

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #2

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1989 MAR 28 AM 8:42
OFFICE OF 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: Legislative; CITE AUTHORITY 18-5-18c

AMENDMENT TO AN EXISTING RULE: YES ___ NO x

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 53 (Policy No. 2311)

TITLE OF RULE BEING PROPOSED: Transitional Kindergarten - Program Created;
Eligibility and Standard for Placement; Qualifications of Teachers; Funding

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 May 9, 1989 AT 9:00 a.m.

ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS.

Mr. Frank Andrews
Bureau of General, Special and
Professional Education
Room B-318, Bldg. #6
Capitol Complex
Charleston, WV 25305

THE ISSUES TO BE HEARD SHALL BE LIMITED TO THIS PROPOSED RULE.

Barbara Estep

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

Title 126
West Virginia Board of Education
Chapter 18-5
Series 53
Policy 2311

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Title: Transitional Kindergarten - Program Created; Eligibility and Standard
for Placement; Qualifications of Teachers; Funding

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Section 1.0 General

- 1.1 This legislative rule established the specific requirements for local school districts to initiate and administer transitional kindergarten programs for students needing additional physical, social, emotional, perceptual, and intellectual experiences after kindergarten.
- 1.2 Authority - §18-5-18c
- 1.3 Filing Date -
- 1.4 Effective Date -

Section 2.0 Program Definition:

A transitional year is provided after kindergarten, for children identified as needing additional physical, social, emotional, perceptual, and intellectual experiences.

Section 3.0 Program Delivery:

- 3.1 Transitional Program(s)
 - 3.1.1 Counties may designate one or more schools for the transitional kindergarten program and transport children to these schools.
 - 3.1.2 Counties should consider offering transitional kindergarten programs during the summer months for a minimum of six weeks beginning in the year 1989-90 as an alternative to retention.
- 3.2 Children eligible for transitional kindergarten are those who have completed a state-certified kindergarten program and have not demonstrated readiness for first grade work as indicated by tests and other standards.
- 3.3 Placement
 - 3.3.1 Placement will be considered after a teacher has made a sound professional judgement, comprehensive, standardized readiness assessments have been completed, input is obtained from other professional personnel, and after consultation with child's parent or guardian.

- 3.3.2 Students assessed and considered eligible for placement in the transitional kindergarten will be referred to the School Based Assistance Team.
- 3.3.3 The School Based Assistance Team will review all referrals and make the final determination for placement or refer the child for additional assessment.
- 3.3.4 A child who successfully completes a summer transitional kindergarten program shall be enrolled in first grade in the fall semester.
- 3.4 Time allocations are referred to in Policy 2510
- 3.5 Personnel
 - 3.5.1 The ratio of teacher to students shall be 1-15.
 - 3.5.2 An aide shall be assigned to each transitional kindergarten with more than ten students.
 - 3.5.3 Provisions shall be made for transitional kindergarten teachers to communicate on a regular basis with other teachers, professional personnel, and other representatives of other appropriate agencies.
 - 3.5.4 Teachers meeting state teacher certification and holding a certificate; Early Childhood Education, Early Education Pre K-K or Multisubject K-8 are eligible to teach transitional kindergarten.
- 4.0 Program Assurances
 - 4.1 Each county shall establish a process for periodic review of individual student's progress.
 - 4.2 Within the first grading period students who have acquired mastery of deficient skills shall be referred to the School Based Assistance Team for consideration for placement in the first grade.
 - 4.3 The parent(s) or guardian has the right to contest placement of their child in a transitional kindergarten program. Placement appeals must first be made to the school principal. If a consensus cannot be reached between the principal and parent, the parent may appeal to the next level as defined in the county parent appeals process.

*The term developmental has been deleted from the guidelines as the bill does not address this program. Transitional is provided after kindergarten for children identified for needing additional physical, social, emotional, perceptual or intellectual experiences. Developmental kindergarten is an approach to teaching kindergarten and should not be interchanged with the term transitional.

Revised 11/9/88
Revised 11/18/88
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11/23/88