

Regular BOE Meeting

Wednesday, December 4, 2013 7:00 PM

Auditorium, 129 Church Street, Bristol, CT 06010

1. Boaschedule of Board of Education Meetings for the 2015 Calendar Year
2. **Call to Order, National Anthem, Moment of Silence**
3. **Election of Officers**
4. **Student and Staff Recognition**
5. **Approval of Minutes**
6. **Committee Reports**
7. **Superintendent Report**
8. **Consent Agenda**
 - 8.1. Personnel
 - 8.1.a. Administrator Retirements
 - 8.1.b. Teacher Retirement
 - 8.1.c. New Teachers Hired
 - 8.1.d. A-2 Teacher Resignation
 - 8.1.e. A-3 Resignation
 - 8.1.f. A-3 Teacher Appointment
 - 8.1.g. Teacher Request for an Unpaid Leave of Absence
 - 8.2. Grants
 - 8.2.a. Consolidated Federal Grant
 - 8.2.b. Technology Investments for Common Core State Standards
9. **Public Comment**
10. **Deliberated Items/District Leadership Team Reports**
 - 10.1. Bristol Eastern Trip to Greece
 - 10.2. Bristol Central Italian Study Abroad Proposal
 - 10.3. High School Program of Studies for 2014-2015
 - 10.4. Schedule of Board of Education Meetings for the 2014 Calendar Year
 - 10.5. Schedule of Board of Education Meetings for the 2015 Calendar Year

11. **Old Business**

12. **New Business**

13. **Information**

14. **VOTE TO CONVENE INTO EXECUTIVE SESSION for the
purpose of discussing:**

15. **Reconvene Into Public Session**

16. **Adjournment**

BOARD OF EDUCATION
Bristol, CT
Regular Meeting – November 6, 2013

The regular monthly meeting of the Bristol Board of Education was held on Wednesday, November 6, 2013 at 7:00 p.m., at the Board of Education Administration Building, 129 Church Street, Bristol, Connecticut.

PRESENT: Commissioners: Lawrence Amara, Karen Bourassa, Genard Dolan, Karen Hintz, Thomas O'Brien (arrived at 7:40), Karen Vibert, and Chairman, Christopher Wilson; Ellen W. Solek, Superintendent of Schools, Susan Moreau, Deputy Superintendent, Dennis Bieu, Director of Human Resources

ABSENT: Commissioners Jill Fitzgerald, Jeffrey Morgan and David Mills, Council Liaison

CALL TO ORDER AND NATIONAL ANTHEM, MOMENT OF SILENCE

Chairman Wilson called the meeting to order at 7:00 p.m. Dr. Solek introduced instrumental music students from Greene-Hills and West Bristol School and invited the audience to stand while they performed the National Anthem.

A moment of silence was observed for Joan Gustafson an Art Teacher in the district.

Student/Staff Recognition

Dr. Solek recognized the Watchdog Group for all they have done last year and this year. The Watchdogs are a volunteer group that began under the supervision of Principal Scott Gaudet. Members of the group were present in the audience and stood to be recognized.

Approval of Minutes

October 2, 2013 Regular Meeting Minutes

Motion: *passed with a motion by Genard Dolan and a second by Karen Bourassa.*

Committee Reports

Superintendent Report

The Superintendent gave an update on the following topics:

District Leadership Cohort I: The first of four sessions was held on Tuesday October 29th. Twenty-three staff members attended. The focus of the Leadership Cohort is to develop an in-district pool of leader candidates.

2014-15 Budget: The budget development process and expectations have been reviewed with all department supervisors, school and central office administrators. The Superintendent will begin a detailed review of all budget submissions in early December.

2013 CABA/CAPSS Conference: the conference is scheduled for Friday and Saturday November 15th and 16th. Two Bristol Central students and two Bristol Eastern students have been invited to attend the Saturday conference sessions this year and will report back to the board at a later date.

Full Day Kindergarten (FDK) Update: The FDK Committee met on Monday October 28th and Monday November 4th. Meeting outcomes include a review of FDK survey responses,

(<https://www.surveymonkey.com/s/HH7YJBY>) pursuit of current research (2007 to present), and the scheduling of two Community Information Sessions in November as follows: Monday, November 12th at 7:00 PM Bristol Eastern Auditorium and Monday, November 25th at 7:00 PM Bristol Central Auditorium. The Committee is scheduled to meet later this month to review a first draft of the FDK program proposal.

Annual New England Multi-Cultural Conference: The Superintendent attended the annual conference held at Central Connecticut State University on Wednesday, October 16th. Information was provided regarding recruitment of multi-cultural certified staff in Connecticut urban districts.

October CAPT Scholars Recognition: Breakfasts were held at each of the high schools in honor of those students who scored the highest (Students who have scored a 4 or 5) on the 2013 CAPT. Congratulations to all of these dedicated students and their families on this notable achievement.

CT Teacher of the Year Recognition: Corey Nagle, Bristol Teacher of the Year will be honored as a semi-finalist at the annual state reception and ceremony to be held at the Bushnell Theater on Tuesday November 19th.

Professional Development: The SBAC Pilot test was administered electronically to staff across the district. Feedback data will be collected and used to improve the SBAC student administration in early spring. In addition, Common Core implementation, school improvement planning and a continued K-12 focus on Literacy were also addressed.

Commissioner Vibert would like to see some of the information that Dr. Solek received at the Multi-Cultural Conference.

Consent Agenda

Motion Passed: *passed with a motion by Karen Vibert and a second by Genard Dolan.*

Personnel

New Administrators Hired

Kenneth Bagley - CHMS - Interim Assistant Principal - Effective October 22, 2013

Lisa Bernabe - BOE, T & L - Teacher on Special Assignment, Math - Effective Date to be determined

Thomas Carroll - NEMS - Interim Assistant Principal - Effective October 7, 2013

Motion Passed: *passed with a motion by Karen Vibert and a second by Genard Dolan.*

New Teacher Hires

Kelley Longo - NEMS - Guidance - Effective November 4, 2013

Amy Petrillo - BEHS - English - Effective October 21, 2013

Motion Passed: *passed with a motion by Karen Vibert and a second by Genard Dolan.*

6.1.c. Teacher Resignations

Kristy Ricciardone - CHMS - Special Education - Effective November 19, 2013

Shannon Williams - MTV - Grade 5 - Effective October 4, 2013

Motion Passed: *passed with a motion by Karen Vibert and a second by Genard Dolan.*

A-2 Teacher Appointments

Sarah Brown - CHMS - Technology Student Association Advisor - Effective October 1, 2013
 Gregory Diaz - BEHS - Technology Student Association Co-Advisor - Effective October 1, 2013
 Kimberly Hazelton - BEHS - Sophomore Class Co-Advisor - Effective September 27, 2013
 Vince Jennetta - NEMS - Technology Student Association Advisor - Effective October 1, 2013
 Adam Sample - GH - Technology Student Association Advisor - Effective October 1, 2013
 Savva Savides- BEHS - Technology Student Association Co-Advisor - Effective October 1, 2013
 Richard Yatsenick - WB - Technology Student Association Advisor - Effective October 1, 2013

Motion Passed: *passed with a motion by Karen Vibert and a second by Genard Dolan.*

A-3 Resignation

Joan Bossi - CHMS - Language Arts Curriculum Coordinator - Effective October 17, 2013

Motion Passed: *passed with a motion by Karen Vibert and a second by Genard Dolan.*

A-3 Teacher Appointments

John Stavens - BEHS - Gifted Coach - Effective September 27, 2013

Barbara Tedesco - EPH - K-5 Technology Co-Leader - Effective October 8, 2013

Motion Passed: *passed with a motion by Karen Vibert and a second by Genard Dolan.*

Certified Personnel Who Attained Tenure:

Below is a list of certified professional personnel who have reached continuing contract status (tenure) during the period September 1, 2012 through September 1, 2013.

<u>Bristol Eastern High School</u>	<u>Effective Date</u>
Griffin, Dennis - English	6/30/13
Monaco, Kristine - Art	6/30/13
<u>Chippens Hill Middle School</u>	
Porter, Elizabeth - Science	1/31/13
<u>Northeast Middle School</u>	
Bronson, Sally - Guidance	6/30/13
Sienko, Klaudio - .8 Spanish/.2 TESOL	6/30/13
<u>West Bristol K-8 School</u>	
Lizotte, Amanda - Grade 5	9/30/12
Musumeci, Lisa - Guidance	12/31/12
Radziwon, Keagan - Science	9/30/12
<u>Hubbell School</u>	
Tedesco, Barbara - Grade 1	6/30/13
<u>Mountain View School</u>	
Clute, Kathleen - PreK	6/30/13
<u>South Side School</u>	

Kaletski, Hannah - PreK	6/30/13
Tacinelli, Anne - Grade 3	6/30/13
<u>Citywide</u>	
Lewandoski, Walter - Art - SSS/EDGE	6/30/13
<u>Special Education</u>	
Fazzuoli, Leslie-Ann - STAF	6/30/13
Fox, Tiffany - SSS	6/30/13
Martino, Amy - BEHS - Psychologist	12/31/12
Maule, Jonathan - BEHS	6/30/13
<u>Administrators</u>	
Muska, Paul - BEHS - Assistant Principal	12/31/12

Motion Passed: *passed with a motion by Karen Vibert and a second by Genard Dolan.*

Grants

The following grants were presented for approval:

21st Century Grant
 Adult Education Grant
 Greene-Hills Family Resource Center
 PEGPETIA Grant Award from Public Utilities Regulatory Authority
 Quality Enhancement Grant for Bristol FRC's
 School Readiness Community Grant
 South Side School FRC
 Teens in the Driver's Seat Program
 Thomaston Savings Bank Foundation Grant
 United Way Grant in Collaboration with the Bristol Community Organization - FRC
 West Bristol School FRC (WB)

Motion Passed: *passed with a motion by Karen Vibert and a second by Genard Dolan.*

Public Comment

Mike Petosa – 30 Walnut Street - President of the Greater Bristol Labor Council AFL-CIO. He addressed the Board regarding his opposition of the privatization of the cafeteria workers.

Wes Hoadley – 12 Cottage Road – Addressed the Board as a tax payer regarding greed. He covered several topics that were of concern to him.

Sharon Peterson – 72 Kimberly Lane – Addressed the Board regarding privatization of the cafe. She has worked 20 years at Hubbell school, she is proud of what she does and so are the other woman. She is not here for the money; she loves her job and the kids. Outsourcing will destroy the relationships that they have built. She thanked everyone for their support and for coming out.

Chad Lockhart – 103 Duncan Street – Addressed the Board regarding the tentative agreement. He would like for a republican to have the courage to make a motion to reconsider their tentative agreement and to see if it is going to make sense to the tax payers of Bristol; he would like for the Board to reconsider to see if there would be a different outcome.

Tracy Beland – 33 Fall Mountain Road. – Cafeteria Manager at Bristol Eastern High School. She would like for the Board to reconsider the tentative agreement. The board is holding the workers hostage; they have lives that they need to get on with. Take a stand and take the vote; re-vote. Ratify this contract.

Helena Manchester – 28 Newell Avenue – Addressed the Board regarding problems she is having at South Side School. She believes that her daughter is being harassed. She has met with superintendent and principal and feels that nothing has been done. Dr. Solek and Chairman Wilson directed her contact to the Superintendent's Office to discuss this matter further.

Mary Finello – 68 Sigourney Street – Addressed the Board regarding her work at Bristol Eastern. She works at Bristol Eastern, she has no children, but she and the other ladies know our children. She is not getting rich on her pay; she and others work two jobs to make ends meet. Her money is made and spent in Bristol, as are most of the people here. She would like know how we have such a large deficit; shame on all of us for not being more accountable to where the money was going. She would like to see the budget to see where the money went and where it is going. She would like the Board to sign the contract so that they can have peace of mind for another year.

Kathy Martin – 466 Hill Street – Addressed the Board regarding Whitson's. She recently googled Whitson and found several items of interest; suggested that others try to google them as well. She feels that the Board did not do their work in looking into Whitson. They are from Long Island, and we do not want them here.

Deliberated Items/District Leadership Team Reports

EF Educational Tour to Spain - April 2015

Mrs. Andrea Rajotte presented the EF Educational Tour to Spain - April 2015. On Thursday, April 9, 2015, Mrs. Andrea Rajotte, Mrs. Paula Cruz, Mrs. Kathy Archibald and students from Bristol Eastern and Bristol Central High Schools will be expanding their classroom by embarking on a nine day, educational adventure on an EF Tour to Spain. Rather than just reading about the Alhambra, Palacio Real, Don Quixote's windmills and the Prado, they are going to experience these historical treasures first hand. The tour will start in Madrid, the capital city which has its own distinct voice and culture. They will experience more of Spain's artistic side, from the hand-clapping and emotive singing of the flamenco to the priceless masterpieces on the walls of the Prado Museum. The students are going to take their understanding of world history and cultures to a new level. Other historical cities included in the tour are Toledo, Granada, Seville and Costa del Sol. In addition to gaining greater cultural sensitivity and an international perspective on their studies, students return home feeling more confident and independent qualities that stay with them throughout their academic, professional and personal lives. We will be touring with EF educational Tour; an accredited company with 40 years of experience. The dates of our proposed trip are from Thursday, April 9th, 2015 to Friday, April 17, 2015. This allows for students to settle back into their homes before starting classes on Monday, April 20th. Two school days will be taken in order to go on this trip. This trip is being presented 18 months in advance in order to allow families to make affordable monthly payments.

Motion Passed: *passed with a motion by Lawrence Amara and a second by Jill Fitzgerald.*

EF Educational Tour to Peru - April 2016

Paula Cruz presented the EF Educational Tour to Peru - April 2016. The students at Bristol Eastern High School will be expanding their classroom by embarking on this trip to Peru, officially the Republic of Peru, is a country in western South America. It is bordered in the north by Ecuador and Colombia, in the east by Brazil. The country is divided in 3 well-distinguished types of terrain: the Coast, crossed by green valleys separated by desert plateaus; the Andes mountain chain with its snowcapped peaks, deep valleys & canyons and never-ending winding roads, and the Amazon rainforest covered by a lush and evergreen forest. From the shores of the Pacific Ocean to the banks of Lake Titicaca, the students will immerse themselves in the natural splendor and rich history of Peru. The land has been home to some of the world's most ancient civilizations. The roots of the Inca Empire in Cuzco are like no other on earth. Machu Picchu, the fabled "Lost City of the Inca" and one of the New Seven Wonders of the World will be a train ride away. In addition to gaining greater cultural sensitivity, global citizenship, environmentalism and an international perspective on their studies, students return home feeling more confident and independent qualities that stay with them throughout their academic, professional and personal lives. The trip will be scheduled for April vacation 2016, with dates to be determined. It will be an eight day trip and they would like to leave on a Thursday, and return on a Friday, so that the students can get settled in before returning back to school. This trip is being presented 30 months in advance in order to allow families to make affordable monthly payments and plan ahead.

Motion Passed: *passed with a motion by Lawrence Amara and a second by Karen Hintz.*

October 1 Enrollment Count for the 2013-2014 School Year

Dennis Bieu, Director of Human Resources presented the October 1 Enrollment Count for the 2013-2014 School Year.

BOE Approval of Amended SEED Teacher and Administrator Evaluation Plans

Motion Passed: *passes with a motion by Larry Amara and a second by Genard Dolan.*

Old Business

There was no Old Business to come before the Board

New Business

There was no New Business to come before the Board.

Information

Karen Hintz wanted to thank everyone who bought a raffle ticket for the Bristol Eastern raffle.

Chairman Wilson wanted to reminded commissioners about the CABA convention and there is still time to sign up. He also reminded commissioners that there will be an organizational meeting next month and the board will hold elections for officers.

Adjournment

There being no further business to come before the Board and on

Motion: passed by Karen Vibert and a second by Karen Hintz. (8:10 p.m.)

Respectfully Submitted

Susan P. Everett

Susan P. Everett

Executive Secretary to Board of Education

DRAFT

FULL DAY KINDERGARTEN IN THE BRISTOL PUBLIC SCHOOLS



*A Comprehensive Report
Presented to
The Bristol Board of Education
Wednesday December 4, 2014*

*Dr. Ellen Solek
Bristol Superintendent of Schools*

Full Day Kindergarten Final Report

Introduction

The Bristol Board of Education, in conjunction with the Superintendent of Schools, began its consideration of a district-wide Full Day Kindergarten (FDK) program in July of 2013. The Board's initial discussions and the Superintendent's preliminary presentation of full day kindergarten research and statewide trends led to a request by the Board for a more detailed examination of FDK in the Bristol Schools. The Superintendent's preliminary report the Board illustrated the need for a full day kindergarten program in Bristol. The report outlined current research that supports the value of a full day program as:

1. supporting accelerated academic, social, and emotional growth and achievement for early learners through grade 3, particularly those students from socio-economically challenged environments
2. changing socio-economic data indicates that 45%, or almost half of Bristol's total Kindergarten student population currently qualifies for free/reduced lunch
3. increasing FDK implementation across the state as data indicates that 76% of Connecticut's public schools currently offer full day kindergarten programs to kindergarten students. (<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/KindergartenProgs.pdf>)

The following report is compellation of data resulting from the work of the Bristol Public Schools Full Day Kindergarten Committee, the findings and conclusions from a districtwide FDK survey, the findings from a broad review of current FDK research, outcomes from districtwide FDK Information Sessions, district enrollment projections and classroom space availability, FDK budget information, a draft plan for FDK program implementation, and the Superintendent's final recommendations to the Bristol Board of Education.

FDK Committee

Ellen Solek, Chair

Larry Amara, BOE Commissioner

Diana Baim, Community

Michelle Bartucca, K Teacher

Denise Carabetta, Director of Teaching and Learning

Catherine Cassin, Elementary Principal

Genard Dolan, BOE Commissioner

Peg Giordano, Assistant Principal

Anne Gobes, Supervisor Early Childhood Education

FDK Committee (continued)

Kris Irvine, Elementary Principal
Debra Kligerman, K Teacher
Sue Moreau, Deputy Superintendent
Donna Osuch, Community
Katje Pearson, K Teacher
Rochelle Schwartz, Elementary Principal
Tina Taylor, Community
Karen Vibert, BOE Commissioner
Rosie Vojtek, Elementary Principal

A Full Day Kindergarten Committee was formed in September of 2013. The purpose of the committee was to:

- survey parents in the Bristol community to determine current perceptions about full day kindergarten in Bristol
- review current literature regarding full day kindergarten
- conduct a series of community Information Sessions about full day kindergarten

The committee met on the following dates in the Superintendent's Conference Room from 4:00 PM – 5:30 PM:

- **Monday September 30**
- **Monday October 21**
- **Monday October 28**
- **Monday November 4**
- **Monday November 18**

Full Day Kindergarten Survey

The Full Day Kindergarten Committee conducted an in-depth discussion to determine the most important information needed to measure community perceptions about a FDK program in Bristol. The Superintendent drafted the following questions for initial committee review:

FDK PARENT SURVEY – DRAFT I		
I am the parent of a child currently enrolled in the Bristol Public Schools	YES	NO
I am the parent of an incoming kindergartener in Bristol	YES	NO
I support a full day kindergarten program in the Bristol Public Schools	YES	NO
I am aware of the academic and social benefits for students enrolled in a FDK program	YES	NO
I would like more information about FDK in the Bristol Public Schools	YES	NO
I am concerned about the cost of FDK in the Bristol Public Schools	YES	NO
If a FDK program was available to my child in the Bristol Public Schools, I would want them to participate	YES	NO
I believe that a FDK program would benefit my child	YES	NO
My child is developmentally ready for a FDK program in the Bristol Public Schools	YES	NO

After further discussion, the committee identified nine questions to be included in the survey as:

**Full Day Kindergarten (FDK) Parent Survey
Bristol Public Schools**

FDK PARENT SURVEY QUESTIONS	RESPONSE		COMMENTS
I am the parent/guardian of a child currently enrolled in the Bristol Public Schools	YES	NO	
I am the parent of an incoming kindergartener in Bristol in 2014-15 (<i>age 5 on or before January 1, 2015</i>)	YES	NO	
I am the parent of a future kindergartener in Bristol (age birth to 3 this year)	YES	NO	
I am the parent/guardian of a child currently enrolled in a school that offers full day kindergarten (magnet school, private school, charter school, other)	YES	NO	
If a FDK program was available to my child in the Bristol Public Schools, I would want them to participate	YES	NO	
My child is developmentally ready for a FDK program in the Bristol Public Schools	YES	NO	
I would like more information about FDK in the Bristol Public Schools	YES	NO	
I am aware of the academic and social benefits for students enrolled in a FDK program	YES	NO	
I support a full day kindergarten program in the Bristol Public Schools	YES	NO	

Upon determining the final survey questions, the Superintendent posted the survey questions electronically using a software program known as *Survey Monkey*. <https://www.surveymonkey.com/s/HH7YJBY>. The simple survey response format was designed as *Yes* or *No*, with space for narrative comments located after each question. Four hundred seventy-one people completed the full day kindergarten survey. Links to the survey were made available on the schools district website (www.bristolschools.org) and were also published in numerous school newsletters and in Bristol early childhood publications. The survey was deliberately brief, - requiring no more than 5-8 minutes to complete. Respondents were required to elicit a response to each of the nine questions before being allowed to progress to the next question, thereby insuring that the respondents answered all nine survey questions. Up to fifty of the total respondents included narrative comments in addition to answering the questions. Each of the nine survey questions, the corresponding responses to each question, and the narrative data for each question is included in this report in Appendix A. An analysis of the resulting survey data appears in Table I.

Table I: Analysis of Full Day Kindergarten Survey Data

Survey Question	Total Responses	% Positive Responses	% Negative Responses	Conclusions
I am the parent/guardian of a child currently enrolled in the Bristol Public Schools	471	66.9	33.5	The majority of respondents have children currently enrolled in the Bristol Public Schools
I am the parent of an incoming kindergartener in Bristol in 2014-15 (<i>age 5 on or before January 1, 2015</i>)	471	40.3	59.7	The majority of respondents do not have incoming kindergarten children in 2014-15
I am the parent of a future kindergartener in Bristol (age birth to 3 this year)	471	53.3	46.9	The majority of respondents are parents of future kindergarten children
I am the parent/guardian of a child currently enrolled in a school that offers full day kindergarten (magnet school, private school, charter school, other)	471	11.5	88.5	The majority of respondents do not have kindergarten children currently enrolled in full day programs outside of Bristol
If an FDK program was available to my child in the Bristol Public Schools, I would want them to participate	471	85.1	14.9	The majority of respondents want their kindergarten children to participate in FDK in the Bristol Public Schools
My child is developmentally ready for a FDK program in the Bristol Public Schools	471	79.4	20.8	The majority of respondents perceive their child to be developmentally ready for a FDK program

I would like more information about FDK in the Bristol Public Schools	471	72.4	28	The majority of respondents want more information about FDK
I am aware of the academic and social benefits for students enrolled in a FDK program	471	92.8	7.6	The majority of respondents are aware of academic and social benefits associated with FDK
I support a full day kindergarten program in the Bristol Public Schools	471	86.6	13.6	The majority of respondents support a FDK program in the Bristol Public Schools

Conclusions Derived from the Survey

The following conclusions were formulated by the Full Day Kindergarten Committee as a result of examining the survey data:

1. The majority of respondents have children currently enrolled in the Bristol Public Schools.
2. The majority of respondents <i>do not have</i> incoming kindergarten children in 2014-15.
3. The majority of respondents are parents of future kindergarten children.
4. The majority of respondents <i>do not have</i> kindergarten children currently enrolled in full day programs outside of Bristol.
5. The majority of respondents want their kindergarten children to participate in FDK in the Bristol Public Schools.
6. The majority of respondents perceive their child to be developmentally ready for a FDK program.
7. The majority of respondents want more information about FDK.
8. The majority of respondents are aware of academic and social benefits associated with FDK.
9. The majority of respondents support a FDK program in the Bristol Public Schools.

Review of the Literature

The original concept of a *Kindergarten program* began in 1837. Its creator was Friedrich Froebel, a German educator who invented the term *Kindergarten* or “*A Child’s Garden*”. Froebel’s vision was to develop the mental, social and emotional needs of young children through the venues of play, music, movement, outdoor experiences, and independent learning opportunities (Shapiro 1983). Kindergarten was introduced in the United States by Margaret Schurz in 1857. Schurz was a teacher who studied the work of Froebel and decided to begin a kindergarten program in Wisconsin. The concept of Kindergarten gradually grew in popularity across the country and was widespread by 1970 (Lee et al 2006). In 1965, 47% of five year olds were enrolled in kindergarten. By 1985, 97% of five year olds nationwide were enrolled in kindergarten programs (NAESP 1985).

By the 1990’s the conceptual framework of Froebel’s Kindergarten transformed from a play-based exploratory experience to the delivery of a more formalized curricula that focused on the academic development of the whole child (Spodek 1986). Debate among early childhood educators continues today about the goals and objectives of a quality kindergarten program, including the methods of instruction as well as the time required to provide quality instruction (Brosterman 1997).

“Many researchers, educators, and parents adhere to the traditional model of kindergarten as a place where young children learn through play...In contrast, others adhere to the belief that kindergarten should incorporate formal structured lessons (Lee et al 2006).”

Beginning in 2011, the national adoption of the K-12 Common Core State Standards further defined the academic focus for kindergarten classrooms in Connecticut. The Common Core State Standards (CCSS) for kindergarteners in mathematics, reading and writing include rigorous academic expectations including the demonstration of conceptual and analytic thinking, the mastery of reading comprehension, and the solving of algebraic equations. (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592>). The requirements of academic rigor resulting from the adoption of the CCSS has led to more states and school districts adopting full day kindergarten programs (National Association of State Boards of Education 1999).

Ongoing research results regarding the academic value-added component of full day kindergarten are mixed. Some studies have concluded that children who attend FDK programs, when compared to their half day program peers, outscored them on classroom and standardized assessments (Alber-Kelsay 1998). According to research conducted by John Humphrey in 1983, this achievement trend continued for full day students through grade 4. However, two other studies concluded that there was no difference in academic achievement between children enrolled in full day or half day kindergarten programs (McClinton and Topping 1981; Savitz and Druker 1984).

A study of approximately eight thousand pre-kindergarten and kindergarten students in twenty-seven districts nationally found that participation in full day programs resulted in increased academic achievement through first grade (Cryan et al 1992). In 2002, Robert Weiss and Andrea Offenbergl analyzed 17,563 urban Philadelphia third graders who had participated in full day kindergarten. Results of the study concluded that these students were considerably more likely to perform on grade level through grade 3. By grade 4, on-grade level performance declined in all subjects except for science (Weiss and Offenbergl 2002).

A 2001 study by Charlene Hildebrand found no differences in learning between students in full and half day kindergarten programs in either math or writing (Hildebrand 2001). Researchers in Ontario, Canada site negative implications as a result of full day kindergarten implementation including no long-term learning gains (past grade 3), children who may require more time with parents, and a lack of variance in ages for socialization of children in full day kindergarten programs (Mustard and McCain 2007). Jill Cannon et al conclude that attending a full day kindergarten program increases math and reading performance. However, the gains are significantly diminished by 1st grade and disappear by grade 3 (Cannon et al 2005).

Consistency in research findings is greater regarding studies of kindergarten students from economically disadvantaged backgrounds. For example, numerous researchers from studies conducted in 1989 through the 1990's concluded that:

“Children in full-day programs demonstrated greater short-term gains on standardized tests, especially for disadvantaged and bilingual children” (Olsen and Zigler 1989).

“Results are clear. When children's social and academic backgrounds are taken into account, as well as structural, social and academic features of their schools, children who experience full day kindergarten as a whole-school program are advantaged in terms of their cognitive learning...” (Lee et al 2006).

In summary, research findings conclude that greater academic short term gains for children enrolled in full day kindergarten programs. In addition, many of these studies indicate that full day kindergarten programs are especially beneficial for economically disadvantaged children. Keith Zvoch, in his study of at-risk kindergarten students found that students in full day kindergarten programs gained literacy skills at a significantly faster rate than their more economically advantaged half-day peers during kindergarten (Zvoch 2009).

Full Day Kindergarten Information Sessions

As a result of the full day kindergarten survey conclusion indicating a high percentage of respondents (72.4 %) wanting additional information about full day kindergarten, The FDK committee worked closely with Bristol's two high school building principals to schedule two FDK Community Information Sessions in November. Two sessions were scheduled and held as follows:

- Bristol Central High School: Wednesday November 12th at 7:00 PM
- Bristol Eastern High School: Monday November 25th at 7:00 PM

The majority of the committee members attended each of the sessions and sat as a panel. Committee attendance served as a demonstration of support for the FDK program and the collective work of the committee. In addition, committee members were able to respond to questions regarding teacher and administrator experience and perceptions related to kindergarten on a variety of school and classroom-specific topics. The format for each of the sessions included a thirty minute presentation of information about full day kindergarten by the Superintendent followed by a question and answer session for attendees. Approximately sixty community members in total attended the two sessions. The majority of attendees expressed positive opinions about the possible implementation of a FDK program in Bristol. A copy of the Superintendent's informational portion of the program and a list of the questions asked by attendees appears in Appendix B.

The Superintendent and committee members Karen Vibert and Sue Moreau attended a meeting of the Bristol Board of Finance on Tuesday November 26th. They provided the Board of Finance with an outline of the proposed FDK program and detailed cost estimates for one year and two year implementation scenarios (Appendix C).

Enrollment Projections and Classroom Space Availability

District enrollment projections, presented to the Board by the Director of Human Resources in October 2013, indicate that projection data from *Prowda* shows a relatively steady kindergarten enrollment in Bristol from 2013-14 through 2016-17, followed by a drop in kindergarten enrollment in 2017-18.

Currently, there are twenty-nine half day kindergarten sections across the district with an average class size of 18.4 students. Classroom space is at a premium as the district, as part of a 2012 re-districting plan, absorbed pre-kindergarten and kindergarten students with the closing of Jennings School. Further, the school district has experienced an increase in demand for special education pre-kindergarten classrooms. The total number of available kindergarten classrooms currently used for half day programs is eighteen. Therefore, eleven additional classroom spaces would be required for a total of approximately six hundred full day kindergarten students scheduled into twenty-nine classrooms.

Implications for Classroom Space Availability

Classroom availability could occur with the possible relocation of pre-kindergarten classes to the former Westwoods School in Bristol. This would be a two-year relocation process requiring renovation and updating of available classroom spaces. In addition, there may be some potential classroom space gained through the re-location/combining of small, specialized elementary programs such as speech, testing, etc. Also possible are smaller than anticipated incoming kindergarten cohorts for 2014 through 2016.

Full Day Kindergarten Budget and Finance Implications

A detailed spreadsheet of estimated budget expenditures for one year and two year full day kindergarten program implementation scenarios, as created by the district’s Director of Finance, appears in **Appendix C**. Total estimated expenditures for current half day kindergarten programming as well as for each of the two FDK implementation scenarios appears in Tables 2 and 3.

Table 2: *Estimated FDK Expenditures*

1 Year Implementation
2,664,952
2 Year Implementation
Each Year: 1,332,476
Two Year Total: 2,664,952

Table 3: *Estimated Total FDK Expenditures Added to Current Half Day Program Costs*

Current HDK Program
2,358,585
HDK + 1Year
5,023,537
HDK +2 Year
5,023,537

Superintendent Recommendations – *Two Year FDK Implementation*

The need for a district-wide full day kindergarten program in the Bristol Public Schools is imperative. As a result of the 2007 recession and a lagging economy, the demographic shift in the city's population reflects an overall socioeconomic decline. Forty-five percent of Bristol's school children now qualify for free and/or reduced lunch. Public perception of full day kindergarten, as clearly illustrated in the FDK survey results, reflects a majority of the community viewing full day kindergarten in Bristol as beneficial to students and to parents.

The Bristol Public Schools must remain academically competitive in the state of Connecticut. The maintenance of high-quality programming - as supported by full day kindergarten implementation beginning in 2014, would be fully aligned with 76% of Connecticut public school districts who already offer full day kindergarten programs.

The challenges posed by limited classroom space for kindergarten program expansion, coupled with the prohibitive costs for one-year kindergarten program adoption results in the Superintendent's recommendation to implement the district's full day kindergarten program *over a two year period* – beginning in the summer of 2014 with full completion by the summer of 2016. This graduated two year roll-out would allow the district adequate time to thoughtfully plan and to create the necessary additional kindergarten classroom space (11 rooms), as previously discussed, and to more readily absorb the costs associated with the two year implementation of full day kindergarten, as illustrated in Table 2. In addition, the ability for the school district and for the city of Bristol to absorb the significant costs for full day kindergarten over a two year period may simply be more economically feasible under economic conditions that remain challenged.

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APPENDIX A

1. I am the parent/guardian of a child currently enrolled in the Bristol Public Schools

answered question	471
skipped question	0

	Response Percent	Response Count
Yes	66.9%	315
No	33.5%	158

- enrolled in a catholic school system
12/1/2013 8:54 AM [View Responses](#) [Categorize As](#) ▼
- Another child attending in 2015
11/22/2013 9:29 AM [View Responses](#) [Categorize As](#) ▼
- My daughter will be entering Kindergarten for the 2014-2015 yr.
11/19/2013 9:21 AM [View Responses](#) [Categorize As](#) ▼
- Parent and Grandparent of prior Bristol school children
11/17/2013 3:10 PM [View Responses](#) [Categorize As](#) ▼
- We home-educate our daughter in Bristol
11/16/2013 9:21 PM [View Responses](#) [Categorize As](#) ▼
- Century Nursery School
11/15/2013 7:30 PM [View Responses](#) [Categorize As](#) ▼
- two children @
11/15/2013 2:30 PM [View Responses](#) [Categorize As](#) ▼
- my children are not yet of kindergarten age
11/15/2013 12:06 AM [View Responses](#) [Categorize As](#) ▼
- A parent of a child who will attend Bristol Public Schools
11/14/2013 8:53 PM [View Responses](#) [Categorize As](#) ▼
- Pre-K

- 11/14/2013 1:31 PM [View Responses](#) [Categorize As](#) ▼
- Will be an incoming kindergarten student 2014
11/13/2013 2:19 PM [View Responses](#) [Categorize As](#) ▼
- grandparent of a high schooler
11/13/2013 11:09 AM [View Responses](#) [Categorize As](#) ▼
- Century Nursery School
11/13/2013 10:02 AM [View Responses](#) [Categorize As](#) ▼
- Preschool
11/12/2013 12:43 AM [View Responses](#) [Categorize As](#) ▼
- Teacher
11/10/2013 4:17 AM [View Responses](#) [Categorize As](#) ▼
- Member of the community
11/8/2013 11:08 AM [View Responses](#) [Categorize As](#) ▼
- Educator in Bristol and children will be attending BPS when of age
11/6/2013 8:51 AM [View Responses](#) [Categorize As](#) ▼
- Teacher in the District
11/5/2013 8:32 PM [View Responses](#) [Categorize As](#) ▼
- Principal of a private Preschool program
11/5/2013 9:51 AM [View Responses](#) [Categorize As](#) ▼
- child care director
11/4/2013 3:03 PM [View Responses](#) [Categorize As](#) ▼
- My Child is enrolled in Bristol Preschool
10/30/2013 11:21 AM [View Responses](#) [Categorize As](#) ▼
- South Side School
10/29/2013 9:11 PM [View Responses](#) [Categorize As](#) ▼
- relative of children to be enrolled next year
10/28/2013 12:55 AM [View Responses](#) [Categorize As](#) ▼
- Enrolled in private preschool
10/27/2013 11:49 PM [View Responses](#) [Categorize As](#) ▼
- first grader at parochial school
10/27/2013 8:53 PM [View Responses](#) [Categorize As](#) ▼
-

Magnet school

10/27/2013 7:53 AM [View Responses](#) [Categorize As](#) ▼



educatur

10/25/2013 10:19 AM [View Responses](#) [Categorize As](#) ▼



School Readiness Grant Manager

10/24/2013 12:07 AM [View Responses](#) [Categorize As](#) ▼

2. I am the parent of an incoming Kindergartener in Bristol in 2014-15 (age 5 on or before January 1, 2015)

answered question 471

skipped question 0

	Response Percent	Response Count
Yes	40.3%	190
No	59.7%	281

2015-16

11/18/2013 12:24 AM [View Responses](#) [Categorize As](#) ▼



My daughter will be entering kindergarten 2016-17 school year

11/13/2013 3:52 PM [View Responses](#) [Categorize As](#) ▼



july 2015

11/12/2013 9:44 PM [View Responses](#) [Categorize As](#) ▼



one currently in kindergarten

11/12/2013 3:49 PM [View Responses](#) [Categorize As](#) ▼



My son is already in Kindergarten

11/10/2013 4:43 PM [View Responses](#) [Categorize As](#) ▼



2015-2016

11/10/2013 2:02 PM [View Responses](#) [Categorize As](#) ▼



Member of the community

11/8/2013 11:08 AM [View Responses](#) [Categorize As](#) ▼



current Kindergartener and future Kindergartener

11/6/2013 10:35 AM [View Responses](#) [Categorize As](#) ▼



Principal of a private Preschool program

11/5/2013 9:51 AM [View Responses](#) [Categorize As](#) ▼



My child will go to Bristol Public school at the age of 5, he is in preschool now

10/30/2013 11:21 AM [View Responses](#) [Categorize As](#) ▼



parent of a kindergartner for the 2015-2016 school year

10/29/2013 1:55 PM [View Responses](#) [Categorize As](#) ▼



relative

10/28/2013 12:55 AM [View Responses](#) [Categorize As](#) ▼



2015-2016

10/27/2013 5:12 PM [View Responses](#) [Categorize As](#) ▼



My child started kindergarted this year

10/27/2013 3:01 PM [View Responses](#) [Categorize As](#) ▼

3. I am the parent of a future Kindergartener in Bristol (age birth to 3 this year)

answered question	471
skipped question	0

	Response Percent	Response Count
Yes	53.3%	251
No	46.9%	221
Other (please specify) Show Responses		11

know some, lots not ready!

11/17/2013 3:10 PM [View Responses](#) [Categorize As](#) ▼

- in 2015-2016 school year
11/13/2013 11:47 AM [View Responses](#) [Categorize As](#) ▼
- My child will be in kindergarten in the 2016-2017 school yr
11/13/2013 11:26 AM [View Responses](#) [Categorize As](#) ▼
- I am a great grandparent
11/13/2013 11:09 AM [View Responses](#) [Categorize As](#) ▼
- twin boys
11/10/2013 8:28 PM [View Responses](#) [Categorize As](#) ▼
- I have a daughter that will be in Kindergarten soon.
11/10/2013 4:43 PM [View Responses](#) [Categorize As](#) ▼
- My Younger son
11/8/2013 3:18 PM [View Responses](#) [Categorize As](#) ▼
- Member of the community
11/8/2013 11:08 AM [View Responses](#) [Categorize As](#) ▼
- Principal of a private Preschool program
11/5/2013 9:51 AM [View Responses](#) [Categorize As](#) ▼
- relative
10/28/2013 12:55 AM [View Responses](#) [Categorize As](#) ▼
- grandparent
10/25/2013 7:18 AM [View Responses](#) [Categorize As](#) ▼

4. I am the parent/guardian of a child currently enrolled in a school that offers full day kindergarten (magnet school, private school, charter school, other)

answered question	471
skipped question	0

	Response Percent	Response Count
--	-------------------------	-----------------------

4. I am the parent/guardian of a child currently enrolled in a school that offers full day kindergarten (magnet school, private school, charter school, other)

Yes	11.5%	54
No	88.5%	417

Showing 14 text responses

14 selected responses

Not just full day kindergarten but also full night.

11/16/2013 9:21 PM [View Responses](#) [Categorize As](#) ▼

My child attended a full day kindergarten program last year at a private school and was better prepared for first grade than many of her classmates in her Bristol public school this year.

11/15/2013 10:41 AM [View Responses](#) [Categorize As](#) ▼

Does not offer full time

11/13/2013 10:02 AM [View Responses](#) [Categorize As](#) ▼

My oldest son who is now in 1st grade at a Bristol Public School was enrolled in a full day kindergarten program at a Catholic elementary school last year.

11/11/2013 7:52 PM [View Responses](#) [Categorize As](#) ▼

Previously we were

11/11/2013 4:51 PM [View Responses](#) [Categorize As](#) ▼

I have two older children who attended school with full day kindergarten

11/9/2013 12:01 AM [View Responses](#) [Categorize As](#) ▼

full day preschool

11/9/2013 11:33 AM [View Responses](#) [Categorize As](#) ▼

School is half day kindergarten.

11/9/2013 10:41 AM [View Responses](#) [Categorize As](#) ▼

Member of the community

11/8/2013 11:08 AM [View Responses](#) [Categorize As](#) ▼

I live in West Hartford which has full day Kindergarten

11/5/2013 8:32 PM [View Responses](#) [Categorize As](#) ▼

Principal of a private Preschool program

11/5/2013 9:51 AM [View Responses](#) [Categorize As](#) ▼

- no children in system
11/13/2013 12:12 AM [View Responses](#) [Categorize As](#) ▼
- unsure
11/13/2013 9:36 AM [View Responses](#) [Categorize As](#) ▼
- If when my kids were of age I would've LOVED FDK
11/13/2013 7:06 AM [View Responses](#) [Categorize As](#) ▼
- This is why we went to private school
11/11/2013 4:51 PM [View Responses](#) [Categorize As](#) ▼
- I have no school age children, they are middle-aged.
11/10/2013 7:31 AM [View Responses](#) [Categorize As](#) ▼
- It's alot of work for a 5 year old! My son would still need an aftercare program and there are before school programs avail for single parents, i'm thankful I have providers.
11/9/2013 10:41 AM [View Responses](#) [Categorize As](#) ▼
- all children in Bristol should participate in a full day K program provided by the Bristol Public Schools
11/8/2013 11:08 AM [View Responses](#) [Categorize As](#) ▼
- NA
11/5/2013 8:32 PM [View Responses](#) [Categorize As](#) ▼
- Not sure yet - Need more info about the schedule
11/5/2013 11:03 AM [View Responses](#) [Categorize As](#) ▼
- My youngest child is in 4th grade
10/30/2013 4:48 PM [View Responses](#) [Categorize As](#) ▼
- I see K as being an introduction to what is ahead
10/28/2013 7:06 PM [View Responses](#) [Categorize As](#) ▼
- mixed feelings
10/28/2013 1:31 PM [View Responses](#) [Categorize As](#) ▼
- would have wanted them too when they were that age
10/27/2013 7:32 PM [View Responses](#) [Categorize As](#) ▼
- as long as there were enough adults PER CLASSROOM to meet the developmental and social needs of these young studnets
10/27/2013 3:32 PM [View Responses](#) [Categorize As](#) ▼
- Depending on how it is structured, full day k can be a wonderful opportunity.
10/27/2013 3:02 PM [View Responses](#) [Categorize As](#) ▼

6. My child is developmentally ready for a FDK program in the Bristol Public Schools

	answered question	471
	skipped question	0
	Response Percent	Response Count
Yes	79.4%	374
No	20.8%	98
	Other (please specify) Show Responses	50

Showing 50 text responses

No responses selected

N/A

11/26/2013 10:55 AM [View Responses](#) [Categorize As](#) ▼

Mine were, some are not, MANDATORY is not good. If not good for all not needed for any.

11/17/2013 3:10 PM [View Responses](#) [Categorize As](#) ▼

N/A

11/16/2013 9:21 PM [View Responses](#) [Categorize As](#) ▼

too young right now. but at age 5 i would want him in fdk

11/15/2013 2:09 PM [View Responses](#) [Categorize As](#) ▼

She is already doing full time Pre K AM and PM

11/14/2013 2:52 PM [View Responses](#) [Categorize As](#) ▼

my child is older

11/14/2013 1:04 PM [View Responses](#) [Categorize As](#) ▼

Not sure yet, just a baby

11/14/2013 11:50 AM [View Responses](#) [Categorize As](#) ▼

Not old enough yet

- 11/13/2013 9:29 PM [View Responses](#) [Categorize As](#) ▼
- N/A
11/13/2013 6:03 PM [View Responses](#) [Categorize As](#) ▼
- not sure
11/13/2013 5:31 PM [View Responses](#) [Categorize As](#) ▼
- I am not sure
11/13/2013 1:49 PM [View Responses](#) [Categorize As](#) ▼
- She is only 3 right now but in 2 years will be ready
11/13/2013 12:33 AM [View Responses](#) [Categorize As](#) ▼
- no children in system
11/13/2013 12:12 AM [View Responses](#) [Categorize As](#) ▼
- my child currently in K
11/13/2013 11:47 AM [View Responses](#) [Categorize As](#) ▼
- Not for a few more years. He will be for the 2016-2017 school year.
11/13/2013 11:26 AM [View Responses](#) [Categorize As](#) ▼
- 2 of my great grandchildren will be ready for FDK
11/13/2013 11:09 AM [View Responses](#) [Categorize As](#) ▼
- unsure
11/13/2013 9:36 AM [View Responses](#) [Categorize As](#) ▼
- Child is only 1 at this time; older children would have been ready if a FDK had been available when they were in Kindergarten
11/13/2013 8:25 AM [View Responses](#) [Categorize As](#) ▼
- n/a
11/13/2013 7:19 AM [View Responses](#) [Categorize As](#) ▼
- they were at that time
11/13/2013 7:06 AM [View Responses](#) [Categorize As](#) ▼
- Does not apply
11/10/2013 7:31 AM [View Responses](#) [Categorize As](#) ▼
- I just think after speaking to a FDK parent in southington that it's alot of work. And my son would still need an afterschool program, that's a long day!
11/9/2013 10:41 AM [View Responses](#) [Categorize As](#) ▼
- member of the community with no school age children

- 11/8/2013 11:08 AM [View Responses](#) [Categorize As](#) ▼
my youngest is not yet he is only 1 years old but will be
11/8/2013 6:11 AM [View Responses](#) [Categorize As](#) ▼
- He's only 13 months but he will be going to a fantastic nursery school so I am sure he will be.
11/7/2013 8:19 PM [View Responses](#) [Categorize As](#) ▼
- Children too old but would have been developmentally ready for a FDK program if it were available.
11/6/2013 11:33 AM [View Responses](#) [Categorize As](#) ▼
- Not of age yet
11/6/2013 8:51 AM [View Responses](#) [Categorize As](#) ▼
- NA-my child is only 1
11/5/2013 8:32 PM [View Responses](#) [Categorize As](#) ▼
- Principal of a private Preschool program
11/5/2013 9:51 AM [View Responses](#) [Categorize As](#) ▼
- Both my children are/were enrolled in full day preschool programs.
11/4/2013 8:35 AM [View Responses](#) [Categorize As](#) ▼
- Myn youngest child is in 4th grade
10/30/2013 4:48 PM [View Responses](#) [Categorize As](#) ▼
- this is not applicable to me
10/30/2013 1:12 PM [View Responses](#) [Categorize As](#) ▼
- My child is only in preschool now, but will want full day kindergarten
10/30/2013 11:21 AM [View Responses](#) [Categorize As](#) ▼
- They were when they were in kindergarten.
10/29/2013 3:00 PM [View Responses](#) [Categorize As](#) ▼
- My child is only 2
10/28/2013 10:59 AM [View Responses](#) [Categorize As](#) ▼
- N/a
10/28/2013 8:56 AM [View Responses](#) [Categorize As](#) ▼
- I dont have a child going in yet.
10/28/2013 8:35 AM [View Responses](#) [Categorize As](#) ▼
- emotionally it is too difficult and the day is too long.
10/28/2013 12:55 AM [View Responses](#) [Categorize As](#) ▼
-

She is, but I would prefer there not be one

10/27/2013 11:49 PM [View Responses](#) [Categorize As](#) ▼



does not apply

10/27/2013 7:32 PM [View Responses](#) [Categorize As](#) ▼



doesnot apply

10/27/2013 5:10 PM [View Responses](#) [Categorize As](#) ▼



does not apply to us

10/27/2013 3:32 PM [View Responses](#) [Categorize As](#) ▼



My children would have been - too old now

10/27/2013 9:33 AM [View Responses](#) [Categorize As](#) ▼



one was ready, the other was not ready for FDK

10/27/2013 9:09 AM [View Responses](#) [Categorize As](#) ▼



n/a

10/26/2013 8:42 PM [View Responses](#) [Categorize As](#) ▼



no children that age

10/26/2013 8:41 PM [View Responses](#) [Categorize As](#) ▼



will be

10/25/2013 7:18 AM [View Responses](#) [Categorize As](#) ▼



n/a

10/24/2013 4:23 PM [View Responses](#) [Categorize As](#) ▼



The Pre-K programs in Bristol are full day /full year- Children need to be challenged and FDK would do that

10/24/2013 12:07 AM [View Responses](#) [Categorize As](#) ▼



not applicable

10/23/2013 9:02 AM [View Responses](#) [Categorize As](#) ▼

7. I would like more information about FDK in the Bristol Public Schools

answered question 471

skipped question 0

7. I would like more information about FDK in the Bristol Public Schools

	Response Percent	Response Count
Yes	72.4%	341
No	28.0%	132
	Other (please specify) Show Responses	9

Showing 9 text responses

No responses selected

What are the benefits for the KIDS throught 13 - 16 or more years of school?

11/17/2013 3:10 PM [View Responses](#) [Categorize As](#) ▼

I wish they had this when my daughter went to kindergarten

11/13/2013 1:48 PM [View Responses](#) [Categorize As](#) ▼

my kids are in 4th and 7th

11/13/2013 7:06 AM [View Responses](#) [Categorize As](#) ▼

Does not apply

11/10/2013 7:31 AM [View Responses](#) [Categorize As](#) ▼

I am planning on attending one of the meeting for the public.

11/4/2013 8:35 AM [View Responses](#) [Categorize As](#) ▼

My youngest child is in 4th grade

10/30/2013 4:48 PM [View Responses](#) [Categorize As](#) ▼

Not yet but will in future

10/28/2013 8:56 AM [View Responses](#) [Categorize As](#) ▼

does not apply

10/27/2013 7:32 PM [View Responses](#) [Categorize As](#) ▼

no...dont have a child that it affects

10/26/2013 8:42 PM [View Responses](#) [Categorize As](#) ▼

They are only little for so long. Why rush their childhood??

11/13/2013 4:16 PM [View Responses](#) [Categorize As](#) ▼



This is a LIE

11/13/2013 11:20 AM [View Responses](#) [Categorize As](#) ▼



It's nothing more than daycare.

11/13/2013 10:41 AM [View Responses](#) [Categorize As](#) ▼



This depends on how it is run. The pros and cons are controversial

11/13/2013 10:06 AM [View Responses](#) [Categorize As](#) ▼



What about the negative aspects of FDK.

11/13/2013 6:24 AM [View Responses](#) [Categorize As](#) ▼



I personally don't think there are benefits

11/12/2013 8:33 AM [View Responses](#) [Categorize As](#) ▼



I am also aware of the overload of work and homework. With half day school, my son is able to learn slowly and is given little homework. Only 2 hours of "learning" and then he has the afterschool program "a brain, break, i'd say".

11/9/2013 10:41 AM [View Responses](#) [Categorize As](#) ▼



My son is thriving in his full day kindergarten program right now and really hope Bristol offers this next year. I don't feel that the 1/2 day is enough time for the core curriculum and socialization.

11/4/2013 8:35 AM [View Responses](#) [Categorize As](#) ▼



I feel they are far outweighed by the negatives. most people want fdk to save money on childcare costs.

10/28/2013 12:55 AM [View Responses](#) [Categorize As](#) ▼



I am a former elementary school teacher, my child learns best at this young age by being at home and outside surrounded by books, nature and play. Half day is wonderful for our situation. Please make it an option for us moms who are home and want our children to have a gentle transition to school.

10/26/2013 9:19 PM [View Responses](#) [Categorize As](#) ▼



it is needed!!!!

9. I support a Full Day Kindergarten program in the Bristol Public Schools

answered question 471

skipped question 0

9. I support a Full Day Kindergarten program in the Bristol Public Schools

	Response Percent	Response Count
Yes	86.6%	408
No	13.6%	64
	Other (please specify) Show Responses	21

Not worth the problems and cost

11/17/2013 3:10 PM [View Responses](#) [Categorize As](#) ▼

I think it is very beneficial to the students to prepare them for upcoming school years.

11/15/2013 2:09 PM [View Responses](#) [Categorize As](#) ▼

I feel the children are being pushed to hard too young. I feel that having a 5 year old go to school 5 days a week for a full day is way too much for them, both mentally and physically.

11/15/2013 12:06 AM [View Responses](#) [Categorize As](#) ▼

Undecided

11/14/2013 8:59 AM [View Responses](#) [Categorize As](#) ▼

With an increased emphasis on testing, I see the benefits of FDK. However, I also have concerns about the lack of time for kids to be kids. Beginning test prep in FDK will reflect on test scores, will it best serve the interest of a well rounded, well balanced, and happy child?

11/13/2013 6:07 PM [View Responses](#) [Categorize As](#) ▼

They are only little for so long. Why rush their childhood?? They will be too tired at the end of the day.

11/13/2013 4:16 PM [View Responses](#) [Categorize As](#) ▼

Seen other districts move to FDK and educated parents displeased with the outcome. Still requiring K students to performs endless amount of busywork homework.

11/13/2013 10:06 AM [View Responses](#) [Categorize As](#) ▼

unsure

11/13/2013 9:36 AM [View Responses](#) [Categorize As](#) ▼

If the funds are there, without cutting any jobs.

11/13/2013 8:43 AM [View Responses](#) [Categorize As](#) ▼



As a homeowner and taxpayer in Bristol - a resounding YES!

11/10/2013 7:31 AM [View Responses](#) [Categorize As](#) ▼



I m not sure.

11/9/2013 9:10 PM [View Responses](#) [Categorize As](#) ▼



Not sure yet

11/5/2013 11:03 AM [View Responses](#) [Categorize As](#) ▼



Absolutely! I hope Bristol makes the right decision. Don't disappoint the parents and children of this community!

11/4/2013 8:35 AM [View Responses](#) [Categorize As](#) ▼



AI do not agree with the enlargement of classes for FDK

10/30/2013 1:12 PM [View Responses](#) [Categorize As](#) ▼



I am concerned that going from a 2 and 3/4 prek day to a 6 hour day is too much for my child to handle. The extended day Kindergarten (4 hours) was deemed so beneficial to our Bristol Children. They had more time to cover the same curriculum and the results showed that these children were more ready for 1st grade than those children in a 2 3/4 hr class. Also, how are you going to accommodate all of the children. Kindergarten class sizes are higher now than ever. If we go to full day Kindergarten than that will mean that less children will be served. There is only so much space in the school. Does this mean that more classrooms will accommodate Full Day Kindergarten and then the other grades will have a higher ratio of students to teacher. As it is the ratios are higher now. 17 children to a prek class. 27 children in 3rd grade classes. I am not for this. The Extended Day Kindergarten would be the best option. Children would transition much easier from a 2 3/4 hour Prek day to a 4 hour Kindergarten day then to a 6 hour 1st grade day.

10/29/2013 8:10 PM [View Responses](#) [Categorize As](#) ▼



FDK is much needed in Bristol!

10/29/2013 3:00 PM [View Responses](#) [Categorize As](#) ▼



I think its to much for them! It also could effect daycare bussniess in the local area.

10/28/2013 10:49 AM [View Responses](#) [Categorize As](#) ▼



completely against it

10/28/2013 12:55 AM [View Responses](#) [Categorize As](#) ▼



I think FDK should be optional not mandatory

10/27/2013 9:09 AM [View Responses](#) [Categorize As](#) ▼



10/26/2013 9:17 PM [View Responses](#) [Categorize As](#) ▼



With Common Core standards- it should be required.



APPENDIX B

Kindergarten is....

- a critical year for all children. It is a year of transition from preschool programs or home to their first formal schooling.
- the start of a child's educational journey.
- a time for laying the foundation for life long learning.

Thenand Now

Kindergarten 1993	Kindergarten 2013
Half day	Half day
Child <u>preferred</u> play	Teacher Directed and <u>child non-preferred</u> activities
Teacher dependent	Independent thinkers and problem solvers
Nap and blankets	Multiple activities in cooperative learning

Core Beliefs About Kindergarten

- ▶ Young children learn best through discovery, exploration and active learning, including structured and unstructured play.
- ▶ The process of learning for children at this age is as important as performance standards and products.
- ▶ The kindergarten environment must support a natural approach to learning where children are encouraged to ask questions, think, choose, analyze, interact, problem solve and take risks
- ▶ The curriculum must be balanced to include:
 - ✓ opportunities for choice and student initiated activities
 - ✓ small group and individualized instruction
 - ✓ “workshop” instruction
 - ✓ in-depth study of concepts
 - ✓ personally relevant curriculum
 - ✓ Integration of: art, music, physical education and library media
- ▶ Development of the “Whole Child”
 - ✓ social/emotional development
 - ✓ motor development through outdoor activity and physical movement

Inch Wide...Mile Deep

What does a
kindergartner need to
know and be able to do?



Typical Full Day Program

- ▶ 8:55-9:25 Arrival-Morning Meeting (30 min)
- ▶ 9:25-10:05 Special (40 min)
- ▶ 10:10-11:00 -Readers workshop including mini-lesson, independent read, buddy read, conferencing and small group instruction. (50 min)
- ▶ 11:00-11:40 -Writers workshop including mini-lesson, conferencing and share (40 min)
- ▶ 11:40-12:40 –Lunch and Recess (60 min)
- ▶ 12:40-1:10 -Science/Social Studies (30 min)
- ▶ 1:10-1:40 -Math Centers including mini-lesson (30 min)
- ▶ 1:40-2:40 –Developmental Discovery Centers (60 min)
- ▶ 2:40-3:10- Science Social Studies (30 min)
- ▶ 3:10-3:20 –Dismissal (10 min)

Total minutes=380

Sample K

Common Core State Standards for Math

Grade K Overview

- **Counting and Cardinality**
 - Know number names and the count sequence.
 - Count to tell the number of objects.
 - Compare numbers.
- **Operations and Algebraic Thinking**
 - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- **Number and Operations in Base Ten**
 - Work with numbers 11-19 to gain foundations for place value.
- **Measurement and Data**
 - Describe and compare measurable attributes.
 - Classify objects and count the number of objects in each category
- **Geometry**
 - Identify and describe shapes.
 - Analyze, compare, create, and compose shapes.
- **Mathematical Practices**
 - 1. Make sense of problems and persevere in solving them.
 - 2. Reason abstractly and quantitatively.
 - 3. Construct viable arguments and critique the reasoning of others.
 - 4. Model with mathematics.
 - 5. Use appropriate tools strategically.
 - 6. Attend to precision.
 - 7. Look for and make use of structure.
 - 8. Look for and express regularity in repeated reasoning.

Sample K

Common Core State Standards for ELA

- **Key Ideas and Details**
- [CCSS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.
- [CCSS.ELA-Literacy.RL.K.2](#) With prompting and support, retell familiar stories, including key details.
- [CCSS.ELA-Literacy.RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.
- **Craft and Structure**
- [CCSS.ELA-Literacy.RL.K.4](#) Ask and answer questions about unknown words in a text.
- [CCSS.ELA-Literacy.RL.K.5](#) Recognize common types of texts (e.g., storybooks, poems).
- [CCSS.ELA-Literacy.RL.K.6](#) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **Integration of Knowledge and Ideas**
- [CCSS.ELA-Literacy.RL.K.7](#) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- (RL.K.8 not applicable to literature)
- [CCSS.ELA-Literacy.RL.K.9](#) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- **Range of Reading and Level of Text Complexity**
- [CCSS.ELA-Literacy.RL.K.10](#) Actively engage in group reading activities with purpose and understanding.

(2)Sample K

Common Core State Standards for ELA

- **Text Types and Purposes**
- [CCSS.ELA-Literacy.W.K.1](#) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- [CCSS.ELA-Literacy.W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- [CCSS.ELA-Literacy.W.K.3](#) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **Production and Distribution of Writing**
- (W.K.4 begins in grade 3)
- [CCSS.ELA-Literacy.W.K.5](#) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- [CCSS.ELA-Literacy.W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **Research to Build and Present Knowledge**
- [CCSS.ELA-Literacy.W.K.7](#) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- [CCSS.ELA-Literacy.W.K.8](#) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

FDK Statewide 2012-13 (*CSDE*)

- 76% of Kindergarteners are enrolled in FDK programs in CT
- 103 out of 169 CT school districts provide FDK programs – 74%
- Comparable urban districts with FDK include:
- Bloomfield, Bridgeport, East Hartford, Hamden, Hartford, Manchester, Meriden, Middletown, Milford, Waterbury, New Britain, West Hartford
- Southington and Trumbull to add FDK for 2013-14

Why Full Day Kindergarten?

- ✓ The learning process takes time.
- ✓ Allows for longer blocks of uninterrupted instructional time.
- ✓ Offers more time to progress through a curriculum that has changed and increased as evidenced by mandates such as the Common Core State Standards.
- ✓ Enhances opportunity to provide a better balance of active and quiet periods to support a developmentally appropriate environment for learning.
- ✓ More opportunities to spend time engaged in **active, child-initiated activities**.
- ✓ Supports individualized pacing and workshop approach.
- ✓ Curriculum/instructional improvement efforts will be more closely aligned with other grades.
- ✓ Emphasizes the **process** required to reach mastery of standard.
- ✓ Offers more opportunities to build stronger **relationships**-Teachers with students, teachers and parents, student to student.
- ✓ Deeper and more thorough exploration of concepts.
- ✓ More differentiation of instruction.

Writing Achievement
Half Day K

Half Day K

I like to paint

pictures. it is fun.

and I like it.

Writing Achievement-Full Day K

I went to get ice cream
with my cousins and
the flavre was Choclit Chip.
ythen she cam over
^{and} and she stop over
ythen in the morning
^{and} my mom went to
get Donats and we
ate the Donats and
my cousin ate a Donats
and I had a Dont.

Are There Any Disadvantages?

- Increased requirements and cost for staffing, classroom space, supplies and materials
- Student orientation to a full day program may be challenging
- Requires significant changes to current Kindergarten curricula and to current program design
- Staff Development and Training needed to ensure high quality FDK implementation

Summary and Recommendations

- Research points to FDK benefits for student achievement and CCSS implementation
- Several CT urban school districts currently offer FDK
- There are options to consider
- *Recommendation:* Formation of a district FDK Committee in September to conduct further research regarding implementation, conduct detailed cost analyses, examine alternative funding options and make final report to the BOE in December of 2013

Discussion



Questions from the FDK Presentations

What as we as parents can do to help support FDK? How can we push this through?

Keeping in mind this has to be approved by the BOE and the Board of Finance, when will parents know realistically when a decision will be made and a plan made for FDK?

Why implement a multi-year plan for FDK? Is it because of finances?

When the new schools were built, wasn't this part of the plan and thought behind building these schools?

Will there be a rest period as part of the FDK program?

How do the schools handle peanut allergies?

In regards to a multi-year roll-out, how do you expect children who go half-day to "catch-up" to those who attend FDK?

What will happen to the Preschool programs to make room for FDK in certain schools?

If we can identify students earlier who require special needs instruction, will the cost in special services be reduced in the long run?

Are there studies that have been done that prove immediate gains for children who attend FDK and what are the long range effects of these gains later on as they progress through the grades?

If students attend FDK, will there be less homework or the same twenty minutes a day as now?

Is there a possibility of redistricting of schools for FDK?

Is the FDK proposal public so I can do my own research?

If students go to FDK, is there any research that shows the transition to first grade is easier?

Are there going to be paraprofessionals or assistants to help the teachers in FDK programs?

Will transportation will be allotted for FDK students who are less than a mile from the school?

Will other classes become larger to accommodate FDK classes at West Bristol School?

What happens if my child is not ready for a 6 hour day?

Are there any parents present who oppose full day kindergarten?



APPENDIX C

FULL DAY KINDERGARTEN PROGRAM
 W/CURRENT PROGRAM-ONE YEAR TRANSITION TWO YEAR TRANSITION

EXPENDITURES	CURRENT KINDERGARTEN PROGRAM		ALL DAY PROGRAM-ONE YEAR TRANSITION		ALL DAY PROGRAM-TWO YEAR TRANSITION				FULL DAY KINDERGARTEN	
	STAFF FTE	TOTAL COSTS	STAFF FTE	TOTAL COSTS	STAFF FTE YEAR 1	COST YEAR 1	STAFF FTE YEAR 2	COST YEAR 2	TOTAL FTE	TOTAL COSTS
STAFF										
CERTIFIED SALARIES TEACHERS	14.50	\$1,048,493							14.50	\$1,048,493
BENEFITS		\$178,387								\$178,387
STAFF ADDITIONS										
CERTIFIED SALARIES TEACHERS			14.50	\$1,048,493	7.25	\$524,247	7.25	\$524,247	14.50	\$1,048,493
BENEFITS				\$178,387		\$89,193		\$89,193		\$178,387
BUILDING PARAPROFESSIONALS			8.00	\$137,016	4.00	\$68,508	4.00	\$68,508	8.00	\$137,016
BENEFITS				\$114,360		\$57,180		\$57,180		\$114,360
ADDITIONAL SECTIONS*										
ART	0.84	\$64,357	1.20	\$65,904	0.60	\$32,952	0.60	\$32,952	2.04	\$130,261
MUSIC	1.07	\$79,583	1.20	\$65,904	0.60	\$32,952	0.60	\$32,952	2.27	\$145,487
P/E	1.19	\$87,266	1.00	\$54,920	0.50	\$27,460	0.50	\$27,460	2.19	\$142,186
BENEFITS		\$44,132		\$71,698		\$35,849		\$35,849		\$115,830
SPECIAL EDUCATION SERVICES*										
CERTIFIED SPECIAL EDUCATION TEACHERS	3.99	\$315,315	3.00	\$142,612	1.50	\$71,306	1.50	\$71,306	6.99	\$457,927
PHYSCHOLOGIST	1.24	\$91,839	2.00	\$118,000	1.00	\$59,000	1.00	\$59,000	3.24	\$209,839
SPEECH LANGUAGE PATHOLOGIST	1.34	\$118,416	1.00	\$87,516	0.50	\$43,758	0.50	\$43,758	2.34	\$205,932
PARAPROFESSIONALS	6.71	\$116,434	8.00	\$137,012	4.00	\$68,506	4.00	\$68,506	14.71	\$253,446
BENEFITS		\$189,363		\$200,130		\$100,065		\$100,065		\$389,493
INSTRUCTIONAL SUPPLIES		\$15,000		\$15,000		\$7,500		\$7,500		\$30,000
CIRRICULUM COMMON CORE IMPLEMENTATION										
PROFESSIONAL DEVELOPMENT		\$10,000		\$18,000		\$9,000		\$9,000		\$28,000
MAINTENANCE/PHYSICAL PLANT										
CLASSROOM BUILD OUT*				\$135,000		\$67,500		\$67,500		\$135,000
FURNITURE*				\$75,000		\$37,500		\$37,500		\$75,000
	30.88		39.9		19.95		19.95		70.78	\$5,023,537
TOTAL COSTS CURRENT KINDERGARTEN PROGRAM		\$2,358,585								
TOTAL FULL DAY K PROGRAM -ONE YEAR TRANSITION				\$2,664,952						
TOTAL CURRENT PROGRAM AND FULL DAY K PROGRAM -ONE YEAR TRANSITION				\$5,023,537						
TOTAL COSTS FULL DAY K PROGRAM-TWO YEAR TRANSITION						\$1,332,476		\$1,332,476		
TOTAL CURRENT PROGRAM AND FULL DAY K PROGRAM-TWO YEAR TRANSITION						\$3,691,061		\$5,023,537		
Notes:										
1. Art, Music, Physical Education teachers are assigned to a specific school to serve students at all levels; as a result an allocation was used for program costs specifically for K students.										
2. Special Education teachers and support staff are assigned to a specific school to serve students at all levels; as a result an allocation was used for Special Education costs specifically for K students.										
3. Estimated costs for professional development for initiating Full Day Kindergarten and Curriculum Common Core Implementation.										
4. Contingency for classroom build outs estimated at \$ 9000 per classroom for 15 classrooms.										
5. Furniture for 15 classrooms at \$5000 per classroom.										

FEDERAL CONSOLIDATED GRANT

Title I, Part A Grant	
Public Total	\$1,640,995
Neglected Total	\$5,804

The Title IA, Improving Basic Programs grant, funds a total of 11.7 certified staff, who are the instructional support teachers at the elementary and middle school level. In addition, the grant funds, 0.5 middle school support staff, 0.2 secretary, 0.6 grants clerk, 0.65 grants manager, 0.3 grant accountant, 1.0 literacy intern, parent involvement coordinator, and employee benefits for teachers, the grants clerk, the grants manager, and the grants accountant. The remaining grant funds are used to provide professional development in literacy and mathematics, provide for literacy teacher participation in literacy seminars, provide for parent activities programs, provide extended day programs for students, provide support for the AVID program, provide tutoring for neglected students, and purchase teaching materials and equipment.

Title II, Part A Grant total: \$197,406

The Title IIA, Teacher and Principal Training grant, funds salaries for 2.0 elementary teaching positions employee benefits for teachers, and professional development programs for teachers.

Private School grants

In addition, the Bristol Public Schools manages **\$1445** in Title IA and **\$23,563** in Title IIA for the local non-public schools.

**Bristol Public Schools
Title I GRANT APPLICATION
December 4, 2013**

PUBLIC SCHOOL GRANTS

Title I, Regular	Improving Basic Programs <i>11.7 literacy/instructional support teachers</i> <i>0.5 middle school support staff</i> <i>Tutoring for neglected student</i> <i>Employee benefits</i> <i>Parent activities (1% minimum required)</i> <i>Professional development activities</i> <i>Professional development consultants</i> <i>Instructional materials and supplies</i> <i>Field trips</i> <i>Grants clerk</i> <i>Grant accountant</i> <i>Grants manager</i> <i>Clerical support</i>	\$1,640,995
Title I, Regular	Neglected <i>Tutors</i>	\$5,804
Title II, Part A	Teacher and Principal Training & Recruiting <i>2.0 class size reduction teachers</i> <i>Professional development activities</i> <i>Employee benefits</i> <i>Grants clerk</i> <i>Grant accountant</i> <i>Grants manager</i>	\$197,406

PRIVATE SCHOOL GRANTS

Title I, Regular	Improving Basic Programs <i>Eligible Schools - St. Matthew School</i> <i>Tutor</i> <i>Parent activities</i> <i>Professional development activities</i>	\$1,445
Title II, Part A	Teacher and Principal Training & Recruiting <i>Professional development programs</i> <i>Professional development materials</i>	\$23,563

Connecticut State Department of Education Technology Investments to Implement Common Core State Standards and Administer Common Core aligned Assessments, Specifically Smarter Balanced Assessments 2013-2014.

The Connecticut State Department of Education's (CSDE) goal is to ensure every Connecticut student upon graduating from high school is ready for college and career and be able to engage in the civic life of their community so that they may lead a rewarding and fulfilling life. The Common Core State Standards will help us reach this goal and establish:

- Consistent learning goals for all students, in every community, school, and classroom
- Clear roadmaps of academic expectations for educators at each grade level

The Connecticut State Department of Education (CSDE) sought proposals last August to support the implementation of the Common Core State Standards and administration of Common Core aligned assessments, specifically the Smarter Balanced assessment system.

Grant applications were possible for:

- Purchase of New Computer Devices
- Purchase of Inter-District School or Facility Bandwidth

Following up on Technology Audits conducted with schools in the fall of 2012 in preparation for SBAC testing and technology needs for Common Core State Standards implementation, the district submitted a proposal for **\$410,850.00** to purchase the following items for schools:

- additional wireless infrastructure
- upgrade network switching equipment
- additional mobile ChromeBook Laboratories of 30 units for use in classrooms and on-line testing.

On Friday November 15, 2013, the district was notified of that its proposal would be funded. The grant award to the district is **\$286,116.00** and reflects the district's current state reimbursement rate.

Greece Trip 2014
June 29 – July 14



1). Total cost - \$2500.00

Below items included in total price:

2). R/T Flight from Logan to Athens

3). Transportation to and from Boston

4). Flight from Athens to Rhodes

Flight from Rhodes to Athens

4). Study tour - Travel Greece by bus, visit various archaeological sites

- **Hotels with breakfast all included**
- **Meals included (Dinner)**
- **Housing included**

CULTURE OF GREECE

PAIDEIA Summer 2014 with Study Tour for High Schools

Itinerary around Greece July 6-14

Day 1: June 29 Departure from US - Overnight flight to Greece

June 30 to July 6 stay in Rhodes.

Day 8: July 6

Athens. Walking tour in Athens visiting Acropolis, Agora of Athens, Dionysos Ancient Theater, Temple of Zeus, Archaeological Museum, Olympic Stadium, Parliament, Monument of Unknown Soldier, University of Athens, Academy of Athens, Plaka, Monastiraki.

Hotel Arethusa, Mitropoleos St & Syntagma, Tel. 011-30- 2103229431-4,

Day 9: July 7

- a. Nemea. Visit Museum and Ancient Stadium.
- b. Mycenae. Visit Museum, Lions Gate with Ancient Acropolis, Mycenaean Tombs of Atreus and Klytaimnystra.
- c. Epidauros. Visit Museum and magnificent Ancient Greek Theater of Epidauros.
- d. Argolida and Nafplion. Visit the port.
- e. Ancient Olympia. Sleep in Ancient Olympia.
Hotel Neda, Tel:011-30-26240-22563; www.hotelneda.gr

Day 10: July 8

- a. Ancient Olympia. Visit two Museums and Archaeological site with the ancient Olympic Stadium and other facilities.
- b. Nafpaktos. Port.
- c. Messologi. Visit the park of Heroes from Greek War of Independence.
- d. Itea. Free time, swim, dinner in the beach, sleep.
Hotel Galini: Tel. 22650-

Day 11: July 9

- a. Delphi. Tour Archaeological sites, Museum.
- b. Thermopylae. Monument of King Leonidas and 300 Spartans
- c. Kalambaka Free time, dinner/sleep
Hotel Kaikis; Tel. 011-30-24320-75280-1;

Day 12: July 10

- a. Meteora. Visit medieval Byzantine Monasteries.
- b. Vergina. Visit Museum
- c. Thessaloniki. Dinner/Sleep
Hotel Emporikon; Tel. 011-30-2310-516666; www.hotelemporikon.gr ??

Day 13: July 11

- a. Thessaloniki. Museums, White Tower, Statue of Alexander The Great
- b. Thessaloniki. Dinner/sleep.
Hotel Emporikon; Tel. 011-30-2310-516666; www.hotelemporikon.gr ??

Day 14: July 12

- a. Pella. Visit Museum, Archaeological site.
- b. Aiani, Kozani. Visit museum, Apollodorus Festival, Dinner
- c. Katerini. Sleep
Hotel Olympion; Tel. 011-30-23510-29892; www.hotelolympion.gr

Day 15: July 13

- a. Katerini
- b. Dion. Visit museum and Archaeological site.
- c. Athens

Day 16: July 14

End of Study tour-end of summer program-return flight to USA.

The Culture of Greece

- **Culture of Greece reviews the art and architecture of Greece, the customs and lore of Modern Greece**
- **Visit museums, archaeological sites and monuments around Greece**
- **Participate in a number of cultural and athletic events in different regions of Greece**
- **Survey the classical and Byzantine art and architecture**

There are places you will visit either on the scheduled field trips or during the week long study tour or archaeological sites, monuments and museums of Greece during your stay in Greece

Visits:

- 1) **ATHENS: Acropolis; The Parthenon; Agora; Museums; Stadium**
- 2) **DELPHI: Archaeological site; Museum; Tholos**
- 3) **AEANI-KOZANI: Museum; Necropolis; Apollodoros Festival**
- 4) **VERGINA: Museum; King Philip's Tomb**
- 5) **DION; Museum**
- 6) **OLYMPIA: Archaeological Site; Museums; Town**
- 7) **NEMEA: Stadium; Museum**

8) EPIDAUROS: Ancient Greek Theater

9) RHODES: Old City

10) KAMEIROS-RHODES: Archaeological Site

11) LINDOS-RHODES: Acropolis; The Village

12) MYCENAE: Museum; Acropolis

13) THERMOPYLAE: Battle ground; King Leonidas of Sparta

Monument

14) METEORA: Byzantine Monasteries; Town

15) THESSALONIKI: Museums; White Tower; Alexander the Great

Monument

Assessment:

- 1. Students will keep a daily journal of the various sites that they will visit.**
- 2. They will attend lectures by the various professors.**
- 3. They will write two papers 1-2 pages each on their two favorite sites.**
- 4. They will also attend some classes in Rhodes which will be conducted by**

Professor Tomazos

Insurance:

Each student will be required to purchase insurance from CMI Insurance Worldwide. See Flyer!

Travel Agent: APOLLO TRAVEL , Konstantinou 4, Athens, Greece . This agent has been used for almost twenty years.



ITALIAN STUDY-PROGRAM IN SALERNO 1 – 9 november 2014 - 1 week



Accademia Italiana in Salerno presents the possibility of learning the Italian language in the South of Italy with an intensive program, where students will experience the History, Art, Cooking and enjoy the beautiful harbors of Amalfi and Cilento Coasts in a traditional and real-life setting.

The strong points" of Salerno destination are:

- **ideal position by seaside** in a beautiful and famous touristic area (all the main touristic sites Amalfi, Positano, Sorrento, Capri, Pompei, Paestum, Naples, etc.) are located at few minutes by public transport)
- **typical mid-size city** where it is possible to experience the real local life due to the absence of the mass tourism.
- **low-cost of living** (Ex: 1 espresso+1 croissant= 1.20 eur; 1 pizza margherita: 3.50 eur)
- **easy ways to get** by low cost flights, thanks to the closest airports of Naples and Rome

At Accademia Italiana, participants are placed in OPEN GROUPS in different levels and attend Italian lessons for 4 lessons daily (9.00 – 12.30), from Monday to Friday, with a series of high-impact social activities: tours, visits, meetings, seminars and excursions.

We offer on-site guided tours in the medieval city centre together with beautiful excursions and special visits to many destinations around the city: the suggestive **Amalfi Coast** with its pearls **Amalfi**, the famous archeological sites **Paestum (Greek Temples)** and **Pompeii (City Ruines)**

In Salerno students can be accommodated in hostfamilies in doublerooms and enjoy the traditional and real-life setting, practising the language and tasting the delicious local home made food (half board)

Accademia Italiana provides a special **ITALIAN STUDY -PROGRAM 1-9 november 2014**. This Program combines a 1-week Italian Course with the chance to experience a typical Italian culture with a host family. The course content improves all the language skills. Special topics are also taught, during the cultural seminars, to allow students to make the most of their time in Italy, e.g. shopping, vocabulary, traditions and customs.

Accademia Italiana
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accademia@accademia-italiana.it



ITALIAN STUDY-Program 1-9 November 2014 includes:

- Italian General Course : 1 week/ 20 lessons from Monday to Friday (45 minutes each lesson)
- 1 welcome and orientation meeting
- 1 FULL DAY EXCURSION to AMALFI and RAVELLO
- 1 FULL DAY EXCURSION to POMPEII
- 1 HALF DAY EXCURSION TO PAESTUM
- 1 CITY-TOUR IN THE OLD SALERNO with Christmas lights “Luci d’artista’
- 1 HALF DAY VISIT TO MOZZARELLA FACTORY with final tasting
- 1 seminar about Italian Regional Cooking of Campania
- 1 seminar about Idioms and sayings
- 1 seminar on Italian popular Gestures
- Accommodation in hostfamily in doublerooms with halfboard, 1 week/8 nights
-

We are pleased to present our best QUOTATION for 1 week Italian Study Program in Salerno 1-9 november 2014 for a group of minimum 15 participants with 1 group leader.






ITALIAN STUDY –PROGRAM in SALERNO 1-9 november 2014 – 1 WEEK

<p>SATURDAY 1 november 2014</p> <p>Arrival and welcoming to the HOSTFAMILIES</p> 	
<p>SUNDAY 2 november 2014</p> <p>FULL-day excursion to AMALFI and RAVELLO (Italian guide, transports, entrance tickets to Cathedral and Museums)</p> 	
<p>ITALIAN COURSE 1 week/ 20 lessons (45 minutes each lesson)</p>	<p>SEMINARS, VISITS AND EXCURSIONS</p>

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 <p style="text-align: center;">LESSONS</p>	 <p style="text-align: center;">DAILY ACTIVITIES</p>
<p>MONDAY 3 november 2014 morning</p> <p>H 8:30 Placement test</p> <p>H 9:00 – 12:30 Italian language class</p> 	<p>MONDAY 3 november 2014 afternoon</p> <p>welcome and orientation meeting with crackers and canapé with soft drinks</p>  <p>city tour to the old SALERNO with Luci d'Artista lights (Italian guide, & entrance tickets)</p> 
<p>TUESDAY 4 november 2014 morning</p> <p>H 9:00 – 12:30 Italian language class</p>	<p>TUESDAY 4 november 2014 afternoon</p> <p>HALF-DAY excursion to PAESTUM: archeological site with Greek Temples (Italian guide, transports & entrance tickets)</p> 
<p>WEDNESDAY 5 november 2014 morning</p> <p>H 9:00 – 12:30 Italian language class</p>	<p>WEDNESDAY 5 november 2014 afternoon</p> <p>Seminar on Italian COOKING: 'Regional food from Campania'</p> 
<p>THURSDAY 6 november 2014 morning</p>	<p>THURSDAY 6 november 2014 afternoon</p>



<p>H 9:00 – 12:30 Italian language class</p>	<p>Special Visit to Mozzarella Factory with final Tasting</p> 
<p>FRIDAY 7 november 2014 morning</p> <p>H 9:00 – 12:30 Italian language class Final TEST with Certificate of Attendance</p> 	<p>FRIDAY 7 november 2014 afternoon</p> <p>Seminar on Italian Idioms and Sayings</p> 
<p>SATURDAY 8 november 2014 FULL-day excursion to POMPEII (Italian guide, transports, entrance tickets to Cathedral and Museums)</p> 	
<p>SUNDAY 9 november 2014</p> <p>Departure to USA </p>	
<p>ACCOMMODATION IN SALERNO: 1 week/ 8 nights from Saturday 1 to Sunday 9 november 2014</p> <p>In Italian Hostfamilies in doubleroom with halfboard (breakfast and dinner) (15-20 minutes walking distance from the school)</p> 	
<p>Picking-Up Service from Naples Airport to accommodation in Salerno (1 hour about) and viceversa (2 ways) in private shuttle-bus</p>	



GRATUITY for 1 group leader for a group of min. 15 participants

Accommodation

Option A: in HOSTFAMILY in singleroom with halfboard 100% OFFERED by the school

Option B: in SHARED APARTMENT in singleroom selfcatering 100% OFFERED by the school

Activities, excursions, picking-up: 100% OFFERED by the school

PRICES PER PERSON

- Italian General Course – 1 week /20 lessons = ~~Eur 220~~ – 15% group discount = **Eur 190**
- Enrolment fee = ~~Eur 80~~ - 15% group discount = **Eur 70**
- Activities Package (seminars, excursions, tours mentioned above) = **Eur 160**
- Accommodation in hostfamily in doubleroom with halfboard= **Eur 270**
- 2 Transfers from Naples airport and viceversa= **Eur 40**

TOTAL PRICE per person: EUR 730 - ALL INCLUSIVE

*All costs are net of commissions and are valid for a study-program held in November 2014. IVA and taxes are included. *Meals and drinks are not included in visits and excursions.*

Enrolment Fee includes: registration fee; entrance test and exam fee; didactic material; certificates and diplomas; assistance in finding lodging; recreational activities

Payments: account of 30% of the total amount at the moment of reservation and 70% by 30 days before the arrival. We send the total invoice as soon as we get the course confirmation from you.

This program can be more personalized and tailor made, considering different needs of didactics and budget available. For a more tailor made quotation, please do not hesitate to contact us at: francescamemoli@accademia-italiana.it

We look forward to welcoming your students in Salerno in November 2014 for an unforgettable Italian experience!

Francesca Romana Memoli
director

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

December 4, 2013

(Date)

Information

Decision,

AGENDA REPORTING FORM

TOPIC: High School Program of Studies for 2014-2015

BACKGROUND:

Each year, the Board of Education reviews proposed changes to the high school program of studies booklet and approves those changes. Three courses were added to the Program of Studies: Physics I AP, Physics C Advanced Placement, and Computer Programming and Video Game Design. Physics I AP is a new course in place of Physics, accelerated. Computer Programming and Video Game Design is a course in the Career and Technical Education department replacing Multimedia. This course will better prepare students to be successful in a concentrator area on programming for the state assessments of technology applications. Other revisions include: course descriptions in mathematics and Civics, were revised to reflect the curriculum that was approved in Spring 2013 and the summer school policy, revised to reflect the current policy approved by the Board of Education in Spring 2013.

COST: \$0 **FUNDING SOURCE:** n/a

RECOMMENDATIONS/COMMENTS:

This is a first reading of the Program of Studies.

ATTACHMENTS:

2014-2015 High School Program of Studies

TOPIC PRESENTER: Mrs. Carly Fortin

Denise Carabetta

CONTACT NUMBER: 860-584-7731

860-584-7079

SUPERINTENDENT: Dr. Ellen Solek

Ellen Solek, Ed.D.

Bristol Board of Education, Bristol CT

Presented at Board Meeting: _____

Approved: _____

Order Filed: _____

Referred to: _____

PROGRAM OF STUDIES REVISIONS

Page 22

Summer School information revised to align with the revisions to Board policy made in Spring 2013.

Page 40

COMPUTER PROGRAMING & VIDEO GAME DESIGN

Grades: 10-12	Credit: .5	Category: 2
Prerequisite: None		

Do you like to play video games? Do you have ideas for an awesome video game? Then start developing your skills so you can unleash your creative genius on the video game universe. In this fast paced course students will learn the basics of video game programming and will start making video games that you and your friends can play on any PC. Course work will involve work in C++ and computer graphics. Strong computer skills are a must. Students who are not already "very proficient" in the use of computers should consider taking Information Processing 1 first.

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" All topics studied will involve the use of content related computer software programs." added to descriptions of mathematics courses to reflect revisions to courses approved in Spring 2013.

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PHYSICS 1 AP

Grades: 11/12	Credit: 1	Category: AP
Prerequisite: Must have an "83" average in Acc. Alg. 2 and must have previously taken or concurrently taking Acc. Pre-calculus, or have permission of instructor		

Advanced Placement Physics 1 is equivalent to the first semester of an algebra-based college introductory physics course. This course covers Newtonian mechanics, thermodynamics, waves, and electric circuits. This course emphasizes laboratory investigations and focuses on experimental technique, data analysis and drawing inferences from observations and data. Quantitative problem solving is also stressed. Students will be required to take the AP Physics 1 examination in May.

PHYSICS C Mechanics and PHYSICS C Electricity & Magnetism AP/UCONN

Grades: 12	Credit: 2	Category: AP
Prerequisite: AP Calculus or have permission of instructor.		

Advanced Placement Physics C is the equivalent of a two-semester, calculus-based college introductory physics course. This course covers Newtonian mechanics and electricity and magnetism. This course places heavy emphasis on quantitative problem solving and demands the student be comfortable applying the concepts of algebra, geometry, and trigonometry. This course will also deepen the student's understanding of calculus through real world applications. Students will be required to take both the AP Physics C Mechanics and AP Physics C Electricity and Magnetism examinations in May. This course may also qualify for UCONN credit. . **Please see page 15 for specific requirements regarding AP/UCONN courses.**

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" To apply lessons of citizenship, students conduct a semester-long research project to create and execute an action plan to improve a self-selected issue of concern. " added to Civics description to reflect curriculum revisions.



**BOARD OF EDUCATION
Bristol, Connecticut**

2014 BOARD OF EDUCATION MEETING SCHEDULE

Day and Time: First Wednesday of every month at 7:00 p.m.
** (Except August and September)*

Place of Meeting: Auditorium, Board of Education Administration Building,
129 Church Street, Bristol, Connecticut 06010

January 8, 2014

February 5, 2014

March 5, 2014

April 2, 2014

May 7, 2014

June 4, 2014

July 2, 2014

August 20, 2014 *

September 10, 2014 *

October 1, 2014

November 5, 2014

December 3, 2014

January 7, 2015