Full-Day Kindergarten Options

Laying

The

Foundation

March 26, 2007
Curriculum, Instruction, and Technology Committee
Warren County School District
Warren, Pennsylvania

Warren County School District

Full-Day Kindergarten Report

March 26, 2007

EXECUTIVE SUMMARY

The Full-Day Kindergarten Report is presented to provide various options and their budgetary consequences for implementing full-day kindergarten. A brief description of the 2006-2007 half-day kindergarten program initiates the report. This is proceeded by the current half-day kindergarten curriculum and daily class schedule utilized by the district. A full-day kindergarten synopsis of research follows, including suggested full-day schedules. The North, East and West Attendance areas currently and into the near future have sufficient classroom availability to accommodate full-day kindergarten. The substance of the report consists of five **Scenarios** for Board consideration that have governing **Options** (I-VII) to address the Central Attendance Area's need for additional classroom space to accommodate full-day kindergarten. **Scenarios** A-D are: Scenario A: 2007-2008 full-day kindergarten district-wide; Scenario B: 2008-2009 full-day kindergarten district-wide (planning year; 2007-2008 – 2008-2009 full-day kindergarten implementation throughout the district); Scenario C: 2007-2008/2008-2009, two-year phase-in – 2007-2008 full day kindergarten one class per elementary building and 2008-2009 full-day kindergarten for remaining students; Scenario D: 2007-2008/2008-2009 – two year phase-in for all students in each attendance area, beginning with the North and East Attendance Areas in year one and in year two concluding with the Central and West Attendance areas. For ease of comparison, Scenario E presents data reflecting the existing half-day kindergarten program as if it were to continue into the 2007-2008 school year. The first portion of this section delineates the number of students, full-time equivalent teachers and the number of kindergarten sections and average class size per affected building. Utilizing this information with the five scenarios as a constant baseline, **Options** I-VIII address the Central Attendance Area's need for additional classrooms to accommodate full-day kindergarten. Specific areas analyzed for the various options to address the Central Area's need for classrooms include: *Student Enrollment, Facilities, Personnel (FTE), Curriculum, Transportation, Implementation Costs,* and *Cost Per Student.* The appendices provide detailed information relevant to information presented in the report; Appendix A - WCSD Planned Instruction for Kindergarten and Current Half-day Kindergarten Schedule; Appendix B - WCSD Kindergarten Breakfast Sales 2006-2007, Appendix C – Summary of Full-Day Kindergarten Research, Facts, Concerns, Conclusions: 2002-2003 Full-day and Half-day Attendance Rates, A Summary of Research Findings and Full-day Kindergarten Sample Schedules; Appendix D – WCSD Policy 9530 Administrative Procedure and Criteria for Adjusting Teacher/Student Ratio; Appendix F – Enrollment Projections PDE; Appendix G – Enrollent Study – 2007 Ingraham/Dancu Associates; Appendix H – WCSD Policy 10100 Student Attendance Areas – 10102 – Assignment of Students to School and Transportation Considerations for Implementation of Full-day Kindergarten, and Appendix I – WCSD 2007-2008 Full-Day Kindergarten Report, February 20, 2007. The information presented should provide adequate substance as the Board begins its deliberation relevant to full-day kindergarten implementation.

TABLE OF CONTENTS

Full-Day Kindergarten (FDK)
Curriculum, Instruction, and Technology Committee
March 26, 2007

I. Committee Charge – The Board of School Directors charges the administration with reporting by March 26, 2007, various options and their budgetary consequences for implementing full-day Kindergarten.

II. Brief description of 2006-2007 Kindergarten Program
The 2006-2007 Warren County School District Kindergarten Program is an elective "half-day" program in which students attend a two hour and forty-five minute morning or afternoon session. The curriculum is based on the Pennsylvania Academic Standards (www.pde.state.pa.us/early_childhood/lib/early_childhood/october_2006_ KINDERGARTEN_STANDARDS.pdf) and Warren County School District approved Planned Instructions (see Appendix A) in language arts, mathematics, social studies, sciences, health, information literacy skills (library), physical education, technology, music, and art. Special Education services are provided as required by the student's Individualized Educational Plan. The regular classroom teacher delivers all instruction with the exception of art and music, which itinerant teachers deliver for twenty minutes each, one time a week. The Title I Program provides 30 minutes per day of instructional services relevant to math and reading in each Kindergarten classroom in Title I-eligible buildings. Students do not participate in the food service program for lunch, but children who attend morning kindergarten may eat breakfast (see Appendix B). Students are provided one-way transportation to school in the morning or to home in the afternoon .

III. Kindergarten Curriculum and Daily Schedules
A. Current curriculum and schedule – 1/2 day (see Appendix A)
B. Full-day Kindergarten research and schedules (see Appendix C)

IV. Five Scenarios for Board Consideration
A. Scenario A: 2007-2008 – Full-day Kindergarten districtwide (estimated 367 students)

Building	A. Students *	B. FTE Teachers	C. Sections	D. Avg. Class Size **
SSELC	187	10	10	18.7
RES	39	2	2	19.5
SGES	42	2	2	21.0
YEMS	59	3	3	19.7
SES	26	2	2	13.0
AVES	14	1	1	14.0
Totals	**367**	**20**	**20**	**18.4**

* October 2, 2006 WCSD Half-Day Kindergarten Student Enrollment
** See Appendix D – Policy 9530: Administrative Procedure and Criteria for Adjusting Teacher/Student Ratio in Grades K-6

B. Scenario B: 2008-2009 – Full-day Kindergarten districtwide
  1. 2007-2008 – Planning year
  2. 2008-2009 – Full-day Kindergarten implementation throughout the District (estimated 367 students)

Building	A. Students *	B. FTE Teachers	C. Sections	D. Avg. Class Size **
SSELC	187	10	10	18.7
RES	39	2	2	19.5
SGES	42	2	2	21.0
YEMS	59	3	3	19.7
SES	26	2	2	13.0
AVES	14	1	1	14.0
Totals	**367**	**20**	**20**	**18.4**

* October 2, 2006 WCSD Half-Day Kindergarten Student Enrollment
** See Appendix D – Policy 9530: Administrative Procedure and Criteria for Adjusting Teacher/Student Ratio in Grades K-6

C. Scenario C: 2007-2008 / 2008-2009 2 year phase-in – 2007-2008 full-day Kindergarten with one class per building (99 students); 2008-2009 full-day Kindergarten for the remaining students (268)
  1. 2007-2008 – One full-day Kindergarten class (of up to 18 students) per building in each of the four Attendance Areas (i.e., SSELC, RES, SGES, YEMS, SES, AVES – Accommodating a total of 99 students) – Selection process by building level lottery, utilizing existing attendance area eligibility, and adhering to the District's transfer policy (see Appendix E – Policy 10102 – Assignment of Students to School).

Building	A. Students *		B. FTE Teachers		C. Sections		D. Avg. Class Size **	
	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day
SSELC	18	169	1	4.0	1	8	18	21.1
RES	18	21	1	.5	1	1	18	21.0
SGES	18	24	1	1.0	1	2	18	12.0
YEMS	18	41	1	1.0	1	2	18	20.5
SES	13	13	1	.5	1	1	13	13.0
AVES	14	0	1	0	1	0	14	0
Totals	**99**	**268**	**6**	**7.0**	**6**	**14.0**	**16.5**	**19.1**

* October 2, 2006 WCSD Half-Day Kindergarten Student Enrollment
** See Appendix D – Policy 9530: Administrative Procedure and Criteria for Adjusting Teacher/Student Ratio in Grades K-6

2. 2008-2009 – Full-day Kindergarten for all remaining students (estimated 268 students)

Building	A. Students *	B. FTE Teachers	C. Sections	D. Avg. Class Size **
SSELC	187	10	10	18.7
RES	39	2	2	19.5
SGES	42	2	2	21.0
YEMS	59	3	3	19.7
SES	26	2	2	13.0
AVES	14	1	1	14.0
Totals	**367**	**20**	**20**	**18.4**

* October 2, 2006 WCSD Half-Day Kindergarten Student Enrollment
** See Appendix D – Policy 9530: Administrative Procedure and Criteria for Adjusting Teacher/Student Ratio in Grades K-6

D. Scenario D: 2007-2008 / 2008-2009 – 2 year phase-in for all students in each attendance area
1. 2007-2008 – Full-day Kindergarten in North (SGES, RES) and East (SES, AVES) Attendance Areas

North Attendance Area				
Building	A. Students	B. FTE Teachers	C. Sections	D. Avg. Class Size
SGES	42	2	2	21
RES	39	2	2	19.5
Totals	**81**	**4**	**4**	**20.3**

East Attendance Area				
Building	A. Students	B. FTE Teachers	C. Sections	D. Avg. Class Size
SES	26	2	2	13
AVES	14	1	1	14
Totals	**40**	**3**	**3**	**13.3**

2. 2008-2009 – Full-day Kindergarten in Central and West Attendance Areas

Building	A. Students *	B. FTE Teachers	C. Sections	D. Avg. Class Size **
SSELC	187	10	10	18.7
RES	39	2	2	19.5
SGES	42	2	2	21.0
YEMS	59	3	3	19.7
SES	26	2	2	13.0
AVES	14	1	1	14.0
Totals	**367**	**20**	**20**	**18.4**

* October 2, 2006 WCSD Half-Day Kindergarten Student Enrollment
** See Appendix D – Policy 9530: Administrative Procedure and Criteria for Adjusting Teacher/Student Ratio in Grades K-6

E. Scenario E: 2007-2008 – All Kindergarten students half-day – no change from 2006-2007

The average WCSD kindergarten class size for school year 2006-2007 is 17.5 students. There are 21 half-day classes in 11 rooms in six schools. There are 10.5 FTE kindergarten teachers.

Building	A. Students *	B. FTE Teachers	C. Sections	D. Avg. Class Size **
SSELC	187	5	10	18.7
RES	39	1	2	19.5
SGES	42	1	2	21.0
YEMS	59	2	4	14.8
SES	26	1	2	13.0
AVES	14	.5	1	14.0
Totals	**367**	**10.5**	**21**	**17.5**

* October 2, 2006 WCSD Half-Day Kindergarten Student Enrollment

** See Appendix D – Policy 9530: Administrative Procedure and Criteria for Adjusting Teacher/Student Ratio in Grades K-6

V. **Districtwide Full-Day Kindergarten Cost Analyses of Options** – **Non-Substantiated Estimated Cost**

A. Option I: South Street – Span cafeteria, creating 4 classrooms (estimated $275,000) and create 1 additional classroom, eliminating the stage (estimated $25,000)

Scenarios Descriptors (from IV., pp. 2-5)	I. Student Enrollment			II. Facilities (Reported in Thousands)						III. Personnel (Full-Time Equivalent)								IV. Curriculum			V. Trans-por-tation	VI. Imple-men-tation Cost	VII. Cost per Student (from actual count of 10/2/06)
	A. Actual Count 10/2/06	B. PDE Proj. 7/20/06 *	C. Ingraham Proj. 3/16/07 ***	Central Attendance Area Option A				North, East, West Attend. Areas	Total	A. Administration	B. Teacher	C. Itinerant	D. Aides	E. Secretarial	F. Custodial	G. Cafeteria Labor	Total	A. Instructional Material / Equip-ment ****	B. Classroom Furnishings	Total	See Appen-dix H		
				Building Renovations	Custodial Management	Utilities WAN	Kitchen Equipment																
A. 2007-08 – Full-day Kdg. districtwide	REQUIRED TIMELINE PROHIBITS CONSIDERATION																						
B. 2008-09 – Full-day Kindergarten districtwide																							
B.1. 2007-08 – Planning Year																							
B.2. 2008-09 – Full-day Kdg. districtwide	367	344	363	300	1.3	0	5	0	306.3	0	500,175	526,500	324,240	29,542	28,296	20,239	1,428,992	64,550	23,500	88,050	2,000	1,825,357	4,974
C. 2007-08/2008-09 – 2 year phase-in – one class / bldg.																							
C.1. 2007-08 – One full-day Kdg. class / elementary bldg. districtwide	99	99	99	0	0	0	0	0	0	0	308,934	154,467	94,734	28,471	27,691	19,828	634,125	64,550	0	64,550	0	698,675	7,057
C.2. 2008-09 – Full-day for remaining Kdg. students	268	245	264	300	1.3	0	5	0	306.3	0	500,175	526,500	324,240	29,542	28,296	20,239	1,428,992	64,550	23,500	88,050	2,000	1,825,357	6,811
D. 2007-08/2008-09 – 2 yr. phase-in – all Kdg. students districtwide																							
D.1. 2007-08 Full-day Kdg. in North & East Attendance Areas	121	114 **	121	0	0	0	0	0	0	0	360,423	205,956	110,523	28,471	27,691	19,828	752,892	64,550	0	64,550	0	817,442	6,756
D.2. 2008-09 – Full-day Kdg. in Central & West Attendance Areas	246	230**	242	300	1.3	0	5	0	306.3	0	500,175	526,500	324,240	29,542	28,296	20,239	1,428,992	64,550	23,500	88,050	2,000	1,825,357	7,420
E. 2007-08 – All Kdg. students half-day – no change	367	344	363	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* See Appendix F – Pennsylvania Department of Education Enrollment Projections
** This figure is proportionate to the Warren County School District 2006-2007 enrollment figures.
*** See Appendix G – Ingraham Planning Associates Enrollment Projections
**** Based on $100/student, $4,930/teacher (see IV – Five Scenarios, pp. 1-4 and Appendix I), and building technology equipment of $30,000 ($3000/classroom X 10 classrooms)

V. **Districtwide Full-Day Kindergarten Cost Analyses of Options** – **Non-Substantiated Estimated Cost**

B. Option II: South Street – Create 5 classrooms on second floor by building above existing library and adjoining classroom on first floor ($750,000) or add a 5 room addition on west side ($700,000)

Scenarios Descriptors (from IV., pp. 2-5)	I. Student Enrollment			II. Facilities (Reported in Thousands)						III. Personnel (Full-Time Equivalent)								IV. Curriculum			V. Trans-portation	VI. Imple-mentation Cost	VII. Cost per Student (from actual count of 10/2/06)
				Central Attendance Area Option B				North, East, West Attend. Areas													See Appendix H		
	A. Actual Count 10/2/06	B. PDE Proj. 7/20/06 *	C. Ingraham Proj. 3/16/07 ***	Bldg Renovations ****	Custodial Management	Utilities WAN	Kitchen Equipment		Total	A. Administration	B. Teacher	C. Itinerant	D. Aides	E. Secretarial	F. Custodial	G. Cafeteria Labor	Total	A. Instructional Material / Equipment *****	B. Classroom Furnishings	Total			
A. 2007-08 – Full-day Kdg. districtwide	REQUIRED TIMELINE PROHIBITS CONSIDERATION																						
B. 2008-09 – Full-day Kindergarten districtwide																							
B.1. 2007-08 – Planning Year																							
B.2. 2008-09 – Full-day Kdg. districtwide	367	344	363	750	1.3	4.7	5	0	761	0	500,175	526,500	324,240	29,542	28,296	20,239	1,428,992	64,550	23,500	88,050	2,000	2,280,057	6,213
C. 2007-08/2008-09 – 2 year phase-in – one class / bldg.																							
C.1. 2007-08 – One full-day Kdg. class / elementary bldg. districtwide	99	99	99	0	0	0	0	0	0	0	308,934	154,467	94,734	28,471	27,691	19,828	634,125	64,550	0	64,550	0	698,675	7,057
C.2. 2008-09 – Full-day for remaining Kdg. students	268	245	264	750	1.3	4.7	5	0	761	0	500,175	526,500	324,240	29,542	28,296	20,239	1,428,992	64,550	23,500	88,050	2,000	2,280,057	8,508
D. 2007-08/2008-09 – 2 yr. phase-in – all Kdg. students districtwide																							
D.1. 2007-08 Full-day Kdg. in North & East Attendance Areas	121	114 **	121	0	0	0	0	0	0	0	360,423	205,956	110,523	28,471	27,691	19,828	752,892	64,550	0	64,550	0	817,442	6,756
D.2. 2008-09 – Full-day Kdg. in Central & West Attendance Areas	246	230 **	242	750	1.3	4.7	5	0	761	0	500,175	526,500	324,240	29,542	28,296	20,239	1,428,992	64,550	23,500	88,050	2,000	2,280,057	9,269
E. 2007-08 – All Kdg. students half-day – no change	367	344	363	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* See Appendix F – Pennsylvania Department of Education Enrollment Projections
** This figure is proportionate to the Warren County School District 2006-2007 enrollment figures.
*** See Appendix G – Ingraham Planning Associates Enrollment Projections
**** Based upon building above existing first floor library and classroom
***** Based on $100/student, $4,930/teacher (see IV – Five Scenarios, pp. 1-4 and Appendix I), and building technology equipment of $30,000 ($3000/classroom X 10 classrooms)

Full-Day Kindergarten #3
CIT 3/26/07

V. **Districtwide Full-Day Kindergarten Cost Analyses of Options – Non-Substantiated Estimated Cost**

C. Option III: Pleasant Township – Reopen to accommodate 5 full-day Kindergarten classes and 5 Grade 1 classes. The remaining classes will stay at South Street.

Scenarios Descriptors (from IV., pp. 2-5)	I. Student Enrollment			II. Facilities (Reported in Thousands)						III. Personnel (Full-Time Equivalent)								IV. Curriculum			V. Transportation See Appendix H	VI. Implementation Cost	VII. Cost per Student (from actual count of 10/2/06)
	A. Actual Count 10/2/06	B. PDE Proj. 7/20/06 *	C. Ingraham Proj. 3/16/07 ***	Central Attendance Area Option C				North, East, West Attend. Areas	Total	A. Administration w/ Supporting Head Teacher	B. Teacher	C. Itinerant	D. Aides	E. Secretarial	F. Custodial	G. Cafeteria Labor	Total	A. Instructional Material / Equipment ****	B. Classroom Furnishings	Total			
				Building Renovations	Custodial Management	Utilities WAN	Kitchen Equipment																
A. 2007-08 – Full-day Kdg. districtwide	367	344	363	100	12	66	50	0	228	1,000	489,145	514,890	315,780	24,023	51,509	17,702	1,414,049	97,550	23,500	121,050	4,500	1,767,557	4,816
B. 2008-09 – Full-day Kindergarten districtwide																							
B.1. 2007-08 – Planning Year																							
B.2. 2008-09 – Full-day Kdg. districtwide	367	344	363	100	12	66	50	0	228	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	97,550	23,500	121,050	4,500	1,801,051	4,907
C. 2007-08/2008-09 – 2 year phase-in – one class / bldg.																							
C.1. 2007-08 – One full-day Kdg. class / elementary bldg. districtwide	99	99	99	0	0	0	0	0	0	1,000	308,934	154,467	94,734	24,023	51,509	17,702	652,369	97,550	0	97,550	0	749,919	7,575
C.2. 2008-09 – Full-day for remaining Kdg. students	268	245	264	100	12	66	50	0	228	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	97,550	23,500	121,050	4,500	1,801,051	6,720
D. 2007-08/2008-09 – 2 yr. phase-in – all Kdg. students districtwide																							
D.1. 2007-08 Full-day Kdg. in North & East Attendance Areas	121	114 **	121	0	0	0	0	0	0	1,000	360,423	205,956	110,523	24,023	51,509	17,702	771,136	97,550	0	97,550	0	868,686	7,179
D.2. 2008-09 – Full-day Kdg. in Central & West Attendance Areas	246	230 **	242	100	12	66	50	0	228	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	97,550	23,500	121,050	4,500	1,801,051	7,321
E. 2007-08 – All Kdg. students half-day – no change	367	344	363	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* See Appendix F – Pennsylvania Department of Education Enrollment Projections
** This figure is proportionate to the Warren County School District 2006-2007 enrollment figures.
*** See Appendix G – Ingraham Planning Associates Enrollment Projections
**** Based on $100/student, $4,930/teacher (see IV – Five Scenarios, pp. 1-4 and Appendix I), and building technology equipment of $63,000 (classroom computers, building network equipment, a 20-computer lab, office and library equipment)

V. **Districtwide Full-Day Kindergarten Cost Analyses of Options** – **Non-Substantiated Estimated Cost**

D. Option IV: Pleasant Township – Reopen to accommodate 10 sections of full-day Kindergarten.

Scenarios Descriptors (from IV., pp. 2-5)	I. Student Enrollment			II. Facilities (Reported in Thousands)						III. Personnel (Full-Time Equivalent)								IV. Curriculum			V. Trans-por-tation See Appendix H	VI. Imple-men-tation Cost	VII. Cost per Student (from actual count of 10/2/06)
	A. Actual Count 10/2/06	B. PDE Proj. 7/20/06 *	C. Ingraham Proj. 3/16/07 ***	Central Attendance Area Option E				North, East, West Attend. Areas	Total	A. Administration w/ Supporting Head Teacher	B. Teacher	C. Itinerant	D. Aides	E. Secretarial	F. Custodial	G. Cafeteria Labor	Total	A. Instructional Material / Equipment ****	B. Classroom Furnishings	Total			
				Building Renovations	Custodial Management	Utilities WAN	Kitchen Equipment																
A. 2007-08 – Full-day Kdg. districtwide	367	344	363	100	11.5	66	50	0	227.5	1,000	489,145	514,890	315,780	24,023	51,509	17,702	1,414,049	97,550	23,500	121,050	7,500	1,770,106	4,823
B. 2008-09 – Full-day Kindergarten districtwide																							
B.1. 2007-08 – Planning Year																							
B.2. 2008-09 – Full-day Kdg. districtwide	367	344	363	100	11.5	66	50	0	227.5	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	97,550	23,500	121,050	7,500	1,803,600	4,914
C. 2007-08/2008-09 – 2 year phase-in – one class / bldg.																							
C.1. 2007-08 – One full-day Kdg. class / elementary bldg. districtwide	99	99	99	0	0	0	0	0	0	1,000	308,934	154,467	94,734	24,023	51,509	17,702	652,369	97,550	0	97,550	0	749,919	7,575
C.2. 2008-09 – Full-day for remaining Kdg. students	268	245	264	100	11.5	66	50	0	227.5	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	97,550	23,500	121,050	7,500	1,803,600	6,730
D. 2007-08/2008-09 – 2 yr. phase-in – all Kdg. students districtwide																							
D.1. 2007-08 Full-day Kdg. in North & East Attendance Areas	121	114 **	121	0	0	0	0	0	0	1,000	360,423	205,956	110,523	24,023	51,509	17,702	771,136	97,550	0	97,550	0	868,686	7,179
D.2. 2008-09 – Full-day Kdg. in Central & West Attendance Areas	246	230 **	242	100	11.5	66	50	0	227.5	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	97,550	23,500	121,050	7,500	1,803,600	7,332
E. 2007-08 – All Kdg. students half-day – no change	367	344	363	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* See Appendix F – Pennsylvania Department of Education Enrollment Projections
** This figure is proportionate to the Warren County School District 2006-2007 enrollment figures.
*** See Appendix G – Ingraham Planning Associates Enrollment Projections
**** Based on $100/student, $4,930/teacher (see IV – Five Scenarios, pp. 1-4 and Appendix I), and building technology equipment of $63,000 (classroom computers, building network equipment, a 20-computer lab, office and library equipment)

V. **Districtwide Full-Day Kindergarten Cost Analyses of Options – Non-Substantiated Estimated Cost**

E. Option V: Jefferson – Reopen to accommodate 5 full-day Kindergarten classes and 5 Grade 1 classes. The remaining classes will stay at South Street.

Scenarios Descriptors (from IV., pp. 2-5)	I. Student Enrollment			II. Facilities (Reported in Thousands)						III. Personnel (Full-Time Equivalent)								IV. Curriculum			V. Trans-por-tation See Appendix H	VI. Imple-men-tation Cost	VII. Cost per Student (from actual count of 10/2/06)
	A. Actual Count 10/2/06	B. PDE Proj. 7/20/06 *	C. Ingraham Proj. 3/16/07 ***	Central Attendance Area Option D				North, East, West Attend. Areas	Total	A. Administration w/ Supporting Head Teacher	B. Teacher	C. Itinerant	D. Aides	E. Secretarial	F. Custodial	G. Cafeteria Labor	Total	A. Instructional Material / Equip-ment ****	B. Classroom Furnishings	Total			
				Building Renovations	Custodial Management	Utilities WAN	Kitchen Equipment																
A. 2007-08 – Full-day Kdg. districtwide	367	344	363	100	11.3	55.8	1	0	148.3	1,000	489,145	514,890	315,780	24,023	51,509	17,702	1,414,049	97,550	23,500	121,050	0	1,703,219	4,641
B. 2008-09 – Full-day Kindergarten districtwide																							
B.1. 2007-08 – Planning Year																							
B.2. 2008-09 – Full-day Kdg. districtwide	367	344	363	100	11.3	55.8	1	0	148.3	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	97,550	23,500	121,050	0	1,736,713	4,732
C. 2007-08/2008-09 – 2 year phase-in – one class / bldg.																							
C.1. 2007-08 – One full-day Kdg. class / elementary bldg. districtwide	99	99	99	0	0	0	0	0	0	1,000	308,934	154,467	94,734	24,023	51,509	17,702	652,369	97,550	0	97,550	0	749,919	7,575
C.2. 2008-09 – Full-day for remaining Kdg. students	268	245	264	100	11.3	55.8	1	0	148.3	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	97,550	23,500	121,050	0	1,736,713	6,480
D. 2007-08/2008-09 – 2 yr. phase-in – all Kdg. students districtwide																							
D.1. 2007-08 Full-day Kdg. in North & East Attendance Areas	121	114 **	121	0	0	0	0	0	0	1,000	360,423	205,956	110,523	24,023	51,509	17,702	771,136	97,550	0	97,550	0	868,686	7,179
D.2. 2008-09 – Full-day Kdg. in Central & West Attendance Areas	246	230 **	242	100	11.3	55.8	1	0	148.3	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	97,550	23,500	121,050	0	1,736,713	7,060
E. 2007-08 – All Kdg. students half-day – no change	367	344	363	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* See Appendix F – Pennsylvania Department of Education Enrollment Projections
** This figure is proportionate to the Warren County School District 2006-2007 enrollment figures.
*** See Appendix G – Ingraham Planning Associates Enrollment Projections
**** Based on $100/student, $4,930/teacher (see IV – Five Scenarios, pp. 1-4 and Appendix I), and building technology equipment of $63,000 (classroom computers, building network equipment, a 20-computer lab, office and library equipment)

Full-Day Kindergarten #3
CIT 3/26/07

V. **Districtwide Full-Day Kindergarten Cost Analyses of Options** – **Non-Substantiated Estimated Cost**

F. Option VI: Jefferson – Reopen to accommodate 10 sections of full-day Kindergarten and potentially Pre-K4, Pre-K3, and Day Care ($100,000).

Scenarios Descriptors (from IV., pp. 2-5)	I. Student Enrollment			II. Facilities (Reported in Thousands)						III. Personnel (Full-Time Equivalent)								IV. Curriculum			V. Transportation See Appendix H	VI. Implementation Cost	VII. Cost per Student (from actual count of 10/2/06)
				Central Attendance Area Option F																			
	A. Actual Count 10/2/06	B. PDE Proj. 7/20/06 *	C. Ingraham Proj. 3/16/07 ***	Building Renovations	Custodial Management	Utilities WAN	Kitchen Equipment	North, East, West Attend. Areas	Total	A. Administration w/ Supporting Head Teacher	B. Teacher	C. Itinerant	D. Aides	E. Secretarial	F. Custodial	G. Cafeteria Labor	Total	A. Instructional Material / Equipment ****	B. Classroom Furnishings	Total			
A. 2007-08 – Full-day Kdg. districtwide	367	344	363	100	11.5	57	2	0	170.5	1,000	489,145	514,890	315,780	24,023	51,509	17,702	1,414,049	97,550	23,500	121,050	0	1,705,606	4,647
B. 2008-09 – Full-day Kindergarten districtwide																							
B.1. 2007-08 – Planning Year																							
B.2. 2008-09 – Full-day Kdg. districtwide	367	344	363	100	11.5	57	2	0	170.5	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	97,550	23,500	121,050	0	1,739,100	4,739
C. 2007-08/2008-09 – 2 year phase-in – one class / bldg.																							
C.1. 2007-08 – One full-day Kdg. class / elementary bldg. districtwide	99	99	99	0	0	0	0	0	0	1,000	308,934	154,467	94,734	24,023	51,509	17,702	652,369	97,550	0	97,550	0	749,919	7,575
C.2. 2008-09 – Full-day for remaining Kdg. students	268	245	264	100	11.5	57	2	0	170.5	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	97,550	23,500	121,050	0	1,739,100	6,489
D. 2007-08/2008-09 – 2 yr. phase-in – all Kdg. students districtwide																							
D.1. 2007-08 Full-day Kdg. in North & East Attendance Areas	121	114 **	121	0	0	0	0	0	0	1,000	360,423	205,956	110,523	24,023	51,509	17,702	771,136	97,550	0	97,550	0	868,686	7,179
D.2. 2008-09 – Full-day Kdg. in Central & West Attendance Areas	246	230 **	242	100	11.5	57	2	0	170.5	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	97,550	23,500	121,050	0	1,739,100	7,070
E. 2007-08 – All Kdg. students half-day – no change	367	344	363	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* See Appendix F – Pennsylvania Department of Education Enrollment Projections
** This figure is proportionate to the Warren County School District 2006-2007 enrollment figures.
*** See Appendix G – Ingraham Planning Associates Enrollment Projections
**** Based on $100/student, $4,930/teacher (see IV – Five Scenarios, pp. 1-4 and Appendix I), and building technology equipment of $63,000 (classroom computers, building network equipment, a 20-computer lab, office and library equipment)

V. **Districtwide Full-Day Kindergarten Cost Analyses of Options** – **Non-Substantiated Estimated Cost**

G. Option VII: Jefferson – Reopen to accommodate 5 sections of full-day Kindergarten and potentially Pre-K4, Pre-K3, and Day Care ($100,000).

Scenarios Descriptors (from IV., pp. 2-5)	I. Student Enrollment			II. Facilities (Reported in Thousands)						III. Personnel (Full-Time Equivalent)								IV. Curriculum			V. Trans-por-tation See Appendix H	VI. Imple-men-tation Cost	VII. Cost per Student (from actual count of 10/2/06)
				Central Attendance Area Option F				North, East, West Attend. Areas	Total														
	A. Actual Count 10/2/06	B. PDE Proj. 7/20/06 *	C. Ingraham Proj. 3/16/07 ***	Building Renovations	Custodial Management	Utilities WAN	Kitchen Equipment			A. Administration w/ Supporting Head Teacher	B. Teacher	C. Itinerant	D. Aides	E. Secretarial	F. Custodial	G. Cafeteria Labor	Total	A. Instructional Material / Equipment ****	B. Classroom Furnishings	Total			
A. 2007-08 – Full-day Kdg. districtwide	367	344	363	100	11.5	57	2	0	150.7	1,000	489,145	514,890	315,780	24,023	51,509	17,702	1,414,049	96,550	23,500	120,050	0	1,704,606	4,645
B. 2008-09 – Full-day Kindergarten districtwide																							
B.1. 2007-08 – Planning Year																							
B.2. 2008-09 – Full-day Kdg. districtwide	367	344	363	100	11.5	57	2	0	150.7	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	96,550	23,500	120,050	0	1,821,863	4,964
C. 2007-08/2008-09 – 2 year phase-in – one class / bldg.																							
C.1. 2007-08 – One full-day Kdg. class / elementary bldg. districtwide	99	99	99	0	0	0	0	0	0	1,000	308,934	154,467	94,734	24,023	51,509	17,702	652,369	96,550	0	96,550	0	748,919	7,565
C.2. 2008-09 – Full-day for remaining Kdg. students	268	245	264	100	11.5	57	2	0	150.7	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	96,550	23,500	120,050	0	1,718,300	6,412
D. 2007-08/2008-09 – 2 yr. phase-in – all Kdg. students districtwide																							
D.1. 2007-08 Full-day Kdg. in North & East Attendance Areas	121	114 **	121	0	0	0	0	0	0	1,000	360,423	205,956	110,523	24,023	51,509	17,702	771,136	96,550	0	96,550	0	867,686	7,171
D.2. 2008-09 – Full-day Kdg. in Central & West Attendance Areas	246	230 **	242	100	11.5	57	2	0	150.7	1,000	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	96,550	23,500	120,050	0	1,718,300	6,985
E. 2007-08 – All Kdg. students half-day – no change	367	344	363	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* See Appendix F – Pennsylvania Department of Education Enrollment Projections
** This figure is proportionate to the Warren County School District 2006-2007 enrollment figures.
*** See Appendix G – Ingraham Planning Associates Enrollment Projections
**** Based on $100/student, $4,930/teacher (see IV – Five Scenarios, pp. 1-4 and Appendix I), and building technology equipment of $62,000 (classroom computers, building network equipment, a 20-computer lab, office and library equipment)

V. **Districtwide Full-Day Kindergarten Cost Analyses of Options** – **Non-Substantiated Estimated Cost**

H. Option VIII: Allegheny Valley – Use to accommodate 5 classes of Central Attendance Area full-day Kindergarten students with 5 full-day Kindergarten classes remaining at South Street Early Learning Center

Scenarios Descriptors (from IV., pp. 2-5)	I. Student Enrollment			II. Facilities (Reported in Thousands)						III. Personnel (Full-Time Equivalent)								IV. Curriculum			V. Transportation (See Appendix H)	VI. Implementation Cost	VII. Cost per Student (from actual count of 10/2/06)
	A. Actual Count 10/2/06	B. PDE Proj. 7/20/06 *	C. Ingraham Proj. 3/16/07 ***	Central Attendance Area Option G				North, East, West Attend. Areas	Total	A. Administration	B. Teacher	C. Itinerant	D. Aides	E. Secretarial	F. Custodial	G. Cafeteria Labor	Total	A. Instructional Material / Equipment ****	B. Classroom Furnishings	Total			
				Building Renovations	Custodial Management	Utilities WAN	Kitchen Equipment																
A. 2007-08 – Full-day Kdg. districtwide	367	344	363	0	0	0	0	0	0	0	489,145	514,890	315,780	24,023	51,509	17,702	1,414,049	65,550	23,500	89,050	4,500	1,522,542	4,149
B. 2008-09 – Full-day Kindergarten districtwide																							
B.1. 2007-08 – Planning Year																							
B.2. 2008-09 – Full-day Kdg. districtwide	367	306	363	0	0	0	0	0	0	0	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	65,550	23,500	89,050	4,500	1,522,542	4,149
C. 2007-08/2008-09 – 2 year phase-in – one class / bldg.																							
C.1. 2007-08 – One full-day Kdg. class / elementary bldg. districtwide	99	99	99	0	0	0	0	0	0	0	308,934	154,467	94,734	24,023	51,509	17,702	652,369	65,550	0	65,550	0	699,675	7,067
C.2. 2008-09 – Full-day for remaining Kdg. students	268	207	264	0	0	0	0	0	0	0	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	65,550	23,500	89,050	4,500	1,522,542	5,681
D. 2007-08/2008-09 – 2 yr. phase-in – all Kdg. students districtwide																							
D.1. 2007-08 Full-day Kdg. in North & East Attendance Areas	121	114 **	121	0	0	0	0	0	0	0	360,423	205,956	110,523	24,023	51,509	17,702	771,136	65,550	0	65,550	0	818,442	6,764
D.2. 2008-09 – Full-day Kdg. in Central & West Attendance Areas	246	207 **	242	0	0	0	0	0	0	0	500,175	526,500	324,240	24,926	52,631	18,071	1,447,543	65,550	23,500	89,050	4,500	1,522,542	6,189
E. 2007-08 – All Kdg. students half-day – no change	367	344	363	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* See Appendix F – Pennsylvania Department of Education Enrollment Projections
** This figure is proportionate to the Warren County School District 2006-2007 enrollment figures.
*** See Appendix G – Ingraham Planning Associates Enrollment Projections
**** Based on $100/student , $4,930/teacher (see IV – Five Scenarios, pp. 1-4 and Appendix I), and building technology equipment of $31,000 ($3100/classroom X 10 classrooms)

ln

Full-Day Kindergarten #3
CIT 3/26/07

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Language Arts K

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Periods Per Week: 5   **Length of Period**:

Suggested Length Of Course: 180

Units Of Credit (If Appropriate):

Date Written: Fall 2005   **Date Approved**: December 5, 2005

Date Reviewed: Fall 2005   **Implementation Year**: 2005-2006

Teacher Certification Required: Elementary Education

Standards Addressed (code):   1.1.0   1.5.0
                                     1.2.0   1.6.0
                                     1.3.0   1.7.0
                                     1.4.0   1.8.0

Relationship to Other Planned Instruction:
  1. The Language Arts curriculum in kindergarten spirals with concepts introduced and revisited with competency to be demonstrated by the end of 180 days.
  2. Language Arts is presented with an interdisciplinary approach throughout the kindergarten curriculum.
  3. Planned instructions in grades K, 2, and 3 prepare students for the PSSA.

Special Requirements: Modifications for students with special needs.

Writing Team Members: Char Eggleston   Ann Swanson
                               Susan Kibbey
                               Barbara McAvoy

Textbook Adoption: *Open Court Reading Level K* (copyright 2000)
Supplemental: "Words I Use When I Write" (2005-2006)

Standards addressed:

1.1.0	Learning to Read Independently
1.2.0	Reading Critically in All Content Areas
l.3.0	Reading, Analyzing and Interpreting Literature
1.4.0	Types of Writing
1.5.0	Quality of Writing
1.6.0	Speaking and Listening
1.7.0	Characteristics and Function of the English Language
1.8.0	Research

**Outline of Content Sequence and Recommended Time
and Specific Educational Objectives to Be Taught:**

TO BE TAUGHT FIRST SEMESTER

I. Types of Writing (1.4.0)

    A. Write group narrative pieces

- Contribute some illustrations

II. Quality of Writing (1.5.0)

    A. Express a simple thought orally

TO BE TAUGHT SECOND SEMESTER

I. Learning to read independently (1.1.0)

    A. Acquire a reading vocabulary by identifying and correctly using number words, color words, rhyming words, and sight words

    B. After reading demonstrate understanding of fiction text

- Retell text and summarize main ideas
- Clarify ideas and understandings through discussion

    C. Demonstrate comprehension of materials heard/read orally

- Use appropriate rhythm, flow, meter and pronunciation through practiced text

II. Reading critically in all content areas (1.2.0)

    A. Understand oral presentation of informational texts

- Identify real and make-believe

III. Reading, analyzing and interpreting literature (1.3.0)

    A. Identify literary elements of stories describing characters, setting and plot through illustration and oral interpretation

    B. Identify orally the literary devices in stories

- Rhyme
- Rhythm
- Personification (through group discussion)

- onomatopoeia

C. Identify the structures in poetry through oral discussion.

- Pattern books

- Predictable books

- Nursery rhymes

IV. Types of writing (1.4.0)

A. Write informational pieces

- Draws and writes to convey information

V. Quality of writing (1.5.0)

A. Uses written symbols to express a thought on a given topic

B. Shows an understanding of organization

- Arranges pictures to show sequential order

- Expresses written text to show beginning, middle and end

C. Discuss orally the ways to improve detail and order by doing a group story

D. Teacher edits writing using conventions of language

- Spelling

- Capital letters

- Punctuation--period, question mark, exclamation point

- Complete sentences

VI. Characteristics and function of the English language (1.7.0)

A. Recognizes that there are other languages

B. Identifies dialogue in literature

VII. Research (1.8.0)

A. Discuss how to learn about topics for research

B. Discuss locating essential and non-essential information using appropriate sources

C. Organize and present the main ideas from research

- Draw and sequence pictures

- Summarize orally

4

TO BE TAUGHT ALL YEAR

I. Learning to read independently (1.1.0)

   A. Before reading identify the purposes of text through discussion

   B. Preview the text formats: titles and authors

   C. During reading use knowledge of picture clues, <u>context clues,</u> and sounds to understand new words

   D. Read picture graphics or picture books using self-monitoring comprehension strategies (predicting)

   E. Understand the meaning of new vocabulary learned in various subject areas

II. Reading critically in all content areas (1.2.0)

   A. Use a variety of media to facilitate learning

   - Computer
   - Tape recorder
   - Television
   - Videos
   - <u>Compact Disc</u>
   - <u>Digital Camera</u>

   B. Recognize, <u>use,</u> and identify various forms of genre <u>to identify and recognize text purpose</u>

   - Real – <u>non-fiction</u>
   - Make-believe - <u>fiction</u>
   - Nursery rhymes
   - Poetry
   - Fairy tales

III. Reading, analyzing and interpreting literature (1.3.0)

   A. Listen to and understand works of literature

   B. Identify the structures in drama through oral interaction, dialogue, and story enactment

C. Listen and respond to nonfiction and fiction, including poetry and drama <u>by making inferences and drawing conclusions</u>

D<u>. Identify cause/effect and problem/solution, and compare/contrast to draw conclusions</u>

E<u>. Analyze headings, graphics, and charts to derive meaning</u>

IV. Types of writing (1.4.0)

    A. Express opinions with appropriate information

V. Quality of writing (1.5.0)

    A. In a directed group, can contribute to the writing of sentences relating to a central idea

    B. Present written work when appropriate

- Illustration

VI. Speaking and listening (1.6.0)

    A. Listens to others

- Shows readiness for listening
- Focuses on speaker
- Distinguishes real versus fantasy

    B. Listen to a selection of literature

- Relate to personal experience
- Predict what will happen next
- Tell beginning, middle and end
- Recognize characters
- Identify and define new words and concepts

    C. Speak using skills appropriate to formal speech situations

- Use appropriate volume
- Use eye contact
- Use complete sentences
- Demonstrate awareness of audience

    D. Contribute to discussions

- Ask relevant questions
- Respond with appropriate information or opinions to questions asked
- Listen to and acknowledge the contributions of others

6

- Display appropriate turn-taking behaviors

- Express personal needs, ideas, feelings or points of view

E. Participate in small and large group discussions and presentations.
- Participates in everyday conversation

- Retells nursery rhymes and short poems

- Demonstrates knowledge of name, address, telephone number, birthday

- Deliver short reports (show and tell, seminar), field trip summary included in parenthesis

- Give simple directions or explanations

F. Use media for learning purposes
- Recognize radio, television, film and the Internet as part of everyday life

- Recognize advertisement

Summative Assessments: To be developed by teacher based on Pennsylvania Academic Standards.

Language Arts Department Philosophy for
Kindergarten Through Fifth Grade

1. Students must be held accountable for skills identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.

2. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed throughout the grades.

3. Writing, speaking, listening, researching, and reading are processes and must be treated as such in the Language Arts.

4. Skills will be integrated not only across the curriculum but also within the course content.

5. Skills should be practical to the demands of everyday communication.

SUMMER READING

Summer reading will be required in order to nurture reading skills and to promote lifelong readers. Students must read 8 books over the summer. A suggested list of books will be provided for parents and guardians.

COURSE DESCRIPTION

Course Title: <u>Mathematics – Kindergarten</u>

Course Number: _____

Course Description and Prerequisites:

Mathematics is necessary for functioning and solving problems in everyday life. This course is designed to enhance student's beginning understanding of mathematical concepts. The foundation of basic concepts will be taught and supported through exploration of skills such as counting, shape exploration, measurement, number exploration, patterns, time, and money. All of these mathematical concepts are important for kindergarten and primary students to learn.

Suggested Grade Level: <u>Kindergarten</u>

Length of Course: ____One Semester   <u>X</u> Two Semesters ____Other

Units of Credit: _____

PDE *Certification and Staffing Policies and Guidelines (CSPG)* Required Teacher Certification(s)

Certification verified by WCSD Human Resources Department:
____Yes   ____No

Board Approved Textbooks, Software, Materials:
Title:
Publisher:
ISBN #:
Copyright Date:
Date of WCSD Board Approval:

Suggested Supplemental Materials:
Clocks, pattern blocks, snap cubes, counters, coins, geoboard, and geometric shapes.

Course Standards

PA Academic Standards:
2.1   Numbers, Number Systems and Number Relationships
2.2   Computation and Estimation
2.3   Measurement and Estimation
2.4   Mathematical Reasoning and Connections
2.5   Mathematical Problem Solving and Communication
2.7   Probability and Predictions
2.8   Algebra and Functions
2.9   Geometry
2.10 Trigonometry
2.11 Concepts of Calculus

WCSD Academic Standards:

Industry or Other Standards:

WCSD EXPECTATIONS

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

2.1 Numbers, Number Systems and Number Relationships

x – performance assessed during that semester

	Performance Indicator	1	2	Assessment
A.	• Count using whole numbers to twenty by ones. • Count using whole numbers to 100 by tens.	X	X	Formative Assessments: • Observation • Evaluate written work/response
B.	Use whole numbers to represent quantities.	X	X	• Performance assessment • Tests/quizzes
C.	• Write numerals in sequence from 1 to 10. • Represent equivalent forms of the same number through the use of concrete objects. • Represent equivalent forms of the same number through the use of drawings and symbols.	X X X	X X X	• Problem-solving • Create an illustration • Develop a model using manipulatives • Hands on representation • Evaluate oral response
D.				Summative Assessments:
E.	Identify the penny, nickel, and dime.		X	• Portfolio • Test
F.				• Performance assessment
G.	• Use concrete objects to represent the numbers 1 through 20. • Use concrete objects to group and order sets with numbers 1 through 20.	X X	X X	
H.	Use concrete objects to demonstrate understanding of one to one correspondence.	X	X	
I.	• Demonstrate an understanding of place value with manipulatives. • Label more than or less than.	X X	X X	
J.				
K.				
L.				

2.2 Computation and Estimation

	Performance Indicator	1	2	Assessment
A.	• Use manipulatives to calculate and explain single digit addition. • Use manipulatives to calculate and explain single digit subtraction.		X X	Formative Assessments: • Evaluate written work/response • Performance assessment • Observation
B.	• Demonstrate an understanding of single digit addition in horizontal form. • Demonstrate an understanding of subtraction in horizontal form.		X X	• Problem-solving • Develop a model using manipulatives • Evaluate oral response • Hands on representation
C.				
D.				

				Summative Assessments:
E.				• Test
F.				• Performance assessment
G.	Use concrete objects to represent a given number sentence.		X	

2.3 Measurement and Estimation

	Performance Indicator	1	2	Assessment
A.				Formative Assessments:
B.	• Determine the length and height of objects with non-standard units. • Use concrete objects to represent and estimate non-standard units up to 10.		X X	• Evaluate written work/response • Performance assessment • Observation • Problem-solving
C.	Name and order the days of the week.	X	X	• Develop a model using manipulatives
D.	•Tell time to the hour using an analog clock. •Tell time to the hour using a digital clock.		X X	• Evaluate oral response • Hands on representation
E.				Summative Assessments:
F.				• Portfolio
G.	Demonstrate and verify measurements using measurable characteristics such as using the words longer, shorter, hotter, colder, heavier, lighter, and the same.		X	• Test • Performance assessment

2.4 Mathematical Reasoning and Connections

	Performance Indicator	1	2	Assessment
A.	Make and verify predictions about the quantity, size, and shape of objects.		X	Formative Assessments: • Evaluate written work/response • Observation • Evaluate oral response
B.				Summative Assessments: • Performance assessment

2.5 Mathematical Problem Solving and Communication

	Performance Indicator	1	2	Assessment
A.	Use appropriate problem solving strategies such as guess and check, working backwards, and look for a pattern.		X	Formative Assessments: • Evaluate written work/response • Observation
B.				• Evaluate oral response
C.	Determine which method, materials, and strategy will be used to solve a problem, including paper and pencil and manipulatives.		X	• Problem-solving Summative Assessments: • Performance assessment

2.6 Statistics and Data Analysis

	Performance Indicator	1	2	Assessment
A.	Interpret and describe analysis of data on a given graph.	X	X	Formative Assessments:
B.				• Evaluate written work/response
C.				• Observation
D.				• Evaluate oral response
				Summative Assessments:
				• Performance assessment

2.7 Probability and Predictions

	Performance Indicator	1	2	Assessment
A.				Formative Assessments:
B.				• Evaluate written work/response
C.				
D.	Compare data and make predictions using concepts such as likely, not likely, and the same.	X	X	• Observation
				• Evaluate oral response
				• Develop a model
				Summative Assessments:
				• Performance assessment

2.8 Algebra and Functions

	Performance Indicator	1	2	Assessment
A.	Recognize, describe, extend, and replicate patterns up to 4 objects.	X	X	Formative Assessments:
B.				• Evaluate written work/response
C.				• Observation
D.				• Evaluate oral response
E.				• Develop a model
F.				
G.				Summative Assessments:
H.				• Performance assessment
I.				• Test
J.				

2.9 Geometry

	Performance Indicator	1	2	Assessment
A.	• Identify six basic shapes in two dimensions (circle, square, triangle, rectangle, oval, and diamond). • Label six basic two-dimensional shapes.	X	X	Formative Assessments: • Evaluate written work/response • Observation • Evaluate oral response • Develop a model using manipulatives • Problem-solving
B.	Build geometric shapes using manipulatives.	X	X	
C.	Draw two-dimensional shapes.	X	X	
D.				Summative Assessments:
E.				• Performance assessment
F.				
G.				
H.				
I.				

2.10 Trigonometry

	Performance Indicator	1	2	Assessment
A.	Construct a triangle, square, and rectangle on a geoboard.	X	X	Formative Assessments: • Observation • Develop a model using manipulatives
B.				Summative Assessments: • Performance assessment

2.11 Concepts of Calculus

	Performance Indicator	1	2	Assessment
A.	Identify least and greatest values 0-10.	X	X	Formative Assessments: • Evaluate written work/response • Observation • Evaluate oral response • Problem-solving
B.				Summative Assessments: • Performance assessment • Test

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: ____ Yes   ____ No

District-wide Final Examination Required: ____ Yes   __X_ No

Course Challenge Assessment:

REQUIRED COURSE SEQUENCE AND TIMELINE

Content Sequence	Dates
Shapes	September
Sorting & Classifying	
Numbers 1-5	October
Numbers 6-10	November
Patterns	December
Greater Numbers	January
Time and Money	February
Measurement	March
Addition	April
Subtraction	May/June

WRITING TEAM:

Mary DeSimone   Linda Gibson   Trina Massa   Donna Trubic

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination?   ____ Yes   ____ No

2. Does this course issue a mark/grade for the report card?

   ____ Yes____ No

3. Does this course issue a Pass/Fail mark?   ____ Yes   ____ No

4. Is the course mark/grade part of the GPA calculation?

   ____ Yes   ____ No

5. Is the course eligible for Honor Roll calculation?____ Yes   ____ No

6. What is the academic weight of the course?

   ____ No weight/Non credit   ____ Standard weight

   ____ Enhanced weight   (Describe)_____

Course Title: Social Studies - Kindergarten

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Length Of Course: All year or 180 days

Units Of Credit (If Appropriate): N/A

Date Written: February 2002   **Date Approved**: April 14, 2003

Date Reviewed: 2002-2003   **Implementation Year**: 2003 - 2004

Teacher Certification Required: Elementary Education

Standards Addressed (code): 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 8.1, 8.3, 8.4

Relationship to Other Planned Instruction: integrated with Language Arts, Mathematics, Science, Health, Art, and Music

Special Requirements:
1. Library media instruction and information literacy will be integrated throughout the social studies curriculum where appropriate.
2. Social Studies is presented with an interdisciplinary approach throughout the Kindergarten curriculum.
3. Appropriate instructional modifications will be made for the students with i.e.p.'s and g.i.e.p.'s.

Writing Team Members: Susan M. Kibbey
                Linda Gilson

1

Standards addressed (code and description):

5.1 Principles and Documents of Government

5.2 Rights and Responsibilities of Citizenship

5.3 How Government Works

5.4 How International Relationships Function

6.1 Economic Systems

6.2 Markets and the Functions of Government

6.3 Scarcity and Choice

6.4 Economic Interdependence

6.5 Work and Earnings

7.1 Basic Geography Literacy

7.2 The Physical Characteristics of Places and Regions

7.3 The Human Characteristics of Places and Regions

7.4 The Interactions Between People and Places

8.1 Historical Analysis and Skills Development

8.3 United States History

8.4 World History

COURSE DESCRIPTION:
The Kindergarten Social Studies curriculum covers and enhances the various aspects of a cross-curriculum approach that includes the study of self, family, school, community, and country.

2

Outline of Content Sequence and Recommended Time (weeks or days):

1st semester

2nd semester

All Year

Formative Assessments:

Teacher observations

Teacher created assessments

Summative Assessments: Teacher created assessments based

Required/Approved Textbooks and Materials:

Book Title:

Publisher:

ISBN #:

Copyright:

Date of Adoption:

3

Content Sequence and Recommended Time Frame
FIRST SEMESTER
5.1.0 Principles and Documents of Government
     E Identify documents of United States Government
     F Bill of Rights (ex. trial by jury)
     G Describe the purpose of the United States flag, the Pledge of Allegiance and the
       National Anthem.

5.3.0 How Government Works
     F. Explain what an elections Is

6.3.0 Scarcity and Choice
     D. Identify costs and benefits associated with an economic decision.
       *buying a toy

7.1.0 Basic Geographic Literacy
     A. Identify geographic tools and their uses
       *Globes
       *Graphs
       *Photographs
       *Maps

7.3.0 The Human Characteristics of Places and Regions
     E. Identify the human characteristics of places and regions by their political
       activities.
       * Type of political unit (e.g. state, country)

8.3.0 United States History
     B. Identify and describe primary documents, material artifacts and historic sites
       important in United States history.
       *Documents (e.g. Bill of Rights)
       * Writings and communications (e.g. Pledge of Allegiance)
       * Historic Places (e.g. The White House, Statue of Liberty)
       * The flag of the United States

8.4.0 World History
     C. Compare similarities and differences between earliest civilizations and life today.
       (e.g. Americas, 1st Thanksgiving, Colonial times)

2ND SEMESTER

5.3.0 How Government Works
     H. Identify individual interests and explain ways to influence others.
       *Environmental (e.g. Earth Day)

6.2.0 Markets and the Functions of Government
     C. Identify means of payment
       *Money (e.g. coin Identification of penny, nickel, dime, quarter, etc.)
     I. Identify goods and services produced by the government (e.g. postal service, etc.)

4

8.3.0 United States History
   A. Identify contributions of individuals and groups to United States history.
      *George Washington
      *Thomas Jefferson
      *Abraham Lincoln
      *Theodore Roosevelt
      *Franklin D. Roosevelt

ALL YEAR

5.1.0 Principles and Documents of Government
   A. Describe what government Is (e.g. school rules, classroom rules, bus rules)
   B. Explain the purpose of rules and why they are important in school, classroom,
      bus, along with rewards and consequences.
   C. Define the principles and ideals shaping government
      *Trust
      *Patriotism
      *Liberty
      *Citizenship
   E. Identify documents of U.S. government
      *Declaration of Independence
   I. Explain why government is necessary in the classroom, school, community.
   J. Explain the importance of respect for the property and the opinions of others.
   K. Identify symbols and political holidays.

5.2.0 Rights and Responsibilities of Citizenship
   A. Identify examples of the rights and responsibilities of citizenship.
      *Personal rights
   B. Identify personal rights and responsibilities.
      * Taking turns
   C. Identify sources of conflict and disagreement and different ways conflict can be
      resolved.
   F. Explain the benefits of following rules and laws and the consequences of violating
      them.
   G. Identify ways to participate in government and civic life.

5.3.0 How Government Works
   C. Identify reasons for rules and laws in the school and community.
   D. Identify services performed by the local, state, and national governments
      *Local (e.g. postal workers)
      *State (e.g. Penn Dot)
   E. Identify positions of authority at school and in local, state, and national
      government.
      *Local (e.g. teacher, principal, adults)
      *State (e.g. Governor)
      *National (e.g. President)
   G. Explain why being treated fairly is important.
   J. Identify the role of the media in society.
   K. Identify different ways people govern themselves.

6.1.0 Economic Systems
   A.   Describe how individuals, families, and communities with limited resources make choices.

6.2.0 Markets and Functions of Government
   D. Define the economic concept of market and identify different types

5

    *gas stations, supermarkets, internet

6.3.0 Scarcity and Choice
- B. Identify wants of different people.
  - *water, food, seasonal clothing, shelter
- C. Identify and define natural, human, and capital resources.
  - *community helpers
- E. Explain what is given up when making a choice.
- F. Explain how self interest influences choice.

6.4.0 Economic Interdependence
- D. Identify location of resources.
  - *Transportation networks resources
  - *Communication and technology network resources

6.5.0 Work and Earnings
- A. Explain why people work for themselves and/or other people.
  - *e.g. classroom jobs
- C. Describe how people work to produce goods and services.
  - * e.g. community workers, school workers
- D. Explain why people work to earn income
  - *e.g. clothing, food, shelter, recreation items

7.1.0 Basic Geography Literacy
- B. Identify and locate places and regions.
  - *Local bodies of water
  - *Local community
  - *Physical regions (landforms e.g. hills, valley)

7.2.0 The Physical Characteristics of Places and Regions
- A. Identify the physical characteristics of places and regions
  - *weather
  - * vegetation (e.g. forests, desert)
  - *Earth basic physical systems (e.g. air (atmosphere), soils and rocks (lithosphere), plants, animals (biosphere).
- B. Identify the basic physical processes that affect the physical characteristics of places and regions.
  - *Earth and sunrelationships (e.g. seasons, weather, climate)
  - *Extreme physical events (e.g. floods, tornadoes, etc.)

7.3.0 The Human Characteristics of Places and Regions
- B. Identify the human characteristics of places and regions by their cultural characteristics.
  - *Components of culture (e.g. customs, food, language, celebrations)
- C. Identify the human characteristics of places and regions by their settlement characteristics.
  - *Types of settlements (e.g. neighborhood, town, city, country)
- D. Identify the human characteristics of places and regions by their economic activities.
  - * Location factors in the spatial activities (e.g. pizza shop, mall, television, farms, etc.)

7.4.0 The Interactions Between People and Places
- A. Identify the impacts of physical systems on people.
  - *How people depend on, adjust to and modify physical systems on a local scale (e.g. snowfall and daily activities, drought and water use)
  - *Ways in which natural hazards affect human activities (e.g. storms)
- B. Identify the impacts of people on physical systems.
  - *Effects of energy use (e.g. water quality, air quality, etc.)

6

8.1.0 Historical Analysis and Skills Development
- A.   Understand the chronological thinking and distinguish between past, present, and future time.
  - ∗Calendar Time
  - ∗Events (e.g. time and place)
- B.   Develop an understanding of historical sources.
  - ∗Mathematical data from graphs and tables
- C.   Understand fundamentals of historical interpretation.
  - ∗Difference between fact and opinion
  - ∗Cause and effect
- D.   Understand historical research.
  - ∗Event (time and place)
  - ∗Conclusions (e.g. storytelling, role playing)

8.3.0 United States History
- D. Identify conflict and cooperation among social groups and organizations in United States history.
  - ∗ Domestic instability (e.g. impact on daily activities)

7

Course Title: Science- Kindergarten

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Periods Per Week:_____**Length of Period**:

Suggested Length Of Course: All year

Units Of Credit (If Appropriate):

Date Written: March 2002_____**Date Approved**: April 8, 2002

Date Reviewed:_____**Implementation Year**: 2002/2003

Teacher Certification Required: Elementary Education

Standards Addressed (code):

Standards in bold print are taught and assessed to mastery.

 3.1.4ADCE; 3.2.4ABC; 3.3.4ABCD; 3.4.4ABCD; 3.5.4ABDC; 3.7.4AB; 3.8.4AB;
4.1.4ABCD; 4.2.4ABCD; 4.3.4 AB; 4.4.4AC; 4.5.4ABC; **4.6.4A**; 4.7.4AC; 4.8.4ABCD;
4.9.4A
Relationship to Other Planned Instruction:

Prerequisites:

Special Requirements:
1. Library media instruction and information literacy will be integrated throughout the science curriculum where appropriate. Development of skills and activities will take place during the first implementation year of the planned instruction by the science teachers and library media specialists.
2. Appropriate instructional modifications will be made for students with i.e.p.'s and g.i.e.p.'s.

Writing Team Members: Rosemary Hansen
                    Chris Collins
                    Sue Kibbey
                    Kim Yourchisin
 Standards addressed (code and description):

1

3.1.4 Unifying Themes
  (A) Know that natural and human made objects are made up of parts.
  (C) Illustrate patterns that regularly occur in nature.
  (D) Know that scale is an important attribute of natural and human made objects,
        events and phenomena.
  (E) Recognize change in natural and physical systems.
3.2.4 Inquiry and Design
  (A) Identify and use the nature of scientific and technological knowledge.
  (B) Describe objects in the world using the five senses.
  (C) Recognize and use the elements of scientific inquiry to solve problems.
3.3.4 Biological Sciences
  (A) Know the similarities and differences of living things.
  (B) Know that living things are made up of parts that have specific functions.
  (C) Know that characteristics are inherited and, thus, offspring closely resemble their
        parents.
  (D) Identify changes in living things over time.
3.4.4 Physical Science, Chemistry and Physics
  (A) Recognize basic concepts about the structure and properties of matter.
  (B) Know basic energy types, sources and conversions.
  (C) Observe and describe different types of force and motion.
  (D) Describe the composition and structure of the solar system and the earth's place in
        it.
3.5.4 Earth Sciences
  (A) Know basic landforms and earth history.
  (B) Know types and uses of earth materials.
  (C) Know basic weather elements.
  (D) Recognize the earth's different water resources.
3.7.4 Technological devices
  (A) Explore the use of basic tools, simple material and techniques to safely solve
        problems.
  (B) Select appropriate instruments to measure, record, cut and fasten.
3.8.4 Science, Technology and Human Endeavors
  (A) Know that people select, create, and use science and technology and are limited
by
        social and physical restraints.
  (B) Know how human ingenuity and technological resources satisfy specific human
        needs and improve the quality of life.
4.1.4 Watersheds and Wetlands
  (A) Identify various types of water environments.
  (B) Explain the differences between moving and still water.
  (C) Identify living things found in water environments.
  (D) Identify a wetland and the plants and animals found there.
4.2.4 Renewable and Nonrenewable Resources
  (A) Identify needs of people.
  (B) Identify products derived from natural resources.
  (C) Know that some natural resources have limited life spans.
  (D) Identify by-products and their use of natural resources.
4.3.4 Environmental Health

2

(A) Know that plants, animals and humans are dependent on air and water.
(B) Identify how human actions affect environmental health.
4.4.4 Agriculture and Society
(A) Know the importance of agriculture to humans.
(C) Know that food and fiber originate from plants and animals.
4.5.4 Integrated Pest Management
(A) Know types of pests.
(B) Explain pest control.
4.6.4 Ecosystems and Their Interactions
(A) Understand that living things are dependent on nonliving things in the environment for survival.
4.7.4 Threatened, Endangered and Extinct Species
(A) Identify differences in living things.
(C) Define and understand extinction.
4.8.4 Humans and Environments
(A) Identify the biological requirements of humans.
(B) Know that environmental conditions influence where and how people live.
(C) Explain how human activities may change the environment.
(D) Know the importance of natural resources in daily life.
4.9.4 Environmental Laws and Regulations
(A) Know that there are laws and regulations for the environment.

COURSE DESCRIPTION:

Kindergarten science covers the various aspects of biological, chemical, earth, and environmental sciences using an activity-based approach. Unifying themes, inquiry and design are incorporated within the areas of study.

3

Specific Educational Objectives to be Taught and
Outline of Content Sequence and Recommended Time :
Items in bold are to be taught and assessed for mastery)

TO BE TAUGHT FIRST SEMESTER

3.1.4 Unifying Themes
    (A) Know that natural and human made objects are made up of parts.
    (C) Illustrate patterns that regularly occur in nature.
        • Use knowledge of natural patterns to predict next occurrences(e.g., seasons, leaf patterns, lunar phases).

3.5.4 Earth Sciences
    (D) Recognize the earth's different water resources.
        • Know that approximately three-fourths of the earth is covered by water.

4.7.4 Threatened, Endangered and Extinct Species
    (A). Identify differences in living things.
        • Explain why plants and animals are different colors, shapes and sizes and how these differences relate to their survival.
        • Identify characteristics that living things
    (C) Define and understand extinction.
        • Identify an animal that is extinct.

TO BE TAUGHT SECOND SEMESTER

3.3.4 Biological Sciences
    (D) Identify changes in living things over time.
        • Compare extinct life forms with living organisms (e.g., flowers, plants, trees, etc).
3.4.4. Physical Science, Chemistry and Physics
    (A) Recognize basic concepts about the structure and properties of matter.
        • Know different material characteristics (e.g., texture, state of matter, solubility).
    (B) Know basic energy types, sources and conversions.
        • Identify energy forms and examples (e.g., sunlight, heat, stored, motion).
3.5.4 Earth Sciences
    (B) Know types and uses of various earth materials (e.g., growing plants).
4.1.4 Watersheds and Wetlands
    (A) Identify various types of water environments.
        • Identify lotic system (e.g., creeks, rivers, streams).
        • Identify lentic system (e.g., ponds, lakes, swamps).
    (B) Explain the differences between moving and still water.
        • Identify types of precipitation.
    (C) Identify living things found in water environments.
        • Know some fish, amphibians, and insects that are found in fresh water.
    (D) Identify a wetland and the plants and animals found there.

<div align="center">4</div>

4.5.4 Integrated Pest Management
   (A) Know types of pests.
   - Identify flies, ants, and mice.
   (B) Explain pest control.
   - Identify chemical labels (poison, warning labels).
4.6.4 Ecosystems and Their Interactions
   (A) Understand that living things are dependent on nonliving things in the environment for survival.
   - **Identify and categorize living and nonliving things.**
   - Identify animals that live underground.

TO BE TAUGHT ALL YEAR

3.1.4 Unifying Themes
   (D) Know that scale is an important attribute of natural and human made objects, events and phenomena.
   (E) Recognize change in natural and physical systems.
   - Examine and explain change by using time and measurements.
   - Describe the change to objects cause by heat, cold, and light.
3.2.4 Inquiry and Design
   (A) Identify and use the nature of scientific and technological knowledge.
   - Distinguish between a scientific fact and a belief.
   - Relate how new information can change existing perceptions(e.g., weather changes, animal habitat).
   (B) Describe objects in the world using the five senses.
   - Recognize observational descriptors from each of the five senses (e.g., see-blue, feel-rough)
   (C) Recognize and use the elements of scientific inquiry to solve problems.
   - Generate questions about objects and/or events.
3.3.4 Biological Sciences
   (A) Know the similarities and differences of living things.
   - Describe the basic needs of plants and animals.
   (B) Know that living things are made up of parts that have specific functions.
   (C) Know that characteristics are inherited and, thus, offspring closely resemble their parents.
   - Identify physical characteristics that appear in both parents and offspring and differ between families, strains or species.
3.4.4 Physical Science, Chemistry and Physics
   (C) Observe and describe different types of force and motion.
   - Identify characteristics of sound (pitch, loudness and echoes)
   (D) Describe the composition and structure of the solar system and the earth's place in it.
   - Illustrate the seasonal changes.

5

3.5.4 Earth Sciences
  (A) Know basic landforms and earth history.
- Describe earth processes (e.g., rusting, weathering, erosion that have affected play in students' neighborhoods.
  (C) Know basic weather elements.
- Identify weather patterns from data charts(including temperature) and graphs.
3.7.4 Technological Devices
  (A) Explore the use of basic tools, simple material and techniques to safely solve problems.
- Select and safely apply classroom tools and materials.
  (B) Select appropriate instruments to study materials.
- Develop simple skills to measure, record, cut and fasten.
3.8.4 Science. Technology and Human Endeavors
  (A) Know that people select, create, and use science and technology and are limited by social and physical restraints.
  (B) Know how human ingenuity and technological resources satisfy specific human needs and improve the quality of life.
4.2.4 Renewable and Nonrenewable Resources
  (A) Identify needs of people.
  (B) Identify products derived from natural resources.
- Identify products made from trees.
  (C) Know that some natural resources have limited life spans.
- Identify various means of conserving natural resources.
  (D) Identify by-products and their use of natural resources.
- Identify those items that can be recycled and those that cannot.
- Identify use of reusable products.
4.3.4 Environmental Health
  (A) Know that plants, animals and humans are dependent on air and water.
- Know that all living things need air and water to survive.
- Describe potentially dangerous pest controls used in the home.
  (B) Identify how human actions affect environmental health
- Identify litter and its effect on the environment.
4.4.4 Agriculture and Society
  (A) Know the importance of agriculture to humans.
- Identify people's basic needs.
  (C) Know that food and fiber originate from plants and animals.
- Identify food and fiber.
- Identify what plants and animals need to grow.
4.8.4 Humans and Environments
  (A) Identify the biological requirements of humans.
- Identify water as a natural resource.
  (B) Know that environmental conditions influence where and how people live.
- Identify weather conditions and type of clothing worn, and suitable housing.
  (C) Explain how human activities may change the environment.
- Identify seasonal activities such as raking leaves, building snow people, sled riding, appropriate sports, etc.

6

Kindergarten

(D) Know the importance of natural resources in daily life.
- Importance of water as natural resource in daily life.

4.9.4 Environmental Laws and Regulations
(A) Know that there are laws and regulations for the environment.
- Know what can be recycled in school.

Formative Assessments (optional):

Teacher created assessments.

Summative Assessments:

Checklist

Required/Approved Textbooks and Materials:

Book Title: Harcourt Science
Publisher: Harcourt School Publishers
ISBN #:
Copyright: 2002
Date of Adoption: June 17, 2002

Science Philosophy for Kindergarten Through Fourth Grade

1. Students must be held accountable for science and technology and environmental and ecology(STEE) standards identified at each precise assessment level. Skills must broaden, deepen, and build at each grade level to avoid repetition.

2. STEE standards may be satisfied at a grade level other than the one designated by the state. The standards are distributed throughout the grades. Standards may also be satisfied as listed/described in the student's Individualized Educational Plan(IEP).

3. The STEE standards may be integrated across the curriculum.

4. The STEE will be addressed by incorporating inquiry and design, decision-making, and hands on activities.

8

Course Title: Health - K

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Periods Per Week: N/A   **Length of Period**: N/A

Suggested Length Of Course: All year

Units Of Credit (If Appropriate): N/A

Date Written: November 2002   **Date Approved**: February 24, 2003

Date Reviewed: 2002-2003   **Implementation Year**: 2003-2004

Teacher Certification Required: Elementary Education

Standards Addressed (code):   10.1 ABCDE
10.2 ABCDE
10.3 ABCD

Relationship to Other Planned Instruction:
1. The Health curriculum in kindergarten spirals with concepts introduced and revisited with competency to be demonstrated by the end of 180 days.
2. Health is presented with an interdisciplinary approach throughout the kindergarten curriculum.

Prerequisites: None

Special Requirements: None

Writing Team Members: Grace Backstrom
Sue Kibbey
Patti Kolbrich

Standards addressed

10.1.0 – Concepts of Health

      A. Identify stages of growth

      B. Identify and know the location and function of major body parts

      C. Explain the role of the food pyramid in helping people eat a healthy diet

      D. Know age appropriate drug information

      E. Identify types of common health problems of children

10.2.0 Healthful Living

      A. Identify personal hygiene practices and community helpers

      B. Identify health related information

      C. Identify media sources that influence health and safety

      D. Identify steps in a decision-making process

      E. Identify environmental factors that affect health

10.3.0 Safety and Injury Prevention

      A. Recognize safe and unsafe practices

      B. Recognize emergency situations and explain the appropriate responses

      C. Recognize conflict situations and identify strategies to avoid or resolve

      D. Identify and use safe practices in physical activity settings

COURSE DESCRIPTION:

Kindergarten Health shall teach, challenge, and support the exploration of concepts for healthy living. Students will be exposed to valid health information through technology, media, health care personnel, and experiences.

Outline of Content Sequence:

10.1.0 – (K)

A. Identify stages of growth: •infancy (e.g. baby)
- •childhood
- •adolescence
- •adulthood

B. Identify and know the location and function of major body organs:
- •circulatory (e.g. heart)
- •respiratory (e.g. lungs)
- •skeletal (e.g. shoulder, knee, elbow, ankle, etc.)
- •digestive (e.g. stomach)

C. Explain the role of the food guide pyramid in helping people eat a healthy diet:
- •food groups (e.g. meat, vegetables)
- •number of servings

D. Know age appropriate drug information:
- •definition of a drug
- •effect of drugs
- •proper use of medicine
- •healthy/unhealthy risk taking (e.g. smoking)
- •skills to avoid drugs

E. Identify types of common health problems of children:
- •infectious diseases (e.g. colds, flu, chicken pox)
- •non-infectious diseases (e.g. asthma, hayfever, allergies, lyme disease)
- •germs

10.2.0 - Healthful Living

A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease:
- •health care professionals (e.g. doctor, dentist, nurse, school nurse, etc.)
- •pharmacist

B. Identify health-related information:
- •signs and symbols
- •terminology (e.g. drugs, prescriptions)
- •products and services (e.g. over the counter medications, cough syrup, etc.) (e.g. doctor's office, EMT's, dentist office, ambulance, etc., pharmacy)

C. Identify media sources that influence health and safety:
- •television
- •radio
- •Internet
- •newspaper
- •magazines

D. Identify the steps in a decision-making process.

3

E. Identify environmental factors that affect health:
- pollution (e.g. air, water, noise, soil)
- waste disposal
- temperature extremes
- insects/animals

10.3.0 – (K)

A. Recognize safe/unsafe practices in the home, school and community:
- general (e.g. fire, electrical, animals)
- modes of transportation (e.g. pedestrian, bicycle, vehicular)
- outdoor (e.g. play, weather, water)
- safe around people (e.g. safe/unsafe touch, abuse, stranger, bully)
- natural disasters (e.g. tornadoes, severe thunderstorms, etc.)

B. Recognize emergency situations and explain appropriate responses:
- importance of remaining calm
- how to call for help
- simple assistance procedures
- how to protect self

C. Recognize conflict situations and identify strategies to avoid or resolve:
- walk away
- I-statements
- refusal skills
- adult intervention

D. Identify and use safe practices in physical activity settings (e.g. proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

Summative Assessments: To be developed during implementation

Required/Approved Textbooks and Materials:

Book Title:
Publisher:
ISBN #:
Copyright:
Date of Adoption:

Course Title: Information Literacy (Library Media) Skills K-2

Course Number: _____

Suggested Educational Level(s): K-2_____

Suggested Period Per Week: 1_____   **Length of Period:** Kindergarten: 20 minutes
Grades 1-2: 40 minutes

Suggested Length of Course: all year from Kindergarten through Second Grade

United Of Credit (If Appropriate): N/A_____

Date Written: 2/15/01_____   **Date Approved:** __**April 9, 2001**_____

Date Review: _____   **Implementation Year:** __**2001/2002**____

Teacher Certification Required: Certified Library Media Specialist_____

Standards Addressed (code): Academic Standard Codes will need to be added as the following areas are developed. Information Literacy skills are part of all Planned Instruction and should be integrated.

Mathematics	Reading, Writing, Speaking and Listening	Science and Technology	Arts and Humanities	Environment and Ecology	History
2.1.3 D, G, 2.2.3 A, B, E, F, 2.3.3 A, B, C, G, 2.4.3 A 2.6.3 A 2.7.3 A,	1.1.3 A, G, 1.2.3 A, B, C 1.3.3 F 1.5.3 E 1.6.3 A, B, D, F, 1.8.3 B, C				
Civics and Government	**Geography**	**Economics**	**Family and Consumer Sciences**	**Health, Safety and Physical Education**	

Relationship to Other Planned Instructions:
This planned instruction can be integrated in to any other curriculum area or it can stand alone to work toward the primary curriculum Academic Standards.

Prerequisites: N/A

Special requirements:
- Electronic Dictionary (CD-ROM and/or Online) - age appropriate
- Electronic Encyclopedia (CD-ROM and/or Online) – age appropriate
- Classroom Set of Abridged Dictionaries - age appropriate
- A Unabridged Dictionary
- Encyclopedia – age appropriate
- Automated Online Catalog
- Access to the Internet via the district network
- Power Library - via PDE
- 15-20 student stations in the Library Media Center for instructional purposes (The computer labs in the various buildings are scheduled every period for instruction. By having 15-20 stations located in the Library Media Center for Information Literacy skills, there would be space for teachers to schedule in students for impromptu related projects and writing assignments)
- Teaching Manuals for Information Skills

Writing Team Members: Dixie Gurdak, Jeanette Walter, Joni Brown, Priscilla Breese

Standards addressed (code and description): Will need to be updated as new Academic Standards are approved.

<u>Mathematics</u>
2.1.3   **Number, Numbers Systems and Number Relationships**
2.2.3   **Computation and Estimation**
2.3.3   **Measurement and Estimation**
2.4.3   **Mathematical Reasoning and Connections**
2.6.3   **Statistics and Data Analysis**

<u>Reading, Writing, Speaking and Listening</u>
1.1.3   **Learning to Read Independently**
1.2.3   **Read Critically in All Content Areas**
1.3.3   **Reading, Analyzing and Interpreting Literature**
1.5.3   **Quality of Writing**
1.6.3   **Speaking and Listening**
1.8.3   **Research**

Course Description:
Information Literacy (Library Media) Skills K-2 is a required planned instruction designed to support the Pennsylvania Academic Standards through literature appreciate and information literacy skills.

Outline of Content Sequence and Recommended Time (weeks or days):
*This planned instruction will be covered during the period that students are in kindergarten through grade 2. It is recommended that this planned instruction be integrated into the curriculum areas in collaboration with the classroom teacher and the Library Media Specialist, but it can be taught in isolation. (**The Checklist of Information Literacy Skills, which is attached, should be used as a guide for appropriate instruction at each grade level.**)*

I. **Library Media Center Citizenship**
   A. Behavior
   B. Care of information resources
   C. Procedures for circulation of resources

II. **Learning to Read Independently**
   A. Preview text format of book including
       1. Cover
       2. Spine
       3. Body/Content
       4. Title location
       5. Author location
       6. Illustrator location
       7. Illustration as part of content
       8. Title page location and content
   B. Reading text using self-monitoring comprehension strategies
       1. Guide Words
       2. Main heading
       3. Illustration caption

III. **Read and understand works of literature**
   A. Literature Appreciation
       1. Picture books
       2. Tall Tales
       3. Fairy Tales
       4. Caldecott Award Books
   B. Reference resources – age appropriate
       1. Dictionary
       2. Encyclopedia

IV. **Read and respond to nonfiction and fiction including poetry and drama**
   A. Select books of interest
       1. Easy Fiction
       2. Easy Non-fiction
   B. Select books on appropriate level

V. **Locate information using appropriate sources and strategies**
   A. Recognize call number components
   B. Locate print materials utilizing call numbers
   C. Listen to information and organize the information in sequential order.
   D. Reference Strategies (print and electronic)
      1. Dictionary (age appropriate abridged and unabridged)
         a. Basic organization
         b. Purpose of resource
      2. Encyclopedia (age appropriate)
         a. Basic organization
         b. Purpose of resource
      3. Internet
         a. accessing information via the hyperlink method on a predetermined web site
         b. policy on the acceptable usage of the Internet within the academic setting
   E. Global and educational providers
      1. Local public library
      2. Online OPAC (Online Public Access Catalog)

Specific Educational Objectives to be taught:
Objective: The student will be able to demonstrate the information literacy skills that will provide he or she the ability to be a life-long learner.
   Goals:
      1. to know that books are placed in order by author's last name or by number depending on content of material
      2. to know where resources are located within the Library Media Center which are appropriate for his/her age level
      3. to be able to select materials appropriate to their interest and reading level
      4. to know the purpose and basic format of reference resources which are age appropriate
      5. to know the difference between resources that are factual or non-factual

Formative Assessments (optional): N/A

Summative Assessments:
Students will be assessed for success of goals through observation.

Listed below is the developmental sequence to be followed in writing planned instruction.

I.   **Complete a scope and sequence chart of the standards**
      (See attached checklist of Information Literacy Skills)

II.   **Identify and place in written from major specific objectives to be taught.**
      The student will be able to demonstrate the information literacy skills that will provide he
      or she the ability to be a life-long learner.

III. **Identify and place in written form summative assessments of the course.**
      Students will be assessed for success of goals through observation.

IV.   **Complete Content Sequence and Recommended time frame.** (See above)

V.   **Complete Formative Assessment (optional).** N/A

VI.   **Complete 2 or 3 units (optional).**
      (See attached checklist of Information Literacy Skills)

VII. **Selected recommended materials including integrated technology hardware and
      software. (will complete after the Library Media Specialists have completed their
      preview of materials)**
      - Electronic Dictionary (CD-ROM and/or Online) - age appropriate
      - Electronic Encyclopedia (CD-ROM and/or Online) – age appropriate
      - Classroom Set of Abridged Dictionaries - age appropriate
      - A Unabridged Dictionary
      - Encyclopedia – age appropriate
      - Automated Online Catalog
      - Access to the Internet via the district network
      - Power Library - via PDE
      - 15-20 student stations in the Library Media Center for instructional purposes (The
        computer labs in the various buildings are scheduled every period for instruction. By
        having 15-20 stations located in the Library Media Center for Information Literacy
        instruction, there would be space for teachers to schedule in students for impromptu
        related projects and writing assignments)
      - Teaching Manuals for Information Skills

<div style="border:1px solid black">

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

</div>

Course Title: Physical Education - K

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Periods Per Week: 1/wk   **Length of Period**: 40 min

Suggested Length Of Course: All Year

Units Of Credit (If Appropriate): N/A

Date Written: November 2002   **Date Approved**: February 24, 2003

Date Reviewed: 2002-2003   **Implementation Year**: 2003-2004

Teacher Certification Required: Health and Physical Education

Standards Addressed (code): 10.3.3
                                 10.4.3
                                 10.5.3

Relationship to Other Planned Instruction: None

Prerequisites: None

Special Requirements: Modifications will be made for special needs students.

Writing Team Members: Caryn Chew
                                   Lynn Jablonowski
                                   Kim Nelson
                                   Jeff Manelick
                                   Jeff Passaro

Standards addressed (code and description):

10.3.3 – Safety and Injury Prevention

10.4.3 – Physical Activity

10.5.3 – Concepts, principles, and strategies of movement

COURSE DESCRIPTION: Physical Education **–** Kindergarten – provides the students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life.

Outline of Content Sequence:

I. Motor Fitness (l0.5.3)
   • Spatial Awareness
   • Non locomotor movement
   • Locomotor movement
   • Eye-hand skills
   • Eye-foot skills
   • Striking

II. Physical Fitness
   • Endurance – (10.4.3)
   • Strength
   • Speed
   • Flexibility – (10.5.3)
   • Ability
   Body response monitoring (10.4.3)

III. Cognitive
   • Rules – (10.5.3)
   • Terminology
   • Strategies
   • Safety

- Sportsmanship (10.4.3)
- Benefits of Physical fitness (10.4.3C)

Specific Educational Objectives to be Taught:

1. Sustains moderate to vigorous physical activity for short amounts of time
2. Identifies the physiological signs of moderate physical activity.
3. Recognizes two appropriate sites on the body to monitor heart rate.
4. Understands the relationship between physical activity and heart health
5. Works in a group setting without interfering with others.
6. Demonstrates the ability to work alone or in a small group with direct adult supervision.
7. Demonstrates non-locomotor movements using different parts of the body.
8. Demonstrates a variety of locomotor and combination skills in a movement pattern.
9. Demonstrates the emerging skills of catching, kicking, throwing, and striking.
10. Understands the concepts of pathways, levels, and directionality (above, below, behind, etc.).
11. Demonstrates knowledge of flexibility by performing exercises that enhance proper flexibility in a variety of muscle groups.
12. Recognizes that games have rules.

Summative Assessments: Attached

Required/Approved Textbooks and Materials:

    Book Title:
    Publisher:
    ISBN #:
    Copyright:
    Date of Adoption:

Course Title: Technology K - 6

Course Number: None assigned yet

Suggested Educational Level(s): K - 6

Suggested Periods Per Week: 2   **Length of Period**: 40 min

Suggested Length Of Course: 72 days

Units Of Credit (If Appropriate):

Date Written: Spring 2002   **Date Approved**: June 17, 2002

Date Reviewed: Summer 2004   **Implementation Year**: 2002/2003 and beyond

Teacher Certification Required: Elementary Education

Standards Addressed (code): 3.6, 3.7, 3.8

Relationship to Other Planned Instruction: All curricula should be integrated with technology.

Prerequisites: As students move through grades K – 6, they should advance from an awareness level of the Pennsylvania Technology Standards to a mastery level of the Pennsylvania Technology Standards.

Special Requirements:

Writing Team Members :Amy Stewart, Susan Howe, Ginny Barrett
Revision Writing Team: Donna Holding, Jane Bonavita, Mary Beyer, Susan Howe, Danene Mattern, Susan Nosel, Dixie Clough, Susan Howe, Ginny Barrett, Janet Peterson

Standards addressed (code and description):

The Pennsylvania Academic Standards for Technology addresses in the Planned Instruction are identified on the attached charts. Knowledge and skill levels for K – 6 students are also identified on the attached charts.

COURSE DESCRIPTION: (Brief – suitable for course descriptions issued to students.)

Each WCSD building which houses students in any grade level K – 6, will implement this plan directing instructional staff under the leadership of the principal to integrate all curricula and the Pennsylvania Standards of Technology. The goal of the school is to incorporate the Pennsylvania Standards for Technology Knowledge and Skills outlined in this Planned Instruction so that K – 6 students move from an awareness level to a mastery level of the Standards.

Outline of Content Sequence and Recommended Time (weeks or days):

Two days a week the teachers will integrate this technology into the curriculum using the appropriate checklist for their level of instruction.

Specific Educational Objectives to be Taught:

See attached checklist.

Kindergarten Technology Skills – Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell on student check list. Under your grade, mark each cell indicating the student's achievement level (A, G, I, M) at this time. If the skill was not presented or taught do not place a mark in the cell.

Kindergarten: **Below are the technology concepts to be implemented in Kindergarten. All words that are in italic and bold have definitions listed in the glossary. Extra explanations and examples are included in this Teacher version. It is recommended to use the correct vocabulary with all students. (example: CPU instead of Tower)**

A = AWARENESS

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, *fiber optics*).	A
Understand images can come from a scanner, digital camera, Internet and video.	A
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	A

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, **CPU**)	A
Start, shut down and restart	A
Print a document	A
Insert and remove disks correctly	A
Choose the appropriate printer	A
Recognize and locate letters, punctuation and numbers on a keyboard	A
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	A
Use correct right and left-hand keyboard positions	A
Demonstrate correct home row positions	A
Enter text at a defined speed with acceptable accuracy.	A

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Startup and quit applications.	A
Create, open and close a new document.	A
Understand the *desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu*	A
Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	A
• Insert and move cursor to enter text	A
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	A
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	A
• Create original artwork using the tools within a grade appropriate graphics program.	A

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's **Acceptable Use Policy and Ethics**.	A
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in **Favorites**.	A
Log-on to an e-mail server, send, retrieve and read e-mail messages.	A
Use the Internet to answer age appropriate questions.	A

Knowledge and Skills 3.8, 3.8.4 A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	A
Discuss consequences of misuse of technology and information gathered through the use of technology.	A

Grade One Technology Skills –
Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell on student check list. Under your grade, mark each cell indicating the student's achievement level (A, G, I, M) at this time. If the skill was not presented or taught do not place a mark in the cell.

Grade One: **Below are the technology concepts to be implemented in First grade. All words that are in italic and bold have definitions listed in the glossary. Extra explanations and examples are included in this Teacher version. It is recommended to use the correct vocabulary with all students. (example: CPU instead of Tower)**

A = AWARENESS

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, *fiber optics*).	A
Understand images can come from a scanner, digital camera, Internet and video.	A
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	A

6

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, **CPU**)	A
Start, shut down and restart	A
Print a document	A
Insert and remove disks correctly	A
Choose the appropriate printer	A
Recognize and locate letters, punctuation and numbers on a keyboard	A
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	A
Use correct right and left-hand keyboard positions	A
Demonstrate correct home row positions	A
Enter text at a defined speed with acceptable accuracy.	A

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Create, open and close a new document.	A
Use Save and Save As appropriately.	A
Understand the **desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu**	A
Use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	A
Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	A
• Insert and move cursor to enter text	A
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	A
• Change *justification* and *line spacing*	A
• Cut, copy and paste text within a document	A
• Use spell check	A
• Apply appropriate *page orientation.*	A
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	A

• Create original artwork using the tools within a grade appropriate graphics program.	A
• Use the delete, copy, paste, cut functions in a graphics program	A

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's **Acceptable Use Policy and Ethics**.	A
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in **Favorites**.	A
Log-on to an e-mail server, send, retrieve and read e-mail messages.	A
Use the Internet to answer age appropriate questions.	A

Knowledge and Skills 3.8, 3.8.4 A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	A
Discuss consequences of misuse of technology and information gathered through the use of technology.	A

G = GUIDANCE

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Start, shut down and restart	G

Knowledge and Skills 3.7 , 3.7.4D, 3.7.7 D	
Startup and quit applications.	G

Grade Two Technology Skills – Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell on student check list. Under your grade, mark each cell indicating the student's achievement level   (A, G, I, M) at this time. If the skill was not presented or taught do not place a mark in the cell.

Grade Two: Below are the technology concepts to be implemented in Second grade. All words that are in italic and bold have definitions listed in the glossary. Extra explanations and examples are included in this Teacher version. It is recommended to use the correct vocabulary with all students. (example: CPU instead of Tower)

A = AWARENESS

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
• Use the delete, copy, paste, and cut functions in a graphics program	A

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's ***Acceptable Use Policy and Ethics***.	A

G = GUIDANCE

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, *fiber optics*).	G
Understand images can come from a scanner, digital camera, Internet and video.	G
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	G

Knowledge and Skills 3.7, 3.7.4, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, *CPU*)	G
Print a document	G
Insert and remove disks correctly	G
Choose the appropriate printer	G
Recognize and locate letters, punctuation and numbers on a keyboard	G
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	G
Use correct right and left-hand keyboard positions	G
Demonstrate correct home row positions	G
Enter text at a defined speed with acceptable accuracy.	G

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Create, open and close a new document.	G
Use Save and Save As appropriately.	G
Understand the *desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu*	G
Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	G
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	G
• Change *justification* and *line spacing*	G

• Cut, copy and paste text within a document	G
• Use spell check	G
• Apply appropriate *page orientation.*	G
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	G
• Create original artwork using the tools within a grade appropriate graphics program.	G

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in *Favorites.*	G
Log-on to an e-mail server, send, retrieve and read e-mail messages.	G
Use the Internet to answer age appropriate questions.	G

Knowledge and Skills 3.8, 3.8.4 A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	G
Discuss consequences of misuse of technology and information gathered through the use of technology.	G

I = INDEPENDENT

Knowledge and Skills 3.7, 3.7.4, 3.7.7 C	
Start, shut down and restart	I

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Startup and quit applications.	I

Grade Three Technology Skills – Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell on student check list. Under your grade, mark each cell indicating the student's achievement level   (A, G, I, M) at this time. If the skill was not presented or taught do not place a mark in the cell.

Grade Three: Below are the technology concepts to be implemented in Third grade. All words that are in italic and bold have definitions listed in the glossary. Extra explanations and examples are included in this Teacher version. It is recommended to use the correct vocabulary with all students. (example: CPU instead of Tower)

A = AWARENESS

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Know specialized computer applications used in the community (ATM's, grocery store, airport kiosks, video games, car, handhelds, hospital, restaurants, gas pumps)	A

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Identify and use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	A
Apply basic Word Processing skills.	
• Cut, copy and paste text to another document	A

Demonstrate a basic knowledge of desktop publishing applications	
• Use age appropriate software for desktop publishing	A
Apply basic spreadsheet skills	
• Read and interpret information in a spreadsheet	A
• Enter, edit and delete information in a spreadsheet / graphing program	A
Apply basic graphics skills	
• Import and export graphics in appropriate file format such as ***tif, bmp, jpg, and gif.***	A
***Apply basic* multimedia skills**	
• Navigate through a multimedia presentation	A
• Use age-appropriate multimedia software to create slides (PowerPoint, Kid Pix, etc)	A
• Import different file formats (text, pictures, graphs, tables)	A
• Apply formatting to text within a slide	A

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's ***Acceptable Use Policy and Ethics***.	A

G = GUIDANCE

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Recognize and locate letters, punctuation and numbers on a keyboard	G
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	G
Use correct right and left-hand keyboard positions	G
Demonstrate correct home row positions	G
Enter text at a defined speed with acceptable accuracy.	G

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Identify and use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	G
Apply basic Word Processing skills.	
• Apply appropriate page orientation.	G
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	G
• Create original artwork using the tools within a grade appropriate graphics program.	G
• Use the delete, copy, paste, cut functions in a graphics program	G

I = INDEPENDENT

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, *fiber optics*).	I
Understand images can come from a scanner, digital camera, Internet and video.	I
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	I

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, *CPU*)	I
Print a document	I
Insert and remove disks correctly	I
Choose the appropriate printer	I

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Startup and quit applications.	I
Create, open and close a new document.	I

Use Save and Save As appropriately.	I
Understand the ***desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu***	I
Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	I
• Insert and move cursor to enter text	I
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	I
• Change justification and line spacing	I
• Cut, copy and paste text within a document	I
• Use spell check	I

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in ***Favorites.***	I
Log-on to an e-mail server, send, retrieve and read e-mail messages.	I
Use the Internet to answer age appropriate questions.	I

Knowledge and Skills 3.8, 3.8.4 A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	I
Discuss consequences of misuse of technology and information gathered through the use of technology.	I

M = MASTERY

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Start, shut down and restart	M

Grade Four Technology Skills – Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell on student check list. Under your grade, mark each cell indicating the student's achievement level   (A, G, I, M) at this time. If the skill was not presented or taught do not place a mark in the cell.

Grade Four: **Below are the technology concepts to be implemented in Fourth grade. All words that are in italic and bold have definitions listed in the glossary. Extra explanations and examples are included in this Teacher version. It is recommended to use the correct vocabulary with all students. (example: CPU instead of Tower)**

A = AWARENESS

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Explain options for storing files of various sizes	A
Demonstrate the effectiveness of image generating techniques to communicate a story (photography, video)	A
Analyze and evaluate the effectiveness of a graphic object designed and produced to communicate a thought or concept.	A
Apply the appropriate method of communications technology to communicate a thought. (phone, letter, e-mail, etc.)	A

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Know specialized computer applications used in the community (ATM's, grocery store, airport kiosks, video	A

games, car, handhelds, hospital, restaurants, gas pumps)	
Describe the function and demonstrate the use of advanced input / output devices (scanner, projector, digital camera)	A

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Use the *file management features* such as *file, delete, copy, format*	A
Identify and solve basic software problems relevant to specific software applications (Example: My tool bar is gone!)	A
Apply basic Word Processing skills.	
• Format document (Headers, footers, margins, page numbering), paragraph and page (tab, indent, line spacing, outline format)	A
• Multi-column documents	A
• Use the find / replace, thesaurus, dictionary	A
• Import and arrange graphics in a document	A
• Use a table to display related information	A
Demonstrate a basic knowledge of desktop publishing applications	
• Use appropriate font styles and size	A
• Set the paragraph indentation	A
• Choose document justification	A
• Use principles of design (proportion, balance, contrast)	A
Apply basic spreadsheet skills	
• Format cell attributes (columns, rows, *justification*, styles and number)	A
• Use data from a spreadsheet to create charts and graphs	A
Apply basic database skills	
• Use an age-appropriate database to find information	A
• Enter information in an existing database	A
Apply basic graphics skills	
• Capture still images using a scanner, digital camera and Internet	A
Apply basic multimedia skills	
• Navigate through a multimedia presentation	A
• Use age-appropriate multimedia software to	A

17

create slides (PowerPoint, Kid Pix, etc)	
• Import different file formats (text, pictures, graphs, tables)	A
• Apply formatting to text within a slide	A

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Describe the organization and functions of the basic parts that make up the *World Wide Web* (*search engines, directories*, sites).	A
Apply basic on-line research techniques to meet specific needs. Consider the accuracy and validity of information found on the Internet and cite bibliographical references.	A
Attach a document to an e-mail message. Retrieve a message that contains an attached document.	A
Save a graphic from an Internet document.	A

G = GUIDANCE

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Recognize and locate letters, punctuation and numbers on a keyboard	G
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	G
Use correct right and left-hand keyboard positions	G
Demonstrate correct home row positions	G
Enter text at a defined speed with acceptable accuracy.	G

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Identify and use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	G

Apply basic Word Processing skills.	
• Cut, copy and paste text to another document	G
Demonstrate a basic knowledge of desktop publishing applications	
• Use age appropriate software for desktop publishing	G
Apply basic spreadsheet skills	
• Read and interpret information in a spreadsheet	G
• Enter, edit and delete information in a spreadsheet / graphing program	G
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	G
• Use the delete, copy, paste, cut functions in a graphics program	G
• Import and export graphics in appropriate file format such as **tif, bmp, jpg, and gif**.	G

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's **Acceptable Use Policy and Ethics**.	G

I = INDEPENDENT

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Apply basic Word Processing skills.	

• Apply appropriate *page orientation.*	I
Apply basic graphics skills	
• Create original artwork using the tools within a grade appropriate graphics program.	I

M = MASTERY

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, ***fiber optics***).	M
Understand images can come from a scanner, digital camera, Internet and video.	M
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	M

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, ***CPU***)	M
Start, shut down and restart	M
Print a document	M
Insert and remove disks correctly	M
Choose the appropriate printer	M

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Startup and quit applications.	M
Create, open and close a new document.	M
Use Save and Save As appropriately.	M
Understand the ***desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu***	M

Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	M
• Insert and move cursor to enter text	M
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	M
• Change justification and line spacing	M
• Cut, copy and paste text within a document	M
• Use spell check	M

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in **Favorites.**	M
Log-on to an e-mail server, send, retrieve and read e-mail messages.	M
Use the Internet to answer age appropriate questions.	M

Knowledge and Skills 3.8, 3.8.4A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	M
Discuss consequences of misuse of technology and information gathered through the use of technology.	M

Grade Five Technology Skills –
Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell on student check list. Under your grade, mark each cell indicating the student's achievement level   (A, G, I, M) at this time. If the skill was not presented or taught do not place a mark in the cell.

Grade Five: Below are the technology concepts to be implemented in Fifth grade. All words that are in italic and bold have definitions listed in the glossary.   Extra explanations and examples are included in this Teacher version. It is recommended to use the correct vocabulary with all students. (example: CPU instead of Tower)

A = AWARENESS

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Apply basic Word Processing skills.	
• Set column width	A
Apply basic spreadsheet skills	
• Use basic formulas for adding, subtracting, multiplying, dividing, averaging and determining percents	A

G = GUIDANCE

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Explain options for storing files of various sizes	G
Demonstrate the effectiveness of image generating techniques to communicate a story (photography, video)	G
Analyze and evaluate the effectiveness of a graphic object designed and produced to communicate a thought or concept.	G
Apply the appropriate method of communications technology to communicate a thought. (phone, letter, e-mail, etc.)	G

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Know specialized computer applications used in the community (ATM's, grocery store, airport kiosks, video games, car, handhelds, hospital, restaurants, gas pumps)	G
Describe the function and demonstrate the use of advanced input / output devices (scanner, projector, digital camera)	G

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Use the *file management features* such as *file, delete, copy, format*	G
Identify and use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	G
Identify and solve basic software problems relevant to specific software applications (Example: My tool bar is gone!)	G
Apply basic Word Processing skills.	
• Cut, copy and paste text to another document	G
• Format document (Headers, footers, margins, page numbering), paragraph and page (tab, indent, line spacing, outline format)	G
• Multi-column documents	G
• Use the find / replace, thesaurus, dictionary	G
Apply basic word processing skills (continued).	
• Import and arrange graphics in a document	G
• Use a table to display related information	G
Demonstrate a basic knowledge of desktop publishing applications	
• Use age appropriate software for desktop publishing	G
• Use appropriate font styles and size	G
• Set the paragraph indentation	G
• Choose document justification	G
• Use principles of design (proportion, balance, contrast)	G
Apply basic spreadsheet skills	
• Read and interpret information in a spreadsheet	G
• Enter, edit and delete information in a spreadsheet / graphing program	G
• Format cell attributes (columns, rows, *justification*, styles and number)	G
• Use data from a spreadsheet to create charts and graphs	G
Apply basic database skills	
• Use an age-appropriate database to find information	G
• Enter information in an existing database	G
Apply basic graphics skills	
• Import and export graphics in appropriate file	G

24

format such as *tif, bmp, jpg, and gif*.	
• Capture still images using a scanner, digital camera and Internet	G
Apply basic multimedia skills	
• Navigate through a multimedia presentation	G
• Use age-appropriate multimedia software to create slides (PowerPoint, Kid Pix, etc)	G
• Import different file formats (text, pictures, graphs, tables)	G
• Apply formatting to text within a slide	G

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's ***Acceptable Use Policy and Ethics***.	G
Describe the organization and functions of the basic parts that make up the *World Wide Web* (*search engines, directories*, sites).	G
Apply basic on-line research techniques to meet specific needs. Consider the accuracy and validity of information found on the Internet and cite bibliographical references.	G
Attach a document to an e-mail message. Retrieve a message that contains an attached document.	G
Save a graphic from an Internet document.	G

I = INDEPENDENT

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Recognize and locate letters, punctuation and numbers on a keyboard	I
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	I
Use correct right and left-hand keyboard positions	I
Demonstrate correct home row positions	I
Enter text at a defined speed with acceptable accuracy.	I

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Identify and use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	I
Apply basic Word Processing skills.	
• Apply appropriate *page orientation.*	I
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	I
• Create original artwork using the tools within a grade appropriate graphics program.	I
• Use the delete, copy, paste, cut functions in a graphics program	I

M = MASTERY

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, *fiber optics*).	M
Understand images can come from a scanner, digital camera, Internet and video.	M
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	M

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, *CPU*)	M
Start, shut down and restart	M
Print a document	M
Insert and remove disks correctly	M
Choose the appropriate printer	M

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Startup and quit applications.	M
Create, open and close a new document.	M
Use Save and Save As appropriately.	M
Understand the ***desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu***	M
Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	M
• Insert and move cursor to enter text	M
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	M
• Change justification and line spacing	M
• Cut, copy and paste text within a document	M
• Use spell check	M

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in ***Favorites.***	M
Log-on to an e-mail server, send, retrieve and read e-mail messages.	M
Use the Internet to answer age appropriate questions.	M

Knowledge and Skills 3.8, 3.8.4 A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	M
Discuss consequences of misuse of technology and information gathered through the use of technology.	M

Grade Six Technology Skills –
Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell on student check list. Under your grade, mark each cell indicating the student's achievement level (A, G, I, M) at this time. If the skill was not presented or taught do not place a mark in the cell.

Grade Six: **Below are the technology concepts to be implemented in Sixth grade. All words that are in italic and bold have definitions listed in the glossary. Extra explanations and examples are included in this Teacher version. It is recommended to use the correct vocabulary with all students. (example: CPU instead of Tower)**

A = AWARENESS

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Demonstrate a basic knowledge of desktop publishing applications	
• Set column width	A

G = GUIDANCE

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Apply basic spreadsheet skills	
• Use basic formulas for adding, subtracting, multiplying, dividing, averaging and determining percents	G
Apply basic graphics skills	
• Capture still images using a scanner, digital camera and Internet	G
Apply basic multimedia skills	
• Use age-appropriate multimedia software to create slides (PowerPoint, Kid Pix, etc)	G
• Import different file formats (text, pictures, graphs, tables)	G
• Apply formatting to text within a slide	G

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's *Acceptable Use Policy and Ethics*.	G

I = INDEPENDENT

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Explain options for storing files of various sizes	I
Demonstrate the effectiveness of image generating techniques to communicate a story (photography, video)	I
Analyze and evaluate the effectiveness of a graphic object designed and produced to communicate a thought or concept.	I
Apply the appropriate method of communications technology to communicate a thought. (phone, letter, e-mail, etc.)	I

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Recognize and locate letters, punctuation and numbers on a keyboard	I
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace,	I

option/alt., tab, insert and other function keys)	
Use correct right and left-hand keyboard positions	I
Demonstrate correct home row positions	I
Enter text at a defined speed with acceptable accuracy.	I
Know specialized computer applications used in the community (ATM's, grocery store, airport kiosks, video games, car, handhelds, hospital, restaurants, gas pumps)	I
Describe the function and demonstrate the use of advanced input / output devices (scanner, projector, digital camera)	I

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Use the *file management features* such as *file, delete, copy, format*	I
Identify and use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	I
Identify and solve basic software problems relevant to specific software applications (Example: My tool bar is gone!)	I
Apply basic Word Processing skills.	
• Cut, copy and paste text to another document	I
• Format document (Headers, footers, margins, page numbering), paragraph and page (tab, indent, line spacing, outline format)	I
• Multi-column documents	I
• Use the find / replace, thesaurus, dictionary	I
• Import and arrange graphics in a document	I
• Use a table to display related information	I
Demonstrate a basic knowledge of desktop publishing applications	
• Use age appropriate software for desktop publishing	I
• Use appropriate font styles and size	I
• Set the paragraph indentation	I
• Choose document *justification*	I
• Use principles of design (proportion, balance, contrast)	I
Apply basic spreadsheet skills	

• Read and interpret information in a spreadsheet	I
• Enter, edit and delete information in a spreadsheet / graphing program	I
• Format cell attributes (columns, rows, justification, styles and number)	I
• Use data from a spreadsheet to create charts and graphs	I
Apply basic database skills	
• Use an age-appropriate database to find information	I
• Enter information in an existing database	I
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	I
Apply basic graphics skills	
• Use the delete, copy, paste, cut functions in a graphics program	I
• Import and export graphics in appropriate file format such as *tif, bmp, jpg, and gif*.	I
Apply basic multimedia skills	
• Navigate through a multimedia presentation	I

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Describe the organization and functions of the basic parts that make up the *World Wide Web* (*search engines, directories*, sites).	I
Apply basic on-line research techniques to meet specific needs. Consider the accuracy and validity of information found on the Internet and cite bibliographical references.	I
Attach a document to an e-mail message. Retrieve a message that contains an attached document.	I
Save a graphic from an Internet document.	I

M = MASTERY

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, **fiber optics**).	M
Understand images can come from a scanner, digital camera, Internet and video.	M
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	M

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, **CPU**)	M
Start, shut down and restart	M
Print a document	M
Insert and remove disks correctly	M
Choose the appropriate printer	M

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Startup and quit applications.	M
Create, open and close a new document.	M
Use Save and Save As appropriately.	M
Understand the **desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu**	M

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	M

• Insert and move cursor to enter text	M
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	M
• Change *justification* and *line spacing*	M
• Cut, copy and paste text within a document	M
• Use spell check	M
• Apply appropriate *page orientation.*	M
Apply basic graphics skills	
• Create original artwork using the tools within a grade appropriate graphics program.	M

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in *Favorites.*	M
Log-on to an e-mail server, send, retrieve and read e-mail messages.	M
Use the Internet to answer age appropriate questions.	M

Knowledge and Skills 3.8, 3.8.4 A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	M
Discuss consequences of misuse of technology and information gathered through the use of technology.	M

Required/Approved Textbooks and Materials:

Book Title: None

Publisher:
ISBN #:
Copyright:
Date of Adoption:

3.6 Technology Education

3.6.4 B Know that information technologies involve encoding, transmitting, receiving, storing, retrieving and decoding.

3.6.7 B Explain information technologies of encoding, transmitting, receiving, storing, retrieving and decoding.

Knowledge and Skills	K	1	2	3	4	5	6
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, fiber optics).	A	A	G	I	M	M	M
Understand images can come from a scanner, digital camera, Internet and video.	A	A	G	I	M	M	M
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	A	A	G	I	M	M	M
Explain options for storing files of various sizes					A	G	I
Demonstrate the effectiveness of image generating techniques to communicate a story (photography, video)					A	G	I
Analyze and evaluate the effectiveness of a graphic object designed and produced to communicate a thought or concept.					A	G	I
Apply the appropriate method of communications technology to communicate a thought.					A	G	I

3.7 Technological Devices

3.7.4 C Identify basic computer operations and concepts.

3.7.7 C Explain and apply basic computer operations and concepts.

Knowledge and Skills	K	1	2	3	4	5	6
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, CPU,)	A	A	G	I	M	M	M
Start, shut down and restart	A	G	I	M	M	M	M
Print a document	A	A	G	I	M	M	M
Insert and remove disks correctly	A	A	G	I	M	M	M
Choose an appropriate printer	A	A	G	I	M	M	M
Recognize and locate letters, punctuation and numbers on a	A	A	G	G	G	I	I

keyboard							
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	A	A	G	G	G	I	I
Use correct right and left-hand keyboard positions	A	A	G	G	G	I	I
Demonstrate correct home row positions	A	A	G	G	G	I	I
Enter text at a defined speed with acceptable accuracy.	A	A	G	G	G	I	I
Know specialized computer applications used in the community				A	A	G	I
Describe the function and demonstrate the use of advanced input / output devices (scanner, projector, digital camera)					A	G	I

3.7 Technological Devices

3.7.4 D Use basic computer software.

3.7.7 D Apply computer software to solve specific problems.

Knowledge and Skills	K	1	2	3	4	5	6
Startup and quit applications.	A	G	I	I	M	M	M
Create, open and close a new document	A	A	G	I	M	M	M
Use Save and Save As appropriately.		A	G	I	M	M	M
Understand the desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu	A	A	G	I	M	M	M
Use the file management features such as file, delete, copy, format					A	G	I
Identify and use appropriate software to meet specific needs				A	G	I	I
Identify and solve basic software problems relevant to specific software applications					A	G	I
Apply basic Word Processing skills.							
• Enter and delete text to complete an assignment	A	A	G	I	M	M	M
• Insert and move cursor to enter text	A	A	G	I	M	M	M
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	A	A	G	I	M	M	M
• Change justification and line spacing		A	G	I	M	M	M
• Cut, copy and paste text within a document		A	G	I	M	M	M
• Use spell check		A	G	I	M	M	M
• Apply appropriate page orientation.		A	G	G	I	I	M
• Cut, copy and paste text to another document				A	G	G	I
• Format document (Headers, footers, margins, page numbering) Paragraph & page (tab, indent, line spacing, outline)					A	G	I
• Multi-column documents					A	G	I
• Use the find / replace, thesaurus, dictionary					A	G	I

37   Page 93

Knowledge and Skills	K	1	2	3	4	5	6
• Import and arrange graphics in a document					A	G	I
• Use a table to display related information					A	G	I
Demonstrate a basic knowledge of Desktop Publishing applications							
• Use age appropriate software for desktop publishing				A	G	G	I
• Use appropriate font styles and size					A	G	I
• Set the paragraph indentation					A	G	I
• Choose document justification					A	G	I
• Use principles of design (proportion, balance, contrast)					A	G	I

A – Awareness Level   G – Guidance Level   I – Independent Level   M – Mastery Level

3.7 Technological Devices
3.7.4 D Use basic computer software.
3.7.7 D Apply computer software to solve specific problems.

Knowledge and Skills	K	1	2	3	4	5	6
• Set column width						A	A
Apply basic spreadsheet skills							
• Read and interpret information in a spreadsheet				A	G	G	I
• Enter, edit and delete information in a spreadsheet / graphing program				A	G	G	I
• Format cell attributes (columns, rows, justification, styles and number)					A	G	I
• Use data from a spreadsheet to create charts and graphs					A	G	I
• Use basic formulas for adding, subtracting, multiplying, dividing,						A	G

averaging and determining percents							
Apply basic database skills							
• Use an age-appropriate database to find information					A	G	I
• Enter information in an existing database					A	G	I
Apply basic graphics skills							
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	A	A	G	G	G	I	I
• Create original artwork using the tools within a grade appropriate graphics program.	A	A	G	G	I	I	M
• Use the delete, copy, paste, cut functions in a graphics program		A	A	G	G	I	I
• Import and export graphics in appropriate file format such as tif, bmp,jpg, and gif.				A	G	G	I
• Capture still images using a scanner, digital camera and Internet					A	G	G
Apply basic multimedia skills							
• Navigate through a multimedia presentation				A	A	G	I
• Use age-appropriate multimedia software to create slides (PowerPoint, Kid Pix,etc.)				A	A	G	G
• Import different file formats (text, pictures, graphs and tables)				A	A	G	G
• Apply formatting to text within a slide				A	A	G	G

A – Awareness Level   G – Guidance Level   I – Independent Level   M – Mastery Level

3.7 Technological Devices
3.7.4 E Identify basic computer communications systems.
3.7.7 E Explain basic computer communications systems.

Knowledge and Skills	K	1	2	3	4	5	6
Understand and agree to the District's Acceptable Use Policy and Ethics.	A	A	A	A	G	G	G
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in *Favorites*	A	A	G	I	M	M	M
Log-on to an e-mail server, send, retrieve and read e-mail messages.	A	A	G	I	M	M	M
Use the Internet to answer age appropriate questions.	A	A	G	I	M	M	M
Describe the organization and functions of the basic parts that make up the World Wide Web (search engines, directories, sites).					A	G	I
Apply basic on-line research techniques to meet a specific need. Consider the accuracy and validity of information found on the Internet and cite bibliographical references.					A	G	I
Attach a document to an e-mail message. Retrieve a message that contains an attached document.					A	G	I
Save a graphic from an Internet document.					A	G	I

3.8 Science, Technology and Human Endeavors

40

3.8.4 A Know that people select, create and use science and technology and are limited by social and physical restraints.

Knowledge and Skills	K	1	2	3	4	5	6
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	A	A	G	I	M	M	M
Discuss consequences of misuse of technology and information gathered through the use of technology.	A	A	G	I	M	M	M

Course Title: Art for Kindergarten

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Periods Per Week: 2   **Length of Period**: 30 min

Suggested Length Of Course: 1 year

Units Of Credit:

Date Written: 3/2/04   **Date Approved**: May 10, 2004

Date Reviewed: 2003-2004   **Implementation Year**: 2004-2005

Teacher Certification Required: Certification in Art Education

Standards Addressed

9.1.3F, 9.1.3G, 9.1.3H, 9.2.3 A

Relationship to Other Planned Instruction: Integrated with Kindergarten curriculum

Prerequisites: none

Special Requirements: none

Writing Team Members: Barb Kersey, Terri Walters, Eileen Bovard, Carla Melkonian, Rebecca Yeager, Joie Hinds, Jennifer Gaston, Karen DeMarte, Cindy Hartburg

Standards addressed:

<u>**9.1 Production, Performance, and Exhibition of Dance, Music, Theatre and Visual Arts**</u>

9.1.3 F   Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the works of Picasso)

9.1.3 G   Students will be able to recognize the fuction of rehearsals and practice sessions.

9.1.3 H   Handle materials, equipment and tools safely at work and performance spaces.

<u>**9.2 Historical and Cultural Contexts**</u>

9.2.3 A   Explain the historical, cultural and social content of an individual work in the arts.

COURSE DESCRIPTION:

The Kindergarten visual art curriculum, integrated with the regular education classroom, is designed to enhance the students' appreciation of visual art tools and materials. The students will learn the basic processes involved in the production of artwork, art history, and ways of discussing artworks in conjunction with events in their daily lives.

Outline of Content Sequence and Recommended Time :

The following standards will be addressed when they are developmentally appropriate and as they correlate with other curricular areas.

9.1.Production and Performance

9.2 Historical and Social Context

Specific Educational Objectives to be taught:

9.1.3 F   To discuss an artist's work in a group situation.

9.1.3 G To understand the benefits of drafts and practices for finished art.

9.1.3 H To identify safe handling of materials at age and grade appropriate levels**.**

9.2.3A   To identify similarities and differences between artworks and events in their
daily lives.

Summative Assessments:

9.1.3 F   Students will be able to work in groups to discuss the work of a particular
artist.

9.1.3 G   Students will be able to discuss the benefits of drafts and practices for
finished art

9.1.3 H   Students can identify and model safe handling of age and grade
appropriate materials

9.2.3 A   Students can identify similarities and differences between
artworks and events in their daily lives.

Required/Approved Textbooks and Materials:

Eraser Clay, paint (tempera, watercolor, finger), drawing mediums (crayons, pastels (oil and pastel), markers, charcoal, chalk, colored pencils,

Book Title:
Publisher:
ISBN #:
Copyright:
Date of Adoption:

Course Title: Kindergarten Music

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Periods Per Week: 1   **Length of Period**: 20 minutes

Suggested Length Of Course: One Year

Units Of Credit:

Date Written: 3/2/04   **Date Approved**: May 10, 2004

Date Reviewed: 2003-2004   **Implementation Year**: 2004 - 2005

Teacher Certification Required: Music Education Certification

Standards Addressed (code): 9.1.3.F   9.1.3G   9.1.3.H   9.2.3.A

Relationship to Other Planned Instruction: Some standards may be addressed with the music specialist through arts infused activities aligned with the Kindergarten Curriculum.

Prerequisites: none

Special Requirements: none

Writing Team Members: Ellen Johnson, Sue Ross, Diane Reese, Mark Napolitan

Standards addressed :

9.1.3.F   Identify works of others through a performance or exhibition.

9.1.3G   Recognize the function of rehearsals and practice sessions.

9.1.3.H   Handle materials, equipment and tools safely at work and performance
                   spaces.

9.2.3.A   Explain the historical, cultural and social context of an individual work in
                   the arts.

COURSE DESCRIPTION:

The Kindergarten Music Curriculum, aligned and correlated with the regular education
classroom, is designed to enhanced the student's appreciation of music**.**

Outline of Content Sequence and Recommended Time:

The following standards will be addressed when they are developmentally appropriate.

9.1. Production and Performance

9.2.Historical and Cultural Context

Specific Educational Objectives to be taught:

9.1.3.F	To perform musical works in a concert setting.
9.1.3G	To participate in mechanics of a rehearsal for performance.
9.1.3.H	To identify safe handling of materials at grade appropriate levels.
9.2.3.A	To become aware of the historical, cultural, social background of a musical work.

Summative Assessments:

9.1.3.F	The student will perform in a concert or exhibition setting.
9.1.3G	The student will participate in a rehearsal.
9.1.3.H	The student will demonstrate correct usage and playing of instruments.
9.2.3.A	The student will discuss the background of a music work through its historical, cultural, or social content in a group or class situation.

Required/Approved Textbooks and Materials:

Warren County School District
Current Half-Day Kindergarten Schedule for A-B-C-D-E Days

A typical half-day kindergarten schedule. Students will have 40 minutes of computers with the classroom teachers, 20 minutes of library with the librarian and 20 minutes of music with the music teacher throughout A-E days. This schedule does not reflect Language Arts Workshops, Writing and Math Workshops.

8:00-8:15
Opening/Flag/Calendar/Weather Chart/Morning News/Attendance
8:15 - 8:30
Music with classroom teacher.
8:30-9:15
Language Arts
9:15 – 9:30
Snack/Physical Activity
9:30 – 10:00
Classroom Story with whole group activity
10:00 – 10:30
Math
10:30-10:50
Social Studies or Science or Art
10:50 – 11:00
Ready for dismissal-teacher assistant will walk and dismiss students by office entrance.
11:00 - 11:15
Unstructured due to dismissal
11:15 - 12:00
Lunch and Planning Time
12:00
Students arrive
12:00 – 12:20
Intentional social interaction and free play
12:20 – 12:30
Opening/Flag/Calendar/Weather Chart/News/Attendance
12:30 - 12:40
Music with the classroom teacher.
12:40 - 1:15
Language Arts
1:15 – 1:30
Snack/Physical Activity
1:30 – 2:00
Classroom Story with whole group activity
2:00-2:30
Math
2:30 – 2:50
Social Studies or Science or Art
2:50 - 3:00
Late bus dismissal 3:05

APPENDIX B
WCSD BREAKFAST SALES
KINDERGARTEN 06/07

	SCHOOL FACILITY	06/07 KINDERGARTEN ENROLLMENT	06/07 DAILY BREAKFAST SALES
CENTRAL ATTENDANCE AREA	Warren Area High School	0	0
	Beaty Warren Middle School	0	0
	Warren Area Elementary Center	0	0
	South Street Early Learning Center	187	10
EASTERN ATTENDANCE AREA	Allegheny Valley Elementary School	14	0
	Sheffield Elementary School	26	5
	Sheffield Area Middle High School	0	0
NORTHERN ATTENDANCE AREA	Sugar Grove Elementary School	42	5
	Russell Elementary School	39	11
	Eisenhower Middle High School	0	0
WESTERN ATTENDANCE AREA	Youngsville Elementary/Middle School	59	8
	Youngsville High School	0	0
TOTALS		367	39

Note - Estimate provided is average over past 6 months from Cafeteria Managers

WARREN COUNTY SCHOOL DISTRICT

Summary of Full-Day Kindergarten Research

The WCSD has charged the administration with the task of reviewing several different options for full-day kindergarten based on research. The following are excerpts and summaries of the current research designating the advantages and disadvantages.

1. *"Students performed significantly better in reading and math achievement at the end of kindergarten and continued to show better performance into first grade.*
2. *To retain benefits into the upper elementary grades, teachers would need to provide differentiated instruction in the first through third grades.*
3. *Children who attended full-day kindergarten learned more in literacy and mathematics than their peers who attended half-day kindergarten classes." (Summary of Research Findings Full-Day Kindergarten, January 2007)*
4. Full-day kindergartners showed a 22% advantage in their math score gains and a 32% advantage in their reading score gains. These gains held even after controlling for children's poverty status and their initial reading and math abilities.
5. Contributes to increased school readiness.
6. Leads to higher academic achievement.
7. Improves student attendance.
8. Supports literacy and language development.
9. Benefits students socially and emotionally.
10. Decreases costs by reducing retention and remediation rates.
11. In both full- and half-day programs, kindergarteners spend most of their class time working on reading, language arts, and math activities.
12. Seventy-nine percent of full-day teachers read aloud to their students every day, compared to 62% of half-day teachers." *("Making the Most of Kindergarten: Present Trends and Future Issues in the Provision of Full-day Programs"* A NIEER Policy Report, March 2005)

The students who attended full-day kindergarten at YEMS in the pilot program in 2002-03 showed higher scores on the 3rd grade PSSA Reading and Math Tests in April 2006. This academic achievement is supported by the research.

Full-Day Kindergarten Facts

Full-day kindergarten will show positive results in a less hurried and more relaxed day in classroom environment providing learning that is calm to cover the kindergarten curriculum. Covering curriculum in this way allows for it to be absorbed by kindergarten students in providing time to explore with materials, more time in small group instruction, which is child initiated and considered to be the best practices. In so doing this reduces disruptions and transitions in a child's day.

Present curriculum/planned instruction of kindergarten in WCSD along with supportive practices of the Pennsylvania Kindergarten Standards will support a full day kindergarten program in the WCSD. The teachers will have more time for lessons, individual attention, and the reinforcement of positive behavior (e.g. setting up a science experiment that students have time to explore, process, and conclude their observations in written form). Full-day kindergarten positively affects the children's social development and self concept. Teachers and parents are finding a higher level of independence and more balance in the curriculum for full-day students.

All students are offered a full-day kindergarten program with transportation provided to and from school. This addresses the problem of the two hour delay with students. Students will have the remainder of the school day for instruction as compared to those students in a half day program that have only 40 minutes of instruction. Children would also be able to have a nutritious breakfast and lunch every school day.

In a full-day program, learning and behavior problems are more apparent for the school staff and referrals are made to the child study team. Teachers are better able to know families and students that they teach at this level with only one class. Children from low income or educationally disadvantaged backgrounds are showing more academic and behavioral benefits.

The scores on standardized assessments such as the DIBELS are showing higher scoring results according to 50% of the school districts that responded positively towards full-day kindergarten. Out of the 15 school districts in the IU#5 that have full-day programs, 8 districts provided curriculum, schedules, success stories and support. The Director of Curriculum from Millcreek School District stated, "Hooray for the WCSD, you will find great things in full- day kindergarten for students, parents, and teachers!"

Full-Day Kindergarten Facts *(Continued)*

Full-day kindergarten has met the challenge of accommodating the family's changing lifestyles. Kindergarten teachers, first grade teachers, parents of students coming in the fall and present, grandparents, parents of the children that participated in the pilot programs at AV and YEMS, the school districts in IU 5, the Early Childhood Coalition of Warren and Forest Counties support full-day kindergarten.

Full-Day Kindergarten Concerns

Although there is very positive research concerning full-day kindergarten, there are some negative drawbacks. Some of the school districts that did not have state support for funding full-day kindergarten and/or community support voiced their concerns, which are listed below.

1. Demands on Children - Overly demanding curriculum
2. Accessibility - Targeting underserved students can lead to complaints for those not included in the program
3. Cost - Potentially greater costs of a longer day could outweigh the benefits.
4. Local autonomy - Kindergarten policies should be locally driven.
5. Competition for early childhood funding and quality staff - Compete for funds with other initiatives such as preschool and daycare. This competition could result in the loss of preschool staff to higher–paying kindergarten positions. *("PK-3 Education: Programs and Practices that Work in Children's First Decade."* Foundation for Child Development Working Paper: Advancing PK-3 No. Six, January 2006)

Full-Day Kindergarten Conclusion

The challenge voiced by some of the school districts in reference to overwhelming curriculum is not the issue. The issue is whether or not the school districts can continue the pace with the students who attended full-day kindergarten programs. By using the state of PA Kindergarten Standards, the WCSD 1st-6th curriculum will need to be revisited to ensure that the upper grade levels can meet the academic demands of the upcoming students.

The students in the pilot full-day kindergarten program at YEMS performed better on the PSSA Math and Reading Tests. These students were not subject to the "fade-out phenomenon," which has been mentioned by some of the studies.

> *"Studies have indicated that the qualify and duration of developmentally appropriate early childhood experiences are strongly linked to later school performance and performance in society. While research supports the efficacy of early intervention, the 'fade-out phenomenon' has been linked to insufficient school support after early intervention." ("PK-3 Education: Programs and Practices that Work in Children's First Decade." Pg 6, January 2006)*

The WCSD will provide full-day kindergarten to all students alleviating the problem of identification and selection of particular student groups. Bussing will be provided in both directions and is reimbursable. Overall costs have been shown to be reduced due to the reduction in retention and remediation rates for students that attended full-day kindergarten. Student enrollment will increase as students that previously attended private and/or charter schools for full-day kindergarten will now enroll at the WCSD, which will increase revenue. An important note is that the funding source used most readily by the school districts in the IU#5 for full-day kindergarten is the Accountability Block Grant. Those school districts that chose to have small class sizes at the primary level utilized Title IIA monies.

The local WCSD School Board and administration will develop the kindergarten policies with input from teachers and community members. The WCSD has a pool of previously identified substitute teachers that would be willing to apply for any teaching vacancies as a result of implementation of full-day kindergarten.

REFERENCES

1. *Fairview Elementary School District All Day Kindergarten Update,* June 2005.

2. *"Full-Day Kindergarten: Expanding Learning Opportunities,"* WestEd Policy Brief, April 2005.

3. *"Making Early Education Opportunities Work for Kids and Teachers: Best Practices in Pre-K."* Downer, Dr. Jason, LoCasale-Crouch, Jennifer. Presentation, January 17-18, 2007 for PA Best Practices in Pre-Kindergarten Conference.

4. *"Making the Most of Kindergarten: Present Trends and Future Issues in the Provision of Full-day Programs"* A NIEER Policy Report (March 2005)

5. *"PK-3 Education: Programs and Practices that Work in Children's First Decade."* Foundation for Child Development Working Paper: Advancing PK-3 No. Six, January 2006.

6. *Summary of Research Findings Full-Day Kindergarten*, January 2007
   Wendy Etheridge Smith, Ph.D.
   Director of Policy and Planning
   Office of Child Development and Early Learning
   Department of Education and Department of Public Welfare
   Phone: (717)-346-1116
   Email: wensmith@state.pa.us

2002-03 WCSD FULL-DAY & HALF-DAY KINDERGARTEN ATTENDANCE RATES

WCSD Kindergarten	*Total Student Enrollment	Days Attended	Days Belonged	% Attendance
Morning	200	31115	33545	92.756%
Afternoon	153	24053	25711	93.551%
Full-Day	54	8642	9138	94.572%

Youngsville Kindergarten	*Total Student Enrollment	Days Attended	Days Belonged	% Attendance
Morning	24	3829	4101	93.367%
Afternoon	22	3887.5	4309	90.218%
Full-Day	20	3290.5	3500	94.014%

Allegany Valley Kindergarten	*Total Student Enrollment	Days Attended	Days Belonged	% Attendance
Full-Day	26	4056	4260	95.211%

*Students are reported using differentiating instructional time summaries. The state counts inactive students that were with us part of the year and the students who have moved between buildings actually are counted once in each building. Do not try to compare these totals to the WCSD Public Enrollment Report. The Public Enrollment Report counts only active students on October 1st (or as close to October 1st as possible if October 1st is not a day in session).

Full-Day Kindergarten
January 2007

---

1. *"Comparing Longitudinal Academic Achievement of Full-Day and Half-Day Kindergarten Students" (May/June 2006)*

This retrospective study demonstrated that students who attended full-day kindergarten performed significantly better in reading and math achievement at the end of kindergarten and continued to show better performance into first grade. The researchers interviewed teachers who attributed the enhanced performance to the "increased time that FDK students spent reviewing and practicing material." To retain benefits into the upper elementary grades, teachers would need to provide differentiated instruction in the first through third grades. Additionally, student development (i.e., general maturational issues that helped HDK students to "catch up") and other student attributes (i.e., parental involvement) could affect the retention of full-day kindergarten academic benefits over time.

Wolgemuth, J.R., Cobb, R.B. & Winokur, M.A. (2006) Comparing Longitudinal Academic Achievement of Full-Day and Half-Day Kindergarten Students, <u>Journal of Educational Research,</u> <u>99(5)</u>, 260 – 269.

2. *"Full-Day versus Half-Day Kindergarten: In Which Program Do Children Learn More?" (February 2006)*

Children who attended full-day kindergarten learned more in literacy and mathematics than their peers who attended half-day kindergarten classes. These results were found looking at a nationally representative cohort of over 8,000 kindergarteners in over 500 public schools in the United States as part of the Early Childhood Longitudinal Study – Kindergarten Cohort.

Lee, V.E., Burkam, D.T., Ready, D.D., Honigman, J. & Meisels, S.J. (2006) Full-Day versus Half-Day Kindergarten: In Which Program Do Children Learn More? <u>American Journal of Education,</u> <u>112</u>, (2), 163 – 208.

3. *"PK-3 Education: Programs and Practices That Work in Children's First Decade"*
   Foundation for Child Development Working Paper: Advancing PK-3 No. Six, January
   2006

The major assumption of PK-3 programs is that better coordination and integration of educational programs and practices between ages 3 and 9 will enhance learning above and beyond the impact of typically organized school experiences. PK-3 programs and practices are organized under four key principles that (a) support continuity, (b) enhance capacity for organization of services, (c) promote instructional practices, and (d) encourage family support services. Six areas have been identified as being components of PK-3 organization and include (1) full day kindergarten, (2) reduced class size in the primary grades, (3) preschool, (4) reduced school mobility, (5) parental involvement in school, and (6) teacher quality and classroom contexts.

In this report, Arthur Reynolds, Katherine Magnuson, and Suh-Ruu Ou reviewed research on the six areas associated with PK-3 organization and the impact on child development. The authors concluded that children who do not experience the PK-3 program components are further behind their peers on indicators of school success, such as math and reading skills, teacher reports of proficiency and positive approach to learning, and grade retention and special education. Children who experienced half of the PK-3 components performed better than those who did not but less well than children who experienced all PK-3 components. In fact, children who did not experience any of the PK-3 components were over three times more likely than other children to have been held back. Looking at economic analysis studies of the six areas, the authors identified that preschool was the most cost-effective intervention of all of the PK-3 elements.

Summary available: http://www.fcd-us.org/PK3Education.html

4. *"Full vs. Half: More Pays, Study Finds," national follow-up study of U.S. Department of*
   Education Early Childhood Longitudinal Study

In a nationally representative study of 8,000 children, learning gains that pupils make in full-day programs translate to about a month of additional schooling over the course of a school year. The programs seem to benefit all children regardless of race/ethnicity and family income. This represents the first national study that has demonstrated such effects.

Lee, V.E., Burkam, D.T., Ready, D.D., Honigman, J. & Meisels, S.J. (2006) Full-Day versus Half-Day Kindergarten: In Which Program Do Children Learn More? American Journal of Education, 112(2), 163 – 209

5. *"Full-Day Kindergarten: Expanding Learning Opportunities,"* WestEd Policy Brief,
   April 2005

This Policy Brief looks at research on full day kindergarten (FDK) and how states are implementing these programs. Research has repeatedly shown that FDK can afford children the academic leaning time needed to prepared for mastery of primary-grade reading and math skills and that the full-day program is consistently more effective than half-day programs, especially for disadvantages youngsters. Among benefits are increased school readiness, higher academic achievement, improved attendance supported literacy and language development, social and

emotional growth and reduced retentions and remediation rates. The Brief identifies and discusses several policy considerations in addition to hailing the praises of the FDK strategy.

Available: www.wested.org. Order free or view on-line.

6. *Making the Most of Kindergarten: Present Trends and Future Issues in the Provision of Full-day Programs" A NIEER Policy Report (March 2005)*

State trends are for enrollment in full-day kindergarten to increase. Over 60% of kindergarteners across the nation are enrolled in full-day programs, and rates of participation are higher in the South where more than 80% of public schools provide full-day kindergarten. Teachers in full-day kindergarten programs spend more time on reading, language arts, and math activities compared to their peers in half-day programs. Additionally, children in full-day kindergarten programs have more time to spend in self-directed activities, which have been found to promote long-term learning. Reviews of studies indicate that full-day kindergarten is beneficial for all children but particularly children from disadvantaged backgrounds. Areas where the impact of full-day kindergarten have been less clear are for special education placements and promotion of social outcomes in children.

Available: http://nieer.org/resources/policyreports/report4.pdf

7. *"The Condition of Education 2003,"* U.S. Department of Education

The federal government's "Condition of Education" report includes a large national study that follows a representative sample of children as they progress through elementary school. Analyzing the students' experiences as they moved from kindergarten to first grade, the U.S. Department of Education found that: "The additional time that children who attend full-day kindergarten spend in school increases their exposure to a variety of instruction activities – learning phonics, reading books, reading from a basal text, and so forth. Findings… suggest that public school children who attend full-day classes make greater reading achievement gains during the kindergarten year than their counterparts who attend half-day classes."

Available: www.ed.gov. Click on Publications. Type in the title on the Search bar. Order a free copy or view on line, or call 1-877-433-7827.

8. Philadelphia

   a. *"Study: Full-Day Kindergarten Boosts Academic Performance," Education Week*, April 17, 2002

   For a copy, go to www.edweek.org, click on the Achieves and search on the "table of contents" by selecting the appropriate date. You will be able to print a copy. Also available at http://www.edweek.org/ew/newstory.cfm?slug=31kinder.h21 .

   b. *Enhancing Urban Children's Early Success in School: the Power of Full-Day Kindergarten",* Andre*a* Del Gaudio Weiss, Ph.D and Robert M. Offenberg, Ed.D., School District of Philadelphia

   The Philadelphia School District followed the academic progress of more than 17,000 children who started school in the mid-1990s. The district found that students who were in full-day kindergarten showed strong signs of early success: "Results

indicated that students who attended full-day kindergarten were more than twice as likely to remain on-grade through third grade than students with no kindergarten…. When full-day and half-day attendees were compared, the former were 26% more likely to be promoted through third grade. Of students who reached third grade on time, full-day kindergarten attendees had significantly higher achievement scores in reading, math, and science, higher report card marks, and better attendance." Full-day kindergarten also helped pay for itself, as "the academic benefits of the full-day program were found to offset nearly 19% of the actual additional costs over half-day kindergarten."

> For a copy, contact the School District of Philadelphia, Office of Research and Evaluation, 2120 Winter Street, Room 414, Philadelphia, PA 19103 (215) 299-7770.

9. Montgomery County, Maryland

    a. *"All-Day Kindergarten Boosts Reading," Washington Post,* September 11, 2001

    After the first year of Montgomery County's full-day kindergarten initiative, the *Washington Post* described the significant positive results: "The study of 7,849 kindergartners found that 71 percent of those 'high-risk' students who spent all day in class mastered reading fundamentals by the end of the year, as opposed to 54 percent of those enrolled in half day."

    Available: www.washingtonpost.com , for $2.95.

    b. *"Evaluation of the Montgomery County Public Schools Assessment Program: Kindergarten and Grade 1 Reading Report,"* by Jennifer Nielson, Ph.D and Elizabeth Cooper-Martin, Ph.D.   Montgomery County Public Schools, Maryland, September 2002

    The number of children in the study roughly doubled by the second year, and the differences between half- and full-day kindergartens widened. Montgomery County concluded that, "The Kindergarten Initiative has produced a full-day kindergarten benefit in both year 1 and 2 of the program. The full-day kindergarten benefit appears for both Head Start and non-Head Start students, with all racial/ethnic groups benefiting similarly from the full-day kindergarten benefit."

Available: www.mcps.k12.md.us.departments/accountability/pdf/evaluation/KindInit2002.pdf
Or, for a copy, contact Montgomery County Public Schools, Office of Shared Accountability, Rockville, Maryland,   (301) 279-3448

10. *"The Long Term Educational Effects of Half-Day vs. Full-Day Kindergarten,"* by Dominic F. Gullo, published in Early Childhood Development and Care, 2000 Vol. 160 PP.17-24.

Research on full-day kindergarten from the University of Wisconsin concluded that: "children who were in a full-day kindergarten program scored significantly higher on both math and reading on a standardized achievement test. In addition, there were fewer children from the full-day cohort who had been retained in grade. There were no differences in the number of

special education referrals between the two groups. Finally, children who attended full-day kindergarten were absent less during the school year than the half-day kindergarten group."

> For a copy of this article, write to Dominic F. Gallo at the University of Wisconsin, Milwaukee, P.O. Box 413, Department of Curriculum and Instruction, Milwaukee, WI 53201.

11. *"The Effects of Full-day Kindergarten on Student Achievement and Affect,"* Presentation to the American Educational Research Association, Published in Phi Delta Kappa International, 1998

A study on full-day kindergarten in Springfield, Missouri, found that: "Students enrolled in full-day programs receive more small group and individualized instruction than their half-day counterparts and often participate in a greater variety of activities, including outdoor activities. Attendance was found to be significantly higher, and fatigue, sometimes assumed to be a problem for children attending full-day, is not a significant factor.... Parents and teachers overwhelmingly favor full-day programs (98%) over half- or extended-day, citing improved learning and school socialization skills as benefits. Perhaps the most 'telling' feature, however, is that full-day kindergarten students consistently outperform half- and extended-day students on criterion- and norm-referenced achievement measures."

> Not Available Online.

12. *"A Longitudinal Study of the Consequences of Full-Day Kindergarten: Kindergarten through Grade Eight,"* Evansville-Vanderburgh (Indiana) School Corporation (1988)

Indiana's Evansville-Vanderburgh school district began a full-day kindergarten pilot program in order to gauge the long-term impact on children and the response of parents. In addition to much higher satisfaction among the district's families, researchers found that: "Children who attend full-day kindergarten when compared to children who attend half-day kindergarten consistently have higher achievement test scores in all areas tested except handwriting." Full-day kindergarteners outperformed their peers on "readiness tests at the end of kindergarten; reading tests in grades one, two, and three; and a batter of standardizes tests in grades three, five, and seven."

> For a full copy, contact Evansville-Vanderburgh School Corporation, 1 SE Ninth Street, Evansville, Indiana 47708. Also, a slightly longer summary than the one above is available at: http://www.evsc.k12.in.us/evscinfo/kindergarten/stdy1988.html.

13. *"Narrowing the Gap in Early Literacy: Evidence from the Minneapolis Public Schools Kindergarten Assessments,"* Minneapolis Public Schools

Minneapolis Public Schools introduced full-day kindergarten as part of an intensive early-literacy initiative. The district found that full-day kindergarten was one of the main factors in narrowing the minority achievement gap.

> Available at: **http://rea.mpls.k12.mn.us/sites/770fc804-a9f8-4beb-8663-61ad5e99b91e/uploads/HennepinCountyonBeginningofKindergarten.pps**

14. *"Success Outcomes of Full-Day Kindergarten: More Positive Behavior and Increased Achievement in the Years After,"* Early Childhood Research Quarterly

Researchers studied half- and full-day kindergarten programs in school districts throughout Ohio and found striking and lasting differences in student achievement and social development. The study describes the impact: "The difference between full-day kindergarten and half- or alternate-day kindergarten was evident in standardized test performance… [and] fewer grade retentions…." In addition, "full-day children were more involved, showed more originality and independent learning, and were less likely to be dependent, shy, and withdrawn than their half-day and alternate-day counterparts."

Requests for reprints of the article should be sent to Dr. John R, Cryan, University of Toledo, College of Education and Allied Professions, Department of Elementary and Early Childhood Education, Toledo, OH 43606-3390

For more information, contact:
Wendy Etheridge Smith, Ph.D.
Director of Policy and Planning
Office of Child Development and Early Learning
Department of Education and Department of Public Welfare
Phone: (717)-346-1116
Email: wensmith@state.pa.us

KINDERGARTEN FULL DAY SAMPLE SCHEDULE
(with uninterrupted 90 minute block of Language Arts Instruction)

8:15 a.m.   Teacher greets arriving children,
               Children hang up backpacks and belongings,
               Children write in journals (date, picture, word or sentence to go
   with picture)
               Children choose a book to read quietly
8:30 -9:00   Opening Exercises
                       Pledge of Allegiance, Good morning song, Calendar,
                       Weather, Counting , Songs and Fingerplays, Morning
                       Message,
9:00 -10:30 Language Arts Instruction
                       Shared Reading/Read Aloud Activity,
                       Comprehension Activity related to story heard
                       Word work
                       Vocabulary Development
                       Phonemic Awareness and Phonics Lesson
                       Guided Reading Lesson/Language Experience
                       Kidwriting or Writing Workshop
                       Small Group Instruction
10:30- 11:00 Sensorimotor Activities/ Physical Activities
                       Organized and/or Unorganized Movement Activities
11:30 –12:30 Lunch and Recess
12:30- 1:00 Rest time/Quiet time
1:00 - 1:20 Snack time
1:20 – 1:50 Mathematics- using manipulatives
1:50 - 2:30   Worktime (Learning Center Time)
                       Child's choice and Teacher's choice
2:30 –2:50 Clean up and prepare to go home
                       End of the day songs/Evaluation of the
                       Sharing Time
                       Dismissal

KINDERGARTEN FULL DAY SAMPLE SCHEDULE

8:15 a.m. Teacher greets arriving children
    Children hang up backpacks and belongings,
    Children write in journals (date, picture, word or sentence to go with picture)
8:30 a.m. Opening
    Pledge of Allegiance, Good morning song, Calendar, Weather, Counting , Songs and Fingerplays, Morning Message
9:00-9:20 Language Arts Instruction
    Shared Reading/Read Aloud Activity,
    Oral Comprehension Activity related to story heard
9:20-9:40 Tape/CD movement activity (could be related to story read)
9:40-10:00 Language Arts
    Word work
    Vocabulary Development
    Integrate Science or Social Studies or Health
    Journal writing
    Response to Story
10:00-10:30 Recess
10:30- 11:00 Kidwriting/ Writing Workshop
    One on one instruction
11:00 –11:30 Literacy Activities Based on Student Need
    Small group instruction
    Phonemic Awareness
    Phonics instruction
11:30 - 12:30 Lunch and Recess
12:30 1:00 Rest time/Quiet Time
1:00- 1:20 Snack Time
1:20- 1:50 Mathematics using manipulatives
1:50- 2:30 Worktime (Learning Centers – child and teacher's choice)
2:30- 2:50 Clean up
    Prepare for dismissal
    Evaluation of the day - What did we do today?
    Dismissal

A Sample Schedule for Full Day Kindergarten
With an uninterrupted 90 minutes Language Arts

8:15 – 8:45 Arrival of children; Morning duties; Pledge of Allegiance; RF individual intervention; Share books and table top manipulatives

8:45 – 9:15 Calendar mathematics; Morning Message;

9:15 – 10:45 Literacy Block- an uninterrupted 90 minutes
- Whole group instruction/Small group instruction
- Shared Reading
- Phonemic Awareness/Phonics Instruction
- Writing Workshop/Kidwriting

10:45 – 11:00 Physical Movement activity/Sensorimotor Activities

11:00- 11:30 Literacy Block
- Learning Centers
- Small group instruction
- Individual instruction
- DEAR Time/Sustained Silent Reading

11:30-12:15 Lunch and Recess

12:15- 12:30 Storytime/Fingerplays

12:30 – 1:10 Quiet time/ Snack

1:10 – 1:45 Mathematics/Science/Social Studies
            Hands on instruction;

1:45 – 2:30 Worktime (Children choice of activities
2:30 – 2:50 Wrap-up; Sharing Time; Prepare for dismissal
            Evaluate the Day/Prepare for Tomorrow

*All Special Classes such as music, art, physical education, computer are scheduled after 12:00 noon.

A Sample Schedule of Full Day Kindergarten

8:15 - 8:45 Children are greeted as they arrive
        Children put belongings away;
        Children complete morning jobs
        Children become engaged with table manipulatives

8:45 – 9:30 Class- meeting/Morning Message/Calendar Mathematics
        Fingerplays, Poems, Songs
9:30 – 10:30 Language Arts/ Literacy Block

- Whole group instruction
- Shared reading
- Writing workshop/Kidwriting
- Phonemic Awareness and Phonics Instruction
- Integration of science and social studies with literacy when possible

10:30–10:45 Physical movement/Sensorimotor activities

10:45 – 11:15 Language Arts

- Learning Centers
- Small Group Instruction

11:15 – 12:15 Lunch and Recess

12:15 – 1:05 Storytime/ Quiet time/ Snack

1:05 – 1:45 Mathematics/Science/Social Studies
        Hands-on instruction
1:45 – 2:30 Worktime/ children's choice of activity

2:30 – 2:50 Wrap up; Sharing Time; Plan for dismissal

        Evaluate the day/Prepare for tomorrow

*Special classes may be scheduled in the a.m. or the p.m.

A Full Day Kindergarten Sample Schedule

8:00- 8:30   Free Play

8:30- 9:00   Opening
Calendar (incorporate lots of mathematics)
Songs
Poems
Fingerplays

9:00- 9:30   Language Arts-whole group directed lesson

9:30-9:50   Recess or Physical Movement
9:50- 10:20   Language Arts/Small Group/ Independent Work
(phonics, phonemic awareness, guided reading)
10:20-10:30   Short Physical Activity
10:30- 10:50   Language Arts - Read Aloud
10:50-11:25   Writing Experience- may be related to Read Aloud

11:25- 12:00   Lunch/ Recess

12:00- 1:00   Mathematics
1:00 – 1:20   Rest Time
1:20 -1:40   Snack

1:40 – 2:30   Center time/Worktime
Teacher Chosen
Student Chosen

2:30 -2:55   Clean- up/ Short Science/Social Studies Lesson
2:55-3:05   Prepare for dismissal/Goodbye Song

* May or may not have special classes (music, art, computer, library, physical education) to fit into schedule

APPENDIX D

POLICY 9530

WARREN COUNTY SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURE AND CRITERIA FOR ADJUSTING TEACHER/STUDENT RATIO IN GRADES K-6

1. Students in classes of 10 and under will be reassigned to other classes or buildings as necessary.

2. Grades K, 1, 2 Class Size:
   - 11 to 22 (A) Students will be assigned a teacher
   - 23 and above (B) "A" plus consideration of the following:
     1) additional aide time to address "student learning concerns."
     2) class reduction through student reassignment to another class or building
     3) the creation of additional classrooms (single-grade, multi-grade)
     4) additional teacher time

3. Grades 3, 4, 5, 6 Class Size
   - 11 to 24 (A) Students will be assigned a teacher
   - 25 and above (B) "A" plus consideration of the following:
     1) additional aide time to address "student learning concerns."
     2) class reduction through student reassignment to another class or building
     3) the creation of additional classrooms (single-grade, multi-grade)
     4) additional teacher time

4. Parents strongly concerned with "class size" may request transfers to smaller classes on a first come first served basis. Smaller classes will most likely be in other buildings.

5. Class size will not in and of itself generate change. The following items will also be weighed in making decisions.

   A. Class "make-up" i.e., "Chemistry." The "effective combination" of students should not be broken up solely because of numbers. Such change may be more detrimental to a youngster than staying in a "larger" class size

B. Impact of "special needs services" will affect each classroom in a different way. If several students take core developmental classes outside the classroom, the "true class size" for teaching reading, for instance, may be different and will be considered.

C. Developmental needs in K, 1, 2 will be addressed through class size adjustment before grades 3-6. If a choice must be made between adjusting a 2nd grade class and a 4th grade class, administration will recommend adjusting the 2nd grade class.

D. Overall student performance in a building on reading, math and writing will be taken into consideration. If administration must choose between adding a teacher to a lower performing school or a higher performing school, the teacher will be added to the children needing the most work.

E. Socio-economic factors as measured by "free and reduced' lunch qualifications will be considered.

F. The administration of the PSSA at a grade level.

JHG/rh
Rev'd JHD/saa
Rev'd JHD/rjf

2

WARREN COUNTY SCHOOL DISTRICT	SECTION 10000

10100 STUDENT ATTENDANCE AREAS

    10102   Assignment of Students to School

        The Board has the legal authority to determine which school a child will attend. Students will be required to attend school in the attendance area in which they reside, unless special permission has been granted by the Superintendent or his/her designee for one or more of the following reasons:

1. A child whose legal residence changes from one attendance area to another during the school year, and whose parent/guardian has submitted a request in writing, may be given permission to continue to attend his or her former school if it is determined that it is in the best interest of the child. Such permission shall not extend beyond the current school year unless a permanent change has been granted.

2. In accordance with the regulations governing the identification and placement of exceptional students, a special education student may be assigned to another building via his/her Individualized Education Plan (IEP) when the program and services the student requires are not available in his/her assigned school. Placement decisions regarding an exceptional student must always consider the home school first when the recommended program is available in the student's assigned attendance area.

3. A child who desires to take a course essential to his or her program of studies which is not offered by his/her assigned school may be transferred to a school within the district where the course is available. The transfer request must be submitted in writing by the parent/guardian and shall remain in effect for the duration of the course(s).

1
2   4. A child who is involved in a serious disciplinary situation
3   in his or her assigned school may be assigned to another
4   school within the District when such a transfer appears
5   to be in the best interest of the student and the District.
6   The transfer shall remain in effect according to the
7   provisions established at the time of the transfer.
8
9   5. A child with a physical and/or psychological condition,
10   verified by a written statement from a licensed physician
11   or psychiatrist, may be transferred to another school
12   within the district which better meets the child's needs.
13   The transfer shall remain in effect as long as it is
14   necessary to meet the student's needs and is supported
15   by the child's doctor.
16
17   6. A child whose parent or guardian shows an extreme
18   hardship in providing child care, either before or after
19   school, may be transferred to another school within the
20   district where the necessary care is available. Such
21   permission shall not extend beyond the current school
22   year unless a permanent transfer has been granted.
23
24   7. A student may transfer to or be reassigned to another
25   school when it has been determined that the transfer is in
26   the best interest of the students and/or the school. The
27   transfer shall remain in effect according to the provisions
28   established at the time of the transfer.
29
30   8. A written request from a student's parent/guardian may
31   be approved to transfer a student into the District from
32   another school district, or from the District to another
33   school district, when it has been determined to be in the
34   best interest of the student, and with both districts,
35   respectively. Such a transfer must be in compliance with
36   the regulations set forth in the school code as established
37   by the Pennsylvania Department of Education. Except for
38   students who at the end of the 2000/2001 academic year
39   were residents within Warren County, but were enrolled
40   in grades 8 through 12 at either the Corry School District
41   or Titusville School District, the financial responsibility
42   for the payment of tuition, transportation, and any other
43   expenses associated with the student transfers to other

school districts shall be the responsibility of the parents/guardians who are requesting the transfer and not the Warren County School District's. Effective 8/1/01, applications for transfers will be received and granted only upon this basis. Further, all students approved for transfers in previous academic years shall be required to reapply for approval so that all transfer students in the 2001/2002 academic year and thereafter shall be subject to this same policy. Students who reside within the Warren County School District and who were enrolled in grades 8 through 12 at the end of the 2000/2001 academic year, in either the Corry Area School District or Titusville School District will be approved to continue their enrollment through their graduation.

9. A parent/guardian who seeks a permanent transfer of his/her child to another school, must file a written request with the building Administrator on or before the first day of April of the school year prior to the year in which the change is to occur. The parent/guardian state the reason(s) for the request. Parent/guardian requests for permanent transfer will be decided on the basis of class size, space needs, health reasons, budget impact, transportation, and any other specific factors which may affect the education and welfare of the students. Permanently approved transfer requests need not be submitted annually.

10. Decisions on all requests for transfer shall take into consideration the point in the school year at which the request is received; class size, space needs, budget impact, transportation, and any other factors which may affect the education and welfare of the student. Parents may request the Superintendent or his/her designee to review any decision declining a transfer request.

Adoption Date   -   May 14, 2001
Practice   -
Legal Reference   -

JHS/kk

Enrollment Projections
Prepared by the Pennsylvania Department of Education
(717) 787-2644

Warren County SD   **1-05-62-830-2**

YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2001-2002	405	386	383	442	539	518	512	548	505	543	593	547	536	6457
2002-2003	383	418	383	379	448	542	506	532	553	528	552	560	523	6307
2003-2004	397	395	407	381	386	451	536	514	534	583	508	498	530	6120
2004-2005	367	404	377	404	378	388	462	540	510	595	540	458	466	5889
2005-2006	390	368	379	359	392	382	384	433	512	535	527	449	442	5552

P R O J E C T I O N S

YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-2007	351	396	345	372	359	395	380	360	411	537	474	438	427	5245
2007-2008	344	357	371	339	371	362	393	356	341	431	476	394	416	4951
2008-2009	306	350	335	364	339	374	360	368	338	358	382	396	375	4645
2009-2010	315	312	328	329	363	341	372	337	349	355	317	318	377	4413
2010-2011	308	320	293	322	329	366	339	349	320	366	314	264	302	4192
2011-2012	301	313	300	288	322	331	364	318	331	336	324	261	251	4040
2012-2013	295	306	294	295	288	324	329	341	302	347	298	269	248	3936
2013-2014	289	300	287	289	295	290	322	308	323	317	307	248	256	3831
2014-2015	283	294	281	282	289	297	289	302	292	339	281	255	236	3720
2015-2016	277	288	276	276	282	291	296	271	286	306	300	234	242	3625

Various Grade Groupings of the Enrollment Projections

YEAR	K-4	K-5	K-6	K-7	K-8	K-9	K-12	5-8	6-8	7-8	6-9	7-9	7-12	8-12	9-12	10-12
2005-2006	1888	2270	2654	3087	3599	4134	5552	1711	1329	945	1864	1480	2898	2465	1953	1418
2010-2011	1572	1938	2277	2626	2946	3312	4192	1374	1008	669	1374	1035	1915	1566	1246	880
2015-2016	1399	1690	1986	2257	2543	2849	3625	1144	853	557	1159	863	1639	1368	1082	776

2005-2006 to 2015-2016

	K-4	K-5	K-6	K-7	K-8	K-9	K-12	5-8	6-8	7-8	6-9	7-9	7-12	8-12	9-12	10-12
Change	-489	-580	-668	-830	-1056	-1285	-1927	-567	-476	-388	-705	-617	-1259	-1097	-871	-642
Percent	-25.9	-25.6	-25.2	-26.9	-29.3	-31.1	-34.7	-33.1	-35.8	-41.1	-37.8	-41.7	-43.4	-44.5	-44.6	-45.3

Notes:
1. Excludes students in full-time out-of-district special education, comprehensive AVTSs, charter schools, state-owned schools, consortium-operated alternative high schools, and juvenile correctional institutions.
2. Enrollment projections beyond five years are subject to errors in the lower grades resulting from inconsistencies between actual and projected live births and should be reviewed closely.
3. Four year old kindergarten students, if any, added to K enrollments.
4. Elementary and secondary ungraded students were distributed among the grades. Therefore, enrollments by grade may differ from those reported by the local education agencies.

Sources:
1. Public School Enrollment Report (ESPE)
2. Resident Live Birth file, 2004, supplied the Division of Health Statistics, Pennsylvania Department of Health. The Department of Health specifically disclaims responsibility for any analyses, interpretations or conclusions.

APPENDIX F

Warren County SD **1-05-62-830-2**

Retention Rates by Grade by Year

	Birth to K	Birth to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12
2001-2002 to 2002-2003	0.82013	0.85132	0.99223	0.98956	1.01357	1.00557	0.97683	1.03906	1.00912	1.04554	1.01657	0.94435	0.95612
2002-2003 to 2003-2004	0.86871	0.84582	0.97368	0.99478	1.01847	1.00670	0.98893	1.01581	1.00376	1.05425	0.96212	0.90217	0.94643
2003-2004 to 2004-2005	0.82103	0.88403	0.95443	0.99263	0.99213	1.00518	1.02439	1.00746	0.99222	1.11423	0.92624	0.90157	0.93574
2004-2005 to 2005-2006	0.83871	0.82327	0.93812	0.95225	0.97030	1.01058	0.98969	0.93723	0.94815	1.04902	0.88571	0.83148	0.96507

Rates Used in Projection Enrollments

Birth to K	Birth to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12
0.83714	0.85110	0.93812	0.98230	0.99861	1.00700	0.99496	0.93723	0.94815	1.04960	0.88571	0.83148	0.95083

Average Retention Rates for All Years

Birth to K	Birth to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12
0.83714	0.85111	0.96461	0.98230	0.99861	1.00700	0.99496	0.99989	0.98831	1.06576	0.94766	0.89489	0.95083

Year	Births	Year	Births	Year	Births	Year	Births	Year	Births
1996	491	1997	467	1998	457	1999	447	2000	465
2001	419	2002	411	2003	366	2004	376	2005	368
2006	360	2007	352	2008	345	2009	338	2010	331

Draft Enrollment Report

ENROLLMENT STUDY-2007

WARREN COUNTY SCHOOL DISTRICT

March 19, 2007

CONSULTANTS FOR EDUCATIONAL FACILITY AND LONG-RANGE PLANNING

HISTORICAL

SCHOOL: Lander Elementary

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
K	17	17	16	18	18	20	16	18	14	17	0	13	0	0			
1	21	21	19	15	18	20	21	19	20	16	16	0	16	0			
2	27	19	21	18	18	18	22	20	19	22	15	16	0	14			
3	21	24	24	22	18	18	21	24	23	20	20	15	14	0			
4	27	21	25	22	29	17	18	23	27	17	18	19	16	13			
5	25	25	23	23	25	22	20	19	26	28	20	20	18	14			
6	15	25	26	23	22	26	21	21	19	24	25	18	18	16			
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
TOTAL	153	152	154	141	148	141	139	144	148	144	114	101	82	57			

SCHOOL: Russell Elementary

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	36	42	26	39	43	45	28	28	38	33	31	28	39	40	34	34	39
1	48	42	45	37	38	46	50	32	33	37	39	31	32	41	50	45	36
2	48	48	41	42	36	36	46	50	33	41	39	36	35	30	45	51	48
3	45	43	49	39	47	36	40	46	50	33	45	37	34	35	42	50	45
4	47	43	45	51	41	46	41	44	45	53	38	46	38	33	35	43	51
5	41	43	45	50	57	52	52	45	46	45	53	37	50	42	40	42	42
6	38	38	46	41	54	65	55	56	43	50	43	52	41	48	49	38	39
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	303	299	297	299	316	326	312	301	288	292	288	267	269	269	297	301	300

SCHOOL: Sugar Grove Elementary

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	29	36	33	32	34	38	36	26	31	20	31	30	37	33	39	35	42
1	50	38	43	35	35	36	41	37	27	34	18	36	35	37	34	40	37
2	38	47	36	44	37	37	38	40	29	37	19	37	33	35	34	39	39
3	50	40	46	35	42	40	39	29	38	43	31	35	22	39	38	37	37
4	44	53	37	50	36	42	42	35	32	35	39	32	42	23	38	40	33
5	51	47	59	35	47	35	41	38	37	30	38	41	31	36	38	39	37
6	41	52	45	60	39	47	38	42	36	35	34	37	44	34	40	41	34
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	303	313	299	291	270	275	271	245	241	226	228	230	248	235	262	266	259

SCHOOL: EISENHOWER MS/HS ELEMENTARY SUMMARY

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	82	95	75	89	95	103	80	72	83	70	62	71	76	73	73	69	81
1	119	101	107	87	91	102	112	88	80	87	73	67	83	78	84	85	73
2	113	114	98	104	91	91	102	108	92	92	91	71	72	77	80	85	87
3	116	107	119	96	107	94	100	99	111	96	96	87	70	74	80	87	82
4	118	117	107	123	106	105	101	102	104	105	95	97	96	69	73	83	84
5	117	115	127	108	129	109	113	102	109	103	111	98	99	92	80	79	79
6	94	115	117	124	115	138	114	119	98	109	102	107	103	98	89	79	73
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	759	764	750	731	734	742	722	690	677	662	630	598	599	561	559	567	559

SCHOOL: Eisenhower Middle/High

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
7	115	106	125	126	144	124	146	123	122	99	104	104	109	99	96	91	84
8	91	115	109	123	122	155	132	148	126	125	100	105	104	111	103	93	88
9	113	90	117	105	123	124	156	134	148	123	123	107	108	110	125	111	96
10	82	114	90	117	106	126	116	159	130	146	125	128	110	106	104	115	114
11	101	86	108	87	121	109	131	120	150	122	147	125	119	102	93	93	110
12	85	103	85	105	84	121	108	132	114	138	117	144	114	116	101	103	99
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	587	614	634	663	700	759	789	816	790	753	716	713	664	644	622	606	591

PROJECTION

SCHOOL: Lander Elementary

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K										
K										
1										
2										
3										
4										
5										
6										
SP ED TOT										
TOTAL										

SCHOOL: Russell Elementary

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K										
K	36	35	35	34	33	33	32	31	31	30
1	40	39	38	37	37	36	35	34	34	33
2	39	43	42	40	41	40	39	38	37	37
3	52	48	53	52	51	50	49	48	47	46
4	48	53	53	55	58	57	56	54	53	52
5	54	53	55	57	58	62	61	59	58	57
6	41	53	52	56	56	60	60	59	58	57
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	311	325	329	332	333	337	332	325	318	312

SCHOOL: Sugar Grove Elementary

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K										
K	36	35	35	35	34	34	34	34	34	33
1	38	38	38	37	37	37	36	36	36	36
2	38	39	39	39	38	38	38	37	37	37
3	40	39	40	40	40	39	39	39	38	38
4	38	41	40	41	41	40	40	39	39	39
5	33	37	40	39	41	40	40	39	39	39
6	38	34	38	41	40	42	41	41	41	40
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	260	263	270	272	271	270	267	266	264	262

SCHOOL: EISENHOWER MS/HS ELEMENTARY SUMMARY

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K										
K	72	71	70	69	68	67	66	65	64	63
1	78	77	76	75	74	73	71	70	70	69
2	77	83	81	79	79	78	76	75	74	74
3	92	87	94	92	91	89	88	87	85	84
4	86	94	93	96	99	97	95	94	92	91
5	87	90	95	96	99	102	100	99	97	96
6	79	87	90	97	96	102	102	100	99	97
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	571	588	599	604	604	607	599	591	582	574

SCHOOL: Eisenhower Middle/High

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
7	74	76	80	81	90	78	95	97	100	103
8	84	74	75	79	81	90	78	95	97	100
9	95	90	80	78	82	84	94	83	102	99
10	93	92	87	77	75	79	81	91	80	98
11	104	84	83	79	70	68	72	74	83	73
12	116	109	89	88	83	74	72	76	78	87
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	565	524	493	482	481	472	491	515	540	561

SCHOOL:	EISENHOWER SUMMARY									
GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K										
K	72	71	70	69	68	67	66	65	64	63
1	78	77	76	75	74	73	71	70	70	69
2	77	83	81	79	79	78	76	75	74	74
3	92	87	94	92	91	89	88	87	85	84
4	86	94	93	96	99	97	95	94	92	91
5	87	90	95	96	99	102	100	99	97	96
6	79	87	90	97	96	102	102	100	99	97
7	75	73	76	78	88	78	95	92	90	87
8	83	74	72	76	78	87	77	94	92	89
9	91	88	77	81	87	87	95	82	99	100
10	95	91	87	77	81	87	87	94	82	99
11	108	91	86	83	73	77	82	83	90	78
12	109	107	89	85	82	72	76	81	81	88
TOTAL	1132	1111	1088	1084	1093	1095	1111	1117	1115	1115

WARREN COUNTY SCHOOL DISTRICT
Historical/Projected Enrollment
SHEFFIELD FEEDER SYSTEM

HISTORICAL

SCHOOL: Allegheny Valley Elementary

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	24	43	32	30	18	24	29	31	20	24	17	30	24	20	30	20	14
1	32	30	41	36	35	21	28	27	33	23	22	22	30	23	23	29	24
2	32	31	24	33	37	32	21	24	30	34	21	21	19	29	24	21	29
3	36	30	33	24	36	35	33	22	26	28	34	24	21	19	31	19	22
4	38	40	29	30	28	36	36	36	32	19	29	28	35	22	21	29	21
5	45	39	42	28	30	33	35	34	31	21	29	30	34	27	25	24	30
6	36	46	36	39	29	34											
SP ED TOT	0	0	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	243	259	277	220	213	215	182	170	159	159	151	162	150	138	154	142	140

SCHOOL: Sheffield Elementary

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	33	28	31	36	39	24	34	40	30	33	29	25	23	23	24	19	26
1	29	37	34	34	37	40	23	34	40	31	34	26	22	26	25	16	22
2	24	31	31	35	37	38	40	26	35	39	34	30	25	21	20	26	17
3	29	23	30	34	38	33	36	37	25	33	40	34	30	29	30	20	21
4	25	31	22	32	40	34	35	38	35	23	35	41	34	29	30	20	21
5	28	24	29	24	37	35	38	33	36	35	24	37	39	28	27	31	20
6	34	26	23	31	29	38											
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	202	200	200	226	257	242	206	208	201	194	196	193	173	157	141	140	132

SCHOOL: SHEFFIELD MS/HS ELEMENTARY SUMMARY

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	57	71	63	66	57	48	63	71	50	57	46	55	47	44	49	45	40
1	61	67	75	70	72	61	51	61	73	54	56	48	52	49	48	45	46
2	56	62	55	68	74	70	61	50	65	73	55	51	44	50	44	47	46
3	65	53	63	58	74	68	69	59	51	61	74	58	51	48	51	41	48
4	63	71	51	62	68	70	71	70	54	52	63	76	56	49	51	49	42
5	73	63	71	52	67	68	73	67	67	56	53	67	73	55	52	55	50
6	70	72	59	70	58	72											
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	445	459	437	446	470	457	388	378	360	353	347	355	323	295	295	282	272

SCHOOL: Sheffield Middle/High

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
6							59	75	66	68	63	62	63	72	61	51	58
7	68	76	76	56	71	61	68	64	75	65	71	62	58	63	63	60	51
8	64	64	70	72	70	63	58	66	59	80	65	75	60	56	56	65	56
9	54	66	70	76	73	72	71	58	67	68	82	69	71	71	59	59	66
10	59	54	60	75	72	74	73	65	60	66	63	74	69	65	59	48	56
11	61	59	52	60	70	65	72	69	67	60	60	61	66	57	50	57	47
12	57	56	48	51	71	70	69	69	62	56	56	58	63	59	55	55	53
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	363	375	376	390	407	406	471	466	463	469	460	459	445	447	407	395	387

PROJECTION

SCHOOL: Allegheny Valley Elementary

GRADES	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
PRE-K	0	0	0	0	0	0	0	0	0	0
K	23	25	25	25	24	24	24	24	23	23
1	25	24	24	24	24	23	23	23	22	22
2	22	25	25	24	24	24	23	23	23	23
3	25	22	24	24	24	23	23	23	23	22
4	25	22	21	23	23	23	23	22	22	22
5	21	25	20	20	23	23	22	22	22	22
6										
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	141	143	139	141	142	140	138	137	135	133

SCHOOL: Sheffield Elementary

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K	0	0	0	0	0	0	0	0	0	0
K	26	26	26	26	26	26	26	25	25	25
1	25	25	25	25	25	25	25	24	24	24
2	23	26	26	26	26	26	25	25	25	24
3	16	22	25	25	25	25	25	25	25	24
4	26	16	22	25	25	24	24	24	24	23
5	21	25	16	22	24	24	24	24	23	23
6										
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	136	141	140	149	152	151	149	147	146	144

SCHOOL: SHEFFIELD MS/HS ELEMENTARY SUMMARY

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K	0	0	0	0	0	0	0	0	0	0
K	49	52	51	51	51	50	50	49	48	48
1	50	49	49	49	49	48	48	47	47	46
2	45	51	50	50	50	49	49	48	48	47
3	41	44	49	49	49	49	48	47	47	46
4	51	38	43	48	48	47	47	46	46	45
5	41	50	36	42	47	47	46	46	45	45
6										
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	277	284	279	290	294	291	287	284	281	277

SCHOOL: Sheffield Middle/High

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
6	52	45	51	49	48	43	41	39	38	36
7	57	51	44	50	48	47	42	40	38	37
8	50	56	50	43	49	47	46	41	39	37
9	59	52	59	52	45	51	49	48	43	41
10	61	55	48	55	48	42	47	45	45	40
11	52	57	51	45	51	45	39	44	42	42
12	45	50	55	49	43	50	44	38	43	41
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	376	366	358	343	332	325	308	295	288	274

SCHOOL: SHEFFIELD MS/HS ELEMENTARY SUMMARY

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K	0	0	0	0	0	0	0	0	0	0
K	49	52	51	51	51	50	50	49	48	48
1	50	49	49	49	49	48	48	47	47	46
2	45	51	50	50	50	49	49	48	48	47
3	41	44	49	49	49	49	48	47	47	46
4	51	38	43	48	48	47	47	46	46	45
5	41	50	36	42	47	47	46	46	45	45
6	52	45	51	49	48	43	41	39	38	36
7	57	51	44	50	48	47	42	40	38	37
8	50	56	50	43	49	47	46	41	39	37
9	59	52	59	52	45	51	49	48	43	41
10	61	55	48	55	48	42	47	45	45	40
11	52	57	51	45	51	45	39	44	42	42
12	45	50	55	49	43	50	44	38	43	41
TOTAL	653	650	637	633	626	616	595	579	569	551

WARREN COUNTY SCHOOL DISTRICT
Historical/Projected Enrollment
WARREN HS FEEDER SYSTEM

HISTORICAL   **PROJECTION**

SCHOOL: Home Street

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
K	16	15	18	19	28	13	20	29	16	16	22	18	20	22	13		
1	20	16	18	23	16	33	16	20	24	19	14	21	18	22	19		
2	18	15	15	21	25	16	33	17	15	25	21	15	19	21	21		
3	24	19	18	17	23	24	13	35	19	15	23	20	16	17	19		
4	23	21	20	20	18	23	27	16	35	16	13	23	19	16	17		
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	101	86	89	100	110	109	109	117	109	91	93	97	92	98	89		

SCHOOL: Home Street (PROJECTION)

GRADES	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
PRE-K										
K										
1										
2										
3										
4										
5										
6										
SP ED TOT										
TOTAL										

SCHOOL: Jefferson Elementary

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
K	44	37	35	48	38	43	35	43	24	19	26	41	29	37	22		
1	44	50	38	35	42	39	48	46	59	26	21	28	35	24	29		
2	55	39	51	38	32	45	38	38	45	43	26	24	31	29	23		
3	45	54	46	53	40	36	44	42	41	38	38	33	21	30	31		
4	46	46	55	39	48	44	33	45	42	40	37	38	30	19	26		
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	234	226	225	213	200	207	198	214	211	166	148	164	146	139	131		

SCHOOL: Market Street Elementary

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
K	53	65	41	46	47	69	51	47	47	42	36	53	41	46	47		
1	15	60	74	62	41	45	50	41	40	33	43	37	54	38	41		
2	47	48	39	55	40	34	44	45	39	35	24	39	34	45	32		
3	46	46	46	42	47	43	35	39	45	34	37	27	36	38	47		
4	48	49	48	50	42	51	45	31	37	42	35	40	27	33	31		
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
TOTAL	209	268	248	255	217	242	225	203	208	186	175	196	192	200	198		

SCHOOL: North Warren Elementary

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
K	40	32	34	22	31	27	42	34	31	21	30	19	29	22	22		
1	35	35	24	29	22	15	44	44	35	33	23	32	23	28	20		
2	35	32	31	24	24	22	26	30	29	38	30	16	32	22	26		
3	43	35	35	29	27	29	27	22	27	29	39	26	23	33	18		
4	35	38	40	36	28	23	26	25	22	26	15	36	28	23	30		
5	0	0	0	0	0	25	0	0	0	0	0	0	0	0	0		
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	14	0	0	0		
TOTAL	188	172	164	140	132	141	165	155	144	147	151	129	135	128	116		

SCHOOL: Pleasant Township Elementary

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
K	40	34	38	42	50	43	42	28	35	36	27	30	31	32	24		
1	41	41	38	45	48	52	56	42	34	41	34	28	29	34	30		
2	54	47	49	36	41	47	51	44	40	39	39	36	25	25	31		
3	61	49	42	50	41	37	48	45	48	38	39	34	34	20	17		
4	49	58	47	38	49	42	36	41	47	58	31	39	34	41	19		
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
SP ED TOT	0	8	11	6	0	0	0	0	0	0	8	6	6	0	6		
TOTAL	245	237	225	217	229	221	233	200	204	212	178	173	159	152	127		

SCHOOL: Warren Area Elementary Center

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K																	
K																	
1																	
2																178	148
3																161	183
4																191	169
5																173	194
6																	
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	703	694

SCHOOL: Warren Area Elementary Center (PROJECTION)

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K										
K										
1										
2	192	171	169	168	166	165	163	161	159	157
3	146	189	168	166	165	163	162	160	158	156
4	185	148	192	170	168	167	165	164	162	160
5	172	188	150	195	173	171	170	167	166	164
6										
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	695	696	679	699	672	666	660	652	645	637

SCHOOL: South Street Elementary

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	44	54	52	47	66	44	60	50	46	44	37	43	32	43	43	196	187
1	44	50	69	55	63	54	46	63	56	57	40	37	39	29	47	156	201
2	36	43	52	52	54	49	57	45	61	60	57	39	33	50	35		
3	31	47	42	49	58	48	42	54	45	67	55	52	36	34	53		
4	41	42	44	32	54	54	43	43	56	42	68	59	52	43	39		
5																	
6																	
SP ED TOT													14	15	13	0	0
TOTAL	196	236	259	235	295	249	248	255	264	270	257	230	206	214	230	352	388

SCHOOL: South Street Elementary (PROJECTION)

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K	0	0	0	0	0	0	0	0	0	0
K	185	183	181	179	177	175	173	171	169	167
1	179	177	175	173	172	170	168	166	164	162
2										
3										
4										
5										
6										
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	364	360	356	352	349	345	341	337	333	329

3

SCHOOL: WARREN AREA ELEMENTARY SUMMARY

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	237	237	218	224	260	239	250	231	199	178	178	204	182	202	171	196	187
1	199	252	261	249	232	238	260	256	248	209	175	183	198	175	186	156	201
2	245	224	237	226	216	213	249	219	229	240	197	169	174	192	168	178	148
3	250	250	229	240	236	217	209	237	225	221	231	192	166	172	185	161	183
4	242	254	254	215	239	237	210	201	239	224	199	235	190	175	162	191	169
5																173	194
6																	
SP ED TOT	0	8	11	6	0	0	0	0	0	0	22	6	20	15	19	0	0
TOTAL	1173	1225	1210	1160	1183	1144	1178	1144	1140	1072	1002	989	930	931	891	1055	1082

SCHOOL: WARREN AREA ELEMENTARY SUMMARY

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K	0	0	0	0	0	0	0	0	0	0
K	185	183	181	179	177	175	173	171	169	167
1	179	177	175	173	172	170	168	166	164	162
2										
3										
4										
5										
6										
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	364	360	356	352	349	345	341	337	333	329

SCHOOL: Beatty-Warren Middle

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
5	241	252	267	266	209	241	233	215	201	237	228	215	239	197	164		
6	252	240	261	270	267	213	241	229	229	199	226	215	211	237	205	175	182
7	258	279	243	264	267	286	209	251	231	219	213	252	239	228	249	212	190
8	267	249	287	246	255	261	270	226	241	251	221	210	253	236	228	242	214
SP ED TOT	8	9	12	11	11	0	14	10	14	14	14	25	13	11	3	0	0
TOTAL	1026	1029	1070	1057	1009	1001	967	931	916	920	902	917	955	909	849	629	586

SCHOOL: Beatty-Warren Middle

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
5										
6	199	177	193	154	200	178	176	175	171	170
7	189	206	184	200	160	208	185	183	182	177
8	189	188	205	183	199	159	207	184	182	181
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	577	571	582	537	559	545	568	542	535	528

SCHOOL: Warren Area High

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
9	277	308	244	275	281	271	311	286	246	259	254	233	222	271	300	258	306
10	262	254	270	238	281	249	249	286	272	245	253	249	232	224	246	249	206
11	227	208	244	254	243	279	249	236	266	248	237	237	252	207	210	223	215
12	232	245	216	226	245	234	268	221	241	265	236	225	237	244	195	198	210
SP ED TOT	12	10	9	0	0	0	10	9	9	14	0	14	15	13	5	0	0
TOTAL	1010	1025	983	993	1050	1033	1087	1038	1034	1031	980	958	958	959	956	928	937

SCHOOL: Warren Area High

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
9	248	219	218	238	212	231	184	240	213	211
10	278	225	199	198	216	193	210	167	218	193
11	190	256	208	184	183	199	178	194	154	201
12	206	182	246	199	176	175	191	171	186	148
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	922	882	871	819	787	798	763	772	771	753

SCHOOL: WARREN AREA SUMMARY

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K	0	0	0	0	0	0	0	0	0	0
K	185	183	181	179	177	175	173	171	169	167
1	179	177	175	173	172	170	168	166	164	162
2	192	171	169	168	166	165	163	161	159	157
3	146	189	168	166	165	163	162	160	158	156
4	185	148	192	170	168	167	165	164	162	160
5	172	188	150	195	173	171	170	167	166	164
6	199	177	193	154	200	178	176	175	171	170
7	189	206	184	200	160	208	185	183	182	177
8	189	188	205	183	199	159	207	184	182	181
9	248	219	218	238	212	231	184	240	213	211
10	278	225	199	198	216	193	210	167	218	193
11	190	256	208	184	183	199	178	194	154	201
12	206	182	246	199	176	175	191	171	186	148
TOTAL	2558	2509	2488	2407	2367	2354	2332	2303	2284	2247

4

WARREN COUNTY SCHOOL DISTRICT
Historical/Projected Enrollment
YOUNGSVILLE FEEDER SYSTEM

HISTORICAL

SCHOOL: Pittsfield Elementary

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0					
K	43	44	37	29	46	46	42	35	28	26	28	11					
1	47	41	53	43	38	51	43	42	38	38	28	30					
2	46	42	45	49	38	39	48	44	43	42	36	25					
3	38	47	44	33	47	41	37	49	44	44	43	35					
4	49	40	51	39	33	51	43	40	49	45	36	42					
5	50	50	40	50	40	35	52	41	44	49	43	38					
6	50	52	50	38	47	44	35	52	42	44	0	0					
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	0					
TOTAL	323	316	320	281	289	307	300	303	288	288	214	181					

SCHOOL: Youngsville Elementary

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	57	35	51	48	49	53	59	41	34	49	40	45	66	65	64	80	59
1	50	62	45	48	48	51	56	61	51	31	51	42	66	79	72	82	82
2	55	57	67	46	46	46	50	59	56	51	33	48	71	65	70	69	80
3	74	51	56	63	45	48	45	56	50	57	50	36	75	69	67	70	66
4	49	76	59	53	64	48	47	41	56	54	58	49	76	77	72	69	80
5	44	50	73	55	57	61	53	50	45	56	47	63	96	77	76	75	69
6	53	44	49	71	59	57	62	53	54	51	105	96	100	98	76	79	78
SP ED TOT	0	0	0	0	0	0	0	0	7	10	14	22	13	9	12	22	0
TOTAL	382	375	400	384	368	364	372	361	353	359	398	401	563	539	509	546	514

SCHOOL: YOUNGSVILLE MS/HS ELEMENTARY SUMMARY

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
PRE-K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
K	100	79	88	77	95	99	101	76	62	75	68	56	66	65	64	80	59
1	97	103	98	91	86	102	99	103	89	69	79	72	66	79	72	82	82
2	101	99	112	95	84	85	98	103	99	93	69	73	71	65	70	69	80
3	112	98	100	96	92	89	82	105	94	101	93	71	75	69	67	70	66
4	98	116	110	92	97	99	90	81	105	99	94	91	76	77	72	69	80
5	94	100	113	105	97	96	105	91	89	105	90	101	96	77	76	75	69
6	94	100	113	105	97	96	105	91	89	105	90	101	96	77	76	75	69
7	99	111	97	96	118	91	100	100	112	102	94	113	102	100	104	70	113
SP ED TOT	0	0	0	0	0	0	0	0	7	10	14	22	13	9	12	22	0
TOTAL	795	806	831	757	766	757	780	750	746	759	691	700	661	618	613	612	618

SCHOOL: Youngsville Middle/High

GRADES	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
8	83	98	113	96	91	109	115	95	98	112	97	94	114	107	99	110	77
9	69	86	111	110	99	106	118	108	92	97	121	103	104	131	111	109	124
10	85	70	83	106	118	94	92	106	99	98	100	114	114	108	126	115	106
11	89	86	67	83	96	122	95	83	106	106	99	101	98	117	101	76	95
12	91	85	89	60	79	111	104	90	76	90	95	87	96	101	107	86	86
SP ED TOT	0	0	0	0	0	0	0	0	0	0	0	4	5	8	12	0	0
TOTAL	417	425	463	455	483	542	524	482	471	503	512	503	531	572	556	496	488

PROJECTION

SCHOOL: Pittsfield Elementary

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K										
K										
1										
2										
3										
4										
5										
6										
SP ED TOT										
TOTAL										

SCHOOL: Youngsville Elementary

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K	0	0	0	0	0	0	0	0	0	0
K	57	55	53	51	49	47	45	43	41	40
1	66	64	62	59	57	55	53	50	48	46
2	80	64	62	61	58	56	54	52	49	47
3	80	80	64	62	61	58	56	54	52	49
4	68	82	82	66	64	63	60	57	55	53
5	82	69	84	84	67	65	64	61	58	56
6	67	79	67	81	81	65	63	62	59	56
7	78	76	89	76	91	91	73	71	70	67
TOTAL	578	569	563	540	528	500	468	450	432	414

SCHOOL: YOUNGSVILLE MS/HS ELEMENTARY SUMMARY

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K	0	0	0	0	0	0	0	0	0	0
K	57	55	53	51	49	47	45	43	41	40
1	66	64	62	59	57	55	53	50	48	46
2	80	64	62	61	58	56	54	52	49	47
3	80	80	64	62	61	58	56	54	52	49
4	68	82	82	66	64	63	60	57	55	53
5	82	69	84	84	67	65	64	61	58	56
6	67	79	67	81	81	65	63	62	59	56
7	78	76	89	76	91	91	73	71	70	67
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	578	569	563	540	528	500	468	450	432	414

SCHOOL: Youngsville Middle/High

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
8	119	84	78	93	81	99	98	80	83	85
9	85	131	93	86	103	89	109	108	88	92
10	127	87	134	95	88	105	91	112	110	90
11	90	108	74	114	81	75	89	77	95	94
12	93	88	105	72	111	79	73	87	75	93
SP ED TOT	0	0	0	0	0	0	0	0	0	0
TOTAL	514	498	484	460	464	447	460	464	451	454

SCHOOL: YOUNGSVILLE AREA SUMMARY

GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K	0	0	0	0	0	0	0	0	0	0
K	57	55	53	51	49	47	45	43	41	40
1	66	64	62	59	57	55	53	50	48	46
2	80	64	62	61	58	56	54	52	49	47
3	80	80	64	62	61	58	56	54	52	49
4	68	82	82	66	64	63	60	57	55	53
5	82	69	84	84	67	65	64	61	58	56
6	67	79	67	81	81	65	63	62	59	56
7	78	76	89	76	91	91	73	71	70	67
8	119	84	78	93	81	99	98	80	83	85
9	85	131	93	86	103	89	109	108	88	92
10	127	87	134	95	88	105	91	112	110	90
11	90	108	74	114	81	75	89	77	95	94
12	93	88	105	72	111	79	73	87	75	93
TOTAL	1092	1067	1047	1000	992	947	928	914	883	868

		WARREN COUNTY SCHOOL DISTRICT								
SCHOOL:	EISENHOWER SUMMARY									
GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K										
K	72	71	70	69	68	67	66	65	64	63
1	78	77	76	75	74	73	71	70	70	69
2	77	83	81	79	79	78	76	75	74	74
3	92	87	94	92	91	89	88	87	85	84
4	86	94	93	96	99	97	95	94	92	91
5	87	90	95	96	99	102	100	99	97	96
6	79	87	90	97	96	102	102	100	99	97
7	75	73	76	78	88	78	95	92	90	87
8	83	74	72	76	78	87	77	94	92	89
9	91	88	77	81	87	87	95	82	99	100
10	95	91	87	77	81	87	87	94	82	99
11	108	91	86	83	73	77	82	83	90	78
12	109	107	89	85	82	72	76	81	81	88
TOTAL	1132	1111	1088	1084	1093	1095	1111	1117	1115	1115

SCHOOL:	SHEFFIELD SUMMARY									
GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K										
K	49	52	51	51	51	50	50	49	48	48
1	50	49	49	49	49	48	48	47	47	46
2	45	51	50	50	50	49	49	48	48	47
3	41	44	49	49	49	49	48	47	47	46
4	51	38	43	48	48	47	47	46	46	45
5	41	50	36	42	47	47	46	46	45	45
6	52	45	51	49	48	43	41	39	38	36
7	57	51	44	50	48	47	42	40	38	37
8	50	56	50	43	49	47	46	41	39	37
9	59	52	59	52	45	51	49	48	43	41
10	61	55	48	55	48	42	47	45	45	40
11	52	57	51	45	51	45	39	44	42	42
12	45	50	55	49	43	50	44	38	43	41
TOTAL	653	650	637	633	626	616	595	579	569	551

SCHOOL:	WARREN AREA SUMMARY									
GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K										
K	185	183	181	179	177	175	173	171	169	167
1	179	177	175	173	172	170	168	166	164	162
2	192	171	169	168	166	165	163	161	159	157
3	146	189	168	166	165	163	162	160	158	156
4	185	148	192	170	168	167	165	164	162	160
5	172	188	150	195	173	171	170	167	166	164
6	199	177	193	154	200	178	176	175	171	170
7	189	206	184	200	160	208	185	183	182	177
8	189	188	205	183	199	159	207	184	182	181
9	248	219	218	238	212	231	184	240	213	211
10	278	225	199	198	216	193	210	167	218	193
11	190	256	208	184	183	199	178	194	154	201
12	206	182	246	199	176	175	191	171	186	148
TOTAL	2558	2509	2488	2407	2367	2354	2332	2303	2284	2247

SCHOOL:	YOUNGSVILLE SUMMARY									
GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K										
K	57	55	53	51	49	47	45	43	41	40
1	66	64	62	59	57	55	53	50	48	46
2	80	64	62	61	58	56	54	52	49	47
3	80	80	64	62	61	58	56	54	52	49
4	68	82	82	66	64	63	60	57	55	53
5	82	69	84	84	67	65	64	61	58	56
6	67	79	67	81	81	65	63	62	59	56
7	78	76	89	76	91	91	73	71	70	67
8	119	84	78	93	81	99	98	80	83	85
9	85	131	93	86	103	89	109	108	88	92
10	127	87	134	95	88	105	91	112	110	90
11	90	108	74	114	81	75	89	77	95	94
12	93	88	105	72	111	79	73	87	75	93
TOTAL	1092	1067	1047	1000	992	947	928	914	883	868

6

SCHOOL:	WCSD SUMMARY OF THE ALL SCHOOLS/PARTS									
GRADES	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRE-K										
K	363	360	355	350	345	339	333	328	323	318
1	373	368	362	356	351	346	340	334	329	323
2	394	368	363	358	353	348	342	337	330	325
3	359	400	375	370	366	359	354	348	342	335
4	389	362	410	380	379	374	367	361	355	349
5	383	397	365	417	386	385	381	373	367	361
6	397	388	401	381	425	388	382	376	367	359
7	399	406	393	404	387	424	395	386	380	368
8	441	402	405	395	407	392	428	399	396	392
9	483	490	447	457	447	458	437	478	443	444
10	561	458	468	425	433	427	435	418	455	422
11	440	512	419	426	388	396	388	398	381	415
12	453	427	495	405	412	376	384	377	385	370
TOTAL	5435	5337	5260	5124	5078	5012	4967	4914	4851	4781

APPENDIX H: Transportation Considerations for Implementation of the various Options to Accommodate Full-Day Kindergarten

OPTION I & II: <u>Establish Full-Day Kindergarten at South Street Early Learning Center with Renovations</u>

Building would serve Kindergarten students from the entire Central Attendance Area. Current bus routes will continue to transport students to South Street Early Learning Center both morning and afternoon. Current routes would support the option with no additional cost. See map Option I

Advantages
Existing routes and costs are not affected.

Disadvantages

OPTION III: <u>Reopen Pleasant Elementary (Five Kindergarten Sections, Five 1st Grade Sections)</u>

Recommend those students that live in the City of Warren from the west side of the Conewango Creek north to Hillside Drive, west to include Follett Run Road, Yankee Bush Road, Weiler Road, Keller Hill Road, and all of Starbrick and Pleasant Township attend Pleasant Township Elementary.
See map Option III

Advantages
Current bus routes for the students living in Starbrick, Yankee Bus, Keller Hill, Pleasant Township and the south side of Warren would need minimal changes. Reduce some bus congestion at South Street.

Disadvantages
 Those students in North Warren and the City of Warren would need to transfer to a shuttle bus at SSELC to transport them to Pleasant Elementary in the morning and back in the afternoon to catch the regular bus home. Creating new shuttle runs; additional ride time for young students; potential confusion at shuttle exchange points; additional bus aide cost at both locations; additional aides placed on the new shuttle runs; and potential loss of class time for those students needing to shuttle back to South Street.

OPTION IV: <u>Establish Full-Day Kindergarten at Pleasant Elementary School</u>

There are currently nine buses in close proximity to Pleasant Elementary. The remaining eleven buses serving the Central Attendance Area may or may not travel to Pleasant Elementary. Recommendation is for a shuttle bus to transport students from South Street Elementary to Pleasant Elementary in the morning. Students would take the shuttle bus back to South Street Elementary in the afternoon to catch the regular bus home.
See map Option I

Advantages

Disadvantages
Creating new shuttle runs; additional ride time for young students; potential confusion at shuttle exchange points; additional bus aide costs at both locations; additional aides placed on the new shuttle runs; and potential loss of class time for those students needing to shuttle back to South Street.

OPTION V: <u>Establish Five Kindergarten Classrooms and Five 1st Grade Classrooms at Jefferson Elementary School; remaining Classes at South Street</u>

Recommendation is to place students from the traditional Jefferson Elementary School walking area first, which includes the north side of Jackson Street to the south side of East Fifth Avenue, and east to Branch Street. In addition, all students in the traditional Home Street Elementary walking area, and the Glade Township, would be placed. See map Option V If room were available, students living in close proximity to Jefferson Elementary would be considered.

Advantages
Minimal effect on existing routes and costs.

Disadvantages
Will alter existing building-based attendance boundaries; any new building attendance boundaries may change from year to year based on student enrollment; severely limited parking; added congestion around Jefferson Elementary/Beaty Warren Middle School.

OPTION VI: Establish Ten Full-Day Kindergarten Classrooms at Jefferson Elementary School

Building would serve Kindergarten students from the entire Central Attendance Area. Current bus routes will continue to transport students to Jefferson Elementary both morning and afternoon. Current routes would support the option with no additional cost. See map Option I

Advantages
Minimal effect on existing routes and costs.

Disadvantages
Severely limited parking; added congestion around Jefferson Elementary/Beaty Warren Middle School.

OPTION VII: Establish Five Full-Day Kindergarten Classes at Jefferson Elementary School

Recommendation is to place students from the traditional Jefferson Elementary School walking area first, which includes the north side of Jackson Street to the south side of East Fifth Avenue, and east to Branch Street. In addition, all students in the traditional Home Street Elementary walking area, and the Glade Township, would be placed. See map Option V

If room were available, students living in close proximity to Jefferson Elementary would be considered.

Advantages
Minimal effect on existing routes and costs.

Disadvantages
Limited parking; added congestion around Jefferson Elementary/Beaty Warren Middle School.

OPTION VIII: <u>Establish Five Full-Day Kindergarten Classrooms at Allegany Valley Elementary School to Accommodate Students from the Central Attendance Area, with Five Full-Day Kindergarten Classes at South Street Early Learning Center.</u>

Kindergarten students living in the area from Hemlock Road, Kinzua Road and the east side of Warren and eastern Glade Township will be transported to SSELC and then a shuttle bus would transport them to Allegheny Valley in the morning, and back again in the afternoon, just as in Option IV.
See map Option V

Advantages

Disadvantages
Will alter existing building-based attendance boundaries; any new building attendance boundaries may change from year to year based on student enrollment; creating new shuttle runs; additional ride time for young students; potential confusion at shuttle exchange points; additional bus aide costs at both locations; additional aides placed on the new shuttle runs; and potential loss of class time for those students needing to shuttle back to South Street.

RIBS & BONES Option III

Option III

WALMART

LO-PEVANS
NW FIELD HALL

WANG COMPLEX

St Joseph Cemetary

LESTERS KEYSTONE

Page 145

Central East Option V

St. Joseph Cemetery

Church

WAHS COMPLEX

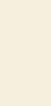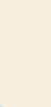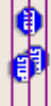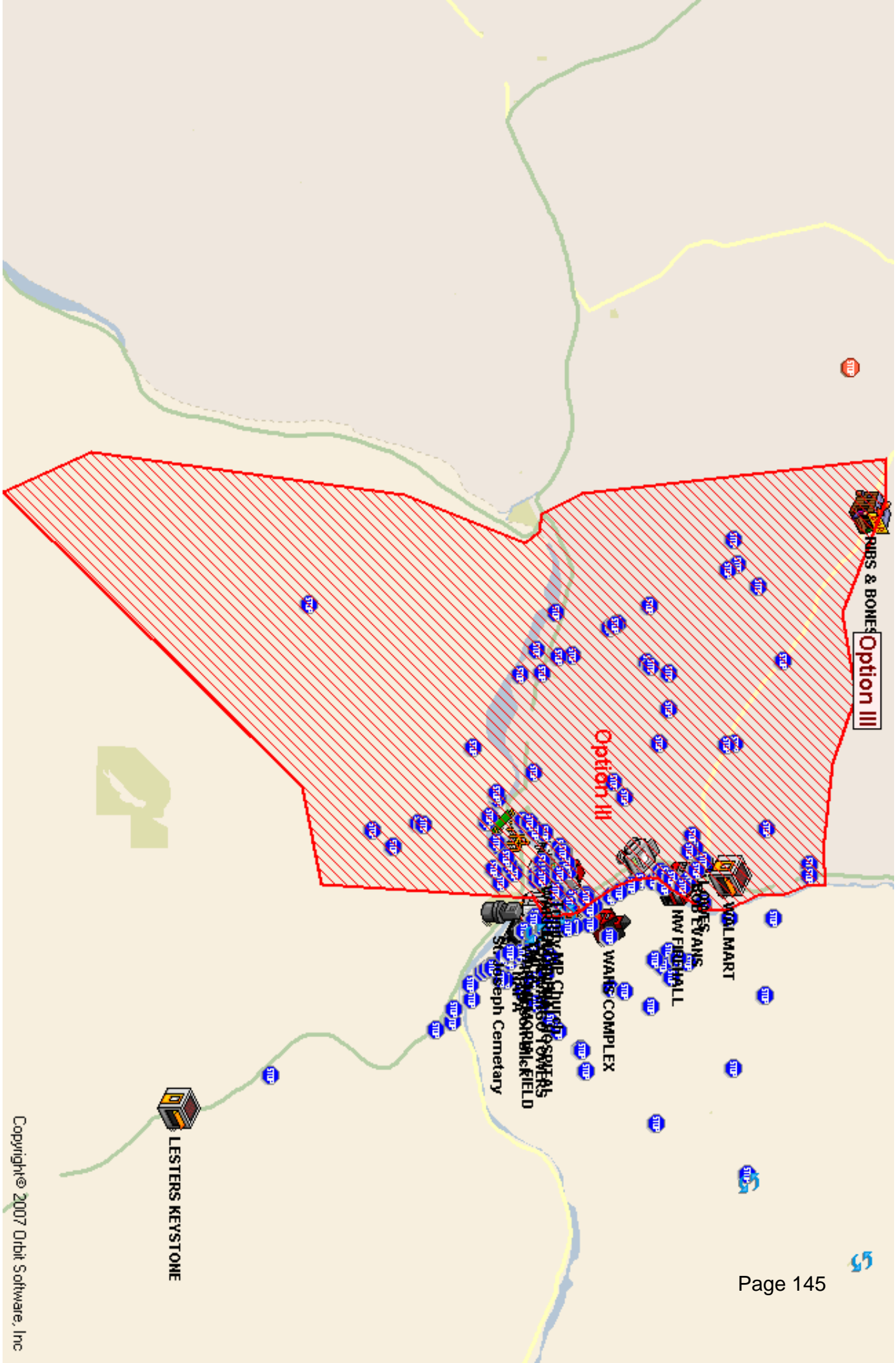NW FIREHALL

BOB EVANS

WAL MART
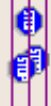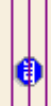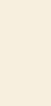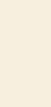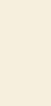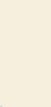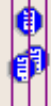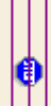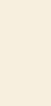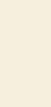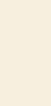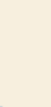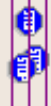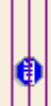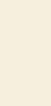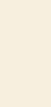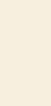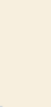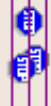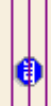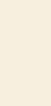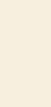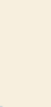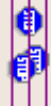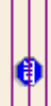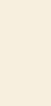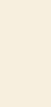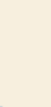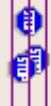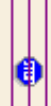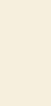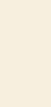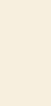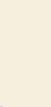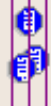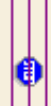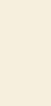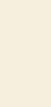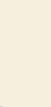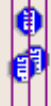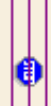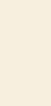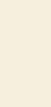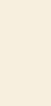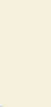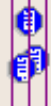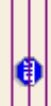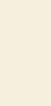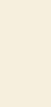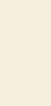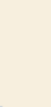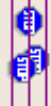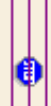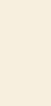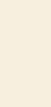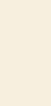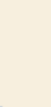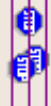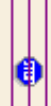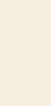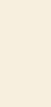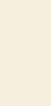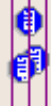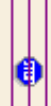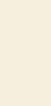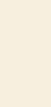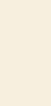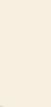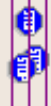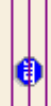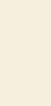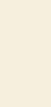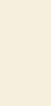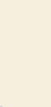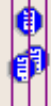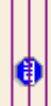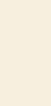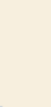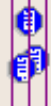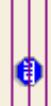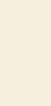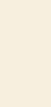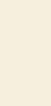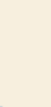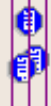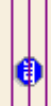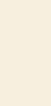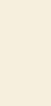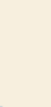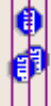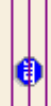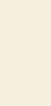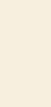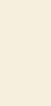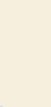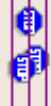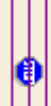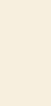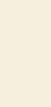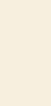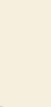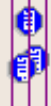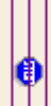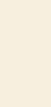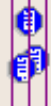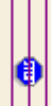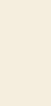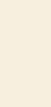
WARREN COUNTY SCHOOL DISTRICT

2007-2008 FULL TIME KINDERGARTEN REPORT

FEBRUARY 20, 2007

2007-2008 Full Time Kindergarten Report

February 19, 2007

This report is in response to the Warren County School District Curriculum, Instruction and Technology Committee's directive that the Administrative Team estimate the staffing and materials cost of implementing a district-wide full time kindergarten program. The Committee directed that building construction and renovation costs should not be included in this report.

The cost estimates in this report are based on the October 2, 2006 WCSD kindergarten enrollment of 367 students with a maximum of twenty students in each full time classroom. In 2006-2007 the average WCSD kindergarten class has 17.9 students.

The estimated additional cost to the District for a 2007-2008 full time kindergarten program including staff, furniture, instructional equipment and instructional materials is $1,320,048.

In the 2006-2007 half time kindergarten program there are 21 kindergarten classes in 11 rooms in six schools. There are 10.5 full-time equivalent (FTE) teachers. Kindergarten students do not participate in the school lunch program. Students are provided one-way transportation.

A 2007-2008 full time program would have 20 kindergarten classes in 20 rooms in six schools. There would be 20 FTE teachers. Kindergarten students would participate in the school lunch program. Students would be provided two-way transportation.

1

2007-2008 FULL TIME KINDERGARTEN
IMPLEMENTATION ESTIMATES
February 16, 2007

School	Enroll-ment	FTE Classroom Teachers 07/08-06/07	Additional Teachers FTE	2007-2008 Additional Classrooms	Cost Additional Classroom Teachers @ $52,500 FTE	FTE aides 07/08-06/07	Cost Additional Aids @ $14,269 FTE	Instruction Material @ $100/student	Instruction Material @ $4,930 Teacher	Room Set-up @ $8,350
CAA	187	10/5	5	5	$262,500	6.5/3.25	$46,374	$9,350	$24,650	$41,750
Russell	39	2/1	1	1	52,500	1/0.5	7,135	1,950	4,930	8,350
Sugar Grove	42	2/1	1	1	52,500	2/1	14,269	2,100	4,930	8,350
Youngsville	59	3/2	1	1	52,500	1/1	0	2,000	4,930	8,350
Sheffield	26	2/1	1	1	52,500	1/0.5	7,135	1,300	4,930	8,350
Alleg. Valley	14	1/0.5	.5	0	26,250	0	0	0	0	0
TOTAL	367	20/10.5	10.5	9	$498,750	11.5/6.25	$74,913	$16,700	$44,370	$75,150

ADDITIONAL COSTS FOR FULLTIME KINDERGARTEN 2007-2008
(Excluding Building and Classroom Renovations)

Classroom Teachers	$498,750
Teacher Prep Time/Itinerant Teachers	525,000
Instructional Aides	74,913
CAA Custodial Service	16,535
CAA Secretarial Time	4,966
CAA Software for Kindergarten Program	40,000
Instructional Materials (Students)	16,700
Instructional Materials (Teachers)	44,370
Room set-up	75,150
Food Service	19,720
Transportation	0
TOTAL	**$1,320,048**

Additional Costs Defined

Classroom Teachers – The cost for this item is based on an additional 9.5 FTE kindergarten teachers at an average salary/benefits of $52,500.

Teacher Preparation/Itinerant Teachers – Each kindergarten teacher is contractually required to have 200 minutes of preparation time per week. In the elementary schools itinerant teachers of PE, music, art and library meet with students during this time. Cost is based on an average salary/benefit of $52,500 for professional staff.

Instructional Aides – In 2006-2007 instructional aides are used to assist teachers and specific students. The principals have estimated the number of 2007-2008 aides based on the 2006-2007 instructional aide hours in kindergarten. The cost is based on the wage/benefits of $14,269 per 6 hour aide.

CAA Custodial Services – In 2006-2007 South Street Early Learning Center houses all 187 Central Attendance Area kindergarten and 201 first grade students. If in 2007-2008 the number of CAA kindergarten rooms is doubled, SSELC will not accommodate the CAA full time kindergarten program. The CAA kindergarten program will have to be housed elsewhere. If it were to be housed at BWMS or if the WAEC fifth grade were housed at BWMS and the CAA kindergarten program were at WAEC, then one additional custodian would be needed at BWMS. The cost is based on the wage/benefit of $ 16,535 per Grade 3 custodian.

CAA Secretarial Time – Kindergarten programs require considerable secretarial support. Parents make frequent calls to the school and there is much clerical work related to the program. If the CAA kindergarten program is housed at WAEC or BWMS, additional 2 hours a day secretarial time will be needed at the Class B Secretary rate of $12.80 per hour.

CAA Software for Kindergarten Program – WCSD Kindergarten programs use specific software applications including Accelerated Reader that are currently not used at BWMS.

Instructional Materials – Additional classrooms will need additional student textbooks, teacher editions, software programs and other instructional materials. The cost for student instructional materials is estimated at $100 per full time student. In a half time program students in the morning and afternoon sessions share instructional materials. Teacher instructional materials include reading and math textbook teacher editions, math and reading kits, library and other resource materials. Teacher instructional materials are based on $4,930 per classroom.

3

Room Set-Up – In a full time program there would be nine additional classrooms. Set-up would include student and adult furniture, computer equipment, book shelves, overhead projectors, CD players, easel, DVD/VCR, CDs and other support equipment. This cost estimate is based on the recent kindergarten set-up at SSELC of $8,350 per classroom.

Transportation – A full time kindergarten will not require additional student transportation costs.

Food Services – In 2006-2007 kindergarten students do not eat lunch at school. In a 2007-2008 full time program there would be 367 potential new lunch customers. Additional food service staff may be required. The schools would have 367 new lunch customers. If one two-hour food service employee were added to five schools (AV excluded) the cost would be $3,944 in wages /benefits per school.

4