



Full-day Kindergarten Planning Guide

Programs offering Full-day Kindergarten (FDK) should be familiar with [RCW 28A.150.315](#). Programs implementing Full-day Kindergarten via an Alternative Learning Experience (ALE) model should also be familiar with [WAC 392-121-182](#), as compliance may be subject to review by the State Auditor’s Office. This document is intended to outline considerations related to RCW 28A.150.315 and guide programs in meeting the requirements of FDK in an ALE setting.

1. Program curriculum offers rich, varied set of experiences
<ul style="list-style-type: none">I. Each student receives curriculum in:<ul style="list-style-type: none">a. Developing initial skills in the academic areas of reading, mathematics, and writingb. Developing a variety of communication skillsc. Scienced. Social studiese. Artsf. Health and physical educationg. World language other than Englishh. Acquiring large and small motor skillsi. Acquiring social and emotional skillsj. Learning through hands-on experiencesII. Curriculum options approved by school boardIII. Certificated teachers to cover academic and non-academic components of curriculumIV. WSLP outlining syllabus and assessment of learning and academic progression
Implementation plan:

2. Developmentally appropriate learning environment that promotes creativity
<ul style="list-style-type: none">I. Incorporation of developmentally appropriate environmentII. Curriculum administered to promote creativity
Implementation plan:



3. Program provides at least 1000 hours of instruction annually

- I. Calendar allows for 1000 hours of instruction
 - a. Weekly schedule and student time on/off campus
 - b. Specific activities will take place off-site and for how many hours each week?
 - c. Format for direct instruction (classes, expeditionary, one-on-one)?
- II. On-site staff availability
 - a. Training needs

Implementation plan:

4. Early learning collaboration

- I. Mission and intent of partnerships and collaboration
- II. Exploration of potential community partners in region
- III. Action plan for potential connections

Implementation plan:

5. Family connections

- I. Action plan for collaboration/partnerships with families
- II. Schedule of opportunities for family connections throughout the school year
- III. Printed informational materials for families

Implementation plan:



6. Administration of WaKIDS

- I. Timeline for training teachers
- II. Assessment plan
- III. Access to TSGold
- IV. Schedule for multiple weekly, onsite, in-person observations during assessment window

Implementation plan:

7. Other considerations

- I. Uses of enhanced funding
- II. Full implementation of WAC 392-121-182
- III. Data metrics and collection plan
- IV. Implementation plan for a cycle of continuous improvement

Implementation plan: