Pre-K Program
2024 - 2025 School Year
Pre-K Providers' Operating Guidelines
==REVISED 9.25.2024==

The Guidelines have been revised due to the salary changes for Lead Teachers beginning in October 2024. In addition, sections regarding payment calculations have been updated to better reflect current processes in the new GAPREK system. The revised version of the policy document supersedes and replaces all previous versions.

For your reference, revisions have been made in the following sections:

- 12. 4 Lead Teacher Credentials/ Certifications
- 12.7 Lead Teacher Salary
- 12.8 Creditable Years of Experience
- 12.10 Provider Responsibility Regarding Salary (Lead Teacher)
- 13.7 Provider Responsibility Regarding Salary (Assistant Teacher)
- 17.1 Expenditure Guidelines

The *Georgia Department of Early Care and Learning (DECAL) 2024 - 2025 School Year Pre-K Providers' Operating Guidelines* are effective for the 2024 -2025 school year. Key program components are listed in the Table of Contents for easy reference.

This document outlines the requirements and regulations for operating a Georgia's Pre-K Program. To ensure program compliance and quality service, all Pre-K providers must be familiar with and implement these guidelines. This document is intended to provide clarity and to offer guidance to current and new Pre-K providers.

TABLE OF CONTENTS

APPENDICES

Appendix A   Parent Acknowledgement Form
Appendix B   Student Social Security Number Information
Appendix C   Waiting List Information Form
Appendix D   Roster Information Form
Appendix E   Basic Equipment, Materials, and Supplies Inventory List
Appendix F   Suggested Topics to Discuss at Family Orientation
Appendix G   Suggested Topics to Discuss at Pre-K Staff Orientation
Appendix H   Pre-K CAPS Form
Appendix I   Pre-K Year End Reconciliation Report
Appendix J   Checklist for Student Files Form
Appendix K   Grant Requirement Checklist
Appendix L   Instructional Quality (IQ) Guide for the Learning Environment
Appendix M   Instructional Quality (IQ) Guide for Daily Schedule
Appendix N   Instructional Quality (IQ) Guide for Planning Instruction
Appendix O   Instructional Quality (IQ) Guide for Assessment Work Sampling Online Director Timeline
Appendix P   Instructional Quality (IQ) Guide for Assessment Work Sampling Online Teacher Timeline
Appendix Q   Instructional Quality (IQ) Guide for the Montessori Learning Environment
Appendix R   Recommended Montessori Materials List
Appendix S   Sample Georgia's Pre-K At-Will Employment Agreement

1.0   General Program Operations and Services Information

1.1   Purpose

The purpose of Georgia's Pre-K Program is to provide a minimum of 180 full days (6.5-hours of instructional services per day; 1170 total hours per year) of high quality educational/instructional services to eligible four-year-old children.

1.2   Dates of Service

The 2024 – 2025 school year for Georgia's Pre-K Program will operate within the dates stated in the grant agreement.

1.3   Days of Service

The required days of service for the 2024 – 2025 school year is 190 days, which includes 180 instructional days for students and 10 days of Pre-K professional development/ planning days (pre- and post-planning, staff development, Pre-K training, in-service days) for staff. Pre-K staff cannot be used to provide services unrelated to Pre-K during the 190-day school year during the day.

Each program is required to submit a calendar into GAPREK for approval. The Pre-K program calendar must document 180 days of student instructional days or the equivalent instructional hours (1170 hours). If a program is unable to provide the required instructional time, then the provider's Pre-K payment will be prorated based on the number of instructional days provided. In addition to the student instructional days, programs must document the additional 10 professional development/planning days for staff. Any concerns or issues regarding meeting the required days of service should be referred to the program's regional Pre- K Specialist for resolution.

Programs without approved plans for providing the required instructional and planning time could be in jeopardy of losing funding.

2.0   Child/Family Eligibility

2.1   Age Requirement

Children must be four years of age on September 1, 2024, based on acceptable documentation, such as birth certificates, certificates of live birth, passports, official medical documents, legal documents, or official documents from other countries. Only children whose birthdates are from September 2, 2019, through September 1, 2020, are eligible for participation in the 2024 – 2025 school year. **Proof of age eligibility must be on file the day the child begins the Pre-K program.** Payments to Pre-K providers will be reduced for children without age documentation on file the first day of school.

A child who is five years of age on September 1, 2024, and has not attended Georgia's Pre-K Program as a four-year-old, may enroll in the Pre-K program. Families and teachers are encouraged to consider the child's

date of birth, physical maturity, emotional maturity, and prior experiences when making the decision to enroll the child in the Pre-K program at age four or age five.

If a child enrolls as a four-year-old, and the family elects to withdraw the child within the first 30 calendar days of enrollment, the family may withdraw the child, and the child may be eligible to enroll in Pre-K the following year if the local enrollment policies allow.

If a child is not served as a four-year-old, then the child may be eligible to attend the Pre-K Program as a five-year-old. However, programs may choose to deny enrollment into their Pre-K program for children who are age eligible for kindergarten. Families should check the enrollment policies of local programs before enrolling their child. If enrolled, families of children who are five years of age on September 1, 2024, and age eligible for kindergarten will be asked to sign a ***Parent Acknowledgement Form* (Appendix A)** indicating that the child did not previously attend Georgia's Pre-K Program for longer than 30 days. The Parent Acknowledgement Form is available in multiple languages at http://www.decal.ga.gov/BftS/FormList.aspx?cat=Pre-K. Children who are six years of age on September 1, 2024, and are age-eligible for first grade are not eligible for enrollment in Georgia's Pre-K Program.

2.2   Residency Requirement

The child must be a Georgia resident. For purposes of this program, Georgia resident is defined as a child who resides in the state of Georgia. When documenting residency, Pre-K providers should refer to the policy of the local school system regarding appropriate documentation. Examples of proof of residency include the following: current lease, property tax notice, homeowner's insurance bill, mortgage statement, current vehicle registration form, letter from shelter, letter from employer if employer provides housing, any utility bill listing the residence as the service address, and current PeachCare eligibility documents (PeachCare card or eligibility letter) for the child.

A cell phone bill or a driver's license is **not** acceptable proof of residency. If a student's family is living with someone else, families should provide a notarized affidavit from the property owner stating where the child's family is residing, plus a copy of the property owner's proof of residency (any items listed above). Active-duty military families can support Georgia residency with a copy of official military orders verifying Georgia residency during the school year.

2.3   Parent Requirement

A parent must agree to send the child to the Pre-K program for 6.5-hours of instructional time for the full school year. A child who is chronically tardy or absent without a reasonable excuse can be disenrolled from the program. A child who is not enrolled in the extended day program and is not picked up at the end of the Pre-K day on a regular basis can be disenrolled (see Section 3.10.)

2.4   Category One Definition

Category One eligibility is defined as the child's and/or family's participation in one of the following: Supplemental Nutrition Assistance Program (SNAP), SSI (Supplemental Security Income), Medicaid, Temporary Assistance to Needy Families (TANF), or Child and Parent Services (CAPS) program. Documentation of participation must be verified and kept on file for review. Children in foster care and children who participate in the free and reduced meal program through the school that they attend may also be eligible to qualify as Category One status. Income verification must be kept on file for children who participate in the free and reduced meal program.

2.5   Category Two Definition
Category Two status are those who do not meet the requirements for Category One eligibility.

3.0   Enrollment

3.1   Open Enrollment
Enrollment for the program must be open and nondiscriminatory. Children cannot be denied participation in educational programs on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendment of 1976); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990).

Georgia's Pre-K Program is a universal preschool program. A universal program is open to all children who meet the age and residency requirements (four-year-old on September 1st and reside in Georgia). The definition and implementation of enrollment policies are developed by individual providers. Enrollment policies should address exactly how students are chosen for participation in the Pre-K Program. Acceptable enrollment selection processes include first-come, first-served and a lottery drawing. Policies should include procedures for enrollment of siblings/multiple births. Enrollment policies cannot prioritize children based on the family's income. Written enrollment policies must be submitted for review by DECAL and should be made available to families.

Procedures for how students are assigned to Pre-K classrooms should also be included in the written enrollment policies. Programs are encouraged to provide specific procedures regarding enrollment periods, attendance zones, placement of siblings in same or different classes, and other critical issues related to enrollment.

Providers cannot require the following as a condition of enrollment:
- Certificate of Immunization (Form 3231)
- Certificate of Vision, Hearing, Dental, and Nutrition Screening (Form 3300)
- Upfront payment of meal or extended day fees
- Participation in summer programs prior to starting Pre-K
- Verification of child's status related to Category One or extended day services
- Independent toileting skills (toilet trained)

Programs should consider the populations defined in the following sections while developing their enrollment policies: 3.2 Children Who are Experiencing Homelessness, 3.3 Children in Foster Care and 3.4 Children in Military Families. In addition, programs should review Section 3.5 Local School Attendance Zones when developing enrollment policies.

3.2   Children Who are Experiencing Homelessness
Pre-K providers are encouraged to examine their existing enrollment policies to address families experiencing homelessness who are seeking to enroll a child in Georgia's Pre-K Program. Providers choosing to give priority to eligible children experiencing homelessness should clearly define this practice in their written enrollment policy. Providers should contact their Pre-K Specialist if guidance is needed for

families who do not have access to enrollment and eligibility documentation.

Homeless children and youth are defined by [McKinney-Vento Homeless Act](#) as individuals who lack a fixed, regular, and adequate nighttime residence. The term "homeless" includes children and youth who experience any of the following:

- ***Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason***: If economic hardship, such as an accident or illness, loss of employment, loss of public benefits, or conditions of poverty, forces a family or youth to share the housing of others temporarily, the children and youth are eligible for McKinney-Vento services. A long-term, cooperative living arrangement among families or friends that is fixed, regular, and adequate should not be considered a homeless situation, even if the parties are living together to save money.
- ***Living in a motel, hotel, trailer park, or camping ground due to the lack of alternative adequate accommodations***: Motels, hotels, and camping grounds will almost always be homeless situations, as they are rarely fixed, regular, and adequate. In contrast, trailer parks often are fixed, regular, and adequate residences. Asking questions about the condition and size of the trailer, the number of people living there, the intended length of stay, and whether the family or youth has an adequate alternative will help determine if the student is eligible for McKinney-Vento services.
- ***Living in an emergency or transitional shelter:*** Emergency or transitional shelters of all kinds, including youth shelters, domestic violence shelters, family shelters, transitional living programs, and supportive housing programs are homeless situations.
- ***Abandoned in hospitals***: A child or youth abandoned in the hospital is eligible for McKinney-Vento services.
- ***Awaiting foster care placement***: Children and youth awaiting foster care placement are considered homeless; therefore, they are eligible for McKinney-Vento services. Children who are already in foster care are not considered homeless.
- ***Living in a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings***: An example of a place that meets these criteria is a public restroom.
- ***Living in a car, park, public space, bus station, train station, abandoned building, substandard housing, or similar setting:*** Substandard housing is any dwelling that deviates from, or falls short of, local laws, standards, or norms.
- ***Migratory children***: Migratory children who qualify as homeless living in circumstances described above.

3.3   Children in Foster Care
Pre-K providers are encouraged to examine their existing enrollment policies to address families seeking to enroll a child, who is in foster care, in Georgia's Pre-K Program. Providers choosing to give priority to eligible foster children should clearly define this practice in their written enrollment policies. Providers should contact their Pre-K Specialist if guidance is needed for families who do not have access to enrollment and eligibility documentation.

3.4   Children in Military Families
A child whose parent or guardian is on active duty in the United States Armed Forces and has received official military orders to transfer into or within this state shall be eligible for enrollment, in the same manner and time as for students residing within the local school system, in the public school of the attendance zone in which he or she will be residing or in a public school authorized pursuant to Code Section 20-2-295, prior to physically establishing residency within the local school system, upon presentation of a copy of the official military orders to the local school system.

3.5   Local School Attendance Zones
A child who resides within the local school system, but not within the attendance zone of the specific school providing the Pre-K program, may not be denied service but may be placed on a waiting list until all children who do reside within the attendance zone of the specific school are enrolled. A child who resides within another local school system's attendance zone may not be denied service but may be placed on a waiting list until all children who do reside within the district are enrolled. Families may be required to pay out-of-district fees depending on local board of education policies.

3.6   Child Registration Forms
The Child Registration Form is available in multiple languages at http://www.decal.ga.gov/BftS/FormList.aspx?cat=Pre-K. Providers should use the appropriate form(s) for their type of program. A parent or guardian must complete and sign a registration form for each child registering in the program. The complete child registration form should be filed in each child's file and kept on-site for review. Providers can use an online registration process if the online registration application contains the same information as the Georgia's Pre-K Child Registration form.

3.7   Student Social Security Numbers
Social Security numbers are used to help identify students on rosters. Providers should request a copy of each enrolled student's Social Security card, however, the family cannot be required to submit the information. If a parent chooses not to submit the Social Security card, providers should ask the parent to complete the *Student Social Security Number Information Form* **(Appendix B)**.The Social Security Number Information Form is available in multiple languages at http://www.decal.ga.gov/BftS/FormList.aspx?cat=Pre-K. If the provider has a similar form, they may choose to use that form. A copy of each student's social security card or completed *Student Social Security Number Information Form* (or similar form) should be kept on- site for review by the Pre-K Specialist.

Providers should not ask all families to complete the *Student Social Security Number Information Form* in lieu of requesting the Social Security card. The *Student Social Security Number Information Form* should only be requested when a parent chooses not to submit their child's Social Security card.

3.8   Waiting Lists
A waiting list shall be maintained at the site level for children that are not able to attend due to full enrollment. All families asking to be placed on the waiting list must complete all sections of the *Waiting List Information Form* **(Appendix C)**. The Waiting List Form is available in multiple languages at http://www.decal.ga.gov/BftS/FormList.aspx?cat=Pre-K. *Waiting List Information Forms* must be kept on-site and available to DECAL staff.

Entering waiting list information into GAPREK is **mandatory**. Complete waiting list information must be

reported with the first roster and updated each roster reporting period. Waiting list information is a key component in determining placement of new and expansion classes.

3.9 Category One and Category Two Designation After Enrollment

Children should not be identified as having a Category One or Category Two status at the time of registration; however, the Pre-K provider is responsible for determining Category One or Category Two designation after enrollment. All families should complete the *Roster Information Form* **(Appendix D)** which should be kept on site for review by the Pre-K Specialist. The Roster Information Form is available in multiple languages at http://www.decal.ga.gov/BftS/FormList.aspx?cat=Pre-K.

In addition, the provider should request appropriate documentation of Category One services (such as copies of cards with current dates, current statements, etc.) and maintain documentation in student files. Providers must report Category One designation on the roster after supporting documentation is received. Designation of Category One and Category Two status for children may be updated as needed during the roster reporting periods.

3.10 Procedures for Student Attendance

Programs are required to have an approved student calendar and schedule. The schedule must include consistent arrival and dismissal times. In developing the schedule, providers should allow a five to ten minute drop off and pick up window outside of the 6.5 instructional day. The calendar and daily schedule must be provided to families as part of family orientation or upon enrollment. Written attendance policy, including school calendar and daily schedule, must be provided to families at orientation.

Daily attendance records must be maintained on site and include the dates when a child is absent and the dates/times when a child arrives late, leaves early, or is picked up late. Attendance records should also indicate whether the child is absent, arrives late, or leaves early due to medical or other approved situations.

Attendance Issues

Children should attend the program on a regular basis and arrive and leave according to the program's approved schedule. Teachers should document attendance issues including the following:

- Absent more than two days per month without medical or other reasonable explanation
- Late arrival more than once per week (Programs should allow children that arrive late to attend class for the remainder of the day. Children should not be turned away regardless of their arrival time)
- Early departure more than once a week
- Late pick up more than once per week when child is not enrolled in extended day
- Documented attendance pattern(s), e.g., child is late every Monday or absent every Tuesday or leaves early every Friday

Addressing Chronic Attendance Issues

Pre-K providers must develop written procedures for addressing chronic attendance issues. The goal of the written procedures is to assist families in establishing and maintaining regular school attendance patterns. The procedures should include specific actions to be taken by the provider and how the program will work with families to resolve ongoing attendance concerns. For example, the procedures require a phone call to

the family after three unexcused absences; a letter to the family from the director after five unexcused absences; a family meeting after six unexcused absences to determine the reason(s) for the absences and recommendations to improve attendance; referral to the Pre-K Specialist after ten unexcused absences. Procedures should be shared with families upon enrollment or as part of family orientation.

Providers are required to document their efforts assisting families to help resolve attendance issues. A meeting with the parent/guardian should occur to determine the reason(s) for the problem and identify ways to resolve the problem. Inability to resolve the problem after documented interventions can be submitted as a Student Chronic Absenteeism or Tardiness Request in GAPREK.

Consecutive Absenteeism
Children who do not attend class for 10 consecutive days without a medical or other reasonable explanation **must** be removed from the roster. DECAL approval is not needed; however, the program is responsible for reporting student end dates on the roster. The end date is defined as the last day the child physically attended the program.

A student whose parent or legal guardian is in military service in the Armed Forces of the United States or the National Guard, and such parent or legal guardian has been called to duty or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five additional school days per school year, for days missed from school to visit with his or her parent or legal guardian prior to the parent's or legal guardian's deployment or during the parent's or legal guardian's leave. Families shall provide a written statement for the child's file to document the absence.

3.11 Health Services
Health screenings are necessary for Georgia's Pre-K students so that any problems that might interfere with the child's ability to learn can be identified and addressed as soon as possible. All programs should ask the family the date of their child's last preventive health visit and provide a referral if the child is due for a visit.

Additional verification is required for Category One children. The Georgia Department of Community Health's guidelines require that any child eligible for Medicaid or PeachCare have a preventive health visit at ages four and five with their primary care provider (PCP) that includes a history, physical examination, anticipatory guidance, appropriate immunizations, appropriate laboratory test and other screenings. Therefore, programs should verify that Category One children have visited their PCP prior to entering Georgia's Pre-K. If a child has not had a visit, the Pre-K program should provide appropriate referrals and follow-up to the family,

3.12 Certificate of Vision, Hearing, Dental, and Nutrition Screening
All children attending Georgia's Pre-K Program must have a Certificate of Vision, Hearing, Dental, and Nutrition Screening (Georgia Department of Public Health Form 3300). The vision, hearing, dental, and nutrition screenings reported on Form 3300 must have been conducted within 12 months prior to the start of the Pre-K program.

Children may register and begin attending Pre-K prior to completion of these screenings and issuance of a Form 3300 certificate. However, the Certificate of Vision, Hearing, Dental, and Nutrition Screening indicating that children have completed these screenings must be on file within 90 calendar days of the start of the Pre-

K program. A completed form includes a checked box and screener's signature in each section. Any child who does not have a completed certificate within the 90-calendar day period may not return to the program until a certificate is provided and is on-site. If a family presents a valid appointment card for a 3300 appointment, the child can remain in the program until the date of the appointment.

Form 3300 is intended to ensure that every child in Georgia is screened for potential problems with their vision, hearing, teeth, and nutrition. If the 3300 is marked Needs Further Professional Examination, families should be asked to take the child to a professional for a more detailed evaluation. Families should provide documentation indicating their follow-up efforts. Providers should maintain follow-up documentation on site (i.e., updated certificate, doctor's notes, scheduled appointments, information from the family, etc.). Programs should contact their Pre-K Specialist for guidance in addressing families who fail to provide the appropriate follow-up after the program has made multiple attempts to obtain the information.

When children enter the program later in the year, the Pre-K provider shall make every effort to obtain the Certificate of Vision, Hearing, Dental, and Nutrition Screening as soon as possible to identify any follow-up needed. Waiting 90 days to obtain the 3300 for children who enroll later in the school year may not leave sufficient time to identify problems that could hinder the child's ability to learn.

3.13 Certificate of Immunization

All children attending Georgia's Pre-K Program must have a Georgia Department of Community Health Certificate of Immunization (Form 3231). Children may register and begin attending before issuance of Form 3231. However, form 3231 must be on file within 30 calendar days of the start of the program. Any child who does not have a completed certificate within the 30-calendar day time frame may not return to the program until a certificate is provided and is on-site. If a family presents a valid appointment card for a 3231 appointment, the child can remain in the program until the date of the appointment. A valid Form 3231 must have either the *Date of Expiration* or Complete for *School Attendance* box marked.

Expired certificates must be updated within 30 calendar days of the expiration date. Any child who does not have a completed certificate within the 30-calendar day time frame may not return to the program until an updated certificate is provided and is on-site. If a family presents a valid appointment card for a 3231 appointment, the child can remain in the program until the date of the appointment. An updated certificate, or another appointment card should be provided upon the child's return to the program.

Immunization Exemptions

Georgia law allows for two types of exemptions from the immunization requirements: medical and religious. Medical exemptions are used when it is deemed medically necessary for the health of a child. A medical exemption must be marked on Form 3231. A letter from a physician, advanced practice registered nurse, or physician assistant attached to the certificate will not be accepted as a medical exemption. It must be marked on the certificate. Medical exemptions are valid for a one-year period.

Families may object to vaccinations on religious grounds by filing an affidavit noting their objection. The only affidavit that may be used to register a religious objection to required vaccinations is the Georgia Department of Public Health (DPH) Form 2208. Religious affidavits must be notarized and kept on file. The affidavit does not expire.

4.0 Classroom Requirements

4.1 Approved Curricula

The Georgia Early Learning and Development Standards (GELDS) form the foundation for Pre-K classroom instruction (see www.gelds.decal.ga.gov for more information). The GELDS are correlated to Georgia's Kindergarten Performance Standards and to the Work Sampling System assessment indicators, thus promoting a seamless educational program for early learning. The Pre-K provider must provide a complete educational program in accordance with age-appropriate instructional practice and use a DECAL approved curriculum to enhance and supplement the GELDS.

Approved curricula are intended for use as a resource in planning age-appropriate instruction that aligns with the GELDS. All Georgia's Pre-K requirements such as those outlined in the Instructional Guide (IQ) for Planning Instruction, IQ Guide for the Daily Schedule and the IQ Guide for the Learning Environment must be met.

The list of approved curricula for the 2024 – 2025 school year is below.

Curriculum	Company
Alpha Skills Pre-K Curriculum	Alpha Skills, Inc
Beyond Centers and Circle Time	Kaplan Early Learning Company
Creative Curriculum for Preschool	Teaching Strategies, LLC
Connect4Learning: The Pre-K Curriculum	Kaplan Early Learning Company
Frog Street – EXCEL Pre-K	Frog Street Press, LLC
Frog Street Pre-K	Frog Street Press, LLC
High Scope Preschool Curriculum	High Scope Educational Research Foundation
InvestiGator Club: Prekindergarten Learning System	Robert-Leslie Publishing, LLC
Ready to Advance Early Learning Program	Benchmark Education Company, LLC
We Can Early Learning Curriculum	Voyager Sopris Learning, Inc
WINGS: The Ideal Curriculum for Children in Preschool	WINGS Curriculum, LLC

Guidelines for Choosing a Curriculum

Each Pre-K program must choose an approved curriculum, purchase the curriculum; and provide staff training associated with the curriculum. DECAL does not provide additional funding for purchasing a curriculum nor the required training. Providers may use their existing Pre-K budget to purchase a curriculum. It is recommended that providers explore content, costs, and hours of training needed when considering a curriculum. Additional information about each curriculum is available on the DECAL website *http://decal.ga.gov/Prek/Curriculum.aspx*

Newly funded Pre-K programs will be required to select a specific curriculum in GAPREK after a grant agreement is awarded. Continuation programs may request to change their curriculum by submitting a request in GAPREK.

4.2 Locally Developed Curriculum

Pre-K providers desiring to use a locally developed curriculum must submit the curriculum for approval through the curricula review process. This process takes place every five to seven years. DECAL must

approve any locally developed curriculum before it is implemented in a program.

4.3   Supplemental Curriculum

DECAL must approve the use of any supplemental curriculum. Pre-K providers must submit written requests for approval to their Pre-K Specialist. Written approval of the supplemental curriculum from DECAL must be kept on-site for specialist review.

4.4   Montessori Curriculum

A Pre-K program must have approval from DECAL before choosing Montessori as a curriculum. Requests for using a Montessori curriculum should be sent to the program's Pre-K Specialist. Refer to Section 25.0 for additional Montessori information.

4.5   Religious Instruction

No part of the Pre-K instructional day may be religious in nature. If an approved curriculum has both a secular and religious version, the secular version must be utilized in the Pre-K program. Programs may choose to offer religious instruction outside of the Pre-K instructional day. No Pre-K funding may be utilized for religious instruction.

4.6   Lesson Plans

Written lesson plans containing specific instructional activities are required for a minimum of 6.5-hours per day. Lesson plans should be completed prior to the start of each week and kept on-site for the entire school year. Lesson plans should be kept organized and easily accessible for specialist review. Current year lesson plans may be reviewed by the Pre-K Specialist during site visits.

The lesson plans should be based on the Georgia Early Learning and Development Standards (GELDS) and include educational experiences in all learning domains: physical development and motor skills; social and emotional development; approaches to play and learning; communication, language and literacy; and cognitive development and general knowledge (math, science, social studies, creative development, and cognitive processes). Teachers should also have a plan for transitions throughout the day. Corresponding GELDS indicator(s) should be included on the lesson plan with each of the planned instructional activities. Outside play should be included in the lesson plans. Meals and rest time will make up a portion of the 6.5-hour instructional day.

Lesson plans should include differentiated instruction based on the individual needs of all the children in the class, including children with disabilities. Goals and objectives from a student's Individualized Education Program (IEP) should be used when planning instruction (when applicable).

DECAL provides lesson plan templates for teachers to utilize. The templates are not required but recommended because they document the required Pre-K instructional activities. The lesson plan templates, and sample copies of lesson plans are located at http://www.decal.ga.gov/Prek/Planning.aspx. Teachers can also create a customized lesson plan template in the GELDS portal. All required lesson plan components must be present if providers choose not to use DECAL lesson plan templates.

Providers should refer to the *Instructional Quality (IQ) Guide for Planning Instruction* (**Appendix N)** for additional clarifications, information, and guidance in instructional planning.

4.7   Assessment

All Georgia's Pre-K Programs are required to implement the *Work Sampling System* and are required to use the online version *Work Sampling Online* (WSO). Providers requesting to utilize any supplemental assessments must submit the request in writing to their Pre-K Specialist.

Lead teachers are required to maintain copies of the Narrative Summary Reports and Developmental Checklists. Documentation gathered in the form of notes, matrices, and photos will be uploaded and stored online. Work samples may be uploaded or kept in each child's assessment folder. Teachers who choose not to upload work samples must enter a description and classification of work samples online as well as filing the actual work sample in the child's assessment folder. Assistant teachers should work with lead teachers to collect documentation to support assessment. However, it is the responsibility of the Lead Teacher to ensure documentation is entered and ratings are made in *WSO*.

The following student assessment data must be retained for a minimum of three years as specified in the grant agreement:
- *The Work Sampling System P-4 Developmental Checklist*
- *Work Sampling Online Narrative Summary*
- Documentation of Family Conferences

Assessment Requirements for New Teachers
New teachers (who have never taught in Georgia's Pre-K Program) will receive training on Work Sampling Online when they attend New Teacher Training. From the beginning of school until completion of training, new teachers should gather assessment documentation on children through observational notes, work samples, matrices, and photos. New teachers who do not receive training until after the fall rating period, are required to complete only the narrative portion of the Georgia's Pre-K Progress Report.

Providers should refer to the ***Instructional Quality (IQ) Guide for Assessment for Directors (Appendix O) and Teachers (Appendix P)*** for specific information and the timeline for use.

4.8   Family Participation
Pre-K providers should provide opportunities for families to participate in their child's educational experience. Research shows that active family participation in children's learning experiences contributes to success in school. Families should be encouraged to volunteer their time, talents, and experiences in the classroom. The Pre-K provider and families should maintain open communication throughout the school year and conduct parent meetings as needed.

Family Conferences/Sharing Assessment Information with Families
Information on each child's performance, including the *WSO Narrative Summary,* should be shared with families at two documented family conferences required during the school year. Documentation of these conferences should be kept in each child's on-site file.

4.9   Basic Classroom Equipment, Materials and Supplies
Pre-K providers must maintain adequate and appropriate equipment, materials, and supplies for each Pre- K classroom. All equipment must be in good repair. Pre-K providers should refer to the ***Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List*** for recommendations **(Appendix E)**.

4.10   Record Keeping

The current year records must be maintained at the Pre-K site. The Pre-K provider must retain the following records for a minimum of **three** years as specified in their grant agreement for Pre-K services:

- Pre-K Child Registration form
- Student Roster Information form
- Daily child attendance records
- Class enrollment rosters
- Age documentation
- Assessment information (see Section 4.7)
- Documentation related to suspension and/or disenrollment.
- Parent orientation and conference documentation
- Category One documentation
- Receipts and other financial records supporting expenses charged to Pre-K program (see Section 20.0)

5.0   Delivery of Services

5.1   Program Administration and Supervision

Each Georgia's Pre-K program must designate an administrator to serve as Project Director. Each separate site housing Georgia's Pre-K classes must have an individual designated to serve as Site Director. The Site Director should be located on site at the Pre-K facility during the 6.5-hour instructional day. The designated Site Director can have other duties but should be able to focus on the operation of the program during the 6.5-hour day. Persons with other responsibilities such as teaching in another classroom or preparing meals may not serve as Site Director. A Pre-K Lead Teacher or Assistant Teacher may not also serve as Project Director or Site Director.

5.2   Classroom Delivery

Each Georgia's Pre-K classroom must have the following:

- Licensed classroom space for class size of 20 students (if applicable).
- Licensed playground space for class size of 20 students (if applicable).
- Lead teacher with approved credential.
- Assistant teacher with approved credential.
- A maximum of 20 children enrolled.
- Regardless of the number of children in attendance, two adults (lead teacher, assistant teacher, and/or substitute) must be present and actively involved with children during the entire 6.5-hours of instructional time each day of operation, apart from the one-hour rest time.
- Approved furniture, equipment, materials, and supplies.

5.3   Program Delivery

The Pre-K program will provide 6.5-hours of instructional time, a minimum of 180 days per year for eligible children. Pre-K providers are required to develop a school year calendar that accounts for 190 days including a minimum of 180 days of instruction to children and 10 days of Pre-K related activities/duties for teachers (pre- and post-planning, staff development, Pre-K Training, in-service days). Set up and take down of the Pre-K classroom are expected to happen during pre- and post-planning days. Any changes to this

requirement must be approved by the program's Pre-K Specialist (see Section 1.3).

5.4   Orientation

Programs are required to provide an orientation for all teaching and administrative staff and an orientation for families within 20 working days of commencement of Pre-K services for children. The school year calendar should be shared with Pre-K staff and with families during orientation meetings.

During family orientation, families should receive written information concerning meal and extended day charges, including charges during times when children are out of school for holidays. While not required, DECAL recommends that providers explain their Pre-K policies and procedures and have families sign a statement that they received these policies and procedures in writing. Orientation provides an opportunity for families to complete the Roster Information Form (Appendix D). Documentation of these orientation sessions should be available in on-site program files.

See **Appendix F** for Suggested Topics to Discuss at Family Orientation. See **Appendix G** for Suggested Topics to Discuss at Pre-K Staff Orientation.

5.5   Licensing

The facility must meet the licensing requirements of the appropriate licensing agencies. At a minimum, the license must cover the 6.5-hour instructional program**.**

5.6   Substitutes

The Pre-K provider must ensure that a substitute lead teacher and/or substitute assistant teacher is present and working in the Pre-K classroom for each day that a lead teacher and/or assistant teacher is absent due to illness, required training, personal leave, etc. Refer to Section 14.0 for additional information.

5.7   Rest Time

Programs must provide a designated rest time for children each day. To maximize instructional activities, rest time cannot exceed one hour per day except when necessary to address specific needs of individual children. Children who do not rest shall be given quiet activities such as books and puzzles. All children must have a covering (sheet) on their individual rest equipment (mat or cot) and a covering (blanket or sheet) for themselves. These items may be purchased with Pre-K funds or families may choose to supply them. During the scheduled rest period, one adult providing direct supervision to all students is acceptable. For additional information regarding rest time, refer to the IQ Guide and FAQ for the Daily Schedule.

5.8   Program/Staff Hours

The 6.5-hours of instructional time should begin no earlier than 7:30 a.m. with hours of operation as delineated in the original approved application. The remaining working hours of the lead teacher and assistant teacher day must be used for Pre-K program activities such as family conferences, meetings, instructional planning, documenting children's progress, maintaining assessment portfolios, etc. Inappropriate duties for Pre-K teachers (lead and assistant) during the workday include, but are not limited to, bus driver, office manager, cook, and receptionist. Inappropriate use of Pre-K staff is unacceptable and may place the program on probation. This includes using staff during the Pre-K Day to supervise children not enrolled in Georgia's Pre-K Program.

5.9   Transportation

Transportation services are optional and may be provided for enrolled Pre-K children at the discretion of the Pre-K provider. The Pre-K provider should establish reasonable transportation zones. Field trips are considered part of the instructional program and are not considered transportation for purposes of reporting or funding.

5.10   Extended Day (Before and After School Care)

DECAL does not require Pre-K programs to provide extended day services. Extended day services for Pre-K children may be provided at the parent's expense and choice. DECAL recommends that fees for extended day services not exceed $35-$75 per week.

Families who meet income and activity requirements may qualify to receive financial assistance with the cost of extended day services through the Childcare and Parent Services (CAPS) program. Interested families should apply online through Georgia Gateway at www.Gateway.ga.gov and upload the CAPS Pre-K Referral Form (**Appendix H**) with their application. The CAPS Pre-K Referral Form is available in multiple languages at http://www.decal.ga.gov/BftS/FormList.aspx?cat=Pre K

5.11   School Closures and Make-up Days

There are circumstances which may necessitate the temporary closure of a Pre-K classroom(s) and cancelation of a scheduled Pre-K instructional day(s). Appropriate circumstances for cancelation of instructional day(s) include:
- Inclement weather
- Structural damage to the classroom or building
- Other circumstances that would be unsafe for children or teachers to attend

In the event of a closure, the provider must notify their Pre-K specialist as soon as possible with details of the closure.

Make-up Days

A provider can cancel up to four days without prior approval from DECAL. However, if the Governor declares a State of Emergency for the area, then closure days are not required to be rescheduled. If a program must cancel more than four days of instruction, Pre-K programs are responsible for scheduling make-up days. Programs should review their school calendar and determine the best method for making up instructional days. Generally, programs are encouraged to follow the make-up calendar for their local school system. Additional options for make-up days include:

- Converting a portion of the remaining teacher professional development days to student instructional days.
- Converting a portion of planned holidays or breaks to instructional days.
- Adding additional instructional days to the end of the school year calendar.

It is not necessary for programs to update their program calendar in GAPREK; however, programs must provide families and assigned Pre-K Specialist(s) written notice of the make-up days and of any changes in the calendar.

If a program is unable to reschedule required makeup days, the payment will be prorated based on the reduction of instructional days. Pre-K payments are not adjusted for closures due to inclement weather or due to a State of emergency declared by the Governor; therefore, the salary for closures must be paid in lead and assistant salary or the funds must be returned to DECAL.

5.12   Other Program Components
- A "moment of silence" is an acceptable practice at mealtimes.
- Lunch and snacks are part of the Pre-K program. Breakfast may be included at the discretion of the Pre-K provider but should be offered prior to the start of the 6.5-hour instructional day or as part of the instructional program (i.e., a teacher-directed language development time, a center-time activity, etc.).
- Weather permitting, supervised outdoor play should occur daily. See FAQ for Daily Schedule (http://decal.ga.gov/documents/attachments/FAQ_for_Daily_Schedule.pdf) for detailed information regarding outdoor play.

6.0   Student Support
Children grow and develop at their own rate. Although there is a general predictable sequence of milestones, they may not proceed through these stages in the same way or at the same time. A child's development is influenced by many factors including the child's environment and experiences. Visit https://development.decal.ga.gov/#/ for more information on developmental milestones.

Once children have had the opportunity to acclimate to the Pre-K classroom environment, differences in skills and behavior may become apparent. A child may exhibit significant developmental, behavioral, or health concerns that require special considerations. Providers should work with their Pre-K Specialist to ensure that support services are provided to children and their families. The Inclusion and Behavior Support Program at DECAL (1-833-354-4357 or inclusion@decal.ga.gov) is a resource available that can provide classroom practices coaching, professional development, and assistance with referrals to intervention services.

6.1   Children with Identified Disabilities
A child who is age-eligible for the Pre-K program and is identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) shall not be denied access to the Pre-K program. If a child is assessed and determined eligible for special education services, dual enrollment in public school system preschool special education classes and Georgia's Pre-K program is permitted. If staff need additional assistance with accommodating a child with an identified disability in the classroom, an Inclusion and Behavior Support Specialist is available by contacting the SEEDS Helpline at 1-833-354-HELP or inclusion@decal.ga.gov.

6.2   Children with Developmental Concerns
Providers with concerns about a child's development should contact their Pre-K Specialist for support and guidance. Providers should ensure that appropriate instructional activities are planned to meet the needs

of the individual children. The Specialist may recommend contacting the local school system's special education services department for a referral to assess the child's development and determine if the child is eligible for intervention services. The Inclusion and Behavior Support Program at DECAL can assist with contact information for the referral, as well as assist the teacher with classroom practices on inclusion.

6.3   Children with Behavioral Concerns

Pre-K providers should document challenging behaviors using the Behavior Incident Report (BIR) while implementing classroom strategies that support social emotional development. Providers can request help in developing and implementing these strategies from their Pre-K Specialist. Providers that have implemented these strategies and still have concerns about a child's behavior should contact the Inclusion and Behavior Support Program at DECAL by calling the SEEDS Helpline (1-833-354-HELP or inclusion@decal.ga.gov) for more specific support and guidance as soon as possible. Classroom practices and individualized behavior plan should be implemented within the program to help the child be successful before utilizing exclusionary practices such as suspension or modified day. An effective behavior support system should include the child, family, and teacher to ensure the child's success in the classroom environment.

6.4   Student Discipline

Georgia's Pre-K Program's policy regarding discipline is consistent with the Core Rules in the Rules for Child Care Learning Centers, Chapter 591-1-1-.11 (discipline) as follows:

(1) Disciplinary actions used to correct a child's behavior, guidance techniques and any activities in which the children participate or observe at the center shall not be detrimental to the physical or mental health of any child.

(2) Personnel shall not: physically or sexually abuse a child or engage or permit others to engage in sexually overt conduct in the presence of any child enrolled in the center; inflict corporal/physical punishment upon a child; shake, jerk, pinch or handle a child roughly; verbally abuse or humiliate a child which includes, but is not limited to, the use of threats, profanity or belittling remarks about a child or his family; isolate a child in a dark room, closet or unsupervised area; use mechanical or physical restraints or devices to discipline children; use medication to discipline or control children's behavior without written medical authorization issued by a licensed professional and given with the parent's written consent; restrict unreasonably a child from going to the bathroom; punish toileting accidents; force-feed a child or withhold feeding a child regularly scheduled meals and/or snacks; force or withhold naps; allow children to discipline or humiliate other children; and confine a child for disciplinary purposes to a swing, highchair, infant carrier, walker or jump seat.

Programs needing support with appropriate guidance and classroom management practices should contact their Pre-K Specialist or the SEEDS Helpline (1-833-354-HELP) for support.

6.5 Immediate Suspension

DECAL does not support the use of suspension with young children; however, an immediate suspension for **no more than two days** can be made if a child is causing an immediate danger to himself/herself or others. The purpose of immediate suspension is to allow the program an opportunity to plan for the child's re-entry and successful participation in the Pre-K program and should not be used as punishment. At the time of the immediate suspension, programs should contact the Inclusion and Behavior Support Program at DECAL (1-833-354-HELP or inclusion@decal.ga.gov) for assistance with developing a plan to support a child's re-entry and successful participation in the Pre-K classroom. Programs should also schedule a conference with the child's family to discuss strategies and options. Document the conference including the next steps and follow up as agreed upon by all parties.

Programs can implement immediate suspension up to two days at a time (**no more than five total days during the school year**) per child. No DECAL prior approval is needed; however, the program must complete the Student Suspension Notification Request in GAPREK within 24 hours. Programs must maintain ongoing communication with families and with the Inclusion and Behavior Support Unit anytime suspension is implemented.

If all five immediate suspension days have been used and a child is a danger to self, peers, or staff, the child may be sent home for the day while the program develops a plan for the child's successful return. Programs should use the following procedure:

- Notify their Pre-K Specialist immediately and contact the Inclusion and Behavioral Support Unit at DECAL (1-833-354-HELP or inclusion@decal.ga.gov).
- Prepare all documentation of behaviors and intervention strategies used to address concerns. The documentation must state the behavior, how often the behavior occurs, the interventions used, and the child's response to the interventions.
- Documentation should also include support provided to the teacher to help the teacher address concerns (Inclusion and Behavior Support Specialists, resources, professional development, etc.).
- Schedule a meeting with the child's family, teacher, assigned Inclusion and Behavior Support Specialist and program administrator to discuss strategies and options. Document the meeting including next steps and follow up as agreed upon by all parties.

6.6 Extended Suspension

An extended suspension should only be considered when all other options have been exhausted. An extended suspension (i.e., more than two days at a time or more than five cumulative days) requires prior approval from DECAL. Programs must contact their Pre-K Specialist to discuss requests for extended suspension. Extended suspension without prior approval may result in probation.

Completed Extended Suspension Request Forms (form may be requested from the Pre-K Specialist)

should be submitted via email to the program's Pre-K Specialist and include **Request for Extended Suspension** in the subject line.

Programs implementing an extended suspension should work with their Pre-K Specialist, Inclusion and Behavior Support Specialist and the family to create a plan to support the child's successful return to the Pre-K classroom.

6.7   Modified Day
A modified day schedule for a child (i.e., less than 6.5-hours of instructional time a day) requires prior approval from DECAL. A modified day should be used in conjunction with conferences with the child's family and targeted classroom interventions. Programs should request a modified day schedule in GAPREK.

6.8   Disenrollment Procedures
Programs should contact their Pre-K Specialist to discuss procedures and documentation required for submitting a request for disenrollment of a child from a Pre-K program. Disenrolling a child without prior approval may result in probation.

6.9   Requests for Children to Retain in Pre-K
DECAL will review requests for children to repeat Pre-K on a case-by-case basis. Pre-K Programs can request to retain a child in Pre-K. Requests should be discussed with the child's family prior to submission. Retention requests must be submitted by the Pre-K Project Directors in GA PREK and should include the following:
- Letter from the project director stating reason(s) the student would be better served in Pre-K than in kindergarten.
- Letter from the family requesting that their child repeat Pre-K.
- Written summary describing special education referrals, services a child is receiving, evaluations conducted, etc. Actual documents should not be submitted with the summary. If specific documents are needed for review, the program will be contacted to gain family permission for release.
- Documentation to support the request to repeat Pre-K
    - Work Sampling Online (WSO) information:
        - Developmental Checklist
        - Narrative Summary
    - Teacher's recommendation, and/or doctor's recommendation
    - Interventions during the Pre-K program year

All requests to repeat Pre-K including supporting documentation must be submitted by April 30, 2025. Requests received after this date will not be considered.

7.0   <u>Family Support</u>

7.1   Family Support Services
Support services are a vital component to the success of the Pre-K program. The following objectives should serve as a guide for activities Pre-K providers should offer to Pre-K children and their families:

- Health – No child should exit the Pre-K program with an undetected condition that could hinder his/her ability to learn. Any child with identified needs should be referred to the proper resource or agency for access to and coordination of services. Documentation of referrals should be kept on-site.
- Child Development – Family knowledge of the child's development and involvement in their child's educational experience should be enhanced through informational seminars, volunteer opportunities at the center/school, parent/center conferences, etc. Families should be encouraged to read to their children daily and complete activities with their children.
- Community Resources – Upon request, families should be provided with information about community resources such as GED, TANF, PeachCare for Kids, help in obtaining extended day services, etc.
- Kindergarten Readiness Initiative – Assistance should be provided to obtain all necessary documentation and health related requirements for kindergarten registration before the end of the Pre-K school year.

8.0   Program Fees

8.1   Program Fees
All children must receive the same instructional opportunities during the 6.5-hour instructional program day and cannot be charged a fee for activities during this time. For example, if dance, art, or computer classes are included in the 6.5-hour day, these opportunities must be free and available to all Pre-K children. Fees cannot be charged to any child/family for services needed to operate the instructional program such as registration, curriculum fees, classroom supplies, etc.

8.2   Requests for Donations of Classroom Supplies
Georgia's Pre-K Program provides a per classroom allotment for supplies annually to all Pre-K programs. Pre-K programs may request donations of classroom consumable supplies such as paper, crayons, glue, etc. However, these requests must be reasonable and must not be a requirement for enrollment or participation in the Pre-K program. Solicitation of monetary donations for purchase of these supplies is not permissible. Requests can only be made for the actual items. Programs failing to adhere to this guideline or abusing this policy will be subject to probation or termination of funding.

8.3   Field Trips/ Special Experiences for Students
Field trips off-site or on-site give students educational experiences that are different from their regular classroom environment. They broaden instructional activities and make a teaching topic more relevant. Field trips and/or special activities are highly encouraged but not required in Georgia's Pre-K and are considered part of the instructional program.

Programs may request a per child donation per field trip. Donations requested should not exceed a total of $25 per child per year. If a child does not provide a donation, Pre-K funds may be used to provide the field trip for that child. A child cannot be denied participation in a field trip based on whether a donation was received. Family members who participate in field trips may be charged a fee.

8.4 Fee Structure for Non-Pre-K Services

Families can be charged fees for services outside of the Pre-K instructional day (before and after school care and for non- Pre-K program days, e.g., holiday/vacation times, teacher work or professional development days). Fee policy must be in writing and provided to families prior to the first day of instruction. While not required, DECAL recommends that providers explain and have families sign a statement that they have received written information explaining charges for non-Pre-K services.

8.5 Meals

Programs have a meal fee policy for Pre-K students. The meal fee policy must be uploaded in GAPREK for review and include the following:

- Families with a Category One status: Meal or snack fees cannot be charged to families with a verified Category One status. Pre-K funding may be used for costs related to meals and snacks.
- Families with a Category Two status: Meal and snack fees may be charged to families with a Category Two status. Pre-K providers can charge a maximum of $25 per week for Pre-K lunch and snack. If breakfast is served during the Pre-K Day, then an additional weekly fee of $10 can be charged.
  - o Meal or snack fees cannot be charged if Pre-K program receives Child and Adult Food Program (CACFP) reimbursement for the child.
  - o Meal and snack fees should only be charged for meals/snacks served during the Pre-K Day when Pre-K is in session.

If the child attends the program on days when Pre-K is not in session (e.g., holiday breaks, teacher planning days), the fees should be consistent with the meal/ snack policy for the child care program or school. Pre-K providers should contact their Pre-K Specialist when there is an instance of continued non-payment of meal fees by a family with a Category Two status. Disenrollment for non-payment of meal charges will be at the discretion of DECAL.

8.6 School Uniforms

The purchase of school uniforms cannot be required for participation in Georgia's Pre-K Program. This includes special attire such as t-shirts for field trips. Centers with uniform policies may request that families dress children in uniforms. However, eligible children cannot be denied access to the Pre-K program for failure to meet the request. Providers are urged to provide uniforms for those who cannot afford them. With prior approval, Pre-K funds may be used for this purpose.

8.7 Special Family Activities

DECAL encourages Pre-K providers to plan family activities that focus on celebrating children's learning and participation in Georgia's Pre-K Program. Activities such as a field day, an open house, a family/child picnic, or a luncheon are recommended. All children should be included in these activities. Practice for programs should not negatively impact instructional time. Providers may not charge families any fees for participation in these programs.

9.0 DECAL Monitoring and Technical Assistance

9.1 Pre-K Specialist Support

DECAL Pre-K staff work closely with providers throughout the year and are available for consultation regarding onsite technical assistance, questions about the program, problems with maintaining enrollment, approval of equipment/materials/supplies requests, training needs, etc. Staff will provide specific technical assistance to help providers maintain compliance with program requirements and thereby allow them to maintain their funding viability.

9.2   On-Site Evaluation

DECAL Pre-K staff will make announced and unannounced visits throughout the school year to monitor and evaluate program progress. The monitoring process delineates the responsibilities of administrators and teachers and allows a greater focus on classroom instruction. The evaluation procedures listed below are designed to help raise instructional quality across the state.

All Georgia's Pre-K programs will be required to complete the following instructional checklists. The checklists will be used to ensure that all classrooms meet Pre-K requirements. They are used as communication tools for project/site directors and teachers, monitoring tools for Pre-K Specialists, and data reporting pieces for state level reporting.

- **Grant Requirement Checklist (Appendix K):** This checklist is used by the Project and Site Director to monitor the Pre-K grant requirements. It is meant to be used throughout the school year.
- **Instructional Quality (IQ) Guide for the Learning Environment (Appendix L):** This checklist is utilized by both teachers and directors to ensure that each Pre-K classroom is properly equipped. with quality materials.
- **Instructional Quality (IQ) Guide for Daily Schedule (Appendix M):** This checklist is utilized by both teachers and directors to ensure that each classroom's daily schedule meets Pre-K guidelines.
- **Instructional Quality (IQ) Guide for Planning Instruction (Appendix N):** This checklist is utilized by both teachers and directors to ensure that lesson plan guidelines are being met. Teachers will use this checklist along with a lesson plan template provided by DECAL or a template created by the program. Lesson plan templates are available on the DECAL website.
- **Instructional Quality (IQ) Guide for Assessment: WSO Director Timeline (Appendix O):** This checklist is utilized by directors to ensure that all assessment requirements are being met.
- **Instructional Quality (IQ) Guide for Assessment: WSO Teacher Timeline (Appendix P):** This checklist is utilized by teachers to ensure that all assessment requirements are being met.

All Georgia's Pre-K sites are required to complete the Grant Requirement Checklist (GRC) and Instructional Quality (IQ) Guides. Pre-K Specialists will monitor the use of these checklists in the following ways:

- Roster Verification Visits: Pre-K sites are randomly selected each year to participate in one full roster verification visit to take place between September and April. During this visit, a Pre-K Specialist will review rosters and children's records for completion and accuracy.
- Program Visits: Each specialist will review and use checklists to guide technical assistance at both the classroom and program level.
- All probation sites will be subject to full monitoring visits at multiple times throughout the program year.

10.0 Probation

10.1   Definition and Reasons for Probation

Probation is a status that warns a provider of the possibility of the non-renewal or termination of the Pre-K Grant due to program quality issues or failure to follow the *Pre-K Providers' Operating Guidelines*. Programs on probation are not guaranteed continuing classes for the following year. The grant agreement may either be held or not offered.

The following may place a Pre-K program on probation:
- Failure to correct ongoing Pre-K issues or multiple instances of failing to follow the *Pre-K Providers' Operating Guidelines.*
- Failure to submit required reports, information, and documents to DECAL by due dates or submission of fraudulent reports or documentation.
- Lack of credentialed teaching staff or failure to notify DECAL of any changes in teaching staff.
- Serious or repeated instances involving noncompliance with DECAL program requirements (Pre-K, Child Care Services, Nutrition Services, Childcare and Parent Services (CAPS), or Audit/AUP).
- Extended suspension, or modified day, or disenrollment of a child without prior approval (See Sections 6.6, 6.7, and 6.8).
- Exceeding the maximum allowance of 20 students per class or inappropriate staff/child ratios.
- Ineligible child birthdates or lack of birth documentation.

10.2   Probation Process
- Programs that have excessive or ongoing unresolved areas of noncompliance will be referred to the Pre-K Quality Support Program resulting in a probationary status. Participation in this program is a two-year process.
- Sites participating in the Pre-K Quality Support Program will receive a minimum of three site visits during the school year to monitor and report on progress.
- A program conference with the Pre-K Project Director and DECAL staff will be scheduled for programs on probation. During the meeting, the probation process, and the requirements for returning to good standing will be discussed.
- Targeted technical assistance based on identified needs and goals will be provided to programs participating in the Pre-K Quality Support Program.

10.3   Probation Funding Considerations
Programs not making adequate progress in the Quality Support Program will be in jeopardy of losing Pre-K funding. Sites failing to make progress may lose funding for at least one class during the initial year of probation. Reducing the number of classes has been an effective means for quality improvement; it is easier to maintain quality with fewer classes. Sites with only one class may lose all Pre-K funding at the discretion of DECAL. Sites with serious or repeated instances involving noncompliance with DECAL program requirements (Pre-K, Child Care Services, Nutrition Services, CAPS, or Audit/AUP) may lose all Pre-K funding regardless of the number of years in the process.

10.4   Program Conferences

DECAL reserves the right to schedule a program conference with any Pre-K provider. If a program conference is scheduled, requested participants are required to attend. Failure to participate in a mandatory meeting may result in immediate probation or termination of the Pre-K grant agreement during the program year.

10.5   Peer Review Process

Programs that continue to have unresolved probation issues, despite technical assistance, may have their Georgia's Pre-K Program grant agreement denied or revoked at DECAL's sole discretion. In such circumstances, providers may appeal the DECAL decision before a Peer Review Committee. The Peer Review Committee appeal process is not available to Pre-K programs identified with serious or repeated instances involving noncompliance with program requirements (Child Care Services, Nutrition Services, CAPS, Audit/AUP), fraudulent rosters or teacher credentials, audit (Pre-K or federal nutrition programs) irregularities, loss of nutrition program due to serious deficiencies, termination from CAPS, low enrollment, and/or repeated issues with teacher credentials.

11.0   <u>General Personnel Information</u>

11.1 Records Check Determination

Every employee must have a satisfactory record check determination to be present at a facility when children are present for care, as required by O.C.G.A. 20-1A-30 et. seq. and Rule 591-1-1-.09, Rules, and Regulations Child Care Learning Centers. If Grantee is not a licensed child care learning center and participates in Georgia's Pre-K Program as approved by the Grantor, Grantee then must comply with O.C.G.A. § 20-1A-30 et. seq. or similar state or federal requirements. The grantee must allow, upon the request of the Grantor or its authorized representatives, the review of all necessary documentation for compliance purposes.

11.2   Employees

All Pre-K program personnel are employees of the Pre-K provider for whom they work, not Georgia Department of Early Care and Learning or the State of Georgia.

11.3   Employment Terms Document

It is required that all Pre-K grantees have written documentation detailing the employment terms between the employer and all Georgia's Pre-K lead teachers. This written documentation is recommended, but not required, for Pre-K assistant teachers. The written documentation should be developed by individual providers and shall include the following terms, at a minimum:
- Employment begin and end date
- Compensation information
- Benefits information
- Professional conduct expectation
- Broad scope of work

The written documentation can be an employment contract, work agreement or letter of intent signed by the employer, provided to each individual Pre-K lead teacher, and kept on-site for review by DECAL staff. Providers may refer to the *Sample Georgia's Pre-K At-Will Employment Agreement* (**Appendix S**) for guidance in developing the employment terms document.

11.4   Pre-K Teacher Enrollment in the Georgia Professional Development System

The Georgia Professional Development System (GaPDS) is Georgia's early childhood workforce registry and training registration system. Users who complete and submit a profile are assigned a Career Level, which is based upon the user's highest level of degree or credential in early childhood education or a related field.

Lead and assistant teachers must be enrolled in the GaPDS before a student roster is submitted for the class in which they are assigned as the lead or assistant teacher. A teacher hired after a roster submission (between submissions) must be enrolled prior to the next roster submission. A GaPDS number is required in GAPREK for all Georgia's Pre-K lead teachers and assistant teachers. Project Directors must enter staff in GAPREK, but the GaPDS is an individual system and staff must enroll themselves.

Supporting documents must be submitted to confirm educational attainment and training. Supporting documents include official transcripts, training certificates, copies of CDAs and technical college credentials. The Georgia Professional Standards Commission (GaPSC) reviews transcripts and credentials for GaPDS to verify an individual teacher's credentials and degrees. Until a teacher is enrolled in GaPDS, the eligibility to serve in the lead or assistant teacher role has not been established.

If a teacher is currently certified as a Georgia teacher or paraprofessional through GaPSC, the certification and/or Paraprofessional license/certificate information will appear in the registrant's GaPDS profile after the registrant completes the profile. A social security number must be entered into the user's profile to verify teacher certification information from GaPSC. If the user is not a Georgia certified teacher or paraprofessional, he/she will need to submit a profile and provide all required information, including but not limited to training certificates, credential completion certificates, and official transcripts.

Any level of degree must be supported by an official transcript from an accredited institution. If a teacher's credential cannot be verified, an email from GAPREK will prompt the Project Director to have the teacher review their GaPDS profile and submit the appropriate credential information.

Failure to have credentials current and verified in GaPDS will affect Pre-K payments. Project Directors should confirm that teachers have registered in GaPDS, submitted required documentation to GaPDS, and GaPDS has verified the credential. If the teacher's credential has not been verified in GaPDS, then GAPREK will automatically set the teacher's credential level to "Insufficient."

Questions regarding enrolling in GaPDS or assistance with an account should be directed to gapds@decal.ga.gov or 404-267-2760.

Official transcripts must be submitted directly by the college or university in a secure electronic format to gapds@gapsc.com. All other documents, such as training certificates, CDA certificates, or technical college credentials should be uploaded directly into the user's profile in GaPDS. Certificates and

transcripts must be submitted electronically; mailed documents are not accepted.

12.0 Lead Teachers

12.1 Days of Service
All lead teachers are funded for 190 days of service – 180 days of classroom instruction to Pre-K children (or the equivalent if a modified calendar is approved) and 10 days of Pre-K related activities/duties (pre/post planning, staff development, Pre-K training, in-service days). DECAL does not maintain personnel policies for Pre-K teachers. Pre-K programs should provide teachers with a contract or work agreement outlining personnel policies including sick leave and holiday policies.

12.2 Age Requirement
All lead teachers must be 21 years of age or older. Lead teachers who have a valid bachelor's degree or higher teaching credential do not have to meet the minimum 21 years of age requirement. The teacher must, however, meet the age requirement for the facility's licensing agencies.

12.3 Professional Conduct
All lead teachers shall demonstrate conduct that follows recognized professional standards and preserves the dignity and integrity of the early childhood education profession. Lead teachers shall not engage in unprofessional Conduct or take any action or commit any act that might injure, tarnish, damage or otherwise negatively affect the reputation and goodwill associated with the Pre-K Provider, Georgia's Pre-K Program, or the Department in any way. Unprofessional conduct includes, but is not limited to, any behavior or action that could shock, insult, or offend the community, diminish the teacher's ability to interact professionally with others or otherwise bring disgrace or infamy upon themselves, the Pre-K Provider, Georgia's Pre-K Program, or the Department. Lead teachers shall not commit any act or do anything which might reasonably be considered to be illegal, immoral, deceptive, scandalous or obscene. Pre-K providers are responsible for ensuring lead teachers conduct themselves in a professional manner, especially while representing the Pre-K Provider, Georgia's Pre-K Program, or the Department in the community.

12.4 Credential / Certification Requirements
A lead teacher must have one of the following valid and current certificates or credentials listed below. Pre-K providers should review the qualifications and conditions carefully to ensure that the lead teacher qualifies to teach in Georgia's Pre-K. All degrees and credentials are verified in the Georgia Professional Development System (GaPDS) by the Georgia Professional Standards Commission (GaPSC).

Two Year Degree (Grandfathered associate degree or Montessori Diploma)
The associate degree/Montessori Diploma applies only to Pre-K lead teachers who were approved in the 2009 – 2010 school year with an approved ECE associate degree or Montessori Diploma. These teachers will be considered approved if they continue employment as a lead teacher with the same program. If the teacher leaves the current program in which he/she is approved, he/she will be required to meet the minimum bachelor's degree requirement in the new classroom. If the program currently approved to have an associate degree/Montessori Diploma teacher replaces that teacher, the minimum education requirement of a bachelor's degree or higher credential will apply.   The following are only grandfathered credentials: • Associate of Science/Arts (ECE or related)   • Associate of Applied Science/Technology (ECE or related)   • Montessori Diploma (ECE, minimum of two years coursework)

Early Childhood Education (ECE) or Approved ECE-Related Bachelor's Degree – Four Year Degree or Higher Credential (Masters, Specialist, etc.) Approved related degrees are listed below.
Early Childhood Education (P-5)
Birth Through Kindergarten
Early Childhood Special Education General Curriculum (P-5)
Special Education Preschool (ages 3-5)
Child and Family Development
Child Development
Elementary Education
Elementary Reading and Literacy
Family & Consumer Science/Home Economics
Infant and Child Development
Special Education General Curriculum
Special Education Adapted Curriculum

Non-ECE Bachelor's or Higher with approved ECE credential
A teacher with a bachelor's degree (or higher) not related to Early Childhood Education must also hold one. of the following approved ECE credentials: • Associate degree with ECE major   • Technical College Diploma (TCD) with ECE major   • Technical Certificate of Credit (TCC) with ECE major *(The Early Childhood Care and Education Program Administration TCC program is designed to prepare students for a job as manager of a Childcare Learning Center and will not meet the TCC requirement.)*   • Montessori Diploma *(Montessori courses must be taken from an accredited affiliate of the Montessori Accreditation Council for Teacher Education [MACTE])*

- Valid Preschool Child Development Associate (CDA) credential issued by the Council for Professional Recognition. Note: The following CDA credentials will not meet the CDA requirement for a lead teacher: Infant/Toddler CDA, Family Child Care CDA, Home Visitors CDA, and Military School-Age CDA. Teachers with an expired CDA or in the process of renewing an expired CDA will not meet the CDA requirement.

T4 (Georgia teaching certificate issued by the GaPSC) **Bachelor's Degree & Teaching Certificate Level 4,** Certificate Type: Standard Professional (SR, MSR), Performance Based Professional (PR), Non-Renewable Professional (N, N1, N3), Life Certificate (D), Provisional Certificate (BT), Induction Certificates (I1, I3, I5), Military Provisional Certificates (MB1, MB2, MB3), Supplemental Induction (SIT, MSI), Waiver (W), International Exchange (X)	
PSC Certification Field Codes	
FLD808	Elementary Education (P-5)
FLD870	Birth Through Kindergarten
FLD708	Special Education General Curriculum Elementary Education (P-5)
FLD799	Special Education Preschool (ages 3-5)
FLD826	Special Education Preschool (ages 3-5) Endorsement
FLD805	Special Education Adapted Curriculum. The teacher must also hold ALL the Special Education Academic Content Concentrations (Language Arts, Mathematics, Reading, Science and Social Studies)
FLD798	Special Education General Curriculum. The teacher must also hold ALL the Special Education Academic Content Concentrations (Language Arts, Mathematics, Reading, Science and Social Studies)
FLD732	Reading Specialist
FLD885	ESOL English to Speakers of Other Languages
FLD420	Montessori PK2-K (ages 2 ½ - 6)

- Only the certifications in the field codes listed above qualify for certified teacher funding rates.
- The "**Validity Date**" is the beginning date of certification for Georgia's Pre-K teachers. DECAL does not issue waivers for certification; therefore, teachers who have pending certification are paid at the verified credential level.

T5 (Georgia teaching certificate issued by GaPSC) **Master's Degree & Teaching Certificate Level 5,** Certificate Type: Standard Professional (SR, MSR), Performance Based Professional (PR), Non-Renewable Professional (N, N1, N3), Life Certificate (D), Provisional Certificate (BT), Induction Certificates (I1, I3, I5), Military Provisional Certificates (MB1, MB2, MB3), Supplemental Induction (SIT, MSI), Waiver (W), International Exchange (X)	
PSC Certification Field Codes	
FLD808	Elementary Education (P-5)
FLD870	Birth Through Kindergarten
FLD708	Special Education General Curriculum Elementary Education (P-5)
FLD799	Special Education Preschool (ages 3-5)
FLD826	Special Education Preschool (ages 3-5) Endorsement

FLD805	Special Education Adapted Curriculum. The teacher must also hold ALL the Special Education Academic Content Concentrations (Language Arts, Mathematics, Reading, Science and Social Studies)
FLD798	Special Education General Curriculum. The teacher must also hold ALL the Special Education Academic Content Concentrations (Language Arts, Mathematics, Reading, Science and Social Studies)
FLD732	Reading Specialist
FLD885	ESOL English to Speakers of Other Languages
FLD420	Montessori PK2-K (ages 2 ½ - 6)

- Only the certifications in the field codes listed above qualify for certified teacher funding rates.
- The "**Validity Date**" is the beginning date of certification for Georgia's Pre-K teachers. DECAL does not issue waivers for certification; therefore, teachers who have pending certification are paid at the verified credential level.

T6 (Georgia teaching certificate issued by GaPSC)
Specialist Degree & Teaching Certificate Level 6, Certificate Type: Standard Professional (SR, MSR), Performance Based Professional (PR), Non-Renewable Professional (N, N1, N3), Life Certificate (D), Provisional Certificate (BT), Induction Certificates (I1, I3, I5), Military Provisional Certificates (MB1, MB2, MB3), Supplemental Induction (SIT, MSI), Waiver (W), International Exchange (X)

PSC Certification Field Codes

FLD808	Elementary Education (P-5)
FLD870	Birth Through Kindergarten
FLD708	Special Education General Curriculum Elementary Education (P-5)
FLD799	Special Education Preschool (ages 3-5)
FLD826	Special Education Preschool (ages 3-5) Endorsement
FLD805	Special Education Adapted Curriculum. The teacher must also hold ALL the Special Education Academic Content Concentrations (Language Arts, Mathematics, Reading, Science and Social Studies)
FLD798	Special Education General Curriculum. The teacher must also hold ALL the Special Education Academic Content Concentrations (Language Arts, Mathematics, Reading, Science and Social Studies)
FLD732	Reading Specialist
FLD885	ESOL English to Speakers of Other Languages
FLD420	Montessori PK2-K (ages 2 ½ - 6)

Important Information:
- Only the certifications in the field codes listed above qualify for certified teacher funding rates.
- The "**Validity Date**" is the beginning date of certification for Georgia's Pre-K teachers. DECAL does not issue waivers for certification; therefore, teachers who have pending certification are paid at the verified credential level.

T7 (Georgia teaching certificate issued by GaPSC)
Doctoral Degree & Teaching Certificate Level 7, Certificate Type: Standard Professional (SR, MSR), Performance Based Professional (PR), Non-Renewable Professional (N, N1, N3), Life Certificate (D), Provisional Certificate (BT), Induction Certificates (I1, I3, I5), Military Provisional Certificates (MB1, MB2, MB3), Supplemental Induction (SIT, MSI), Waiver (W), International Exchange (X)

PSC Certification Field Codes	
FLD808	Elementary Education (P-5)
FLD870	Birth Through Kindergarten
FLD708	Special Education General Curriculum Elementary Education (P-5)
FLD799	Special Education Preschool (ages 3-5)
FLD826	Special Education Preschool (ages 3-5) Endorsement
FLD805	Special Education Adapted Curriculum. The teacher must also hold ALL the Special Education Academic Content Concentrations (Language Arts, Mathematics, Reading, Science and Social Studies)
FLD798	Special Education General Curriculum. The teacher must also hold ALL the Special Education Academic Content Concentrations (Language Arts, Mathematics, Reading, Science and Social Studies)
FLD732	Reading Specialist
FLD885	ESOL English to Speakers of Other Languages
FLD420	Montessori PK2-K (ages 2 ½ - 6)

- Only the certifications in the field codes listed above qualify for certified teacher funding rates.
- The "**Validity Date**" is the beginning date of certification for Georgia's Pre-K teachers. DECAL does not issue waivers for certification; therefore, teachers who have pending certification are paid at the verified credential level.

12.5   Out-of-Country Credentials

Degrees completed outside of the U.S. or in a U.S. commonwealth or territory must have a course evaluation from an approved PSC/PDR foreign credential evaluator. The list of approved evaluators may be accessed at http://www.gapsc.com/MoveToGeorgia/FromOutSideUSA/foreignCredentialReports.aspx

12.6   Online Credentials

Online degree programs can be verified through the Commission on Colleges, Southern Association of Colleges and Schools at www.sacscoc.org or with the U.S. Department of Education, Office of Postsecondary Education at https://www.ed.gov/accreditation. Other online degree programs may be acceptable with proof of approved credibility and certification.

12.7   Lead Teacher Salary

Beginning in school year 2024-2025, Pre-K Lead Teachers salary will be based on the K-12 State Teacher Schedule. (The schedule can also be referred to as the Teaching & Experience (T&E) Scale). Starting with the October payment, salary will be paid according to the new salary schedule. Any positive retros due to a salary increase will be paid in October. Negative retros will not be taken.

The *State Salary Schedule for Georgia's Pre-K Teachers (State Salary Schedule)* is based on annual salary based on the teacher's verified credential(s) for 10 months of employment plus additional compensation for Salary Steps earned. The Salary Steps are based on the teacher's creditable years of experience (CYE). The salary on the State Salary Schedule reflects the gross amount, which is an individual's total earnings before any taxes or deductions. The salary does not include any additional compensation or benefits the teacher may receive from the employer.

12.8 Creditable Years of Experience

For Georgia's Pre-K Program, *Creditable Years of Experience* (CYE) are defined as all years taught as a full-time lead teacher in a Georgia's Pre-K Program (public or private) with an approved credential and/or all years taught as a full-time certified teacher in a K-12 public school. A teacher must have taught full-time for at least six months of the school year (60% of the year) to receive credit for one full year. CYE do not have to be consecutive. Years of experience taught in a public school in another state would count toward creditable years of experience if the teacher held a valid, in-field state education certificate related to the field of employment and was under contract during the period in which the experience was earned.

CYE is used to determine the appropriate Salary Step on the State Salary Schedule. Local School Systems should use the CYE and Salary Step entered on the Certified/ Classified Personnel Report (CPI) report for Pre-K Lead Teachers to determine Pre-K Lead Teacher Salary.

DECAL will conduct audits to verify program reported CYE and may request verification documentation used by the program. If verification documentation is not available to support the reported CYE, Pre-K funding will be impacted. Therefore, it is imperative that providers verify a teacher's creditable years of experience prior to reporting CYE in GAPREK.

12.9 Prorated Teacher Salary and Summer Personnel Expenses

If the teachers' salary is prorated over 12 months, programs must pay personnel salaries from 2024 – 2025 school year funds. The teacher's contract (if applicable) must reflect the period of work as 10 months (Pre-K school year) with the annualized salary to be paid over 12 months. Funds must be fully expended by the end of the Grant period.

Summer salaries paid for the months of June and July may not be used to pay staff to supervise children in a private class or other duties which include, but are not limited to, bus driver, office manager, cook, and receptionist. Final salary payment must be in accordance with the normal pay cycle and funds expended by June 30, 2025.

If Pre-K teachers work during the summer months, then the teachers must be compensated for the work. Providers who incur summer salary personnel expenses for teaching staff should have written policies in place for payment of staff from funds other than Pre-K funds. If Pre-K teachers work through the months of June and July and receive a 12-month prorated Pre-K salary, they should receive additional payments for the months of June and July. The prorated salary is strictly for the work conducted during the Pre-K school year.

Examples of prorated teacher salaries and summer personnel expenses are available at
http://decal.ga.gov/Prek/ProjectDirectors.aspx

12.10 Provider Responsibility Regarding Salary

Providers are required to pay lead teachers 100% of the total salary funded by DECAL. The salary is required to be paid in a consistent schedule (weekly, monthly, etc.) determined by the employer. Salary (or any portion of salary) can not be paid as a bonus. It is not allowable to hold salary and pay mid-year or at the completion of the school year.

13.0 Assistant Teachers

13.1 Days of Service
All assistant teachers are funded for 190 days of service – 180 days of classroom instruction to Pre-K children and 10 days of Pre-K related activities/ duties (pre/post planning, professional development, training, in-service days).

13.2 Employment Requirements
An assistant teacher must be 18 years of age or older.

13.3 Professional Conduct

All assistant teachers shall demonstrate conduct that follows recognized professional standards and preserves the dignity and integrity of the early childhood education profession. Assistant teachers shall not engage in Unprofessional Conduct, take any action, or commit any act that might injure, tarnish, damage or otherwise negatively affect the reputation and goodwill associated with the Pre-K Provider, Georgia's Pre-K Program, or the Department in any way. Unprofessional conduct includes, but is not limited to, any behavior or action that could shock, insult, or offend the community, diminish the teacher's ability to interact professionally with others or otherwise bring disgrace or infamy upon themselves, the Pre-K Provider, Georgia's Pre-K Program, or the Department. Assistant teachers shall not commit any act or do anything which might reasonably be considered to be illegal, immoral, deceptive, scandalous, or obscene. Pre-K providers are responsible for ensuring assistant teachers conduct themselves in a professional manner, especially while representing the Pre-K Provider, Georgia's Pre-K Program, or the Department in the community.

13.4 Credential/Certification Requirements
Any ONE of the following credentials/degrees listed below will meet the credential requirement for Pre-K assistant teachers:
- Valid Paraprofessional Certificate (issued by the Georgia Professional Standards Commission)
- Valid Child Development Associate (CDA) credential (issued by the Council for Professional Recognition)
- TCC (Technical Certificate of Credit) in Early Childhood Education
- TCD (Technical College Diploma) in Early Childhood Education
- AA, AS, AAS, AAT (associate degree)
- Montessori Diploma (Montessori courses must be taken from an accredited affiliate of the Montessori Accreditation Council for Teacher Education [MACTE])
- BA, BS (Bachelor's degree)
- Georgia PSC Certified Teacher
- MA, MS (Master's degree)

- Specialist Degree or PhD

A CDA credential is valid for three years from the award date, after which it may be renewed in three-year increments. Information regarding the CDA credential is available through the Council for Professional Recognition at www.cdacouncil.org

For information regarding the Technical Certificate of Credit, please refer to the Technical College System of Georgia website at www.tcsg.edu for enrollment information.

For information about scholarships or educational counseling, visit http://www.decalscholars.com.

13.5 Assistant Teacher Salary

All credentials for an assistant teacher position will be paid at an annual rate of $25,741.35.Providers are required to pay 100% of the total salary funded by the Department for an assistant teacher position. Actual compensation may vary based on the number of days and hours worked that an individual worked.

DECAL does not provide supplemental compensation for assistant teachers. The minimum salary amount does not include any additional compensation or benefits the assistant teacher may receive. The base salary rate reflects the gross amount, which is an individual's total earnings before any taxes or deductions.

13.6 Prorated Teacher Salary and Summer Personnel Expenses

If the teachers' salary is prorated over 12 months, programs must pay personnel salaries from 2024 – 2025 school year funds. The teacher's contract (if applicable) must reflect the period of work as 10 months (Pre-K school year) with the annualized salary to be paid over 12 months. Funds must be fully expended by the end of the Grant period.

Summer salaries paid for the months of June and July may not be used to pay staff to supervise children in a private class or other duties which include, but are not limited to, bus driver, office manager, cook, and receptionist. Final salary payment must be in accordance with the normal pay cycle and funds expended by June 30, 2025.

If Pre-K teachers work during the summer months, then the teachers must be compensated for the work. Providers who incur summer salary personnel expenses for teaching staff should have written policies in place for payment of staff from funds other than Pre-K funds. If Pre-K teachers work through the months of June and July and receive a 12-month prorated Pre-K salary, they should receive additional payments for the months of June and July. The prorated salary is strictly for the work conducted during the Pre-K school year.

Examples of prorated teacher salaries and summer personnel expenses are available at http://decal.ga.gov/Prek/ProjectDirectors.aspx

13.7 Provider Responsibility Regarding Salary

Providers are required to pay assistant teachers 100% of the total salary funded by DECAL. The salary is

14.0 Substitute Teachers

14.1 Substitute Teacher Employment Requirements

The Pre-K provider must ensure that a substitute lead teacher and/or substitute assistant teacher is present and working in the Pre-K classroom (during the 180-day student school year) for each day that a lead teacher and/or assistant teacher is absent.

A substitute teacher must meet ALL of the following minimum requirements:

- Must be at least 18 years of age.
- Possess a high school diploma or its equivalent
- Satisfactory Records Check Determination

14.2 Short-Term Substitutes

A short-term substitute is a substitute who serves in the Pre-K classroom while a lead or an assistant teacher is out of the classroom due to illness, personal leave, or professional development training. A short-term substitute may serve in the classroom anywhere from a few hours up to three weeks. No prior approval from DECAL is needed for a short-term substitute. If a lead or assistant teacher will be out for more than three continuous weeks but is returning to their position, then a long-term substitute must be used.

14.3 Long-Term Substitutes

A long-term substitute is a substitute for the lead teacher or assistant teacher who will be in the Pre-K classroom for longer than three weeks. Programs must submit a Long-Term Substitute Request in GAPREK. Valid reasons for requesting a long-term substitute are extended medical leave, parental leave, military reserves, or a student teaching program. Programs should attempt to hire long-term substitutes with a credential equivalent to the credential of the original lead teacher.

No roster changes for long-term substitutes are needed unless the substitute has a credential that is higher than the lead teacher on leave. If the substitute has a credential that is higher than the lead teacher, then the provider should enter an end date for the teacher on leave and add the long-term substitute so payment can be adjusted accordingly. When the lead teacher returns, the Class Reporting Manager should be updated to show the original lead teacher. If a lead or assistant teacher will be out of a classroom for longer than three weeks for other reasons, a new teacher should be hired and submitted through the roster process.

The Pre-K Specialist will review any requests for long-term substitutes and contact the program for any

additional information if needed. The program is responsible for informing the Pre-K Specialist of any changes such as a change in return date for the teacher or a change in substitute teachers.

15.0 Professional Development

15.1   Purpose of Professional Learning for Teachers
DECAL offers multiple professional development opportunities for Pre-K teachers. Professional learning training is intended to enhance the skills and knowledge of teaching staff. Each provider is responsible for ensuring that all teaching staff is qualified and able to deliver quality instruction on the date they are hired.

15.2   Requirements of Professional Learning
To maintain quality standards, annual professional development is required for all teachers directly associated with the Pre-K program. Staff attendance at required training sessions will be verified by a Pre-K Specialist. Failure of providers and their staff to participate in required training will place their program in noncompliance and may result in probation. DECAL cannot guarantee training will be held in a specific region; therefore, some travel may be required. Appropriate compensation for travel expenses must be provided to staff who are required to travel for training.

15.3   Professional Learning Plan for Pre-K Staff
Pre-K providers are required to develop a Professional Learning Plan for their Pre-K staff. A Professional Learning Plan is used as a tool to help plan a career, guide development, and assess progress toward career goals. The Professional Learning Plan for Pre-K staff should include identified areas for improvement and growth, specific professional learning activities to address these areas (including Pre-K training attended), timelines for completion, hours accrued, and reviews of progress toward goals. A sample Professional Learning Plan is located at https://www.decal.ga.gov/PreK/ProjectDirectors.aspx

15.4   Professional Learning Registration
The Pre-K Project Director is responsible for distributing professional learning and training information to their sites and all Georgia's Pre-K personnel. The Project Director must register staff for Pre-K training in the GaPDS. For help with professional learning needs, Pre-K providers should contact their Pre-K Specialist.

15.5   Attendance at Pre-K Training
All administrative, teaching, and support staff listed below will have the opportunity to attend DECAL sponsored professional development annually. Pre-K training is provided free of charge. Additional details about professional learning requirements for the 2024 – 2025 school year will be released in late July 2024.
- Project Directors (Required for all new Project Directors)
- Site Directors / Principals (optional for new Site Directors/ Principals)
- Lead Teachers
- Assistant Teachers

All lead teachers and assistant teachers working in Georgia's Pre-K classrooms are required to meet the professional learning requirement. **This includes additional full-time staff in Montessori classrooms and inclusion classrooms.**

Late Arrival to Training

Late arrival results in interruptions to training delivery and the learning process. Individuals who arrive more than 30 minutes after the start time will not be admitted. Arriving more than 30 minutes late to one session may result in cancellation of all sessions in the series.

15.6   No Shows and Repeat Training Penalty

The Pre-K Project Director is responsible for canceling participants who are unable to attend training in the GaPDS 24 hours before the start time. Providers who register participants for training and do not cancel in the GaPDS system may be charged a $50 no-show fee. Providers cannot substitute inappropriate staff in the place of staff registered for training. For example, if a lead teacher cannot attend training, a Site Director cannot attend for him/her. In the case of a "no show," $50 for each participant will be deducted from the next Pre-K payment. In the case of a dispute, the provider must present written confirmation from DECAL that the training was cancelled within the required time frame. For instructions for training cancellation, refer to the GaPDS Help Files for Georgia's Pre-K Program Directors at
https://gapds.decal.ga.gov/Shared/HelpContent.aspx?c=pnlgaprek

When registering teachers for training, providers should not:
- Register a teacher for training not intended for the teacher. For example, an assistant teacher cannot attend training designated for lead teachers.
- Register a teacher for more than one training course. For example, though there are multiple training choices for returning assistant teachers, the assistant teacher should only attend one.
- Register a teacher for training previously attended. For example, a lead teacher that completed New Teacher training should not attend the training for a second time.

Providers should review the training history page in the GaPDS for new and returning teachers to determine what DECAL professional development/training they have taken in the past before registering them for training for the current school year. In the case of a "repeat or incorrect training," $50 for each participant may be deducted from the next Pre-K payment.

15.7   Child Care Licensing Information Regarding Training

All DECAL sponsored training is approved for licensing purposes for second year* lead teachers and assistant teachers. One hour of training counts as one hour of required training for licensed child care learning centers for regulatory purposes. First year* lead teachers and teacher assistants may utilize only four clock hours of Pre-K Best Practices training toward their mandatory 10 hours of licensing training.

First year and second year refer to number of years a teacher has worked at the center in all capacities, not just Pre-K. See DECAL's Rules for Child Care Learning Centers, Chapter 591-1-1-.33 (Staff Training).

15.8   Professional Learning/ Training Reimbursement to Staff

Pre-K funds or other program funds must be used to cover salaries for staff attending Pre-K training, to pay for costs associated with Pre-K training travel (lodging and meals in conjunction with overnight travel, mileage, parking, etc.) and to pay for substitutes who serve in the classroom while a lead or an assistant teacher attends training. DECAL recommends that Pre-K providers develop and distribute a travel reimbursement policy prior to travel, review with employees, and ask employees to sign a statement that they understand the policies before they travel.

16.0 Grant Award Notification and Budgets

16.1 Awarding of Grant Agreements
For the 2024 – 2025 school year, programs will receive their Georgia's Pre-K Grant Agreement via email and will be signed via DocuSign. Grant agreements will be awarded to Pre-K providers subject to funding availability, previous program compliance (for continuation programs in good standing) and identified regional need. Compliance and good standing with other DECAL programs (Child Care Services, Nutrition Services, Audits, CAPS, and Quality Initiatives) are also considered before awarding a grant agreement. Programs are considered in "good standing" if they have maintained full classes, met all program and reporting requirements, met child care licensing regulations if applicable, met federal program rules if applicable, have no unresolved audit or reconciliation issues, and are not on probation. DECAL will enter into a grant agreement with public and private providers for Pre-K services.

16.2 Start-Up Funds
Start-up funds will be provided for purchasing classroom equipment, supplies, and materials for a new classroom. Start-up funding is $30,000 per new class. Providers should work with their assigned Pre-K Specialist regarding the approval of ordering and purchasing items.

16.3 Class Budget
Classes with enrollment of 20 students will receive full funding. Funding for classes with fewer than 20 students will be reduced by 1/20 for each child below 20. This funding reduction applies only to operating costs paid to the program. Funding provided by DECAL for lead and assistant teacher salaries and benefits will not be impacted by student enrollment. Regardless of the number of children enrolled in the program, DECAL will provide the full funding amounts for salary and benefits.

16.4 Grant Agreement Signatory
The legal signatory (CEO, COO, CFO, President, Sole Proprietor, School Superintendent) who has apparent authority or legal authority for the program/company/school system/etc. applying for the grant must sign the grant agreement.

16.5 Multi-County and Multi-Program Pre-K Providers
DECAL will issue one operating grant agreement containing separate funding amounts for each site. Funds are class-specific; therefore, Pre-K providers must spend the required minimum levels for teacher salaries and supplies for each class at each site.

16.6 Low Student Enrollment
DECAL will review roster reports throughout the school year. Classes with fewer than 16 children will be considered for closure during the school year at the discretion of the Department. Any provider reporting fewer than 16 children on the final roster of the 2024 – 2025 school year will not automatically be awarded a continuation class. DECAL will review final rosters; contact providers directly concerning low numbers of children; and make a final determination about continuation of services.

16.7 Grant Award Calculation
Funding is based on program type and service area (Private Metro, Private Non-Metro, and Public School), the number of children served, and the lead teacher credential verified through the GaPDS. The

actual reimbursement amount may vary based on changes in class size, changes in lead teacher credential and number of days offering service. The 2024 – 2025 Budget Information and Rate Charts can be found at [Project Directors (ga.gov)](#).

17.0   Expenditure Requirements

17.1   Expenditure Guidelines
All expenditures made with grant funding must be for the appropriate direct and indirect costs of operating the Georgia's Pre-K classroom.

- Salary:
  - 100% of funding must be paid to salary for Lead and Assistant teacher positions.
  - 100% could include salary for substitute costs when the position is not filled by an appropriately credentialed lead or assistant teacher.
  - The salary rates reflect the gross amount, which is an individual's total earnings before any taxes or deductions.
  - Actual compensation for an individual teacher may vary based on the number of days and hours worked.

- Operating:
  - Classroom:
    - Programs must spend a minimum of $1,000 per classroom from their classroom operating funds on classroom equipment, classroom materials, classroom supplies, and/or additional classroom materials. Classroom supplies and materials should be selected from the ***Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List* (Appendix E).** Change of ownership programs, classes funded later in the school year, or programs that closed a class(es) during the school year may annualized the amount of time the program operated prior to the change. For example, a class that started in August and closed in November must spend at least $400 on classroom materials/supplies ($100 per month).
    - Funding can be used for classroom computer technology purchases and playground equipment is provided with prior approval from the Pre-K Specialist once the classroom is adequately equipped. (See Sections 17.3 and 17.4)
  - Benefits:
    - Funding provided can be used for benefits for lead and assistant teachers.
    - Pre-K programs determine the benefit package for Pre-K lead and assistant teachers.
    - Examples of benefits include health insurance, life insurance, flexible benefits such as dental and vision, dependent child care, and the provider's portion of federal and state taxes.
  - Transportation: (This is a change for the 2024- 2025 school year.)
    - Funding for transportation is provided at an annual rate of $80.78 per student. Funding covers the cost for transporting Pre-K children to and from school.
    - Transportation is not required.
  - Other operating costs:
    - Pre-K programs may use no more than six percent of the total budget for administrative expenses (i.e., office supplies, accounting and/or clerical costs, Pre-K's

portion of the director's salary and benefits).

- Funds can also used for Pre-K's portion of properly allocated and documented rent, utilities, liability insurance, etc.
- Funds can also be used for costs associated with meals or snacks provided during the Pre-K Day. (If the program participates in the Child and Adult Care Food Program (CACFP), then those regulations must be followed.)

17.2   Playground Equipment

Purchase of stationary playground equipment requires prior approval from a provider's Pre-K Specialist. Approval is granted on a case-by-case basis. Purchases of stationary playground equipment with Pre-K funds without prior approval may result in the provider being required to return the expended funds. The deadline to submit for approval is April 4, 2025.

17.3   Instructional Technology

Approval is not required for technology items included in the *Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List (Appendix E)*. For all technology items not on the list, prior approval is required from the provider's Pre-K Specialist. Using Pre-K funds to purchase technology not listed on the *Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List* may result in the provider being required to return the expended funds. The deadline to submit for approval is April 4, 2025.

17.4   Expenditure Requirement Waivers

Programs can request the following expenditure requirement waivers. Waivers will be reviewed and approved based on the documentation submitted and overall quality of the program**.**

- **Instructional Supplies Waiver:** A waiver for up to $1,000 for the materials and supplies requirement may be requested if all classrooms and the playground at the site are well equipped. The Pre-K Specialist must verify that classrooms and playground are well equipped using current monitoring tools and checklists. If a waiver is granted, the unexpended funds may be used for teacher salary and benefits, field trips, or other instructional activities only. Funds cannot be applied to non-instructional items. The waiver is approved for current year only.

- **Lead and Assistant Teacher Salary Waiver:** Providers must meet the salary requirements for lead teachers and assistant teachers as listed in Section 12.3, 12.7 and Section 13.4. In the case where a lead teacher or assistant teacher is absent frequently during the year and the substitute for that teacher is paid at a lower rate, the program can request a waiver in GAPREK to use the unused portion of the base salary on other allowable Pre-K expenses. The waiver is approved for current school year only.

17.5   Capital Improvements

Capital improvements are costs related to improvements that extend the useful life of property, improve the quality of a product, or adds value to capital assets such as buildings and vehicles. Capital assets are assets that have a useful life longer than one year and are not intended for sale during the normal course of business.

For Pre-K related purposes, capital improvements are not allowable Pre-K expenditures. Examples

include, but are not limited to purchases and installation of:
- roofing
- tile
- carpet
- doors or windows
- wallpaper
- air conditioning
- alarm system

For Pre-K related purposes, replacement parts for capital assets and repairs to capital assets such as buildings and transportation vehicles are not allowable Pre-K expenditures.

17.6   Record Keeping

The Pre-K provider is required to keep all receipts and other records necessary to support figures reported on the annual reconciliation report. **If a Pre-K program is audited and receipts and other records are not available to support these amounts, funds must be returned to DECAL**. Examples of such records include, but are not limited to:
- canceled check copies (front and back)
- bank statements
- credit and Debit Card Statements
- paid invoices
- federal and state payroll records
- EFTPS or other evidence of taxes remitted to regulatory agencies
- timesheets
- original receipts for equipment, materials, and supplies for Georgia's Pre-K classrooms
- documentation of Pre-K's portion of operating expenses
- special allotment funding
- approval documentation for special allotment funding purchases
- approval documentation for long-term substitutes
- approved waivers (instructional supplies and materials, teacher salaries, etc.)
- appropriate allocation methodology

The Pre-K provider shall maintain full and complete program funding and expense records pertaining to the grant agreement for a period of three years beyond the ending date, or until all litigation, claims, or audit/review findings involving the records have been resolved if such claim or audit/review is started before the expiration date of the three-year period.

18.0   Reimbursement Process

18.1   Automatic Deposit of Funds

All payments will be deposited in the Pre-K provider's bank account via an Electronic Funds Transfer (EFT) process. Providers are responsible for the correct routing of their payments by promptly notifying DECAL of changes in bank account information ownership.

Providers are responsible for reviewing their monthly payments and payment documentation each month. After May 17, 2025, all Pre-K payments shall be final. No additional corrections, adjustments, or payment processing will be made after this date.

18.2   Enrollment Requirements for Funding
Pre-K providers are expected to maintain the class enrollment levels specified in their grant agreement. Enrollment below 20 students will reduce funding for operating costs.

18.3   Payments
Funds will automatically be deposited in accounts in ten monthly payments beginning in August 2024.
- Georgia's Pre-K payments will be processed by the 10th of each month or the next business day. The deposit will occur within 3 to 7 business days from the processed date in GAPREK.
- Payment will be delayed if the grant agreement has not been executed, class roster information has not been submitted, school calendar is not approved, there are instructional days without a reported teacher, or if the class, site, or program's payment has been placed on hold.
- All payments are subject to payment processing and bank processing delays.
- The final Pre-K payment for the year will be the May 2025 payment.

18.4   Calculation of Payments
The monthly payment is calculated based on the classroom's approved calendar for the month. A daily rate is calculated for each class and is determined by dividing annual classroom funding for the year. Operating funding is based on student instructional days. Salary is based on total days (instructional days + teacher professional development/ planning days).
- The August, September, and October payments are based on full enrollment. Beginning in the November payment, the Operating Classroom portion of the payment may be prorated by student enrollment.
- Lead teacher salary steps are based on the individual teacher's verified creditable years of experience.
- Transportation funding is included in the monthly payment.
- Attendance and enrollment records are subject to review and audit upon request. Students found to be enrolled for the same period of time in more than one class will require proof of enrollment and attendance. Payments for operating costs will be retroactively adjusted for changes in student enrollment.

No additional corrections, adjustments or payment processing will be made after May 16, 2025, or within five business days after receipt of the final scheduled payment from DECAL in accordance with the grant agreement (whichever occurs first).

18.5   Payment Advice
 A monthly payment advice detailing the Pre-K payment is available in GAPREK. Providers should review their payment advice immediately after a Pre-K payment is processed to confirm that the payment is accurate. Providers are responsible for contacting DECAL with any discrepancies.

18. 6 Payment Disputes

If the provider's payment does not reflect the number of students on the submitted roster, the verified lead teacher credential, and/or lead teacher Creditable Years of Experience (CYE) reflected on the roster, the provider may submit a payment dispute to DECAL.

The payment dispute process is not intended to address lead teacher credential and/or CYE matters that the provider should have addressed/resolved prior to the last roster submission. An example of a payment dispute is a payment not calculating according to what was reported on the roster.
Payment disputes must be submitted by May 16, 2025.

18.7   Reporting Teacher and Student Data

Teacher and student data is critical and must be accurate for teachers' and students' information. Data is subject to audit and must be substantiated by documentation of credentials and creditable years of experience for teachers, and enrollment and attendance records for students. Providers are required to enter teacher and student data into the Class Reporting Manager in GAPREK.

Lead Teacher and Assistant Teacher Data

Pre-K programs are required to enter lead and assistant teacher data in the GAPREK Class Reporting Manager. Required data includes credentials and Pre-K start and end dates.

Payment calculations are based, in part, on the lead teacher credentials verified in the Georgia Professional Development System (GaPDS). It is important that providers ensure that the teachers have registered in the GaPDS and have submitted supporting documents to confirm educational attainment. If no qualifying credential has been verified, the teacher credential value will be set to Insufficient in GAPREK.

A GAPREK email will be sent to all providers notifying them when GAPREK is open for teacher data entry. Data entry made prior to August 1, 2024, will be used to calculate lead teacher base salary and supplemental compensation for the August payment. Therefore, it is critical that lead teacher information be accurate.

Student Data

Student data must be entered into the Class Reporting Manager and will be reported on four roster reports during the school year. Data required on enrolled children includes name, date of birth, start and end date, gender, race, ethnicity, home language, special education services, and parent information. The Roster Information Form is available in multiple languages and can be located at
http://www.decal.ga.gov/BftS/FormList.aspx?cat=Pre-K.

Duplicate students are students who appear on more than one roster for the same reporting period. Potential duplicate students will be flagged in the Class Reporting Manager in GAPREK. When potential duplicates are flagged, providers may update student data in the Class Reporting Manager to resolve the issue. To reduce the number of "duplicates," DECAL recommends that providers contact the family of a child absent for three consecutive days to find out the reason for the absence. Contacting the parent can reduce the number of children kept on the attendance rolls of one program when they might be attending another program.

The Pre-K provider is responsible for replacing any child who leaves as soon as possible. Children who have

been absent for 10 consecutive days without a reasonable excuse must be removed from the roster, but this does not mean that a child should be kept on the roster for 10 days after their last day of attendance. The end date is the last day the child physically attended the program. The exception would be children on extended medical or other approved leave. Appropriate leave documentation should be maintained on site.

Rosters
Rosters must include staff begin date in the classroom along with date of enrollment and birth dates for children. Rosters must be completed and properly submitted through the GAPREK online system to receive payments.

Roster based payments will be made until the required roster information is submitted.

Roster	Count Day	Due to DECAL
1st	September 9, 2024	September 25, 2024
2nd	November 1, 2024	November 12, 2024
3rd	January 10, 2025	January 17, 2025
4th	March 7, 2025	March 14, 2025

Note: The count date is the date providers verify students who are actively enrolled and attending Pre-K and teachers who are currently employed and teaching in the class.

Failure to submit rosters by the due date will result in delayed payments. Rosters submitted after the due date may result in payments being processed by DECAL after all other payments have been made.

The first roster should include the names and information for children who attended Pre-K since the beginning of the school year. All changes up until the count date should be reflected on the first roster. Children who have enrolled or registered for Pre-K but have not attended a scheduled Pre-K instructional day should not be reported on the first roster. (Exception: If the class instruction begins after the first roster is due, the Pre-K provider will need to report "registered" students beginning as of the count date.)

Subsequent student rosters should include any changes made from the previous roster count date. Dates must be accurate for beginning and ending points for children and teachers so that a reduction in payment does not occur. Student rosters and attendance documentation (kept in the classroom) must match.

It is the responsibility of Pre-K providers to review electronic payment advice information in GAPREK and alert DECAL of any discrepancy in the payment amount on or before May 16, 2025. Corrections and/or changes to the submitted roster not reported in a timely manner on submitted rosters could result in non-payment of the adjusted amount.

18.7   Fraudulent Reporting on Rosters
Any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in a statement to a government agency may be guilty of a felony of a violation of Code Section 16-10-20 of the Official Code of Georgia. Any person, firm, corporation, or other legal entity that1) knowingly presents

or causes to be presented a false or fraudulent claim for payment or approval or 2) knowingly makes, uses, or causes to be made or used a false record or statement material to a false or fraudulent claim, shall be liable for civil penalties. The civil penalty can range from $5,500 to $11,000 for each false or fraudulent claim, plus three times the amount of damages sustained by the government because of such act pursuant to Code Section 23-3-121 of the Official Code of Georgia.

19.0 Audit and Accounting Requirements

19.1 Reconciliation Report

Pre-K providers must provide DECAL with a reconciliation report spanning the dates of the grant agreement. The purpose of the reconciliation report is to provide an actual accounting of all the providers' Pre-K funding expenditures related to Pre-K. This report shall demonstrate that funds were spent in appropriate categories for their intended uses. **Supporting documentation must be maintained and provided upon request from DECAL.** If a program is audited and receipts and other records are not available to support these amounts, funds must be returned to DECAL (See Section 17.1 and 17.7). Closeout procedures regarding the 2024 – 2025 year-end reconciliation process will be forwarded to Pre-K providers during July 2025.

Shared Cost Allocation

Funds paid by DECAL for Pre-K services can be used to cover costs of the Pre-K program only and the Pre-K program's prorated share of other allowable costs expensed through normal operation of the facility. Allowable costs are those ordinary and necessary expenses directly benefiting or resulting from Pre-K program operations. **All Pre-K funding must be expended by June 30, 2025.**

Generally Accepted Accounting Principles (GAAP) provides authoritative guidance that must be followed for identifying the appropriate basis for allocating shared costs. The basis of allocating costs should be similar to the unit of measure for incurring the costs or consuming the expensed item. Examples include using a square footage basis for rent/mortgage expenses and utilities, and a per person or average daily attendance basis is appropriate for office supplies, management staff, and transportation services if provided. Expenses must be allocated using the most logical basis for the costs incurred. For example, food costs would be allocated based on the number of children rather than square footage.

Related Party Expenses

Expenses involving related parties must also be charged in accordance with GAAP. Related parties are one or more entities subject to the significant influence over the operating and financial policies of another entity. Providers involved in related party transactions with their centers should survey the surrounding business area and provide support that financial charges to the Pre-K program are within the range of same or similar arms-length transactions for their area.

Report Deadlines

Private providers must submit the reconciliation report by August 30, 2025, for the 2024 – 2025 school year. Local school systems must submit the reconciliation report by September 30, 2025, for the 2024 – 2025 school year. Providers must submit reconciliation reports electronically in via GAPREK.

If, during the course of an audit or AUP review, there are negative findings, the provider may be scheduled for an audit or AUP review for the subsequent school year at the discretion of DECAL.

19.2 Balances Due to DECAL Pursuant to the Year End Reconciliation
Submitted reconciliation reports will be validated in GAPREK. After the report is validated, the validation results and information regarding any funds due back to DECAL will be provided in GAPREK (see section 20.6). If the completed Pre-K Year End Reconciliation Report results in a balance due to DECAL, funds shall be required to be returned to DECAL. There are two options regarding these outstanding balances:
- Remit the balance in full by the deadline date.
- Submit a payment plan proposal with a 10% good faith payment by the deadline date (Please note, the total amount due must be paid in full by May 1, 2026).

Failure to pay the balance due shall result in DECAL withholding future Pre-K payments and/or other actions as directed by DECAL staff until the balance is paid in full.

19.3 Private Nonprofit (PNP) Audits
PNP Pre-K providers must adhere to audit requirements as specified in O.C.G.A. § 50-20-1 et seq., Relations with Nonprofit Contractors. Before DECAL enters into a grant agreement with a nonprofit contractor, the contractor must furnish DECAL with certified financial statements showing the nonprofit contractor's financial condition at the end of the previous fiscal year and revenues and expenditures for the previous fiscal year. When the nonprofit contractor has existed for less than a full year, the financial statements must cover year-to-date operations for the current year. The financial statements must include an individual list of each employee and his salary and reimbursable expenses; a list by category of the sources of income of the nonprofit contractor; and a list of the source(s) of all public funds received by the nonprofit contractor and the program for which the funds were received.

19.4 Right to Audit/ Agreed Upon Procedures (AUP) Review
DECAL reserves the right to require an independent, certified financial audit of the Pre-K program at the Pre-K provider's expense. DECAL reserves the right to conduct an Agreed Upon Procedures (AUP) review of the Pre-K Program.\DECAL may conduct audits and AUP reviews as specified in Georgia's Pre-K Program Grant Agreement for the 2024 – 2025 school year, Grant Obligations and Requirements Section III, Part C:

Grantee agrees to cooperate fully with Grantor auditors and/or agents providing Audit or Agreed Upon Procedures (AUP) review services. The Grantee will coordinate with auditors/reviewers to have appropriate staff available during the scheduled audit/review period. Grantee will make advanced preparations for scheduled audits/reviews to make available for auditors or reviewers all identified documents, records, and entity related materials requested by the auditors/reviewers for the current school year, as well as for prior school years in which Grantee participated in Georgia's Pre-K Program as requested by the Grantor. The Grantee's failure to substantially prepare for a scheduled audit engagement or provide requested documentation or information to an auditor/reviewer during the scheduled audit period may result in the withholding of grant payments. The failure of the Grantor to review and/or inspect the services provided or to discover a breach of this Grant or any amendment thereto shall not subsequently operate as a waiver of any remedies available to the Grantor.

If, during the course of an audit or AUP review there are negative findings, the provider may be scheduled for an audit or AUP review for the subsequent school year at the discretion of DECAL.

19.5   Record Keeping Findings and Adverse Findings
Findings noted during the course of an audit, AUP review, or investigation that do not result in a balance of funds due back to DECAL are considered Record Keeping Findings. Examples include:
- Understatements of reported expenses compared to the reconciliation report.
- Overstatements of reported expenses compared to the reconciliation report.
- Variances between the expenditures reported on the Pre-K reconciliation and the allowable Pre-K expenditures supported during fieldwork.

Findings noted during the course of an audit, AUP review, or investigation that result in a balance of funds due back to DECAL are considered Adverse Findings. Examples include:
- Failing to support unreimbursed food costs.
- Failing to meet lead teacher salary requirements.
- Failing to meet the instructional supplies and materials expenditure requirements.
- Failing to support that payroll taxes were forwarded to the relevant taxing authorities.
- Failing to support all expenditures of special allotment funding.
- Failing to support that the use of all monies received from DECAL were used in accordance with applicable regulations and guidelines.

19.6   Balances Due to DECAL Pursuant to an Audit, AUP Review or Investigation
If a Pre-K program is unable to support its expenditures with receipts and other records while having its financial records reviewed during an audit, AUP review, or investigation, funds shall be required to be returned to DECAL. There are three options regarding these outstanding balances.
- Remit the balance in full by the deadline date.
- Submit a payment plan proposal with a 10 percent good faith payment by the deadline date. The total amount due must be paid in full by May 1, 2026.
- Request Reconsideration - Submit all source documentation by the deadline date disputing the results of the audit, AUP review, or investigation findings.

Failure to pay the balance due shall result in DECAL withholding future Pre-K payments and/or other actions as directed by DECAL staff until the balance is paid in full.

19.7   Reconsideration – Audit, Agreed Upon Procedures Review (AUP), or Investigation
For an Audit, AUP review, or investigation findings to be reconsidered, providers must submit a formal request. The request must meet the following requirements:
- Submitted in GAPREK
- Made within 15 days of the notice of balance due notice from DECAL.
- Include a detailed audit trail including all source documents necessary for DECAL to make a final decision in a timely manner.

19.8 Random Reviews

The Pre-K provider is subject to random, unannounced expenditure reviews by DECAL or DECAL contract auditors during the program year. All records (programmatic and financial) must be retained for a minimum of three years as stated in the grant agreement.

19.9 Tracking of Pre-K Funds

The Pre-K provider must maintain financial records to track Pre-K expenditures in accordance with generally accepted accounting principles (GAAP). All records must be retained for a minimum of three years as stated in the grant agreement.

The Pre-K provider is required to keep all receipts and other records necessary to support figures reported on the annual or mid-year reconciliation statement. If a Pre-K program is audited and/or subject to an AUP review or investigation, and the receipts and other records are not available to support these amounts, funds must be returned to DECAL. Examples of such records include, but are not limited to, federal and state payroll records to verify payment of lead teacher and teacher assistant salaries, original receipts for equipment, supplies and materials for Pre-K classrooms, credit/debit card statements, and documentation of the Pre-K portion of operating expenses.

19.10 Lost, Stolen, or Destroyed Records

In the event of natural or manufactured disasters, i.e., flooding, fire, hurricane, tornado, theft, etc., the Pre-K provider is responsible for providing third party verification to substantiate the disaster. Verification includes police reports, insurance company claims, photos, or other proof that support the disaster and must also include detail of the property impacted. Claims related to manufactured disasters must be made and filed within 30 calendar days of the incident. Claims related to natural disasters must be filed as soon as possible in accordance with insurance company regulations.

Lost, stolen, or destroyed records **will not** exclude an organization selected for an audit, AUP review, or an investigation from undergoing the scheduled review. DECAL reserves the right to request other supplementary documentation in lieu of supporting records that have been lost, stolen, or destroyed.

19.11 Fraudulent/ Inappropriate Use of Funds

The Pre-K provider shall ensure that expenses charged to the Pre-K funding source are not concurrently charged to another program funding source. The Pre-K provider must ensure that no Pre-K funds are used to pay penalties associated with adverse actions imposed by licensing or governmental agencies. Pre-K expenditures should be identifiable as separate from federal expenditures (e.g., Head Start, CACFP). Misuse of funds shall result in repayment of funds and denial of current and future participation in Georgia's Pre-K Program and/or in prosecution.

Providers that participate in any federal programs operated by DECAL and who are terminated from a federal program because of fraudulent or misrepresentative submission of records and/or inappropriate use of funds as determined by the federal program, shall also be terminated from the Pre-K program.

19.12 Special Allotment Funding

Special Allotment Funding is supplemental funding provided to eligible sites. If supplemental funding is

provided, DECAL will provide a separate set of guidelines regarding these funds. outlining how the funds are to be utilized. All Special Allotment Funding must be **expended by the deadline provided**. The provider is responsible for maintaining accurate financial records, including receipts, onsite. All financial records are subject to audit and/or review by various oversight agencies including Georgia's Office of the Inspector General.

20.0   Pre-K Program Change of Ownerships

20.1   Georgia's Pre-K Program Change of Ownership Process
Georgia's Pre-K Program is generally non-transferable. When a center is sold after entering into a Georgia's Pre-K grant agreement with DECAL, change of ownership requirements must be met as determined by DECAL before a determination can be made as to the transferring of the Pre-K program to the new owner. Entities applying for transfer of classes must be agents who are eligible to receive Pre-K funds.

New owners applying for transfer of Pre-K classes must submit the change of ownership application in the DECAL Kids Online Administrative Licensing Application (KOALA) portal. The change of ownership application includes all the information and documentation required by both the Pre-K Division and the Applicant Services Unit of the Child Care Services Division.

A request to continue services does not guarantee continuation of funding for the new owner. Funding decisions are at the discretion of DECAL. Therefore, entities requesting a change of ownership should not base business decisions on the assumption that Georgia's Pre-K will automatically approve the continuation of Pre-K classes once a request is processed. The Pre-K Division will notify the new owner of the continuation status of the Pre-K classes after the Child Care Services Division issues a permit or valid license.

Pre-K payments are placed on hold during the change of ownership process. If the transfer of the Pre-K program is approved, the payment will be released, and the new owner may continue delivery of Pre-K services.

It is understood that all equipment, supplies, and materials purchased for the Pre-K program remain with the program. It is also understood that the new owner accepts the conditions of the Pre-K grant agreement for the current school year. Additionally, if a program is not in good standing when the class(es) is transferred, the probation status is applied to the new owner. The seller is responsible for notifying the new owner of the probationary status.

21.0   Reporting Requirements

21.1   Pre-K Application and Database Access (GAPREK) Participation
Pre-K providers are required to use the GAPREK system to conduct Pre-K related activities (rosters, application, waiting lists). Regular access to the internet and an e-mail address are required to use GAPREK. Using GAPREK allows providers to receive regular Pre-K payments as quickly as possible and reduces duplication of provider efforts related to child roster data.

21.2   2024 – 2025 School Year Critical Reporting Dates

Listed below are the critical reporting dates for submission of information to DECAL.

9/9/2024	**Roster 1 Count Date**
9/25/2024	**Roster 1 Due Date –** The Pre-K provider shall complete and submit to the Department a completed class roster.
9/25/2024	**Waiting List Due Date** – The Pre-K provider shall complete waiting list information.
11/1/2024	**Roster 2 Count Date**
11/12/2024	**Roster 2 Due Date** – The Pre-K provider shall complete and submit to the Department an updated roster with changes made for students and teachers, as applicable.
11/12/2024	**Waiting List Due Date** – The Pre-K provider shall update waiting list information.
1/10/2025	**Roster 3 Count Date**
1/17/2025	**Roster 3 Due Date** – The Pre-K provider shall complete and send to the Department an updated roster with changes made for students and teachers, as applicable.
1/17/2025	**Waiting List Due Date** – The Pre-K provider shall update waiting list information.
3/7/2025	**Roster 4 Count Date**
3/14/2025	**Roster 4 Due Date** – The Pre-K provider shall complete and send to the Department an updated roster with changes made for students and teachers, as applicable. Submission of the last roster (#4) in March will be the final class data to be used in calculation of the remaining two payments other than the elimination of duplicate students as applicable.
3/14/2025	**Waiting List Due Date** – The Pre-K provider shall update waiting list information.
4/4/2025	**Funding approval deadline** – The deadline for approval of playground and technology purchases by Pre-K Specialist.
4/30/2025	**Requests for children to repeat Pre-K deadline** – All requests to repeat Pre-K including supporting documentation must be received.
5/16/2025	**Last day to inquire about payments.** After May 16, 2025, all Pre-K payments will be final.
7/22/2025	**2024-2025 Year-End Reconciliation Report Open for Data Entry**
8/30/2025	**Private provider 2024 - 2025 reconciliation reports** are due to the Department.
9/30/2025	**Public school 2024 - 2025 reconciliation reports** are due to the Department.

22.0   Community Involvement

22.1   Participation

The existence of local coordinating councils is optional for each county. Providers are encouraged to participate in local collaborative partnerships at the local or county level to better serve children and prevent duplication of services.

22.2   Activities

For counties where local collaborative partnerships exist, the following activities are suggested:

- Update and distribute lists of local community resources to all Pre-K sites in the county.
- Collaborate to provide services for children and families in need.
- Develop procedures for referring children with disabilities.
- Identify providers willing to donate medical services.
- Provide forums for family to share ideas and concerns.
- Provide forums for discussing and solving local concerns/problems of providers and teachers.
- Create and distribute a list of substitute teachers/teacher assistants who could be utilized by all providers
- Provide forums for sharing instructional practices
- Develop a process to share non-confidential wait list information
- Collaborate on recruiting children to ensure that all Pre-K slots are filled
- Provide forums for compiling and submitting suggestions to DECAL

22.3   Policy Development
Local collaborative partnerships that want to establish policy guidelines for providers in their communities must obtain **prior approval** from DECAL before beginning this effort.

23.0   Blended Head Start / Pre-K Classrooms

23.1   Definition
A blended classroom is defined as a class that has funding which is braided using both Georgia's Pre-K and Head Start dollars. Pre-K funding is used for the 6.5-hours of instruction and Head Start funding is used for the wrap-around support services.

23.2   Classroom Delivery
Blended Head Start Pre-K classrooms will operate with a maximum of 20 children enrolled, per Head Start guidelines. Full funding for Blended Head Start Pre-K classes is based on a class of 20; however, Pre-K payments are calculated using the per child funding amount. Classes with fewer than 16 children enrolled will be considered as "Low Roster" classes and may be subject to closure.

23.3   Attendance Requirements
Head Start policies regarding student attendance shall be followed in blended classrooms with respect to disenrollment of students due to chronic absenteeism or tardiness and late pick-ups. Providers must document efforts to contact the family and develop strategies to assist families in resolving attendance issues (contact log, conference notes, etc.).

23.4   Teaching Staff
Lead Teacher
All lead teachers must meet Georgia's Pre-K requirements for credentials and training (See Section12.3), as well as Head Start requirements for credentials.

Assistant Teacher
All assistant teachers must meet Georgia's Pre-K requirements for credentials and training (See Section13.3), as well as Head Start requirements for credentials.

23.5   Assessment

Blended programs must implement *Work Sampling Online (WSO).* All components must be completed, as well as Head Start performance standards must be met. Head Start may have additional health screenings and standardized assessments.

23.6   Family Conferences/Home Visits

Georgia's Pre-K guidelines require two family conferences. Georgia's Pre-K Child Assessment information must be reviewed with family in at least two of the visits/conferences. Programs may use a home visit to share assessment information with parent(s). Head Start requirements may require additional parent involvement activities.

23.7   Classroom Equipment, Materials, and Supplies

Blended classrooms must maintain adequate and appropriate equipment, materials, and supplies for each Pre-K classroom. All items must be in good repair. Refer to the ***Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List (Appendix E)* for recommendations.**

24.0   Montessori Classrooms

24.1   Prior Approval

A Pre-K program must have approval from DECAL before choosing Montessori as a curriculum. Requests for using a Montessori curriculum should be sent to the program's Pre-K Specialist.

24.2   Teaching Staff
Lead Teacher

All lead teachers must meet Georgia's Pre-K requirements for credentials and training (See Section12.3), as well as Montessori requirements for credentials. A program using the Montessori curriculum must have a Montessori credentialed lead teacher.

Assistant Teacher

All assistant teachers must meet Georgia's Pre-K requirements for credentials and training (See Section13.3).

24.3   Attendance at Professional Development Training

All lead teachers and assistant teachers working in Georgia's Pre-K classrooms are required to meet the professional development requirement. This includes additional full-time staff in Montessori classrooms. Refer to Section 15.0 for additional information regarding professional development.

24.4   Classroom Equipment, Materials, and Supplies

Montessori classrooms must maintain adequate and appropriate equipment, materials, and supplies for each Pre-K classroom. All items must be in good repair. Refer to the ***Recommended Montessori Materials List* (Appendix R)** and the ***IQ Guide for the Montessori Learning Environment* (Appendix Q).**

24.5   Assessment

Montessori Programs are required to implement the *Work Sampling System.* All programs are required to use the online version *Work Sampling Online* (WSO). Refer to Section 4.7 for additional information.

24.6 Family Conferences

Information on each child's performance, including the *WSO Narrative Summary,* should be shared with family at the two documented family conferences required during the school year. Documentation of these conferences should be kept in each child's on-site file.

25.0 Pre-K Inclusion Classrooms

Any Georgia's Pre-K classroom may include a child with a disability. However, a **Georgia's Pre-K Inclusion classroom** refers to a designated classroom in which Georgia's Pre-K, the Local School System, and/or private child care provider implement an approved collaborative instructional model. In this model students with and without an Individualized Education Program (IEP) learn together. These classrooms are approved for a reduced class size.

25.1 Prior Approval

A Pre-K program must have approval from DECAL before operating a Georgia's Pre-K Inclusion classroom. Requests and questions regarding inclusion classrooms should be submitted via email to prekinclusion@decal.ga.gov.

25.2 Enrollment

Students attending a Georgia's Pre-K Inclusion classroom who have an IEP are enrolled by the Local School System and placed in the Inclusion classroom. The student(s) with an IEP participate in the same classroom environment and daily opportunities as their peers without IEPs. However, additional support and accommodations may be necessary based on a student's IEP. Students with an IEP may be dually enrolled at the Local School System and in a Georgia's Pre-K Inclusion classroom. All students enrolled in a Georgia's Pre-K Inclusion class must be enrolled in accordance with DECAL Operating Guidelines for Georgia's Pre-K.

25.3 Teaching Staff

Pre-K Inclusion classrooms are staffed with additional personnel to meet the needs of the enrolled students. Generally, the classrooms are staffed with three teachers; a full-time general education lead and assistant teacher, funded by DECAL and a full-time Special Education teacher funded by the Local School System. If an alternative personnel structure is desired, prior approval must be obtained from DECAL.

25.4 Attendance at Professional Development Training

All lead teachers and assistant teachers working in Georgia's Pre-K classrooms are required to meet the professional development requirement. This includes additional full-time staff in inclusion classrooms. Refer to Section 15.0 for additional information regarding professional development.

25.5 Class Size

Georgia's Pre-K Inclusion classrooms have a maximum of six students with an IEP. These classrooms have a maximum class size of 18 students.

25.6 Funding

The maximum class size for a Pre-K Inclusion classroom is 18. However, Inclusion classes will be paid for full enrollment of 20 students.

25.7 Family Conferences

Information on each child's performance, including the *WSO Narrative Summary* should be shared with families at the two documented conferences required during the school year. Documentation of these conferences should be kept in each child's on-site file.

Georgia Dept of Early Care and Learning
BRIGHT FROM THE START

Georgia's Pre-K Program
Parent Acknowledgement Form

FOR A FIVE-YEAR-OLD CHILD TO ATTEND GEORGIA'S PRE-K PROGRAM

Today's Date_____

I state that _____,

                          Child's Full Name   Date of Birth

DID NOT ATTEND Georgia's Pre-K Program during the previous school year, or was not enrolled in Georgia's Pre-K Program for more than 30 calendar days.

I understand that if it is discovered that the child listed above did attend Georgia's Pre-K Program and payment was made to a provider by the Georgia Department of Early Care and Learning for him/her, I will be responsible for reimbursing the provider listed below for any funds deducted.

_____
Signature of Parent/Guardian

Name of School_____
Address   _____
                    _____

Georgia's Pre-K Program
Student Social Security Number Information Form

Today's Date: _____

The Georgia Department of Early Care and Learning (DECAL) requests families provide Social Security Numbers for children attending Pre-K. DECAL uses Social Security Numbers to insure accurate enrollment information, to help prevent fraudulent student attendance reporting, and to obtain a unique 10-digit identifier (GTID) for your child from the Georgia Department of Education. This GTID number will be associated with your child for the remainder of their schooling years instead of their Social Security Number. Social Security Numbers are not used by DECAL for any other purpose. The Social Security Numbers are not shared with any other vendors or third parties and, for security reasons, they are encrypted in our database.

While a Social Security Number is not required to attend Georgia's Pre-K Program, it is beneficial to both you and your child to provide this information. If a Social Security Number is not given for a child, DECAL requires that you specify a reason below to explain why the information is not being provided.

I, _____, as parent/legal guardian of _____, am not able/willing at this time to provide DECAL with a Social Security Number because:

☐ I need help obtaining an SSN.

☐ I need help replacing a lost SSN.

☐ I am awaiting a replacement SSN and will provide it when it arrives.

☐ I forgot to bring the SSN and will provide within 30 days.

☐ I choose not to provide the SSN because _____

_____
Parent/Guardian Signature

Pre-K Programs: Please keep this form in student file in lieu of SS Card Copy.

Georgia Dept of Early Care and Learning
BRIGHT FROM THE START

Please write the school year in the box →	School Year

Clearly **print** the name as it appears on the birth certificate.

TODAY'S DATE (M/D/Y): ____/____/____		
CHILD INFORMATION:		
First Name*:*		Name Suffix (Jr,II,III):
Middle Name*:*		
Last Name*:*		
Last 4 Digits of SSN ___ ___ ___ ___	Date of Birth (MM/DD/YYYY): _____/_____/_____	Gender*:* M ☐ F ☐
Is your child's primary language English? ☐ **YES** ☐ **NO**	Language spoken at home (other than English):	Date started on Waiting List: _____/_____/_____
ADDRESS INFORMATION		
Home Address:		
City:	County of Residence:	State:
Zip Code:		
PARENT/GUARDIAN INFORMATION:		
First Name:	Last Name:	
Relationship: Mother ☐ Father ☐ Grandparent ☐ Guardian ☐ Other ☐		
Email Address:	Phone Number:	

_____

Parent/Guardian Signature   **Date**

Georgia's Pre-K Program
Roster Information Form

This form is to be completed after school starts, not at the time of registration. **Please clearly print** the name as it appears on the birth certificate.

TODAY'S DATE (M/D/Y): ____/____/____

CHILD INFORMATION:

Legal First Name*:*	Name Suffix (Jr,II,III):
Legal Middle Name*:*	Name Child is Called:
Legal Last Name*:*	
Child's Social Security # ____-____-____	DOB (M/D/Y): ____/____/____	Gender*:* M ☐ F ☐
Choose Not to Provide SSN ☐	Date enrolled in Pre-K (M/D/Y): ____/____/____

PARENT/GUARDIAN INFORMATION:

Last Name:	First Name:
Relationship: Mother ☐ Father ☐ Grandparent ☐ Guardian ☐ Other ☐	
Email Address:	Zip Code:

1. Identify your child's ethnicity, regardless of race, by selecting one of the below options.

☐ **Hispanic/Latino**   ☐ **Not Hispanic/Latino**

☐ **Decline to Answer**

Select **ONE OR MORE** of the following races regardless of how you answered question one.

2. Is your child:

☐ a. **White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

☐ b. **Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

☐ c. **Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

☐ d. **Black or African American** – A person having origins in any of the Black racial groups of Africa.

☐ e. **American Indian or Alaskan Native** – A person having origins in any of the original peoples of North and South America including Central America, who maintains a tribal affiliation or community attachment.

☐ f. **Decline to Answer**

3. What is your child's primary language?

☐ **English**

☐ **A language other than English**

3.a. Which language is spoken in the child's home (other than English? _____

4. Was your child born as a:

☐ **Single Birth (1)**

☐ **Twin (2)**

☐ **Triplet (3)**

☐ **Quadruplet (4)**

☐ **Quintuplet (5)**

5. Does your child receive Special Education Services?

☐ **Yes** ☐ **No**

5.a. If Yes, indicate which of the following Special Education Services your child receives.

☐ **Individual Education Program (IEP) (Part B, Section 619, IDEA)**

☐ **504 Plan/Individual Accommodation Plan (IAP) (Section 504 of the Rehabilitation Act of 1973)**

6. Does your child receive any of the following services?

☐ **Childcare and Parent Services (CAPS)**

☐ **Child and Adult Care Food Program (CACFP)**

☐ **Supplemental Security Income (SSI)**

☐ **Supplemental Nutrition Assistance Program (SNAP)**

☐ **Medicaid**

☐ **Temporary Assistance for Needy Families (TANF)**

☐ **Foster Care**

7. Will the Pre-K center be providing transportation for your child?

☐ **Yes**   ☐ **No**

_____
Parent/Guardian Signature   **Date**

Georgia's Pre-K Program

Basic Equipment, Materials, & Supplies Inventory List

Program Name: _____

The Basic Equipment, Materials, & Supplies Inventory List can be used to conduct an inventory of current Georgia's Pre-K classroom learning environment to provide guidance for annual purchases. Newly funded and expansion Georgia's Pre-K classrooms are required to complete the document and request approval for use of start-up funds **prior** to making any purchases. Equipment, materials, and supplies for each Georgia's Pre-K class must be age-appropriate and facilitate a strong educational program. All items must be of quality materials and workmanship and meet the needs of the Pre-K children. Items purchased with Pre-K funds and the items included on this inventory must be available to children and teachers in the Pre-K program throughout the year. Use of the suggested supplies and materials require direct supervision by the teachers in the classroom. When selecting classroom materials and supplies, programs are encouraged to purchase items that reflect diversity in race and culture. **Teachers cannot be required to use personal funds to purchase equipment, materials, or supplies**.

Georgia's Pre-K Program **does not endorse** any vendor. All items listed do not have to be purchased in a single order or from the same vendor. Items may be consumable and need to be replaced/replenished, while others may last a year or longer. Some items can be supplied through other sources. For example, items on the list with a (*) are often referred to as Real and Found Materials. These items are "found" through donations, or the items can be made by teachers. These materials add a "real" dimension to the instructional program and can be a cost saving measure.

Once the required level of equipment has been reached in all sections, programs may request to use funds to purchase technology related equipment, software, and/or playground equipment. All such purchases require **prior approval** of the Pre-K Specialist. Providers should refer to the current school year Pre-K Providers' Operating Guidelines (Section 22.2) regarding critical submission dates for technology and/or playground expenditure requests.

Steps for completing the form for Newly funded and Expansion classrooms:
1. Complete an inventory of the new/expansion Georgia's Pre-K classroom and list the number of existing items in the "Existing" column. To be included as part of the inventory, items must be in good repair, include all pieces, and be designated for use in the Pre-K classroom.
2. Review the "Required" number of items needed. Based on the number of items in the "Existing" column, determine the number of items to be purchased with Pre-K funds. List the number of items in the "Pre-K Funds" column.
3. Sign/date and include the grand total of the items to be purchased with Pre-K funds on the last page.
4. Submit the document to the Pre-K Specialist or Quality Support Specialist for approval **prior** to making purchases.

Steps for completing the form for Continuation classrooms:
1. Complete an inventory of the continuation Georgia's Pre-K classroom and list the number of existing items in the "Existing" column. To be included as part of the inventory, items must be in good repair, include all pieces, and be designated for use in the Pre-K classroom.
2. Review the "Required" number of items needed to ensure minimum requirements are met. Once minimum requirements are met, Pre-K funds should be used to purchase additional materials/supplies to build the classroom inventory and have items available for rotation.

Language and Literacy

	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)	DECAL Office Use Only
Furnishings and Reading Area Materials				
Book Display Shelf for forward-facing titles (holds at least 20 books)	1			
Materials to add softness: rug, pillows, lamps	As needed			
Soft seating, child-sized (reading area)	Seating for 2-4 children			
Children's literature books, general and instructionally topic-related (fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, cumulative, multicultural, question and answer, class-made)	100			
Props for Language and Literacy				

Props to develop alphabetic principle (examples)
  o   letter puzzles
  o   displayed alphabet
  o   word cards
  o   alphabet game/lotto
  o   letter dominoes
  o   interlocking letter cubes
  o   wooden alphabet blocks
  o   alphabet letter tiles
  o   alphabet letter stamps
	Minimum of 3 types			

Props to promote language development (examples)
  o   puppets
  o   telephones
  o   walkie-talkies
  o   cell phones
  o   magnet stories
  o   flannel board with story choices
	Minimum of 3 types			

Listening Center				
Listening station or device with headsets and jack for 2-4 children (CD, MP3 player, cassette, tablet, or any other electronic device that can play recorded stories).	1			
Headsets	2-4			
Books with corresponding audio recording of stories	20			
Writing Area Materials				
Containers/Bins for storage of materials	As needed			
Pencils, various sizes	30			

Writing instruments of various sizes (examples)
  o   pens
  o   markers
  o   chalk
  o   crayons
  o   colored pencils
	Minimum of 3 types/ enough for 2-8 children			

Vocabulary cards with words and pictures* Sight word cards would NOT meet this requirement.
  o   Animals (farm, zoo, pets, ocean, etc.)
  o   Topic related (community helpers, holidays, foods, etc.)
  o   Common objects (ball, chair, table, etc.)
	1 set/ additional sets needed for rotation			

	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)	DECAL Office Use Only

Real/found materials* (examples)
  o envelopes
  o order forms
  o greeting cards/junk mail/sale ads/brochures
  o note pads
  o stationery
  o address books/calendars
  o phone books
  o typewriter/calculator/computer keyboard
  o write and wipe cards/boards
	Minimum of 3 types			

Paper
  o lined
  o unlined
  o journals
  o drawing paper
  o tablets
	Minimum of 3 types			

Name cards of children in the classroom with picture and name*	1 set			

Dramatic Play				
	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)	DECAL Office Use Only
Furnishings (area should accommodate a minimum of five children)				

Wooden housekeeping furniture
  o sink
  o stove
  o refrigerator
  o hutch
	Minimum of 3			

Sturdy Clothing Storage Rack	1			
Wooden Table and Chairs, child-size (2-4 children)	1 set			
Full-length mirror	1			
Storage shelf	1			
Containers/Bins for storage of materials	As needed			
Basic Materials				
Baby dolls	Minimum of 5			

Quality Dress-Up Clothes* (examples)
  o lab jacket
  o scrub shirt
  o sports jersey
  o fancy dresses
  o sport coat
  o uniforms from local businesses
	Minimum of 6 types/more for rotation			

Dress-Up Props and Accessories* (examples)
  o hats/wigs
  o shoes
  o purse/briefcase
  o gloves
	Minimum of 3 types			

Props for kitchen play (examples) ○ eating utensils ○ dishes ○ pots and pans ○ pretend food ○ food scale ○ apron ○ cooking utensils (rolling pin, eggbeater, wooden/plastic spoons, spatula, spaghetti server, tongs, etc.)	Minimum of 3 kinds of props			
Child-size props for cleaning play (examples) ○ dish cloths/towels ○ sponges ○ mop and bucket ○ broom and dustpan ○ child-size vacuum cleaner/sweeper	Minimum of 3 kinds of props			
Props/furniture for pretend play with dolls* (examples) ○ bed or cradle ○ highchair ○ blankets ○ bottles ○ diaper bag ○ baby clothes	Minimum of 3 kinds of props			
Collection of clean empty containers (cereal/food boxes, detergent/spice/juice bottles, milk carton, etc.) *	Variety			
Additional housekeeping accessories* (examples) ○ child-size ironing board/iron ○ telephone ○ cash register ○ clocks/timers ○ bath scale ○ pet dishes	Minimum of 3 additional accessories			
Prop Box(es) for dramatic play theme(s) (grocery store, restaurant, doctor's office, dentist's office, veterinarian's office, beauty shop, pet store, florist, etc.) *	Variety of Prop Box types for rotation			

Blocks				
	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)	DECAL Office Use Only
Furnishings (area should accommodate a minimum of 5 children)				
Unit block storage shelf	1			
Storage Shelf	1			
Containers/Bins for storage of materials	As needed			
Basic Materials:				
Wood unit blocks, various shapes, standard floor size (tabletop size does NOT meet this requirement)	200-250 blocks			
Large wooden hollow blocks (appropriate for ages four and older)	17-30 blocks			

Block accessories (examples)	Minimum of 3 sets			
o vehicles o farm animals o ocean animals o zoo animals o dinosaurs o traffic signs o block play people				
Real/Found materials* (examples)	Minimum of 2 types			
o egg cartons/heavy cardboard tubes (shipping tubes, fabric rolls, etc.) o PVC pipe o cups/cones o keys o maps o carpenter apron/work gloves/tool belt				
Additional Block Type (optional)	10-20 blocks			
o large plastic blocks (non-connecting) o cardboard blocks* o foam blocks				

Math				
	Required (number of items)	**Existing** (number of items)	**Pre-K Funds** (number of items)	**DECAL Office Use Only**
Furnishings				
Storage Shelf	1			
Containers/Bins for storage of materials	As needed			
Basic Materials				
Counting materials (examples)	Minimum of 3 types/ 250 pieces per type or enough for 2-8 children			
o inter-locking cubes o number cubes/rods o quiet counters (small foam discs, small foam blocks, etc.) o double-sided counters o theme-related counters o ten frames o peg number boards				
Sorting materials (examples)	Minimum of 3/100 pieces per type			
o dinosaurs o transportation o fruit o animals o buttons o theme-related sorting materials				
Shape recognition materials (examples)	Minimum of 3/100 pieces per type			
o pattern blocks o attribute blocks o parquetry blocks o lacing shapes o shapes puzzle o magnetic building shapes				

		Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)	DECAL Office Use Only

Hand-eye coordination materials (examples)
   o   large/small colored beads of various shapes and laces
   o   pegs and peg boards
   o   lacing cards and laces
   o   inter-locking manipulatives in a variety of shapes and sizes
   o   geoboards
   o   dressing boards (snap, buckle, button, etc.)
   o   tabletop blocks
		Minimum of 3/100 pieces per type or enough for 2-8 children			

Item for measuring weight:	Balance	1			
Items for measuring length:	Measuring tools (rulers, tape measures)	Enough for 2-8 children			
Items for measuring the passing of time:	Timekeepers (egg/kitchen timer, hourglass, stopwatch) - Judy clocks will NOT meet requirement	Enough for 2-8 children			

Real/found materials* (examples)
   o   buttons
   o   bottle caps/ tops
   o   rocks
   o   dice
   o   marker lids
   o   plastic tokens/chips
		Minimum of 2 types/enough for 2-8 children			

Assortment of puzzles of varying levels of difficulty and number of pieces (knobbed, wooden, floor)		Minimum of 24/3 types			

Games (examples)
   o   dominoes
   o   number bingo
   o   matching games
   o   counting games
   o   patterning games
   o   folder games
   o   card games (Go Fish, Old Maid, etc.)
		Minimum of 3 types			

Science					
		Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)	DECAL Office Use Only
Furnishings					
Storage Shelf		1			
Containers/Bins for storage of materials		As needed			
Sturdy free standing sensory (sand and water) table with top, that accommodates <u>TWO-FOUR</u> children at one time		1			
Basic Materials					

Sensory table materials (examples)
   o   sand
   o   water/tear-free bubbles
   o   dirt
   o   pea gravel
   o   aquarium rocks
   o   packing peanuts
   o   confetti
   o   Other materials suitable for **scooping and pouring**
		As needed for monthly change			

	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)	DECAL Office Use Only

Sensory table items for <u>digging, scooping, pouring</u> (examples)
  o scoops
  o ladles
  o sifters
  o strainers
  o spoons
  o measuring cups
	Minimum of 3 types/ enough for 2-4 children			

Exploratory materials
  o magnets/items to attract and repel
  o binoculars
  o magnifying glasses
  o prisms
  o color paddles
  o Light table
	Minimum of 3 types/ enough for 2-8 children			

Living thing to care for (plant, pet)	1			

Discovery experience materials (examples)
  o matching sounds
  o identifying scents*
  o feely bags*
  o life cycle sequencing cards
  o gears
  o discovery tubes/sensory bottles*
  o tools for simple science experiments
  o health/nutrition games
  o animal bingo
	Minimum of 3			

Science/nature pictures and collections* (examples)
  o seashells
  o pinecones
  o feathers
  o rocks
  o mineral samples
  o other natural materials
	Minimum of 2 sets or collections/ enough for 2-8 children			

Art				
	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)	DECAL Office Use Only
Furnishings				
Storage shelf	1			
Containers/bins for storage materials	As needed			
Table and 4 chairs, child-size	1 set			
Drying space (e.g. drying clothesline) or rack	1			
Paint easel, full-sized (holds 16x22 or 18x 24 paper) - Not a tabletop easel	2-4 spaces			
General Materials				
Child-Safety Scissors, left/right	Minimum 8 pair			
Dough/Clay Tools (rolling pins, cookie cutters, wooden hammers)	Variety/ enough for 2-8 children			
Brushes, various sizes	6-12			
Paint Smocks	2-4			
Paint Cups	6-12			
Consumables (materials will need to be replenished on a regular basis)				

Crayons, various sizes, basic eight (8) colors and people colors	Enough for 20 children			
Markers, various sizes, basic eight (8) colors and people colors	Enough for 20 children			

Paper of different sizes, colors, textures (examples)
   o   construction
   o   tissue
   o   white
   o   manila
   o   newsprint
   o   foil
   o   wax
	Minimum of 3 types			

Collage Materials (examples)
   o   sequins
   o   pom-poms
   o   yarn
   o   pipe cleaners
   o   fabric scraps
   o   buttons
   o   cotton balls/swabs
   o   feathers
   o   foam pieces
	Minimum of 3 types			

Play dough: red, yellow, green, blue, and orange* (Should be the 3 lb size or large	1 container per color			
Glue Bottles (small and refillable)	Minimum of 8			
Liquid Tempera Paint	1 gallon per color/ minimum 3 colors			
Easel Paper, 18x24 or 16x22	2 reams			

Materials for three-dimensional creations (examples)
   o   small boxes
   o   coffee filters/cupcake liners
   o   straws
   o   paper plates
   o   pie plates
   o   pipe cleaners
   o   cardboard tubes
   o   cups
   o   jar lids
   o   small wood pieces
	Minimum of 3 types			

Music				
	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)	DECAL Office Use Only
Containers/bins for storage of materials	As needed			
Device for playing music for all students to hear (CD Player, iPod/mp3 player with speaker, cassette tape player, etc.). **Must be separate from listening center.**	1			

	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)	DECAL Office Use Only

Musical Props* (examples)
   o scarves
   o ribbons
   o streamers
   o bean bags
   o paper plates
   o small pool noodles
	Minimum of 2 types/20 per type			

Musical instruments, variety (bells, tambourine, triangle, maracas, rhythm sticks, etc.)	20			

Age-appropriate CDs, or cassette tapes or playlist on iPod/mp3 player, etc. (examples)
   o children's songs
   o classical
   o jazz
   o nature sounds
   o dance
   o foreign language
   o multicultural
	Minimum of 3			

Physical Development				
	Required (number of items)	**Existing** (number of items)	**Pre-K Funds** (number of items)	**DECAL Office Use Only**

Age-appropriate mobile equipment (examples)
   o balls
   o hoops
   o parachute
   o wagons
   o tricycles
   o scooters
   o plastic bats/balls
   o catching games/gloves
   o cones for obstacle course
	Minimum of 3 types			

Helmets	Required when riding vehicle(s)			

Social/Emotional Development				
	Required (number of items)	**Existing** (number of items)	**Pre-K Funds** (number of items)	**DECAL Office Use Only**
Pyramid Kit https://thediscoverysource.com/shop/the-pyramid-model-preschool-classroom-kit/	As needed	_____	_____	_____
Sensory/Adaptive Items: fidgets, sensory tiles, seating, noise canceling headphones, weighted lap pad animals for kids, sensory pads	As needed	_____	_____	_____
Timers: time timer, individual sand timers	As needed	_____	_____	_____
Calm Down Area Items: breathing ball, cool down cubes, soft seating, items to squeeze, emotion cards, Hand2mind – See my feelings mirror, sensory bottles, visuals for calming yoga poses	As needed	_____	_____	_____
Games:	As needed	_____	_____	_____

Who's Feeling What game, Friends and Neighbors – The Helping Game, Emotiblocks				

General Classroom Environment

	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)	DECAL Office Use Only
Tables	Seating for 20 children			
Chairs	20			
Cubbies/Lockers	1 space per child			
Cots/Mats and Sheets	20 cots/mats 25 sheets			
Chart Tablets, blank	3			
Chart Stand	1			
Area Rugs	As needed			

General Classroom Technology, Assessment Supplies, & Curriculum

	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)	DECAL Office Use Only
Classroom technology				
Tablet (ex: iPad, Samsung Galaxy, Android, Kindle, other)	If needed			
Printer (teachers need access to a printer for lesson plans, assessment, etc.)	If needed			
iPod/ iPod Docking Sound Station	If needed			
Bluetooth Speaker	If needed			
Accessories for Tablet (covers, keyboards, Apps)	If needed			
Assessment Supplies				
Digital Camera (not needed if assessment photos are taken on another device from which photos can be uploaded)	1			
Desktop/Laptop/Notebook Computer	1			
Folders	If needed			
Clipboards	If needed			
Curriculum				

Pre-K Approved Curricula **refer to the Pre-K Operating Guidelines for a list of approved curricula	1			

Additional Items		

Items listed below may be purchased if the following conditions are met:

☐ The Director/Principal has verified that the classroom has the required level of equipment based on all sections of the Basic Equipment, Materials, and Supplies List and the classroom has additional inventory for items to be rotated.
Date verified: _____

☐ A Pre-K Specialist or Pre-K Quality Support Specialist has verified that the classroom is fully stocked and meets the requirements as specified on the IQ Guide for the Learning Environment.
Date Verified: _____

	Pre-K Funds (number of items)	DECAL Office Use Only
Classroom		
Smart Board		
Projector		
Teacher Storage Cabinet		
Playground		
Stationary Playground Equipment		
Shade Structure		
Storage Unit/Shed		
Additional Resources		
Staff Training		
Materials related to supplemental curriculums: 2nd Step, Handwriting Without Tears, Heggerty, etc. The Program must request permission to implement supplemental curriculums.		

Director/Principal Signature: _____

Date Submitted: _____/_____/_____

*Grand Total of Order: $*_____

Pre-K/Quality Support Specialist: _____

Date Reviewed: _____/_____/_____

Initial Start-Up Order Approved: Yes ☐ *No* ☐

Date: _____/_____/_____

An orientation for Pre-K parents should be provided within 20 days of the commencement of Pre-K services for children. Listed below are suggested topics for the parent orientation; however, the list is not inclusive and other relevant topics may be added. Remember to keep documentation (agenda, sign-in sheets) of the orientation in your on-site program files. An informal session should be provided to all parents who do not attend the orientation or who enroll their children later during the school year. Documentation of initial and follow-up orientation sessions should be kept on site for consultant review.

- Required documentation: Georgia's Pre-K Registration Form, Georgia's Pre-K Roster Information Form, Social Security Number or Waiver, Immunization - 3231 (30 calendar days), and DPH 3300 (90 calendar days)
- 6.5 hour instructional day (specific beginning and end times for your program)
- Absenteeism or tardiness (Georgia Department of Early Care and Learning policy)
- Meal fees (site's written fee structure for Category Two children)
- Before/After care and fees (site's written fee structure, CAPS)
- Category One eligibility and **REQUIRED** documentation (must be on file prior to first roster submission)
- School calendar
- Fee structure for non-Pre-K program days (school holidays/vacation)
- Transportation (if offered from your site) and written fee structure
- Georgia Early Learning and Development Standards (GELDS)
- Georgia's Pre-K Child Assessment Program (Work Sampling System Online)
- Family conferences (2 required annually)
- Referral process for suspected developmental concerns (speech, behavior, developmental delay)
- Encourage parents to be involved (perhaps give a list of ways parents can be involved)
- Family Handbook
- Kindergarten transition activities
- Role of the Pre-K teacher and assistant teacher
- Information about the site's chosen Pre-K curriculum
- Center policies and procedures (illness, closing for inclement weather, etc.)
- What your child's day will be like (daily schedule, meals)
- Developing a home/school partnership
- What to send with your child for Pre-K (blanket, extra clothes, book bag)
- Child retention policy for the program, timelines for requests

This list is intended to provide suggestions for topics that may be covered in orientation for Pre-K staff.

Current School Year Pre-K Operating Guidelines – Documents to Review
http://www.decal.ga.gov/Prek/GuidelinesandAppendix.aspx
- □ Basic Equipment, Materials, and Supplies Inventory List (materials accessible to staff)
- □ Instructional Quality Guides (IQ Guides for Assessment, Planning Instruction, Environment, Daily Schedule)
- □ Georgia Early Learning and Development Standards (GELDS): http://www.gelds.decal.ga.gov/
- □ Online Learning Module available on GELDS website: *Webinar 3: Pre-K Teachers*

Current School Year Professional Development Training Schedule
- □ GaPDS: Training registration system/profile
- □ Project/Site Director training requirements
- □ Lead Teacher and Assistant teacher training requirements
- □ Reimbursements for training related travel expenses

Current School Year Salary/Pay Schedule for Pre-K Lead and Assistant Teachers
http://www.decal.ga.gov/PreK/Teachers.aspx

School Calendar
- □ 180 day Pre-K calendar for children
- □ 190 day Pre-K calendar for staff
- □ Procedures for first day of Pre-K
- □ School holidays
- □ Staff work days
- □ Inclement weather days   http://www.decal.ga.gov/PreK/Teachers.aspx
- □ Last day of Pre-K

Lead Teacher Credential Requirements/Assistant Teacher Credential Requirements

Policies Regarding Staff Pay (hourly, salary, etc):
- □ How frequently will staff be paid? (weekly, monthly, bi-monthly)
- □ How will pay be handled during school breaks? (winter holidays, Spring break, school closings due to inclement weather)
- □ Written work agreement/contract with lead and assistant teachers

Staff Work Expectations
- □ Scheduled work hours including staff planning time
- □ Leave/Time-Off policies

□ Does your program offer paid leave?
□ Reports/forms staff members will be required to complete.
□ Conferences/meetings with families
  □ Family Orientation
□ Staff meetings (if applicable)
□ Classroom cleaning responsibilities (as applicable)
□ Student attendance documentation/expectations

Pre-K Classroom Supply Funds
□ How will your program spend these funds?
□ How should teachers request/purchase classroom materials?

Georgia's Pre-K Child Assessment Program (WSO)
□ Review Appendix V from Pre-K Operating Guidelines
  □ WSO set-up/requirements
□ Procedures/timeline for Director to review assessment in WSO: Appendix U
□ Sample matrices and *WSO Refresher Teacher Webinar* available at
   http://www.decal.ga.gov/Prek/PreKChildAssessmentProgram.aspx

Lesson Plan Requirements
□ Completed for entire week
□ All completed lesson plans must be kept on site
□ Lesson plan templates (recommended) available at
   http://www.decal.ga.gov/Prek/Planning.aspx
□ Changes to the Learning Environment document
□ Planning for Assessment Template or on lesson plans
□ Georgia Early Learning and Development Standards: http://www.gelds.decal.ga.gov/

Teacher Resources: www.decal.ga.gov (Creating a Quality Learning Environment)
□ Real and Found Materials List (available under Room Arrangement)
□ Writing Center Ideas handout as well as Literacy in Each Center Area handout (available under Language and Literacy)
□ Teacher-child classroom interactions (CLASS): Information available at
   http://www.decal.ga.gov/PreK/CLASS.aspx
□ Concerns regarding a Pre-K student resources/procedure:
  □ Resources and conferences forms for concerns available at
     http://www.decal.ga.gov/Prek/ClassroomManagement.aspx
  □ Data collection, staff discussion with administrator/family, etc. procedure

Materials distributed to children's families
□ Program Policies and Procedures

□ Pre-K Family Handbook available at
http://decal.ga.gov/documents/attachments/PreKFamilyHandbook.pdf

Pre-K registration process for children and on-site written enrollment policy:
□ Category 1 and 2 determination and documentation
□ Required documents: Birth documentation; Enrollment Form; Roster Information Form; Immunizations; Vision, Hearing, Dental, Nutrition (3300 form)

Roster reporting dates and process to ensure accuracy

Requirements for retaining Pre-K records for 3 years: WSO, Student Registration

CAPS Referral for Georgia's Pre-K Program

School Year_____to _____

Families with children enrolled in a lottery-funded Georgia's Pre-K classroom who meet income and activity requirements may receive assistance with the cost of extended day services through the Childcare and Parent Services (CAPS) program. These arrangements should be made between the family and the CAPS program.

- **Families requesting assistance with child care costs** should apply online and upload this form through Georgia Gateway (www.Gateway.ga.gov).

- Families who already receive CAPS should report Pre-K as a change through Georgia Gateway (www.Gateway.ga.gov) or by contacting your Family Support Consultant at 1-833-4GA-CAPS (833-442-2277).

Family Information

Parental Authority Name: _____

Do you currently receive CAPS?   Yes ☐   No ☐   If Yes, CAPS ID or Case ID: _____

Phone Number:_____   Email Address: _____

Provider Information

Georgia Pre-K Site Name: _____

Site Phone Number: _____

Site Address: _____

My child is enrolled in a Georgia's Pre-K classroom.   ☐ Yes   ☐ No

Child Care Provider Name (if not Pre-K Site): _____

Provider Phone Number: _____

Provider Address: _____

Georgia Dept
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and LEARNING
BRIGHT FROM THE START

Legal Name:_____

DBA:_____

Address:_____

Start-up Reconciliation:

1	Total Start-up payments:	
2	Total Start-up purchases:	
3	**Total Start-up balance:**	

Pre-K Grant Agreement and Roster Payments Reconciliation Expenditures/Direct Costs:

4	Instructional Supplies and Materials:	
5	Instructional Other (field trips etc.):	
6	Stationary Playground Equipment: **Approval Required**	
7	Approved Technology:	
8	Unreimbursed Food Expenses:	
9	Lead Teacher Base Salary:	
10	Lead Teacher Supplemental Salary:	
11	Lead Teacher Benefits:	
12	Sub-Lead Teacher Salary:	
13	Assistant Teacher Salary:	
14	Assistant Teacher Benefits:	
15	Sub-Assistant Teacher Salary:	
16	Other Employees:	

17	Transportation:	
18	Other Operating Costs:	
19	**TOTAL DIRECT COSTS:**	

Administrative Costs:

20	Director's Salary:	
21	Office Supplies:	
22	Bookkeeping/Clerical:	
23	Royalties:	
24	TOTAL ADMIN COSTS: Enter the total amount of allocated administrative expenses incurred. *Refer to Section 17.1 in the Pre-K Providers' Operating Guidelines for information regarding administrative expenses.*	
25	Special Allotment/Refurbishment Funding:	

Totals:

A	Total Pre-K Revenue:	
B	Total expenditures: Add lines 19, 24, 25	
C	**Balance Line A-B**	
D	**Amount Due to DECAL**	

Comments:

Georgia's Pre-K Program
Checklist for Student Files Form

Georgia Dept of Early Care and Learning
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Site: _____

Class: _____

Date: _____

Operating Guideline Section			2.1	3.7	3.10	3.10	3.8	3.14	3.14	3.13	3.13	3.13	3.13	3.13
Appendix			A		D		B							
Child's Full Name (as it appears on birth certificate)	Entry Date	Exit Date	Age Eligibil-ity	Pre-K Registra-tion Form	Roster Infor-mation Form	Cat. One Doc	SS Doc	Immun-ization (3231)	3231 Expi-ration Date	Vision (3300)	Hear-ing (3300)	Dental (3300)	Nutri-tion (3300)	3300 Fol-low-up Needed
			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
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			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐

Georgia's Pre-K Program
Checklist for Student Files Form

Georgia Dept of Early Care and Learning
BRIGHT FROM THE START

Child's Full Name (as it appears on birth certificate)	Entry Date	Exit Date	Age Eligibil-ity	Pre-K Registra-tion Form	Roster Infor-mation Form	Cat. One Doc	SS Doc	Immun-ization (3231)	3231 Expi-ration Date	Vision (3300)	Hear-ing (3300)	Dental (3300)	Nutri-tion (3300)	3300 Fol-low-up Needed
			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
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			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
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			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐

Comments:

NOTE: Follow-up on "untestable" status of EEDs should occur. Parents should be assisted in getting the child re-screened. If the EED certificate box is marked "Needs Further Professional Examination," it is expected that documentation be on site to indicate that follow-up is occurring (doctor's notes, scheduled appointments, information from parents, etc.).

The Pre-K <u>Roster Information Form</u> is located in the Appendix of the Pre-K Providers' Operating Guidelines. Parents/guardians are required to complete this form once the child is enrolled in Georgia's Pre-K program (not before). The information on this form will be submitted on the Pre-K rosters and should be filed in the children's files.

Georgia's Pre-K Program Grant Requirement Checklist

Today's Date:

Legal Name: **Site Name:**

Programs are responsible for completing the Grant Requirement Checklist for each site. Pre-K Project Directors may determine which administrators are responsible for which items on the checklist. This checklist is intended to be a working document to help collect and organize required documentation throughout the year. In order to check completed, **all the appropriate documentation must be collected, updated and maintained on site throughout the school year.**

Examples of acceptable organizational tools include a 3ring binder with labeled tabs, labeled file folders kept together in a designated file drawer or box, or an expandable file with labeled dividers.

Section #1 – Program Level Responsibilities	
Completed ☐	All new Pre-K staff have completed registration in the Georgia Professional Development System (GaPDS).
Completed ☐	All lead teachers are registered for and have completed DECAL training requirements. ☐ Register all lead teachers for training. ☐ Completed training certificates and completion of online components have been verified for each teacher.
Completed ☐	All assistant teachers are registered for and have completed DECAL training requirements. ☐ Register all assistant teachers for training. ☐ Completed training certificates and completion of online components have been verified for each teacher.
Completed ☐	Project Director has participated in DECAL Pre-K training (Training is mandatory for new Project Directors). ☐ No Training Required
Completed ☐	Documentation for disenrollment of children is maintained on site. ☐ No disenrollment of children
Comments:	

Section #2 – Site Level Responsibilities	
Completed ☐	Parents were provided with an orientation that includes Pre-K Program policies and procedures and meal fees within 20 days of commencement of service. Supporting documentation for each family (sign-in sheet, agenda, or parent agreements) is included in the Grant Requirement Notebook/File.
Completed ☐	Working Copy of the Georgia's Pre-K Checklist for Student Files (by first day of school and updated for each roster submission and according to Pre-K Program Operating Guidelines) is included in the Grant Requirement Notebook/File. http://decal.ga.gov/Prek/DirectorGrantRequirementChecklist.aspx

Completed ☐	An individual file for each Pre-K child is available for review and is maintained/updated in accordance with the Pre-K Program Operating Guidelines. ☐ Birth documentation on file (before/on the first day the child enters the program) ☐ Immunization forms (3231) current and on file (within 30 calendar days of entry to the program) ☐ Certificate of Vision, Hearing, Dental and Nutrition forms (DPH 3300-Revised 2013) on file (within 90 calendar days of entry to the program) ☐ Follow-up documentation for 3231 and 3300 forms on site and updated throughout the year ☐ Copy of Category One eligibility documentation (if applicable) ☐ Copy of Social Security card or Social Security Number Information Form (Appendix B) ☐ Completed Georgia's Pre-K Registration Form (prior to entry into the program) ☐ Completed Georgia's Pre-K Roster Information Form (collected after entry into program and prior to Roster 1 and updated as needed)
Completed ☐	Attendance documentation is being maintained with times noted when children arrive late or leave before the end of the instructional day.
Completed ☐	Documentation of absenteeism and/or tardiness follow-up is maintained on site.
Comments:	

Section #3 – Program Level and Site Level Shared Responsibilities

Completed ☐	An orientation for all Pre-K staff was provided within 20 days of commencement of school. ☐ Copy of the agenda ☐ Copy of staff sign-in sheet
Completed ☐	Documentation for suspension of children is maintained on site. ☐ No suspension of children
Completed ☐	Appropriate lesson plans including required components are on site and are checked regularly. ☐ Copy of Instructional Quality (IQ) Guide for Planning Instruction and the reviewed set of lesson plans for each lead teacher completed within 30 school/business days of teachers reporting. If teacher is using the 12-week lesson plan "Off to a Good Start", the IQ guide should be completed within two weeks after the teacher has begun writing his or her own lesson plans. ☐ Monitoring plan developed and implemented for lesson plans and providing feedback throughout the school year.
Completed ☐	The Pre-K funded day includes 6.5 hours of documented instruction and teacher planning time. ☐ Copy of the Instructional Quality (IQ) Guide for Daily Schedule and the reviewed daily schedule for each classroom completed within 30 school/business days of teachers reporting.

Completed ☐	A developmentally appropriate environment and supporting materials are maintained and monitored regularly.
	☐ Copy of the Instructional Quality (IQ) Guide for the Learning Environment for each classroom completed within 30 school/business days of teachers reporting.
	☐ Monitoring plan developed and implemented for monitoring the classroom environment and materials and providing follow-up throughout the year.
Completed ☐	Appropriate child assessment is implemented and assessment data maintained for each child.
	☐ Copy of the Instructional Quality (IQ) Guide for Assessment (WSO) for each classroom completed and updated throughout the school year according to the timeline.
	☐ Copy of the Instructional Quality (IQ) Guide for Directors is completed for each site.
	☐ Monitoring plan developed and implemented for providing feedback about assessment.

Comments:

Upon completion of the document please sign, date, and keep on site for DECAL Pre-K Specialist review.

By completing and signing the document, the Project Director is asserting that the information is true and that supporting documentation is being maintained on site.

Project Director Signature: _____   Date: _____

Site Director Signature: _____   Date: _____

Georgia's Pre-K Program Instructional Quality (IQ) Guide for the Learning Environment

This guide is to be completed by the lead teacher within the first thirty (30) school/business days of when teachers report and then signed, dated and submitted to the Director/Principal. Upon receipt of the completed IQ Guide, Directors/Principals may complete the form or designate a second reviewer. The designated reviewer should complete the document while in the classroom, compare results and provide feedback to the teacher. Directors/Principals should sign the form regardless of who is designated as the reviewer. A completed copy of **the *IQ Guide for the Learning Environment*** should be placed with the ***Grant Requirement Checklist***. This document is designed to be completed at the beginning of the school year and used throughout the year to document changes. Although additional reviews are not required, Directors/Principals are encouraged to schedule a date for a second review. NOTE: Additional reviews can be required as deemed necessary by DECAL staff.

For the purpose of this document please use the following definitions:
Enough: 20 children
Some: enough for a small group of children (2 to 8 children)
Accessible: materials are located within the learning areas or in the classroom within easy reach of the children. Children can freely choose to use materials without asking for teacher permission or assistance.
Available: items are easily brought out for children's use for specific activities or to expand children's learning.

Additional definitions and clarifications can be found in the *FAQ for the Learning Environment*. Although completion of this guide is required within the first 30 days and a second review is recommended, monitoring and feedback can be given as often as desired. This document is intended to be a working document and teachers can write specific items needed under each area and the reviewer/director/principal can add dates when items are available/ordered/delivered or additional corrections are made.

Classroom Environment and Display				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
The classroom is inviting, clean, organized, and visually appealing to children.	☐	☐	☐	☐
Majority of items (more than 50%) in the display are child-initiated, at children's eye level, and displayed for no longer than six weeks.	☐	☐	☐	☐
Photos of children and their families are included in the display.	☐	☐	☐	☐
Dictations from children are included in the display.	☐	☐	☐	☐
Photos and chart stories from recent activities are included in the display.	☐	☐	☐	☐
Classroom rules are developed, include symbols/pictures, and posted at the children's eye level.	☐	☐	☐	☐
The classroom is safe and free from hazards.	☐	☐	☐	☐
Comments				

Language and Literacy				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:___	Reviewer __/__/__ Date:___
Furnishings:				
Items are included in the library area to make the area cozy. Examples: soft seating, rug, lamp, pillows	☐	☐	☐	☐
Reading Area Materials are accessible, labeled and organized:				
Books for the number of children enrolled in the class Examples: Fantasy, nonfiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase, cumulative, multicultural, question and answer, class-made	☐	☐	☐	☐
Books that reflect current topics are in the classroom.	☐	☐	☐	☐
Books are displayed and organized forward facing so children can easily see the front covers of the books to make choices.	☐	☐	☐	☐
Props for Language and Literacy				
Props to develop alphabetic principle (3 types) Examples: letter puzzles, displayed alphabet, word cards, alphabet game, alphabet lotto, letter dominoes, inter-locking letter cubes, wooden alphabet blocks, alphabet letter tiles, alphabet letter stamps	☐	☐	☐	☐
Props to promote language development (3 types) Examples: Puppets, telephones, walkie-talkies, cell phones, magnet stories, flannel board and stories familiar to children.	☐	☐	☐	☐
Listening Center				
Listening station or device with headsets and jack for 2-4 children (CD, mp3 player, tablet, or any other electronic device that can play recorded stories). A minimum of two books or stories needed.	☐	☐	☐	☐
Writing Area Materials are accessible, labeled and organized:				
Writing instruments of various sizes (3 types) Examples: pens, markers, chalk, crayons, pencils, colored pencils	☐	☐	☐	☐
Vocabulary cards with words and pictures Examples: animals, topic related, common objects, etc.	☐	☐	☐	☐
Real/found materials (3 types) Examples: envelopes, order forms, greeting cards, note pads, stationery, address books, phone books, typewriter, write and wipe cards/boards	☐	☐	☐	☐
Paper (3 types) Examples: lined, unlined, journals, drawing paper, tablets	☐	☐	☐	☐
Name cards of children in the classroom with picture and name	☐	☐	☐	☐
Comments				

Dramatic Play				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date: ___	Reviewer __/__/__ Date: ___
Area is large enough to accommodate a minimum of five children.	☐	☐	☐	☐
Furnishings:				
Housekeeping furniture (3 types/purposes) Examples: stove, sink, refrigerator, hutch	☐	☐	☐	☐
Dress-up clothing storage	☐	☐	☐	☐
Table and chairs	☐	☐	☐	☐
Basic shelves for housing dramatic play materials	☐	☐	☐	☐
Basic Materials are accessible, labeled and organized:				
Dolls – at least 5 representing multiple cultures	☐	☐	☐	☐
A variety of quality dress up clothes are accessible (minimum of 6 types). Examples: lab jacket, sport coat, scrub shirt, fancy dresses, etc.	☐	☐	☐	☐
Dress-up props and accessories (shoes, hats, purse/briefcase, etc.)	☐	☐	☐	☐
Full-length mirror	☐	☐	☐	☐
Props for kitchen play Examples: eating utensils, dishes, pots and pans, pretend food, cooking utensils (rolling pin, egg beaters, tongs, spatula, etc.)	☐	☐	☐	☐
Props for cleaning play Examples: sponges, mop, broom, dustpan, bucket	☐	☐	☐	☐
Props and furniture for pretend play with babies (3 types) Examples: baby bed, high chair, blankets, bottles, diaper bag, baby clothes, baby blankets	☐	☐	☐	☐
Collection of empty containers Examples: cereal and other food boxes, detergent bottles, spice bottles, milk cartons, juice bottles	☐	☐	☐	☐
Additional housekeeping accessories (3 types) Examples: ironing board/iron, telephone, cash register, clocks, pet dishes, bath scale, etc.	☐	☐	☐	☐
At least one Prop box for an additional dramatic play theme.	☐	☐	☐	☐
Props to encourage beginning reading and writing skills Examples: recipe books, menus, telephone books, checklists, telephone message pad, pens, pencils	☐	☐	☐	☐
Comments				

Blocks

	Teacher ___/___/___ 1st 30 days	Reviewer ___/___/___ 1st 30 days	Teacher ___/___/___ Date:	Reviewer ___/___/___ Date:
Date Completed:				
The majority of unit blocks are stored on shelves for easy accessibility and sorted, labeled and organized for easy clean-up.	☐	☐	☐	☐
Block area is located away from traffic patterns.	☐	☐	☐	☐
Block area is large enough for a minimum of 5 children.	☐	☐	☐	☐
Furnishings:				
Organized storage for blocks and props and accessories	☐	☐	☐	☐
Basic Materials are accessible, labeled and organized:				
Standard unit blocks (200 – 250)	☐	☐	☐	☐
Large wooden hollow blocks, appropriate for ages 4 and older (17 – 30)	☐	☐	☐	☐
Block accessories (3 types) Examples: vehicles, animals (farm, zoo, ocean), traffic signs, people	☐	☐	☐	☐
Real/found materials – at least 2 types Examples: egg cartons, PVC pipe, cups, heavy cardboard tubes	☐	☐	☐	☐
Materials to promote literacy development Examples: maps, alphabet blocks or tiles, books related to block play, writing materials	☐	☐	☐	☐
Optional: An additional type of block (10 – 20) Examples: cardboard, foam, plastic	☐	☐	☐	☐
Comments				

Math

	Teacher ___/___/___ 1st 30 days	Reviewer ___/___/___ 1st 30 days	Teacher ___/___/___ Date:	Reviewer ___/___/___ Date:
Date Completed:				
Furnishings:				
Math/manipulative materials are housed on low shelves near a table or designated play area.	☐	☐	☐	☐
Basic Materials are accessible, labeled, and organized:				
One type of manipulative for each of the following: counting, sorting, recognizing shapes, and hand/eye coordination.	☐	☐	☐	☐
Materials for measuring (weight, length, and time)	☐	☐	☐	☐
Real/found materials (2 types) Examples: buttons, bottle tops, beans, dominoes	☐	☐	☐	☐
Math and manipulative materials to address different developmental levels of the children enrolled in the classroom and to meet children's needs as they progress throughout the year	☐	☐	☐	☐
Puzzles of varying levels of difficulty and number of pieces (3 types) Examples: knobbed, wooden, floor	☐	☐	☐	☐
Math games (3 types) Examples: dominos, number bingo, matching games, counting games, patterning games, folder games	☐	☐	☐	☐
Materials to promote literacy development Examples: stringing alphabet beads, books to develop math concepts, writing materials, alphabet cube and beads, alphabet puzzles	☐	☐	☐	☐

Comments

Science				
Date Completed:	Teacher ___/___/___ 1st 30 days	Reviewer ___/___/___ 1st 30 days	Teacher ___/___/___ Date: ___	Reviewer ___/___/___ Date: ___
Furnishings:				
A sensory table with ample sensory material and tools to dig, scoop, pour and measure is open and accessible daily.	☐	☐	☐	☐
Basic shelving to house science materials	☐	☐	☐	☐
Basic Materials are accessible, labeled, and organized:				
Basic materials (3 different materials from this list): Magnets and items to attract and repel, binoculars, magnifying glasses, prisms, color paddles	☐	☐	☐	☐
Discovery experience materials (3 types) Examples: matching sounds, identifying scents, feely bags, sequencing cards, gears, discovery tubes/sensory bottles, simple science experiments, health and nutrition games, animal bingo	☐	☐	☐	☐
Pictures and collections related to science/nature are displayed in the area (2 sets/collections). Examples: seashells, rocks, feathers, tree bark, fossils, acorns, variety of leaves, etc.	☐	☐	☐	☐
Something living for children to care for	☐	☐	☐	☐
Materials to promote literacy development Examples: age-appropriate science concept books, writing materials that support recording observations and making lists, walkie-talkies, science word cards with pictures to develop vocabulary	☐	☐	☐	☐
Texture/sensory table materials are varied and changed monthly. Examples: sand, water, dirt, pea gravel, confetti, etc.	☐	☐	☐	☐
Comments				

Art				
Date Completed:	Teacher ___/___/___ 1st 30 days	Reviewer ___/___/___ 1st 30 days	Teacher ___/___/___ Date: ___	Reviewer ___/___/___ Date: ___
Furnishings:				
Table and chairs	☐	☐	☐	☐
Drying space or rack	☐	☐	☐	☐
Full-sized easel accessible daily (must hold 16x22 or 18x24 paper)	☐	☐	☐	☐
Shelving for housing art materials	☐	☐	☐	☐
Basic Materials are accessible, labeled and organized:				
Crayons	☐	☐	☐	☐
Markers	☐	☐	☐	☐
Paper of different sizes, colors, textures (3 different types) Examples: construction, tissue, white, manila, newsprint, foil, news, wax	☐	☐	☐	☐
Scissors (appropriately sized) enough for a small group of children	☐	☐	☐	☐

Collage materials (3 types) Examples: pipe cleaners, fabric scraps, buttons, cotton balls, feathers, foam pieces, sequins, pom poms, yarn	☐	☐	☐	☐
Play dough or soft clay and tools	☐	☐	☐	☐
Glue (enough for a small group of children)	☐	☐	☐	☐
Fresh Paint for easel (3 or more colors)	☐	☐	☐	☐
Paint brushes appropriately sized (one for each color of paint)	☐	☐	☐	☐
Paper for easel (16 x22 or 18 x 24)	☐	☐	☐	☐
Painting smocks	☐	☐	☐	☐
Materials for three-dimensional creations (variety) Examples: small boxes, straws, paper plates, pie plates, pipe cleaners, cardboard tubes	☐	☐	☐	☐
Materials for promoting literacy development Examples: books, storybook paper, alphabet stickers, lined paper or journals, pens, pencils	☐	☐	☐	☐
Comments				

Music				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date: ___	Reviewer __/__/__ Date: ___
Device for playing music for all students to hear (CD/cassette tape player, iPod/mp3 player with speaker, etc. Must be separate from the listening center.	☐	☐	☐	☐
Musical props (2 types/enough for 20) Examples: scarves, ribbons, bean bags	☐	☐	☐	☐
Musical instruments (various types of instruments; enough for 20)	☐	☐	☐	☐
Age-appropriate music (3 types) Examples: classical, children's, jazz, nature sounds, multicultural, dance, foreign language	☐	☐	☐	☐
Comments				

Physical Development				
Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date: ___	Reviewer __/__/__ Date: ___
Age-appropriate mobile equipment (3 types) Examples: balls, hoops, parachute, wagons, tricycles, scooters, plastic bats, catching games/gloves, cones for obstacle course Note: Helmets required when riding vehicles.	☐	☐	☐	☐
Uses stationary equipment daily, weather permitting.	☐	☐	☐	☐
Comments				

**Review 1**

Teacher Signature: _____ **Date:** _____/_____/_____

Director/Principal Signature: _____ **Date:** _____/_____/_____

<u>Review 2 (if applicable)</u>

Teacher Signature: _____ **Date:** _____/_____/_____

Director/Principal Signature: _____ **Date:** _____/_____/_____

Georgia's Pre-K Program
Instructional Quality (IQ) Guide for Daily Schedule

Today's Date: _____

Site Name: _____   **Teacher Name:** _____

Lead teacher will complete within 30 school/business days from when teachers report using a current schedule. Sign, date and submit to the Director/Principal with the corresponding schedule. Director/Principal will review and provide necessary support or feedback. Complete the director column, sign, date and file with the *Grant Requirement Checklist.* Also attach a copy of the Daily Schedule used to complete the IQ guide. (Suggestion: work with a schedule the first couple weeks of school, adjusting to meet children's needs before completing this IQ Guide)

Teacher	Director	Refer to the *FAQ for Daily Schedule* for an explanation of the various schedule components. This IQ Guide should be completed whenever a teacher/program makes changes to the daily schedule throughout the year.
☐	☐	6.5 hour written daily schedule with times is posted **inside** the classroom. *Note: If the school year is shortened, equivalent numbers of hours must be documented on the school calendar, posted schedules, and in lesson plans.*
☐	☐	Opening Activity (may be included as part of your morning circle time that takes place at the beginning of the day)
☐	☐	Large Group (may include routine activities such as weather, calendar or other planned activities)
☐	☐	Daily Large Group Literacy Time
☐	☐	Two Teacher-Planned Story Times
☐	☐	Phonological Awareness Activities
☐	☐	Small Group Time
☐	☐	60 minutes of free choice center time
☐	☐	Clean up time after center play is documented
☐	☐	Rest Time (scheduled for a maximum of one hour)
☐	☐	Music with Movement Activities
☐	☐	Outdoor Play
☐	☐	Closing Activity
☐	☐	A schedule for children is posted at children's eye level and is manipulated by children to facilitate knowledge of the daily routine and time/sequence concepts. This schedule must include pictures.

Teacher Signature: _____   *Date:* ____/____/____

Director/Principal Signature: _____   *Date:* ____/____/____

Comments and Feedback:

Note: IQ Requirements for Daily Schedule reflect the basic foundation each program will create, and if necessary, may expand to include other components such as transitions, restroom times, specials, etc., as additional program requirements or needs.

Georgia's Pre-K Program
Instructional Quality (IQ) Guide for Planning Instruction

Today's Date:

Site Name: _____   **Teacher Name:** _____

Lead teacher will complete within 30 school/business days from when teachers report using a week of completed lesson plans. **If the teacher is using the 12 week lesson plan "Off to a Good Start", the IQ guide should be completed within two weeks after the teacher has begun writing their own lesson plans.** Sign, date and submit to the Director/Principal with corresponding plans. Director/Principal will review using the same set of lesson plans/provide support and feedback. Complete director column, sign, date, and file with the **Grant Requirement Checklist**. Also include a copy of the lesson plan that was used to complete the IQ guide**Refer to the **FAQ for Planning Instruction** for explanation of instructional activities which should be reflected in lesson plans.*

Teacher	Director	Organizational Components
☐	☐	Lesson plans are accessible and maintained on site.
☐	☐	Weekly lesson plans include all required components. ☐ Lesson Plan Template (DECAL templates recommended, not required) ☐ Small Group Template (DECAL templates recommended, not required) ☐ Changes to the Environment Form (required/choose one) ☐ Planning for Assessment Template (this form is optional if plans for assessment are documented on lesson plans)
☐	☐	Each week, current and complete lesson plans are on site, organized and implemented.
☐	☐	Clock times noted on lesson plans correspond with the times and activities on posted schedule.
☐	☐	Georgia Early Learning and Development Standards (GELDS) are documented for all teacher-planned instructional activities using the complete code. (Example: CLL 1.4a)
Teacher	**Director**	**Instructional Activities**
☐	☐	Activities are appropriate for the developmental levels of the children in the classroom.
☐	☐	Activities are free from rote memorization or drills and letter of the week activities/instruction.
☐	☐	Instruction is free of worksheets and dittos.
☐	☐	Open-ended activities are planned.
☐	☐	Large Group/Opening Activities are purposeful, vary and are planned **daily.**
☐	☐	Individualization for specific children is documented as needed. (see Small Group Template)
☐	☐	Music with gross motor movement (music title and activity) is planned **daily.**
☐	☐	Closing reflects a planned/purposeful activity.
Teacher	**Director**	**Language and Literacy Development**
☐	☐	Large Group Literacy activities are planned **daily.** The activities incorporate both reading **and** writing skills over the course of each week.
☐	☐	Phonological awareness activities are planned **daily** and vary, following a continuum of learning.
☐	☐	A minimum of two (2) purposeful opportunities to read and discuss children's literature are planned **daily.**
Teacher	**Director**	**Small Group Instruction**
☐	☐	Small groups, (2-8) children, change frequently based on the needs/skills of students.
☐	☐	Small group reading and supporting activity is documented at least **once per week**.
☐	☐	Developmentally appropriate and purposeful small group activities are planned **daily.** Teacher facilitated and independent activities should be documented.
☐	☐	Children are identified in independent and teacher facilitated groups (name, initial, or symbol).
Teacher	**Director**	**Planned Assessment Collection**
☐	☐	Plans for collecting assessment data are incorporated throughout the instructional week (either on the planning for assessment template or directly on the lesson plans).

Teacher Signature:

_____

Date: ____ / ____ / ____

Director/Principal Signature: _____   *Date:* ____ / ____ / ____

Feedback and Follow-up:

It is recommended this IQ Guide be utilized throughout the year as part of your written plan for monitoring lesson plans.

Site Name:

Today's Date:

Program Director support and monitoring of child assessment is important to the successful implementation of WSO. The following timeline was created to support administrators in the oversight of the WSO process.

PRE-PLANNING	☐ Ensure teacher(s) have all materials necessary for assessment collection (camera, tablet, computer, connectivity to high-speed internet, printer, etc.). ☐ Meet with teacher to discuss WSO and what their first steps are for entering children into the online platform once students are assigned GAPREK Identification numbers. ☐ Create a monitoring plan for reviewing and providing feedback to teacher(s) and file with your Director Grant Requirement Checklist. Complete the due dates on the timeline using your school calendar. ☐ Review the FAQ for Assessment
September 1st – 9th	Ensure teachers have entered student information into WSO (Providers can access class reports through their WSO dashboard).
WEEK 4 **DUE:**	☐ Randomly select and screen a minimum of 3 online student portfolios from each classroom. Screen the online portfolios to ensure teachers are entering and linking documentation weekly.
WEEK 6-7 **DUE:**	☐ Verify that all students in each classroom have an online checklist created by using the **Pending Checklist Report**. (Directions to run the report are on the BFTS website in the "how to" file under Work Sampling). ☐ Review Developmental Checklists to ensure teachers are entering ratings each week.
WEEK 12-13 **DUE:**	☐ Randomly select and screen a minimum of 3 online student portfolios from each classroom. Screen the online portfolios to ensure teachers are entering and linking documentation weekly. ☐ Review Developmental Checklists to ensure teachers are entering ratings each week.
WEEK 17-18 **DUE:**	☐ Prior to parent conferences, randomly review Narrative Summary checking for completion, factual comments and that information is written in a positive, professional manner. ☐ Ensure that all indicators on the student developmental checklist have been rated and finalized.

Director/Reviewer Signature: _____   *Date:* _____/_____/_____

Georgia's Pre-K Program
Instructional Quality (IQ) Guide for Assessment
Work Sampling Online Director Timeline Reporting Period 2(SPRING)

Site Name:

Today's Date:

WEEK 4 **DUE:**	☐ Randomly select and screen a minimum of 3 online student portfolios from each classroom. Screening the online portfolios to ensure teachers are entering and linking documentation weekly.
WEEK 6-7 **DUE:**	☐ Verify that all students in each classroom have an online checklist created by using the **Pending Checklist Report**. (Directions to run the report are on the BFTS website in the "how to" file under Work Sampling).
WEEK 12-13 **DUE:**	☐ Randomly select and screen a minimum of 3 online student portfolios from each classroom. Screening the online portfolios to ensure teachers are entering and linking documentation weekly.
WEEK 17-18 **DUE:**	☐ Prior to parent conferences, randomly review Narrative Summary checking for completion, factual comments and that information is written in a positive, professional manner. ☐ Ensure that all indicators on the student developmental checklist have been rated and finalized. ☐ Each student's developmental checklist and narrative summary reports are copied and left on site for three years.

Director/Reviewer Signature: _____   *Date:* _____/_____/_____

Today's Date:

Site Name: **Teacher Name:**

PRE-PLANNING	☐ Review the FAQ for the IQ Guide for Assessment (WSO). ☐ Ensure that all assessment materials are in working order and accessible. (The camera or tablet is in the classroom and high-speed internet access is available and working) ☐ Report any issues to the program director/principal. ☐ Enter the GAPREK Class ID as the WSO class name. **DO NOT CHANGE YOUR CLASS NAME – THIS IS A UNIQUE IDENTIFIER ASSIGNED TO YOU BY OUR DATABASE.**
September 1ˢᵗ-9ᵗʰ	☐ Enter student information for your class into WSO.
WEEKLY THINGS TO DO	• Student assessment documentation must be entered and linked to indicators weekly (observational notes, work samples, photos, and data from matrices.) • Review linked documentation and rate indicators on the WSO Developmental Checklist. • Archive any student that has disenrolled from your class. • Submit a WSO help ticket at this link if help is needed with adding a new student to your WSO roster: https://www.decal.ga.gov/Prek/WSO_Logging.aspx Update children's GAPREK ID's as needed.
WEEK 17-18 **DUE:**	☐ Review all supporting documentation and WSO Developmental Checklist. All indicators should be rated and finalized. ☐ Complete the Narrative Summary Report online (including attendance) and print for the parent conferences ☐ Conduct the required family conferences and obtain parent signatures. ☐ Keep a copy of the Narrative Summary Report on site for 3 years.

Teacher Signature: _____   *Date:* _____/_____/_____

Director/Reviewer Signature: _____   *Date:* _____/_____/_____

Georgia's Pre-K Program
Instructional Quality (IQ) Guide for Assessment
Work Sampling Online Teacher Timeline
Reporting Period 2(SPRING)

Today's Date:
Site Name: **Teacher Name:**

WEEKLY THINGS TO DO	• Student assessment documentation must be entered and linked to indicators weekly (observational notes, work samples, photos and completed matrices) • Review linked documentation and rate indicators on the WSO Developmental Checklist. • Archive any student that has disenrolled from your class. • Submit a WSO help ticket at this link if help is needed with adding a new student to your WSO roster: https://www.decal.ga.gov/Prek/WSO_Logging.aspx • Update children's GAPREK ID's as needed.
WEEK 17-18 **DUE:**	☐ Review all supporting documentation and WSO Developmental Checklist. All indicators should be rated and finalized. ☐ Print a copy of each child's completed WSO Developmental Checklist. Keep on site for 3 years. ☐ Complete the Narrative Summary Report online (including attendance) and print for the parent conferences. ☐ Conduct the required family conferences and obtain parent signatures. ☐ Keep a copy of the Narrative Summary Report on site for 3 years.

Teacher Signature: _____   *Date:* _____/_____/_____

Director/Reviewer Signature: _____   *Date:* _____/_____/_____

Site Name: _____   **Teacher Name:** _____

Young children are active learners and need to touch, feel, experiment, and create within their learning environment. The most powerful motivator for young children to learn is the natural joy that comes from learning and exploring. In the Georgia's Pre-K Montessori classroom, the learning environment is organized, prepared, and structured according to Montessori method. Materials and activities are structured and changed to meet children's growing developmental needs and changing interests.

The Montessori classroom requires a well-planned and structured environment that meets children's developmental needs. The children are free to follow their own interests within this environment. The result is that children develop in a natural way and are highly motivated. Children develop self- discipline and master basic skills, at their own pace. The teacher is trained in each aspect of the curriculum and grounded in a rich understanding of child development, allowing lessons to be personalized to support each child's unique development.

A key element of the Montessori method is the 'Prepared Environment,' meaning that the physical appearance and arrangement of materials adhere to certain principles which focus on meeting the needs of the child. It is the teacher's role to prepare and maintain the environment. These principles include:
- Freedom of movement and freedom of choice for the children
- Structure and order in the arrangement and sequence of the materials
- Materials that provide active learning experiences
- Vertical grouping (in the age range from 2.5 to 6 years), with permission from Bright from the Start
- A closeness to nature and the natural world, with materials and activities that reflect the reality of life, not fantasy
- An atmosphere that is attractive, warm and inviting

For the purpose of this document, please use the following definitions:

Enough: all 22 children or the number of children enrolled
Some: enough for a small group of children (2 to 8 children)
Accessible: materials are located within the learning areas or in the classroom within easy reach of the children. Children can freely choose to use materials without asking for teacher permission or assistance.
Available: items are easily brought out for children's use for specific activities or to expand children's learning.

This guide is to be completed first by the lead teacher. This should be completed within the first thirty (30) school/business days of when teachers report and then signed, dated and submitted to the Director/Principal. Upon receipt of the completed IQ Guide, Directors/Principals may designate a second reviewer. The designated reviewer should complete the document while in the classroom, compare results and provide feedback to the teacher. Directors/Principals should sign off at the end regardless of who is designated as the reviewer. A completed copy of the *IQ Guide for the Learning Environment* should be placed with the *Grant Requirement Checklist*. This document was designed to be fluid and used throughout the school year to document changes. Although additional reviews are not required, Directors/Principals are encouraged to set a date for a second review. NOTE: A second or additional reviews can be required as deemed necessary by the Pre-K Specialist.

Additional definitions and clarifications can be found in the *FAQ for the Learning Environment*. Although completion of this guide is required within the first 30 days and recommended for a second review, monitoring and feedback can be given as often as desired. This document is intended to be a working document and teachers can write specific items needed under each area and reviewer/director/principal can add dates when items are available/ordered/delivered or additional corrections are made.

Classroom Environment and Display

Research shows that when children are in an attractive, inviting environment they perform better and are happier.

In a Montessori environment for young children, the children's process of creation is emphasized over the products of their work. Therefore, children's work may not be displayed in the classroom after it is completed. Classroom walls should be sparsely decorated with objects of art, which are rotated on a regular basis.

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
The classroom is inviting, clean, organized, and visually appealing to children.	☐	☐	☐	☐
Materials in every area of the classroom are accessible to the children throughout their daily work cycle.	☐	☐	☐	☐
Photos of children and their families are available to the children.	☐	☐	☐	☐
Walls are sparsely decorated with plenty of empty space	☐	☐	☐	☐
The classroom is safe and free from hazards.	☐	☐	☐	☐
Display includes objects of art and culture, as in a gracious home, rather than cartoons or educational posters.	☐	☐	☐	☐

Comments

Language and Literacy

The Montessori approach is a very hands-on and tactile experience for children preparing to read and write. Experiences in the Practical Life and Sensorial areas offer repeated experiences transferring, pouring, grasping, squeezing, and pinching that have strengthened small finger muscles in preparation for writing. Additional learning tools are used to focus on writing, such as metal insets, sandpaper letters and the moveable alphabet with the direct aim of improving muscle coordination. Language exercises take the child from the concrete, such as working with objects and matching them to the correct beginning sound, to the more abstract work of matching objects or pictures to words. A rich language area with unique materials, books and experiences such as story times, picture discussions, poetry, rhymes, questioning games and discussions involves the teacher as a language role model for the classroom.

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Materials are organized and easily accessible to children.	☐	☐	☐	☐
Furnishings:				

Soft seating	☐	☐	☐	☐

Reading Area Materials:				
An attractive display of books including enough for several children to read at any given time. Examples: Realistic fiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence, repetitive phrase	☐	☐	☐	☐
Books that reflect current topics are rotated in the classroom.	☐	☐	☐	☐
Books are displayed and organized forward facing so children can easily see the front covers of the books to make choices.	☐	☐	☐	☐
Puzzle words, moveable alphabet (2 sets; each set red and blue), phonetic object box, phonogram lessons, masculine/feminine materials, and singular/plural materials, 3-part classification cards (10 sets), grammar materials for parts of speech	☐	☐	☐	☐
Miniature environment (farm or dollhouse with labels)	☐	☐	☐	☐
Listening center with headphones, books and recorded stories (2 choices)	☐	☐	☐	☐
Writing instruments of various sizes (3 types) Examples: pens, markers, chalk, crayons, pencils, colored pencils	☐	☐	☐	☐
Vocabulary cards with words and pictures	☐	☐	☐	☐
Sand tray to trace letters, sandpaper letters, chalk boards(plain, squared, and lined), metal insets	☐	☐	☐	☐
Paper (3 types) Examples: lined, unlined, journals, drawing paper, tablets	☐	☐	☐	☐
Name cards of children in the classroom with picture and name	☐	☐	☐	☐
Comments				

Practical Life

The Practical Life area offers non-traditional classroom experiences that connect the child to the real world and provide a link between the school and home. Four primary areas provide these opportunities: Care of Self, Care of the Environment, Grace and Courtesy, and Control of Movement. Practical life experiences provide opportunities to: gain independence, refine coordination, enhance concentration, think sequentially, be attentive to detail, establish a sense of order and develop poise. As these skills are being learned, the intent is for children to gain a sense of pride, independence and self-discipline.

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Materials are organized and easily accessible to children.	☐	☐	☐	☐
Area is large enough to accommodate several children.	☐	☐	☐	☐
Furnishings:				
Table and chairs for independent snack	☐	☐	☐	☐
Basic shelves for practical life materials	☐	☐	☐	☐
Basic Materials:				
Five different dressing frames are accessible.	☐	☐	☐	☐
Materials for various pouring activities are accessible (5 types; graduated from simple to complex).	☐	☐	☐	☐
Materials for a variety of transferring exercises are accessible (hand, tong, tweezers, dropper, baster and/or funnel).	☐	☐	☐	☐
Materials for polishing exercises are accessible (shoes, glass, brass, silver, wood and plants).	☐	☐	☐	☐
Materials for food preparation (snack/cooking)	☐	☐	☐	☐
Materials for sewing (2 types; graduated from simple to complex)	☐	☐	☐	☐
Materials for washing (table/chair, dishes, and cloth)	☐	☐	☐	☐

Comments				

Sensorial

Sensorial materials are specifically designed to educate and refine the child's senses, each targeting an isolated sense as well as being self-correcting. The initial purpose is geared for moving from the concrete to abstract processes. This area involves manipulation of specifically designed didactic materials. The use of didactic materials such as long rods, the pink tower, the broad stair, and the knobbed cylinders not only stimulates a specific sense but also entails a degree of difficulty that provides necessary concentration to develop mathematical thinking.

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Materials are organized and easily accessible to children.	☐	☐	☐	☐
Sensorial materials are complete with all necessary components and are arranged on shelves in order of complexity (from top to bottom and left to right).	☐	☐	☐	☐
Sensorial area is large enough to accommodate several children.	☐	☐	☐	☐
Furnishings:				
Basic shelving for sensorial materials	☐	☐	☐	☐
Basic Materials:				
Knobbed and knobless cylinders, pink tower, long rods and broad stairs	☐	☐	☐	☐
Color tablets and thermic bottles or tablets	☐	☐	☐	☐
Touch boards and baric tablets	☐	☐	☐	☐
Geometric cabinet with wooden insets and frames	☐	☐	☐	☐
Activities involving the 5 senses (smelling bottles, tasting exercises, sound cylinders, touch tablets, sorting exercises)	☐	☐	☐	☐
Comments				

Math

The Montessori teacher utilizes hands-on materials to provide the child with a simple, clear understanding of the mathematical concept being taught; examples are: number rods, sandpaper numbers, ten and teens boards, number tiles, beads and games. Each exercise builds upon another, gradually guiding the child's mathematical mind from the concrete to the more abstract areas of numeration, place value, addition, subtraction, multiplication and fractions. At the Pre-K age, children move progressively toward the more abstract concepts, as appropriate for each child.

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Materials are organized and easily accessible to children. Materials are complete with all necessary components and are arranged on shelves in order of complexity (top to bottom and left to right).	☐	☐	☐	☐
Furnishings:				
Basic shelving to accommodate math materials, special shelves for bead	☐	☐	☐	☐
Basic Materials:				
Materials for measuring (weight, length and time)	☐	☐	☐	☐

	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Montessori math materials (large number rods/cards, sandpaper numerals, spindle boxes/spindles, cards and counters, golden bead material/cards, tens and teens boards/beads, bead chains with corresponding colored bead squares, cubes, and counters, short bead stair).	☐	☐	☐	☐
Montessori materials for geometry: geometric solids and bases, constructive triangles	☐	☐	☐	☐
Addition and subtraction strip board and chart, positive snake game	☐	☐	☐	☐
Money recognition materials and clock with moveable parts	☐	☐	☐	☐
Comments				

Botany, Zoology, Science

Children are curious about the things that are in their world. In a science area young children question, become scientists, and explore and learn about new materials. The science area allows children to examine things closely, compare and contrast, and draw conclusions about observations. The well equipped science area allows children to explore living and non-living things, but most importantly encourages them to learn about the biological and physical world.

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Materials are organized and easily accessible to children.	☐	☐	☐	☐
Furnishings:				
Basic shelving to house science materials	☐	☐	☐	☐
Basic Materials:				
Montessori materials are on the shelves for sink/float, magnetic/non-magnetic, living/non-living, and vertebrate/invertebrate lessons.	☐	☐	☐	☐
Botany cabinet and contents	☐	☐	☐	☐
Collections of natural items are accessible for sorting, matching, grouping, classifying and comparison work.	☐	☐	☐	☐
Something living for children to care for and observe	☐	☐	☐	☐
Montessori puzzles showing "parts of" fish, bird, flower, tree, frog, etc.	☐	☐	☐	☐
Cards for parts of plant, leaf and flower; cards for external parts of fish, amphibian, reptile, bird, and mammal	☐	☐	☐	☐
Comments				

Geography, Cultural Lesson, History, Social Studies

The Montessori classroom invites children to fulfill their natural curiosity to learn about their world. Geography, history, and social studies fall under the general category of Cultural Studies.

Geography in the Montessori classroom is the introduction to our place in the world: land, air, water, land and water forms, globes and maps, the seven continents, flags, layers of the earth, our solar system and an overall respect for different cultures and people. History concepts are taught through the use of a daily calendar, simple time lines and celebrations.

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Materials are organized and easily accessible to children. Materials are arranged on shelves in order of complexity (top to bottom and left to right).	☐	☐	☐	☐
Furnishings:				
Basic shelving for geography materials	☐	☐	☐	☐

Basic Materials:				
Land and water forms with cards	☐	☐	☐	☐
The flag of the United States	☐	☐	☐	☐
The flags of North America and holder	☐	☐	☐	☐
Globes (sandpaper, colored, and political)	☐	☐	☐	☐
Puzzle maps/labels and control maps (North America, South America, and the seven continents)	☐	☐	☐	☐
Additional flags are accessible.	☐	☐	☐	☐
Additional geography maps are available.	☐	☐	☐	☐
Seven continent folder containing pictures of habitats, climate, animals, dress, terrain, food, transportation, etc. is accessible.	☐	☐	☐	☐
Additional Montessori puzzle maps and control maps are accessible (minimum of 3).	☐	☐	☐	☐
Comments				

Art

The purpose of art in the preschool classroom is to allow children to explore artistic media and to provide a vehicle for creative expression of each individual child. As young children begin to experiment with different media, they begin to understand their world and how to control the tools they use. Young children are very creative and enjoy using art materials to express their ideas. In the preschool years the process of creating is more important than the product the children develop. The Art Center should be a safe, comfortable area supplied to allow the freedom of creative expression with materials and teachers who support these endeavors.

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Materials are labeled, organized and easily accessible to children.	☐	☐	☐	☐
Furnishings:				
Table and chairs	☐	☐	☐	☐
Drying space or rack	☐	☐	☐	☐
Shelving for housing art materials	☐	☐	☐	☐
Basic Materials:				
Crayons	☐	☐	☐	☐
Markers	☐	☐	☐	☐
Paper of different sizes, colors, textures (3 different types) Examples: construction, tissue, white, manila, newsprint, foil, news, wax	☐	☐	☐	☐
Scissors (appropriately sized) enough for a small group of children	☐	☐	☐	☐
Collage materials are available at various times throughout the year reflecting seasonal or cultural topics of study.	☐	☐	☐	☐
Glue	☐	☐	☐	☐
Fresh Paint (powdered/solid tempera, watercolors or finger paint)	☐	☐	☐	☐
Paint brushes appropriately sized (one for each color of paint)	☐	☐	☐	☐
Painting smocks or cover-ups	☐	☐	☐	☐
Materials for three-dimensional creations (variety) and tools to help cut/shape (clay, play dough, salt dough, etc.)	☐	☐	☐	☐
Comments				

Music

Music provides an opportunity to reinforce other areas of the curriculum, such as reading readiness, dramatic play, math development and gross motor development. Children develop musical skills by singing, playing rhythm instruments, moving to music, listening to music and being creative with music. A classroom environment should be established where children can experiment with sounds while creating their own music.

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Dates:
Music player (separate from the listening center)	☐	☐	☐	☐
Montessori bells, striker, and damper	☐	☐	☐	☐
Musical instruments (various types of instruments)	☐	☐	☐	☐
Age-appropriate music (3 types) Examples: classical, children's, jazz, nature sounds, multicultural, dance, foreign language	☐	☐	☐	☐
Comments				

Physical Development

Gross motor activities develop the large muscles of the body and enable children to develop mastery of body movements. As children develop mastery over their bodies, their self-esteem increases. Early experiences with gross motor activities lay a foundation for a lifetime commitment to physical fitness. In order to develop their large muscles, children need daily access to balls, jump ropes, wagons to pull, slides, and a climbing apparatus. Other activities like marching, running, jumping, bending and dancing also contribute to the development of the whole body. The outdoor play area provides a space for children to run and play.

Date Completed:	Teacher __/__/__ 1st 30 days	Reviewer __/__/__ 1st 30 days	Teacher __/__/__ Date:	Reviewer __/__/__ Date:
Age-appropriate mobile equipment (3 types) Examples: balls, hoops, parachute, wagons, tricycles, scooters, plastic bats, catching games/gloves, cones for obstacle course Note: Helmets required when riding vehicles.	☐	☐	☐	☐
Uses stationary equipment daily, weather permitting	☐	☐	☐	☐
Comments				

1st Review   Date: ____/____/____
Teacher Signature: _____

Director/Principal Signature: _____   Date: ____/____/____

2nd Review (if applicable)
Teacher Signature:_____   Date: ____/____/____

Director/Principal Signature: _____   Date: ____/____/____

Georgia's Pre-K Program Recommended Montessori Materials List

LANGUAGE – LANGUAGE AND LITERACY

- Sand tray to trace letters
- Metal insets (10 available)
- Sandpaper Letters
- Moveable Alphabet (2 sets; each set red and blue)
- Alphabet Control Chart(s)
- 3-part Classification Cards (10 sets)*
- Phonetic Object Box (8 items/labels)
- Phonogram Lessons (cards)* contrasting colors moveable alphabet
- Miniature environment (ex. farm, dollhouse with labels)
- Puzzle Words (sight words)*
- Definition Booklets (8)*
- Children's literature books, general and instructional related (picture, animal, alphabet, work and informational books, nonfiction, repetitive, wordless, nonsense stories, poems, rhymes, etc.) 100
- Chalkboards; plain (6), squared (2), lined (3)
- Grammar materials for parts of speech*
- Singular/Plural materials*
- Masculine/Feminine materials*
- Listening Station
- Head Sets
- Books with cassette or CD recordings of stories

MATH – MATHEMATICAL THINKING

- Large Number Rods/Cards (red & blue or red & natural)
- Sandpaper Numerals
- Spindle Boxes/Spindles
- Cards and Counters (can be real and found)
- Golden Bead Material/Cards (1-9,000) ones, tens, hundreds, thousands (45 of each)
- Teen Boards/beads
- Tens Boards/beads
- Short Bead Chains (1-10) with corresponding colored bead squares and counters
- Addition Strip Board & Charts
- Positive Snake Game (Addition)
- Scale, balance, etc. (items to measure weight)
- Money recognition materials (penny to dollar)
- Rulers, tape measure, etc. (items to measure length)
- Clock (moveable parts)
- Sand timer, kitchen timer, etc (items to measure time)
- Short bead stair
- Subtraction Strip Board & Charts*
- Short Bead Stair Multiplication
- Multiplication Board & Charts*
- Division Board & Charts*

- Fraction Insets*
- Memory Game*
- Bead cabinet

PRACTICAL LIFE - PERSONAL AND SOCIAL DEVELOPMENT

- Dressing Frames (buckle, zipper, tying, lacing, button)
- Material for flower arranging*
- Materials for plant/animal care*
- Materials for table/chair washing*
- Materials for dish washing*
- Materials for cloth washing*
- Washing hands*
- Materials for polishing exercises (shoes, glass, brass, silver, wood, plants)*
- Materials for pouring activities (5 graduated; simple to complex)*
- Materials for tonging (tongs, tweezers)*
- Materials for transferring (dropper, baster, funnel, etc.)
- Materials for squeezing; big and little, (ex. sponge, eye dropper)*
- Materials for sewing (2 graduated; simple to complex) stringing beads or buttons*
- Broom/mop/dustpans (floor and table)*
- Materials for food preparation/snack/cooking*
- Large Elliptical Line (for movement)
- 4 napkins with lines for folding*
- Materials for setting table*
- Materials for opening boxes, jars, bottles*

ART AND MUSIC – THE ARTS INCLUDING MUSIC WITH MOVEMENT

- Crayons
- Markers
- Pencils
- Colored pencils
- Chalk
- Scissors
- Assortment of paper
- Glue, paste, glue sticks
- Paper punch, pin punch
- Paint; tempera, watercolors, finger paint
- Paint cups
- Brushes, various sizes
- Play dough
- Modeling clay
- Stencils
- Stamps and ink pads
- Collage materials
- Materials for color mixing
- Smocks
- Materials to teach parts of an orchestra

- Rhythm instruments
- Materials for instrument recognition
- Streamers, scarves, ribbons etc. for dance
- Tapes/ CD's that represent a variety of music
- Materials to make instruments
- Set of Montessori Bells
- Instrument with 8 scale notes
- Instruments that reflect various cultures (bongos, maracas)

SENSORIAL – PHYSICAL DEVELOPMENT AND HEALTH

- Knobbed Cylinders (set of 4)
- Knobless Cylinders (set of 4)
- Pink Tower (pink or natural)
- Broad Stairs (brown or natural)
- Long Rods (red or green or natural)
- Color Tablets – Boxes 1,2,3
- Constructive Triangles (full set/5 boxes)
- Geometric Solids (10 with bases)
- Geometric Cabinet with wooden insets and frames
- 1st Cube
- Binomial Cube
- Trinomial Cube
- Thermic Bottles or Tablets
- Sound Cylinders*
- Touch Boards
- Baric Tablets*
- Fabric matching (1 set/6 pair)*
- Smelling bottles (4-6)*
- Tasting bottles* (4-6 for teacher use with small group)
- Materials for sorting exercises (1 each of color, size, shape)
- Mystery bag (1 each matching, soft & hard, guessing)
- Blindfolds (3-4)

GEOGRAPHY, CULTURAL LESSONS, HISTORY – SOCIAL STUDIES

- 2 Globes-sand and colored
- World Globe-political
- 4 puzzle maps/labels and control maps (Continents, North America, and South America)
- Flags (countries of North America and South America)
- Cultural folders for each Continent* (7)
- Land and Water Forms/cards* (8)
- Flag Book
- Calendar work with moveable parts*

BOTANY, ZOOLOGY, SCIENCE – SCIENTIFIC THINKING

- Parts of a Plant, Leaf, Flower cards*
- External parts of Fish/cards*
- External parts of Amphibian/cards*
- External parts of Reptile/cards*
- External parts of Birds/cards*
- External parts of Mammal/cards*
- Vertebrates/Invertebrates exercise*
- Botany Cabinet/contents
- Leaf Cards
- Materials for magnetic/non-magnetic exercise
- Materials for sink/float exercise*
- Prisms (2)
- Magnifying glass

- *Can be handmade

EQUIPMENT AND SUPPLIES

- Tables (space for 20 children)
- Chairs (20)
- Adult Seating (1)
- Soft Seating child-size
- Cubbies/Lockers
- Books Display Shelf
- Shelves, storage (as needed)
- Plastic Containers/Bins for Materials (as needed)
- Cots/Mats and Sheets (20 cots/mats and 25 sheets)
- Chart Tablets blank
- Chart Stand
- Area Rugs (as needed)
- Small rugs for individual work (10-15 that can be rolled)

SAMPLE GEORGIA'S PRE-K AT-WILL EMPLOYMENT AGREEMENT*

I. PARTIES

This Employment Agreement ("Agreement") is entered into as of the Effective Date below by and between   , an individual (hereinafter "Teacher" or "Employee") and   , A Georgia's Pre-K Program Provider (hereinafter "Provider" or "Employer") located at   . The Provider and the Teacher are collectively referred to as (the "Parties") or individually as ("Party"). The Georgia Department of Early Care and Learning: Bright form the Start (hereinafter "DECAL") is not a party to this Agreement. The Parties agree that the Teacher is an employee of the Provider, not DECAL or the State of Georgia.

If Provider is a licensed Child Care Learning Center, the Parties shall comply with all Rules and Regulations for Child Care Learning Centers as set forth in Ga. Comp. R. & Regs. 591-1-.01, *et. seq.* and O.C.G.A. § 20-1A1, *et. seq.,* including, but not limited to Teacher having a satisfactory comprehensive record check determination prior to being present at a facility when children are present for care, as required by O.C.G.A. § 20-1A-30, et. seq. and Rule 591-1-.09.

II. THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. The Agreement will begin on the   day of   , 20   (the "Effective Date") and continue through the   day of   , 20   unless amended in writing. Notwithstanding, the Provider and Teacher agree that the Teacher's employment is at-will. As such, this Agreement is subject to termination by the Teacher or Provider at any time with or without notice, and with or without cause. Nothing in this Agreement, or in any of the Provider's policies or procedures, should be interpreted to eliminate the at-will employment status of the Teacher.

2. The initial job title of the Teacher will be ☐ Lead Teacher ☐ Assistant Teacher.

3. The Teacher's primary place of work will be at the following location:

III. EMPLOYER AGREEMENT

1. Compensation paid to the Teacher for the services rendered by the Teacher as required by this Agreement ("the "Compensation") will include a base salary of $ (dollars) per year and supplemental compensation of $ (dollars) (if eligible). The compensation will be paid over ☐10 months ☐ prorated over 12 months.

    i.   Actual compensation may vary based on number of days worked, change in credential type, or change in Creditable Years of Experience (CYE). Actual compensation is based on the number of hours worked and will be paid at a rate of $ per hour. Lead teacher compensation has two components: base salary and supplemental compensation. Base Salary is based on the teacher's verified credential(s). Supplemental compensation is based on the teacher's creditable years of experience. The Provider will provide Teacher written information explaining the base salary and supplemental compensation (if eligible). Provider agrees and certifies that the salary provided to Teacher, as set forth above, includes all base salary and additional compensation to which the Teacher is eligible as set forth in the Pre-K Providers' Operating Guidelines.

ii. This Compensation will be payable every ☐ week ☐ two-weeks ☐ twice a month ☐ monthly while this Agreement is in force. The Provider is entitled to deduct from the Teacher's Compensation, or from any other compensation in whatever form, any applicable deductions and remittances as required by law.

iii. If the Teacher quits without notice, resigns, or is terminated before the end of the school year, the Employer will compensate the Teacher for the total number of hours worked prior to the termination of the employment relationship. If the teacher was paid a12-month prorated salary and leaves employment before the end of the school year, the Employer is responsible for paying the teacher the portion of the salary that was withheld with intent to pay over the summer to account for the prorated term.

iv. If DECAL provides additional salary funds to the Provider to pay the Teacher as a bonus, the Employer will pay the Teacher according to the guidelines and requirements provided for the bonus.

2. Benefits (if offered)

i. The Teacher will be entitled to only those benefits that are currently available as described in the lawful provisions of the Provider's employment booklets, manuals, and policy documents. The following benefits are being offered:

ii. Employer discretionary benefits are subject to change, without compensation, upon the Employer providing the Teacher with 60 days written notice of that change and providing that any change to those benefits is taken generally with respect to other employees and does not single out the Teacher.

iii. The teacher will receive the following number of paid sick leave days during the term of the Agreement:

iv. The Teacher will receive the following paid vacation or personal leave (if offered by the provider) during the term of the Agreement:
[If offered, the times and dates for any leave will be determined by mutual agreement between the Teacher and the Provider. Upon termination of employment, the Provider will compensate the Teacher for any accrued but unused vacation pay.]

3. The Employer will reimburse the Teacher for all reasonable expenses, in accordance with the Employer's lawful policies as in effect from time to time, including but not limited to, the purchase of classroom materials and supplies the Employer approved the Teacher to purchase and any travel expenses incurred by the Teacher in connection with the business of the Provider such as training and professional development. Expenses will be paid within a reasonable time after submission of acceptable supporting documentation.

IV. TEACHER AGREEMENT

1. The Teacher agrees to be employed on the terms and conditions set forth in this Agreement. The Teacher agrees to be subject to the general supervision of and act pursuant to the orders, advise and direction of the Provider. Teacher agrees to devote full-time efforts, as an employee

of Provider, to the employment duties and obligations as described in this Agreement. The services or work to be performed by the Teacher are included in Attachment A.

3. The Teacher agrees to enroll in the Georgia Professional Development System (GaPDS) and provide all required supporting documents prior to performing any work or services under this Agreement.

4. The Teacher will attend annual trainings to meet and maintain the Professional Learning Requirements set forth in the Pre-K Providers' Operating Guidelines. The Provider and Teacher will develop a Professional Learning Plan for Teacher to use as a tool to help plan a career, guide development and assess progress toward professional learning goals. The Professional Learning Plan should include identified areas for improvement and growth, specific professional learning activities to address these areas (including Pre-K training attended), timelines for completion, hours accrued, and reviews of progress toward goals.

5. The Teacher understands and agrees that any additional compensation the Provider pays to the Teacher from non-DECAL funds in the form of bonuses or other similar incentive compensation will rest in the sole discretion of the Provider.

IV. MISCELLANEOUS TERMS

This Agreement shall be binding upon and inure to the benefit of the parties to this Agreement and their respective heirs, executors, administrators, legal representatives, successors, assigns, and agents.

If any of the provisions of this Agreement are or become illegal, unenforceable, or invalid, in whole or in part for any reason, the remainder of this Agreement shall remain in full force and effect without being impaired or invalidated in any way.

The failure of either party to exercise or enforce any term of this contract will not waive the right to exercise or enforce that term in the future.

This Agreement may be executed in counterparts, each of which is deemed an original, but all of which together are deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, email, or other means of electronic transmission is deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

Agreement Attachments and Exhibits. This Agreement includes as its attachments and exhibits the documents listed below:

     Attachment 1   **Scope of Work**

IN WITNESS WHEREOF, THE PARTIES HERETO ACKNOWLEDGE THAT THEY HAVE READ AND UNDERSTAND THIS AMENDMENT AND AGREE TO BE BOUND BY ALL OF ITS TERMS, CONDITIONS AND PROVISIONS, AS INDICATED BY THEIR SIGNATURE BELOW

Employer's Signature   Teacher's Signature

Date: **Date:**

Attachment 1   **Scope of Work – Lead Teacher**

Teacher agrees to be responsible for general classroom management, supervision and early care and education of the children. Responsibilities will include but are not limited to the following:

A. Provide services for a total of 8 hours, with a minimum of 6.5 instructional hours per day with students from the hours of   , Monday thru Friday and 1.5 hours for planning time or activities specifically related to Pre-K for 180 instructional days and 10 days for professional development/planning days (pre and post), staff development, Pre-K training, and in-service days.

B. Plan, supervise, and implement the program for the class in accordance with the program policies.

C. Be responsible for the creation of an appropriate classroom learning environment and appropriate classroom schedule.

D. Ensure the safety and well-being of each child by maintaining a developmentally appropriate classroom environment and providing appropriate supervision of children.

E. Create a positive social and emotional learning environment based on developmentally appropriate expectations for all children, responding to children's needs and interacting with them in a caring and responsive manner.

F. Treat children with dignity and respect and meeting the needs of individual children with awareness of their cultural background, interests, individual needs and learning styles.

G. Plan and implement weekly lesson plans based on the Georgia Early Learning and Development Standards (GELDS) and Work Sampling Online System (WSO) assessment data.

H. Maintain student assessment documentation and meet the assessment requirements.

I. Work cooperatively with the other classroom teacher, communicating appropriate expectations for teamwork within the classroom.

J. Communicate clearly and appropriately with children, parents, staff, and others.

K. Establish and maintain a positive relationship with families of children, treating them with respect, ongoing communication, family–teacher conferences, and providing parent involvement opportunities.

L. Represent Provider in a positive and professional manner at all times. Display professionalism in punctuality, behavior, and attire.
    1. Conduct and dress in a professional manner.
    2. Arrive to work, meetings, and professional development trainings in a punctual manner.