

WEST VIRGINIA
SECRETARY OF STATE

JOE MANCHIN III

ADMINISTRATIVE LAW DIVISION

Form #2

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2002 OCT 18 P 3:54

WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Procedural CITE AUTHORITY: W.Va. Const., Article XII, § 2; W.Va. Code

§§16-3-4, 18-2-5, 18-5-18c, 18-2E-1 et seq., 18-5-17 and 18-5-44.

AMENDMENT TO AN EXISTING RULE: YES NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 28

TITLE OF RULE BEING PROPOSED: West Virginia's Universal Access to
Pre-kindergarten System (2525)

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON November 20, 2002 AT 4:45 p.m. ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS:

Cathy R. Jones, Ed.D., Coordinator

Office of Instructional Services

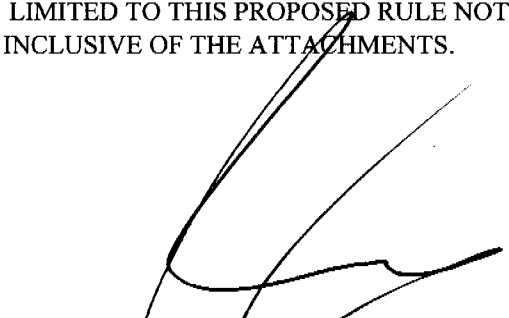
West Virginia Department of Education

Capitol Building 6, Room 318

1900 Kanawha Boulevard, East

Charleston, West Virginia 25305

THE ISSUES TO BE HEARD WILL BE LIMITED TO THIS PROPOSED RULE NOT INCLUSIVE OF THE ATTACHMENTS.


William J. Luff, Jr.

Deputy State Superintendent of Schools

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

SCANNED

Executive Summary

West Virginia's Universal Access to Pre-kindergarten System (WV Pre-k) Policy 2525

BACKGROUND:

During the 2002 legislative session, WV code §18-5-44 (as a part of Senate Bill 247) was passed to provide universal access to high quality pre-kindergarten programs for all four year old children and three year old children as mandated under federal law. Results from longitudinal research studies support the value of high quality pre-kindergarten programs for increased student success in school, increased high school graduation, increased gainful employment, decreased behavior programs, decreased grade retention and decreased special education placement.

The system of universal access is to be fully implemented by school year 2012-2013. County boards of education are charged with submitting an initial county collaborative plan by June 2003. Plans will be approved first by the Secretary of the West Virginia Department of Health and Human Resources and then by the West Virginia Board of Education.

An advisory council was convened and has been instrumental in the development of the policy. Advisory council members include representatives from Head Start, Child Care, The West Virginia Department of Health and Human Resources, The West Virginia Department of Education, Community Action Programs, the Governor's office, and members of the community.

PURPOSE:

The purpose of the policy is to establish the criteria for approving and implementing WV Pre-k classrooms for all eligible children. The policy provides requirements for parent/guardian involvement and family support, attendance, collaboration and the county plan, waivers, personnel standards, regulation of facilities, standards for preparing students, curriculum and assessment, transition and continuity, inclusive environments, staff development and training, transportation, program oversight, financing, health and safety, and program evaluation.

IMPACT:

An estimated 20,000 children enter kindergarten each year with varying pre-kindergarten experiences. This policy provides the guidelines for implementing a high quality collaborative kindergarten readiness system that will promote success in kindergarten and lifelong learning.

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**TITLE 126
PROCEDURAL RULE
BOARD OF EDUCATION**

2007 OCT 18 P 3: 54

SERIES 28

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

West Virginia's Universal Access to Pre-kindergarten 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 West Virginia's Pre-k System (WV Pre-k).

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

1.3. Filing Date. - -

1.4. Effective Date. - -

1.5. Repeal of former rule. - - None. This is a new rule.

§126-28-2. Guidelines.

2.1. WV Pre-k classrooms shall:

2.1.1. be readiness programs that are designed to meet the needs of eligible children and three year olds mandated under federal law.

2.1.2. utilize developmentally appropriate curriculum based on scientific research about how children learn.

2.1.3. provide the building blocks for literacy.

2.1.4. view children within the context of their family.

2.1.5. use a learning approach that reflects most effective practice based on scientific research about how four-year-olds learn.

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.

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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.

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. *Approved funding sources* means any funds used directly to support WV Pre-k classrooms for eligible children including school aid formula, Head Start funds, Even Start funds, Temporary Assistance to Needy Families, Child Care Development Funds, funds under the Elementary and Secondary Education Act, funds provided by the School Building Authority, and any other private or public funds.

3.2. *Approved WV Pre-k participating programs* 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 a contracted agreement or direct administration of the county school system.

3.3. *Contracted program* shall mean any program that qualifies as an approved WV Pre-k participating program by meeting all of the requirements of this policy and contracts with the county school system under the county collaborative plan to operate a classroom specific to this policy.

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3.4. *County collaborative plan* means the plan each county school board is required to submit detailing 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.

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

3.6. *Eligible child* shall mean any child, regardless of ability or whether he/she is toilet trained, who is four by the first day of September 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.

3.7. *Minimum program availability* means offering each preschool class a minimum of three consecutive days/week for at least three and one half hours per day during the school year calendar.

3.8. *West Virginia's Pre-k* means kindergarten readiness programs including, but not limited to, developmental kindergartens, four-year-old kindergarten, and other programs provided by approved WV Pre-k participating programs 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 conferences annually.

4.1.2. documented methods of communicating with parent/guardian including 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 126CSR16, West Virginia Board of Education Policy 2419 - Regulations for the Education of Exceptional Students, for preschool children with

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disabilities which are integrated into the program and provided in accordance with the needs specified in the child's Individualized Education Program.

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

§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 West Virginia 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 include in their plan a provision for working with families whose children are chronically absent and/or tardy.

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

6.1. Each county board of education must submit a county plan (an original and six copies) to the Secretary of the West Virginia Department of Health and Human Resources. 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 by the Secretary of the West Virginia Department of Health and Human Resources, the plans will be forwarded by the Secretary's office to the West Virginia Board of Education 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.

6.3. Changes, updates and amendments to the county plans are to be submitted to the West Virginia Department of Health and Human Resources and the West Virginia Department of Education by 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.

6.4. In order to support counties in the effort to maximize existing resources and collaborate with other providers of early childhood education, no less than 50% of the classrooms for eligible children must be provided through contracts 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 or cannot meet the mandates of this policy. 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 community settings. This ratio of community to public school providers can only be decreased with the

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written permission of both the West Virginia Board of Education and the Secretary of the West Virginia Department of Health and Human Resources. 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.

6.5. The county collaborative planning team must include at a minimum a representative 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.

6.6. Other recommended members of the county collaborative planning team may include a representative from the West Virginia Birth to Three program, 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.

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

6.8. 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 policy.

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

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

§126-28-7. Waivers.

7.1. The West Virginia Board of Education may grant a waiver from full implementation of WV Pre-k in a county if the 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 and has not had available funds sufficient to implement the program; and

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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 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 of that same year.

§126-28-8. Personnel Standards.

8.1. Teachers must hold a qualifying certification/endorsement for teachers, specifically, early education, Prek-k endorsement, or birth to five.

8.2. A full time permit shall be issued and valid for one school year and shall expire on the thirtieth day of June. 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 126CSR136, West Virginia Board of Education Policy 5202 - Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classification, Section 15. Full time permits will be issued for:

8.2.1. persons with degrees in preschool special needs, elementary education, child and family studies with an emphasis on early childhood education, or child development, or

8.2.2. persons with a Board of Regents degree with a specialization in early childhood/child development, or

8.2.3. persons with an AA in child development/early childhood or occupational development with an emphasis on child development/early childhood and one year of early education teaching experience.

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 West Virginia State Registry and Training System (WV STARS) 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 years of experience and possess the ability to understand and practice the core competencies with direction and instruction or through sponsorship of a professional organization or qualified

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mentor (attached). Aides and assistants must have an individualized staff development plan for specifying his/her planned progression on the career pathway toward level V.

§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 Division of Health Legislative Rules Child Care Centers 64CSR21 or any rule promulgated to replace and/or update 64CSR21. Public schools or other programs who are exempt under West Virginia Division of Health Legislative Rules Child Care Centers 64CSR21 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 and any recommendations for action will be made to the Office of Education Performance Audits.

§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 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 content standards and objectives for programs serving eligible children are written to reflect a level of performance that supports successful transition into kindergarten.

§126-28-11. Curriculum and Assessment.

11.1. Only curricula and curriculum enhancements that are included on the list of accepted curricula and curriculum enhancements may be used by programs participating in the county plan.

11.2. Curricula, curriculum enhancements and assessment processes will be approved following 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. Curricula 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:

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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.
- 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.
- 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 content standards and objectives for eligible children as prescribed by the West Virginia Board of Education.
- 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.

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, 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.

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:

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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.

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 compliment to, not substitute for, effective teaching or good curriculum.

11.4.12. include an assessment process 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 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.

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

11.6. Classroom design and program implementation for eligible children must exclude the use of desks, mimeographed 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.

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12.1. Each program participating in the county plan must have a written and implemented plan for transitioning children into kindergarten. At a minimum the plan will include:

12.1.1. an opportunity for the child to visit the kindergarten classroom.

12.1.2. written information to parent/guardian about kindergarten registration and what to expect in kindergarten.

12.1.3. an opportunity for teachers in the 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 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. children with Individualized Education Programs will utilize this transition process as guidelines for the transition of children established in 3.1.1 of this policy.

12.1.6. transition planning which follows the *West Virginia Childhood Transition Checklist* (attached).

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 inclusive early childhood classrooms with appropriate supports for children with identified special education needs.

13.2. County plans will not develop classrooms that segregate children on the basis of socioeconomic level, ability, and/or funding streams.

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

14.1. Each county plan will include a plan for providing a minimum of 18 hours annually for staff development related to high quality programming for eligible children based on a

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professional development needs assessment and including a minimum of six hours of education on inclusive environments.

14.2. Professional development opportunities will follow the West Virginia State Training and Registry System (S.T.A.R.S.) training process (attached).

14.3. Every early education teacher and aide must complete a total of 45 hours of training based upon the curriculum/assessment standards over a 24 month period and provided by the employer or made accessible through the county collaborative plan for professional development. These 45 hours of training will satisfy the 18 hours annual training requirement for the year in which the training is received and the two subsequent years.

§126-28-15. Transportation.

15.1. For programs participating in the county collaborative plan, transportation is considered a support, not a mandated service.

15.2. Participating programs should 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.

§126-28-16. Program Oversight.

16.1. Local program oversight, 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.

16.2. The West Virginia Board of Education or its designee and the Secretary of the West Virginia Department of Health and Human Resources 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.

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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.

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

§126-28-17. Financing.

17.1. Neither the West Virginia Board of Education nor the West Virginia Department of Education 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.

17.3. If programs are a part of the collaborative county plan and providing 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.

§126-20-18. Health and Safety.

18.1. WV Pre-k classrooms must be provided in buildings or structures that are of sound structure and maintained in good repair.

18.2. WV Pre-k classroom facilities shall be equipped with approved heating units sufficient to provide a temperature of at least 68 degrees Fahrenheit (68°F) at floor level in all rooms used by children.

18.3. All buildings or structures housing WV Pre-k classrooms shall be of rat-proof construction and free of insects and rodents.

18.4. Toilet fixtures for all WV Pre-k classrooms shall be sized so that they may be used by children without assistance, or provide step stools and/or modified toilet seats that are safely constructed and can be easily used in lieu of specially sized toilet fixtures.

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18.5. Lavatories in WV Pre-k classrooms shall be provided in or immediately adjacent to all toilet rooms. Lavatories shall have mixing faucets or be provided with tempered water. All lavatories shall be provided with soap and single services sanitary towels.

18.6. WV Pre-k classrooms shall provide useable floor space of at least 35 square feet per child and available for children's activities, exclusive of halls, bathrooms, the kitchen, office space, or storage areas. Useable outdoor play space of 75 square feet per child shall be provided.

18.7. 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.

18.8. 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.

18.9. Immunization. All children entering an approved participating WV Pre-k classroom that is participating in the county collaborative plan shall follow the guidelines of the primary (providing 51% or more of the funding that year) funding source regarding immunization. Participating programs that operate within a public school facility must follow West Virginia Code §16-3-4.

18.10. Health Screenings. All children entering an approved participating WV Pre-k classroom that is participating in the county collaborative plan shall screen children 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.

§126-28-19. Program Evaluation.

19.1. Beginning with the school year which starts in August 2004, all participating programs shall use the Early Childhood Environment Rating Scale (ECERS, Harms, Clifford, and Cryer, 1998) as a self-assessment tool to evaluate the programs success in meeting the needs of the children. This self-assessment will be submitted annually by the 30th day of June to the West Virginia Department of Education, Coordinator of Early Childhood, Building 6, Room 318, 1900 Kanawha Boulevard, East, Charleston, WV 25305-0330.

19.2. Programs will be assessed using the ECERS by a trained outside evaluator every five years or if concerns from the West Virginia Department of Education, West Virginia Department of Health and Human Resources or county board warrant assessment.

126CSR28

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.

19.4. At which time a county has fully implemented their county collaborative plan and all eligible children in that county have access to a WV Pre-k classroom, the county board of education is required to annually submit a copy of the ECERS self-evaluation for each approved participating WV Pre-k program, a summary of the WV Pre-k services provided in the county, a collaborative 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 Early Childhood Coordinator of the West Virginia Department of Education, by the 30th day of June (format attached). A copy of the report must be sent by the 30th day of June to the West Virginia Department of Health and Human Resources, Early Childhood Division.

County Plan for Services to Eligible Preschool Children

County _____ Date Submitted _____
 County Superintendent of Schools _____

Designated Contact Person Regarding Application _____

Address _____ State _____ Zip Code _____

Phone _____ Fax _____

Email address _____

Core Partner Representatives Participating on Collaborative Planning Committee:

Core Partner	Signature	Printed Name	Agency
Public School Preschool			
Public School Preschool Special Needs			
Head Start			
Local DHHR Representative			
Licensed Child Care			
Parent/Guardian of a preschool child			

Note: all core partners must attach a signed letter of agreement to the county plan documenting their participation in the plan development process.

C. Analysis of number preschool children served/not served according to school attendance area:

School Attendance Area	Number Preschool Children Enrolled in Approved Programs*	Number Preschool Children Not Enrolled in Approved Programs*
Totals		

* "Approved Programs" are those programs which currently or potentially under the tenets of this plan would meet the requirements of Title 126 Procedural Rule Board of Education, Series 28 Universal Access to Quality Preschool (2525) Section 2.1 and 3.1

D. Facility Analysis:

1. School Attendance Area	2. # of Classrooms that meet Child Care Licensing Standards and Class Size	3. # of new additional classrooms that will be needed:	4. # of classrooms available that need modifications to meet requirements:	5. Estimated cost of modifications:
Totals				

For columns 2, 3 and 4 above, indicate the locations of classrooms by "HS" for Head Start, "CC" for Child Care, and "PS" for Public School Preschool.

E. Financial Requirements for Implementation:

Provide an analysis of projected costs for each year up to full implementation.

Cost Category	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Facility Development / Renovation										
Additional Personnel										
Curriculum and Curriculum Enhancements										
Materials and Equipment										
Playground Renovation										
Staff Development										
Administration Costs										
Food Services										
Maintenance										
Transportation										
Other Costs										
Total Costs										

F. Anticipated Sources of Local Funding to Be Utilized to Support Universal Preschool Program:

Funding Source	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Title I										
Head Start										
Preschool Special Needs - Federal										
Preschool Special Needs - State										
Even Start										
Child Care and Adult Food Program										
TANF										
School Building Authority										
Private Funds (Business, Foundation)										
School Aid Formula										
Other (Specify)										
Totals										

Collaborative Plan Development

G. Describe the process utilized for plan development (agencies invited, number of meetings held, roles of participants, etc.) to date:

Part II. Please describe the projected time lines projected for implementation. Indicate whether the county is choosing to continue the planning process, when implementation will be initiated, and when will the does the county project reaching full implementation according to the requirements of Title 126 Procedural Rule, Board of Education, Series 28, Universal Access to Quality Preschool (2525) and Senate Bill 247.

Part III

For counties choosing to continue the planning process for the next school year, indicate below in as much detail as possible the rationale for continued planning and the steps to be taken in order to move the county towards implementation. For counties choosing to implement, either partially or fully, during the next school year, skip Part III and complete Parts IV, V, and VI. (Please note: according to Senate Bill 247: Chapter 18. Education, Article 5, County Board of Education Section 18-5-44(k) "Commencing with the school year beginning on the first day of July, two thousand four, and thereafter, no county board may increase the total number of students enrolled in the county in an early childhood program until its program is approved by the secretary of the department of health and human resources and the state board has been granted.")

Program Implementation

Part IV **Abstract - Provide a one page abstract narrative describing the county collaborative plan for eligible children which provides an overview of the type of program to be offered:**

Part V Please answer in detail the following questions, providing goals, strategies, time lines (from partial to full implementation), parties responsible, resources to be shared, and estimated budget:

A. Parent/Guardian Involvement and Family Support

Describe how the county collaborative program for eligible children will:

- Ensure a minimum of two parent/guardian conferences annually;
- Document communications with parent/guardians;
- Provide services to children and their families necessary to support the child in his/her transition into, participation in, and transition out of the program;
- Provide communication to children who come from homes where languages other than English are spoken;
- Provide support services pursuant to 126CSR16, West Virginia Board of Education Policy 2419 - Regulations for the Education of Exceptional Students, 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;
- Provide opportunities for parent/guardians to participate in decision making about their child's education.

B. Attendance

Describe how the county collaborative program for eligible children will provide for:

- The program administrator (i.e. principal, director, executive director), teacher, and parent/guardian to disenroll a child if they concur that requiring further attendance for that school year is not in the best interest of the child (see West Virginia school code 18-1, et seq.),
- Working with families whose children are chronically absent and/or tardy.

C. Collaboration and the County Plan

Describe how the county collaborative program for eligible children will provide for:

- No less than 50% of the classrooms for eligible children will be provided through contracts 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 or cannot meet the mandates of the program;
- Money generated through the implementation of the program will be used to support the participating programs in the county including contractual community programs and county school system provided programs.

D. Personnel Standards

Describe how the county collaborative program for eligible children will ensure that:

- Teachers in the program will hold a qualifying certification/endorsement, specifically early education, pre-k endorsement, or birth to five;
- Teachers meeting the criteria for receipt of a full time permit will meet all the requirements of the Professional Teaching Certificate within five years of the original issuance of the Full-Time Permit (See 126CSR 136, Professional/Paraprofessional Personnel and Advanced Salary Classifications, 126-136-15);
- Persons who are employed to meet the staff/child ratios but are not certified teachers, such as aides, assistants, or paraprofessionals, will meet the criteria set forth in the STARS career pathway level II.

E. Regulation of Facilities

Describe how the county collaborative program for eligible children will ensure that:

- All programs will meet the requirements as set forth in the West Virginia Division of Health Legislative Rules Child Care Centers 64CSR21 or any rule promulgated to replace and/or update 64CSR21.

F. Standards for Preparing Students

Describe how the county collaborative program for eligible children will ensure that:

- Programs will adhere to the West Virginia Department of Education content standards and objectives for programs for preschool children.

G. Curriculum and Assessment

Describe how the county collaborative program for eligible children will utilize:

- Curricula (specify) and curriculum enhancements (specify) that are included on the list of accepted curricula and curriculum enhancements;

Describe how the county collaborative program for eligible children will provide supports for curricula and curriculum enhancements, such as:

- Equipment (specify)
- Supplies (specify)
- Staff development activities (please identify)

Describe how the county collaborative program for eligible children will ensure that:

- Curricula 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
- The use of technology is incorporated into the regular classroom environment.

H Transition and Continuity

Describe how the county collaborative program for eligible children will:

- **Have a written and implemented plan (attach copy of plan) for transitioning children into and out of the collaborative preschool program which meets the criteria established in section 126-28-12 of the Procedural Rule for Universal Access to Quality Preschool (2525).**

I. Inclusive Environments

Describe how the county collaborative program for eligible children will:

- **Outline the county's process for providing inclusive early childhood classrooms with appropriate supports for children with identified special education needs,**
- **Ensure that classrooms will not segregate children on the basis of socioeconomic levels, abilities, and/or funding sources.**

J. Staff Development and Training

Describe how the county collaborative program for eligible children will:

- **Provide a minimum of 18 hours annually for staff development related to high quality programming for four-year-old children based on a professional development needs assessment and including a minimum of six hours of education on inclusive environments;**
- **Ensure that professional development opportunities will follow the West Virginia S.T.A.R.S training process;**
- **Ensure that every early education teacher and aide will complete a total of 45 hours of training based upon the curriculum/assessment standards over a 24 month period.**

K. Transportation

Describe how the county collaborative program for eligible children will:

- Provide or coordinate transportation to program services to support families whose children would not otherwise be able to participate;
- Ensure that all participating programs will, at a minimum, follow the requirements of their primary funding source or the West Virginia TransporTots document, whichever is most stringent.

L. Program Oversight

Describe how the county collaborative program for eligible children will:

- Ensure that local program oversight, including but not limited to, staff evaluation and discipline will be specified in the resulting collaborative agreements of each participating program in the county plan.

M. Financing

Describe how the county collaborative program for eligible children will:

- Ensure that federal sources of funding such as Head Start will not be supplanted or lost as a result of the collaborative plan for services;
- Ensure that services provided by the county collaborative four-year-old program will be provided at no cost to the parent/guardian of the children.

N. Health and Safety

Describe how the county collaborative program for eligible children will:

- Ensure that programs will be provided in buildings and structures that meet all of the Health and Safety requirements set forth in 126-20-18 of the Procedural Rule for Universal Access to Quality Preschool (2525).
- Ensure that all children entering an approved participating WV Pre-K classroom that is participating in the county collaborative plan will follow the guidelines of the primary funding source (providing 51% or more of the funding that year) regarding immunization. (Note: participating programs that operate within a public school facility must follow West Virginia Code 16-3-4)
- Ensure that all children entering an approved participating WV Pre-K classroom that is participating in the county collaborative plan shall screen children for impairments or delays in hearing, vision, speech, language, development, and dental health. (Programs other than those operated by the county board of education shall adhere to the deadlines as prescribed by their primary funding source and programs operated by the county board of education shall adhere to West Virginia Code 18-5-17).

O. Program Evaluation

Describe how the county collaborative program for eligible children will:

- Ensure that programs will use the Early Childhood Environment Rating Scale (ECRS) as a self-assessment tool to evaluate the programs success in meeting the needs of children (The results of the self-assessment will be submitted to the West Virginia Department of Education, Coordinator of Early Childhood, annually);
- Ensure that programs will be assessed using the ECERS by a trained outside evaluator every five years or if concerns from the SEA or LEA warrant assessment more frequently.

**WEST VIRGINIA STATE TRAINING & REGISTRY SYSTEM (STARS)
CAREER PATHWAY LEVEL DESCRIPTIONS**

O1/02

These competency levels and appropriate developmental practices describe expected attributes, skills and abilities of all people who work with young children (ages birth through eight years) and their families. Training and understanding of core competencies is the same for all who work in an early childhood setting. The level of competence, skills, abilities and understanding increases as staff/providers become more experienced and assume more responsibility, especially in the areas of programming, advocacy, training and supervision. A supervisor is to have a higher level of education and/or more years of experience than the person being supervised.

Eight levels of competency reflect experience and/or formal educational accomplishments. Individuals at all levels must have no criminal record and be in good health. An early care and education field refers to a credential, college credits or degree in child development, Birth through 4 certification, early childhood, child and family studies, and early childhood special education. Relevant occupational experience refers to working with or on behalf of children, ages birth through 8, and their families through: a) direct work with young children and families; b) supervision, leadership or management; c) program coordination, development or regulation; d) training, instruction or technical assistance; and e) evaluation or research. This Career Pathway does not replace licensing or certification requirements that may be expected for specific positions (i.e. certified public school teacher, WV Birth to Three credentialing requirements, etc.).

The abilities in each level are cumulative. Individuals must demonstrate proficiency in the core competency abilities listed in each previous level as well as in their level of professional development.

Level I:

Individuals at this level must be at least 16 years of age and be enrolled in high school or GED preparation classes. They conform to Core Competencies by following the directions and instructions of their supervisors.

Level II:

Individuals at this level must be at least 18 years of age, have a high school diploma or its equivalent and have an interest in working with young children. Staff/providers at this level have 0-1 year of experience working with young children and will assist other staff/providers. They *understand and practice* Core Competencies with direction and instruction from their supervisors or through sponsorship/affiliation with a professional association or qualified mentor.

Level III:

Staff/providers must have:

1. The West Virginia Training Certificate in Early Care and Education (WVTCECE), which is awarded for completion of 120 hours of STARS training. Training for WVTCECE is provided by STARS trainers at registered workshops and training programs throughout the state. Recognition certificates are issued for each 30 hours of STARS training completed. Training hours obtained through the WV Infant/Toddler Training (One Step At A Time) and the WV Educare Orientation program will count towards the WVTCECE.
2. Completed at least 120 training hours required for the Child Development Associate (CDA) certificate, as certified by CDA instructors, **or**
3. Completed 3 semesters of the registered Apprenticeship for Child Development Specialists (ACDS) program,

4. Completed the WV Department of Education Early Childhood & Education Services area of study through participating vocational and high schools, as certified by the participating school and the Department of Education.

Staff/providers at this level *practice programming* which conforms to the Core Competencies.

Level IV:

Staff/providers must have:

1. A Child Development Associate (CDA) certificate,
- or
2. 12 college credits in early care and education course work and a minimum of 300 clock hours of relevant occupational experience,*
- or
3. Four completed semesters of the registered Apprenticeship for Child Development Specialist (ACDS) program. A certificate of completion of 4 semesters of ACDS training is required from the ACDS instructor.
- or
4. Ten (10) years of relevant occupational experience* (this experience exemption expires on January 1, 2003).

Staff/providers at this level *practice and implement programming* which conforms to Core Competencies.

Level V:

Staff/providers must have:

1. A registered Apprenticeship for Child Development Specialist (ACDS) certificate from the Department of Labor or Department of Education,
- or
2. Other comparable certificate program in child development,
- or
3. 28-63 semester hours of college credit, with a minimum of 9 credit hours of early care and education course work,
- or
4. 28-63 semester hours of college credit and 1 year of relevant occupational experience (minimum of 1200 clock hours per year),*
- or
5. Fifteen (15) years of relevant occupational experience* (this experience exemption expires on January 1, 2003).

Staff/providers at this level *plan and adapt programming* which conforms to the Core Competencies.

Level VI:

Staff/providers must have:

1. An Associate Degree in an early care and education field,*
- or
2. An Associate degree with a minimum of 12 credit hours of early care and education course work,

3. An Associate degree and two years of relevant occupational experience,*
or
4. Completed at least 64 college credits and have two years of relevant occupational experience,*
or
5. Completed at least 64 college credits with a minimum of 12 credit hours of early care and education course work.

Staff/providers at this level *make curricular decisions* which conform to Core Competencies.

Level VII - Bachelor's Degree:

Staff/providers must have:

1. A Bachelor's Degree in an early care and education field,
or
2. A Bachelor's degree with a minimum of 15 hours of early care and education course work which includes either at least 90 contact hours of practicum experience with young children or one year of relevant occupational experience,
or
3. A Bachelor's degree and three years of relevant occupational experience.*

Staff/providers at this level *develop, select, and evaluate the early care and education program* to ensure it conforms to core competencies. In addition, they *apply theory into practice and help others understand this application of theory.*

Level VIII - Advanced Degree:

Staff/providers must have:

1. A Master's Degree or other advanced degree in an early care and education field,*
or
2. An advanced degree with a minimum of 18 hours of early care and education course work which includes either at least 90 contact hours of practicum experience with young children or one year of relevant occupational experience,
or
3. An Advanced degree and five years of relevant occupational experience.*

Staff/providers at this level are *directly involved in the activities of state, regional and/or national groups who advocate for children and contribute to the formation, evaluation and implementation of policies within the field of early childhood.*

* An early care and education field refers to a credential, college credits or degree in child development, Birth through 4 certification, early childhood, child and family studies, and early childhood special education.

* Experience exemption: Staff/providers with 10 or 15 years of prior, relevant occupational experience may bypass formal credentialing and educational requirements and advance to Level III or Level IV, respectively. This exemption clause will expire on January 1, 2005.

* Relevant occupational experience refers to a minimum of 1200 clock hours per year working with or on behalf of children, ages birth through 8, and their families through: a) direct work with young children and families; b) supervision, leadership or management; c) program coordination, development or regulation; d) training, instruction or technical assistance; e) evaluation or research.

WEST VIRGINIA STARS

State Training and Registry System
professional development for early care and education

LEVEL VIII

Requirements: Advanced degree in an early care and education field* **OR** Advanced degree with 18 credit hours in early care and education & either 90 practicum contact hours or 1 year of relevant occupational experience **OR** Advanced degree & 5 years of relevant occupational experience.

Abilities: Directly involved in the activities of state, regional and/or national groups; contribute to the formation, evaluation & implementation of policies within the field.

LEVEL VII

Requirements: Bachelor's degree in an early care and education field* **OR** Bachelor's degree with 15 credit hours in early care and education & either 90 practicum contact hours or 1 year of relevant occupational experience **OR** Bachelor's degree & 3 years of relevant occupational experience. **Abilities:** Develop, select and evaluate the child care program; apply theory into practice.

LEVEL VI

Requirements: Associate degree in an early care and education field* **OR** Associate degree with 12 hours in early care and education courses **OR** Associate degree & 2 years of relevant occupational experience **OR** ≥ 64 college credits & 2 years of relevant occupational experience **OR** ≥ 64 college credits in a related field with 12 hours in early care and education courses. **Abilities:** Make curricular decisions which conforms to Core Competencies.

LEVEL V

Requirements: Registered Apprenticeship for Child Development Specialist (ACDS) certificate **OR** other comparable certificate program in early care & education **OR** 28-63 college credits, with 9 credit hours in early care & education **OR** 28-63 college credits & 1 year of relevant occupational experience **OR** fifteen (15) years of relevant occupational experience.* **Abilities:** Plan and adapt programming which conforms to Core Competencies.

LEVEL IV

Requirements: Child Development Associate (CDA) certificate **OR** 12 college credits in early care and education & 300 clock hours of relevant occupational experience* **OR** 4 completed semesters of the ACDS program **OR** ten (10) years of relevant occupational experience.*
Abilities: Practice and implement programming which conforms to Core Competencies.

Level III

Requirements: West Virginia Training Certificate in Early Care and Education (WVTCECE) which includes completion of 120 clock hours of approved training through WV STARS **OR** ≥ 120 completed training hours required for the Child Development Associate (CDA) **OR** 3 completed semesters of the Registered Apprenticeship for Child Development Specialist (ACDS) program **OR** completed the WV DOE Early Childhood & Educational Services area of study through participating vocational schools.
Abilities: Practice programming which conforms to Core Competencies.

LEVEL II

Requirements: At least 18 years old with a high school diploma or equivalent and 0-1 years of experience.
Abilities: Understand and practice Core Competencies with direction and instruction or through sponsorship/affiliation with a professional organization or qualified mentor.

LEVEL I

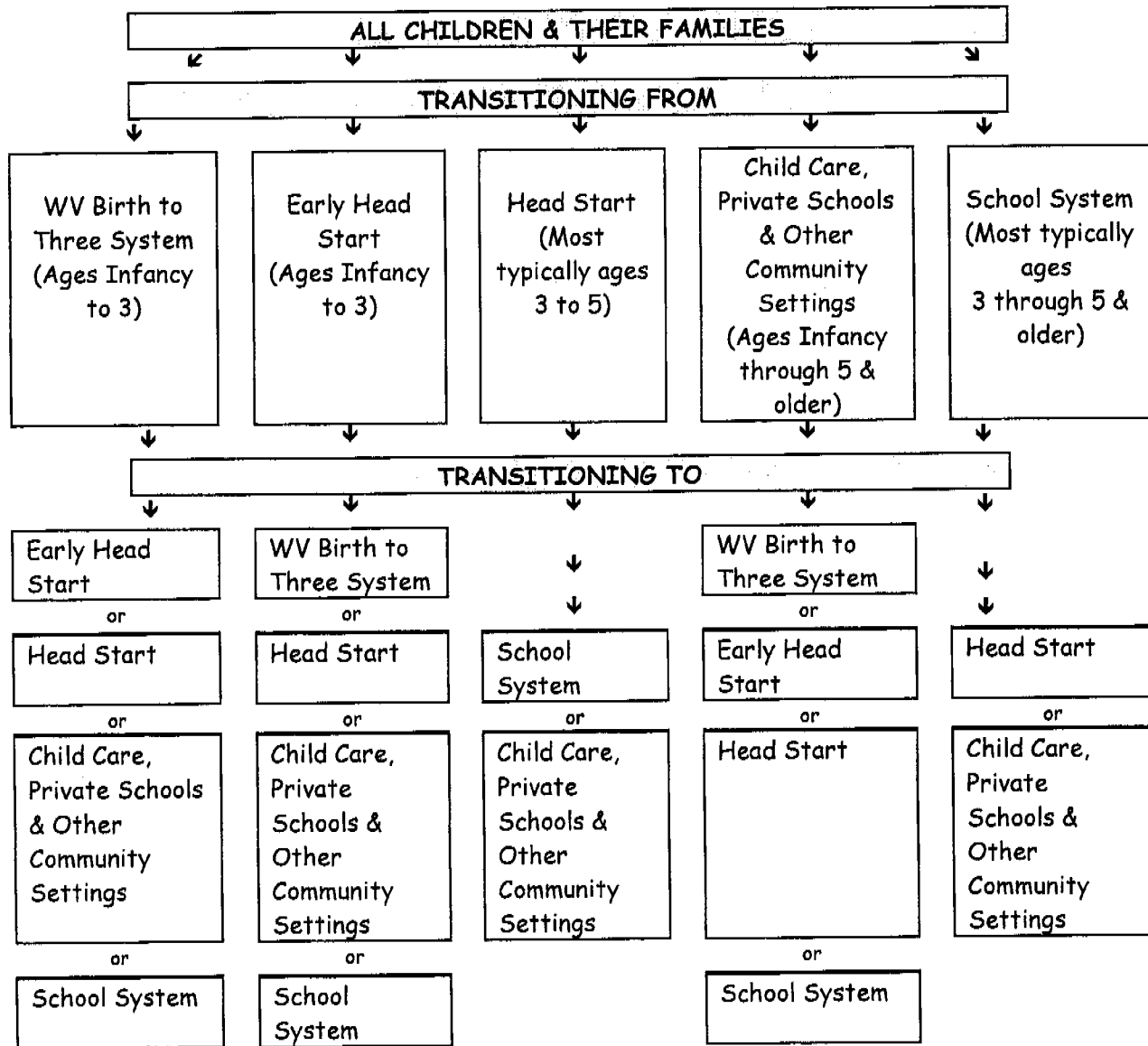
Requirements: At least 16 years old & enrolled in High School or GED preparation classes.
Abilities: Conform to Core Competencies by following supervisory direction and instruction.

- ★ The experience exemption clause to advance to Level IV or V with 10 or 15 years of experience expires on January 1, 2005.
- ★ An early care and education field refers to a credential, college credits or degree in child development, Birth through 4 certification, early childhood, child and family studies, and early childhood special education. This Career Pathway does not replace licensing or certification requirements that may be expected for specific positions (i.e. certified public school teacher, WV Birth to Three credentialing requirements).
- ★ Relevant occupational experience refers to working with or on behalf of children, ages birth through 8, and their families through: a) direct work with young children and families; b) supervision, leadership or management; c) program coordination, development or regulation; d) training, instruction or technical assistance; e) evaluation or research.

WV EARLY CHILDHOOD TRANSITION CHECKLIST

The purpose of this checklist is to assist local agencies in supporting children and families as they transition to and from a variety of settings: WV Birth To Three System, School System, Head Start and Child Care. It identifies key activities for such transitions, some legally required and some reflecting effective practice (offered here as guidance). The user of this checklist is encouraged to consult specific federal, state, and local legal requirements to ensure that procedures are in full compliance. Four (4) different checklists are provided here for transitions to or from: (1) WV Birth to Three System; (2) Early Head Start and/or Head Start; (3) Child Care, Private Schools and Other Community Settings; and (4) School System (Preschool, Kindergarten, or Other Grades). To use the checklist:

1. Select one (1) checklist per child, choosing the checklist(s) appropriate for the child's situation. Enter child/program information at the top of the page.
2. Keep the checklist in the child's record as a tool to track each activity to make sure it is completed. When complete, put a check in the "completed" column and date(s) of activities in the "timelines" column. Add notes as needed.



**WV EARLY CHILDHOOD TRANSITION CHECKLIST
TRANSITIONING FROM THE WV BIRTH TO THREE SYSTEM**

CHILD _____ PARENT _____

DOB _____ AGENCY _____ CONTACT PERSON _____

<i>These activities are appropriate for ALL children transitioning TO or FROM ANY setting.</i>		
Completed	Activity	Timelines
	Provide parents with information on programs and/or services including enrollment requirements and registration.	
	Communicate with agency staff to facilitate continuity of programming and/or services.	
	Provide transition related training to prepare staff a) to follow appropriate procedures and b) to support children and families in the transition process.	
	Provide training for parents regarding transition process and future options. Include interagency partners in the training.	
	Involve parents in transition planning: a) to advocate for children b) communicate with personnel in the next service setting	
	Plan activities to prepare child for the next service setting.	
	Arrange visits to the next service setting for children, families, and staff from the sending program or service.	
	Coordinate with other agencies to transfer relevant records to next service setting.	
	Release demographic information/screening evaluation to the next service setting with parental permission as necessary.	

<i>For Children and Families Transitioning From WV Birth to Three System</i>		
Completed	Activity	Timelines
	Conduct transition planning with parent. Add plan to Individual Family Service Plan (IFSP).	At least 10 months prior to 3 rd birthdate.
	Service coordinator contacts all appropriate "potential" receiving agencies that family wants invited to a face-to-face transition-planning meeting, including one or more of the following: ___ school system ___ Early Head Start/Head Start ___ child care, private schools and other community settings ___ other agencies for support needed by family Provide packet of information on the child to potential receiving agencies with parental consent.	

For Children and Families Transitioning From WV Birth to Three System - continued

Completed	Activity	Timelines
	Provide training for parents regarding transition process and future service options. Involve interagency partners in this training such as one or more of the following: ___ school system (required if child suspected to have a disability) ___ Early Head Start/Head Start ___ child care and other community settings and/or ___ family support or other behavioral health services ___ child care, private schools and other community settings	Start at least 10 months before 3 rd birthdate and continue through transition process
	Release demographic information to the school system or other identified receiving agencies with parent permission. Include releases needed for next service setting as appropriate.	4 months prior to 3 rd birthdate or earlier for summer or fall DOB.
	Conduct 90 day face-to-face meeting with all appropriate receiving programs (Early Head Start/Head Start, School System, Family Support, Child Care, Private Schools, Other Community Settings etc.) to discuss: 1. Child's program options from 3 rd birthdate through remainder of school year 2. Updating of transition plan by interagency partners with family to address: a. activities which will prepare the child and family for the transition and b. strategies for sharing information among sending and receiving agencies	At least 90 days and up to 6 months prior to 3 rd birthdate - or earlier to ensure that an Individualized Education Program (IEP) can be in place by the child's 3 rd birthdate. These timelines for schools may be different for Head Start.
	Participate in or release information concerning screening / assessment / evaluation, reports etc. to receiving agencies as required or authorized by parent.	According to local interagency agreement timelines and early enough to allow IEP to be in place by 3 rd birthdate
	Participate with team to determine need for further assessment.	
	Participate in IFSP/IEP meeting.	

NOTES:

**WV EARLY CHILDHOOD TRANSITION CHECKLIST
TRANSITIONING FROM EARLY HEAD START/ HEAD START**

CHILD _____ PARENT _____

DOB _____ AGENCY _____ CONTACT PERSON _____

These activities are appropriate for ALL children transitioning TO or FROM ANY setting.

Completed	Activity	Timelines
	Provide parents with information on programs and/or services including enrollment requirements and registration.	
	Communicate with agency staff to facilitate continuity of programming and/or services.	
	Provide transition related training to prepare staff a) to follow appropriate procedures and b) to support children and families in the transition process.	
	Provide training for parents regarding transition process and future options. Include interagency partners in the training.	
	Involve parents in transition planning: a) to advocate for children b) communicate with personnel in the next service setting	
	Plan activities to prepare child for the next service setting.	
	Arrange visits to the next service setting for children, families, and staff from the sending program or service.	
	Coordinate with other agencies to transfer relevant records to next service setting.	
	Release demographic information/screening evaluation to the next service setting with parental permission as necessary.	

For Children and Families Transitioning From Early Head Start (Ages Infancy to 3) or Head Start (Most typically ages 3 to 5)

Completed	Activity	Timelines
	Initiate meetings to discuss developmental progress of individual children among parents and professionals.	Early Head Start - at least 6 months prior to 3 rd birthdate
	Obtain the from parent consent/authorization for release of information for a referral.	Mail within 10 days of parent's signature
	Release relevant assessment, health records, etc.	
	Participate in Individual Family Service Plan (IFSP)/Individualized Education Program (IEP) meeting.	

NOTES:

**WV EARLY CHILDHOOD TRANSITION CHECKLIST
TRANSITIONING TO OR FROM CHILD CARE,
PRIVATE SCHOOLS OR OTHER COMMUNITY SETTINGS**

CHILD _____ PARENT _____

DOB _____ AGENCY _____ CONTACT PERSON _____

<i>These activities are appropriate for ALL children transitioning TO or FROM ANY setting.</i>		
Completed	Activity	Timelines
	Provide parents with information on programs and/or services including enrollment requirements and registration.	
	Communicate with agency staff to facilitate continuity of programming and/or services.	
	Provide transition related training to prepare staff a) to follow appropriate procedures and b) to support children and families in the transition process.	
	Provide training for parents regarding transition process and future options. Include interagency partners in the training.	
	Involve parents in transition planning: a) to advocate for children b) communicate with personnel in the next service setting	
	Plan activities to prepare child for the next service setting.	
	Arrange visits to the next service setting for children, families, and staff from the sending program or service.	
	Coordinate with other agencies to transfer relevant records to next service setting.	
	Release demographic information/screening evaluation to the next service setting with parental permission as necessary.	

NOTES:

**WV EARLY CHILDHOOD TRANSITION CHECKLIST
 TRANSITIONING TO THE SCHOOL SYSTEM
 (PRESCHOOL, KINDERGARTEN, OR OTHER PROGRAMS
 FOR CHILDREN WITH AND WITHOUT DISABILITIES)**

CHILD _____ PARENT _____

DOB _____ AGENCY _____ CONTACT PERSON _____

These activities are appropriate for ALL children transitioning TO or FROM ANY setting including school settings for students with and without disabilities.

Completed	Activity	Timelines
	Provide parents with information on programs and/or services including enrollment requirements and registration.	
	Communicate with agency staff to facilitate continuity of programming and/or services.	
	Provide transition related training to prepare staff a) to follow appropriate procedures and b) to support children and families in the transition process.	
	Provide training for parents regarding transition process and future options. Include interagency partners in the training.	
	Involve parents in transition planning: a) to advocate for children b) communicate with personnel in the next service setting	
	Plan activities to prepare child for the next service setting.	
	Arrange visits to the next service setting for children, families, and staff from the sending program or service.	
	Coordinate with other agencies to transfer relevant records to next service setting.	
	Release demographic information/screening evaluation to the next service setting with parental permission as necessary.	

For Children & Families Being Referred for Transition to Special Education Services in the School System: children ages 3 through 5 & older having or suspected of having a disability

Completed	Activity	Timelines
	Receive referral demographic information from family or agency from which child is transitioning.	10 months prior to 3 rd birthdate (if transitioning from WV Birth to Three)
	Participate in meeting with parents and referring agency (example: 90 day face-to-face for WV Birth to Three or meeting with Head Start, Child Care, Private School or Other Community Agency)	

For Children & Families Being Referred for Transition to Special Education Services in the School System: children ages 3 through 5 & older having or suspected of having a disability - continued

Completed	Activity	Timelines
	Review current evaluation data and determine evaluation data needed. (Example: from WV Birth to Three or Head Start)	
	Obtain parental permission for needed evaluation and ensure due process rights and parental input. (Example: parent questionnaire)	From receipt of parental permission to eligibility meeting is 80 calendar days
	Conduct evaluation / assessment including involvement of other agencies' staff as necessary.	Within overall timelines as noted above.
	Schedule Eligibility Meeting and/or a meeting for both eligibility determination and Individualized Education Program (IEP) development.	Within overall timelines as noted above.
	Participate in Eligibility Meeting or Eligibility/IEP meeting.	Within overall timelines as noted above.
	Schedule IEP team meeting (if not done as part of Eligibility Meeting).	30 calendar days following Eligibility Meeting
	Conduct IEP team meeting with participants. <i>NOTE: Follow guidelines assuring parental participation as outlined in 2419. (State Department of Education Regulations for the Education of Exceptional Students)</i>	
	Determine placement settings based on options as outlined in 2419.	

NOTES:

**County Collaborative Annual Report for
Approved participating WV Pre-k classrooms**

Program Year _____

County Submitting _____

- Annual Early Childhood Environmental Rating Scale self-assessment.
- A summary of the WV Pre-k classroom services provided in the county.
- Collaborative agreements for each approved participating WV Pre-k provider.
- Total number of children served in WV Pre-k classrooms.
- Number of children served in WV Pre-k classrooms with identified special needs.
- A list and brief description of professional development opportunities provided for WV Pre-k classroom staff.
- Number of WV Pre-k classroom staff that participated in professional development opportunities.
- Number of children who transitioned from WV Pre-k classrooms into kindergarten.

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 2525 West Virginia's Universal Access to Pre-Kindergarten 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 to the state through the school aid funding formula of fully implementing the West Virginia Pre-K System by 2012-2013 under West Virginia Code §18-5-44, is estimated to be \$48,823,301 over the next ten years. A large portion of this funding will be existing formula money. New state aid formula funding dollars will primarily be needed only in the counties with increasing enrollments. As per the mandate of that code, resources from federal Head Start funds, Temporary Assistance to Needy Families (TANF)/Child Care Development Fund (CCDF), and start up funds through Title I of ESEA (now No Child Left Behind) will be fully utilized and are estimated to currently equal approximately \$41,000,000. The additional cost for Department staff is estimated to be \$250,000 for full implementation.

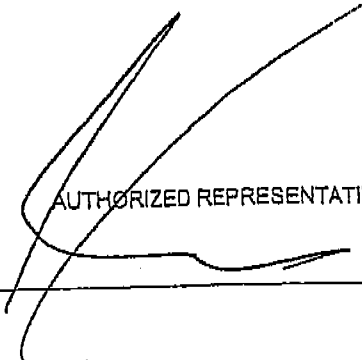
DATE

AGENCY

AUTHORIZED REPRESENTATIVE

10/03/02

West Virginia Department of Education



POLICY 2525: West Virginia's Universal Access to Pre-kindergarten System

COMMENT PERIOD ENDS: November 20, 2002

Directions: Please use this form to provide comments/suggestions regarding revised Policy 2525.

Individual/Organization: _____

Title: _____ Business: _____

Street Address: _____

City/State/Zip: _____

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

Please Mail the Completed Comment Form to:
Cathy R. Jones, Ed.D. Coordinator Early Childhood/Even Start
Office of Instructional Services
West Virginia Department of Education
Capitol Building 6, Room 318
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Address: ctrjones@access.k12.wv.us
Fax No.: (304) 558-6268