



SCHOOL BOARD ACTION REPORT

DATE: February 16, 2018
FROM: Dr. Larry Nyland, Superintendent
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For Introduction: March 21, 2018

For Action: April 4, 2018

1. TITLE

Revision to School Board Policy No. 2195, Kindergarten

2. PURPOSE

This Board Action Report proposes a minor amendment to Board Policy No. 2195, Kindergarten, in order to align the policy with state law requiring free Full Day Kindergarten in all public schools.

3. RECOMMENDED MOTION

I move that the School Board amend Board Policy No. 2195, Kindergarten, as attached to the Board Action Report, to revise the last line to indicate that all Seattle elementary and K-8 schools provide Full Day Kindergarten.

4. BACKGROUND INFORMATION

a. Background

Board Policy No. 2195, Kindergarten, was last revised in 2011, before the state legislature enacted a kindergarten transition policy called the Washington Kindergarten Inventory of Developing Skills (WaKIDS). WaKIDS legislation set in motion an expansion of funding for Full Day Kindergarten (FDK) and a timeline by which public schools would provide FDK to all students at no charge by the 2017-18 school year. Seattle phased in tuition-free FDK over several years and, as of 2016-17, all elementary and K-8 schools meet state requirements and receive state FDK funding.

b. Alternatives

1) *Make no changes.*

This alternative is not recommended as the 2011 policy does not align with state requirements for free Full Day Kindergarten in all public schools.

- 2) *Remove the last line of the policy.* No specific mention of Kindergarten is needed since the state now requires the full day instructional model and funds it the same as grades 1 through 12.

This alternative was discussed at the February 6th C&I Committee meeting and the Committee recommends revision in order to maintain a Kindergarten policy affirming the District's compliance with state requirements.

- 3) *Delete the policy altogether.* Since Kindergarten follows the same funding and instructional model as other grades, no policy is technically necessary.

This alternative was also discussed at the February 6th C&I Committee meeting, but is not recommended given the Committee's preference to maintain a Kindergarten policy.

- 4) *Replace the Kindergarten policy with a more sweeping early learning policy reflecting a Preschool to Third Grade (P-3) approach that bridges early learning and elementary school education.*

This alternative is not recommended at this time given the lack of District funding and the uncertainty of ongoing external funding to expand access to District-managed preschool.

c. **Research**

- Other school districts

The Early Learning Department investigated Kindergarten policies at seven nearby school districts (Bellevue, Bellingham, Federal Way, Highline, Lake Washington, Sumner and Tacoma). Only Tacoma still has a Kindergarten policy, but it is outdated and does not align with state policy. None of the remaining six districts has any Kindergarten policy. Highline School District has an Early Learning Policy which outlines a collaborative approach to ensure that Birth to Five services are comprehensive, accessible and sustainable.

- WSSDA

The Washington State School Directors Association has no template Kindergarten policy. It does have a model Comprehensive Early Literacy Plan (Policy 2107) which recognizes literacy as a key to academic success and requires implementation of Kindergarten through 4th grade annual screening and/or assessment and family engagement strategies to link home and school.

- RCW 28A.150.220 Basic Education

<http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.150.220>

- RCW 28A.150.315 All-day kindergarten programs

<http://app.leg.wa.gov/RCW/default.aspx?cite=28A.150.315>

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be nil.

The revenue source for this motion is N/A.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

For informational purposes, Early Learning staff presented draft revised Board Policy No. 2195, Kindergarten, to two groups with an interest in policies and procedures regarding early learning, namely:

a.) SPS Head Start Policy Council – February 14, 2018

The Policy Council is comprised of parents of 3 and 4-year old preschoolers, most of whom will transition to Seattle elementary schools. Policy Council representatives remarked that they believe children who have access to full day preschool are better prepared for Kindergarten and they were pleased to know that no families must pay tuition for Full Day Kindergarten.

b.) Learning Partners– March 5, 2018

This is a group of state-licensed childcare and/or preschool providers. Housed in Seattle elementary schools, they comply with District requirements to ensure alignment between school and out-of-school learning for children. As providers of before and after school care and in some cases, preschool services, they are deeply invested in families and educational issues affecting them, so we presented the proposed revision to the Board Policy No. 2195, Kindergarten, for their information.

7. EQUITY ANALYSIS

By fully subsidizing and requiring that all state elementary schools provide Full Day Kindergarten (FDK), the state has made a major commitment to ensuring equal access to instruction for all children, regardless of income. FDK is a critical tool for closing opportunity gaps that are already evident between children of families with disparate economic backgrounds. In requiring participation in the WaKIDS transition process, the state hopes to “ensure a

successful start to the K-12 experience and connect the key adults in a child’s life.” This goal parallels Seattle Public Schools’ commitment “to early learning as the foundation for future academic success.” (Strategic Plan, Goal 1, Strategy 3)

8. STUDENT BENEFIT

Full Day Kindergarten is a key strategy for reducing gaps that are evident even before children start Kindergarten. Forty to fifty percent of children start kindergarten without substantial experience in early learning programs; many are from low-income homes or families facing challenging psychosocial stressors. Gaps in experience and opportunity often translate to gaps in readiness for school. A full six-hour school day can accelerate learning, especially in partnership with families who have, along with their children, experienced a positive start to their formal school experience as afforded by WaKIDS.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Board Policy No. 2195, Kindergarten, is contained in the group of board policies relating to instruction (“Series 2000”) and aligns in a general way with these policies, but it is a stand-alone policy in that it alone is specific just to Kindergarten. This policy does not affect other policies.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Committee meeting on March 13. The Committee reviewed the motion and approved it.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, Board Policy No. 2195, Kindergarten, will continue in effect without need for significant training or community engagement about the minor revision being made. No families have paid tuition for Kindergarten in Seattle for the past two years and the Full Day Kindergarten instructional model has been operational district-wide for at least the past ten years. The Early Learning Department collaborates with the Admissions Department to do

community outreach in an ongoing effort to ensure that diverse families in our District are supported in registering and making a smooth and successful transition to Kindergarten. Moreover, as a result of the WaKIDS transition process, all families are assured of an opportunity to meet with their Kindergarten's teacher prior to the start of the school year to discuss the family's goals and hopes for their child and to begin a partnership in support of the child.

13. ATTACHMENTS

- Board Policy No. 2195, Kindergarten Clean (For approval)
- Board Policy No. 2195, Kindergarten (Tracked changes)

 <p>SEATTLE PUBLIC SCHOOLS</p>	<p>KINDERGARTEN</p>	<p>Policy No. 2195</p> <p>DATE</p> <p>Page 1 of 1</p>
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It is the policy of the Seattle School Board to provide a kindergarten program compatible with the assessed developmental needs of each child, promoting optimum growth in academic, social, emotional and psychomotor areas, and in compliance with the requirements of the state specified subject matter content for Kindergarten. Full-day kindergarten shall be offered in all District elementary and K-8 schools.

Adopted: December 2011

Revised: Date

Cross Reference:

Related Superintendent Procedure:

Previous Policies: C50.00

Legal References: RCW 28A.150.220 Basic Education Act of 1977 – (Definitions) Program Requirements, Program Accessibility, Rules and Regulations; WAC 180-39 Uniform Entry Qualifications

Management Resources: School District Entrance Regulation; Early Education Seminar Report, June 1985

	<p>KINDERGARTEN</p>	<p>Policy No. 2195</p> <p>December 7, 2011 <u>DATE</u></p> <p>Page 1 of 1</p>
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Adopted: December 2011

Revised: Date

Cross Reference:

Related Superintendent Procedure:

Previous Policies: C50.00

Legal References: RCW 28A.150.220 Basic Education Act of 1977 – (Definitions) Program Requirements, Program Accessibility, Rules and Regulations; WAC 180-39 Uniform Entry Qualifications

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