

EARLY CHILDHOOD EDUCATION

Prioritization of Enhancements from Summit

	<i>PRIORITY/ENHANCEMENT</i>	<i>IMPACT ON STUDENT LEARNING</i>	<i>EASE OF IMPLEMENTATION</i>	<i>NOTES</i>
<i>EARLIER (ADDITIONAL) SUPPORT</i>	<p><i><u>Additional Support Earlier Than 3 Years Old</u></i> A1) Children enter first grade with a history that sets them up for success or failure A2) Schools do not do enough to address needs based on history A3) Address students' needs earlier than 3 years old</p>	LOW IMPACT	EASY & HARD TO IMPLEMENT	<ul style="list-style-type: none"> • Low impact because other resources available, which families have access to, and majority of children who come to Wayland do not suffer from effects of malnutrition or substance abuse • However, one member believes this to be a High Impact area • Easy to provide additional information to families • Hard to implement because also requires additional staffing
	<p><i><u>Additional Support for 3-5 Years Old</u></i> A4) Provide guidance support for 3-5 year old families</p>	HIGH IMPACT	HARD TO IMPLEMENT	<ul style="list-style-type: none"> • High impact because impacts current cohort of students • Hard to implement because requires additional staffing and funding • Considered ability to extend current contract with The Human Relations Service (HRS) to more significantly support all Wayland families with children between 3-5 years old.

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<i>EARLIER (ADDITIONAL) SUPPORT (continued)</i>	<i><u>Provide Information Earlier</u></i> A5) Supporting educational transition through communication with entering families A6) Provide informational packet about kindergarten program during summer prior to entering kindergarten	HIGH IMPACT	EASY TO IMPLEMENT	<ul style="list-style-type: none"> • High impact because applicable to both Wayland and Boston families • Easy to provide opportunity for children to experience school earlier
	<i><u>Transition to Kindergarten</u></i> A7) Provide summer academic program for entering kindergarten students A8) Extend the summer math and literacy programs to other grade levels	HIGH IMPACT	HARD TO IMPLEMENT	<ul style="list-style-type: none"> • High impact because impacts current cohort of students • Hard to implement because requires additional staffing and funding
<i>TIMING OF ASSESSMENTS</i>	E1) Benefit of conducting assessments earlier for incoming K students	LOW/ NEGATIVE IMPACT	EASY TO IMPLEMENT	<ul style="list-style-type: none"> • Low impact due to timing of assessments in relation to a student's development

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<i>FULL DAY KINDERGARTEN</i>	<p>B1) Do we know whether incoming K parents want FDK?</p> <p>B2) Is cost of FDK cost prohibitive?</p> <p>B3) Are we providing enough services and support in half day program?</p> <p>B4) Decision of choice between half day and BASE or not vs. FDK is difficult – how is it made? By parents and by Administration</p> <p>B5) Half day program for K is shorter than pre-school</p> <p>B6) Are we helping or hurting students by keeping them in half day?</p> <p>B7) Have we seen a difference in assessments for half day vs. FDK?</p> <p>B8) Moved to “Stress” section</p> <p>B9) Understand difference of half day vs. FDK transitioning to first grade</p> <p>B10) Transition from traditional kindergarten to 1st grade is significant increase in time</p> <p>B11) At time of Spring assessment, provide support and guidance to families in making FDK decision</p>	TBD	TBD	<ul style="list-style-type: none"> • Impact will be determined by the results of the research (e.g. does FDK provide a positive educational impact on student learning) • Ease of implementation will be determined by cost of offering Town funded FDK program, including the consideration of other possible models (e.g. longer half day program, hybrid with 2 half days and 3 full days etc.) • Also considered individual development of students, such as attention span among other factors, and its impact on which program is developmentally appropriate for each student

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<i>CONTENT</i>	C1) Required learning of content of K is not necessarily in line with how students learn (not developmentally appropriate) C2) Are we setting up students for failure or who will need services later because of push down mandates?	TBD	TBD	<ul style="list-style-type: none">• It was strongly noted that these suggested enhancements are not a reflection of the work of the Kindergarten staff, but rather a recognition and acknowledgment that the curriculum has significantly changed over the last several years.• Impact and ease of implementation would be determined by whether the Kindergarten community believes that the required learning of content through the Common Core is developmentally appropriate for Kindergarten students, as well as whether there would be any ramifications to making changes to the curriculum (e.g. funding eligibility, domino effect to curriculum in upper grades)• Given that this is the 3rd year of the Common Core, it may be premature to make a judgment as to whether the content is developmentally appropriate

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<i>CONTENT</i> <i>(continued)</i>				<ul style="list-style-type: none"> Considered researching whether other communities have taken different approaches to delivering the Common Core (e.g. deferring its implementation, delivering it in a different way, such as through a Montessori model)
	C3) Impact of deferring the enrollment of students into the kindergarten program for a year	WILL BE IMPACTED BY OTHER PRIORITIES		<ul style="list-style-type: none"> Small percentage of eligible Kindergarten students defer enrollment
	C4) Awareness of different learning styles	N/A		<ul style="list-style-type: none"> Doing well in this area and wouldn't recommend making any changes
<i>STRESS</i>	D1) Parents' level of stress & causes & impact on students	WILL BE IMPACTED BY OTHER PRIORITIES		<ul style="list-style-type: none"> Stress for parents increased with option of FDK, as currently structured
	D2 (Changed from B8) What is students' stress level and do push down mandates cause it?	WILL BE IMPACTED BY OTHER PRIORITIES		<ul style="list-style-type: none"> Higher % of students experiencing stress now than in prior years due to increased academic expectations Recognition that teachers are masterful at handling stress in students

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HIGH IMPACT	<i>Provide Additional Support</i> <ul style="list-style-type: none">• <i>For 3-5 Years Old</i>• <i>As Part of Transition to Kindergarten</i>	<ul style="list-style-type: none">• <i>Provide Information about Kindergarten Program Earlier</i>
LOW IMPACT		
	HARD TO IMPLEMENT	EASY TO IMPLEMENT

Gather Additional Information

FULL DAY KINDERGARTEN

- Conduct research to determine impact on student learning
- Determine cost of offering Town funded FDK program, including the consideration of other possible models

CONTENT

- Ask Kindergarten community whether they believe the required learning of content through the Common Core is developmentally appropriate for Kindergarten students, as well as whether there would be any ramifications to making changes to the curriculum
- Research whether other communities have taken different approaches to delivering the Common Core