



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Buker Elementary School
Multi-Purpose Room

Thursday, December 19, 2013

7:00 PM

1. Call to Order 7:00
2. Pledge of Allegiance
3. Citizens' Concerns 7:05
4. Superintendent's Report 7:15
5. Chair's Report 7:30
6. Consent Agenda 7:45
 - A. Minutes of December 5, 2013 Exhibit A
 - B. Appointment of David W. Ketcham as School Committee Member of the Essex North Shore Agricultural & Technical School District Exhibit B
 - C. Acceptance of \$3,200 from HW Edfund for Social Responsibility Grant Exhibit C1&2
7. Committee Reports 8:00
 - a. Audit
 - b. Facilities
 - c. Negotiations
 - d. Policy
 - e. Warrant
 - f. Student Rep.
 - g. Other
8. Old Business 8:15
 - A. 2ND Reading of Policies
 1. Staff/Student Fraternization Exhibit D
9. New Business 8:30
 - A. Budget Overlay Discussion Exhibit E & E2 & E3
 - B. Developing FY15 Budget Discussion Exhibit F
 - C. Appointment of Liaison for Turf Field Study Group
 - D. 1ST Reading of Policies
 1. Facilities & Operations Support Services Goals Exhibit G
 2. Facilities Development Exhibit H
 3. Renovation & Construction Exhibit I
 4. Enrollment Projections Exhibit J
 5. Public Information Program Exhibit K
 6. Investment in Sites Exhibit L
 7. Memorials for Deceased Students or Staff Exhibit M
 8. Property Insurance Program Exhibit N
 9. Maintenance & Control of Equipment Exhibit O
 10. Maintenance Records Exhibit P

10. Vote to Adjourn 9:30
Knowledge • Responsibility • Respect • Excellence

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, sexual orientation, age or disability.

Hamilton-Wenham Regional School District Committee

Dec. 5, 2013

Minutes

**CALL TO ORDER AND
PLEDGE OF ALLEGIANCE:**

Roger Kuebel opened the meeting at 7:08 p.m. in the Buker Multipurpose Room. The Committee and others present rose for the Pledge of Allegiance.

PRESENT:

Jeanise Bertrand, Sean Condon, Bill Dery (8:02), Deb Evans, Roger Kuebel (chair), Barbara Lawrence, Sheila MacDonald, Larry Swartz, Bill Wilson

ALSO PRESENT:

Dr. Michael Harvey, Superintendent; Jeff Sands, Assistant Superintendent for Administration and Finance

ABSENT:

No one.

CITIZENS' CONCERNS:

None.

SUPERINTENDENT'S REPORT:

2013 State Champions Girls'
Cross-Country Team

High School Cross-Country coach Steve Sawyer introduced the 10 cross-country runners who competed in invitational meets at the end of the cross-country season and led the team to its state Division II championship. He spoke about each of them. Dr. Harvey and the Committee congratulated them, and those present applauded the team.

2013 AP Honor Roll

Dr. Harvey announced that HWRSD is one of 477 school districts in the U.S. to be named to the 2013 AP honor roll, which recognizes districts that both increased access to AP courses for students, and increased the percentage of students scoring 3 or higher on AP tests.

MRMS Update

Dr. Harvey said John Driscoll, who has been on medical leave this year, has resigned as principal of Miles River Middle School. The job is to be posted the week following this meeting, and interviews would take place in January. The new principal would begin work in July; the interim principal will fill out this year.

CHAIR'S REPORT:

R. Kuebel thanked citizen Michelle Brown for her reminder that votes on budget matters require 6 yes votes.

CONSENT AGENDA:

Minutes of 10.3.13
Minutes of 10.17.13
Minutes of 11.25.13
Field Trip, Cambridge, MA, Model UN
Acceptance of \$4,379.43 from the

**BILL WILSON MADE A MOTION THAT THE H-W
REGIONAL SCHOOL COMMITTEE APPROVE ALL OF
THE REMAINING ITEMS ON THE CONSENT AGENDA.
THERE CAN BE NO FURTHER DISCUSSION OR
AMENDMENT OF THIS MOTION. SHEILA MACDONALD
SECONDED THE MOTION. THE MOTION PASSED**

Town of Hamilton, Conservation
Commission Grant
Acceptance of \$3,414 in Grant money from
the EdFund for Exo Labs Focus
Microscope & Cameras

8-0-0-1.

COMMITTEE REPORTS:

Audit

B. Wilson said the district submitted its end of year reporting package to the state on Oct. 22; excess and deficiency has not yet been certified.

Facilities

S. Condon said this group is working on a maintenance manual and reviewing facilities policies. It is to meet next on Dec. 19.

Negotiations

This subcommittee is scheduled to meet next on Dec. 17.

Policy

B. Lawrence said this subcommittee would recommend 45 facilities policies to the full Committee at an upcoming meeting.

Master Plan

B. Lawrence said reports are to be circulated soon.

Choice

The report of the special subcommittee to assess aspects of the district's participation in the school choice program is posted on the website, under superintendent / reports.

NEW BUSINESS:

Motion to approve Memorandum of
Agreement for School Nurses

R. Kuebel noted the Committee discussed this pending agreement at a prior meeting.

BILL WILSON MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO APPROVE THE MEMORANDUM OF AGREEMENT BETWEEN THE HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT AND THE HAMILTON WENHAM REGIONAL EDUCATION ASSOCIATION UNIT C - NURSES. DEB EVANS SECONDED THE MOTION. THE MOTION PASSED 8-0-0-1.

Motion to fill open seats on
subcommittees: Negotiations
& Policy

R. Kuebel invited nominations of Committee members to serve in subcommittee roles that were left vacant by the resignation of Melissa Even Moore from the Committee. B. Lawrence nominated L. Swartz to serve on the Policy Subcommittee. S. MacDonald nominated L. Swartz to serve on the Negotiations Subcommittee.

BILL WILSON MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO HAVE LARRY SWARTZ FILL THE OPEN POSITION ON THE SUBCOMMITTEE OF NEGOTIATIONS. SHEILA MACDONALD SECONDED THE MOTION. THE MOTION PASSED 8-0-0-1.

BILL WILSON MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO HAVE LARRY SWARTZ FILL THE OPEN POSITION ON THE SUBCOMMITTEE OF POLICY. SHEILA MACDONALD SECONDED THE MOTION. THE MOTION PASSED 8-0-0-1.

Preliminary FY15 Budget Presentation

Dr. Harvey gave a PowerPoint presentation on his draft of an FY15 budget, which includes some placeholder financial figures, and a list of possible new initiatives and their projected costs, for the Committee's consideration as discussion and design of the FY15 budget get underway. (The slides are appended to these minutes.) A level services budget (with no changes to current programs and staffing) as outlined in this preliminary FY15 budget document would cost \$150,000 less than the FY14 budget, because healthcare costs are projected to be \$634,000 less than was budgeted for FY14, which would more than offset the projected \$484,000 increase in other costs. The budget document also lists 29 "priorities and big ideas" that the leadership team described to the Committee at a prior meeting, at the Committee's invitation; if all were adopted the total cost would be approximately \$2 million, of which \$791,622 would be one-time expenditures, and \$1.2 million would be recurring expenditures. Committee members and Dr. Harvey noted that this list is an array of options for consideration, and further discussion will take place at future meetings before a decision is reached about whether to include any in the FY15 budget, and if so, which ones.

Discussion that followed touched on topics including how administrators arrived at expense projections; whether any positions could be eliminated, and whether any senior staff retirements might result in new hires at lower pay rates; the assumption of level student population; redesignation of some line items previously described as revenue in the budget which in this proposed FY15 budget are listed as offsets; uncertainty about FY15 state funding levels, and how some state funding is calculated; possible future district expenses related to planning for a joint public works department with the member Towns; the calculated confidence level of the current year's budget (which, absent overbudgeting for healthcare costs, administrators estimate will be within .2% of actual expenses); and whether budgets should anticipate predictable future costs for replacement of items that have a limited useful life. Several Committee members said including the entire balance of the Excess and Deficiency account in the budget might confuse Town officials and residents, and might be misleading, as the Committee has yet to decide whether to return some E&D funds to the Towns. They asked Dr. Harvey to make it clear in budget presentations and documents that the list of "priorities and big ideas" is for discussion and consideration, and that the budget does not propose those items.

Discussion of FY15 Budget Timeline

Dr. Harvey proposed a schedule of meetings, hearings and votes

& Process

between the date of this meeting and Feb. 13. the date by which the Committee must approve a budget (per state law, and the scheduled dates for the Hamilton and Wenham Town Meetings). (The proposed schedule is appended as the last page of the PowerPoint presentation on the preliminary FY15 budget draft).

Committee members agreed extra meetings should be scheduled, starting with one on Thursday, Dec. 12 to consider proposed policies.

D. Evans suggested the Committee offer the public an earlier opportunity to provide input about the budget, and invite public comment later during Committee meetings, after briefings and discussions of specific topics.

Policy First Reading
Staff/Student Fraternization

B. Lawrence said this policy is being proposed on the advice of the superintendent, and has been reviewed by the Committee's legal counsel.

Motion on Recommendation from Audit
Committee regarding appointment of
Financial Auditors

B. Wilson conveyed the Audit Subcommittee's recommendation that the Committee contract with Powers & Sullivan to conduct the routine annual financial audit for three more years. He spoke favorably of the firm's performance for the three-year period ending with this fiscal year. The firm charged \$21,000 a year under the current contract, and has requested \$24,000 a year for the proposed three-year contract; B. Wilson said the job has taken more time than the firm anticipated when it bid for the first contract. The \$3,500 fee for the end of year report would not change. He said the Committee should change auditors every six years.

BILL WILSON MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO HAVE POWERS & SULLIVAN REPRESENT THE DISTRICT AS THE AUDITORS FOR THE FY15 SCHOOL YEAR ON THE RECOMMENDATION OF THE AUDIT COMMITTEE, FOR FY14, FY15 AND FY16, PER THE CONTRACT WHICH IS OUTLINED AT \$3500 PER THE ENGAGEMENT LETTER, AND \$24,000 PER YEAR FOR THE FUNCTION. BARBARA LAWRENCE SECONDED THE MOTION. THE MOTION PASSED UNANIMOUSLY (9-0-0-0).

OLD BUSINESS:
Second Reading of Policies

B. Lawrence noted that the Committee previously discussed these policies.

*Special Procedures for
Conducting Hearings*

At R. Kuebel's suggestion, the Committee agreed to amend this policy to replace the word "chair" with the phrase "chair or acting chair."

BILL WILSON MADE A MOTION THAT THE HW REGIONAL

SCHOOL COMMITTEE VOTE TO APPROVE THE SPECIAL PROCEDURES FOR CONDUCTING HEARINGS POLICY, AS AMENDED. SHEILA MACDONALD SECONDED THE MOTION. THE MOTION PASSED UNANIMOUSLY (9-0-0-0).

Guidelines for Public Comment

B. Lawrence informed the Committee that some language the Committee decided to delete from this draft policy remains in the version presented at this meeting, because the Committee's legal counsel restored it and explained she did so because this was necessary to comply with state law. The language would require an individual to arrange 24 hours in advance with the district administrative office to address the Committee during the time for public comment at an open meeting. Several Committee members expressed opposition to such a requirement, and several expressed skepticism that state law requires this. The Committee deferred a vote; R. Kuebel said he would consult the counsel.

ADJOURNMENT:

BILL DERY MADE A MOTION THAT THE HW REGIONAL SCHOOL COMMITTEE VOTE TO ADJOURN. SHEILA MACDONALD SECONDED THE MOTION. THE MOTION PASSED UNANIMOUSLY (8-0-0-0).

The meeting adjourned at 8:52 p.m.

DOCUMENTS AND EXHIBITS

Model UN Field Trip to Cambridge, MA request form and supporting documents (10 pages)
Letter from Hamilton Conservation Commission dated Nov. 22, 2013 re Environmental Education Program funding (1 page)
Email from Donna Gourdeau to leadership team dated Oct. 24, 2013 re EdFund grants (1 page)
Memorandum of Agreement between HWRSD and HWR Education Association (Unit C - Nurses) dated 11/7/13 (1 page)
PowerPoint presentation, FY15 Superintendent's Budget Recommendation School Committee Presentation December 5, 2013 (8 slides)
Draft policy, Anti-Fraternization (1 page)
Draft policy, Special Procedures for Conducting Hearings (1 page)
Draft policy, Guidelines for Public Comment (2 pages)
Proposal of services for FY14, FY15, and FY 16 (6 pages) and engagement letter (both unsigned and undated) from Powers & Sullivan, LLC

Respectfully submitted,
Ann Sierks Smith, School Committee recording secretary

16 DEC 2013 AM 11:17

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GORDON P. RAMSEY
OF COUNSEL

December 13, 2013

Roger Kubel, Chair
School Committee
Hamilton-Wenham Regional School District
5 School Street
Wenham MA 01984

Dear Roger:

I have received notice that David W. Ketcham's current three-year term as Hamilton's member of the School Committee of the Essex North Shore Agricultural & Technical School District, (the successor of the North Shore Regional Vocational School District) will expire December 31, 2013. The appointment is subject to the consent of the Hamilton-Wenham Regional District School Committee. I have contacted David and he advises he will accept the new appointment which I will make.

David has been a member of the NSRVSD School Committee since the mid-1990s and has had a leadership role in planning and implementing the merger of the NS Tech High School with the Essex Agricultural School for the creation of the new Essex North Shore Agricultural and Technical School District effective July 1, 2013.

David has been a member of the School Committees of both the old North Shore Regional District and the new North Shore Agricultural and Technical District and served as the key liaison between the two school committees. He has devoted untold hours and energy to the merger project. He would like to continue offering his institutional knowledge and expertise to see the merger transition through to completion in the new school buildings on Route 62 at the Danvers-Middleton town line.

Please confirm the H-W School Committee's action on the appointment to Daniel R. O'Connell, Superintendent- Director of the new Essex North Shore A&T School District, and to Jane Wetson, Hamilton's Town Clerk.

Sincerely,


Bruce C. Ramsey

Cc Jane M. Wetson, Town Clerk
Michael Lombardo, Town Manager
Board of Selectmen

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GORDON P. RAMSEY
OF COUNSEL

December 13, 2013

David W. Ketcham
5 Old Cart Road
Hamilton MA 01982

Dear David:

I feel honored and pleased and to appoint you to a full, initial three-year term as Hamilton's member of the School Committee of the Essex North Shore Agricultural & Technical School District commencing in January, 2014. The appointment is subject to the consent of the Hamilton-Wenham Regional District School Committee and I have mailed notice of your appointment to the H-W School Committee.

I want to thank you once again for representing the best interests of Hamilton, as well as the larger North Shore, by playing a key liaison role in the merger transition of North Shore Technical High into the new Essex North Shore Agricultural and Technical High School. Your commitment to the development of the new, much larger technical High School to serve the North Shore with broader program opportunities and choices in more suitable learning facilities with updated equipment and educational assets, will provide enhanced educational programs and resources for our students from September, 2014 and continuing for decades.

I suspect you are feeling more than a little pride as you watch the construction of the new school complex on Route 62 and that you are eagerly waiting to see the buildings fill up in September. There are few better rewards than having worked hard to accomplish something and being able actually to watch a generation of young people use and benefit from your visions, decisions and final designs. Congratulations!

You continue to have my appreciation, respect and support!

Sincerely,


Bruce C. Ramsey, Moderator

Cc Daniel R. O'Connell, Superintendent-Director
Michael Harvey, PhD, Superintendent, HWRSD
Jane M. Wetson, Town Clerk
Michael Lombardo, Town Manager
Board of Selectmen

Change is Simple – Three R's: K-1

Lesson 1: Reduce, Re-use, Recycle

Focus Questions:

What are the three "R's"?

How do humans negatively affect the environment? (In regards to trash, pollution etc.)

How can we reduce our environmental impact?

What is composting?

How does composting positively affect the environment?

What types of products can be composted?

What products can be recycled?

How can we re-use products instead of putting them in the trash?

Standards:

ELA, Discussion 1.2: Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, speaking one at a time).

Comprehensive Health, Community and Public Health 14.3: List practices and products that make living safer.

Comprehensive Health, Interpersonal Relationships 7.2: Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.

Comprehensive Health, Ecological Health 13.2: Describe how business, industry and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution.

Comprehensive Health, Physical Activity and Fitness 2.2: Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams

Objectives:

Students will understand how they can change their own habits to positively affect the environment.

Students will be able to identify the three R's and understand the benefits of each.

Students will be able to classify everyday objects into the appropriate category; trash, compost, reduce, reuse or recycle.

Students will be able to identify alternatives to common products that become waste.

Students will understand the impact of a single action multiplied across a large group.

Materials & Procedure: Change is Simple

Conclusion: When the game is complete gather students in a circle. Reiterate the three R's and the significance of each. Have a Q&A session with the students and answer any questions they may have. When all questions are answered remind the students they can make a difference!

Change is Simple – Three R's: K-1

Extension: Students will be given a take home worksheet that has them identify opportunities to reduce, reuse and recycle at home.

Vocabulary List:

- Compost: A mixture of decaying organic materials, such as food, leaves, manure, that are used to fertilize soil
- Recycle: To treat used materials so they can be used again
- Reuse: To use again
- Reduce: To lower
- Landfill: A piece of land where trash is delivered and buried
- Pollution: The introduction of harmful substances to the environment
- Disposable (Single- Use): Designed to be thrown away after being used

Change is Simple – Grade K-1: Trees, Natural Resources

All Change is Simple lesson plans are confidential and the intellectual property of the organization; can not be recreated/taught by teachers, schools, organizations, or corporations.

Lesson 1: Trees, Paper, Natural Resources

Focus Question(s):

What are the stages of tree growth?
 How do we rely on trees?
 How does our environment rely on trees?
 How can we protect our trees?
 How do trees change over time do to the

Standards:

1.SL.1- Speaking and Listening Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 1.SL.2- Ask and answer questions about key details in a text read aloud or information present orally or through other media.
 Science and Technology; Life Sciences: Living Things in their Environment (k, 1, 2) #6-Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell and taste.
 Science and Technology, Life Sciences, Structures and Function, #5: Differentiate between observed characteristics of plants and animals that are fully inherited and characteristics that are affected by the climate or environment.
 Science and Technology, Life Sciences, Adaptations of Living Things #6: Give examples of how inherited characteristics may change over time as adaptations in the environment that enable organisms to survive.
 Science and Technology, Life Sciences, Adaptations of Living Things #7: Give examples of how changes in the environment have caused some plants and animals to die or move to new locations.
 Science and Technology, Life Sciences, Adaptations of Living Things #10: Give examples of how organisms can cause changes in their environment to ensure survival. Explain how some of these changes may affect the ecosystem.
 Comprehensive Health, Ecological Health 13.1: Describe types of natural resources and their connection to health
 Comprehensive Health, Ecological Health 13.2: Describe how businesses, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution

Objectives:

Students will be able to demonstrate the stages of tree growth.
 Students will be able to recognize the importance of trees to the survival of multiple species, including humans.
 Students will be able to engage in a collaborative discussion about what they can do to protect trees.
 Students will be able to identify the human-made products that are results of natural resources.
 Students will be able to connect their daily actions with the impact it has on the planet.

Change is Simple – Grade K-1: Trees, Natural Resources

Learning Experience:::: Change is Simple

Closing:

Bring group together for Q&A. Reiterate main points. Ask what they remember and their favorite part of the lesson. Tell the teachers that when the recycled paper is completed the students should make them signs that remind others to recycle paper to conserve trees!

Extension:

Encourage students to use both sides of paper, use scrap paper, think before printing, share paper and think about ways to reduce at both home and school. Also have them find out if they are recycling at home and if they are not make sure they find a bin to do so.

Collecting a few cardboard boxes for students to decorate to place around the class and school to encourage paper recycling. Students that do not have a recycling bin can do the same for their home.

Teacher to make sure they recycle paper in classroom and begin to make other connections with human made products and the natural resources from which they are sourced.

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT D

Anti-Fraternization Policy

Staff must be aware of the imbalance of power that exists in relationships between staff and students. Staff is responsible for appropriate and professional conduct in all settings and in all forms of communication, including but not limited to, verbal communication/speech, written communication, electronic communication, physical gestures, motions or other forms of interaction. It is the staff member's responsibility to terminate any relationship that may be inappropriate. The staff of the Hamilton Wenham Regional School District must understand that the adherence to this Anti-Fraternization Policy is a condition of employment. Failure to adhere to the requirements of this policy may result in disciplinary action, up to and including termination.

Policy Review: 1st Reading: December 5, 2013
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

KINDERGARTEN STUDY:

Full-Day versus Half-Day Kindergarten

PREPARED BY:

Lisa Pitch, M.A.
COORDINATOR OF RESEARCH
Clark County School District

Ordene Edwards, M.S.
University of Nevada, Las Vegas
Department of Educational Psychology

BACKGROUND

Brief History of Full-day Kindergarten

The idea for kindergarten programs was birthed by Freidrich Froebel in 1837 (Lee et al., 2006). Over the years, kindergarten education in the United States has been growing and experiencing tremendous transformations. In the 1950s, mostly all kindergarten programs employed the half-day kindergarten schedule (Puelo, 1988). Today, full-day kindergarten programs are quickly replacing the traditional half-day kindergarten schedules. In the U.S., about 98% of children attend at least a half-day kindergarten program, and about 60% of children attend full-day kindergarten programs (Education Commission of the States, (September 2004). However, only nine states “require districts to offer full-day kindergarten programs.” This trend is rapidly progressing although only the states of Alabama, Arkansas, Georgia, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, and West Virginia have mandatory full-day kindergarten programs (Education Commission of the States, 2004b). Moreover, traditionally, more private schools have offered full-day kindergarten programs than public schools. However, data from the Early Childhood Longitudinal Study-Kindergarten Class of 1998-1999 (ECLS-K) show that about 57% of all public schools now have full-day kindergarten schedules (Walston & West, 2004).

Factors Influencing the Growth of Full-Day Kindergarten Programs

Several demographic and socio-cultural indicators can explain the growth of full-day kindergarten programs:

1. Approximately 60% of mothers who work outside the home have children of kindergarten age (Children’s Defense Fund, 1996). Given this current trend, schools needed to provide full-day kindergarten programs to accommodate parents’ child-care and scheduling needs. Moreover, given that the numbers of non-kindergarten programs were steadily declining resulting in a surplus of physical plants and school staffs in some locales, extra resources were created which could be diverted to full-day kindergarten programs (Lee et al., 2006).
2. Full-day kindergarten serves as a good transition from pre-kindergarten to elementary school (Olsen & Zigler, 1989).
3. Given the recent pressure for better scientific, technological, and economic advancement in order to receive a competitive edge in the global market, policy makers are pushing for better academic success, especially in literacy and numeracy skills among students. This pressure is quickly trickling down the academic ladder to kindergarteners (Lee et al., 2006).

The Full-Day Kindergarten Classroom

1. Full-day kindergarten schedules run for four and one-half to six hours per day, five days per week.
2. Full-day kindergarten follows the same school calendar as the early primary school grades.
3. In contrast, half-day kindergarten programs usually meet for two or three hours per day, five days a week.
4. This means that children enrolled in full-day kindergarten programs are in school approximately 32 hours per week, whereas half-day students are in school only 16 hours per week (Lee et al, 2004).

Activities in Full and Half-Day Kindergarten

1. Gamoran and Milesi (2003) found that children who are enrolled in full-day programs get an average of twice as much instructional time as do half-day programs. However, this extra instructional time will only be beneficial to students if teachers engaged in activities that promote learning and development (Lee et al, 2004).
2. But as a matter of fact, teachers in full-day kindergarten programs spend more time on academic activities and students enrolled in these programs spend more time in self-selected activities.
3. Research suggests that self-selected activities promote greater and long-term learning outcomes for students (Graue et al., 2004; Huffman & Speer, 2000; Schweinhart & Weikart, 1997).

Time Spent in Academic Activities in Full and Half-Day Kindergarten Programs

1. Students spend most of their time on reading, language arts, and mathematics activities in both programs but the total number of time spent on specific subjects differ in full and half-day programs (Ackerman, Barnett, & Robin, 2005).
2. Sixty-eight percent of full-day classes spent more than an hour per day on reading instruction as compared to 37% of half-day classes (National Center for Education Statistics, 2004).
3. Children who attend full-day kindergarten end up with “slightly more than one month of extra literacy learning” compared with children who attend half-day kindergarten; in math, the advantage “is slightly less than one month” (Lee, et al., 2001; 2002).
4. Full-day classes were more likely than half-day classes to spend time every day on math, social studies, and science ((National Center for Education Statistics, 2004).
5. Walston and West (2004) found that about 80% of full-day kindergarten programs spend more than 30 minutes a day on mathematics whereas only 50% of half-day programs devote more than 30 minutes to math. They also noted that 60% of full-day programs but only 37% of half-day classrooms spend at least 60 minutes on reading each day. Moreover, 79% of teachers in full-day kindergarten programs

actually read aloud to their students every day, but only 62% of half-day teachers do.

6. With research (e.g. Xue & Meisels, 2004) showing that reading aloud is an important factor in boosting students' reading skills, this is particularly important for educators focused on kindergarten program impact.

Time Spent in Teacher-Directed Versus Self-Selected Activities

Research also suggests that students enrolled in full-day kindergarten programs spend more time in self-selected activities (e.g. Graue et al., 2004; Huffman & Speer, 2000; & Schweinhart & Weikart, 1997). For instance, Walston and West (2004) found that students in full-day kindergarten programs spend 57 minutes in self-selected programs while their counterparts in half-day programs spend only 32 minutes on these activities. Elicker and Mathur (1997) also found that students in full-day kindergarten programs spend an average of seven percent more time in self-selected activities.

RELEVANT RESEARCH FINDINGS ON FULL-DAY KINDERGARTEN AND ITS IMPACT ON STUDENT OUTCOMES

Do Full-Day Kindergarten Programs Actually Provide Benefits to Students?

Results from short-term and longitudinal research focusing on the benefits of full-day kindergarten are definitely mixed, but the data generally favor full-day kindergarten programs over half-day programs (Ackerman, Barnett, & Robin, 2005).

Short-Term Academic Outcomes

Researchers investigating children's short-term academic outcomes after participating in full-day kindergarten have found mixed results. However, most of the evidence indicates that full-day kindergarten garners more positive short-term academic effects. The following studies are examples:

1. Lee et al (2006) used data collected by the ECLS-K data, sponsored by the National Center for Education Statistics (NCES) (U.S. Department of Education, 2000) to examine whether half or full-day kindergarten influence students' math and literacy achievement. Results show that children enrolled in full-day kindergarten performed better in math and reading than their half-day counterparts. In fact, Lee et al (2006) suggested....“ favorable findings for kindergarten are not confined to disadvantaged children or to low-income or urban schools – all children benefit, in terms of learning more, when they attend kindergarten as a full-day program” (p. 197).
2. Walston, West, and Rathbun (2005) also found that after they controlled for student differences in fall scores, family risk factors (primary home language, household poverty level, mother's education level, and household type),

race/ethnicity and sex, children in full-day kindergarten still outperformed their half-day counterparts in reading and mathematics.

3. Hough and Bryde (1996) found that students who were enrolled in full-day kindergarten classrooms received better report card grades in literacy, math, and general learning skills.
4. Da Costa and Bell (2001) also found statistically significant differences in the literacy development of full-day kindergarten students relative to students in half-day programs.
5. "Children in full-day kindergarten classes learned more during the year in both reading and mathematics compared to those in half-day classes after adjusting for learning differences associated with race/ethnicity, poverty status, fall achievement level, sex, class size, relative amount of time for subject area instruction, and the presence of an instructional aide" (National Center for Education Statistics, 2004).
6. Children attending full-day kindergarten programs not only had "higher scores on math and reading achievement tests" but also had "greater language abilities" (Lynch, 2005).
7. Beyond these differences in literacy and math learning and in language development, children attending full-day kindergarten spend more instructional time in math, science, social studies, art, and music than children attending half-day kindergarten (Miller, 2001).
8. While earlier findings indicated that full-day kindergarten was most beneficial academically for low income children, recent findings confirm that full-day kindergarten is "equally effective" and "advantageous" academically for children from all social and economic backgrounds (Lee et al., 2001; rev. 2002).
9. Moreover, participation in full-day kindergarten produces the largest academic effects (i.e., mean gain scores from the beginning of the kindergarten year to the end) when class sizes are under 17 and the smallest academic effects when class sizes are over 24 (Coley, 2002).

Long-Term Academic Outcomes

Research suggests that full-day kindergarten also has strong positive long-term effects on students' academic outcomes beyond their kindergarten years.

1. The Evansville-Vanburgh (Indiana) School Corporation (1988) conducted a longitudinal study of students from kindergarten through Grade 8. The results indicated that students enrolled in full-day kindergarten performed better than the half-day kindergarten peers in reading, mathematics, hand-writing, spelling and English through Grade 3. Students who were enrolled in full-day kindergarten performed better on every category of the Comprehensive Test of Basic Skills in Grades 3, 5, and 7. Full-day kindergarten students earned higher GPAs than their half-day kindergarten peers in Grades 6 - 8.
2. A longitudinal study that tracked students from kindergarten into fourth grade in the Philadelphia School District also demonstrated that students enrolled in full-day kindergarten classrooms received higher report card grades and better

reading, math, and science scores on standardized test during their time in third grade than students in half-day kindergarten classrooms. These students continued to earn higher standardized science scores through the fourth grade (Del Gaudio & Offenber, 2002, n.d.).

3. Anchorage (Alaska) School District conducted a longitudinal study on students enrolled in kindergarten through Grade 11. When full-day kindergarten effects were examined, results indicated that full-day kindergarten students showed greater improvement in GPA between Grades 7 and 8 than students who were on the half-day kindergarten schedule (Stofflet, 1998).
4. In addition, Cryan et al. (1992) found that full-day kindergarten students scored an average of seven percentile points more on standardized tests.
5. District 191 in Minnesota examined the results of the Gates-MacGinitie Reading Tests on students enrolled in different kindergarten schedules in one school. Results indicated that full-day kindergarten provided students with a higher baseline reading score in first grade compared to students who were enrolled in the other kindergarten programs (Wahlstrom & Hansen, 2005).
6. Elicker and Mathur (1997) also found that students who were enrolled in full-day kindergarten were perceived as more ready for first grade than their half-day kindergarten peers.
7. Baskett, Bryant, White and Kyle (2005) conducted a study in the Auburn School District. They found that all-day kindergarten students had better reading and literacy skills and performed better on tests for letter sounds and story sequence.
8. Gullo (2000) found that by second grade, students who were enrolled in full-day kindergarten scored four to five points higher on the reading and math section of the Iowa Test of Basic Skill than students who were in half-day programs.
9. Moreover, McAuliffe (2003) found that first grade students who were in full-day kindergarten performed better in reading than the half-day counterparts.

Teacher and Parent Perceptions of Full-Day Kindergarten

Short-term and longitudinal research demonstrate that both teachers and parents feel there are numerous benefits for children both academically and socially enrolled in full-day kindergarten programs.

1. Martinez and Snider (2001) indicated that teachers in a full-day kindergarten program felt that the schedule afforded them the opportunity to get to know students and parents better, engage in more individualized instruction, and expand the curriculum.
2. Elicker and Mathur (1997) also noted that parents and teachers expressed increasing satisfaction for full-day kindergarten schedules over half-day schedules. Elicker and Mathur (1997) indicated that teachers favored the full-day program and their views became even more elaborate in the second year of the program. Moreover, the half-day teachers expressed increased support for the full-day program in the second year. Parents of children enrolled in full-day classes expressed uniformly more positive views of the full-day program in the second year than parents of children on a half-day schedule.

3. In a study conducted by Alber-Kelsay (1998), the results indicated that most teachers perceived full-day kindergarten superior to half-day kindergarten. Teachers felt that full-day kindergarten programs provided students more time to develop basic listening and language skills. Moreover, in a full-day kindergarten classroom, teachers believed that students were not bored, experienced a more in-depth skill building program, and students were creating better social bonds with their peers.
4. Similarly, Saylor and Phillips (2003) found that teachers perceived students in full-day kindergarten as more literate than their half-day counterparts. Furthermore, teachers believed that the pace in a full-day kindergarten program was more relaxed and appropriately paced for students.
5. Rothenberg (1984) found that parents favored full-day kindergarten over half-day programs because it eliminated their child care problems and provided their children with a comprehensive, developmentally-appropriate program.
6. Moreover, Alber-Kelsay (1998), found that parents believed that their children learned more in the full-day program; were more ready for first grade; were more self-controlled; were more social; became more self-confident; became better listeners; were better able to follow directions; learned to enjoy music; had improved handwriting, cutting and coloring skills; were better prepared for reading and mathematics; developed better body coordination and had better home-school relationships (p.14).

Short Term Social and Behavior Effects

Research studies document that students enrolled in a full-day kindergarten program have not only academic benefits but social benefits as well (Alber-Kelsey, 1998).

1. Plucker et al (2004) in the review of national and Indiana data found that students who participated in full-day kindergarten classes had better work habits. More than half of the teachers in the study felt that students who were in full-day kindergarten were more independent than students in half-day classes.
2. According to Carter, Creswell, and deAlba (2004) attendance is a critical factor in a child's ability to improve social and behavioral skills. Given this, Hough and Byrde (1996) found that students in full-day kindergarten programs attended 40 more hours of classes than their half-day counterparts.

Long Term Social and Behavior Effects

Research also shows *long-term adaptive social and behavioral outcomes* for students who attended full-day kindergarten.

1. Cryan et al. (1992) conducted a longitudinal study to investigate the effects of kindergarten schedules (half-day, alternate day and full-day) on elementary children's success: achievement, incidence of grade retention, provision of special education services, and classroom behavior. The results indicated that teachers rated children in full-day classrooms higher on dimensions of classroom adaptive

behaviors than children in half-day classes. That is, children enrolled in full-day kindergarten classes were perceived as more original, more independent in learning, more involved in classroom activities, more productive with peers, less intellectually dependent, less prone to failure anxiety, less unreflective, less withdrawn, less blaming, and more willing to approach the teacher than were children enrolled in half-day classes. Cryan et al. (1992) also found that full-day programs engender the development of pro-social characteristics in students.

2. Elicker and Mathur (1997) also conducted a two-year longitudinal experiment of four full-day and eight half-day kindergarten classrooms in Wisconsin. They found that children in full-day classes initiated more learning activities and received more one-to-one teacher instruction, while spending less time in teacher-directed groups. They also found a greater degree of active engagement among students who had attended full-day kindergarten.
3. Several longitudinal research studies investigating pro-social development favor full-day over half-day programs. Results from the Philadelphia School District study indicated that students who attended full-day kindergarten were 26% more likely to be promoted through Grade 2 and 22% more likely to be promoted through Grade 4 without being retained than their peers who attended half-day kindergarten (Del Gaudio & Offenber, 2002).
4. In addition, Plucker et al (2004) found that students in first grade who were enrolled in both full and half-day kindergarten received equivalent satisfactory percentage marks. However, full-day kindergarten students had a smaller percentage of unsatisfactory marks than their half-day students. Students who were enrolled in full-day kindergarten had higher satisfactory and lower unsatisfactory percentage marks in second grade than those who were enrolled in half-day programs. By the third grade, students who attended full-day kindergarten had also received satisfactory marks more often than half-day students.

Grade Retention and Placement in Special Education Classes

1. Cryan et al. (1992) found evidence that students enrolled in kindergarten classes had 17% - 55% fewer grade retentions.
2. Stofflet (1998) found that students who had attended full-day kindergarten were less likely to repeat first grade than students who had attended half-day kindergarten.
3. An eight-year longitudinal study conducted by Nieman and Gastright (1981a, 1981b) favored full-day kindergarten. They found that both special education referrals and grade retention levels were lower among students who had attended the full-day kindergarten program.
4. Gullo (2000) found that students who had attended full-day kindergarten were retained in grade less frequently through kindergarten to second grade than those who had attended a half-day program. Although, retention rates for both groups remained high, only 25% of full-day students were retained whereas 34% of half-day students were held back.

5. Children who attend full-day kindergarten programs have lower rates of special education placement and grade retention than children who attend half-day kindergarten programs (Gilliam & Zigler, 2001)

Reduction of Long-Term Costs for Both Remedial and Special Education

1. In a study of third and fourth graders conducted in Philadelphia, researchers found that former full-day kindergartners were 26% more likely than former half-day kindergartners to have reached those grades without repeating a grade, leading to "savings of \$2 million for every 1,000 kindergartners in improved retention rates."(Gilliam & Zigler, 2001)

Long-Term Cognitive Growth and Development

1. The period from birth to age five is crucial to children's development. As The Final Report of the NGA Task Force on School Readiness states: "Children are born learning. The first years of life are a period of extraordinary growth and development... Children whose development is obstructed by the lack of such formative experiences, including . . . attending full-day kindergarten programs with small class sizes taught by qualified teachers, are 'at higher risk for developmental delays that, absent early intervention, can result [not only] in long-term deficits in school achievement [but also] in incarceration, teen pregnancy, welfare dependency, or other socially undesirable outcomes'" (NGA Taskforce, 2005).

Long-Term Engagement and Affect

1. Research also demonstrated that full-day kindergarten programs tend to foster long-term engagement and affect in students. For example, Elicker and Mathur (1997) found high classroom engagement in both the half-day and full-day classrooms; however children in full-day classrooms showed relatively more active engagement than those in half-day classes. Moreover, children in full-day classes displayed slightly higher propositions of positive affect and lower levels of neutral affect than children in half-day classrooms.

Short-Term and Long-Term Effects on Specific Student Groups

Full-day kindergarten has not only provided significant positive outcomes for all students, specific groups of students such as students of low social economic status have also especially benefited from full-day kindergarten schedules.

1. Bridges-Cline, Hoffer-Riddick, and Gross (cited in Fifield and Shepperson, 2004) found that students from low socioeconomic or non-English proficient households benefit most academically from full-day kindergarten.
2. De Costa (2000) also found that students from lower socioeconomic areas benefited most from full-day kindergarten.

3. Similarly, De Costa (2001) found that the full-day kindergarten enabled students from low socioeconomic or educationally disadvantaged backgrounds came to par or even perform better than their counterparts from higher socioeconomic or educationally more advantaged backgrounds.
4. Moreover, Kaplan (2002) found that children who had poor reading skills made significant improvement during their full-day kindergarten experience, more than their half-day counterparts.
5. Walston, West, and Rathbun (2005) also found that full-day kindergarten engendered better math performance for Hispanic children through third grade.

Research also indicates that African-American children benefit particularly from full-day kindergarten programs, though English Language Learners are now beginning to show the same benefits.

6. African-American children in full-day kindergarten programs “significantly outperformed their peers in half-day kindergarten programs” (Montgomery County (MD) Public Schools, 2004).
7. African-American children benefit most from attendance in full-day kindergarten classes in which there is an instructional aide as well as a qualified teacher. (Education Commission of the States, 2004).
8. A study conducted by the Montgomery County (MD) Public Schools concluded that, by 2003, 56% of English Language Learners in full-day kindergarten programs had met the established reading skill benchmark as compared to only 29% who attended half-day kindergarten in 2001 (Montgomery County (MD) Public Schools, 2004).

Full-Day Kindergarten Programs Have the Most Significant and Sustained Academic and Social Effects When Class Size Is 17 or Less and Each Classroom Has an Instructional Aide

1. All children benefit most from attendance in full-day kindergarten programs when the class size is 17 or fewer, though lower income and minority children benefit more than higher income, non-minority children.
2. All children show some benefits from attendance in full-day kindergarten when the class size is 17-24.
3. When class sizes are 25 or larger, children attending full-day kindergarten show few or no benefits compared with children attending half-day classes of 25 or larger.
4. The academic and social benefits for all children are even greater when they attend full-day kindergarten programs with class sizes of 17 or smaller followed by attendance in first grade classes with class sizes of 17 or smaller. The research evidence is clear: two consecutive years of small class size (i.e., 17 or less) in kindergarten and first grade have the most significant short and long-term benefits for children.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

There are no negative outcomes commonly associated with children's attendance in full-day kindergarten programs (Plucker et al, 2004).

Based on studies suggesting that achievement gaps may widen again for low income and minority children during the summer months between full-day kindergarten and first grade, some districts have initiated programs designed to engage children in summer activities that effectively reinforce school learning: e.g., "reading, attending library programs, and visiting museums." (National Center for Education Statistics, 2004)

Recommendations

1. Full-day kindergarten is clearly "a promising tool in the policy-maker's arsenal for improving schools and closing academic achievement gaps." (Education Commission of the States, September 2004).
2. Full-day kindergarten programs should be planned and implemented for all districts and all schools (California Education Dialogue, 2001).
3. Each district's plan for implementing full-day kindergarten should emphasize those schools with larger populations of students whom the research shows will benefit most from these programs: low income, minority, and English Language Learner students.
4. Each district's plan should include a component which focuses on the full alignment of preschool and kindergarten standards, curricula, and services.
5. Each district's plan should include a component for conducting a systematic, ongoing, longitudinal evaluation of the academic, social, and behavioral effects of attendance in full-day kindergarten programs.
6. The resources necessary to help districts plan, implement, evaluate, revise, and maintain full-day kindergarten programs for all children should be invested.
7. The provision of adequate classroom space and the recruiting and retaining qualified teachers are needs that should be addressed as part of the investment of resources in full-day kindergarten.

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Reading Standards for Literature Pre-K–5

[RI

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners**Key Ideas and Details**

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
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

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).
8. (Not applicable to literature)
9. Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.
10. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Reading Standards for Informational Text Pre-K–5

[RI]

Kindergartners:

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Reading Standards: Foundational Skills Pre-K–5

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: *In pre-kindergarten and kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills Pre-K–5 [RF]

Note: *In pre-kindergarten and kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergartners:

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent-reader texts with purpose and understanding.

Writing Standards Pre-K–5

[W

The following standards for pre-k–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C of the *Common Core State Standards*.

Kindergartners:

Text Types and Purposes

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 . . .*).
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.
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.
4. With prompting and support, write or dictate poems with rhyme and repetition.

Production and Distribution of Writing

5. (Begins in grade 3)
 6. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
 7. 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*
8. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
 9. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

10. (Begins in grade 4)

Range of Reading and Level of Text Complexity

11. (Begins in grade 3)

Speaking and Listening Standards Pre-K–5

The following standards for pre-k–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Kindergarten Mathematics Standards

Introduction

In kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in kindergarten should be devoted to number than to other topics.

- (1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
- (2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years.

EXHIBIT E

Kindergarten

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 (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- Analyze, compare, create, and compose shapes.

STANDARDS FOR MATHEMATICAL PRACTICE

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 an express regularity in repeated reasoning.

Content Standards

Counting and Cardinality

K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings², sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

Number and Operations in Base Ten

K.NBT

Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

¹ Include groups with up to ten objects.

² Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the standards.)

EXHIBIT E

Kindergarten

Measurement and Data

K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³

Geometry

K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

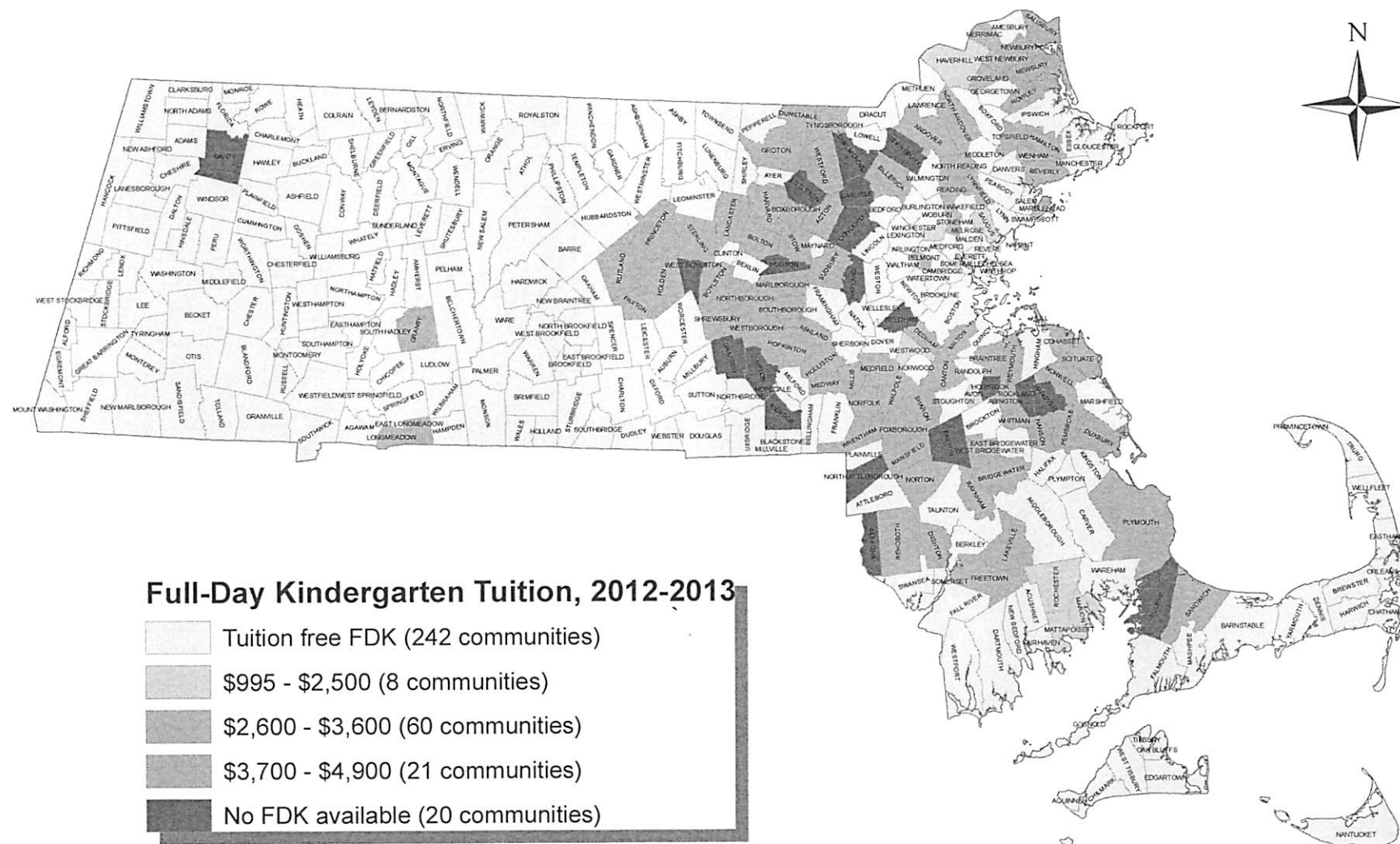
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
 6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*
-

³ Limit category counts to be less than or equal to 10.

Tuition Rates for Full-Day Kindergarten by City/Town, 2012-2013 School Year



73 school districts (serving 89 cities/towns) charge tuition for full-day kindergarten. Average annual tuition is \$3,240. Statewide, 87% of public school kindergarten students are enrolled in full-day kindergarten.
Source: Massachusetts Department of Elementary and Secondary Education



Full-Day Kindergarten Fact Sheet

"Kindergarten should be offered on a level playing field: as an enriching, free, full-day experience for all of the state's children."
- **Boston Globe Editorial**¹

Benefits of Full-Day Kindergarten

- Children who attend full-day kindergarten learn more in reading and math over the kindergarten year than those in half-day programs.²
- Children in full-day kindergarten programs receive 40-50% more instruction than children enrolled in half-day kindergarten programs. More instructional time in full-day kindergarten allows for increased learning activities and strategies such as: group read-aloud, peer tutoring, mixed-ability grouping, and child-initiated activities.³
- Children who attend full-day kindergarten spend 30% more time on reading and literacy instruction and 46% more time on mathematics than children in half-day programs.⁴
- Full-day kindergarteners exhibit more independent learning, classroom involvement, productivity in work with peers and reflectiveness than half-day kindergarteners.⁵
- Full-day kindergarten allows for a more consistent schedule for children and reduces the ratio of transition time to class time, reducing stress for children.^{6,7}
- Parents of children in full-day kindergarten report higher levels of satisfaction with their children's schedule and curriculum and the program's support for working families.

Full-Day Kindergarten Helps Close the Achievement Gap

- At-risk students who received full-day kindergarten through the Kindergarten Initiative in Montgomery County, Maryland made significantly greater progress in language proficiency than comparable children in half-day kindergarten.⁸
- A study of 17,600 Philadelphia children found that full-day kindergarten helps children from low-income families perform better and saves the school district millions of dollars through significantly reduced grade retention in the first through third grades.⁹
- Research from Lowell Elementary School in Albuquerque, New Mexico, where the average entering kindergartener was already 22 months below grade level, showed that children in the school's half-day kindergarten made an average gain of 5.4 months during a 9 month period, while children in the full-day classes made a 16 month gain.¹⁰
- Studies of Minneapolis Public Schools showed that minority children in full-day kindergarten gained literacy skills at a faster pace than peers in half-day classes.¹¹

Strong Public Support for Full-Day Kindergarten

- Eighty-one percent of Massachusetts voters support full-day kindergarten for all Massachusetts children.¹²
- Among parents who report that their communities do not offer full-day kindergarten, 61% say they would rather send their child to full-day than half-day kindergarten.¹³
- In one national study, after the second year of a full-day kindergarten pilot, 100% of the full-day parents and 72% of the half-day parents indicated that, if given a choice, they would have selected the full-day program for their child.¹⁴

Kindergarten Policy in Massachusetts

The mandatory school age for children in Massachusetts is six. Current Massachusetts regulations mandate that 425 hours of kindergarten be provided by all public school districts and be made available to all children. This translates to roughly 2.5 hours per day, however, there is some local variation in how kindergarten is offered from district to district in terms of hours per day and days per week. The state defines full-day kindergarten as a minimum of 850 hours per year.

| Massachusetts Public School Kindergarten, 2012-2013 school year¹⁵ | |
|---|--------------------------|
| Number of 5-year olds in the state ¹⁶ | 75,505 |
| Kindergarten enrollment | 69,719 |
| Number of children enrolled in full-day kindergarten (FDK) | 60,347 (87%) |
| Number of children enrolled in half-day kindergarten | 9,322 (13%) |
| Number of districts offering kindergarten* | 310 |
| At least one FDK classroom | 290 |
| Half-day kindergarten only | 20 |
| FDK districts offering: | |
| District-wide FDK | 216 |
| (District-wide free FDK) | (208) |
| Partial FDK, not district-wide | 74 |
| *Includes charter schools | |
| Grant-funded districts with district-wide FDK | 150 (of 180 grantees) |
| Districts charging tuition for FDK | 73 |
| Grant-funded districts that charge tuition | 33 |
| Non-grant districts that charge tuition | 40 |

In the 2012-13 school year 94% or 290 of the 310 school districts serving kindergarten-aged children in the state offered at least one full-day kindergarten classroom. Of these, 216 offer full-day kindergarten district-wide and 74 offer it partially and maintain some half-day classrooms. Still, 20 districts do not offer full-day kindergarten and 13% of Massachusetts' kindergarteners still remain in half-day classrooms.

When districts only partially offer full-day kindergarten, there is often a high demand for limited spaces, requiring families to submit to a lottery or a waiting list. In school year 2012-13, 73 school districts, or 25% of the 290 districts with full-day kindergarten, required families to pay a fee for their children's participation in the full-day program. Fees vary widely across the state – for districts charging tuition for full-day kindergarten, average annual tuition per child is \$3,240. Tuition averages \$3,019 in grantee districts and \$3,422 in non-grantee districts.¹⁷ In February 2007, the Department of Education placed a \$4,000 cap on the tuition charged to parents whose children attend kindergarten classrooms funded by the Massachusetts Kindergarten Development Grants. There are no tuition caps in other school districts.

Massachusetts Kindergarten Development Grants

In FY00, the Commonwealth began a long-term plan to support cities and towns in the transition to full-day kindergarten with the creation of the Massachusetts Department of Education's Kindergarten Development Grant program. Public school districts can receive two types of Kindergarten Development Grants:

1. *Transition Planning for Full-Day Kindergarten* grants help districts transition half-day classes to full-day, providing start up costs, professional development, and curriculum development the year prior to implementation of full-day kindergarten. The grant program has supported the transition of 917 classrooms to full-day status. In FY13, this grant was awarded to five districts that will transition 16 classrooms from half- to full-day kindergarten in September, 2013.¹⁸
2. *Quality Full-Day Kindergarten* grants in FY13 provided 2,381 classrooms with support for quality improvements, including: increased staff; special needs inclusion; transition planning between preschool, kindergarten, and first grade; expanded professional development opportunities for teachers and staff; National Association for the Education of Young Children (NAEYC) accreditation support, and curriculum development based on the state curriculum frameworks.¹⁹

The proportion of Massachusetts' children enrolled in full-day kindergarten classrooms has increased to 87% from 29% in FY00. Funding for the Kindergarten Development Grant line item peaked at \$33.8 million in FY08 and has since been reduced to \$23.95 million in FY13. Grant funding per classroom has decreased from \$14,900 in FY08 to \$11,252 in FY12, an amount that supports on average 10.5% of the cost of a full-day kindergarten classroom. As the kindergarten grant amounts have slowly decreased in recent years, some grantee districts have raised tuition rates. There has also been an increase in the number of non-grantee districts charging tuition, from 26 in FY09 to 40 in FY13.²⁰

| Kindergarten Policies ²¹ | # of States |
|--|-------------|
| Districts Must Offer Kindergarten | 45 |
| Students Must Attend Kindergarten | 19 |
| Districts Must Offer Full-Day Kindergarten | 10 |
| Students Must Attend Full-Day Kindergarten | 2 |
| Compulsory School Age: | |
| Age 5 years | 11 |
| Age 6 years | 24 |
| Age 7 years | 16 |
| Age 8 years | 2 |

Kindergarten Policy in Other States

Kindergarten offerings and attendance requirements vary widely by state and even by district within some states.

- Every state pays for kindergarten in at least some districts for a portion of the school day.
- Ten states require school districts to offer full-day kindergarten: Alabama, Arkansas, Delaware, Georgia, Maryland, Mississippi, North Carolina, South Carolina, as well as West Virginia and Louisiana, two states that require all students to attend.
- Ten states, including Massachusetts, provide more funding for full-day kindergarten than half-day.²²
- Eighteen states do not provide different funding for full- and half-day kindergarten and fund kindergarten at a lower level than 1st grade.

The Early Education for All Campaign

The Early Education for All Campaign works to ensure that children in Massachusetts have access to high-quality early education and become proficient readers by the end of third grade. EEA is a broad-based coalition of leaders from business, early childhood, labor, religion, health care, education and philanthropy, allied with parents, grassroots leaders and policymakers on behalf of children and families. To realize this vision, EEA seeks:

- Language-rich home environments
- High-quality infant/toddler supports
- High-quality pre-kindergarten
- High-quality full-day kindergarten
- PK-3 systems alignment and support
- High-quality instruction and professional development

For more information, contact Titus DosRemedios, EEA senior research and policy associate,
617-330-7386 or tdosremedios@earlyeducationforall.org

¹ "All-Day Kindergarten," The Boston Globe, August 31, 2005.

² Lee, Valerie E., Burkam, David T., Honigman, Joann & Meisels, Samuel. (2006). Full-Day vs. Half-day Kindergarten: Which Children Learn More in Which Program. American Journal of Education, 112.; Votruba-Drzal, E., Li-Gunning, C. P., & Maldonado-Carreño, C. (2008). A developmental perspective on full- versus part-day kindergarten and children's academic trajectories through fifth grade. Child Development, 79, 4, pp. 957-978.

³ Plucker, J.A., et al. "The Effects of Full Day Versus Half Day Kindergarten: Review and Analysis of National and Indiana Data." Center for Evaluation and Education Policy, 2004.

⁴ "Full-Day vs. Half-Day Kindergarten: Which Children Learn More in Which Program?" Valerie E. Lee, David T. Burkam & Joann Honigman, University of Michigan; Samuel J. Meisels, The Erickson Institute. Paper presented at the annual meeting of the American Sociological Association, Anaheim, CA, 2001. Revised January 29, 2002.

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⁷ "What Should Parents Know About Full-Day Kindergarten?" ACCESS ERIC Parent Brochure, based on the 1995 ERIC Digest Full-Day Kindergarten Programs by Dianne Rothenberg. Available: <http://www.eric.ed.gov/archives/kinder.html>.

⁸ Nielsen, Jennifer & Cooper-Martin, Elizabeth. Evaluation of the Montgomery County Public Schools Assessment Program: Kindergarten and Grade 1 Report, Montgomery County Public Schools Office of Shared Accountability, September 2002. Available: www.mcps.k12.md.us/info/press/Kinder-Grade1Report.pdf

⁹ Viadero, Debra. "Study: Full-Day Kindergarten Boosts Academic Performance." Education Week, April 17, 2002. Available: www.edweek.org/ew/ewstory.cfm?slug=31kinder.h21

¹⁰ Warrick, Sandra. "A Three Year Study of the Effectiveness of Full-Day Kindergarten at Lowell Elementary School," October 1993; as cited in Think New Mexico, Increasing Student Achievement in New Mexico: The Need for Universal Access to Full-Day Kindergarten, Santa Fe, NM: Author, Fall 1999.

¹¹ Minneapolis Public Schools, "Narrowing the Gap in Early Literacy: Evidence from Minneapolis Public Schools Kindergarten Assessments," November 2002. Available: http://www.mpls.k12.mn.us/news/news_release/all_day_k.shtml

¹² Opinion Dynamics Poll of MA Voters, 2003

¹³ Opinion Dynamics Early Education Parent Survey, 2006

¹⁴ West, Jerry, Denton, Kristin, & Germino-Hausken, Elvira. "America's Kindergartners." Washington, DC: National Center for Educational Statistics, 2000. Available: <http://nces.ed.gov/pubs2000/2000070.pdf>.

¹⁵ Massachusetts Department of Elementary and Secondary Education. (2013). SIMS data for 2012-2013 school year.

¹⁶ Census 2010.

¹⁷ Massachusetts Department of Elementary and Secondary Education. (April, 2013). Data provided by department staff.

¹⁸ Ibid.; Massachusetts Department of Elementary and Secondary Education. (2013, February 14). Transition to Full-Day Kindergarten Grant, FY2013 <http://finance1.doc.mass.edu/grants/grants13/awards/702.html>

¹⁹ Ibid.; Massachusetts Department of Elementary and Secondary Education. (2012). Legislative report: Kindergarten Expansion Grants

²⁰ Massachusetts Department of Elementary and Secondary Education. (2009). FY09 Legislative Report: Kindergarten Development Grants; Ibid.

²¹ Education Commission of the States. State Statutes Regarding Kindergarten. September 2008. Available at: <http://ecs.org/clearinghouse/78/60/7860.doc>; Kauertz, Kristie. "PreK-3rd: Putting Full-Day Kindergarten in the Middle." June 2010. Available at: http://www.fcd-us.org/usr_doc/FINAL_Kinderergarten_Brief.pdf. From Education Commission of the States. StateNotes: Kindergarten. December 2009. Denver, CO: Author.

²² Education Commission of the States, How States Fund Full-Day Kindergarten, August 2005. Available at: <http://www.ecs.org/clearinghouse/63/10/6310.htm>; Bush, Molodtchev, Education Commission of the States, State Characteristics: Kindergarten, May 2011. Available at: <http://www.ecs.org/clearinghouse/90/71/9071.pdf>

(Updated April 2013)



HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT

FY15 Superintendent's Budget Recommendation
School Committee Presentation
December 19, 2013

Prepared by:

Dr. Michael Harvey, Superintendent of Schools

Jeffrey D. Sands, Assistant Superintendent for Finance & Administration



FY15 Budget

Superintendent's Recommendation (Updated)

Level Service PLUS an investment in Priorities & Big Ideas

What Does "Level Service" Mean?

Level Service is a continuation of the current programs and staffing of the District.

For FY15, Level Service translates into a spending decrease in Gross Operating Expenses of \$64K or <0.23%> over FY14 Budgeted levels which is primarily driven by:

- 1) a \$636K reduction in Fringe Costs (e.g. Healthcare)
- 2) offset by a \$572K increase in School & Support Program Operating Costs (e.g. \$412K = STEP and Degree Changes)



FY15 Budget

Superintendent's Recommendation (Updated)

Level Service PLUS an investment in Priorities & Big Ideas

What Does investing in “Priorities & Big Ideas” Mean?

Provide the targeted funding necessary to better position the District to achieve its goals & objectives as provided for in the “Strategic Blueprint, 2013-2018”, including directed investments in people, programs, & technology.

For FY15, the Leadership Team has developed a detailed list (included herein) of specific School & Support Program Priorities & Big Ideas, broken down into 3 “Tiers”, for consideration as potential “Overlays” to the Level Service Budget.



FY15 Budget: Level Service

Key Assumptions

- **Salary Costs**
 - Reflects a 0% Base Salary increase for all personnel.
 - Incorporates all other contractual obligations related to changes in compensation (e.g. STEP and Degree changes).
 - No new positions or stipends.
 - Level funding of all Grants as compared to FY14, including SPED, Title I & II.
- **Operating Costs**
 - Level funding the majority of operating accounts as compared to FY14.
 - Exceptions to level funding include:
 - Fringe Accounts, including Healthcare.
 - Transportation costs, including SPED.
 - Out-of-District Tuition rates.
 - No new Services.
 - No new Programs.



FY15 Budget

Level Service Net Operating Budget (Updated)

| General Fund Operating Expenses | | | | | | | | |
|---|------|------------|----------|------------|----------|------------|------------|----------------|
| | FY13 | | FY14 ADJ | | FY15 BUD | | Difference | |
| Operating Expense - Gross, before offests | \$ | 28,884,086 | \$ | 28,293,786 | \$ | 28,229,759 | \$ | (64,027) -0.2% |
| | | | | | | | | |
| Expense Offsets | | | | | | | | |
| | FY13 | | FY14 ADJ | | FY15 BUD | | Difference | |
| <i>Recurring Offsets</i> | | | | | | | | |
| School Choice | \$ | 500,000 | \$ | 550,000 | \$ | 550,000 | \$ | - 0.0% |
| KDG Tuition | \$ | 190,000 | \$ | 184,000 | \$ | 184,000 | \$ | - 0.0% |
| Preschool Tuition | \$ | 30,000 | \$ | 30,000 | \$ | 30,000 | \$ | - 0.0% |
| Special Needs Tuition | \$ | 30,200 | \$ | 30,200 | \$ | 30,200 | \$ | - 0.0% |
| Facilities Rental | \$ | 2,000 | \$ | 2,000 | \$ | 2,000 | \$ | - 0.0% |
| Circuit Breaker Offset | \$ | 250,000 | \$ | 375,000 | \$ | 375,000 | \$ | - 0.0% |
| | \$ | 1,002,200 | \$ | 1,171,200 | \$ | 1,171,200 | \$ | - 0.0% |
| <i>One-Time Offsets</i> | | | | | | | | |
| Other Revolving Accounts | \$ | 592,698 | \$ | - | \$ | - | \$ | - #DIV/0! |
| | | | | | | | | |
| Total Offsets | \$ | 1,594,898 | \$ | 1,171,200 | \$ | 1,171,200 | \$ | - 0.0% |
| | | | | | | | | |
| NET OPERATING BUDGET: LEVEL SERVICE | \$ | 27,289,188 | \$ | 27,122,586 | \$ | 27,058,559 | \$ | (64,027) -0.2% |



FY15 Budget

Recommended: Adjusted Net Target (Updated)

| Total Expenses | | | | | | |
|--|----------------------|----------------------|----------------------|------------------|-------------|--|
| | FY13 | FY14 ADJ | FY15 BUD | Difference | | |
| Operating Expense - Gross, before offsets | \$ 28,884,086 | \$ 28,293,786 | \$ 28,229,759 | \$ (64,027) | -0.2% | |
| Expense Offsets | \$ 1,594,898 | \$ 1,171,200 | \$ 1,171,200 | \$ - | 0.0% | |
| General Operating Expenses (after Offsets) | \$ 27,289,188 | \$ 27,122,586 | \$ 27,058,559 | \$ (64,027) | -0.2% | |
| Debt Service Expense | \$ 1,841,232 | \$ 1,841,735 | \$ 1,970,392 | \$ 128,657 | 7.0% | |
| TOTAL EXPENDITURES | \$ 29,130,420 | \$ 28,964,321 | \$ 29,028,951 | \$ 64,630 | 0.2% | |

| Total Funding Sources | | | | | | |
|--------------------------------------|----------------------|----------------------|----------------------|---------------------|--------------|--|
| | FY13 | FY 14 ADJ | FY15 BUD | Difference | | |
| <i>Revenues</i> | | | | | | |
| Chapter 70-Base Aid | \$ 3,253,000 | \$ 3,370,416 | \$ 3,370,416 | \$ - | 0.0% | |
| MSBA Debt Service Reimbursement | \$ 1,132,065 | \$ 1,132,065 | \$ 1,132,065 | \$ - | 0.0% | |
| State Transportation Reimbursement | \$ 251,000 | \$ 251,000 | \$ 290,000 | \$ 39,000 | 15.5% | |
| Medicaid Reimbursement | \$ 85,000 | \$ 85,000 | \$ 85,000 | \$ - | 0.0% | |
| Interest Income | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ - | 0.0% | |
| Total Revenues | \$ 4,725,065 | \$ 4,842,481 | \$ 4,881,481 | \$ 39,000 | 0.8% | |
| <i>Transfers In From Other Funds</i> | | | | | | |
| Excess and Deficiency (1) | \$ 1,491,000 | \$ 596,000 | \$ 1,500,000 | \$ 904,000 | 151.7% | |
| Total Transfers | \$ 1,491,000 | \$ 596,000 | \$ 1,500,000 | \$ 904,000 | 151.7% | |
| | | | | | | |
| Total Funding Sources | \$ 6,216,065 | \$ 5,438,481 | \$ 6,381,481 | \$ 943,000 | 17.3% | |
| | | | | | | |
| Total Expenditures | \$ 29,130,420 | \$ 28,964,321 | \$ 29,028,951 | \$ 64,630 | 0.2% | |
| Less Total Funding Sources | \$ 6,216,065 | \$ 5,438,481 | \$ 6,381,481 | \$ 943,000 | 17.3% | |
| NET TARGET: LEVEL SERVICE | \$ 22,914,355 | \$ 23,525,840 | \$ 22,647,470 | \$ (878,370) | -3.7% | |

| | | | | | | |
|---|-------------|-------------|---------------------|--|--|--|
| PLUS RECOMMENDED TIER 1 PRIORITIES & BIG IDEAS (2) | \$ - | \$ - | \$ 1,256,513 | | | |
|---|-------------|-------------|---------------------|--|--|--|

| | | | | | | |
|----------------------------|----------------------|----------------------|----------------------|-------------------|-------------|--|
| ADJUSTED NET TARGET | \$ 22,914,355 | \$ 23,525,840 | \$ 23,903,983 | \$ 378,143 | 1.6% | |
|----------------------------|----------------------|----------------------|----------------------|-------------------|-------------|--|

(1) Calculated approx. as either 100% of anticipated Certified E&D or Excess Certified E&D (above 3% Target) plus FY14 Budgeted Healthcare surplus.

(2) All things equal, \$878K in additional Priorities & Big Ideas Spending would result in a FLAT assessment in FY15 versus FY14.



FY15 Budget

Overlays: Priorities & Big Ideas Tier 1

| Tier | School/Function | Type | Description | Amount | |
|------------------|------------------------|-----------|--|--------|-----------|
| Tier 1 | District-wide | Recurring | 1% Increase on All Salaries (from 0% to 1%) | \$ | 178,348 |
| Tier 1 | District-wide | Recurring | 1% Increase on All Salaries (from 1% to 2%) | \$ | 180,131 |
| Tier 1 | RHS / Technology | One Time | RHS: Instructional Classroom Technology Upgrades (including 1 to 1 Initiative) | \$ | 157,116 |
| Tier 1 | MRMS / Technology | One Time | MRMS: Instructional Classroom Technology Upgrades | \$ | 31,538 |
| Tier 1 | Winthrop / Technology | One Time | Winthrop: Instructional Classroom Technology Upgrades | \$ | 17,707 |
| Tier 1 | Cutler / Technology | One Time | Cutler: Instructional Classroom Technology Upgrades | \$ | 17,707 |
| Tier 1 | Buker / Technology | One Time | Buker: Instructional Classroom Technology Upgrades | \$ | 38,667 |
| Tier 1 | District / Technology | One Time | District: Instructional Classroom Technology Upgrades | \$ | 10,480 |
| Tier 1 | Technology | One Time | RHS: Network Upgrades - Additional Wireless Access Points | \$ | 12,000 |
| Tier 1 | Technology | One Time | District: Network Upgrades - New District Core Switch to 10G | \$ | 12,000 |
| Tier 1 | RHS | Recurring | Add PD to support Curriculum and Differentiated Instruction Initiatives (including 1 to 1) | \$ | 31,000 |
| Tier 1 | RHS | Recurring | Add Middlebury Interactive Language Program Pilot to Curriculum | \$ | 15,600 |
| Tier 1 | RHS / Maintenance | One Time | RHS: Special Projects Buildings & Maintenance | \$ | 70,342 |
| Tier 1 | MRMS / Maintenance | One Time | MRMS: Special Projects Buildings & Maintenance | \$ | 32,162 |
| Tier 1 | Winthrop / Maintenance | One Time | Winthrop: Special Projects Buildings & Maintenance | \$ | 25,675 |
| Tier 1 | Cutler / Maintenance | One Time | Cutler: Special Projects Buildings & Maintenance | \$ | 30,451 |
| Tier 1 | Buker / Maintenance | One Time | Buker: Special Projects Buildings & Maintenance | \$ | 26,294 |
| Tier 1 | District / Maintenance | One Time | District: Special Projects Buildings & Maintenance | \$ | 32,500 |
| Tier 1 | Elementary Schools | Recurring | Full Day Kindergarten for All Students | \$ | 336,794 |
| Subtotal Tier 1: | | | | \$ | 1,256,513 |



FY15 Budget

Overlays: Priorities & Big Ideas Tiers 2 & 3

| Tier | School/Function | Type | Description | Amount | |
|-------------------------------|--------------------------|-----------|---|--------|-----------|
| Tier 2 | District-wide | Recurring | Innovation Fund | \$ | 75,000 |
| Tier 2 | RHS | One Time | RHS: New Furniture and Equipment | \$ | 57,000 |
| Tier 2 | RHS | Recurring | RHS: Classroom Technology Integration Specialist (New Position) | \$ | 60,000 |
| Tier 2 | MRMS | Recurring | MRMS: Additional Club and Activity Stipends | \$ | 10,000 |
| Tier 2 | MRMS | Recurring | MRMS: Team Leader Stipends | \$ | 11,000 |
| Tier 2 | Elementary Schools | Recurring | K-5 Literacy Coordinator (New Position) | \$ | 80,000 |
| Tier 2 | Elementary Schools | Recurring | K-5 Math Coordinator (Redefine Existing Position) | \$ | 10,000 |
| Tier 2 | C&I | Recurring | District: C&I On-line Programs, including OASYS, PALS, ASPEN | \$ | 12,268 |
| Tier 2 | C&I | Recurring | District: C&I Mats & Supplies to support on-going curricula changes | \$ | 10,000 |
| Subtotal Tier 2: | | | | \$ | 325,268 |
| Tier 3 | Maintenance | Recurring | District: FT Maintenance Worker (New Position) | \$ | 50,000 |
| Tier 3 | Finance & Administration | Recurring | District: F&A Admin Assistant (Add 0.5 FTE Position) | \$ | 25,000 |
| Tier 3 | Finance & Administration | Recurring | District: Entry Level Accountant (New Position) | \$ | 45,000 |
| Tier 3 | Technology | Recurring | District: IT Support Specialist (New Position) | \$ | 60,000 |
| Tier 3 | Human Resources | Recurring | HR Programs, including Fingerprinting All Staff | \$ | 23,250 |
| Tier 3 | Technology | One Time | Phone System Replacements: Cutler School | \$ | 30,100 |
| Tier 3 | Technology | One Time | Phone System Replacements: Winthrop School | \$ | 26,500 |
| Tier 3 | Maintenance | One Time | Maintenance & Facilities: School Security Enhancements (All Schools) | \$ | 208,775 |
| Tier 2 | Athletics | One Time | RHS: Refinish HS Gymnasium Floor | \$ | 20,000 |
| Tier 2 | Athletics | One Time | Various Other Field/Facility Improvements: Fencing, Netting, & Fields | \$ | 15,000 |
| Tier 3 | Athletics | Recurring | Fund an additional 10% of Athletic Program Costs (to 40%) | \$ | 47,000 |
| Subtotal Tier 3: | | | | \$ | 550,625 |
| TOTAL PRIORITIES & BIG IDEAS: | | | | \$ | 2,132,406 |



FY15 Budget Cost Savings Review

Review of existing Staff, Programs and Controllable Costs in an effort to identify Cost Savings that could potentially fund Tier 2 & 3 Priorities and Big Ideas in FY15, including:

- School Choice
- MRMS Teaming Model
- 6 – 12 Curriculum & Instruction Model
- Special Education
- Redeployment of existing Staff - Districtwide
- Transportation
- Healthcare
- Contract Negotiations
- Facilities Management (Collins Center Study)
- Shared HR Function w/ Hamilton & Wenham
- Stipends - Districtwide



FY15 Budget

Timeline & Next Steps

Completed:

- December 5, 2013: Superintendent's Recommended Budget Presentation
- December 19, 2013: Overlay Budget Presentations

Scheduled:

- December 20, 2013: Distribute Preliminary Budget Book to School Committee
- January 2, 2014: School Choice Discussions
- January 2, 2014: Continuation of Budget Overlay Discussions
- January 9, 2014: Class Size Review & Discussions
- January 9, 2014: School Committee Adopts Tentative FY15 Budget
- January 13, 2014: Mail Tentative FY15 Budget to Towns
- January 13, 2014: Advertise FY15 Budget Public Hearing
- January 23, 2014: Public Hearing on School Committee's FY15 Budget
- February 13, 2014: School Committee votes to Adopt FY15 Budget
- April 5, 2014: Hamilton and Wenham Annual Town Meetings

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT G

FACILITIES and OPERATIONAL SUPPORT SERVICES GOALS

The Hamilton-Wenham Regional School District will provide facilities, programs and services that support the educational goals of the District and promote the health and safety of students and staff in a cost-effective manner.

Policy Review: 1st Reading
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT H

FACILITIES DEVELOPMENT GOALS: EQUITY

Facilities

(1) Every new school and every addition to an existing school or program for modernization of an existing school shall be designed or planned so as to ensure that the educational opportunities to be offered within that school following its construction, expansion or reconstruction will be available equally to all students thereof without regard to their race, color, sex, religion, sexual orientation, gender identity, disability, homelessness, or national origin.

(2) Each school shall provide males and females with equal facilities and conveniences within a school that are separated for reasons of privacy, e.g. showers, locker rooms, changing rooms, toilets and lavatories. Any school to be constructed shall make such provision and any plan for the expansion or modernization of an existing school shall include whatever provision is necessary in order to achieve compliance with 603 CMR 26.07.

LEGAL REF.: 963 CMR 2.00
603 CMP 6.07

Policy Review: 1st Reading
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT I

RENOVATION and NEW CONSTRUCTION

The District will maintain and periodically review a school facilities plan developed to ensure that district facilities are appropriately designed and updated to reflect changing District needs. The Superintendent will establish procedures necessary to determine such needs.

In planning for any renovation or new construction of school facilities in Hamilton-Wenham the District shall comply with the terms of all applicable federal, state and local laws and regulations.

Legal References:

MGL 69:1B

603 CMR 38 et.seq.

70B et seq.

963 CMR 2 et seq

Policy Review: 1st Reading
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT J

ENROLLMENT PROJECTIONS

For planning purposes, the School District will annually project school enrollments for up to five years.

Policy Review: 1st Reading
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT K

PUBLIC INFORMATION PROGRAM

The School Committee will keep the public informed as to the processes to be followed in planning for needed school facilities.

The School Committees will assist the Facilities Working Group and Building Committee in providing information to the public. The School Committee agrees that the Superintendent shall support such action and so involve his/her staff to the extent time is available, in his/her judgment, to honor reasonable requests.

Policy Review: 1st Reading
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

Language Standards Pre-K–5

The following standards for grades pre-k–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 41 for a complete list and Appendix A of the *Common Core State Standards* for an example of how these skills develop in sophistication.

Kindergartners:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun *I*.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

3. (Begins in grade 2)

Language Standards Pre-K–5

[L]

Kindergartners:

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT L

INVESTMENT IN SITES

The selection and acquisition of sites should result from close collaboration between the School Committee and the Boards of Selectmen as well as with pertinent committees appointed by the Towns.

Policy Review: 1st Reading
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT M

MEMORIALS FOR DECEASED STUDENTS OR STAFF

The School Committee recognizes that the death of a student or member of the staff is deeply felt by the school community. As places designed primarily to support learning, however, school sites should not serve as permanent memorials for students or staff.

Permanent memorials for deceased students or staff shall be limited in form to perpetual awards or scholarships or improvements such as benches, trees, and shrubs.

Any permanent memorials in existence before this policy was adopted can only be removed by a vote of the School Committee.

Policy Review: 1st Reading
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT N

PROPERTY INSURANCE PROGRAM

The Superintendent shall ensure that adequate property and liability insurance is maintained on behalf of the School District.

Policy Review: 1st Reading
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT O

MAINTENANCE and CONTROL OF EQUIPMENT

The Superintendent shall ensure that equipment, including any vehicles owned by the District, is periodically inspected and maintained in good working order. The Superintendent may place reasonable restrictions on equipment use.

Policy Review: 1st Reading
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)

HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT
WENHAM, MA

EXHIBIT P

MAINTENANCE RECORDS

To assure compliance with equipment contracts, the School Committee expects the Superintendent to establish procedures for maintaining adequate maintenance records.

Such records shall be kept in accordance with State and local laws and regulations and with good management practice.

Policy Review: 1st Reading
2nd Reading

Policy Adopted:

Vote:

Chairperson, HWRSD School Committee: Roger Kuebel
(Original Signature on file in the Superintendent's Office)