

West Virginia Board of Education Policy 2510: Assuring the Quality of Education Programs

Early Learning Readiness Pre-K and Kindergarten Guidance



General Overview of Early and Elementary Learning Programs (Grades Pre-K through Grade 5)

- » Early and Elementary Learning Programs address the holistic needs of all students in pre-k through Grade 5.
- » A comprehensive approach to early and elementary learning is inclusive of a balanced focus on knowledge and skill-building, as well as the development of positive dispositions to learning.
- » Early and Elementary Learning Programs support students' development of approaches to learning through the Science of Reading and integration of the Mathematical Habits of Mind to bolster literacy and numeracy proficiency.
- » Counties are afforded flexibility in determining and implementing methods to facilitate high-quality early and elementary learning programming.
- » Systemic data-driven processes, such as sustained professional learning, evidence-based coaching models, and other continuous quality improvement efforts are utilized to promote high-quality classroom instruction in the early learning grades.

The purpose of this guidance document is to share information with those who serve children in West Virginia Universal Pre-K and Kindergarten programs regarding the components of West Virginia Board of Education (WVBE) Policy 2510. The pre-k and kindergarten grade levels in West Virginia are identified as *Early Learning Readiness* grades.

Key Takeaways

WV Universal Pre-K and Kindergarten Programs:

- » are designed to help students establish positive dispositions to learning and provide foundations for development across all domains and content areas;
- » emphasize social/emotional, cognitive, and motor development skills to provide the foundations of the Early Learning Readiness grades;
- » support school readiness efforts and assure the use of developmentally effective methods for students prior to entering first grade to provide a foundation for lifelong learning;
- » utilize the WVBE-approved Ready, Set, Go! school readiness framework per W. Va. 126CSR28, Policy 2525, West Virginia's Universal Access to Quality Early Education System;
- » measure kindergarten student proficiency in English language arts and mathematics through the administration of a state-approved and county adopted benchmark/screener. The screener shall be given to kindergarten students at the beginning, middle, and end of the school year;
- » utilize personalized learning plans to help kindergarten students who are demonstrating a deficiency in literacy and/or mathematics based upon benchmark/screener assessment results; and
- » utilize the formative assessment process to ensure that developmentally appropriate interactions, competencies, experiences, and skills are measured effectively.
 - *The West Virginia Early Learning Reporting System (WVELRS) reporting for West Virginia Pre-K is required three times per year.*
 - *WVELRS reporting for kindergarten is available up to four times per year. Determination of whether or not to participate in the WVELRS for kindergarten is made at the county level.*

Early Learning Readiness Pre-K and Kindergarten

(Based on WVBE Policy 2510 Chart 1)

- » Early Learning Readiness Programs provide responsive and developmentally appropriate environments, sufficient time allocations, and instructional practices necessary to create print and language rich environments that promote developmental growth and mastery of content and skills in all applicable state-approved content standards.
- » Classrooms are designed and equipped to support discovery, small group and individual learning, exploration, and problem solving in an environment that supports healthy social and emotional development.
- » Classrooms must have sufficient physical space and quantity and variety of appropriate materials and resources to support student-centered learning.
- » Educators should consistently use research-based instructional strategies to deliver content that is engaging and rigorous.

Domain	Additional Information and Related WVBE Policies
Social-Emotional	Universal Pre-K (Policy 2525) West Virginia Pre-K Standards Ages 3-5 (Policy 2520.15) K-12 Student Success Standards (Policy 2520.19)
Cognitive	Content Standards for: West Virginia Pre-K Standards Ages 3-5 (Policy 2520.15) English Language Arts (Policy 2520.1A) Mathematics (Policy 2520.2B) Science (Policy 2520.3C) Social Studies (Policy 2520.4) The Arts (Music and Visual Art) (Policy 2520.9) Technology and Computer Science (Policy 2520.14) Wellness Education (Policy 2520.5)
Physical Activity/Physical Education	West Virginia Pre-K Standards Ages 3-5 (Policy 2520.15) Universal Pre-K (Policy 2525) Wellness Education (Policy 2520.5) West Virginia Universal Pre-K classrooms (school-based and through collaborative partners) are required to offer at least 60 minutes of daily outdoor activity, weather permitting. Indoor time may be utilized when weather conditions are not conducive to outdoor activity. Kindergarten students shall have at least 30 minutes of physical education, including physical exercise and age-appropriate physical activities, for at least three days a week per W. Va. Code §18-2-7a. At least 50 percent of class time for physical education will be spent in moderate to vigorous intensity physical activity. Schools not having the number of certified physical education teachers or required physical setting may develop alternate programs to enable existing staff and physical settings to be used to meet this requirement. Alternate programs shall be submitted annually, prior to the first day of instruction, to the WVDE for approval.
Classroom Learning Environments, Routines, and Instructional Practices	Safe and Supportive Schools (Policy 4373) Universal Pre-K (Policy 2525) Tiered System of Support for Early Literacy and Numeracy (Policy 2512) Regulations for the Education of Students with Exceptionalities (Policy 2419)

To access WVBE Policy 2510, visit <http://wvde.state.wv.us/policies/>.