



**EXECUTIVE SUMMARY  
FOR  
WEST VIRGINIA BOARD OF EDUCATION POLICY 2525**

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***Policy 2525: West Virginia's Universal Access to Early Education System***

**Background:**

- *As the West Virginia Pre-k System continues to expand and improve, it has been necessary to revise WVBE Policy 2525 – West Virginia's Universal Access to Early Education System.*
- *WVBE Policy 2525 has been revised to align with the new Pre-k Content Standards and Objectives, WVBE Policy 2520.15 and the revised WVBE Policy 5202.*
- *The new language will be effective beginning September 1, 2005 unless otherwise noted.*

**Major Revisions:**

- Section 6 – A more defined composition of the review team to include three people from the West Virginia Department of Education, three people from the West Virginia Department of Health and Human resources, and three people representing Head Start.
- Section 8 – The current personnel requirements do not accurately reflect the requirements for a full time permit under WVBE Policy 5202. The revisions to WVBE Policy 2525 are not congruent with WVBE Policy 5202.
- Section 9 – A requirement that all West Virginia Pre-k System classrooms be licensed or meet day care licensing standards has been replaced by incorporating core health and safety standards into WVBE Policy 2525.
- Section 11 – Language was inserted to align with WVBE Policy 2520.15 – the West Virginia Early Learning Standards Framework – which was adopted after WVBE Policy 2525.
- Section 15 (in original policy) – Transportation requirements were included in the health and safety section and revised.
- Section 15 (in revised policy) – Language has been eliminated for timelines required in the law that are already past.
- Section 15 (in revised policy) – Program oversight for all public school Pre-k programs is now defined as the direct responsibility of LEA.
- Section 17 – Clarification regarding the usage of the Early Childhood Environmental Rating Scale-Revised has been added.
- Section 18 (in original policy) – Health Safety requirements included in Section 9 Regulations of Facilities.

**Impact:**

- Supports the continued expansion of quality Pre-k programs to achieve universal Pre-school education by 2012.

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**TITLE 126  
PROCEDURAL RULE  
BOARD OF EDUCATION**

**SERIES 28**

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

FILED

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OFFICE WEST VIRGINIA  
SECRETARY OF STATE

**§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-1et 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. - - ~~January 13, 2003~~

1.4. Effective Date. - - ~~February 12, 2003~~

1.5. Repeal of former rule. - - ~~None. This is a new rule. This is a revision of WV 126CSR28, West Virginia Board of Education Policy 2525, West Virginia's Universal Access to Early Education System (hereinafter Policy 2525), filed January 13, 2003 and effective February 12, 2003.~~

**§126-28-2. Guidelines.**

2.1. WV Pre -k classrooms shall:

2.1.1. be voluntary and based on the choice of the parent or guardian.

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

2.1.3. utilize developmentally appropriate curriculum and a learning approach based on scientific research about how children learn.

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. incorporate content standards and objectives, curriculum, and assessment as tools for measuring the child's progress on the continuum of development and individualizing educational opportunities.~~

2.1.6. utilize state approved curricula, assessments, and curricula enhancements that are compatible with the state approved curricula, as tools for measuring the child's progress on the continuum of development and individualizing educational opportunities.

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.

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

2.1.10. evaluate program success for meeting the needs of the child.

2.1.11. establish teacher/child ratios 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, 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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~~3.1.~~ 3.3 *Approved funding sources* means any funds used directly to support WV Pre-k classrooms for eligible children including ~~school~~ 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), parent contributions, funds provided by the School Building Authority of West Virginia, funds under the Individuals with Disabilities Education Improvement Act of 2004, and any other private or public funds.

~~3.2.~~ 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 (LEA) shall mean providers of early care and education services including, but not limited to, childcare, private preschool, Head Start, county school systems, 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. Approved WV Pre-k participating programs can be counted in the school aid funding formula and are eligible to receive funds through contractual agreements with or direct administration by the county school system.

~~3.3.~~ 3.5. *Collaborative setting* means a classroom of WV Pre-k children whose services are supported by two or more partners and benefit all children enrolled in the collaborative classroom. . ~~This could range from contracting with the county Board of Education for shared resources such as a certified teacher or classroom space to fully integrated, inclusive settings that combine a variety of funding sources and resources (including space), shared staffing responsibilities, and shared supervision and implementation of the program by two or more partners.~~

3.6. *Continuous supervision* means the availability and responsibility of a staff member to assist with the children at all times.

~~3.4.~~ 3.7. *Contracted program provider* shall mean any provider program that meets all of the requirements of this policy and has a contractual agreement ~~qualifies as an approved WV Pre-k participating program by meeting all of the requirements of this policy and has a contractual agreement with the county school system under the county collaborative plan to operate a classroom specific to this policy.~~ to operate a WV Pre-k classroom.

3.8 *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.

~~3.5.~~ 3.9 *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

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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.

~~3.6.~~ 3.10. *Developmentally appropriate* means early childhood programming, curricula, and activities that address the stages of each child's cognitive, physical, social/emotional, and cultural development.

3.11. *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.

~~3.7.~~ 3.12. *Eligible child* shall mean any child, regardless of ability, who is four ~~by~~ prior to the first day of September 1 of the year he/she is to enroll or whose enrollment is mandated under state and/or federal law. If it is in the best interest of the child, as determined by mutual agreement between the teacher and parent/guardian, the child may remain in the program for longer than one year. Because WV Pre-k is designed to prepare children to be successful in kindergarten, children may not be excluded based on developmental delays including toilet training. Children who are five ~~by~~ prior to September 1 shall be enrolled in kindergarten, instead of WV Pre-k, unless the teacher and parent deem kindergarten placement for that child not in the best interest of the child, ~~and documented through an approved assessment.~~ For children who have been enrolled in a WV Pre-k classroom, determination to provide the child with an additional year of pre-k will be documented through the county/classroom assessments of the child using the county/classroom adopted comprehensive assessment system.

3.13. *Local Education Agency (hereinafter LEA)* means the county school system as the administrative entity for each county.

~~3.8.~~ 3.14. *Minimum program availability* means offering each preschool class a minimum ~~twelve~~ 12 hours per week ~~on consecutive~~ days during the school year calendar.

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

3.16. *Procedure manual* refers to the manual WV Pre-k classroom faculty, administrators, and staff shall use for implementing the requirements of this policy.

3.17. *Responsible adult* means a parent, staff member, or other adult whom the parent has designated to drop off or pick up the child.

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3.18. Staff/child ratio means a fraction in which the numerator is one qualified staff member or substitute, and the denominator is the maximum number of children that the qualified staff member is permitted to supervise.

3.19. Staff member means any personnel, including substitutes and student interns, whether or not he or she receives compensation.

3.20. 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.

3.21. 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.

3.22. Use zone means the surface under and around a piece of equipment onto which the child falling from or exiting from the equipment is expected to land.

~~3.9. West Virginia's Pre-k means kindergarten for eligible children and may include, but is not limited to, developmental kindergartens, four-year-old kindergarten, and other programs provided by approved WV Pre-k participating programs that provide developmental readiness services for eligible children in West Virginia.~~

### **§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 parent/guardian/family 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 parent/guardian 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.

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

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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 ~~are welcomed as visitors~~ and encouraged to observe children in the classroom and to participate ~~with children~~ in classroom group 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.

5.2. Each county must ~~make reasonable efforts~~ 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 include in its county collaborative plan 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. The West Virginia Department of Education (hereinafter WVDE) has the responsibility of convening a committee, in collaboration with the West Virginia Department of Health and Human Resources (hereinafter WVDHHR), to review the quality and content of the county plans. Three people will be appointed to represent the WVDE. Additionally, the WVDE will request that the Secretary of WVDHHR appoint three people and the Head Start State Collaboration Director appoint three people to participate on this review committee. The committee will make recommendations to the Secretary of WVDHHR and the West Virginia Board of Education (hereinafter WVBE) regarding approval of the county collaborative plans. Each county board of education must submit a county plan (an original and ~~six~~ three copies) to the Secretary of WVDHHR ~~the West Virginia Department of Health and Human Resources. Participation on the committee by WVDHHR and Head Start State Collaboration Office will ensure the (1) maximization of federal and other available funds and (2) maximization of Head Start programs and other public and private programs approved by the State Superintendent of Schools. The initial plan is due June 27, 2003. All county plans are to be prepared in accordance with the County Plan for Services to Eligible Children document (attached).~~

6.2. Once the county plans are approved reviewed by the collaborative review committee and the signature of by the Secretary of WVDHHR ~~the West Virginia Department of~~

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Health and Human Resources is secured, the plans a list of the county plans and the recommendations of the review committee will be will be forwarded by the Secretary's office submitted to the West Virginia Board of Education WVBE for approval. If a county plan is not approved, it will be returned to the county board of education with an explanation and instructions for re-submission. It is the responsibility of the LEA plan county contact to share this information with the county collaborative and superintendent.

6.3. Changes, updates and amendments to the Every two years county plans are to be submitted to the West Virginia Department of Health and Human Resources WVDHHR and the West Virginia Department of Education WVDE by 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 (see section 19.4). 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, choose not to participate, or are not viable partners. 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.

6.4. Changes that will negatively impact the maximization of federal and other available funds for early childhood programs and/or the maximization of Head Start and other public and private programs approved by the State Superintendent of Schools must be submitted with signatures of all the required collaborative partners for approval to the Secretary of WVDHHR and the WVBE 30 days prior to the implementation of the changes.

6.4.5. 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 West Virginia Board of Education WVBE and the Secretary of the West Virginia Department of Health and Human Resources 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 must begin phasing in providing services in collaborative settings by the school year beginning 2004. shall phase in classrooms incrementally to meet the requirement for universality

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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 meet this requirements for collaboration with community partners if those partners are available.

6.5.6. The county collaborative ~~planning~~ 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. ~~Documentation of this invitation and the response shall be submitted with the plan.~~ The county must submit a list of invitees with the county plan; however, all responses shall be kept on file at the LEA.

~~6.67. Other recommended members of~~ The county collaborative ~~planning~~ team is shall annually assess the composition of the county collaborative team and to may include a representative from the West Virginia Birth to Three ~~program~~ System Regional Administrative Unit, the parent/guardian educator resource centers, child care resource and referral agencies, 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 that work with young children and their families providing support and education.

6.78. Development of the county plan through the county collaborative planning team ~~should~~ must utilize an existing early childhood collaborative unless there is no such collaborative in that county.

6.89. Any member of the county collaboration ~~planning~~ team that will provide services to eligible children in that county must follow all rules and regulations as outlined in ~~the state this~~ policy. In collaborative classrooms where community partners have regulations such as the Head Start Performance Standards or WVDHHR Day Care Licensing, these regulations shall apply in addition to WVBE Policy 2525. The contract/agreement between the collaborating agencies must address how the collaborative will assure compliance with all applicable regulations and standards.

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

~~6.10. County plans will include a list of all programs invited to participate in the planning process regardless of whether the program chose to participate.~~

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

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6.12. Once a county collaborative plan is approved, in order to receive funding through the West Virginia State Aid Funding Formula, the LEA must submit the contract and budget for each collaborative classroom in that county to the WVDE Early Childhood Coordinator by June 1 of each year.

### **§126-28-7. Waivers.**

7.1. ~~The West Virginia Board of Education~~ WVBE may grant a county board a waiver from full implementation of WV Pre-k in a county if the WVBE state board finds that all of the following conditions are met:

7.1.1. The county does not have sufficient facilities available; or

7.1.2. The county does not have and has not had available funds sufficient to implement the program; and

7.1.3. The county has not experienced a decline in enrollment at least equal to the total number of students to be enrolled; and

7.1.4. Other agencies have not made sufficient funds or facilities available to assist in implementation.

7.2. A county seeking a waiver must apply with the supporting data to meet the criteria for which they are eligible on or before ~~the twenty-fifth day of March~~ 25 for the following school year.

7.3. The State Superintendent of Schools shall notify the county that the requested waiver was denied or granted on or before ~~the fifteenth day of April~~ 15 of that same year.

### **§126-28-8. Personnel Standards.**

8.1. Teachers must hold a qualifying certification/endorsement, specifically, a teaching certification/endorsement in early education (~~also called early childhood education~~), elementary education with a Pre-k-K endorsement, Preschool Special Needs or birth to five through pre-kindergarten.

8.2. A full-time permit shall be issued and valid for one school year and shall expire on ~~the thirtieth day of~~ June 30. An educator employed on or after the first day of January may be issued a Permit valid until June 30 of the following year. All requirements for the Professional Teaching Certificate must be completed within five years of the original issuance of the Full-Time Permit. See WV 126CSR136, West Virginia Board of Education-WVBE Policy 5202 - Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classification, Section 15. Full-time permits will be issued for the following:

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8.2.1. persons with degrees in elementary education, child and family studies with an emphasis on early childhood education, or child development and have 25% of the required coursework for one of the qualifying certifications, or

8.2.2. persons with a Board of Regents degree with a specialization in early childhood/child development who are employed by a community program and have 25% of the required coursework for one of the qualifying certifications, or

8.2.3. persons with an AA Associate's Degree in child development/early childhood or occupational development with an emphasis on child development/early childhood and one year of early education teaching experience who are employed by a community program and have 25% of the required coursework for one of the qualifying certifications.

8.3 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 0-1 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 (attached). ~~Aides and assistants must have an individualized staff development plan for specifying his/her planned progression on the career in order to attain pathway level V within five years.~~

### **§126-28-9. Regulation of Facilities.**

~~9.1. All approved participating WV Pre-k programs, see definitions, that are included in the county collaborative plan must meet the requirements as set forth in the West Virginia Department of Health and Human Resources Rule, Day Care Center Licensing, 78CSR1, or any rule promulgated to replace and/or update 78CSR1. Public schools or other programs who are exempt under West Virginia Department of Health and Human Resources Rule, Day Care Center Licensing 78CSR1 or its replacement must meet the requirements set forth in that rule. In the case of public schools, West Virginia Department of Health and Human Resources Child Care Licensing staff will conduct monitoring visits of all areas related to the WV Pre-k program and any recommendations for action will be made to the Office of Education Performance Audits. Failure to correct any non-compliance findings within 18 months could jeopardize the approval of the county collaborative plan. Programs that wish to participate in WV Pre-k, but would otherwise be exempt under 78CSR1 except public schools, shall be licensed by the West Virginia Department of Health and Human Resources.~~

9.1. Recognizing that all children within WV Pre-k should be in safe and healthy environments, and that all of the collaborative partners within the WV Pre-k 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 adhered to in addition to any existing rules and regulations based on funding sources for individual programs. Public school classrooms will be

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monitored as a part of the Office of Education Performance Audits county auditing process, in addition to, daily supervision by county and school level administrators. Classrooms operated by or in collaboration with Head Start will also be monitored for compliance with the Head Start Performance Standards. WV Pre-k classrooms shall use the Procedure Manual to ensure compliance with this section of the policy. Classrooms operated by or in collaboration with licensed child care or private preschool programs must also meet the child care licensing standards, under WVDHHR Day Care Licensing, 78CSR1.

9.2 All WV Pre-k classrooms not administered by public schools or Head Start but contracted with the county school system to provide WV Pre-k services must be licensed through the WVDHHR Day Care Licensing, 78CSR1, regardless of the hours of operation.

9.3 WV Pre-k classrooms shall limit classroom size to no more than twenty children per classroom. Ratios shall be maintained at one adult: ten children with one adult being a certified teacher. Exceptions to the staff/child ratio may cover groups of children who participate in WV Pre-k classrooms and participate in a naptime program. At least one (1) 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 during naptime.

9.4 Prior to or during the first week of employment in a WV Pre-k classroom, an orientation will be provided for all staff members that includes a review of: WVBE Policies 2525 and WV 126CSR440 2520.15 Early Learning Standards Framework Content Standards and Learning Criteria for West Virginia Pre-kindergarten (hereinafter Policy 2510.15); 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; including the use of fire extinguishers; and training in abuse recognition and prevention.

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

9.6. If WV Pre-k classrooms are operating for more than four hours, meals must be provided in accordance with the guidelines set forth under the WVDE Child and Adult Care Food Program or National School Lunch Program. Programs operating less than four hours will provide a snack as prescribed by the WVDE Child and Adult Care Food Program. Meals shall be served in a setting that encourages socialization, where the children and staff members are seated when eating, and staff members provide supervision and encourage positive eating habits.

9.7. All children entering an approved participating WV Pre-k classroom must have age appropriate immunizations as defined by the American Academy of Pediatrics within 30 days of enrollment.

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9.8. All children entering an approved participating WV Pre-k program shall be screened for impairments or delays in hearing, vision, speech, language, development, and dental health. Programs shall adhere to the deadlines as prescribed by their primary funding source (providing 51% or more of the funding for that year). Programs operated by the county board of education shall adhere to W. Va. Code §18-5-17.

9.9. The children shall have adequate supervision at all times. When children are on the premises, a WV Pre-k participating program shall ensure that at least two staff members are available at all times.

9.10. 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:

9.11. 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:

9.11.1. Redirect the child to alternative behavior or other activities;

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

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

9.11.4. 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.

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

9.12.1. Subjecting a child to physical punishment of any kind.

9.12.2. Putting anything in or on a child's mouth as punishment;

9.12.3. 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;

9.12.4. 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;

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9.12.5. Using harsh or profane language, or actual or implied threats of physical punishment;

9.12.6. Punishing or threatening a child in association with food, rest or toilet training;

9.12.7. Isolating a child without supervision or placing the child in a dark area;

9.12.8. Permitting a child to discipline other children;

9.12.9. Punishing an entire group for the actions of a few children; or

9.12.10. Seeking or accepting parental permission to use physical punishment or other actions prohibited by this rule.

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

9.13.1. The definition of child abuse and neglect;

9.13.2. 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.

9.14. Each WV Pre-k classroom shall provide a minimum of 35 square feet per child of usable indoor 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.

9.15. A WV Pre-k program shall provide an outdoor play 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.

9.16. Bathrooms. 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.

9.17. Brushing Teeth. A WV Pre-k classroom shall provide appropriate opportunities for the children in care to have supervised practice of brushing teeth;

9.18. Activity Equipment and Materials. 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.

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9.19. A WV Pre-k classroom shall meet the rest needs of the pre-k children through

9.19.1. provision of a designated area where a child can sit quietly or lie down to rest;

9.19.2. establishment of a schedule for a children who are in WV Pre-k programming for more than four daytime hours that includes a regular nap period of at least one hour each day for the child who sleeps, and an opportunity for rest and quiet play in a designated part of the room for children who do not nap that allows the children to be engaged with quiet materials or activities such as books, quiet table toys, or computers.

9.19.3. provision of appropriate sleeping equipment that does not allow children to sleep on the floor or in a sleeping bag or on linens alone.

9.20. When children participate in WV Pre-k programming for more than (4) daytime hours, weather and circumstances permitting, a WV Pre-k classroom shall provide a minimum of one (1) hour of outdoor activity daily, on days when the temperature is forty (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 WVBE Policy 2520.15.

9.21. A WV Pre-k classroom shall have on file no later than 30 days after the admission, the child's health records, including a record of a health assessment signed by the child's licensed health care provider, that includes the following medical and developmental information, and any special required instructions for the WV Pre-k classroom:

9.21.1. The child's current height and weight;

9.21.2. A description of any allergy, current health problem or condition that may affect the child's adaptation to care, including abnormal results of screening tests, for vision, hearing, tuberculosis, or lead poisoning;

9.21.3. Prescribed daily medications and any potential side effect, and

9.21.4. The child's health history, including, as applicable, information about a serious illness or significant communicable disease, an injury that required medical attention or hospitalization, a previous surgery, or a history of prematurity.

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

9.23. Staff members shall adopt universal precautions when exposed to blood and body fluids that might contain blood.

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9.24. Hand washing. 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:

9.24.1 When hands are contaminated with body fluids;

9.24.2. Before preparing, handling or serving food, or setting the table;

9.24.3. After toileting, handling diapers or assisting a child with toilet use;

9.24.4. Before and after eating meals or snacks;

9.24.5. After handling pets or other animals;

9.24.6. Before giving medication;

9.24.7. After playing outdoors;

9.24.8. After handling garbage; and

9.24.9. After removing protective gloves used for any purpose.

9.25. 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.

9.25.1 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.

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

9.26.1. 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;

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

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

9.26.4. If it is attached to a building, that the barrier or fence provides at least two (2) exits from the play area, including one (1) exit that is at a distance from the building, and

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9.26.5. 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.

9.27. 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.

9.27.1 Bus drivers are trained in the supervision of young children (in addition to any other staff development received);

9.27.2 Children transported by a school bus who attend a pre-k classroom and are not yet enrolled in kindergarten will sit in a designated area of the vehicle.

9.27.3. 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.

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

9.28.1. The active media supplements but does not replace traditional early childhood materials;

9.28.2. A child has a choice of other activities and materials;

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

9.28.4. The computer software chosen is developmentally appropriate and supports creative play and learning; and

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

9.29. Regarding passive media, a WV Pre-k classroom shall ensure that:

9.29.1. Passive media is not routinely part of the daily schedule;

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9.29.2. When passive media is used, that staff members are available to support the use of it by discussing what is viewed with the child;

9.29.3. When television programs and movies are used, the contents are designed to benefit the child, viewing time is limited and the child who does not wish to watch has a choice of other activities; and

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

- 9.30. A WV Pre-k classroom shall ensure that products containing potentially hazardous chemicals, including identified poisons, medications, certain cleaning supplies, and art supplies not clearly labeled as nontoxic, are inaccessible to the children in a locked cabinet away from food, and stored 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.

### **§126-28-10. Standards for Preparing Students.**

~~10.1. Programs participating in the county's collaborative plan must adhere to the West Virginia Department of Education's developmental continuum contained in the content standards and objectives for eligible children's programs which are aligned with the Head Start outcomes framework and kindergarten content standards and objectives. The WV Pre-k classroom must implement the Policy 2520.15 which is aligned with Head Start outcomes framework and the kindergartens 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.

### **§126-28-11. Curriculum and Assessment.**

~~11.1. Once the list of accepted comprehensive curricula systems, curriculum enhancements, and comprehensive assessment systems is adopted, o~~Only comprehensive curricula systems, curriculum enhancements, and comprehensive assessment systems that are included on the adopted approved list may be used by programs participating in the county plan.

11.2 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. Teaching strategies 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,

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lack of individualization, or a high level of teacher directed instruction are not allowed as a part of the supplemental curricula.

11.2.3. Comprehensive curricula systems, curriculum enhancements and comprehensive assessment systems will be approved following ~~the~~ a process similar to the process established by the West Virginia Department of Education, including, preschool special education, for adoption of instructional materials.

~~11.3. Curriculum and assessment, along with the content standards and objectives, will be parts of an inter-related system that measures the child's progress on a continuum of development and are utilized to individualize the children's educational opportunities.~~

11.4. A comprehensive curricula system must at a minimum meet the following standards:

11.4.1. 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:

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.

e. supporting children so they view themselves as part of a larger community.

11.4.2. 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.

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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.

11.4.3. 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).

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

11.4.4. 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.

11.4.5. 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.

11.4.6. 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 by:

a. assuring children's health and safety.

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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.

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

a. promoting consistency in schedules and routines and facilitating smooth transitions.

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.

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

11.4.9. 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.

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

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

11.4.12. 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.

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.

11.5. 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.

11.5.1. 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,

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- d. science and nature,
- e. writing,
- f. role playing,
- g. physical activity
- h. art, and/or
- i. music.

11.6. 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.

### **§126-28-12. Transition and Continuity.**

12.1. 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:

12.1.1. an opportunity for the child and his/her family to visit the setting into which the child is transitioning, ~~i.e. WV Pre-k or kindergarten classroom.~~

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

12.1.3. 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.

12.1.4. a county system for transferring assessment data, including but not limited to portfolios, ~~on~~ 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.

12.1.5. policies and procedures for the transition of children with Individualized Education Programs IEPs into and out of the WV Pre-k and into kindergarten and ~~children from the WV Birth to Three system~~ will follow all state and federal requirements.

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12.1.6. transition planning which follows the *West Virginia Childhood Transition Checklist* (~~attached~~) [www.wvearlychildhood.org](http://www.wvearlychildhood.org).

12.1.7. To the extent possible, 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.

### §126-28-13. Inclusive Environments.

13.1. 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.

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

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

### §126-28-14. Staff Development and Training.

14.1. ~~Each county plan will include a~~ A collaborative professional development plan for providing a minimum of 185 hours annually ~~for~~ of staff development will be included in the county collaborative plan and be related to high quality programming for eligible children based on a professional development needs assessment, the Core Knowledge/Core Competencies for Early Care and Education Professionals which can be found at [www.wvearlychildhood.org](http://www.wvearlychildhood.org), and including a minimum of six hours of education on issues related to young children with special needs.

14.2. Professional development opportunities will follow the West Virginia State Training and Registry System (STARS) training process (~~attached~~)which can be accessed at [www.wvearlychildhood.org](http://www.wvearlychildhood.org).

14.3. Every WV Pre-k teacher and assisting staff including aides, assistants, and paraprofessionals, must complete a total of 630 hours of training based ~~upon~~ the comprehensive curriculum and assessment systems and the West Virginia curriculum/assessment standards Policy 2520.15 over a 24 month period and provided by the employer or made accessible through the professional development section of the county collaborative plan. ~~Thirty-six~~ hours is the minimum, ~~and does not preclude~~ Teachers and assisting staff may choose to take from taking a college credit bearing course ~~of 45 hours~~ based on the West Virginia curriculum/assessment standards in lieu of this requirement.

~~§126-28-15. Transportation.~~

~~15.1. 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.~~

~~15.2. Participating programs should make every effort to coordinate transportation systems to support families whose children would not otherwise be able to participate.~~

~~15.3. All participating programs must, at a minimum, follow the requirements of their primary funding source or the West Virginia TransporTots document, whichever is more stringent.~~

~~§126-28-165. Program Oversight.~~

~~165.1. 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.~~

~~165.2. The West Virginia Board of Education WVBE or its designee and the Secretary of the West Virginia Department of Health and Human Resources WVDHHR or his/her designee will maintain state oversight.~~

~~16.3. On or before the second day of January, 2004, the Secretary of the West Virginia Department of Health and Human Resources and the West Virginia State Superintendent of Schools will submit a report to the Legislative Oversight Commission on Educational Accountability and the joint committee on government and finance which addresses, at a minimum:~~

~~16.3.1. a summary of the approved county plans for providing the early childhood education programs under this policy.~~

~~16.3.2. an analysis of the total cost to the state and counties of implementing the plans.~~

~~16.3.3. a separate analysis of the impact of plans on counties with increased enrollment.~~

~~16.3.4. an analysis of the affect of the programs on the maximization of the use of federal funds for early childhood programs.~~

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~~16.45.3.~~ On or before the first day of December 1, 2004, and each year thereafter, the ~~West Virginia State Board of Education WVBE~~ shall report to the Legislative Oversight Commission on Educational Accountability.

### ~~§126-28-176. Financing.~~

~~176.1.~~ Neither the ~~West Virginia Board of Education WVBE~~ nor the ~~West Virginia Department of Education 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.

~~17.2.~~ Each county must include in the county collaborative plan an explanation of how money generated through the implementation of the eligible program will be used to support the participating programs in the county including contractual community programs and county school system provided programs.

~~176.32.~~ If programs are a part of the collaborative county plan and provide education services to eligible children that can be counted in the county school aid funding formula, those services must be provided at no cost to the parent/guardian of the children. . In collaborative settings, WV Pre-k is considered an enhancement to the program and parents shall not be charged additional costs for the enhanced services.

### ~~§126-20-18. Health and Safety.~~

~~18.1.~~ WV Pre k classrooms shall limit classroom size to no more than twenty children per classroom. Ratios shall be maintained at 1 adult: 10 children with one adult being a certified teacher in accordance with §126-28-8, Personnel Standards.

~~18.2.~~ If WV Pre k classrooms are operating for more than four hours, meals must be provided in accordance with the guidelines set forth under the West Virginia Department of Education child and adult food program. Programs operating less than four hours will provide a snack as prescribed the West Virginia Department of Education child and adult food program.

~~18.3.~~ Immunization. All children entering an approved participating WV Pre-k program shall follow the guidelines of the primary (providing 51% or more of the funding that year) funding source for that setting regarding immunization. Participating programs that operate within a public school facility must follow West Virginia Code §16-3-4.

~~18.4.~~ Health Screenings. All children entering an approved participating WV Pre-k program shall be screened for impairments or delays in hearing, vision, speech, language, development, and dental health. Programs shall adhere to the deadlines as prescribed by their primary funding source (providing 51% or more of the funding for that year). Programs operated by the county board of education shall adhere to West Virginia Code §18-5-17.

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**§126-28-197. Program Evaluation.**

197.1. Beginning with the school year 2004 which ~~starts in August 2004~~, all participating ~~programs~~ classrooms shall use the Early Childhood Environment Rating Scale-Revised (hereinafter ECERS-R, Harms, Clifford, and Cryer, 1998) as a guidance tool to evaluate the programs success in meeting the needs of the children. The results of the evaluation will be submitted annually using the ECERS-R Annual Development Form by the ~~30<sup>th</sup> day of June~~ June 30 to the WVDE , Coordinator of Early Childhood, Building 6, Room ~~318722~~, 1900 Kanawha Boulevard, East, Charleston, WV 25305-0330.

17.2 The ECERS-R evaluation that is sent to the WVDE Early Childhood Coordinator shall not be performed by the teacher of that classroom. County collaborative teams shall address this by forming teams or naming an individual to do this assessment. The ECERS-R is not an evaluation of the teacher for performance purposes, or an assessment of the development of individual students, but rather an assessment of the program. Teacher performance evaluations continue to be guided by the WV Pre-k program's policies. Public school teachers shall continue to be evaluated according to WV 120CSR142 WVBE Policy 5310 Performance Evaluation of School Personnel.

197.3. Programs will be assessed using the ECERS-R by a trained qualified outside evaluator ~~every five years or if concerns arise regarding the implementation of this policy from the West Virginia Department of Education, West Virginia Department of Health and Human Resources or county board warrant assessment.~~

~~19.3. At which time the state has money and manpower to provide monitoring using the ECERS, programs may be required to have a trained outside evaluator evaluate the program more frequently.~~

197.4. ~~At which time~~ 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: a copy of the ECERS-R evaluation using the ECERS-R Annual Development Form for each approved participating WV Pre-k program, a summary of the WV Pre-k services provided in the county, ~~a contractual agreement for each community partner providing services as an approved participating WV Pre-k program provider, the total number of WV Pre-k children served in each 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 to the WVDE Early Childhood Coordinator ~~West Virginia Department of Education~~, by the ~~30<sup>th</sup> day of June (format attached).~~ June 30. A copy of the report must be sent by the ~~30<sup>th</sup> day of June~~ June 30 to the WVDHHR West Virginia Department of Health and Human Resources, Early Childhood Division, Diamond Building, 301 Capitol Street, Room B-18, , Charleston, WV, 25301.

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197.5. The ~~state~~ WVDE shall develop and institute a system of longitudinal, scientific-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 WORKSHEET (Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT Policy 2525 West Virginia's Universal Access to Early Education System FUND \_\_\_\_\_

SOURCE OF REVENUE:  GENERAL FUND  SPECIAL  OTHER (SPECIFY) \_\_\_\_\_

COST OF ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

**SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT**

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	see below		see below		
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER					
2. ESTIMATED TOTAL REVENUES					

**3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):**

The cost of implementing universal access to early education programs in West Virginia is estimated to be \$85 million.

DATE  
\_\_\_\_\_

AGENCY  
West Virginia Department of Education

AUTHORIZED REPRESENTATIVE  
  
\_\_\_\_\_

**POLICY2525: West Virginia's Universal Access to Early Education System**

**COMMENT PERIOD ENDS:**

**COMMENT RESPONSE FORM**

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The following form is provided to assist those who choose to comment on Policy 2525: west Virginia's Universal Access to Early Education System. Additional sheets may be attached, if necessary.

Name : \_\_\_\_\_ Organization: \_\_\_\_\_

Title: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Please check the box below that best describes your role.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family     |
| <input type="checkbox"/> Principal                    | <input type="checkbox"/> Teacher             | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff   | <input type="checkbox"/> Service Personnel   | <input type="checkbox"/> Community Member  |

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**COMMENTS/SUGGESTIONS**

**§126-28-1. General**

**§126-28-2. Guidelines**

**§126-28-3. Definitions**

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

**§126-28-5. Attendance**

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

**§126-28-7. Waivers**

**§126-28-8. Personnel Standards**

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**§126-28-9. Regulation of Facilities**

**§126-28-10. Standards for Preparing Students**

**§126-28-11. Curriculum and Assessment**

**§126-28-12. Transition and Continuity**

**§126-28-13. Inclusive Environments**

**§126-28-14. Staff Development and Training**

**§126-28-15. Program Oversight**

**§126-28-16. Financing**

**§126-28-17. Program Evaluation**

Please direct all comments to:

Dr. Cathy Jones, Coordinator Pre-k Early Childhood Programs  
Division of School Improvement Services  
West Virginia Department of Education  
Capitol Building 6, Room 722  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
E-Mail Address: [ctrjones@access.k12.wv.us](mailto:ctrjones@access.k12.wv.us)  
Fax No.: (304) 558-1613