



Book	Ready for the Board
Section	2000 Program
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2230 - PROGRAM OF STUDY EARLY LEARNING PROGRAMS GRADES PRE - K - 5

~~It is the responsibility of the Board of Education to plan, deliver, and evaluate the education programs and student support services necessary to implement a thorough and efficient system of public education. The programs of study and student support services mandated by regulations must be made available to all students.~~

~~In carrying out this responsibility, the Board may: 1) cooperate with one or more districts in establishing and maintaining joint programs; 2) use educational service cooperatives or contract for services with public or private agencies having appropriate programs; and 3) coordinate and share programs, related services and resources with other organizations, agencies and local businesses.~~

~~Regardless of the method chosen, the Board shall: 1) collaborate with local businesses and community groups through established partnerships and a District Steering Committee; 2) be responsible for developing and implementing a strategic plan; 3) distribute the Board's resources as determined by the plan; and 4) be accountable to the public through the annual West Virginia Report Card.~~

~~**Early Learning Programs** address the holistic needs of all students in grades Pre-K-5. A comprehensive approach to early learning is inclusive of a balanced focus on knowledge and skill-building, as well as the development of positive dispositions to learning. This approach provides the potential to improve child outcomes and closes achievement gaps. Based on knowledge of child development and developmentally appropriate practices for learners, the following Early Learning Programmatic levels are established: Early Learning Readiness (Pre-K-Kindergarten); Early Learning Primary (Grades 1-2); and Early Learning Intermediate (Grades 3-5). Early Learning Programs promote a comprehensive approach to strengthening individual students' literacy proficiency throughout school, specifically regarding the integration of language and communication, mechanics of reading, and content knowledge in developmentally appropriate contexts. To close the literacy achievement gap for all students by third grade, Early Learning Readiness and Primary Programs support students' development of approaches to learning that provide eagerness for, and interest in, the processes of learning that lead to literacy proficiency. Opportunities to demonstrate literacy growth over time as part of a holistic approach to learning include, but are not limited to, measuring students' proficiency with reading development during the third grade year and beyond.~~

Early Learning Programs address the holistic needs of all students in grades Pre-K-5. A comprehensive approach to early learning is inclusive of a balanced focus on knowledge and skill-building as well as the development of positive dispositions to learning. This approach also provides the potential to improve child outcomes and close achievement gaps. Based on knowledge of child development and developmentally appropriate practices for learners, the following Early Learning Programmatic levels are established: Early Learning Readiness (Pre-K-Kindergarten); Early Learning Primary (Grades 1-2); and Early Learning Intermediate (Grades 3-5).

Early Learning Programs promote a comprehensive approach to strengthening students' literacy proficiency, specifically regarding the integration of language and communication, mechanics of reading, and content knowledge in developmentally appropriate contexts. To close the literacy achievement gap for all students by third grade, Early Learning Readiness and Primary Programs support students' development of approaches to learning that provide eagerness for, and interest in, the processes of learning that lead to literacy proficiency. Opportunities to demonstrate literacy growth over time as part of a holistic approach to learning include, but are not limited to, measuring students' proficiency with reading development during the third grade year and beyond. Districts are afforded flexibility in determining and implementing methods to facilitate high quality early 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 district is afforded flexibility in determining and implementing methods to facilitate high quality early 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.

Early Learning Readiness (Grades Pre-K-Kindergarten)

Programs serving students enrolled in Early Readiness grades help students establish positive dispositions to learning and provide foundations for development across all domains and content areas to be successful in first grade and with lifelong learning. Emphases on social/emotional, cognitive, and motor development provide the foundations of the Early Learning Readiness grades. To support school readiness efforts and to assure the use of developmentally effective methods for students prior to entering first grade, Early Learning Readiness grades utilize -West Virginia State Board of Education policy 2525 approved ~~framework for~~ school readiness framework per West Virginia's Universal Access to Quality Early Education System.

A primary component of ~~West Virginia's School Readiness~~ the school readiness framework is the West Virginia Early Learning Reporting System (ELRS), ~~which is inclusive of~~ a formative assessment process that provides ongoing individual and population outcome data to inform instruction, personalize learning, and share students' progress with families. The formative assessment process also ensures developmentally appropriate interactions, competencies, experiences, and skills are measured effectively. Data reporting for West Virginia Pre-K occurs three (3) times per year per West Virginia State Board of Education policy 2525, and for Kindergarten at least one time during the last reporting window using the WV ELRS.

Early Learning Primary Elementary (Grades 1-2)

The Early Learning Primary grades build on the comprehensive approach to personalizing learning inherent in the Early Learning Readiness grades, and provide a context for the development of knowledge and skill building across all content areas. Development continues to span across a broad spectrum for all students and is significant in the offering of daily instruction. Using a formative assessment process that provides data to inform instruction, personalize learning, and share students' progress with families, Grades 1 and 2 programs employ formative assessment methods to assure developmentally appropriate interactions, competencies, experiences, and skills are measured effectively.

Early Learning Intermediate (Grades 3-5)

Students in the Early Learning Intermediate grades are beginning the transition into middle childhood. An emphasis on the developmental levels of these students must be a continued consideration to support personalized learning, maintaining a balance between content specific focus and integration of content areas of study.

The Program of Study for children enrolled in an early childhood education program shall be in accordance with State Board policy 2510, as may be amended from time to time, and West Virginia State Board policy 2510, including any substantive amendments, incorporated herein by reference.

Revised 3/19/15

Revised 9/21/17

[West Virginia Board of Education policy 2510](#)

[West Virginia Board of Education policy 2460](#)

