.44  
\$5.28/per month**

**% Increase Over Prior Year  
No Kindergarten (5 yrs. average) = 7.98%  
With Kindergarten (5 yrs. Average) = 8.20%  
The impact on the tax bill  
over a 5 year period for an average home of  
\$1,193 AV would be 0.22% per year**

