

**WEST VIRGINIA
SECRETARY OF STATE**

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

Form #5

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WEST VIRGINIA
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, § 2, W. Va. Code §§16-3-4, 18-2-5, 18-2E-1
et seq., 18-5-17, 18-5-18c, and 18-5-44

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§ 29A-3B-1, et seq.; W.Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO _____

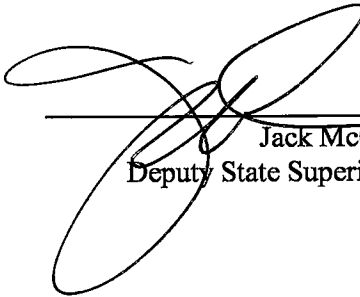
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 28

TITLE OF RULE BEING AMENDED: West Virginia's Universal Access to a
Quality Early Education System (2525)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS January 11, 2010.



Jack McClanahan
Deputy State Superintendent of Schools

EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: Policy 2525: West Virginia's Universal Access to a Quality Early Education System

Background: *Describe the precipitating event(s) leading to the need to revise or create this policy including what laws impact the policy with an excerpt from the law. List (or attach a list) all stakeholders (internal and external) who assisted in or were consulted about the revision/development of the policy. Also note any other State Board policies that need to be aligned with this policy or vice versa.*

As West Virginia's Universal Pre-K System approaches the 2012-13 timeline for full implantation, it is necessary to continually address quality improvement initiatives for many aspects of Universal Pre-K System. WV Pre-K has continually been recognized nationally for its early childhood initiatives; however in recent years WV Pre-K has failed to make progress in key national early childhood indicators of quality. According to the National Institute for Early Education Research, WV has continued to meet seven of the ten indicators for quality in early childhood over the last several years. This information coupled with the fact that Head Start has recently been reauthorized with standards that align with the national indicators for quality, has initiated the most recent proposal to address continuous quality improvements for WV's Pre-K System. The new language shall be effective beginning July 1, 2010. This policy should remain aligned with Policy 2419 – Education of Exceptional Students and Policy 5202 - Licensure of Professional/Paraprofessional Personnel

Proposals: *For policy revisions, describe the proposed changes section by section and the purpose therefore as well as any general changes. For a new policy, describe the overall purpose of the policy and how that purpose has been addressed.*

Revisions to Policy 2525 are being recommended in the following sections:

§126-28-5. Attendance. Revisions for attendance procedures are recommended in order to eliminate the provision for working with parents from the county plan, and, instead, counties will directly be responsible for ensuring such provisions are in place.

§126-28-6. Collaboration and the County Plan. Revisions for the collaborative county pre-k plan include the addition of an addendum process for counties to report changes in their collaborative pre-k program structure beyond 2012-13. Changes in reporting collaborative contracts and budgets status have also been revised to require an annual report on the status of approved collaborative contracts and the submission of a comprehensive universal pre-k fiscal report to the WVDE.

§126-28-7. Personnel Standards. Revisions to the personnel standards stem not only from the national quality indicators, but in response to the Head Start Reauthorization. In order to meet the increasing demand for highly qualified teachers, WV Universal Pre-K will phase in a higher standard for teachers, requiring all new community partner hires, as of August 1, 2013, to have a minimum of a BA in a related field. This change to personnel standards will only impact new hires. Personnel hired prior to August 1, 2013 will remain valid on a Permanent Authorization for Community Programs, which currently requires an AA degree and 18 hours of early childhood coursework.

§126-28-8. Health and Safety Requirements. – Revisions to Section 8 include clarifications to the HealthCheck protocol and immunization requirements, staffing patterns and meals. Currently, classrooms not in collaboration with Head Start who enroll only ten children without IEPs can staff the classroom with one adult. Changes in the language require two adults with the group of preschoolers throughout the instructional day. Meals (at least a breakfast or lunch), according to the new language, will be required of all universal pre-k classrooms regardless of location.

§126-28-9. Standards for Preparing Students. – An addition to Section 9 includes language to ensure time is made available for joint planning by all personnel working with the pre-k classrooms, including the teacher and co-teacher, assistant, or aide.

§126-28-10. Curriculum and Assessment. – Revisions to this section address guidance provided by the WVDE to assist county collaborative teams in selecting and utilizing curricula enhancements and supplements. Also, revisions were made to continue to include the State Early Childhood Advisory Council (TBD) in assisting with approval and selection of comprehensive curricula systems and assessments.

§126-28-13. Staff Development and Training. - Revisions were made to address the communication between LEAs and community partners about professional development opportunities and the availability of the information about these trainings to ensure those requiring WV S.T.A.R.S. are able to register the trainings.

§126-28-15. Financing. –Changes were made to Section 15 to include the most recent date of the WV State Superintendent’s Guidance on school aid funding, and revisions to address the distinction of hours of free, public pre-k time in community collaborations versus parents/guardians’ payments for time outside of pre-k.

§126-28-16. Program Evaluation for Quality Improvement. –Revisions in Section 16 address new requirements for submitting program assessment data to the WVDE and the inclusion of the findings in the schools’ strategic planning.

§126-28-2. Guidelines. And §126-28-3. Definitions. – Revisions were made to Sections 2 and 3 to reflect changes made throughout the policy. The guidelines and definitions were edited to align with the proposed changes to Policy 2525.

Impact: *Describe the possible consequences of the changes to the policy of the adoption of a new policy including both intended and unintended possible consequences.*

The proposed revisions to Policy 2525 will directly impact the quality of WV’s Universal Pre-K System. The proposals will strengthen collaboration at the local level by requiring the continued efforts of the local collaborative pre-k team beyond 2012-13. However, the proposed changes will also affect the long term re-investment decisions made by LEAs to support the collaborative programs. Decisions will have to be made to address the supports after 2012-13, in particular, to address the maximization of resources in order to support new requirements for community partners employing the lead teachers of Universal Pre-K Programs.

Response to Comments: *This section is added to the executive summary once a policy has completed the comment period and is being taken back before the State Board for adoption. In this section indicate how many comments were received and how they were addressed or why they were not addressed in the policy. Also indicate the categories of people who commented.*

The revisions to Policy 2525 had a total of 21 comment forms received during the 30 day period. Comments were received in the following categories:

School Nurses/Health Care	4 comment forms received
Child Care	8 comment forms received
WVDHHR	2 comment forms received
School Principals	2 comment forms received
ECE Teachers	1 comment form received
County BOE Administrators	3 comment forms received
Anonymous	1 comment form received

Of the 21 comment forms received, proposed changes to personnel standards, collaboration language, staff development/training, immunizations/HealthCheck language and staff/child ratio received at least one comment each in support of the changes. Changes to the immunization/Health check language, staff development/training, personnel standards and collaboration each received one comment of concern. Two comments addressed concern over the changes to LEA and child care licensing requirements under section 6.10, and eight comments addressed concern over the staff-child ratio change. Two comments questioned the definition of eligible child, which was not a proposed change in the policy.

The Policy 2525 taskforce is reconvening on November 24, 2009 to review all comments. The taskforce felt this was imperative due to the strong collaborative work surrounding WVBE Policy 2525. At this meeting, the taskforce will finalize the comment log.

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**TITLE 126
PROCEDURAL RULE
BOARD OF EDUCATION**

OFFICE OF THE
SECRETARY OF STATE

SERIES 28

West Virginia's Universal Access to a Quality Early Education System (2525)

§126-28-1. General.

1.1. Scope. - - This procedural rule establishes the criteria for approving and operating programs for four-year-old children and three-year-old children as mandated under federal law and herein after is referred to as WV Pre-k (hereinafter WV Pre-k).

1.2. Authority. - - W. Va. Constitution, Article XII, §2 and W. Va. Code §§16-3-4, 18-2-5, 18-2E-1 et seq., 18-5-17, 18-5-18c, and 18-5-44. All requirements of this policy are mandated components unless otherwise noted.

1.3. Filing Date. - December 11, 2009

1.4. Effective Date. - January 11, 2010

1.4.1. Unless specified otherwise within the policy.

1.5. Repeal of former rule. This rule amends W. Va. 126CSR28, West Virginia Board of Education (hereinafter WVBE) Policy 2525, West Virginia's Universal Access to Early Education System (hereinafter Policy 2525), filed July 13, 2007 and effective August 13, 2007.

§126-28-2. Guidelines.

2.1. WV Pre-k classrooms shall:

2.1.1. be voluntary.

2.1.2. be readiness programs that are designed to meet the needs of all eligible children.

2.1.3. deliver content through the chosen approved curricular framework and the West Virginia Early Learning Standards Framework W. Va. 126CSR440, WVBE Policy 2520.15, Early Learning Standards Framework Content Standards and Learning Criteria for West Virginia Pre-kindergarten (hereinafter the WVLSF).

2.1.4. provide the building blocks for literacy.

2.1.5. view children within the context of their family.

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2.1.6. utilize state approved curricular frameworks and assessments to inform and individualize instruction.

2.1.7. employ staff with strong professional education preparation in child development and early childhood education.

2.1.8. build on what children already know in order to consolidate their learning and foster acquisition of new concepts and skills through hands-on active exploration of their learning environment, problem solving, communication, creativity, and use of their imaginations.

2.1.9. incorporate meaningful ways of communicating with and involving parent/guardian/family.

2.1.10. evaluate program success for meeting the health and safety needs of the child through the use of the Early Childhood Environment Rating Scale – Revised which will be administered by a trained, collaborative county team or outside experienced observer team.

2.1.11. establish staffing requirements and class size according to recommended guidelines.

2.1.12. maximize existing community, state and federal resources.

2.1.13. be an integral part of the West Virginia birth to kindergarten system of education and care.

2.1.14. take place in safe and healthy environments.

2.1.15. be inclusive of all children.

§126-28-3. Definitions.

3.1. *Active media* means materials that the child can control while participating in an activity such as taking pictures with cameras, making audio or video tapes, playing video games or working on a computer.

3.2. *Adequate supervision* means the observation, oversight, and guidance of the individual child or groups of children by the staff member taking responsibility for the ongoing activity of each child so that the staff member is close enough to intervene, if necessary, to protect the child from harm. Adequate supervision requires the staff member's physical presence with the children, knowledge of the child's program of activities, individual needs, habits, interests and special problems, if any, and the acceptance of accountability for the child's or groups of children's care.

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3.3. *Approved funding sources* means any funds used directly to support WV Pre-k classrooms for eligible children including West Virginia State Aid Funding Formula, Head Start funds, Even Start funds, Temporary Assistance to Needy Families, Child Care Development Funds, funds under the Elementary and Secondary Education Act (No Child Left Behind), funds provided by the School Building Authority of West Virginia, funds under the Public Law 108-446, Individuals with Disabilities Education Improvement Act of 2004, and any other private or public funds.

3.4. *Approved WV Pre-k participating programs* includes public school preschool, including preschool special education, and any community provider that contracts with the Local Education Agency (hereinafter LEA) including, but not limited to, childcare, private preschool, Head Start, and community-based programs that meet or exceed all of the requirements of this policy and are a part of a county's collaborative plan. Children participating in approved WV Pre-k participating programs can be counted in the school aid funding formula and the participating programs are eligible to receive funds through contractual agreements with or direct administration by the county school system.

3.5. *Collaborative setting* means a classroom of WV Pre-k children operated by a community program with resource support from the state through the Local Education Agency (LEA) or a classroom operated jointly by a community program and LEA.

3.6. *Contracted community program* shall mean any provider of early childhood services that meets all of the requirements of this policy and has a contractual agreement with the county school system to operate a WV Pre-k classroom.

3.7. *Core knowledge and core competencies for early care and education professionals* shall mean the sets of skills and knowledge that represent common standards of satisfactory practice in the early childhood field as defined in West Virginia State Training And Registry System (hereinafter WV S.T.A.R.S.) Core Knowledge and Core Competencies for Early Care and Education Professionals.

3.8. *County collaborative plan* means the plan each county school board, in cooperation with the county collaborative team, is required to submit. The plan shall include an analysis of facility and personnel needs, an analysis of demographics of the county related to the early childhood program implementation, financial requirements for implementation and potential sources of funding to assist implementation, details of how the county board will cooperate and collaborate with other early childhood programs, specific timelines for implementation, and any other requirements of this policy.

3.9. *Developmentally appropriate* means early childhood programming, curricula, and activities that address the stages of each child's cognitive, physical, social/emotional, and cultural development and utilizes a balanced approach of both child initiated and teacher directed instruction. Children should be actively engaged in hands-on, interactive activities for learning for a substantial portion of the day.

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3.10. *Direct supervision* means that a qualified staff member is physically present in the same room, area, or vehicle with the child or group of children, visually monitoring the interactions of the children.

3.11. *Eligible child* shall mean any child, regardless of ability, who is four prior to September 1 of the year he/she is to enroll. Three year old children can be enrolled in the WV Pre-k System if they have an Individualized Education Program (hereinafter IEP.) Three year olds without IEPs may be present in the collaborative classroom if they qualify under the community program's enrollment guidelines. Children may not be excluded based on developmental delays. Children who are five prior to September 1 shall be enrolled in kindergarten, instead of WV Pre-k, unless the teacher, in cooperation with the parent, uses assessment data to determine that kindergarten placement for that child is not in the child's best interest. A five year old with special needs may be placed in a WV pre-k classroom if the IEP committee deems the setting as the best placement for the child. A child may remain in the WV Pre-k classroom for longer than one year if the decision is in the best interest of the child and based on curricular assessment data with mutual agreement between the teacher and parent/guardian.

3.12. *Experienced Early Childhood Environmental Rating Scale – Revised (hereinafter ECERS-R) Observer* is a person who has successfully completed modules I, II, and III of the West Virginia Experienced ECERS-R Observer Training.

3.13. *Local Education Agency (hereinafter LEA) Pre-k County Contact* is the person responsible for implementation of the West Virginia Pre-k System at the local education agency.

3.14. LEA means the county school system as the administrative entity for each county.

3.15. *HealthCheck* is the screening protocol recommended for the licensed health care providers to be used for all children entering WV Pre-k. HealthCheck meets the requirements for vision, hearing, speech, language, and oral health. The HealthCheck screening form is the preferred documentation method of licensed health care providers to record screenings.

3.16. *Passive media* means materials the child cannot control while participating in an activity such as watching television, films and video tapes.

3.17. *Program availability* means each preschool classroom must operate a minimum of 12 hours per week and cannot operate for more than 30 hours per week during the school year calendar. Each preschool classroom must be offered no less than 108 instructional days per school year. Up to six of those 108 days may be used for home visits/parent conferences.

3.18. *Staff: child ratio* means a relationship which describes the number of children ~~one~~ qualified staff members or substitutes are permitted to supervise.

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3.19. *Staff member* means any paid personnel, including substitutes, and student teachers.

3.20. *Teacher caseloads* means the total number of children a teacher in a WV Pre-k classroom is responsible for teaching and assessing each year.

3.21. *Trained collaborative ECERS-R team* means two or more persons with experience and knowledge of early childhood who have completed, at a minimum, the WV Experienced ECERS-R Observer Training, Module I. One member must be listed as an *Experienced Early Childhood Environment Rating Scale-Revised (hereinafter ECERS-R) Observer*.

3.22. *Universal access* shall mean that every eligible child in the county has access to a high quality WV Pre-k classroom that meets or exceeds all of the requirements of this policy.

3.23. *Universal application* means an enrollment form that may be used by all participating community partners at the county level to determine placement and enrollment of eligible children in the county's pre-k system.

3.24. *Universal precautions* means procedures to be followed for infection control in all situations to prevent the transmission of blood borne germs that may be spread through blood or body fluids that might contain blood.

3.25. *West Virginia Community Program Permanent Authorization* is a credential requiring teachers in early childhood community programs to have earned an Associate's degree in early childhood, child development, or occupational development with an emphasis in early childhood/child development and 18 hours of prescribed college coursework.

§126-28-4. Parent/Guardian Involvement and Family Support.

4.1. Parent/guardian involvement and family support must include:

4.1.1. a minimum of two documented face to face conferences annually with each child's parent/guardian/family. Home visits are recommended for these conferences.

4.1.2. documented methods of communicating with parents/guardians such as newsletters, child activity reports, phone calls, home visits, e-mail and conferences.

4.1.3. services to children and their families necessary to support the child in his/her transition into, participation in, and transition out of the program.

4.1.4. for children who come from homes where languages other than English are spoken, support services including communication that is comprehensible and supportive of both the native language and English language development.

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4.1.5. support services pursuant to WV 126CSR16, WVBE Policy 2419 - Regulations for the Education of Exceptional Students with Exceptionalities (hereinafter Policy 2419) provided in accordance with the needs specified in the child's Individualized Education Program for preschool children with disabilities who are integrated into the program.

4.1.6. opportunities for parents/guardians/family to participate in decision making about their child's education.

4.1.7. classrooms that are open to parents/guardians/families and where parents/guardians/families are encouraged to observe children in the classroom and to participate in classroom activities.

§126-28-5. Attendance.

5.1. Enrollment in an approved participating WV Pre-k program is voluntary; however, once the child is enrolled, attendance must follow W. Va. Code §18-8-1, et seq., which allows the program administrator (i.e. principal, director, executive director), teacher and parent/guardian to disenroll the child if they concur that requiring further attendance for that school year is not in the best interest of the child. Once a child is disenrolled, re-enrollment is not guaranteed.

5.2. Each county must establish and implement procedures to ensure that the parent/guardian and other family members, as appropriate, understand about the availability of services, the attendance policy and the benefits of childhood education.

5.3. Each county must establish and implement a provision for working with families whose children are chronically absent and/or tardy that does not penalize the family for acting in the best interest of the child.

§126-28-6. Collaboration and the County Plan.

6.1. Through joint planning with community partners, each county board of education must submit a county plan to the Secretary of West Virginia Department of Health and Human Resources (hereinafter WVDHHR) and WVBE that reflects meaningful involvement of the county collaborative team.

6.2. The West Virginia Department of Education (hereinafter WVDE), in collaboration with the West Virginia Department of Human Resources has the responsibility of convening a committee to review the quality and content of the county plans by representatives from the WVDE, WVDHHR, and the Head Start Collaboration Office. The committee will make recommendations to the Secretary of WVDHHR and the WVBE regarding approval of the county collaborative plans. Participation on the committee by WVDHHR and Head Start State Collaboration Office will ensure the (1) maximization of federal and other available funds and

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(2) maximization of Head Start programs and other public and private programs approved by the State Superintendent of Schools.

6.3. Each county early childhood team shall meet regularly throughout the year to ensure that the following outcomes are met.

6.3.1. Joint decisions are made about the location of WV Pre-k classrooms including Preschool Special Education classes.

6.3.2. Decisions are made about responsibilities for sharing resources for each classroom including but not limited to staffing, facilities, food service and transportation.

6.3.3. A county wide joint universal application and enrollment process that includes a selection and placement criteria for children is utilized.

6.3.4. Services for children with identified special needs are provided in least restrictive environment according to the requirements of that child's IEP.

6.3.5. All approved participating programs are included or represented.

6.4. If a county plan is not recommended for approval, it will be returned to the county board of education with an explanation and instructions for re-submission. The County Superintendent and LEA county contact shall share this information with the county early childhood collaborative team upon receipt. The changes to the plan shall be signed by all required collaborative partners of the county collaborative team prior to resubmission. Once the county plans are reviewed by the collaborative review committee and recommended for approval or nonapproval, the signature of the Secretary of WVDHHR is secured. The Secretary of WVDHHR then forwards the list of approved and nonapproved plans to the WVBE for the July board meeting of the WVBE. At this meeting, the WVBE will vote to accept or reject the Secretary's list.

6.5. Changes, updates and amendments to the county plans are to be submitted to the WVDHHR and the WVDE in February each year until 2013 or until such time as the county offers universal access to a high quality program, as defined by this policy, for all eligible children in that county. Collaborative settings support the maximization of resources as required by W. Va. Code §18-5-44. Counties must maximize early childhood resources by collaborating with existing programs within the county before opening new classrooms operated solely by the LEA, unless those collaborative partners do not exist, or choose not to participate. A county's collaborative plan will reflect the documentation to support maximization of resources, as well as, reflect how this plan identifies both potential resources and the efficient use of currently existing resources.

6.6. All changes of substance to the approved county collaborative plan or approved universal pre-k program structure must be submitted with signatures of all the required

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collaborative partners for approval to the Secretary of WVDHHR and the WVBE, or their respective designees, 30 days prior to the implementation of the changes. Failure to do so will result in the non-approval of the change.

6.7. In order to support counties in the effort to maximize existing resources by 2012-2013 or by full implementation, no less than 50% of the classrooms for eligible children must be provided through contractual agreements with community programs, including but not limited to Head Start and child care, unless the county collaborative team can document that those programs do not exist in that county, can never meet the mandates of this policy, or choose not to participate. Counties shall explore all feasible supports to enable community partners to meet the requirements of this policy, including providing certified teachers in community programs, before determining that programs cannot meet the mandates. This may not be construed to mean that counties will provide education services in public school settings only and contract out support services but rather that 50% of the classrooms for eligible children must be contracted with qualifying providers in collaborative settings. This ratio of community to public school providers can only be decreased with the written permission of both the WVBE and the Secretary of WVDHHR. When the county school system includes the eligible children attending in an approved, contracted community program in the count for the school aid funding formula, a portion of the money generated by the formula must be used through the contractual agreement to insure that the requirements of this policy are met and adhered to for the length of the contract. Counties shall phase in classrooms incrementally to meet the requirement for universality by 2012-13. In an instance when the LEA is the Head Start grantee, those settings are considered part of the mandate for collaboration; however, the collaboration does not fulfill these requirements for collaboration with community partners if those partners are available.

6.8. The county collaborative team must include, at a minimum, representation from the county school system preschool program, the county school system preschool special needs program, a licensed community child care program in that county not operated by the county school system, the Head Start program in that county, the local department of health and human resources, and a parent/guardian of a preschool child. Due to the nature of child care, every licensed child care program in that county must be extended an invitation to participate on the planning team. The county must submit a list of invitees with the county plan; however, all responses shall be kept on file at the LEA.

6.9. The county collaborative team shall annually assess the composition of the county collaborative team and should include a representative from the West Virginia Birth to Three System Regional Administrative Unit, the parent/guardian educator resource centers, child care resource and referral agencies, classroom teachers, Family Resource Networks, early parent/guardian education, local apprenticeship for child development specialist council, health, Starting Points, business, faith based early childhood program providers, Community Action, child abuse prevention agencies, higher education, and/or other community organizations and persons interested in, knowledgeable of, working with young children and their families providing support and education.

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6.10. Any member of the county collaboration team that will provide services to eligible children in that county must follow all rules and regulations as outlined in this policy. The contract/agreement between the collaborating agencies must address how the collaborative will assure compliance with all applicable regulations and standards. It is the responsibility of the collaborative partners to ensure that the staff and administrators receive professional development related to the policies and regulations of all the collaborative partners.

6.10.1. In collaborative classrooms where community partners have regulations such as the Head Start Performance Standards or WVDHHR Child Care Licensing, these regulations shall apply in addition to WVBE Policy 2525.

6.10.2. Part-day community programs that are exempt from child care center licensing under W.Va. Code §49-2B-3(e)(1) must be licensed in order to participate in WV Pre-k unless they are located in an approved LEA site.

6.11. The county collaborative plan must include documentation by each participating partner of his or her role in the development of the county collaborative plan.

6.12. The LEA must submit a request with the county collaborative plan to complete the determination process for universality for the following year.

6.13. By August 1st of each year, a comprehensive universal pre-k fiscal report must be submitted to the WVDE Assistant Director of Early Learning and Literacy. This report must include a list of board approved contracts noting collaborative universal pre-k classrooms for the upcoming school year.

6.14. Every county collaborative team must use a universal application and enrollment process that includes the necessary information to support enrollment in Head Start, child care and other community partner programs.

§126-28-7. Personnel Standards.

7.1. Teachers employed in a WV Pre-k classroom and hired by the LEA must hold the appropriate license issued by the WVDE.

7.2. To fully maximize resources, community partners may choose to hire their own personnel for the WV Pre-k collaborative classroom. Teachers employed in a WV Pre-k classroom operated by a community program may hold a Professional Teaching Certificate endorsed in Early Education, Preschool Education, or Preschool Special Needs; OR

7.3. When no fully certified teacher is available within or for hire by the community program, the person employed by a community program should hold the minimum of a bachelor's degree and meet the requirements specified in W. Va. 126CSR136, WVBE Policy 5202, Minimum Qualifications for the Licensure of Professional/Paraprofessional Personnel and

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Advanced Salary Classifications (hereinafter Policy 5202), Section 11.7, for the Permanent Authorization, endorsed for Community Programs; OR

7.4. When no fully certified teacher or an individual eligible for the Permanent Authorization endorsed for Community Programs is available within or for hire by the community program, the person employed by the community program must be eligible for a Temporary Authorization for Community Programs.

7.4.1. General Criteria for the Permanent Authorization for Community Programs issued prior to August 1, 2013: The Permanent Authorization for Community Programs may be issued to an individual employed by a community program who has completed 1) the minimum of an associate's degree through an accredited institution of higher education as defined Policy 5202, §126-136-4.5; 2) the general requirements specified in Policy 5202, §126-136-9.1.; 3) the minimum GPA specified in Policy 5202 §126-136-9.8; and the conditions for issuance specified in §126-28-7.3.

7.4.2. Conditions for issuance: The applicant for the Permanent Authorization for Community Programs must submit evidence of the following:

a. College/University Coursework: The minimum of an associate's degree in child development, early childhood, or occupational development with an emphasis in child development/early childhood; AND

b. Specialized Training: Verification of coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement; AND

c. Experience. – Verification of at least one year of early education teaching experience.

d. Verification of employment- Signature of contracted community program director.

7.4.3. Validity Period. – The Permanent Authorization for Community Programs shall continue to be valid unless surrendered, suspended, or revoked for just cause.

7.5. General Criteria for the Permanent Authorization for Community Programs issued after August 1, 2013.

7.5.1. General Criteria for the Permanent Authorization for Community Programs issued after August 1, 2013: The Permanent Authorization for Community Programs may be issued to an individual employed by a community program who has completed 1) the minimum of a bachelor's degree through an accredited institution of higher education as defined in Policy

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5202, §126-136-4.5; 2) the general requirements specified in Policy 5202, §126-136-9.1; 3) the minimum GPA of 2.5 specified in Policy 5202 §126-136-9.8; and the conditions for issuance specified in §126-28-7.3.

7.5.2. Conditions for Issuance: The applicant for the Permanent Authorization for Community Programs must submit evidence of the following:

a. College/University Coursework: The minimum of a bachelor' degree in early childhood, preschool, child development and family studies, early childhood special education or an early education field; AND

b. Specialized Training: Verification of coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement; AND

c. Experience: Verification of at least one year of early education teaching experience.

d. Verification of Employment: Signature of contracted community program director.

7.5.3. Validity Period: The Permanent Authorization for Community Programs shall continue to be valid unless surrendered, suspended, or revoked for just cause.

7.6. When no individual who is eligible for the Permanent Authorization for Community Programs is available within or for hire by the community program, the person employed by the community program must be eligible for a Temporary Authorization for Community Programs.

7.6.1. General Criteria for the Temporary Authorization for Community Programs issued prior to August 1, 2013 – The Temporary Authorization for Community Programs may be issued to an individual employed by a community program who has completed 1) the minimum of an associate's degree through an accredited institution of higher education as defined Policy 5202, Section 5.4;2) the general requirements specified in Policy 5202, Section 9.1.1; 3) the minimum GPA specified in Policy 5202, Section 9.8; and the conditions for issuance specified in Section 7.4.

7.6.2. Conditions for Issuance. - The applicant for the Temporary Authorization for Community Programs must submit evidence of the following:

a. College/University Coursework. - The minimum of an associate's degree in child development, early childhood, or occupational development with an emphasis in child development/early childhood; AND

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b. Experience. – Verification of at least one year of early education teaching experience.

c. Commitment. – Submission of Professional Commitment verifying the applicant's agreement to complete coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement.

7.6.3. Validity Period. – The Temporary Authorization for Community Programs shall be valid for one school year and shall expire on June 30. An educator employed on or after January 1 may be issued a Temporary Authorization valid until June 30 of the following school year.

7.6.4. Three Year Limit. - All requirements for the Permanent Authorization for Community Programs must be completed within three years of the original issuance of the Temporary Authorization for Community Programs.

7.7. Renewal of the Temporary Authorization for Community Programs.

7.7.1. Conditions of Issuance. – The holder of the Temporary Authorization for Community Programs who continues to be employed by a community program must submit evidence of satisfying the following:

a. College/University Coursework. – Completion of credit approved by the WVDE through either six semester hours of coursework reflecting the minimum 3.0 GPA; AND

b. Commitment. – Submission of Professional Commitment verifying the applicant's agreement to complete coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement OR coursework leading to teacher licensure in Early Education, Preschool Education, or Preschool Special Needs.

7.8. When no individual who is eligible for the Permanent Authorization for Community Programs is available within or for hire by the community program, the person employed by the community program must be eligible for a Temporary Authorization for Community Programs.

7.8.1. General Criteria for the Temporary Authorization for Community Programs issued after August 1, 2013. - The Temporary Authorization for Community Programs may be issued to an individual employed by a community program who has completed 1) the minimum of a bachelor's degree through an accredited institution of higher education as defined

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in Policy 5202, Section 5.4; 2) the general requirements specified in Policy 5202, Section 9.1.1; 3) the minimum GPA of 2.5 as specified in Policy 5202, Section 9.8; and the conditions for issuance specified in Section 7.4.

7.8.2. Conditions for Issuance. - The applicant for the Temporary Authorization for Community Programs must submit evidence of the following:

- a. College/University Coursework. - The minimum of a bachelor's degree; AND
- b. Experience. - Verification of at least one year of early education teaching experience.
- c. Commitment. - Submission of Professional Commitment verifying the applicant's agreement to complete coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement.

7.8.3. Validity Period. - The Temporary Authorization for Community Programs shall be valid for one school year and shall expire on June 30. An educator employed on or after January 1 may be issued a Temporary Authorization valid until June 30 of the following school year.

7.8.4. Three Year Limit. - All requirements for the Permanent Authorization for Community Programs must be completed within three years of the original issuance of the Temporary Authorization for Community Programs OR

7.8.5. Five Year Limit. - All requirements for the Professional Teaching Certificate endorsed for Early Education, Preschool Education, or Preschool Special Needs must be completed within five years of the original issuance of the Temporary Authorization for Community Programs.

7.9. Renewal of the Temporary Authorization for Community Programs.

7.9.1. Conditions of Issuance. - The holder of the Temporary Authorization for Community Programs who continues to be employed by a community program must submit evidence of satisfying the following:

- a. College/University Coursework. - Completion of credit approved by the WVDE through either six semester hours of coursework reflecting the minimum 3.0 GPA; AND

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b. Commitment. – Submission of Professional Commitment verifying the applicant's agreement to complete coursework and/or professional development, approved by the WVDE, in the areas of preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement **OR** coursework leading to teacher licensure in Early Education, Preschool Education, or Preschool Special Needs .

7.10. Individuals who were issued either a Permanent Authorization endorsed for Community Programs according to Section 7.4 or a Temporary Authorization endorsed for Community Programs in accordance to Section 7.6 continue to be properly credentialed after August 1, 2013.

7.11. Persons who are employed to meet the staff/child ratios but are not certified teachers such as aides, assistants, or paraprofessionals must meet the criteria set forth in the WV S.T.A.R.S. career pathway level II. Level II is defined as persons who are at least 18 years old with a high school diploma or equivalent and one years of experience and possess the ability to understand and practice the core knowledge/core competencies with direction and instruction or through sponsorship of a professional organization or qualified mentor.

§126-28-8. Health and Safety Requirements.

8.1. Recognizing that all children within the WV Pre-k System shall be in safe and healthy environments, and that all of the collaborative partners within the WV Pre-k System have rules and regulations governing various aspects of their programming, this policy sets forth a core set of common health and safety standards that must be followed in addition to any existing rules and regulations based on funding sources for individual programs. Classrooms in public schools will be monitored as a part of the Office of Education Performance Audit auditing process in addition to daily supervision by county and school level administrators to assure all health and safety requirements are met. Collaborative Head Start classrooms will also be monitored for compliance with the Head Start Performance Standards in partnership with local and federal Head Start personnel. Classrooms operated by or in collaboration with licensed child care will be licensed under W.Va.§78CSR1, Child Care Centers Licensing

8.2. WV Pre-k classrooms shall limit class size to no more than twenty children per classroom with no less than two adults, one of whom is a teacher. Caseloads for teachers of classrooms with children who have IEPs shall meet the requirements of WVBE Policy 2419.

8.3. Prior to or during the first week of employment in a WV Pre-k classroom, an orientation for new staff will be provided that includes a review of: WVBE Policies 2525 and 2520.15; classroom operational requirements; policies and procedures for confidentiality and information disclosure; behavior management; reporting child abuse and neglect and emergencies; policies and procedures for basic sanitation and infection control; policies and procedures for safety; including prevention of injury both indoors and outdoors; and fire safety;

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including the use of fire extinguishers; and training in abuse recognition and prevention. Existing staff members shall be knowledgeable of the above policies and procedures.

8.4. When children with IEPs are enrolled in the WV Pre-k classroom, ratios shall be met as set forth in WVBE Policy 2419.

8.5. At least one meals (breakfast and/or lunch) must be provided in accordance with the nutrition guidelines set forth in the WVDE Child and Adult Care Food Program or National School Lunch Program. Meals shall be served in a setting that encourages socialization and self-help skills, where the children and staff members are seated together when eating, and classroom staff members provide supervision and encourage positive eating habits and conversation. Breakfast and/or lunch must meet the USDA meal pattern or nutrient standard menu planning requirements.

8.6. All children entering an approved participating WV Pre-k classroom must have age appropriate immunizations upon enrollment as defined by the Centers for Disease Control and Prevention (CDC) Advisory Committee on Immunization Practices (ACIP) and recommended by WVDHHR, located at http://www.wvdhhr.org/immunizations/pdf/Pre-K_Vacc_Chart_final.pdf. Children that are not fully immunized may be provisionally enrolled providing a plan has been developed to assure full immunization, but may not enter WV Pre-k classrooms until they have received the first dose of each required vaccine.

8.7. A WV Pre-k classroom should have on file within 45 days of enrollment or prior to the first day of school attendance a record of a HealthCheck screening, or other comprehensive health screening comparable to the HealthCheck protocol. All screening forms shall be signed and dated by the child's licensed health care provider and completed within the past 12 calendar months. Required special instructions for the WV Pre-k classroom shall be included on the screening form. Counties can retain the right to conduct follow-up screening.

8.8. Children in the WV Pre-k System classroom shall be observed by staff daily for changes that may indicate injury, infestation, fever, or illness, and record any observed changes in the child's file and notify the family.

8.9. Student information related to all health and medical conditions and documented on HealthCheck form or any other comparable information must be treated as confidential information and be maintained according to The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) and in such a manner that no one could view these records without proper authorization as specified in W.Va.126CSR94, WVBE Policy 4350, Procedures for the Collection, Maintenance and Disclosure of Student Data. Failure of school personnel to comply with the above rules shall result in personnel disciplinary actions based on W.Va.126CSR142, WVBE Policy 5310, Performance Evaluation of School Personnel W. Va. 126CSR, and WVBE Policy 5902, Employee Code of Conduct.

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8.10. Staff members shall utilize universal precautions when exposed to blood and body fluids that might contain blood, as specified in W.Va.126CSR51, WVBE Policy 2423, Communicable Disease Control.

8.11. The children shall have adequate supervision at all times. When children are on the premises, a WV Pre-k participating program shall ensure that two adults are present with children. The county shall establish policies and procedures for ensuring adequate supervision and safety of children.

8.12. Staff shall ensure that the guidance, behavior management and discipline practices are constructive and educational in nature, appropriate to each child's age and circumstances, and in keeping with the WV Pre-k program's policies and procedures;

8.13. At all times, staff members are responsible for providing positive guidance that is appropriate to each child's age, understanding and circumstances. When a behavior problem arises, qualified staff members shall:

8.13.1. redirect the child to alternative behavior or other activities;

8.13.2. encourage the child to control his or her own behavior, cooperate with others and solve problems by talking through the issues;

8.13.3. speak so the child understands that feelings are acceptable, but inappropriate behaviors and actions are not; and/or

8.13.4. take action that relates to inappropriate behavior and ensure that any action that is taken is without bias and in proportion to the child's act.

8.14. Handling Behavior Problems. Staff members and other adults in a WV Pre-k classroom shall not handle behavior problems by:

8.14.1. subjecting a child to physical punishment of any kind.

8.14.2. putting anything in or on a child's mouth as punishment;

8.14.3. restraining a child by any means other than a firm grasp around a child's arms or legs and then for only as long as is necessary for the child to regain control;

8.14.4. subjecting a child to psychological punishment of any kind, including but not limited to, ridicule, humiliation, or negative remarks about the child or the child's family, including remarks about race, gender, religion or cultural background;

8.14.5. using harsh or profane language, yelling, screaming, or actual or implied threats of physical punishment;

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8.14.6. punishing or threatening a child in association with food, rest or toilet training;

8.14.7. isolating a child without supervision or placing the child in a dark area;

8.14.8. permitting a child to discipline other children;

8.14.9. punishing an entire group for the actions of one child or a few children; or

8.14.10. seeking or accepting parental permission to use physical punishment or other actions prohibited by this rule.

8.15. A WV Pre-k program shall develop, implement and maintain policies and procedures for the reporting of child abuse and neglect that include:

8.15.1. the definition of child abuse and neglect, and

8.15.2. the requirement to report immediately, in accordance with W. Va. Code § 49-6A-1 et seq., any suspected incident of child abuse and neglect to Child Protective Services, or when the staff member believes that the designated person-in-charge would not or has failed to report the suspected incident, to the Child Abuse Hotline, 1-800-352-6513.

8.16. Each WV Pre-k classroom shall provide a minimum of 35 square feet per child of usable classroom space. A WV Pre-k program shall not provide activity space in a basement area unless the basement area is approved by the State Fire Marshal.

8.17. A WV Pre-k program shall provide an outdoor activity area that includes a minimum 75 square feet of space per child, or if the outdoor play area has less than that a WV Pre-k program shall establish an outdoor play schedule for rotating groups of children to meet the minimum space requirement and to ensure that each child has an opportunity to play outdoors each day, weather permitting.

8.18. The WV Pre-k program shall provide one flush toilet and one lavatory per 15 children, excluding children in diapers who are not receiving toilet training. Toilets will be easily accessible to the children and provisions must be made so that pre-k children have adequate supervision during toileting. At no time should pre-k children be without adult supervision in the bathroom.

8.19. A WV Pre-k classroom shall provide appropriate daily opportunity for the children in care to have supervised practice of brushing teeth;

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8.20. A WV Pre-k classroom shall provide equipment and materials for indoor activities that are clearly organized within activity areas that support programming goals and allow for adequate supervision.

8.21. Pre-K classroom shall provide an opportunity for a child to nap or rest. If the program operates for more than four hours per day a regular rest period shall be scheduled and utilized when the child desires or exhibits the need to rest. Programs operating for less than four hours daily shall assure that children have access to rest areas as necessary. These rest or nap areas shall be set up to reduce distraction or disturbance from other activities. Appropriate sleeping equipment shall be provided by the program. Children are not allowed to sleep on the floor or in a sleeping bag or on linens without mats or cots.

8.22. Outdoor activity shall be considered an extension of the classroom. When children participate in WV Pre-k programming for more than four daytime hours, weather permitting, a WV Pre-k classroom shall provide a minimum of one hour of outdoor activity daily as a part of the curriculum, on days when the temperature is 40 degrees Fahrenheit or more, and may provide outdoor activity on other days, as appropriate. Daily outdoor activity shall support the implementation of the approved WV Pre-k curriculum and the WVELSF. Programs operating less than four hours per day must have 30 minutes of daily outdoor activity, weather permitting.

8.23. Staff members shall wash their hands before starting work; and staff members and children shall wash their hands with soap and warm, running water for at least 20 seconds:

- 8.23.1. when hands are contaminated with body fluids;
- 8.23.2. before preparing, handling or serving food, or setting the table;
- 8.23.3. after toileting, handling diapers or assisting a child with toilet use;
- 8.23.4. before and after eating meals or snacks;
- 8.23.5. after handling pets or other animals;
- 8.23.6. before giving medication;
- 8.23.7. after playing outdoors;
- 8.23.8. after handling garbage; and
- 8.23.9. after removing protective gloves used for any purpose.

8.24. Because of allergies and the potential dangers associated with having animals in the classroom, animals can only be in the pre-k classroom with prior parent awareness and approval.

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8.24.1. A WV Pre-k classroom shall not have on the premises ferrets, birds, reptiles, including snakes, lizards and turtles, or any wild or dangerous animals.

8.25. A WV Pre-k classroom shall ensure that the outdoor play area for a child under school age:

8.25.1. is enclosed on all sides by a natural barrier or secure fence that is at least four feet high with a bottom edge that is less than three and one-half inches from the ground;

8.25.2. if it has a fence, the fence has no openings greater than three and one-half inches;

8.25.3. if it has a natural barrier, the barrier has the strength and density to prevent humans and animals from entering or exiting the playground;

8.25.4. if it is attached to a building, that the barrier or fence provides at least two exits from the play area, including one exit that is at a distance from the building;

8.25.5. when it has an exit that does not lead directly indoors, that it is protected by a gate equipped with a closure mechanism that is out of the reach of a small child and prevents the child from leaving the play area, but can be easily opened by an adult, and

8.25.6. has age appropriate equipment to support the curriculum and the children's development.

8.26. For programs participating in the county collaborative plan, transportation is considered a support, not a mandated service, unless it is a related service for children with disabilities in accordance with state and federal requirements. When transportation is provided:

8.26.1. bus drivers are trained in the supervision of young children (in addition to any other staff development received).

8.26.2. children transported by a school bus who attend a pre-k classroom and are not yet enrolled in kindergarten will sit in a segregated area of the vehicle with other pre-k children.

8.26.3. staff shall be available to assist children on and off buses at the WV Pre-k site. If a parent/guardian is unable to meet the bus, there shall be a person designated by the parent/guardian to assist the child. Bus drivers must inspect the bus at all final drop off points to assure that no children are left on the bus and these inspections must be charted. A log of daily inspections shall be maintained on file with the principal/supervisor. At each pre-k site where bus transportation is provided, a designated person must follow-up with the family of any child who is not present or accounted for each day.

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8.27. When a WV Pre-k classroom plans an activity that involves active media, the center shall ensure that:

8.27.1. the active media supplements but does not replace traditional early childhood materials;

8.27.2. a child has a choice of other activities and materials;

8.27.3. staff members are available to support the activity by discussing the use of the active media with the child;

8.27.4. the computer software chosen is developmentally appropriate and supports creative play and learning; and

8.27.5. no video games or computer software with sexual or violent content, profanity or aggressive behavior are used.

8.28. If passive media is used, a WV Pre-k classroom shall ensure that:

8.28.1. passive media is not routinely part of the daily schedule;

8.28.2. that staff members are available to support the use of it by discussing what is viewed with the child;

8.28.3. the contents of television and movies are designed to benefit the child, with limited viewing time and the child who does not wish to watch has a choice of other activities; and

8.28.4. no television programs, cartoons or movies with sexual or violent content, profanity or aggressive behavior are viewed.

8.29. A WV Pre-k classroom shall ensure that products containing potentially hazardous chemicals, such as identified poisons, medications, certain cleaning supplies, and non toxic art supplies are properly handled and stored. These items should be stored in a locked cabinet away from food and in their original containers. These chemicals shall be used according to manufacturers' instructions, and in a manner that will not contaminate play surfaces or articles.

8.30. Plastic bags and Styrofoam objects shall not be accessible to the child less than four years of age.

8.31. Handling of balloons by pre-k children is prohibited.

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§126-28-9. Standards for Preparing Students.

9.1. The WV Pre-k classroom must implement the WV ELSF, which is aligned with Head Start Outcomes Framework and the kindergarten content standards and objectives. The content standards and objectives for programs serving eligible children are written to reflect a developmental continuum that enhances successful transition into kindergarten. Children shall be assessed on their individual developmental progress along the developmental continuum.

9.2. When a WV Pre-k System classroom opens, it shall be equipped as required by the chosen curricular framework.

9.3. Time shall be set aside for joint planning by the teacher, co-teacher and/or other personnel working with the children.

§126-28-10. Curriculum and Assessment.

10.1. Only comprehensive curricula systems and comprehensive assessment systems that are included on the approved list shall be used by WV Pre-k classrooms including classrooms that serve children with identified special needs.

10.2. Selection and use of supplemental materials/curricula enhancement, that address core content areas such as language and literacy acquisition or numeracy, must be based on scientifically based research and support the philosophy and techniques of the comprehensive curriculum and the requirements of this section. Guidance provided by the WVDE will provide local county pre-k collaborative teams assistance in collaborative, local decision making processes pertaining to supplemental materials/curricula enhancement. Instructional practices such as worksheets, extended periods of sitting, seat work at desks or tables, flashcards, prescribed sequence of content, content areas taught in isolation, requiring all children to be working on the same skill, lack of individualization, or a high level of teacher directed instruction are not allowed as a part of the supplemental curricula.

10.3. Comprehensive curricula systems and comprehensive assessment systems will be approved following a process similar to the process established by the WVDE, including, preschool special education, for adoption of instructional materials using the Partners Implementing an Early Care Education System (hereinafter PIECES) Advisory Council and appropriate subcommittees.

10.4. A comprehensive curricula system must meet the following standards:

10.4.1. include a philosophy, goals and objectives based on current knowledge of child development and learning styles and reflect an understanding of how children learn and develop by:

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- a. addressing the developmental needs of eligible children through practices that are consistent with current, nationally recognized, most effective practice;
- b. valuing exploration, creativity and construction as the child's primary learning approaches;
- c. engaging children actively in the learning process and providing them with opportunities to make meaningful choices;
- d. responding to individual children's interest, strengths and needs based on ongoing observation and assessment; and
- e. supporting children so they view themselves as part of a larger community.

10.4.2. be balanced and designed to achieve the long-range goals for social, emotional, physical, cognitive and academic (early literacy, early numeracy, and language) achievement; by:

- a. incorporating a wide variety of learning experiences, materials and equipment, and instructional strategies that are responsive to the differences in prior learning experiences, maturation rates, and learning styles young children bring to the classroom.
- b. supporting a balance of large and fine motor activities, quiet and active times, individual and small and large group activities, child initiated and adult initiated activities, planned and spontaneous activities, and indoor and outdoor opportunities.
- c. addressing the development of knowledge and understanding, processes and skills, dispositions and attitudes.

10.4.3. integrate development of all domains, abilities, and content that is relevant, engaging, and meaningful to young children; by:

- a. meeting the developmental continuum contained in the content standards and objectives for eligible children as prescribed by the WVBE .
- b. building on what children already know in order to consolidate their learning and foster the acquisition of new concepts and skills.
- c. reflecting the needs and interest of individual children in the group by including the immediate environment and world with which the children are acquainted.
- d. supporting integration of curriculum content through use of a planning organizer (such as themes, projects, key experiences, or webs).

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e. including materials and activities that reflect a variety of cultures, languages, ages, abilities, and beliefs.

10.4.4. emphasize the development of thinking, reasoning and problem-solving skills through strategies such as open-ended questions, investigation, imaginative and dramatic play, and peer interactions;

10.4.5. promote flexibility and adaptation to unique needs of children and families where ongoing observation and assessment are used to determine appropriate planning and adaptations for varied learning styles, temperaments, abilities, and languages or modes of communication; by:

a. integrating curriculum and assessment that benefits the child.

b. making opportunities for all children, regardless of ability, to participate in all activities through appropriate adaptations or modifications of activities, assistive technology, materials and/or learning environments.

10.4.6. design a learning environment that supports the curriculum and allows children of all abilities to make choices, to discover, to explore, and to solve problems;

a. assuring children's health and safety.

b. clearly defining learning centers and incorporating them into the classroom.

c. organizing and labeling materials and equipment and making them accessible to all children.

d. incorporating non-stereotypical images in all elements of the environment.

e. supplying a sufficient quantity and variety of appropriate materials.

f. rotating the availability of materials.

g. supporting a child's needs for privacy and a safe place to be alone.

h. introducing children to the unfamiliar.

10.4.7. support the importance of learning during routine times of the day and meeting the physiological needs of children; by:

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smooth transitions.

- a. promoting consistency in schedules and routines and facilitating
- b. supporting continuity between home and school.
- c. encouraging children's participation in routines to develop responsibility and independence.
- d. recognizing the integral role of adults during routine times.
- e. allowing for flexibility and adaptations for individual children.
- f. supporting positive health and nutrition practices.
- g. providing daily rest times for children in programs operating more than four hours/day and allowing non-nappers to engage in quiet activities.

10.4.8. promote, through a variety of strategies, the essential role of families as partners in planning and implementing their child's care and education;

10.4.9. emphasize the value of social interaction to learning in all domains and promote frequent, responsive, respectful interactions between children, staff and children, and staff and families;

10.4.10. recognize the role of children's psychological safety in learning and include guidance techniques that support children;

10.4.11. promote the use of developmentally appropriate curriculum and assessment principles to determine how technology is incorporated into the classroom environment as a complement to, not substitute for, effective teaching or good curriculum; and

10.4.12. include a comprehensive assessment system that evaluates the program's success in meeting the needs of young children, for helping them be ready to succeed in school, and documents the child's individual progress on the continuum of development by:

- a. supporting the child's development and learning without threatening their psychological safety or feelings of self-esteem.
- b. supporting the parent/guardian relationships with their children.
- c. demonstrating the child's overall strengths and progress.
- d. encouraging self-evaluation by the child.

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- e. relying on demonstrated performance of real, not contrived, activities.
- f. utilizing a variety of tools and processes.
- g. allowing for differences in learning style and rate.
- h. incorporating a mechanism for sharing with and feedback from the parents/guardians.
- i. including the parent/guardian as collaborative partners.

10.5. The curriculum will be a part of the inter-related approach of using curriculum, assessment and content standards and objectives to facilitate the individualization and direction of classroom programming.

10.5.1. Program components must include learning centers, incorporated within the classroom, designed to support literacy, early numeracy, and language, such as:

- a. blocks and construction;
- b. books;
- c. manipulatives;
- d. science and nature;
- e. writing;
- f. role playing;
- g. physical activity;
- h. art; and/or
- i. music.

10.6. Classroom design and program implementation for eligible children must exclude the use of student desks, work sheets, long periods of sitting, use of shaming to discipline, withholding of food or bathroom privileges, or any other practice that is not appropriate for the ages/stages of the children or is harmful psychologically or physically.

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§126-28-11. Transition and Continuity.

11.1. Each program participating in the county plan must have a written and implemented plan for transitioning children into WV Pre-k and out of WV Pre-k into kindergarten. At a minimum the plan will include:

11.1.1. an opportunity for the child and his/her family to visit the setting into which the child is transitioning.

11.1.2. written information to parent/guardian and/or other family members as appropriate about pre-k or kindergarten registration and what to expect in pre-k or kindergarten.

11.1.3. an opportunity for teachers/providers in the WV Pre-k and into kindergarten and eligible programs in that county to meet annually to discuss how to facilitate successful transition and support the reciprocity of readiness practices.

11.1.4. a county system for transferring assessment data, including but not limited to portfolios, for each child who has participated in a eligible program to the kindergarten teacher to assist the kindergarten teacher in identifying areas of development and areas for growth to meet the individual needs of each child.

11.1.5. policies and procedures for the transition of children with IEPs into and out of the WV Pre-k and will follow all state and federal requirements.

11.1.6. transition planning which follows the *West Virginia Childhood Transition Checklist* (www.wvearlychildhood.org.)

11.1.7. Programs will be designed to minimize the number of settings in which a child receives education and care services. Parent/guardian should be given options to enroll their child in a program that meets the needs of the family and supports consistency and continuity for the child. Placement shall not be limited to the local school district in which the child lives if openings are available in participating programs within that county that better meet the child and family's needs.

§126-28-12. Inclusive Environments.

12.1. County plans will outline the county's process for providing fully inclusive early childhood classrooms with appropriate supports for children with identified special education needs. Proximity does not guarantee inclusion.

12.2. Children with identified special needs must be served in the least restrictive environment which includes utilizing approved participating partners in WV Pre-k.

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12.3. Socioeconomic level, ability, and/or funding streams should not be viewed as deterrents to providing fully inclusive programs.

12.4. The IEP placement determination identifies the setting where the IEP will be implemented. Placement decisions must be made consistent with 34 CFR §300.552 that requires:

12.4.1. the student's placement decision is made by the student's IEP Committee;

12.4.2. the placement be in the least restrictive environment based on and consistent with the IEP;

12.4.3. that unless the student's IEP requires some other setting, the child be educated in the early childhood setting where the child would have received services if he/she had not been disabled and as close as possible to his/her home school.

12.5. Placement in separate settings designed for students with disabilities should only be used when a child's IEP cannot be implemented in a less restrictive environment as determined by the IEP team and documented through multiple formal and informal assessment process.

§126-28-13. Staff Development and Training.

13.1. All county pre-k staff including teachers and teacher assistants/aides/paraprofessionals shall participate in 15 hours of staff development as described in the collaborative professional development plan that will be included in the county collaborative plan include a minimum of six hours of education on issues related to young children with special needs. The collaborative training plan will utilize the annual ECERS-R results, along with other professional development needs assessment data and be based on the Core Knowledge and Competencies for Early Care and Education Professionals (www.wvearlychildhood.org).

13.2. Professional development information shall be made available to collaborative partners to facilitate the registration of training sessions on the West Virginia State Training and Registry System (WV S.T.A.R.S.), which can be accessed at www.wvearlychildhood.org.

§126-28-14. Program Oversight.

14.1. LEAs have direct responsibility for the public school classrooms in their county. Local program oversight for contracted community programs must be defined in the contracts between the community program and the LEA including, but not limited to, staff evaluation and discipline, will be specified within the resulting collaborative agreements of each participating program in the county plan.

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14.2. The WVBE or its designee and the Secretary of the WVDHHR or his/her designee will maintain state oversight.

§126-28-15. Financing.

15.1. Neither the WVBE nor WVDE may provide any funds to any county for the purpose of implementing this policy unless the county has an approved plan as outlined herein.

15.2. Commencing with the school year beginning on July 1, two thousand four, and thereafter, no county board may increase the total number of students enrolled in the county in early childhood programs until its county collaborative plan is approved by the Secretary of the WVDHHR and the WVBE.

15.3. Each LEA shall enroll Pre-k children in community classrooms and generate funding through the school aid funding formula according to the process and criteria established in the May 28, 2008 WV State Superintendent's Guidance document. Funding generated through community classrooms should be invested in providing quality early education services and local infrastructure to support WV Pre-k classrooms.

15.4. In addition to the resources brought to a pre-k collaboration, community programs participating as partners shall continue using federal and state funding available for these services such as Head Start and Child Care Development Fund monies supporting eligible children.

15.5. WV Pre-k classrooms that provide services to eligible children that can be counted in the county school aid funding formula, must provide those services at no cost to the parent/guardian of the children, including all instructional activities and field trips.

15.6. In child care, pre-k is an enhancement to the regular program during the designated pre-kindergarten hours. Since pre-k under this policy is part of a free public education, parents/guardians shall only be charged for those hours outside the pre-k designated time. Support for child care centers to offer free public education shall be a part of the contract between the center and LEA.

15.7. The LEA shall provide sufficient assistance/funding to a collaborative community partner to enable the partner to offer services that meet this policy at no cost to parents and at no deficit to the program. In calculating costs and resources, the county collaborative team should consider a number of issues and cost, such as personnel, facility, materials and furniture, current budgets, needed improvements, and professional development.

§126-28-16. Program Evaluation for Quality Improvement.

16.1. The Early Childhood Environment Rating Scale-Revised will be utilized by each county collaborative team as a guidance tool to measure program quality in each WV Pre-k

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classroom. The ECERS-R shall be administered by collaborative teams with representation from the LEA, contracted community partners, and at a minimum one program county administrator or outside observer. The ECERS-R is not intended to be administered by a single individual. One member of each team must be listed with the WVDE as an "Experienced ECERS-R Observer". The ECERS-R shall not be completed by individuals with direct supervision responsibilities for the classroom or by the teacher of that classroom for purposes of submitting the observation results to the WVDE. The results from the ECERS-R observation will be submitted to the WVDE annually by August 1.

16.2. The purpose of the program evaluation is to support continuous quality improvement by identifying strengths and areas for improvement. The ECERS-R is not an evaluation of the teacher for performance purposes, or an assessment of the development of individual student, but rather an assessment of the program. Public school teachers shall continue to be evaluated according to W. Va. 120CSR142, WVBE Policy 5310, Performance Evaluation of School Personnel. Prioritized needs will be identified from the ECERS-R, objectives and action steps developed to be incorporated into the school's strategic plan. Items scored at a level four or below must be identified for improvement and addressed in the school's strategic plan.

16.3. The ECERS-R results will guide state level professional development planning and highlight areas for technical assistance and support.

16.4. When a county has fully implemented their county collaborative plan and all eligible children in that county have access to a WV Pre-k classroom that meets all of the quality requirements as outlined in this policy, the county board of education is required to annually submit a report that includes: verification of the annual submission of the ECERS-R results, a summary of the WV Pre-k services provided in the county, the number of WV Pre-k children with identified special education needs, the staff development opportunities provided through the county collaborative plan and the number of staff who participated in those staff development opportunities, and number of children who transitioned into kindergarten and other information as required by the WVDE to the WVDE Assistant Director of Early Learning and Literacy by August 1.

16.5. The WVDE shall develop and institute a system of longitudinal, scientifically based research to track learner outcomes, family satisfaction, program continuity and related variables in order to evaluate program impact, as funds become available. The system shall be designed in such a way to be of benefit on both the county and state level and improve the quality of programming available for eligible children.

FISCAL NOTE FOR PROPOSED RULES

Rule Title: W.Va. 126CSR28 Policy 2525: West Virginia's Universal Access to a Quality Early Education System

Type of Rule: Legislative Interpretive Procedural

Agency: West Virginia Board of Education

Address: Capitol Building 6, Room 304
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305

Phone Number: (304) 558-2696 Email: wburch@access.k12.wv.us

Fiscal Note Summary

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

The proposed revisions of W.Va. 126CSR28 Policy 2525: *West Virginia's Universal Access to a Quality Early Education System* will not impact state costs or revenues.

Fiscal Note Detail

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

FISCAL YEAR			
Effect of Proposal	Current Increase/Decrease (use "-")	Next Increase/Decrease (use "-")	Fiscal Year (Upon Full Implementation)
1. Estimated Total Cost	0	0	0
Personal Services	0	0	0
Current Expenses	0	0	0
Repairs & Alterations	0	0	0
Assets	0	0	0
Other	0	0	0
2. Estimated Total Revenues	0	0	0

Rule Title: W.Va. 126CSR28 Policy 2525: West Virginia's Universal Access to a Quality Early Education System

Rule Title: W. Va. 126CSR28 Policy 2525: West Virginia's Universal Access to a Quality Early Education System

3. **Explanation of above estimates (including long-range effect);**
Please include any increase or decrease in fees in your estimated total revenues.

The proposed revisions of W. Va. 126CSR28 Policy 2525: *West Virginia's Universal Access to a Quality Early Education System* will not impact state costs or revenues.

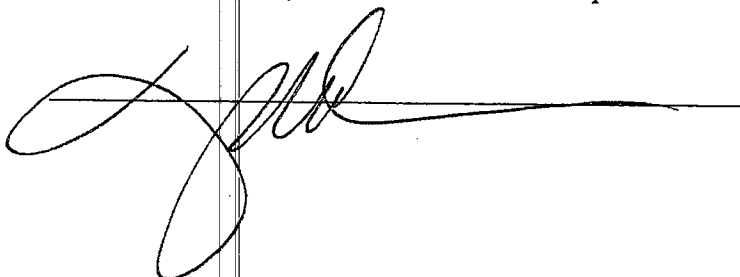
MEMORANDUM

Please identify any areas of vagueness, technical defects, reasons the proposed rule would not have a fiscal impact, and/or any special issues not captured elsewhere on this form.

Revisions proposed for W. Va. 126CSR28 Policy 2525: *West Virginia's Universal Access to a Quality Early Education System* address the continuous quality improvement of the Universal Pre-K System. Revisions targeting meal requirements, staff patterns under health and safety and personnel will not have a fiscal impact at the state level; however they will have a local fiscal impact. The resources available to support these revisions are part of the overall support addressed in Section 15: Finance.

Signature of Agency Head or Authorized Representative

Date



9-24-09

**Policy 2525: West Virginia's Universal Access to a Quality Early Education System
Comment Log**

10.09.2009 - 11.09.2009

Action Type
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
2009-10-15	Paul C. Huston II Long Drain School phuston@access.k12.wv.us Principal Rt. 1, Box 108 A Metz, WV 26585	<p>126-28-8 Health and Safety Requirements This requirement will be nearly impossible to meet without adjustments to the state funding formula. One staff member can adequately handle students during nap time.</p> <p>126-28-9 Standards for Preparing Students Students should attend 3 days and allow the 4th day for Response to Intervention activities for those in need.</p> <p>126-28-16 Program Evaluation for Quality Improvement This program should not be included in the LEA Strategic plan until the state fully funds this program.</p>	NA(-) NA(o) NA(-)	Currently all Head Start Collaborative classrooms (52% of all WV Pre-K classrooms) meet this requirement. This ensures equity and an increased level of quality and safety. RTI is not part of the Pre-K curriculum or intervention approaches. WV Pre-K is funded in state aid funding, and due to the collaborative structure, maximization of resources makes additional resources available for continuous quality improvements.
2009-10-15	Paula Sikora Sikora Montessori paulasikora@sikoramontessori.com director/owner 2108 Lumber Avenue Wheeling, WV	<p>126-28-6 Collaboration and the County Plan Why can we not consider allowing Montessori into UPK?</p>	N(o)	Montessori programs are able to collaborate with WV Pre-K, as are all private early care and education programs.

<p>2009-10-21</p>	<p>Candice D. Mullins Enterprise Child Development Center cmullins@rvcds.org Director 2021 5th Avenue West Huntington, WV 25704</p>	<p>126-28-8 Health and Safety Requirements With the collaborative partners who house preschool classrooms in child care centers, it is not always possible to staff two teachers with just ten children. According to WV Child Care Licensing Regulations, I only need one teacher for ten preschool children. This allows my teacher to go to her planning time when the class is low. If I am required to have two teachers regardless, this will be a great extra cost to the center.</p>	<p>NA(-)</p>	<p>Currently all Head Start Collaborative classrooms (52% of all WV Pre-K classrooms) meet this requirement. This ensures equity and an increased level of quality and safety. Policy 2525 has continually stated that in any program which collaborates for WV Pre-K, the most rigid standards are to be met regardless of program location.</p>
<p>2009-10-21</p>	<p>Michele Forsythe Holy Family Child Care & Development Center, Inc. hfccoffice@wirefire.com Executive Director 161 Edgington Lane Wheeling, WV 26003</p>	<p>126-28-8 Health and Safety Requirements 8.2 Please do not remove the sentence "At naptime the allowable ratio is 1 staff member:20 children." Changing this will supersede Child Care Licensing Regulations 2007 #10.5.c.1.B that states "...a center shall ensure that at least one qualified staff member is in each area visually supervising the children and each qualified staff member required to meet the staff:child ratio is on the premises and within calling distance of the areas occupied by the children." It will pose a hardship for this child care center to staff PreK rest time with 2 staff members.</p>	<p>NA(-)</p>	<p>This is not intended to supersede other program's requirements, but increase the quality and safety requirements for programs participating as a WV Pre-K classroom.</p>
<p>2009-10-22</p>	<p>Paula Thornton Methodist Child Care Center Pann3569@yahoo.com 110 Guyandotte Ave Mullens, WV 25882</p>	<p>126-28-7 Personnel Standards I think there are people in childcare and Head Start without a degree in teaching that does a wonderful job teaching at the Pre-k level. These teachers were teaching at the pre-k level when the Department of Education did not see the importance of it. I think the teachers should be grand fathered in as with any other profession. Preschool classrooms have been in the community for at least 20 years teaching children at low pay and no acknowledgement of what the teachers were doing for the children entering in to the school system. Please don't take careers from highly qualified individuals.</p>	<p>NA(o)</p>	<p>The personnel standards revised were made to address the continuous quality improvement for WV Pre-K, while addressing the current workforce. The revisions include a process for current teachers meeting the minimum qualifications for a community program authorization to remain in their current positions.</p>

2009-10-26	<p>Jill Browning Kanawha County Schools jbrowning@kes.kana.k12.wv.us Title I Pre-K specialist 1004 Lower Midway Dr Roxalane Annex Dunbar, WV 25064</p>	<p>126-28-15 Financing There needs to be more guidance focused on childcare. Childcare stands alone listening to Head Start and the Board go back and forth over funding wondering what their purpose is in it all. What is childcare entitled to in the term of finances? The finances need to be more universal throughout the state.</p> <p>126-28-3 Definitions 3.12 Eligible child - three year olds without IEP's should not be included in the WV pre-K classes. They require more support and added planning by their very nature. If they are included, then the overall caseload should be reduced greatly depending on the number of threes and children with IEP'S</p> <p>126-28-5 Attendance 5.1 - Attendance should be stressed! Too many parents drop their children in and out of programs. We cannot get accurate data on progress of children and success of programming until attendance is more of an issue.</p> <p>126-28-8 Health and Safety Requirements 8.2 - Consider reducing caseloads for several reasons: Documentation on cc.net is heroic on 20 children and 50 checkpoints (1000) three times /yr. Home visits and conferences 2X per year on 20 children (40) documentation on IEP'S (if applicable)in addition to cc.net. The lack of planning time, breaks, duty free lunch, etc., inclusion of labor intensive three-year-olds in pre-K classes and last but not least the requirement of 1 flush toilet /15 children per class. Have you guys looked at the average # of toilets per class and tried to imagine coordinating all those little people to go 1 at a time?</p> <p>8.26 Transportation is a big issue! For collaboratives it is considered a support and most parents who require daycare transport their children to that facility. HOWEVER, for those pre-K's in a county school, transportation needs to be</p>	N(o)	126-28-15, as well as 126-28-6 describes the processes for collaboration and funding for all partners, regardless of location or funding source.
			NA(-)	Children without IEP's who are three years old do not qualify for WV Universal Pre-K. However, other funding sources can support enrollment of three year olds, such as Head Start or private child care.
			N(+)	
			NA(-)	Policy 2525 aligns with Policy 2419 and national standards for early care and education, as well as federal standards for children with special needs.
			N(o)	Transportation continues to be decided at the local level as part of their comprehensive needs assessment.

		<p>provided, just as it is for children in any other grade level. For pre-K to become a first introduction to the county system it needs to have all the amenities provided to other grade levels and also to assist parents with other children in the same school to be able to send their children to school at the same time and get them home at the same time. This is critical to the success of the program.</p>		
		<p>126-28-13 Staff Development and Training 13.1- Mandated staff development is 15 hrs. with 6 of those hours dedicated to children with special needs. Our county requires MANY more hours than that which decreases planning and documentation time. Please limit the ## of staff development hours.</p> <p>11.1.3 If you are going to require transition activities with the receiving K teachers then shouldn't they be required to attend our annual transition meeting? Ours have not been allowed to do so for the past 2 years.</p>	<p>NA(-)</p> <p>N(o)</p>	<p>Staff development hours are part of the county's professional development plan. The local professional development plan should take into account duplicated or additional hours.</p> <p>Local programs can and do in many cases include Kindergarten teachers as part of the transition processes and meetings.</p>
<p>2009-11-01</p>	<p>Anonymous Public School</p>	<p>126-28-10 Curriculum and Assessment The curriculum fails to be in align with the K curriculum. It is unfair to a young child to be in a classroom that is limited in structure and academics, but in less than 9 weeks, (over summer break) the same child is expected to sit for an hour and a half during uninterrupted reading etc. Either work to get the K curriculum to be age appropriate or encourage and support certified and qualified Pre-K teachers to incorporate some structure and academics when appropriate. A good certified teacher in public ed can be effective by finding that appropriate balance.</p> <p>126-28-13 Staff Development and Training Be sure counties are allotted funding for this. Some county teachers are not allowed or encouraged to take advantage of staff development and it is a huge disservice to them. If counties are allotted funding, please be sure the teachers are aware of it so they can expand and increase their skills and knowledge.</p>	<p>NA(-)</p> <p>N(o)</p>	<p>WV Early Learning Standards Framework has been aligned with K-3 standards. Guidance documents continue to be developed for training teachers and administrators on alignment of standards and practices.</p>

<p>2009-11-02</p>	<p>Karen Brunnicardi Wood County Schools kbrunica@access.12.wv.us Director Of Elementary Schools 1210 13th Street Parkersburg, WV 26101</p>	<p>126-28-8 Health and Safety Requirements 8.4 I am concerned with Policy 2419 and 2525 requirements that a teacher must be added when a 10th child with an IEP is in the class. I believe this should exclude students who have a Speech only IEP.</p> <p>8.11 Two adults present at all times: in public schools we must also provide staff with a duty-free 30 minute lunch. It becomes very difficult to meet all these requirements in a public school setting. Fiscally, we cannot afford to PAY staff who do not receive the duty-free lunch, and staffing numbers do not allow us to have additional staff to relieve pre-k staff to allow them to have the 30 minute duty-free lunch. If we assign others, then we are sacrificing some of the Policy 2525 requirements in 8.5.</p>	<p>NA(-)</p>	<p>Policy 2525 and 2419 alignment to meet this requirement ensures all children should be ensured a quality of education to meet their individual needs, including the additional needs of children with speech delays.</p>
<p>2009-11-03</p>	<p>Judy Olson Friends-R-Fun Child Dev. Center friendsrfun@verizon.net Director 70 Friends-R-Fun Drive Summersville, WV 26651</p>	<p>126-28-15 Financing 15.6 If you are trying to close the loophole so that child care centers do not charge a full day fee of parents of Pre-K children, I'm not sure this statement does that, because a center might still say that they charge one fee for any increment of time the child might be at the center (in other words 1 hour or 10 hours might be the same fee). You might need to put in something about time at the center before or after a Pre-K day would need to be pro-rated or possibly a better solution would be that the child was charged at the same rate paid for a DHHR sponsored child. That would make all the charges across the State the same rather than varying from one county to another or from one center to another within the same county.</p>	<p>NA(-)</p>	<p>Currently all Head Start Collaborative classrooms (52% of all WV Pre-K classrooms) meet this requirement. This ensures equity and an increased level of quality and safety. Guidance may be needed to share how others in the state are meeting this requirement.</p>
<p>2009-11-03</p>	<p>Judy Olson Friends-R-Fun Child Dev. Center friendsrfun@verizon.net Director 70 Friends-R-Fun Drive Summersville, WV 26651</p>	<p>126-28-7 Personnel Standards I think it is a great idea and only fair to 'grandfather' in someone who has gone to all the time, effort and expense to get the specified 18 additional hours required. Anyone that dedicated probably has a lot of experience and is totally dedicated and is an excellent teacher that you would hate to lose.</p>	<p>N(o)</p>	<p>The intent is to ensure families are not charged only during the WV Pre-K hours. The private centers can and are encouraged to establish fair market rates for hours outside the WV Pre-K hours.</p>
<p>2009-11-03</p>	<p>Judy Olson Friends-R-Fun Child Dev. Center friendsrfun@verizon.net Director 70 Friends-R-Fun Drive Summersville, WV 26651</p>	<p>126-28-7 Personnel Standards I think it is a great idea and only fair to 'grandfather' in someone who has gone to all the time, effort and expense to get the specified 18 additional hours required. Anyone that dedicated probably has a lot of experience and is totally dedicated and is an excellent teacher that you would hate to lose.</p>	<p>N(+)</p>	<p>The intent is to ensure families are not charged only during the WV Pre-K hours. The private centers can and are encouraged to establish fair market rates for hours outside the WV Pre-K hours.</p>

<p>2009-11-04</p> <p>Kay Bowling Waverly Elementary Principal Email: kmbowlin@access.k12.wv.us 422 Virginia Street Waverly, WV 26184</p>	<p>126-28-8 Health and Safety Requirements 8.4 PK has many students with speech IEPs. I think those should be excluded from the number of IEPs allowed for the teacher ratio.</p> <p>8.11 We need to share nap times when students are resting as the way staff get a lunch time. If this is not changed, you will have to provide a way to fund the extra persons.</p>	<p>NA(-)</p>	<p>Policy 2525 and 2419 alignment to meet this requirement ensures all children should be ensured a quality of education to meet their individual needs, including the additional needs of children with speech delays.</p> <p>Currently all Head Start Collaborative classrooms (52% of all WV Pre-K classrooms) meet this requirement. This ensures equity and an increased level of quality and safety.</p>
<p>2009-11-04</p> <p>Beth Hall Chambers WVDHHR Program Manager Beth.H.Chambers@wv.gov 350 Capital Street Charleston, WV 25301</p>	<p>126-28-6 Collaboration and the County Plan 6.10.2. "LEA site" is too broad of a term. If the WV Pre-k classroom is not in a public school, then it is to have a child care center license. As written, a County Board could lease a classroom space from anyone or even a partner and then place a collaborative classroom in that space and say it is not subject to licensing.</p> <p>West Virginia Code 49-2B is clear on what is licensed and what is not. Any preschool program that operates more than four hours is licensed unless it is a preschool operated by a public school. Private schools that are exempt by the Department of Education from the compulsory attendance law (Exemption K status schools) still have their preschool classrooms licensed, because exemption K status does not extend to preschool since it is not compulsory.</p> <p>When WV Pre-k was initiated, the first plan was that all classrooms would be licensed, and one set of standards would be applied to all. That did not happen, so it was agreed that all WV pre-k classrooms in a public school would not be subject to licensing and those not in public schools would be licensed. This assures a clear oversight and keeps a "level playing field" that is fair to all community partners. Additionally, 49-2B does not require DHHR to license private preschools that operate less than</p>	<p>NA(-)</p>	<p>The collaborative task force felt the language for LEA was clear and that the responsibility of the physical site and program are addressed in county planning. An LEA site, regardless of location is held to the same standards and is assessed utilizing the same instrument – ECERS-R – for the environment and health and safety. Local collaborative teams must take the responsibility in their planning to establish the structure and location of their programs during their planning, indentifying classrooms not under the auspice of the LEA.</p>

		<p>four hours, but it was agreed that any private preschool that did not require a license under 49-2B would be required to be licensed if participating in WV pre-k and that language was placed in the policy.</p> <p>Adopting this language and then moving some community partners into LEA sites that are not in public schools appears to be a way to avoid responsibility for meeting certain requirements and removes DHR regulatory oversight. I believe the attorneys for the Department of Education and the Department of Health and Human Resources need to review the codes and provide some clear guidance through a Memorandum of Understanding.</p>		
2009-11-05	<p>Julie Sellers Wood County Schools jarnold@access.k12.wv.us School Nurse 1511 Blizzard Drive Parkersburg, W.V. 26133</p>	<p>126-28-2 Guidelines I think West Virginia should do what other states have done, and that is to issue Immunization Certificates from the State that would be generated from the child's physician or the Health Department. This would certify that the child had met all requirements for entering school in W.Va. This would eliminate all of the confusion that is surrounded with the current immunization guidelines. The child would present this Certificate of Immunization along with their Birth Certificate at the time of Enrollment in a W.Va. school. Children not adequately immunized would not be enrolled until all the required immunizations had been received.</p>	N(o)	<p>The requirements to utilize the HealthCheck and requirements for immunization for enrollment are addressed.</p>
2009-11-05	<p>Trina Melody Mineral County Schools trinarn@hotmail.com school nurse 375 Hilltop Ave Keyser, WV 26726</p>	<p>126-28-8 Health and Safety Requirements I disagree with the need for 2 staff members at all times. We have an aide and teacher but at times one has to be out of the room for a call, to take a child to the bathroom, etc. Is there money to cover the extra positions? The wording at present should suffice. If something has occurred, deal with the incident, do not punish every program. Thank You</p>	NA(-)	<p>Requiring two staff members at all times ensures equity and an increased level of quality and safety for our youngest learners. This requirement aligns with federal Head Start requirements.</p>
2009-11-06	<p>Carman Redford Creative Hands ChildCare Center</p>	<p>126-28-8 Health and Safety Requirements According to West Virginia Licensing, 10.5.b.3.A "At least one qualified staff member is in each room visually</p>	NA(-)	<p>Currently all Head Start Collaborative classrooms (52% of all WV Pre-K classrooms) meet this</p>

	<p>creativehands@wvdsi.net Owner/Director 1610 Warwood Ave Wheeling, WV 26003</p>	<p>supervising the children at all times and checking at least hourly on each sleeping child." My childcare Center needs to follow licensing regulations also. Making this mandatory for 2 people to remain in the room during nap would put a strain on the staff's time to receive a lunch break.</p>		<p>requirement. This ensures equity and an increased level of quality and safety. Policy 2525 has continually stated that in any program which collaborates for WV Pre-K, the most rigid standards are to be met regardless of program location.</p>
<p>2009-11-06</p>	<p>Carman Redford Creative Hands ChildCare Center creativehands@wvdsi.net Owner/Director 1610 Warwood Ave Wheeling, WV 26003</p>	<p>126-28-6 Collaboration and the County Plan 3.242: Universal access shall mean that every eligible child in the county has access to a high quality WV Pre-K classroom that meets or exceeds all of the requirements of this policy. Being a collaborative site does not seem to have the same advantages as being in the public school. Although, we are allotted money for the year, this amount of money does not cover the costs of what is needed to make our collaborative site "equal" or as high quality as a child attending a public school site. All children should be given the same advantages whether in a collaborative site or public Pre-K site.</p>	<p>N(o)</p>	
<p>2009-11-07</p>	<p>Shelia Eileen Edwards shelia_edwards@hotmail.com Teacher 851 Eli Locust Road Washington, WV 26181</p>	<p>126-28-3 Definitions 3.12 Eligible child - Three-year-olds with IEPs should not be enrolled in programs designed for four-year-olds. They should be in programs designed for three-year-olds. If placement in a four-year-old preschool is made, it should be for no more than half of the day. Placement in a collaborative where daycare is also available would be more sensible. 3.42 Universal access - I am concerned that counties are encouraging early entrance into Kindergarten in order to reduce the number of opening needed in order to meet this requirement. 3.12 Eligible child - A child who is not potty trained should not be attending a program for four-year-olds. I do</p>	<p>NA(-) N(o) NA(-)</p>	<p>Policy 2525 aligns with Policy 2419 and national standards for early care and education, as well as federal standards for children with special needs.</p>

		<p>not mean for this comment to include children with a diagnosed health issue, or a child who has an occasional bathroom accident. I do think that children with an ongoing, frequent need for diapering or toileting assistance should be placed in a setting where proper facilities exist. Also, an additional aide should be considered if the regular aide frequently is away from the class setting in order to assist a child who is not potty trained. If the aide spends a lot of time in the bathroom assisting a child, the 2-20 staff:student ratio is not being met, and the program is suffering.</p> <p>126-28-7 Personnel Standards ECE teachers hired by county boards of education should at a minimum have a bachelors degree in education with a specialization in ECE. Aides in these classrooms should have paraprofessional status.</p> <p>126-28-8 Health and Safety Requirements 8.2 At naptime, there should be another staff member immediately available in case of an emergency.</p> <p>8.2 and 8.4 Caseloads for teachers with children with IEPs needs to be more clearly defined. I could not make a determination by reading Policy 2419. No more than a fourth of a classroom's students should have IEP's, and additional aides should be available as needed.</p> <p>8.22 There are situations when the temperature is 40 degrees F or above, but conditions are not suitable for going outside. Wording should reflect this possibility.</p>		
		<p>126-28-7 Personnel Standards Excellent guidelines.</p> <p>126-28-8 Health and Safety Requirements The immunization standards are so important. Many children attempt to enter WV schools every year without</p>	<p>N(+)</p> <p>N(+)</p> <p>NA(-)</p> <p>N(o)</p> <p>N(+)</p> <p>N(+)</p>	<p>This is consistent with current requirements.</p> <p>The revised 2419 policy makes caseloads clear with a requirement for an additional aide (third person) in the classroom for the 10th child with an IEP enrolled.</p> <p>Current language allows flexibility based on appropriate weather.</p>
<p>2009-11-08</p>	<p>Donna Sue Peros, RN, MS, NCSN Boone County Schools dperos@access.k12.wv.us Director of School Nurses Madison, WV 25130</p>			

	<p>proper immunizations. Without these standards many individuals would be placed at risk for serious diseases.</p> <p>8.22: Re: outdoor activities: There is a limit on outdoor temperature that states it must be over 40 degrees F; however, there needs to be some type of limit on how high the humidity/temperature should be as well. For example, schools often include pre-k students in outdoor activities during the fall and spring when it is not unusual for very high temperatures and high humidity to occur. Young toddlers (all individuals) are at great risk of dehydration after 15 minutes in this type of weather. I believe some type of guideline should be set and/or the recommendation of offering shade/ hydration, if they are outdoors longer than 15 min. during the really hot/ humid weather. An adult who is not sensitive to the heat might be supervising and not realize the seriousness of the high temperatures.</p>	NA(o)	<p>Current language allows flexibility based on appropriate weather. Local programs should address appropriate outdoor play guidelines for all children, including measures for extreme heat/humidity.</p>
	<p>126-28-13 Staff Development and Training It is important that the standard for sanitation, hand washing, and infection control is adequately covered in the training. This is so essential in this age group of children. This is very good.</p>	N(+)	
2009-11-09	<p>126-28-8 Health and Safety Requirements Section 8-4: staffing ratio to add another teacher if there are 10 or more students with IEP, including those with speech only IEP. In the preschool population, many children who have "speech only" IEP's have other conditions, such as autism, CP, hearing loss, genetic disorders, etc. but only qualify for speech services as their primary disability. Other children have severe apraxia or dysarthria of speech, with possible behavior outbursts due to not being able to be understood. Others have a severe language delay. These children are not easy to handle and the classroom teacher will need help. If there are 11 or more children with "speech only" IEP's in a preschool classroom, there needs to be a third teacher present to assist. The counties should not assume that the classroom teacher handle such students alone.</p>	N(+)	
	<p>Teresa Hardman Wood county schools tshardma@access.k12.wv.us slp Vienna Elementary School 700 41st Street Vienna, WV 26105</p>		

2009-11-09	<p>Judy Curry WVDHHR Judy.A.Curry@wv.gov Director, Division of Early Care and Education 350 Capitol Street Charleston, WV 25301</p>	<p>126-28-3 Definitions I support the change in hours from 21 to 18 hours.</p> <p>126-28-5 Attendance 5.3 I would suggest requiring the provisions to be established in collaboration with community partners, since they will also be required to implement the plan.</p> <p>126-28-6 Collaboration and the County Plan 6.6 I commend the Department for these changes.</p> <p>6.10.2 I oppose the addition of the words " an approved" LEA site. An approved site could be located anywhere and could be defined as allowing the very thing prohibited by the first sentence. I would recommend changing it to " operated in a public school" or just omitting the words "unless they are operated in an approved LEA site." That way, there will be no misinterpretations.</p> <p>6.13 I have strong objections to the rewording of this policy. Prior to this, the only way the Secretary had to approve a county's plan based on maximization of resources was to ensure that there were collaborative contracts with community programs and that those contracts had been implemented. That will not be possible with this new language. This also takes away the contractual partner's name on the budget. This shrouds the collaborative budgets in secrecy. How does anyone then determine if resources are being maximized? While I support the concept of a fiscal report, there is nothing here to indicate what the report should contain, even though new language was added to Chapter 18 on reports to the Legislature. It is not clear to me whether this is for the year past or the upcoming year. I suggest that the deadline for submission of signed contracts/budgets for the new year be moved to an earlier date so that it may continue to be a check-off for recommendations to approve! a county's plan.</p>	<p>N(+)</p> <p>N(+)</p> <p>N(+)</p> <p>NA(-)</p> <p>NA(-)</p>	<p>Expectation is, though not part of the county plan, county collaborative teams continue to work to support families and partners.</p> <p>An LEA site, regardless of location, is responsible for the same requirements as that of the K-12 building, whether it be a module or another site. Environment, health and safety are also assessed utilizing ECERS-R, as in all classrooms regardless of location.</p> <p>Local contracts and classroom budgets have at no point been part of the county plan approval process. The comprehensive collaborative plans are approved based on the criteria set forth in the plan. Local contracts and budgets are not reviewed for content, but are reviewed for compliance to the approved "plan." Requiring each county to continue to submit a fiscal report (for the previous year) and confirmation of all local collaborative contracts prior to the school year will enable the WV Pre-K Steering Team to report on comprehensive funding and compliance to county plans.</p>
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2009-11-09	Teresa Bayer Wood County BOE tbayer@access.k12.wv.us Coordinator of Health Services 1210 13th Street Parkersburg, WV 26101	<p>126-28-8 Health and Safety Requirements Policy 2525 Comments</p> <p>8.7 Required special instructions for WV Pre-k classroom shall be included on the screening form.</p> <p>What are the required special instructions?</p> <p>8.8 of the proposed changes to Policy 2525, it is stated “...classroom shall be observed daily by staff for changes that may indicate injury, infestation, fever, illness and record any change in the child’s file and notify the family.</p> <p>While fever can be determined subjectively with about 80% accuracy by parents, is observed fever in this policy implying subjective information or is it to be determined by objective measures daily? Is it necessary to have fever added when illness is already in the policy? What parameters are to be used to determine fever-- temperature great than “X”?</p>	N(o)	<p>Required special instructions are determined by the local collaborative team.</p> <p>The Office of Healthy Schools and the WVDHHR felt it necessary to add “fever” to the list of daily observations as fever can be one indicator of a communicable disease.</p>
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From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, November 09, 2009 3:45 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-09 15:44:46)

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Comment Received for Policy 2525

#####

Name: Teresa Bayer
Organization: Wood County BOE
Email: tbayer@access.k12.wv.us
Title: Coordinator of Health Services
Address1: 1210 13th Street
Address2:
City/State/Zip: Parkersburg, WV 26101
Role: School System Staff
Posted: 2009-11-09 15:44:46
Posted from IP: 168.216.70.92

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

Policy 2525 Comments

8.7 Required special instructions for WV Pre-k classroom shall be included on the screening form.

What are the required special instructions?

8.8 of the proposed changes to Policy 2525, it is stated "...classroom shall be observed daily by staff for changes that may indicate injury, infestation, fever, illness and record any change in the child's file and notify the family.

While fever can be determined subjectively with about 80% accuracy by parents, is observed fever in this policy implying subjective information or is it to be determined by objective measures daily? Is it necessary to have fever added when illness is already in the policy? What parameters are to be used to determine fever-- temperature great than "X"?

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, November 09, 2009 3:22 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-09 15:22:08)

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Comment Received for Policy 2525

#####

Name: Judy Curry
Organization: WVDHHR
Email: Judy.A.Curry@wv.gov
Title: Director, Division of Early Care and Education
Address1: 350 Capitol Street
Address2:
City/State/Zip: Charleston, WV 25301
Role: Community Member
Posted: 2009-11-09 15:22:08
Posted from IP: 129.71.204.146

Comments for section 126-28-2 Guidelines

No comment

Comments for section 126-28-3 Definitions

I support the change in hours from 21 to 18 hours.

Comments for section 126-28-5 Attendance

5.3 I would suggest requiring the provisions to be established in collaboration with community partners, since they will also be required to implement the plan.

Comments for section 126-28-6 Collaboration and the County Plan

6.6 I commend the Department for these changes.
6.10.2 I oppose the addition of the words " an approved" LEA site. An approved site could be located anywhere and could be defined as allowing the very thing prohibited by the first sentence. I would recommend changing it to " operated in a public school" or just omitting the words "unless they are operated in an approved LEA site." That way, there will be no misinterpretations.
6.13 I have strong objections to the rewording of this policy. Prior to this, the only way the Secretary had to approve a county's plan based on maximization of resources was to ensure that there were collaborative contracts with community programs and that those contracts had been implemented. That will not be possible with this new language. This also takes away the contractual partner's name on the budget. This shrouds the collaborative budgets in secrecy. How does anyone then determine if resources are being maximized? While I support the concept of a fiscal report, there is nothing here to indicate what the report should contain, even though new lanuage was added to Chapter 18 on reports to the Legislature. It is not clear to me whether this is for the year past or the upcoming year. I suggest that the deadline for submission of

signed contracts/budgets for the new year be moved to an earlier date so that it may continue to be a check-off for recommendations to approve!
a county's plan.

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, November 09, 2009 12:20 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-09 12:19:34)

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Comment Received for Policy 2525

#####

Name: teresa hardman
Organization: wood county schools
Email: tshardma@access.k12.wv.us
Title: slp
Address1: Vienna Elementary School
Address2: 700 41st Street
City/State/Zip: Vienna, WV 26105
Role: Professional Support
Posted: 2009-11-09 12:19:34
Posted from IP: 168.216.91.28

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

Section 8-4: staffing ratio to add another teacher if there are 10 or more students with IEP, including those with speech only IEP.
In the preschool population, many children who have "speech only" IEP's have other conditions, such as autism, CP, hearing loss, genetic disorders, etc. but only qualify for speech services as their primary disability. Other children have severe apraxia or dysarthria of speech, with possible behavior outbursts due to not being able to be understood. Others have a severe language delay. These children are not easy to handle and the classroom teacher will need help.

If there are 11 or more children with "speech only" IEP's in a preschool classroom, there needs to be a third teacher present to assist. The counties should not assume that the classroom teacher handle such students alone.

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Sunday, November 08, 2009 9:17 PM
To: fibarnez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-08 21:16:45)

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Comment Received for Policy 2525

#####

Name: Donna Sue Peros, RN, MS, NCSN
Organization: Boone County Schools
Email: dperos@access.k12.wv.us
Title: Director of School Nurses
Address1: 69 Ave. B
Address2:
City/State/Zip: Madison, WV 25130
Role: Professional Support
Posted: 2009-11-08 21:16:45
Posted from IP: 173.80.105.19

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Excellent guidelines.

Comments for section 126-28-8 Health and Safety Requirements

The immunization standards are so important. Many children attempt to enter WV schools every year without proper immunizations. Without these standards many individuals would be placed at risk for serious diseases.

8.22: Re: outdoor activities: There is a limit on outdoor temperature that states it must be over 40 degrees F; however, there needs to be some type of limit on how high the humidity/temperature should be as well. For example, schools often include pre-k students in outdoor activities during the fall and spring when it is not unusual for very high temperatures and high humidity to occur. Young toddlers (all individuals) are at great risk of dehydration

after 15 minutes in this type of weather. I believe some type of guideline should be set and/or the recommendation of offering shade/ hydration, if they are outdoors longer than 15 min. during the really hot/ humid weather. An adult who is not sensitive to the heat might be supervising and not realize the seriousness of the high temperatures.

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

It is important that the standard for sanitation, hand washing, and infection control is adequately covered in the training. This is so essential in this age group of children. This is very good.

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Saturday, November 07, 2009 9:43 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-07 21:43:01)

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Comment Received for Policy 2525

#####

Name: Shelia Eileen Edwards
Organization:
Email: shelia_edwards@hotmail.com
Title:
Address1: 851 Eli Locust Road
Address2:
City/State/Zip: Washington, WV 26181
Role: Teacher
Posted: 2009-11-07 21:43:01
Posted from IP: 66.82.9.53

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

3.12 Eligible child - Three-year-olds with IEPs should not be enrolled in programs designed for four-year-olds. They should be in programs designed for three-year-olds. If placement in a four-year-old preschool is made, it should be for no more than half of the day. Placement in a collaborative where daycare is also available would be more sensible.

3.42 Universal access - I am concerned that counties are encouraging early entrance into Kindergarten in order to reduce the number of opening needed in order to meet this requirement.

3.12 Eligible child - A child who is not potty trained should not be attending a program for four-year-olds. I do not mean for this comment to include children with a diagnosed health issue, or a child who has an occasional bathroom accident. I do think that children with an ongoing, frequent need for diapering or toileting assistance should be placed in a setting where proper facilities exist. Also, an additional aide should be considered if the regular aide frequently is away from the class setting in order to assist a child who is not potty trained. If the aide spends a lot of time in the bathroom assisting a child, the 2:20 staff:student ratio is not being met, and the program is suffering.

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

ECE teachers hired by county boards of education should at a minimum have a bachelors degree in education with a specialization in ECE.

Aides in these classrooms should have paraprofessional status.

Comments for section 126-28-8 Health and Safety Requirements

8.2 At naptime, there should be another staff member immediately available in case of an emergency.

8.2 and 8.4 Caseloads for teachers with children with IEPs needs to be more clearly defined. I could not make a determination by reading Policy 2419. No more than a fourth of a classroom's students should have IEP's, and additional aides should be available as needed.

8.22 There are situations when the temperature is 40 degrees F or above, but conditions are not suitable for going outside. Wording should reflect this possibility.

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Friday, November 06, 2009 1:08 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-06 13:08:06)

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Comment Received for Policy 2525

#####

Name: Carman Redford
Organization: Creative Hands ChildCare Center
Email: creativehands@wvds1.net
Title: Owner/Director
Address1: 1610 Warwood Ave
Address2:
City/State/Zip: Wheeling, WV 26003
Role: Business-Industry
Posted: 2009-11-06 13:08:06
Posted from IP: 209.234.17.212

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

3.242: Universal access shall mean that every eligible child in the county has access to a high quality WV Pre-K classroom that meets or exceeds all of the requirements of this policy.

Being a collaborative site does not seem to have the same advantages as being in the public school. Although, we are allotted money for the year, this amount of money does not cover the costs of what is needed to make our collaborative site "equal"/or as high quality as a child attending a public school site. All children should be given the same advantages whether in a collaborative site or public Pre-K site.

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Friday, November 06, 2009 12:46 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-06 12:45:33)

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Comment Received for Policy 2525

#####

Name: Carman Redford
Organization: Creative Hands ChildCare Center
Email: creativehands@wvds1.net
Title: Owner/Director
Address1: 1610 Warwood Ave
Address2:
City/State/Zip: Wheeling, WV 26003
Role: Business-Industry
Posted: 2009-11-06 12:45:33
Posted from IP: 209.234.17.212

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

According to West Virginia Licensing, 10.5.b.3.A "At lease one qualified staff member is in each room visually supervising the children at all times and checking at least hourly on each sleeping child."

My childcare Center needs to follow licensing regulations also.
Making this mandatory for 2 people to remain in the room during nap would put a strain on the staff's time to receive a lunch break.

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Thursday, November 05, 2009 11:27 AM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-05 11:26:37)

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Comment Received for Policy 2525

#####

Name: Trina Melody
Organization: Mineral County Schools
Email: trinarn@hotmail.com
Title: school nurse
Address1: 375 Hilltop Ave
Address2:
City/State/Zip: Keyser, WV 26726
Role: School System Staff
Posted: 2009-11-05 11:26:37
Posted from IP: 168.216.165.153

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

I disagree with the need for 2 staff members at all times. We have an aide and teacher but at times one has to be out of the room for a call, to take a child to the bathroom, etc. Is there money to cover the extra positions? The wording at present should suffice. If something has occurred, deal with the incident, do not punish every program. Thank You

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Thursday, November 05, 2009 7:36 AM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-05 07:35:46)

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Comment Received for Policy 2525

#####

Name: Julie Sellers
Organization: Wood County Schools
Email: jarnold@access.k12.wv.us
Title: School Nurse
Address1: 1511 Blizzard Drive
Address2:
City/State/Zip: Parkersburg, W.V. 26133
Role: Professional Support
Posted: 2009-11-05 07:35:46
Posted from IP: 168.216.59.68

Comments for section 126-28-2 Guidelines

I think West Virginia should do what other states have done, and that is to issue Immunization Certificates from the State that would be generated from the child's physician or the Health Department.
This would certify that the child had met all requirements for entering school in W.Va. This would eliminate all of the confusion that is surrounded with the current immunization guidelines. The child would present this Certificate of Immunization along with their Birth Certificate at the time of Enrollment in a W.Va. school. Children not adequately immunized would not be enrolled until all the required immunizations had be received.

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Wednesday, November 04, 2009 2:08 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-04 14:07:55)

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Comment Received for Policy 2525

#####

Name: Beth Hall Chambers
Organization: WVDHHR
Email: Beth.H.Chambers@wv.gov
Title: Program Manager
Address1: 350 Capital Street
Address2:
City/State/Zip: Chareleston, WV 25301
Role: Community Member
Posted: 2009-11-04 14:07:55
Posted from IP: 129.71.204.146

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

6.10.2. "LEA site" is too broad of a term. If the WV Pre-k classroom is not in a public school, then it is to have a child care center license. As written, a County Board could lease a classroom space from anyone or even a partner and then place a collaborative classroom in that space and say it is not subject to licensing.

West Virginia Code 49-2B is clear on what is licensed and what is not. Any preschool program that operates more than four hours is licensed unless it is a preschool operated by a public school. Private schools that are exempt by the Department of Education from the compulsory attendance law (Exemption K status schools) still have their preschool classrooms licensed, because exemption K status does not extend to preschool since it is not compulsory.

When WV Pre-k was initiated, the first plan was that all classrooms would be licensed, and one set of standards would be applied to all. That did not happen; so it was agreed that all WV pre-k classrooms in a public school would not be subject to licensing and those not in public schools would be licensed. This assures a clear oversight and keeps a "level playing field" that is fair to all community partners. Additionally, 49-2B does not require DHHR to license private preschools that operate less than four hours, but it was agreed that any private

preschool that did not require a license under 49-2B would be required to be licensed if participating in WV pre-k and that language was placed in the policy.

Adopting this language and then moving some community partners into LEA sites that are not in public schools appears to be a way to avoid responsibility for meeting certain requirements and removes DHHR regulatory oversight. I believe the attorneys for the Department of Education and the Department of Health and Human Resources need to review the codes and provide some clear guidance through a Memorandum of Understanding.

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Wednesday, November 04, 2009 7:50 AM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-04 07:50:21)

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Comment Received for Policy 2525

#####

Name: Kay Bowling
Organization: Waverly Elementary
Email: kmbowlin@access.k12.wv.us
Title: Principal
Address1: Waverly Elementary
Address2: 422 Virginia Street
City/State/Zip: Waverly, WV 26184
Role: Principal
Posted: 2009-11-04 07:50:21
Posted from IP: 168.216.52.132

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

8.4 PK has many students with speech IEPs. I think those should be excluded from the number of IEPs allowed for the teacher ratio.
8.11 We need to share nap times when students are resting as the way staff get a lunch time. If this is not changed, you will have to provide a way to fund the extra persons.

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Tuesday, November 03, 2009 5:47 PM
To: fibarez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-03 17:47:23)

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Comment Received for Policy 2525

#####

Name: Judy Olson
Organization: Friends-R-Fun Child Dev. Center
Email: friendsrfun@verizon.net
Title: Director
Address1: 70 Friends-R-Fun Drive
Address2:
City/State/Zip: Summersville, WV 26651
Role: Principal
Posted: 2009-11-03 17:47:23
Posted from IP: 71.251.253.104

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

I think it is a great idea and only fair to 'grandfather' in someone who has gone to all the time, effort and expense to get the specified 18 additional hours required. Anyone that dedicated probably has a lot of experience and is totally dedicated and is an excellent teacher that you would hate to lose.

Comments for section 126-28-8 Health and Safety Requirements

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Tuesday, November 03, 2009 5:43 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-03 17:43:10)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2525

#####

Name: Judy Olson
Organization: Friends-R-Fun Child Dev. Center
Email: friendsrfun@verizon.net
Title: Director
Address1: 70 Friends-R-Fun Drive
Address2:
City/State/Zip: Summersville, WV 26651
Role: Principal
Posted: 2009-11-03 17:43:10
Posted from IP: 71.251.253.104

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

15.6 If you are trying to close the loophole so that child care centers do not charge a full day fee of parents of Pre-K children, I'm not sure this statement does that, because a center might still say that they charge one fee for any increment of time the child might be at the center (in other words 1 hour or 10 hours might be the same fee). You might need to put in something about time at the center before or after a Pre-K day would need to be pro-rated or possibly a better solution would be that the child was charged at the same rate paid for a DHHR sponsored child. That would make all the charges across the State the same rather than varying from one county to another or from one center to another within the same county.

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, November 02, 2009 10:12 AM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-11-02 10:11:46)

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Comment Received for Policy 2525

#####

Name: Karen Brunicardi
Organization: Wood County Schools
Email: kbrunica@access.12.wv.us
Title: Director Of Elementary Schools
Address1: 1210 13th Street
Address2:
City/State/Zip: Parkersburg, WV 26101
Role: School System Staff
Posted: 2009-11-02 10:11:46
Posted from IP: 168.216.106.73

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

8.4 I am concerned with Policy 2419 and 2525 requirements that a teacher must be added when a 10th child with an IEP is in the class. I believe this should exclude students who have a Speech only IEP.

8.11 Two adults present at all times: in public schools we must also provide staff with a duty-free 30 minute lunch. It becomes very difficult to meet all these requirements in a public school setting. Fiscally, we cannot afford to PAY staff who do not receive the duty-free lunch, and staffing numbers do not allow us to have additional staff to relieve pre-k staff to allow

them to have the 30 minute duty-free lunch. If we assign others, then we are sacrificing some of the Policy 2525 requirements in 8.5.

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Sunday, November 01, 2009 1:54 PM
To: tibanez@wvde.state.wv.us; wburch@access.k12.wv.us

Subject: Comment Received for Policy 2525 (2009-11-01 13:53:36)

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Comment Received for Policy 2525

#####

Name:

Organization: Public schools

Email:

Title:

Address1:

Address2:

City/State/Zip: , wv

Role: Teacher

Posted: 2009-11-01 13:53:36

Posted from IP: 70.100.72.178

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

The curriculum fails to be in align with the K curriculum. It is unfair to a young child to be in a classroom that is limited in structure and academics, but in less than 9 weeks, (over summer break) the same child is expected to sit for an hour and a half during uninterrupted reading etc. Either work to get the K curriculum to be age appropriate or encourage and support certified and qualified Pre-K teachers to incorporate some structure and academics when appropriate. A good certified teacher in public ed can be effective by finding that appropriate balance.

 Comments for section 126-28-13 Staff Development and Training

 Be sure counties are allotted funding for this. Some county teachers are not allowed or encouraged to take advantage of staff development and it is a huge disservice to them. If counties are allotted funding, please be sure the teachers are aware of it so they can expand and increase their skills and knowledge.

 Comments for section 126-28-15 Financing

 Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, October 26, 2009 10:48 AM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-10-26 10:48:11)

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Comment Received for Policy 2525

#####

Name: Jill Browning
Organization: Kanawha County Schools
Email: jbrowning@kcs.kana.k12.wv.us
Title: Title I Pre-K specialist
Address1: 1004 Lower Midway Dr
Address2: Roxalane Annex
City/State/Zip: Dunbar, WV 25064
Role: Professional Support
Posted: 2009-10-26 10:48:11
Posted from IP: 168.216.16.50

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

3.12 Eligible child - three year olds without IEP's should not be included in the WV pre-K classes. They require more support and added planning by their very nature. If they are included, then the overall caseload should be reduced greatly depending on the number of threes and children with IEP'S

Comments for section 126-28-5 Attendance

5.1 - Attendance should be stressed! Too many parents drop their children in and out of programs. We cannot get accurate data on progress of children and success of programming until attendance is more of an issue.

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

8.2 - Consider reducing caseloads for several reasons: Documentation on cc.net is heroic on 20 children and 50 checkpoints (1000) three times /yr. Home visits and conferences 2X per year on 20 children (40) documentation on IEP'S (if applicable)in addition to cc.net. The lack of planning time, breaks, duty free lunch, etc., inclusion of labor intensive three-year-olds in

pre-K classes and last but not least the requirement of 1 flush toilet /15 children per class. Have you guys looked at the average # of toilets per class and tried to imagine coordinating all those little people to go 1 at a time?

8.26 Transportation is a big issue! For collaboratives it is considered a support and most parents who require daycare transport their children to that facility. HOWEVER, for those pre-K's in a county school, transportation needs to be provided, just as it is for children in any other grade level. For pre-K to become a first introduction to the county system it needs to have all the amenities provided to other grade levels and also to assist parents with other children in the same school to be able to send their children to school at the same time and get them home at the same time. This is critical to the success of the program.

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

13.1- Mandated staff development is 15 hrs. with 6 of those hours dedicated to children with special needs. Our county requires MANY more hours than that which decreases planning and documentation time. Please limit the ## of staff development hours.

11.1.3 If you are going to require transition activities with the receiving K teachers then shouldn't they be required to attend our annual transition meeting? Ours have not been allowed to do so for the past 2 years.

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Thursday, October 22, 2009 2:11 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-10-22 14:11:12)

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Comment Received for Policy 2525

#####

Name: Paula Thornton
Organization: Methodist Child Care Center
Email: Pann3569@yahoo.com
Title:
Address1: 110 Guyandotte Ave
Address2:
City/State/Zip: Mullens, WV 25882
Role: Community Member
Posted: 2009-10-22 14:11:12
Posted from IP: 71.164.42.74

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

6.14. Of policy 2525 needs to be more detailed on what is really wanted.

Comments for section 126-28-7 Personnel Standards

I think there are people in childcare and Head Start without a degree in teaching that does a wonderful job teaching at the Pre-k level. These teachers were teaching at the pre-k level when the Department of Education did not see the importance of it. I think the teachers should be grand fathered in as with any other profession. Preschool classrooms have been in the community for at least 20 years teaching children at low pay and no acknowledgement of what the teachers where doing for the children entering in to the school system. Please don't take careers from highly qualified individuals.

Comments for section 126-28-8 Health and Safety Requirements

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

There needs to be more guidance focused on childcare. Childcare stands alone listening to Head Start and the Board go back and forth over funding wondering what their purpose is in it all. What is childcare entitled to in the term of finances? The finances need to be more universal throughout the state.

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Wednesday, October 21, 2009 5:02 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-10-21 17:02:12)

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Comment Received for Policy 2525

#####

Name: Michele Forsythe
Organization: Holy Family Child Care & Development Center, Inc.
Email: hfccoffice@wirefire.com
Title: Executive Director
Address1: 161 Edgington Lane
Address2:
City/State/Zip: Wheeling, WV 26003
Role: Principal
Posted: 2009-10-21 17:02:12
Posted from IP: 209.234.48.202

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

8.2 Please do not remove the sentence "At naptime the allowable ratio is 1 staff member:20 children." Changing this will supersede Child Care Licensing Regulations 2007 #10.5.c.1.B that states ..."a center shall ensure that at least on qualified staff member is in each area visually supervising the children and each qualified staff member required to meet the staff:child ratio is on the premises and within calling distance of the areas occupied by the children."
It will pose a hardship for this child care center to staff PreK rest time with 2 staff members.

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Wednesday, October 21, 2009 2:45 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-10-21 14:45:29)

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Comment Received for Policy 2525

#####

Name: Candice D. Mullins
Organization: Enterprise Child Development Center
Email: cmullins@rvcds.org
Title: Director
Address1: 2021 5th Avenue West
Address2:
City/State/Zip: Huntington, WV 25704
Role: Principal
Posted: 2009-10-21 14:45:29
Posted from IP: 74.99.37.253

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

With the collaborative partners who house preschool classrooms in child care centers, it is not always possible to staff two teachers with just ten children. According to WV Child Care Licensing Regulations, I only need one teacher for ten preschool children. This allows my teacher to go to her planning time when the class is low. If I am required to have two teachers regardless, this will be a great extra cost to the center.

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Thursday, October 15, 2009 5:12 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-10-15 17:12:14)

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Comment Received for Policy 2525

#####

Name: Paula Sikora
Organization: Sikora Montessori
Email: paulasikora@sikoramontessori.com
Title: director/owner
Address1: 2108 Lumber Avenue
Address2:
City/State/Zip: Wheeling, WV
Role: Teacher
Posted: 2009-10-15 17:12:14
Posted from IP: 24.131.207.215

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Why can we not consider allowing Montessori into UPK?

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

Comments for section 126-28-9 Standards for Preparing Students

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

From: Nobody [nobody@wvde.state.wv.us]
Sent: Thursday, October 15, 2009 12:13 PM
To: fibanez@wvde.state.wv.us; wburch@access.k12.wv.us
Subject: Comment Received for Policy 2525 (2009-10-15 12:13:15)

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Comment Received for Policy 2525

#####

Name: Paul C. Huston II
Organization: Long Drain School
Email: phuston@access.k12.wv.us
Title: Principal
Address1: Rt. 1, Box 108 A
Address2:
City/State/Zip: Metz, WV 26585
Role: Principal
Posted: 2009-10-15 12:13:15
Posted from IP: 168.216.129.17

Comments for section 126-28-2 Guidelines

Comments for section 126-28-3 Definitions

Comments for section 126-28-5 Attendance

Comments for section 126-28-6 Collaboration and the County Plan

Comments for section 126-28-7 Personnel Standards

Comments for section 126-28-8 Health and Safety Requirements

This requirement will be nearly impossible to meet without adjustments to the state funding formula. One staff member can adequately handle students during nap time.

Comments for section 126-28-9 Standards for Preparing Students

Students should attend 3 days and allow the 4th day for Response to Intervention activities for those in need.

Comments for section 126-28-10 Curriculum and Assessment

Comments for section 126-28-13 Staff Development and Training

Comments for section 126-28-15 Financing

Comments for section 126-28-16 Program Evaluation for Quality Improvement

This program should not be included in the LEA Strategic plan until the state fully funds this program.