

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-3 Early Childhood Education (Grades K-4)</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
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Early Childhood Education programs for children shall address the holistic needs of the child and be based on the child’s developmental level. Cognitive, social/emotional and physical development need to be addressed as inter-related areas of development. The focus for cognitive development is the acquisition of reading, English/language arts and math skills. Skill building, technology utilization and learning for young children require teachers to be knowledgeable about child development and skilled in providing classrooms and instruction that meet children’s needs. For grades Pre-k-3, informal assessments, as well as formal assessments, will be used to guide daily instruction. Appropriate assessments improve the quality of classroom instruction by being responsive to individual student’s needs.

R 3-3-1 Pre- K Programs

Pursuant to a legislative mandate, Preston County Schools will offer a Pre-K program to all children who have attained the age of four prior to September 1 of the school year in which the student enters the program. The program shall adhere to all of the requirements of *SBP 2525 - West Virginia's Universal Access to Early Education System* and *SBP 2510 - Assuring Quality of Education: Regulations for Education Programs* as well as West Virginia Codes §16-3-4; 18-2-5; 18-2E-1 et seq.; 18-5-17 and 18-5-44. It should be noted that the following procedures are a summary of WV Code §18-5-44 and *SBP 2525* and both of these documents should be studied thoroughly as the implementation of the Pre-K Program progresses.

After the school year 2012-2013, on or before July 1 of each year, the Board shall report the following information to the Secretary of the Department of Health and Human Resources and the State Superintendent:

- ❖ Documentation indicating the extent to which the Board is maximizing resources by using the existing capacity of community-based programs, including, but not limited to Head Start and child care; and
- ❖ Should the Board include eligible children attending approved, contracted community-based programs in their net enrollment for the purposes of calculating state aid, it will also have to document the equitable distribution of funding for all children regardless of setting.

Guidelines

The Pre-K program shall:

- ❖ Be voluntary and based on the choice of the parent or guardian;
- ❖ Be readiness programs that are designed to meet the needs of all eligible children;
- ❖ Deliver content through the chosen approved curricular framework and the West Virginia Early Learning Standards Framework (WVBE Policy 2520.15, Early Learning Standards Framework Content Standards and Learning Criteria for West Virginia Pre-Kindergarten);
- ❖ Provide the building blocks for literacy;
- ❖ View children within the context of their family;

- ❖ Utilize state approved curricular frameworks and assessments to inform and individualize instruction;
- ❖ Employ staff with strong professional education preparation in child development and early childhood education;
- ❖ Build on what children already know in order to consolidate their learning and foster acquisition of new concepts and skills through hands-on active exploration of their learning environment, problem solving, communication, creativity, and use of their imaginations;
- ❖ Incorporate meaningful ways of communicating with and involving parent/guardian and family;
- ❖ Evaluate program success for meeting the needs of the child through the use of the Early Childhood Environmental Rating Scale – Revised which will be administered by a trained, collaborative county team or outside experienced observer team;
- ❖ Establish teacher/child ratios and class size according to recommended guidelines;
- ❖ Maximize existing community, state and federal resources (collaboration);
- ❖ Be an integral part of the West Virginia birth to kindergarten system of education and care;
- ❖ Take place in safe and healthy environments;
- ❖ Be inclusive of all children.
- ❖ Services for children with identified special needs are provided in the least restrictive environment according to the requirements of that child's IEP.

West Virginia's Pre-K is a readiness program designed to build the skills children need to be successful in kindergarten and as a foundation for lifelong learning. Research supports the need for a balance of teacher-directed and child-initiated instruction. The Pre-K classroom should have the time, space, and materials necessary to create effective environments for learning and implementation of their chosen approved curricular framework.

Teachers in Pre-K must be purposeful in planning and providing classrooms where learning occurs in the context of active exploration and hands-on discovery. In West Virginia's Pre-K program, the emphasis is on cognitive, social/emotional, and motor development. These areas are inter-related and cannot be addressed in isolation.

Knowing the developmental sequence of skill acquisition is fundamental for providing high quality Pre-K classrooms. Learning activities shall be simultaneously provided for children at different stages of development. Experiencing the world is a young child's work, thus the classroom environment is a key factor in the provision of high quality learning experiences for young children. Classrooms should be designed and equipped in a manner that supports discovery, small group and individual learning, exploration, problem solving, and development.

Pre-kindergarten (Pre-K) Programs of Study

Chart I: Pre-kindergarten (Pre-K)	
Children in Pre-K will have daily opportunities for problem solving, critical thinking and active engagement in the given content areas.	Language and Literacy
	Mathematics
	Science
	Physical Health
	The Arts
	Social Studies
	Social/Emotional Development

The acquisition of oral language and literacy skills shall be a primary focus. Pre-K classrooms must provide print rich and language rich environments. Learning centers that support the chosen approved curricular framework are required for all Pre-K classrooms including preschool special needs. These learning centers are to be intentionally designed to support learning and the development of critical thinking skills. Daily instruction in Pre-K shall be individualized, based on informal and formal assessments, and address the West Virginia Pre-K content standards and objectives (W. Va. 126CSR44O, WVBE Policy 2520.15, West Virginia Early Learning Standards Framework, Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-K). Teachers shall utilize a variety of teaching strategies, including the integration of technology.

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R 3-3-2 Primary Elementary (K-2)

The focus for K-2 is building strong reading, English/language arts, and math skills. Learning environments shall be print rich and provide manipulatives for hands-on learning in mathematics. Children in kindergarten through 2nd grade span a broad spectrum of development. The developmental level of each child is significant in the offering of daily instruction. Teachers shall utilize a variety of teaching strategies, including the integration of technology, to assure that all children are mastering the 21st century content knowledge and skills

Primary Elementary (K-2) Programs of Study

Chart II: Primary Elementary (K-2)	
In K-2 classrooms, the given content areas are taught daily. It is required, in accordance with scientifically based reading research, that, at a minimum, a daily-uninterrupted 90 minute reading/English language arts block be scheduled during which students are actively engaged in learning through whole group, small group and reading center activities. A minimum of 60 minutes of daily mathematics instruction is required.	Reading and English Language Arts Mathematics

Chart II: Primary Elementary (K-2) Programs of Study (continued)	
<p>All content areas may be integrated into classroom instruction and must be taught in a manner that supports the acquisition of strong reading, language arts and mathematics skills. Specific content area instruction in the given content areas may or may not be offered daily. Sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21st century content standards and objectives for each subject.</p>	<p>Science Social Studies Visual Art Music Health Learning Skills and Technology Tools</p>
<p>In K-2 classrooms, not less than 30 minutes of physical education including physical exercise and age appropriate physical activities, for not less than three days a week shall be provided. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.</p>	<p>Physical Education</p>

Instruction in K-2 classrooms will be individualized and driven by informal and formal assessments to help children attain the performance level of mastery or above as delineated in the approved West Virginia content standards and objectives. Strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades.

Components of career awareness and the application of technology shall be included during instruction in all subjects. The study of foreign language is encouraged. Students in K-2 classrooms shall be provided the opportunity to master the standards set forth in *W. Va. 126CSR44N Policy 2520.14, 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools* (hereinafter *SBP 2520.14*).

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R 3-3-3 Intermediate Elementary (3-4)

Children in intermediate elementary may be developmentally ready for instruction that is content area focused. This does not preclude the use of integrated instruction. Intermediate elementary students are beginning the transition into middle childhood. An emphasis on the developmental level of these intermediate elementary students must be a continued consideration.

Intermediate Elementary (3-4) Programs of Study

Chart III: Intermediate Elementary (3-4)	
Intermediate elementary students will be taught the given content areas. It is required, in accordance with scientifically based reading research, that, at a minimum, 90 minutes of reading and English/language arts instruction be provided through whole group, small group and reading center activities as a block or throughout the school day. A minimum of 60 minutes of daily mathematics instruction is required. Sufficient emphasis must be placed on the following content areas to ensure that students master content knowledge and skills as specified in the 21 st century content standards and objectives for each subject.	<p>Reading and English Language Arts</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p>
Intermediate elementary students shall be provided not less than 30 minutes of physical education, including physical exercise and age appropriate physical activities, for not less than three days a week. Schools which do not currently have the number of certified Intermediate elementary students shall be provided not less than 30 minutes of physical education, including physical exercise and age appropriate physical activities, for not less than three days a week. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.	<p>Physical Education</p>
These given content areas will be offered with frequency sufficient to achieve mastery of the West Virginia approved content standards and objectives for those areas and meet the needs of children.	<p>Visual Art</p> <p>Music</p> <p>Health</p> <p>Learning Skills and Technology Tools</p>

For intermediate elementary students, daily classroom instruction will be based on a variety of assessments that provide for the individualization of instruction. Schedules for intermediate elementary students shall allow the flexibility necessary to provide additional time and instruction for students who are below mastery in reading, English/language arts, and mathematics. Teachers in intermediate elementary classrooms shall utilize a variety of instructional strategies, including the integration of technology, to assure that all students reach the performance level of mastery or above on the West Virginia content standards and objectives. Strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades.

Components of career awareness and the application of technology shall be included during instruction in all subjects. The study of foreign language is encouraged. Students in intermediate elementary classrooms shall be provided the opportunity to master the standards set forth in SBP 2520.14.

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Adopted: August 9, 2010
Amended/Revised: