

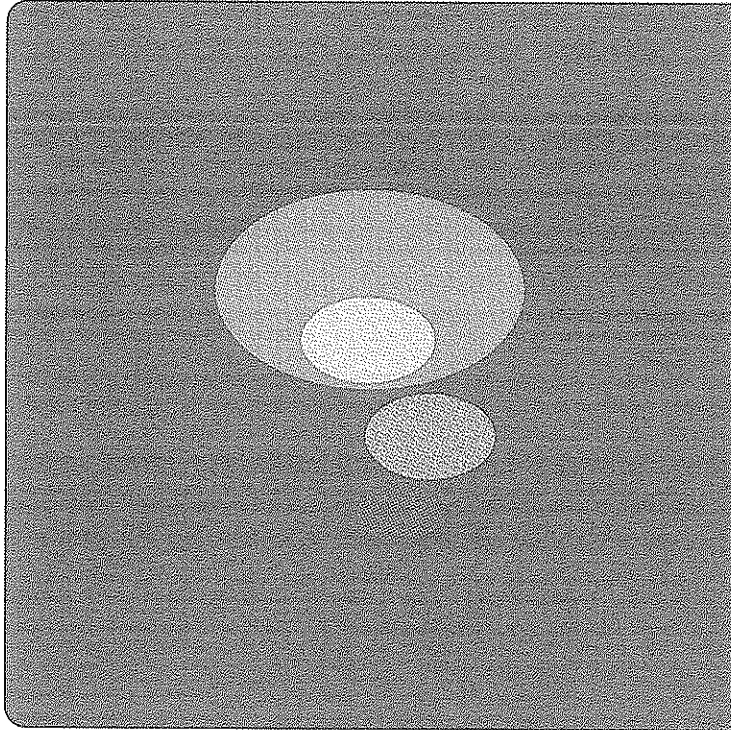
**Board of Education Work Session  
February 26, 2013 – 7:30 p.m.  
District Office Board Room**

**PRINCETON SCHOOL DISTRICT VISION**  
*No boundaries to learning.*

**DISTRICT MISSION**  
*To develop the potential in each person through academic & extra-curricular programs.*

**Agenda**

- I. ALL DAY EVERY DAY KINDERGARTEN**  
*Key Next Steps*  
*Key Messages*

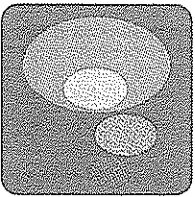


# All Day Everyday Kindergarten

Board Workshop  
February 26, 2013

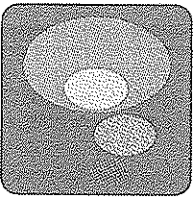
# Introduction

- Dr. Julia Espe
  - How did we get here?
  - Budget Boot Camp
  - Administrators' priorities
  - Costing out
  - Planning for initiatives



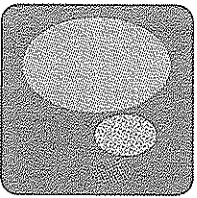
# Why All Day Everyday K?

- Greg Finck
  - What we currently have for programming
  - Data
  - Space needs



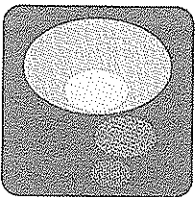
# What does the research show?

- Emorie Colby
  - Pros
    - Literacy
    - Math
    - Vocabulary
    - Attendance
  - Cons



# What are our neighbors doing?

- Peter Olson
  - Foley--targeted
  - **Milaca--yes**
  - Cambridge—paid option
  - **Elk River/Zimmerman—yes 2013-14**
  - Becker—paid option
  - **St. Francis--yes**

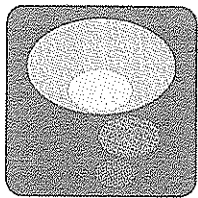


# What is the comparison between whole day and half day programs?

- Dan Voce

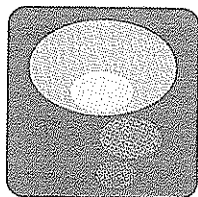
- Whole day: what works?

- Helps reduce the gaps
    - Helps reduce needed interventions
    - Helps to spend more time learning
    - Helps with routines
    - Helps literacy and language skills
    - Helps social-emotional skills
    - Nearly 2/3 of states have it already



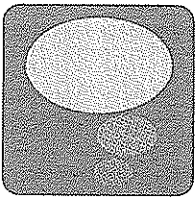
# Impacts upon learning and interventions

- Erin Dohrmann
  - Special Education needs
    - Is expensive and more than the revenue we get
    - This positively impacts fewer special education referrals
    - If we can have fewer students in special education programs, then this impacts students and district



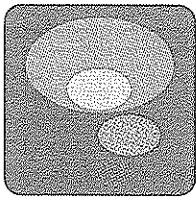
# Tiger Pride

- John Beach
  - Prevention
  - Structure and Routines
  - Continuum of strategies for appropriate behavior
  - Maximum engagement al curriculum & practices
  - Using data to make decisions
  - Benefit over time (current 7<sup>th</sup> graders have always had Tiger Pride in the schools)



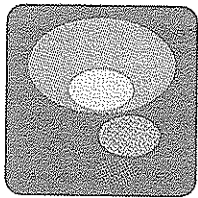
## 3<sup>rd</sup> Grade incentive and keeping the rigor high

- Melinda Jezierski
  - Reading Well by third grade
    - State incentive
  - Staff development to align and raise expectations
  - Learning to read (PK-3) and Reading to learn (3-lifetime)



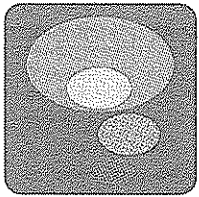
# Food Services Impact

- Deanna Cooley
  - Additional meals
  - Practicing the routines at lunchtime
  - Learning to eat healthy foods earlier



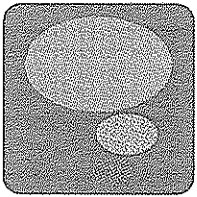
# Costs

- Michelle Czech
  - Cost sheet
  - Transportation
  - Possibilities for funding sources



# Summary

- Dr. Julia Espe
  - Impact upon enrollment
  - Proactive approach
  - Questions to be researched



## All Day Everyday Kindergarten and the Impact on Special Education

Erin Dohrmann, Special Education Coordinator

### **Special Education Child Count**

12/1/11	Minnesota-14.1%	12/1/12	Minnesota-14.09%
	Princeton-12.73%		Princeton-13.43%

### **Special Education Revenue vs. Expenditures**

- Other than during early childhood, special education results in more expenditures than revenue through state and federal grants
- Under the current formula, only 67.8% of special education expenditures are offset by state and federal grants statewide

### **The Impact of Living in Poverty on the Special Education Child Count**

- Statewide 37% of students qualify for Free and Reduced Lunch
- 49% of student receiving special education services also qualify for Free and Reduced Lunch
- Highest percentage in students with an emotional or behavioral disorder or a learning disability

### **How Does this Relate to All Day Everyday Kindergarten?**

- Most referrals in our district result from deficits in academics or behavior
- All Day Everyday K results in increased achievement for all students especially disadvantaged students
- All Day Everyday K results in improved social skills and in increased independence with school routines
- All Day Everyday K doubles the time available for quality instruction
- All Day Everyday K give more time for student specific interventions and enrichment
- Increased time for quality interventions has been found to reduce special education referrals and grade retentions
- Students with more severe disabilities will continue to qualify-All Day Every Day K will provide more opportunities to practice independent skills.

### **Key Points**

- Early Intervention costs less than providing special education services to children once they enter kindergarten.