



Georgia Department of Early Care and Learning

Georgia's Pre-K Program 2018 - 2019 School Year Pre-K Providers' Operating Guidelines

The Bright from the Start: Georgia Department of Early Care and Learning 2018 - 2019 School Year Pre-K Providers' Operating Guidelines are effective July 1, 2018. 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.

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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 2018-2019 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 2018-2019 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 the PANDA system 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. Any concerns or issues regarding meeting the required days of service should be referred to the program's regional Pre-K Consultant 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, 2018, 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, 2013, through September 1, 2014, are eligible for participation in the 2018-2019 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.

Children who are five years of age on September 1, 2018, and have not attended Georgia's Pre-K Program as four-year-olds, may enroll in the Pre-K program. Parents 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 child's 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 children who are age eligible for kindergarten. Parents should check the enrollment policies of local programs before enrolling their child. If enrolled, parents of children who are five years of age on September 1, 2018, 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.

Children who are six years of age on September 1, 2018, and are age-eligible for first grade are not eligible for enrollment in Georgia's Pre-K Program.

2.2 Requests for Children to Repeat Pre-K

Bright from the Start will review requests for children to repeat Pre-K on a case-by-case basis. All such requests should be submitted in writing from the Pre-K Project Director and should include the following:

- Letter from the project director/principal stating reason(s) the student would be better served in Pre-K than in kindergarten
- Letter from the parents/guardians requesting that their child repeat Pre-K
- 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
 - Special education referrals, evaluations conducted, etc.

All requests to repeat Pre-K including supporting documentation must be received by Bright from the Start by April 12, 2019. Requests received after this date will not be considered.

E-mail requests to: PreKInclusion@decal.ga.gov and include **Request for Retention** in the subject line of the email.

2.3 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. **Proof of residency should be part of a child's on-site file prior to or on the first day of Pre-K.** 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 for the child.

A cell phone bill or a driver's license is not an acceptable proof of residency. If a student's family is living with someone else, parents 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.

2.4 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 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 3.9.)

2.5 Category One Definition

Category One child 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 who participate in the free and reduced meal program through the school that they attend may also be eligible as Category One if income eligibility is verified on each child and kept on file for review.

2.6 Category Two Definition

Category Two children 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).

Providers must develop comprehensive written enrollment policies to meet the needs of children and families in the community. The written enrollment policies should be kept on-site and made available to parents. The definition and implementation of such policies are determined by individual providers. Enrollment policies should address exactly how students are chosen for participation in the Pre-K Program, i.e. first-come, first-served, lottery drawing, procedures for enrollment of siblings/multiple births, etc. 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)

3.2 Children Who are Experiencing Homelessness

Bright from the Start recognizes that children and their families who experience homelessness deal with many challenges. 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 policies. Providers should contact their Pre-K consultant if guidance is needed for families who do not have access to enrollment and eligibility documentation.

Children who are experiencing homelessness are defined as individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, or camping grounds due to the lack of alternative accommodations. This also applies to those that have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; like cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

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 Consultant if guidance is needed for families who do not have access to enrollment and eligibility documentation.

The Georgia Department of Human Services Division of Family and Children Services (DFCS) is responsible for assuring that children are safe from abuse and neglect. When DFCS determines it is not safe for a child to remain in the home of his or her caregiver, the child is placed in foster care. Foster care is intended to be a temporary home away from home while the agency works with the child's family to eliminate or minimize the safety issues that caused agency involvement. DFCS's goal is to return children safely to their families as soon as possible, but only after the safety issues have been resolved.

3.4 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.

3.5 Child Registration Forms

Bright from the Start child registration forms must be used when registering a child for Georgia's Pre-K Program. Forms are available at www.decal.ga.gov. There are two different forms available: one in English and one in Spanish. For private childcare providers, a Parental Agreement Form is also available for use, if needed. Providers should select 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 must be filed in each child's file and kept on-site for review.

School districts that use the Infinite Campus Online Registration for registering students may use this process for registering Pre-K students. The online registration application contains the same information as the Georgia's Pre-K Child Registration form.

3.6 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, parents 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)**. If the provider has a similar form or SSN waiver, 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 Consultant.

3.7 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)**. *Waiting List Information Forms* must be kept on-site and available to Bright from the Start staff.

Entering waiting list information into PANDA 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.

3.8 Category One and Category Two Designation After Enrollment

Children should not be identified as Category One or Category Two 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 Consultant. 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. Category One and Category Two designation should be updated each roster reporting period.

3.9 Procedures for Student Attendance

Pre-K providers should formulate written procedures for addressing issues regarding attendance and tardies. 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. The attendance procedures should specify actions to be taken by the Pre-K provider if attendance issues become problematic. For instance, the procedures could require a phone call to parents after three unexcused absences or tardies; a

letter to parents from the director after six absences or tardies; a parent conference after eight or nine absences; referral to the Pre-K Consultant after ten absences. The goal of the attendance policy is to assist families in establishing and maintaining regular school attendance patterns.

Chronic Attendance Issues

Chronic tardiness is defined as late arrival or early departure more than once per week. A policy of tardiness should be developed by the provider. Providers are encouraged to allow a five to ten minute drop off and pick up window outside of the 6.5 instructional day. Chronic absenteeism is defined as missing more than two days per month without medical or her reasonable explanation. Chronic tardiness or absenteeism may also be defined by an established regular attendance pattern(s), e.g., if a child is late every Monday or absent every Tuesday or leaves early every Friday.

Providers are required to document efforts to assist parents/guardians of children who do not attend on a regular basis, are routinely late, or routinely leave the program early in improving attendance. 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 should be referred using the ***Chronic Absenteeism or Tardiness Report (Appendix F)*** for disenrollment consideration. Requests should be submitted in writing to the program's Pre-K Consultant. **Providers may not disenroll a child without prior approval from Bright from the Start.**

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. Bright from the Start 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 for 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.

Late Pick Up

Providers should create written procedures for addressing issues regarding children who are not picked up after the instructional day has ended and are not enrolled in extended day. The procedures should specify actions to be taken by the Pre-K provider if late pick up becomes problematic. 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 should be referred in writing to the program's Pre-K Consultant. **Providers may not disenroll a child without prior approval from Bright from the Start.**

3.10 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 parents 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 parents of Category One children.

3.11 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. Any child who does not have a completed certificate within the 90-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 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 possible 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. Parents 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 parents, etc.). Programs should contact their Pre-K Consultant 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.

3.12 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 Bright from the Start approved curriculum to enhance and supplement the GELDS.

The list of approved curricula for the 2018-2019 school year is below.

Curriculum	Company
AlphaSkills Pre-K Curriculum	AlphaSkills, Inc.
Beyond Centers and Circle Time (BCCT) Curriculum Series	Kaplan Early Learning Company
Core Knowledge Preschool Curriculum	Core Knowledge Foundation
Creative Curriculum for Preschool	Teaching Strategies, LLC
DIG: Develop. Inspire. Grow	Abrams Learning Trends
Frog Street Pre-K Curriculum	Frog Street Press, Inc.
Galileo® Pre-K Online Curriculum	Assessment Technology Inc.

High Scope Preschool Curriculum	High Scope Educational Foundation
InvestiGator Club Prekindergarten Learning System	Robert-Leslie Publishing
Learn Everyday: The Preschool Curriculum	Kaplan Early Learning Company
Opening the World of Learning (OWL) Curriculum	Pearson
Scholastic Big Day for Pre-K Curriculum	Scholastic, Inc.
Splash into Pre-K Curriculum	Houghton Mifflin Harcourt
We Can Curriculum	Cambium Education
WINGS Curriculum	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. Bright from the Start does not provide additional funding for purchasing a curriculum nor the required training. Providers may use their existing Pre-K budget to purchase 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 Bright from the Start website <http://decal.ga.gov/Prek/Curriculum.aspx>

Newly funded Pre-K programs will be required to select a specific curriculum after a grant agreement is awarded. Programs must submit a **Curriculum Selection Form (Appendix G)** to their Pre-K Consultant within one month of being funded. Start-up funds may be used for purchasing curriculum.

Continuation programs may request to change their curriculum by submitting a **Curriculum Selection Form (Appendix G)** to their Pre-K Consultant. If the request is approved, the program will be notified of the change via e-mail.

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 three to five years. Bright from the Start must approve any locally developed curriculum before it is implemented in a program.

4.3 Supplemental Curriculum

Bright from the Start must approve the use of any supplemental curriculum. Pre-K providers must submit written requests for approval to their Pre-K Consultant. Written approval of the supplemental curriculum from Bright from the Start must be kept on-site for consultant review.

4.4 Montessori Curriculum

A Pre-K program must have approval from Bright from the Start before choosing Montessori as a curriculum. Requests for using a Montessori curriculum should be sent to the program's Pre-K Consultant. 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. There are a few approved curricula which have 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 are expected to be completed weekly and kept on-site for the entire school year. Lesson plans should be kept organized and easily accessible for consultant review. Current year lesson plans may be reviewed by the Pre-K Consultant during site visits.

The lesson plans should be based on the Georgia Early Learning and Development Standards (GELDS) and include educational experiences in language/literacy, math, science, social studies, creative (music, art, and drama), social and emotional, approaches to play/learning, cognitive processes, and physical development. 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 written lesson plans. Meals and rest time will make up a portion of the 6.5-hour instructional day.

Lesson plans should reflect 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.

Bright from the Start provides lesson plan templates for teachers to utilize. These templates are not required but recommended because they include a place to document the required Pre-K instructional activities. The lesson plan templates and sample copies of lesson plans are located at <http://www.dec.state.ga.gov/PreK/Planning.aspx>.

Providers should refer to the ***Instructional Quality (IQ) Guide for Planning Instruction (Appendix T)*** 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*. All programs are required to use the online version *Work Sampling Online (WSO)*.

Providers requesting to utilize any additional assessment must submit the request in writing to their Pre-K Consultant.

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 (recommended) 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.

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 *Georgia's Pre-K Child Assessment* training as part of 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.

4.8 Parent Participation

The Pre-K provider must provide opportunities for parents to participate in their child's educational experience. Parents should be encouraged to volunteer their time, talents, and experiences in the classroom. Additionally, the Pre-K provider should conduct parent meetings to keep parents informed throughout the school year.

Information on each child's performance including the *WSO Narrative Summary* should be shared with parents or guardians 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.

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 (See Appendix H).

4.10 Record Keeping

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
- Residency 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 a 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 a minimum of 22 children
- Licensed playground space for a minimum of 22 children
- A minimum of 20 and a maximum of 22 children enrolled. Full funding is based on a class of 22, and **classes with fewer than 19 children enrolled will be considered for closure after the first roster submission.**
- 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, with the exception of the one half to one hour rest time.
- Approved equipment, materials, and supplies.

The maximum class size is 22 students. Exceeding the maximum number of enrolled children in a classroom may result in automatic probation. A Montessori setting serving more than 22 children requires prior approval AND the addition of staff to maintain the adult/child ratio of 1:11.

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 which includes 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 in writing by the program's Pre-K Consultant (see Section 1.3).

5.4 Orientation

An on-site orientation for all teaching and administrative staff and an orientation for families must be provided 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, parents should receive written information concerning meal and extended day charges, including charges during times when children are out of school for holidays. Orientation provides an excellent opportunity for parents to complete the **Roster Information Form (Appendix D)** which captures gender, race/ethnicity, English language proficiency, and special education participation. Documentation of these orientation sessions should be available in on-site program files.

See Appendix I for Suggested Topics to Discuss at Parent Orientation. See Appendix J 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

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, a ratio of one adult providing direct supervision to 22 children is acceptable.

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 work day 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. Transportation reimbursement shall be provided for any Category One child transported to and from the program on a daily basis as reported on rosters (See Section 19.1 for reimbursement rate). The Pre-K provider may establish reasonable transportation zones. Inaccurately reporting a child for transportation reimbursement will result in a reduction in payments and/or probation.

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)

Bright from the Start 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. Bright from the Start recommends that fees for extended day services not exceed \$35-\$75 per week.

Families 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 through Georgia Gateway at www.Gateway.ga.gov and upload the CAPS Pre-K Referral Form with their application. The referral form can be located at <http://decal.ga.gov/Prek/ProjectDirectors.aspx>

5.11 Inclement Weather Closures and Make-up Days

When inclement weather results in the cancellation of instructional days, Pre-K providers will be responsible for determining how and if to reschedule the days that were canceled.

Providers 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. State policy allows systems to cancel up to four instructional days without scheduling make-up days. This policy is applied within each individual school system. Some school systems have inclement weather days built into their calendar year. 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 PANDA; however, programs must give parents written notice of any changes in the calendar.

Teacher Salaries

Pre-K payments are not adjusted for closures due to inclement weather; therefore, the minimum salary requirements for teachers must be met.

5.12 Other Program Components

- A “moment of silence” is an acceptable practice at mealtimes.
- Lunch, snacks, and supervised outdoor play 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.).

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. Once children have had the opportunity to acclimate to the Pre-K classroom environment, normal differences in skills and behavior will be apparent. Sometimes a child will exhibit significant developmental, behavioral, or health issues that require special considerations. Providers should work with their Pre-K Consultant to ensure that support services are provided to children and their families. Programs may also contact their Regional Inclusion Specialist for assistance with referrals to services. A list of Inclusion Specialists can be found at <http://www.decal.ga.gov/CCS/InclusionSupportServices.aspx>.

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.

6.2 Children with Developmental Concerns

Providers with concerns about a child's development should contact their Pre-K Consultant for support and guidance. Providers should ensure that appropriate instructional activities are planned to meet the needs of the individual children. The consultant may recommend contacting the local school system's special education services department for information regarding the referral process.

6.3 Children with Behavioral Concerns

Providers with concerns about a child's behavior should contact their Pre-K Consultant for support and guidance. A multi-tiered system of supports should be implemented within the program to help the child be successful before requesting more intensive interventions, such as modified day or extended suspension. An effective multi-tier system of supports includes the child, family, and teacher. Building supports at every level is beneficial to the child's success.

Note: Providers should follow any rules and regulations set forth by its governing body regarding intensive interventions.

6.4 Student Discipline

Georgia's Pre-K is a division within Bright from the Start: Georgia Department of Early Care and Learning (DECAL). 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:

Disciplinary actions used to correct a child's behavior, guidance techniques and any activities in which the children participate or observe shall not be detrimental to the physical or mental health of any child in Georgia's Pre-K Program. 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 their program; 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 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; confine a child for disciplinary purposes; commit any criminal act, as defined under Georgia law which is set forth in O.C.G.A. Sec 16-1-1 et seq., in the presence of any child enrolled in the program.

6.5 Immediate Suspension

An immediate suspension for up to two days can be made at any time the Pre-K provider determines a child is causing harm to himself/herself or others; or, a child is unable to successfully participate in program activities. The purpose of immediate suspension is to allow the program an opportunity to plan for the child's successful participation in the Pre-K program and should not be used as punishment. Programs should contact their consultant if they need assistance with developing plans. Programs can implement

immediate suspension up to two days at a time (**no more than five days during the school year**) per child. No Bright from the Start prior approval is needed; however, the program's Pre-K Consultant must be notified, using the **Suspension Notification Form (Appendix E)**, that such action has been taken within 24 hours.

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 developing a plan for the child's successful return. Programs should use the following procedure:

- Contact their Pre-K Consultant immediately. The consultant will follow up with the Regional Inclusion Specialist to consider accommodations.
- 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.
- Support provided to the teacher to help the teacher address concerns (inclusion specialist, resources, professional development, etc.).
- Schedule a conference with the child's family to discuss strategies and options. Document the conference.

6.6 Extended Suspension

An extended suspension (i.e., more than two days at a time or more than five cumulative days) requires prior approval from Bright from the Start. Programs must contact their Pre-K Consultant to discuss requests for extended suspension. Extended suspension without prior approval may result in a site being placed on probation.

Completed Extended Suspension Request Forms (form may be requested from the Pre-K Consultant) should be submitted via email to the program's Pre-K Consultant and include **Request for Extended Suspension** in the subject line.

6.7 Modified Day

A modified day (i.e. less than 6.5 hours of instructional time a day) requires prior approval from Bright from the Start. A modified day should be used in conjunction with conferences with the child's family and targeted classroom interventions. Programs must contact their Pre-K Consultant to discuss a request for modified day. Modifying a student's day without prior approval may result in a site being placed on probation.

Completed **Modified Day Request Forms (Appendix W)** should be sent via email to their Pre-K Consultant and include **Request for Modified Day** in the subject line.

6.8 Disenrollment Procedures

Once a child has been enrolled, he/she cannot be disenrolled from the Pre-K program unless strategies to support the child's success have been implemented. The request for disenrollment must be made by the Pre-K Project Director. Final approval for disenrollment requests will be made by the Assistant Commissioner for Pre-K and Instructional Supports upon review of all documentation. Disenrollment without prior approval may result in a site being placed on probation.

Programs should contact their Pre-K Consultant to discuss procedures and documentation required for submitting a request for disenrollment.

7.0 Family Support

7.1 Objectives

Support services are a vital component to the success of the Pre-K program. Project Directors are responsible for carrying out the objectives (either directly or indirectly). The following objectives should serve as a guide for activities Pre-K providers should provide to Pre-K children and their families:

Overall Objectives:

- 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 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. Program fees may not be charged to Category One or Category Two families 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 Trip Donations

Field trips are a 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. Parents who participate in field trips may be charged a fee. 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 or not a donation was received.

8.4 Fee Structure

Policies explaining the fee structure for non-Pre-K program days (e.g., holiday/vacation times, teacher work days) for Category One and Category Two children, transportation (optional), and/or food services for Category Two children must be given to each family in writing. A copy of these policies should be kept on file. Bright from the Start may request copies of individual Pre-K provider fee structure policies. While not required, Bright from the Start recommends that providers explain and have parents sign a statement that they have received written information explaining charges for non-Pre-K program days and any transportation or meal fees.

8.5 Category One Fees

Pre-K providers may not charge fees for transportation services, if provided, for Category One students during the 180 Pre-K program days.

Pre-K providers may not charge Category One families fees for food services. Pre-K funds may be used to purchase food if no Child and Adult Care Food Program (CACFP) funding is received.

8.6 Category Two Fees

The Pre-K provider may charge reasonable fees for health services, food services, and/or transportation services (if provided) to Category Two children/families.

8.7 Meal Fees

Bright from the Start recommends that Pre-K providers charge no more than \$30 a week for meal fees to Category Two families. Pre-K providers may **not** charge Category Two families fees for food for any child for whom CACFP reimbursement is received. Parental complaints regarding excessive meal fees will be investigated.

Pre-K providers should contact their Pre-K Consultant about continued non-payment of meal fees by a Category Two family. Disenrollment will be at the discretion of Bright from the Start.

Pre-K providers should have a written policy regarding meals served at the program including whether or not outside food for meals is allowed in the center. Programs may set up their own policies regarding outside food; however, if the center allows food to be brought in for any other age group, then children enrolled in the Georgia's Pre-K Program must also be allowed to bring in outside food. Policies regarding meals should reflect compliance with the Americans with Disabilities Act.

Programs that participate in the federally funded Child and Adult Care Food Program (CACFP) should follow the federal requirements for this program.

8.8 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 parents 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.

8.9 Special Family Activities

Bright from the Start 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 Bright from the Start Monitoring and Technical Assistance

9.1 Pre-K Consultant Support

Bright from the Start 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

Bright from the Start 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 consultants, and data reporting pieces for state level reporting.

- **Grant Requirement Checklist (Appendix Q):** 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 R):** 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 S):** 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 T):** 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 Bright from the Start or a template created by the program. Lesson plan templates are available on the Bright from the Start website.
- **Instructional Quality (IQ) Guide for Assessment: WSO Director Timeline (Appendix U):** 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 V):** 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 Consultants will monitor the use of these checklists in the following ways:

- GRC Audit: Pre-K sites are randomly selected each year to participate in a GRC visit. Part one of the audit will be conducted between September and December. Part two of the audit will be conducted between January and April. Monitoring guides and the GRC checklist will be used to evaluate the program. A Pre-K Consultant will review each checklist for completion and accuracy.
- 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 Consultant will review rosters and children's records for completion and accuracy.
- Program Visits: Each consultant 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.

If a site or classroom does not meet at least forty-five percent of the reviewed items, the consultant will refer the program to be reviewed for the Pre-K Quality Support Program. Based on the review, the site may be placed on probation or funding for the site will be discontinued.

The Classroom Assessment Scoring System (CLASS) will be used in Georgia's Pre-K classrooms to obtain classroom quality data. The CLASS will be completed utilizing four 20-minute observations, each followed by a 10-minute coding period. Repeated observation cycles help establish an accurate, complete picture of the classroom. CLASS scores will not be used for the purpose of individual teacher evaluation. Teachers will receive feedback showing how they compare to national and state averages. The results from the 2018-2019 data will be used to plan for professional development in subsequent years.

10.0 Probation

10.1 Definition and Reasons for Probation

Probation is a status that warns a provider of the possibility of funding loss 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 meet at least forty-five percent of the reviewed items during the GRC audit
- Failure to correct ongoing Pre-K issues
- Multiple instances of failing to follow the *Pre-K Providers' Operating Guidelines*
- Failure to submit required reports, information and documents to Bright from the Start by due dates
- Failure to notify Bright from the Start of any changes in teaching staff
- Serious or repeated instances involving noncompliance with Bright from the Start program requirements (Pre-K, Child Care Services, Nutrition Services, Childcare and Parent Services (CAPS), or Audit/AUP)
- Disenrollment or extended suspension without prior approval (See Sections 6.6 and 6.8.)
- Ineligible student birthdates and lack of supporting birth documentation
- Lack of credentialed teaching staff (See Section 12.3 and 13.3)
- Exceeding the maximum allowance of 22 students per class

- Inaccurate roster reporting
- Moving a Pre-K class without permission from Bright from the Start

10.2 Probation Process

- Pre-K Consultants will use the checklists described in Section 9.2 to evaluate compliance with the requirements for Georgia's Pre-K Program. **The Pre-K Project Director must submit a written response for areas failing to meet requirements within 10 days of the evaluation.** A request for technical assistance may be included in the response.
- 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.
- An office conference with the Pre-K Project Director and Bright from the Start 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 Bright from the Start. Sites with serious or repeated instances involving noncompliance with Bright from the Start 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 Office Conferences

Bright from the Start reserves the right to schedule an office conference with any Pre-K provider. If an office conference is scheduled, requested participants are required to attend. Failure to participate in a mandatory meeting may result in immediate probation or possible 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. In such circumstances, providers may appeal the Bright from the Start decision before a Peer Review Committee. The Peer Review 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 General Personnel Information

11.1 Records Check Determination

In accordance with O.C.G.A. § 20-1A-30 *et. seq.*, on or after January 1, 2014, all new employees shall obtain a satisfactory records check determination or have had an unsatisfactory records check determination reversed in accordance with O.C.G.A § 20-1A-43 prior to being present at a facility while children are present for care. By no later than January 1, 2017, all current employees hired prior to January 1, 2014, shall have a satisfactory records check determination or have had an unsatisfactory records check determination reversed in accordance with O.C.G.A § 20-1A-43 to be present at a facility while children are present for care. Effective January 1, 2019, every employee must have a satisfactory records check determination or have had an unsatisfactory records check determination reversed in accordance with O.C.G.A § 20-1A-43 within the past (5) years in order to be present at a facility while children are present for care.

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. 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 Bright from the Start or the State of Georgia.

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). Bright from the Start does not maintain personnel policies for Pre-K teachers. Pre-K programs should provide teachers with a contract or work agreement outlining sick leave and holiday policies.

12.2 Age Requirement

All lead teachers must be 21 years of age or older. **Exception:** Lead teachers who have a valid Bachelor 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 Credential / Certification Requirements

A Georgia's Pre-K Program 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. *The salary rates reflect 100% of the base salary funded by Bright from the Start to the provider.*

Note: Early Childhood Education (ECE)/related degrees and credentials are verified in the Georgia Professional Development System (GaPDS). Georgia Professional Standards Commission (GaPSC)

certification is verified through review of www.gapsc.com for all certified teachers.

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 as long as 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 Degree or higher credential will apply.

The followed are the 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)

Two Year Degree Lead Teacher Salary Funded by Bright from the Start: \$21,449.86

Minimum Salary Requirement: \$19,304.87

Bachelor's Degree not related to Early Childhood Education

A teacher with a Bachelor's degree not related to Early Childhood Education must also hold one of the following approved ECE credentials:

- Associate degree with ECE major
- Montessori diploma
- Technical College Diploma (TCD) with ECE major
- Technical Certificate of Credit (TCC) with ECE major

Lead teachers who hold a verified non-ECE degree that contains 15 semester or 25 quarter hours of accumulated ECE-related coursework and were approved to teach in the 2016-2017 school year must meet the requirement for non-ECE bachelor's or have another qualifying credential by school year 2019-2020.

For information about possible scholarships or educational counseling, go to <http://www.decalscholars.com>

Non-ECE Degree Lead Teacher Salary Funded by Bright from the Start: \$27,315.60

Minimum Salary Requirement: \$24,584.04

ECE or ECE-Related Bachelor's Degree – Four Year Degree or Higher Credential (Masters, Specialist, etc.)

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
Four Year Degree Lead Teacher Salary: \$27,315.60
Minimum Salary Requirement: \$24,584.04

T4 (Georgia teaching certificate issued by the GaPSC)	
Four Year Degree & Teaching Certificate Level 4 , Certificate Type: Standard Professional (SRT), Performance Based Professional (PRT), Life Certificate (DT), Induction Pathway Certificates (INT1, INT2, INT3, INT4), and Supplemental Induction (SIT)	
PSC Certification Field Codes	
FLD808	Early Childhood Education (P-5)
FLD870	Birth Through Kindergarten
FLD708	Early Childhood Special Education General Curriculum (P-5)
FLD799	Special Education Preschool (ages 3-5)
FLD826	Special Education Preschool (ages 3-5) Endorsement
FLD805	Special Education Adapted Curriculum PLUS all of the Special Education Academic Content Concentrations (Language Arts, Mathematics, Reading, Science and Social Studies)
FLD798	Special Education General Curriculum PLUS all of 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:	
<ul style="list-style-type: none"> • A Certificate of Eligibility issued by the GaPSC is NOT a teaching certificate and DOES NOT CERTIFY the holder for any teaching position in Georgia. Refer to section 12.4 for additional information. • Out-of-state certified at the Bachelor's degree in Early Childhood Education applies to one school year only. • 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. Bright from the Start does not issue waivers for certification; therefore, teachers who have pending certification are paid at the verified credential level. 	
T4 Lead Teacher Salary Funded by Bright from the Start: \$35,820.72	
Minimum Salary Requirement: \$32,238.65	

T5 (Georgia teaching certificate issued by GaPSC) Master's Degree & Teaching Certificate Level 5 , Certificate Type: Standard Professional (SRT), Performance Based Professional (PRT), Life Certificate (DT), Induction Pathway Certificates (INT1, INT2, INT3, INT4), and Supplemental Induction (SIT)	
PSC Certification Field Codes	
FLD808	Early Childhood Education (P-5)
FLD870	Birth Through Kindergarten
FLD708	Early Childhood Special Education General Curriculum (P-5)
FLD799	Special Education Preschool (ages 3-5)
FLD826	Special Education Preschool (ages 3-5) Endorsement
FLD805	Special Education Adapted Curriculum PLUS all of the Special Education Academic Content Concentrations (Language Arts, Mathematics, Reading, Science and Social Studies)
FLD798	Special Education General Curriculum PLUS all of 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:	
<ul style="list-style-type: none"> • A Certificate of Eligibility issued by the GaPSC is NOT a teaching certificate and DOES NOT CERTIFY the holder for any teaching position in Georgia. Refer to section 12.4 for additional information. • Out-of-state certified at the Master's level in Early Childhood Education applies to one school year only. • 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. Bright from the Start does not issue waivers for certification; therefore, teachers who have pending certification are paid at the verified credential level. • Classes that have teachers with a T6 or T7 (Georgia teaching certificates issued by PSC) will be funded at the T5 rate. 	
T5 Lead Teacher Salary Funded by Bright from the Start: \$40,343.04	
Minimum Salary Requirement: \$36,308.74	

12.4 Certificate of Eligibility

The Georgia Professional Standards Commission (GaPSC) issues a **Certificate of Eligibility** to individuals that have submitted all required documents for initial certification but are not employed as an educator. A Certificate of Eligibility is NOT a teaching certificate and DOES NOT CERTIFY the holder for any teaching position in Georgia.

The Certificate of Eligibility serves as evidence that a person is eligible for an educator certificate and qualifies for employment by a Georgia local unit of administration (LUA). A LUA is a local education agency or a regional educational service agency, including but not limited to public, waiver, strategic waiver system, charter system or charter schools and private schools. An early learning child care center offering Georgia's Pre-K is also considered a LUA.

When a teacher with a Certificate of Eligibility is hired by an LUA, the employing LUA must request the issuance of the educator certificate from the GaPSC. The LUA may request the certificate by submitting the

following to the Georgia Professional Standards Commission (GaPSC):

- Georgia PSC Certification Update Application (must be completed by the teacher)
- Georgia PSC Employer Assurance Form (must be completed by Pre-K project director)

The forms are located at <https://www.gapsc.com/Certification/FormsAndApplications.aspx>

For questions about the Certificate of Eligibility or the process for requesting the educator certificate, contact the Georgia Professional Standards Commission at 404-232-2500 or 800-869-7775 or mail@gapsc.com.

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 Teachers Salary Components

The lead teacher salary 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.

- **Base Salary**

Bright from the Start requires Pre-K providers to pay lead teachers a minimum base salary based on the teacher's verified credentials. The base salary rates listed in Section 12.3 reflect 100% of the salary funded by Bright from the Start to the provider. The salary does not include any additional compensation or benefits the teacher may receive.

Providers are required to pay lead teachers a minimum of 90% of the total salary funded by Bright from the Start. Salaries are negotiated between the provider and the teacher. Providers have the ability to set base salary levels as long as the minimum salary requirement is met.

- **Supplemental Compensation – Lead Teachers**

Bright from the Start provides supplemental compensation for all lead teachers. Supplemental compensation includes a 3% increase in base salary for each two years of creditable years of experience up to 20 years. Supplemental compensation is cumulative and is based on the teacher's history as a Georgia's Pre-K lead teacher and/or history as a certified lead teacher in a K-12 public school.

Providers are required to pay teachers 100% of supplemental compensation. This supplement should be part of the lead teacher's salary and should be paid in a manner consistent with the base salary (weekly, monthly, etc.). The supplement may not be used as a salary bonus. It is not acceptable to hold the salary supplement and pay mid-year or at the completion of the school year.

Resources are available to help providers determine an estimate of the funding amount the program will receive for lead teacher compensation for the 2018-2019 school year. The 2018-2019 Salary Schedule for New Lead Teachers is designed to estimate the funding for a new lead teacher who never taught as a lead teacher in Georgia's Pre-K Program (public or private) or previously taught as a lead teacher in Georgia's Pre-K but not during the 2017-2018 school year. The 2018-2019 Salary Estimate Worksheet for Returning Lead Teacher is designed to estimate the funding for a returning lead teacher who taught as a Georgia's Pre-K lead teacher in the 2017-2018 school year. The Salary Information and Resources are posted at <http://dec.al.ga.gov/PreK/ProjectDirectors.aspx>.

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 lead 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 will 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.

When determining a teacher's creditable years of experience, the provider should count all prior years at the current program as well as the years the teacher taught in another Georgia's Pre-K Program (public or private) with an approved credential and/or all the years taught as a certified teacher in a K-12 public school. Credit should not be given for teaching experience associated with substitute teaching, student teaching, teacher aide/assistant teacher experience, part-time or temporary teaching positions. The 2018-2019 school year should not be included in CYE because only PRIOR, completed years of experience are valid.

Please note: Prior to the start of the 2018-2019 school year, PANDA will add 1 year of experience for teachers that taught in the 2017-2018 school year.

Pre-K providers will be responsible for verifying a teacher's creditable years of experience. Written processes and/or policies regarding verification of CYE for their program should be developed and kept on site. Written policies should include what the program will use to verify a teacher's creditable years of experience. Teacher contracts, PANDA roster information, letters from human resources or former employers are examples of what can be used to verify CYE. Employment applications/resumes, teaching certificates, training certificates, data from the GaPDS, and data from the Teacher's Retirement System of Georgia (TRS) should not be used.

Bright from the Start 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 PANDA.

12.9 Training & Experience (T & E)

Public school providers with Pre-K lead teachers that are currently receiving a capped T & E supplement will continue receiving the T & E supplement for those teachers. These teachers are eligible for supplemental compensation. However, because they have already been compensated for previous years taught (T & E compensation), the supplemental compensation will apply to their history after the 2010-2011 school year.

Pre-K providers should address questions about teaching credentials and teacher salaries to panda.teachers@dec.al.ga.gov.

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, staff development, Pre-K training, in- service days).

13.2 Employment Requirements

An assistant teacher must be 21 years of age or older. **Exception:** Assistant teachers who have a valid AA credential 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.

13.3 Credential/Certification Requirements

Any ONE of the following credentials/degrees listed below will meet the credential requirement for a 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)
- BA, BS (Bachelor 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 possible scholarships or educational counseling, visit <http://www.decalscholars.com>.

13.4 Salaries – Assistant Teachers

All credentials for an assistant teacher will be paid at the minimum rate of **\$15,872.89**. Providers are required to pay 100% of the total salary funded by the Department for assistant teachers. Bright from the Start 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.

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 21 years of age. Exception: Substitute teachers who have a valid AA credential or higher teaching credential do not have to meet the minimum 21 years of age requirement. The substitute teacher must, however, meet the age requirement for the facility's licensing agencies.
- 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 Bright from the Start 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 are required to submit a **Long-Term Substitute Request Form (Appendix M)** to their Pre-K Consultant for approval. **Requests will only be approved for extended medical leave, maternity 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. If the substitute has a credential that is higher than the lead teacher, he or she should be entered on the roster so payment can be adjusted accordingly. When the lead teacher returns, the roster 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 Consultant will review any requests for long-term substitutes and contact the program for any additional information if needed. Once the program receives approval, the approval should be kept on file. The program is responsible for informing the Pre-K Consultant of any changes such as a change in return date for the teacher or a change in substitute teachers. No roster changes for long-term substitutes are needed. Funding for long-term substitutes will be determined by Bright from the Start.

If a lead teacher or assistant teacher resigns or has been terminated from their position, the program is responsible for staffing the class with a substitute until a replacement has been hired. The program is responsible for updating the roster to include the teacher's last day in the class and the date the substitute teacher began teaching. If multiple substitutes are used in the class, the program must select *Multiple Substitutes Used* on the roster until the vacancy is filled.

15.0 Professional Development

15.1 Georgia Professional Development System (GaPDS)

The Georgia Professional Development System (GaPDS) is a database specifically for those who work directly with young children or on their behalf. For individuals, the GaPDS combines education, experience and training and assigns all registrants a level on the “Career Level” chart. 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 the GaPDS to verify an individual teacher’s credentials and degrees. Until a teacher is enrolled in the GaPDS, the eligibility to serve in the lead or assistant teacher role has not been established. Project Directors must enter staff in PANDA, but the GaPDS is an individual – based system and staff must enroll themselves.

Lead and assistant teachers must be enrolled in GaPDS before a student roster is submitted where they are assigned as the lead or assistant teacher in a classroom. A teacher hired after a roster submission (between submissions) must be registered prior to the next roster submission. A GaPDS number is required in PANDA for all Georgia’s Pre-K lead teachers and assistant teachers. If a teacher has been certified as a Georgia teacher or paraprofessional through the Professional Development Standards Commission (PSC), the teacher should indicate this when he/she registers in the GaPDS. If not, he/she will need to follow the instructions from the GaPDS and submit the requested proof of what he/she entered in the GaPDS. 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 PANDA 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 the GaPDS will affect Pre-K payments. It is imperative that Project Directors verify that credential information is correct on rosters. Project Directors should also confirm that teachers have registered in the GaPDS, submitted required documentation to the GaPDS, and the GaPDS has verified the credential. Individuals enrolled in the GaPDS can review their profile to see if they meet the credential requirements for a Pre-K Lead Teacher. Teachers that are qualified to serve in the lead teacher role will see “Qualifies for GA Pre-K Lead” in the Account Information Summary section. Teachers that are qualified to serve in the assistant teacher role must have a PDR career level of 4 or higher.

Questions regarding enrolling in the GaPDS or assistance with an account should be directed to gapds@decals.ga.gov or 404-267-2760 Metro Atlanta Area or Out of State 1-888-92-GAPDS (42737) Georgia except for Metro Atlanta:

Credential documents required to be mailed should be mailed to the GaPSC and not Bright from the Start.

Georgia Professional Standards Commission
Professional Development Registry
200 Piedmont Avenue SE
Suite 1702 West
Atlanta, GA 30334-9032

Failure to use this address could result in documents being lost or a significant delay in processing.

15.2 Purpose of Professional Development for Teachers

Bright from the Start offers multiple professional development opportunities for Pre-K teachers.

Professional development training is intended to enhance the skills and knowledge of teaching staff already prepared to teach in the Pre-K program. Each provider is responsible for ensuring that all teaching staff is qualified and able to deliver quality instruction on the date they are hired. Lack of availability of Bright from the Start sponsored teacher professional development should not impact the ability of staff to deliver quality instruction to Pre-K children.

15.3 Requirements of Professional Development

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 Consultant. Failure of providers and their staff to participate in required training will place their program in noncompliance and may result in probation. Bright from the Start cannot guarantee training will be held in a specific region.

15.4 Professional Development Plan for Pre-K Staff

Pre-K providers are required to develop a Professional Development Plan for their Pre-K staff. A Professional Development Plan is used as a tool to help plan a career, guide development and assess progress toward career goals. The Professional Development 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.

15.5 Professional Development Registration

The Pre-K Project Director is responsible for distributing professional development and training information to their sites and all personnel. The Project Director can register staff for Pre-K training in the GaPDS. For help with professional development needs, Pre-K providers should contact their Pre-K Consultant.

15.6 Attendance at Professional Development Training

All administrative, teaching, and support staff listed below will have the opportunity to attend Bright from the Start sponsored professional development annually. Additional details about professional development requirements for the 2018-2019 school year will be released in late July 2018.

- Project Directors
- 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 development requirement. **This includes additional staff in Montessori classrooms and inclusion classrooms.** Bright from the Start sponsored professional development is provided free of charge.

Professional development is required for all new Project Directors and optional for new Site Directors.

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 will result in cancellation of all sessions in the series.

15.7 No Shows and Repeat Training Penalty

The Pre-K Project Director is responsible for canceling participants for training in the GaPDS 24 hours before the start time. Providers who register participants for training and do not cancel in the GaPDS system will be charged \$50. Providers cannot substitute inappropriate staff in the place of a 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 Bright from the Start 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. For example, 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 WSO 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 Bright from the Start 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 will be deducted from the next Pre-K payment.

15.8 Child Care Licensing Information Regarding Training

All Bright from the Start 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, who have not worked in a Pre-K program at another site, may utilize only four clock hours of Pre-K Best Practices training toward their mandatory 10 hours of 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 Bright from the Start's Rules for Child Care Learning Centers, Chapter 591-1-1-.33 (Staff Training).*

15.9 Professional Development/Training Reimbursement to Staff

Pre-K funds must be used to pay for substitutes and costs associated with staff travel (lodging and meals in conjunction with overnight travel, mileage, parking, etc.) to all required professional development/training sessions. Pre-K funds should cover salaries and wages as well as travel expenses for staff when attending required sessions. Bright from the Start recommends that Pre-K providers develop and distribute travel/expense reimbursement policies to employees prior to travel; that providers discuss travel/expense policies with employees; and that providers 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 2018-2019 school year, programs will receive their Georgia's Pre-K Grant Agreement via email. 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 Bright from the Start 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. Bright from the Start will enter into a grant agreement with public and private providers for Pre-K services.

Note: All payments are subject to state data processing and bank processing delays.

16.2 Class Budget

Classes with enrollments of 22 students will receive full funding. Funding for classes with fewer than 22 students will be reduced by 1/22nd for each child below 22. This funding reduction applies only to operating costs paid to the program. Funding provided by Bright from the Start for lead and assistant teacher salaries and benefits will not be impacted by student enrollment. Regardless of the number of the children enrolled in the program, Bright from the Start will provide the full funding amounts reflected in sections 12.3 and 13.4 for teacher salaries. Classes with fewer than 19 students are subject to closure at the discretion of Bright from the Start.

16.3 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.

16.4 Multi-County and Multi-Program Pre-K Providers

Bright from the Start 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.

16.5 Low Student Enrollment

Bright from the Start will review roster reports throughout the school year. Classes with fewer than 19 children will be considered for closure during the school year at the discretion of the Department. Any provider reporting fewer than 19 children on the final roster of the 2018-2019 school year will not automatically be awarded a continuation class. Bright from the Start will review final rosters; contact providers directly concerning low numbers of children; and make a final determination about continuation of services.

Providers should not operate partially or fully funded private classes in an effort to receive funding from Bright from the Start. Providers must understand that operating private classes or funding classes at their own expense does not guarantee Bright from the Start funding. Parents should be informed prior to the beginning of school if their children are enrolled in a class that is not funded by Bright from the Start.

16.6 Funding 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 Georgia Professional Development System. The actual reimbursement amount may vary based on changes in class size, changes in lead teacher credential and number of days offering service. See section 19.1 for the 2018-2019 Georgia's Pre-K Rate/Per Child Estimate Chart.

In addition to the base rates, grantees offering transportation services for children whose families participate in a means-tested program (Medicaid, Supplemental Nutrition Assistance Program, etc.) may receive transportation reimbursement at a rate of \$16.50 per month for each child.

Start-up grants are given for newly awarded classrooms in the amount of \$8,000 per class.

17.0 Expenditure Requirements

17.1 Expenditure Guidelines

The following expenditure guidelines apply to all Pre-K providers:

- All programs are required to pay lead teachers a minimum of 90% of the base salary funded by Bright from the Start.
- All programs are required to pay lead teachers 100% of the supplemental salary funded by Bright from the Start.
- All programs must spend a minimum of \$1,000 per classroom on classroom equipment, replacement classroom materials, classroom supplies, and/or additional classroom materials. These funds are included in the Pre-K operating grant agreement. Classroom supplies and materials should be selected from the **Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List (Appendix H)**. Flexibility related to classroom computer technology purchases and playground equipment is provided with prior approval from the Pre-K Consultant, once the classroom is adequately equipped. (See sections 17.3 and 17.4)

Note: Change of ownership programs, classes funded later in the school year, or programs that closed a class(es) during the school year may meet a prorated portion of the classroom expenditure requirement which is determined by the number of days/months 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).

- The Pre-K provider may use no more than six percent of the budget for administrative expenses. However, when completing the reconciliation report, the provider should enter the total amount of allocated administrative expenses incurred even if the total amount exceeds six percent.

17.2 Operating Costs

The 2018-2019 Georgia's Pre-K Rate/Per Child Estimate Chart itemizes the core costs of the program (salary and operating) by the budget cost drivers (program type and service area, and lead teacher credential level).

Examples of operating costs include: instructional supplies and materials, training and other items included in Appendix H; Pre-K's portion of the director's salary and benefits, office supplies, accounting and/or clerical costs; Pre-K's portion of properly allocated and documented rent, utilities, liability insurance, etc.; and other allowable direct and indirect costs incurred for the Pre-K program.

Benefits, which are also considered operating costs, 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.

17.3 Playground Equipment

Purchase of stationary playground equipment requires prior approval from a provider's Pre-K Consultant. 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 return of the expended funds. The deadline to submit for approval is April 12, 2019.

17.4 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 H)***. For all technology items not on the list, prior approval is required from the provider's Pre-K Consultant. 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 return of the expended funds. The deadline to submit for approval is April 12, 2019.

17.5 Expenditure Waivers

To support quality programming, a Pre-K provider may request a waiver of the requirement concerning expenditures for materials/supplies and minimum teacher salary.

Instructional Supplies and Materials 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 Consultant must verify that classrooms and playground are well equipped using current monitoring tools and checklists. To receive a waiver, the Project Director must contact their Pre-K Consultant who will facilitate the approval of the waiver request. If a waiver is granted, the unexpended material and supply 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 one year only and should be kept on site.

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 unused funds for the base portion of teacher salary received by the program can be applied to instructional items. Unused salary funds cannot be used for non-instructional items. The Project Director should contact the Pre-K Consultant who will facilitate the approval of the waiver request. The waiver is approved for one year only and should be kept on site.

17.6 Capital Improvements

Capital improvements are costs related to improvements that extend the useful life of property, improves 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
- Burglar 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.

17.7 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 Bright from the Start. Examples of such records include, but are not limited to:

- Canceled check copies (front and back)
- Bank statements
- Paid invoices
- Federal and state payroll records
- EFTPS or other evidence of taxes remitted to regulatory agencies
- Timesheets
- Pre-K grant agreement
- 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.

Misuse of funds may result in denial of current and future participation in the Pre-K program and/or in prosecution. See Section 20.0 for more details on audits/reviews.

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. Appropriate forms and instructions to allow for EFT were included in the application package.

Providers are responsible for the correct routing of their payments by promptly notifying Bright from the Start of changes in bank account information or ownership.

Changes should be sent to panda.finance@decal.ga.gov

Providers are responsible for reviewing their monthly payments and payment documentation each month. After May 10, 2019, all Pre-K payments shall be final. No additional corrections, adjustments, or payment processing shall 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 22 students will reduce funding for operating costs.

18.3 Payments

Funds will automatically be deposited in accounts in 10 monthly payments beginning in August 2018.

- Georgia's Pre-K payments will be processed by the 14th of each month or the next business day. The deposit will occur within 3 to 7 business days from the processed date in PANDA. Payments may be delayed if the Georgia's Pre-K Grant Agreement has not been executed, class roster information has not been successfully submitted, or if the class, site or program's payment has been placed on hold.
- All payments are subject to state data processing and bank processing delays.
- The final Pre-K payment for the year will be the May 2018 payment.
- Pre-K providers who maintain constant enrollments and uninterrupted teacher credentials will receive the equivalent of 10 equal payments for the school year. If these requirements are not met, individual payments will be adjusted accordingly.

Prorated Teacher Salary and Summer Personnel Expenses

- If a teacher's salary is prorated over 12 months, programs **must** pay the prorated salary from 2018-2019 school year funds. If a contract is provided to the teacher, the contract should reflect the period of work as the Georgia's Pre-K Program operating months (10 months) with the annualized salary to be paid over 12 months.
- If a Pre-K teacher works through the summer and receives a 12-month prorated salary, the teacher should receive the prorated salary **AND** compensation for services rendered in the summer. The prorated salary is strictly for services rendered during the 10-month Pre-K school year. All Pre-K funding must be expended by June 30, 2019, including prorated salaries.
- Summer salaries that are prorated may not be used to pay staff to supervise children in a private class or perform other duties which include, but are not limited to, bus driver, office manager, cook, and receptionist.
- Providers who incur summer salary personnel expenses for Pre-K teaching staff for the 2018-2019 school year should have written policies in place for payment of staff from funds **other than Pre-K funds**.

18.4 Schedule of Payments

Ten (10) Payments	Level of Teacher Credentials and Number of Children	Ten (10) Months
Payment Processed on or Before	Based On	For the Month of
August 14, 2018	Grant Agreement	August
September 12, 2018	Grant Agreement	September
October 12, 2018	Roster 1	October
November 13, 2018	Roster 1	November
December 12, 2018	Roster 2	December
January 14, 2019	Roster 2	January
February 12, 2019	Roster 3	February
March 12, 2019	Roster 3	March
April 12, 2019	Roster 4 (Final)	April
May 13, 2019	Roster 4 (Final)	May

18.5 Calculation of Payments

Payment calculations for operating costs are based on student enrollment and the lead teacher credentials for each class as reported on the submitted roster. Payments for lead and assistant teacher salaries are based on the salary rates reflected in sections 12.3 and 13.4. Payment calculations for lead teacher supplemental pay is based on the teacher's verified creditable years of experience.

- The August 2018 and September 2018 payments will be based on the executed grant agreement.
- If the enrollment and the lead teacher credential reported on each of the required rosters remains consistent with the approved grant agreement, no funding adjustment will be made.
- Roster data is critical to the payment calculation. As students leave the class or new students are added, current and prior payments will recalculate the total number of eligible children served each month using a half-month convention to retroactively recover overpayments or pay additional amounts for each class. Recording accurate begin dates and end dates for students and teachers on each roster is required to ensure accurate payment calculations.
- Lead teacher credentials and the number of enrolled children will be monitored. Lead teacher credentials must be verified in the Georgia Professional Development System (GaPDS.) If the credential cannot be verified; differs from the credential specified in the grant agreement; or differs from the credential reported on the roster, payments will be adjusted to the credential level that can be verified. Payments will be retroactively adjusted for changes in teacher credentials.
- 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 10, 2019 or within five business days after receipt of the final scheduled payment from Bright from the Start in accordance with the grant agreement (whichever occurs first).

18.6 Payment Advice

A monthly payment advice detailing the Pre-K payment is available in PANDA. 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 BFTS with any discrepancies. Instructions for accessing the payment advice and information to help programs understand the payment advice is available at: http://www.decal.ga.gov/documents/attachments/Payment_Advice_Instructions.pdf.

Payment Disputes

If the provider's payment does not reflect the number of students on the submitted roster and/or the verified lead teacher credential that was entered, the provider may submit a payment dispute to panda.finance@decal.ga.gov. Payment disputes must be submitted by May 10, 2019.

18.7 Rosters

Roster data is critical and must be accurate for teachers' and students' information. Roster information 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. Students' information will be reported on four roster reports during the school year.

Rosters must include staff date of hire along with date of enrollment and birth dates for children. Rosters must be completed and properly submitted through the PANDA online system to receive payments. Additional information will be required on enrolled children including gender, race/ethnicity, English language proficiency, and special education services. It is the responsibility of Pre-K providers to review electronic payment advice information in PANDA and alert Bright from the Start of any questionable discrepancy in the payment amount on or before May 10, 2019. 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.

Lead Teacher and Assistant Teacher Data

Pre-K programs are required to enter lead and assistant teacher data in the PANDA roster system. Providers will use the Teacher Information Screen to add teachers, delete teachers, and/or update current teacher information. A PANDA email will be sent to all providers notifying them when the roster system is open for teacher data entry. Data entry made prior to August 1, 2018 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.

Note: Prior to the start of the 2018-2019 school year, PANDA will add 1 year of experience for teachers that taught in the 2017-2018 school year.

Because payment calculations are based, in part, on the verified lead teacher credentials, it is important that providers update lead teacher changes in the Teacher Information Screen in a timely manner. Once a payment is made, only DECAL can make changes to prior month's teacher information. A change in teacher information will be accepted for one past month only.

For example, if a teacher is issued a Professional Standards Commission certification in October, but the change is not made until February, the new certified credential will only be retro paid for January. To ensure correct payments, it is important that the Teacher Information Screen be maintained as current as possible.

Providers should ensure that credentials for lead and assistant teachers have been verified through the Georgia Professional Development System (GaPDS). If the credential entered in PANDA does not reflect the verified credential in the GaPDS, the roster will be automatically updated to reflect the verified credential in the GaPDS. If no qualifying credential has been verified, the teacher credential will be updated to Insufficient.

Student Data

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 instruction 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. Inadvertently reporting inaccurate roster data will increase the probability that payments are reduced. Student rosters and attendance documentation (kept in the classroom) must match. **Programs will be charged \$75 for each roster submitted with a child listed who is not actively enrolled and present in the classroom within the 10 school days period prior to the count date.** The exception would be children on extended medical or other approved leave. Appropriate leave documentation should be maintained on site.

Charges for inadvertently reporting inaccurate roster data will be deducted from the next Pre-K payment. Continued instances of such reporting will result in a graduated increase of \$25 per roster error. For example, if a program reports two children with the wrong start date on a roster, there will be a charge of

\$150 (\$75 per child); if the same program reports three children with the wrong end date on the next roster, there will be a charge of \$300 (\$75 per child plus an additional \$25 per child); if the same program reports inaccurate information for the lead teacher on the next roster, there will be a \$125 charge (\$75 plus an additional \$50). Inaccurate reporting may result in probation or termination of the grant agreement.

Adjustments in roster data will be made for the current roster period only.

Duplicate children are children who appear on more than one roster for the same reporting period. Since only one provider can be paid for the child, the provider who presents evidence that the child was in attendance at the time shall receive payment while the other provider will have their payment reduced. To reduce the number of “duplicate children,” Bright from the Start 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, to prevent their payment from being reduced. 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.

Roster based payments shall not be made until the required roster information is submitted.

Roster	Roster Open for Data Entry	Count Day	Due to Bright from the Start
1 st	August 1, 2018	September 7, 2018	September 14, 2018
2 nd	October 5, 2018	November 2, 2018	November 9, 2018
3 rd	December 7, 2018	January 11, 2019	January 18, 2019
4 th	February 8, 2019	March 15, 2019	March 20, 2019

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 Bright from the Start after all other payments have been made.

18.8 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 that 1) 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 Funding Information

19.1 Program Summary Chart

2018-2019 Georgia's Pre-K Rate/Per Child Estimate Chart

The 2018-2019 Georgia's Pre-K Rate/Per Child Estimate Chart is designed to help Georgia's Pre-K Program Grantees estimate the amount of grant funding for an individual class with full enrollment. The Rate Chart is not intended to provide an exact funding amount. The actual reimbursement may vary based on changes in class size, changes in lead teacher credential and number of days offering service. Payment calculations for operating costs are based on student enrollment and the lead teacher credential for each class as reported on the submitted Pre-K roster. Payment for lead and assistant teacher salaries are based on the salary rates reflected in sections 12.3 and 13.4 of the *Pre-K Providers' Operating Guidelines*. The rates do not include Creditable Years of Experience pay for lead teachers, start-up funds, sparsity allowances, or transportation funds.

Credential	Private Metro Area		Private Non-Metro Area		Public School	
Insufficient	Salary Lead	\$ 15,872.89	Salary Lead	\$ 15,872.89	Salary Lead	\$ 15,872.89
	Salary Asst.	\$ 15,872.89	Salary Asst.	\$ 15,872.89	Salary Asst.	\$ 15,872.89
	Operating - Benefits	\$ 7,542.80	Operating - Benefits	\$ 7,542.80	Operating - Benefits	\$ 7,542.80
	Operating - Classroom	\$ 24,181.12	Operating - Classroom	\$ 17,588.82	Operating - Classroom	\$ 14,469.88
	Total	\$ 63,469.70	Total	\$ 56,877.40	Total	\$ 53,758.46
	Per Child Per Year	\$ 2,884.99	Per Child Per Year	\$ 2,585.34	Per Child Per Year	\$ 2,443.57
Per Child Per Month	\$ 288.50	Per Child Per Month	\$ 258.53	Per Child Per Month	\$ 244.36	
Credential	Private Metro Area		Private Non-Metro Area		Public School	
Two Year Degree	Salary Lead	\$ 21,449.86	Salary Lead	\$ 21,449.86	Salary Lead	\$ 21,449.86
	Salary Asst.	\$ 15,872.89	Salary Asst.	\$ 15,872.89	Salary Asst.	\$ 15,872.89
	Operating - Benefits	\$ 8,867.89	Operating - Benefits	\$ 8,867.89	Operating - Benefits	\$ 8,867.89
	Operating - Classroom	\$ 24,181.12	Operating - Classroom	\$ 17,588.82	Operating - Classroom	\$ 14,469.88
	Total	\$ 70,371.76	Total	\$ 63,779.46	Total	\$ 60,660.52
	Per Child Per Year	\$ 3,198.72	Per Child Per Year	\$ 2,899.07	Per Child Per Year	\$ 2,757.30
Per Child Per Month	\$ 319.87	Per Child Per Month	\$ 289.91	Per Child Per Month	\$ 275.73	
Credential	Private Metro Area		Private Non-Metro Area		Public School	
Four Year Degree	Salary Lead	\$ 27,315.60	Salary Lead	\$ 27,315.60	Salary Lead	\$ 27,315.60
	Salary Asst.	\$ 15,872.89	Salary Asst.	\$ 15,872.89	Salary Asst.	\$ 15,872.89
	Operating - Benefits	\$ 10,261.59	Operating - Benefits	\$ 10,261.59	Operating - Benefits	\$ 10,261.59
	Operating - Classroom	\$ 24,181.12	Operating - Classroom	\$ 17,588.82	Operating - Classroom	\$ 14,469.88
	Total	\$ 77,631.20	Total	\$ 71,038.90	Total	\$ 67,919.96
	Per Child Per Year	\$ 3,528.69	Per Child Per Year	\$ 3,229.04	Per Child Per Year	\$ 3,087.27
Per Child Per Month	\$ 352.87	Per Child Per Month	\$ 322.90	Per Child Per Month	\$ 308.73	
Credential	Private Metro Area		Private Non-Metro Area		Public School	
Certified (T4)	Salary Lead	\$ 35,820.73	Salary Lead	\$ 35,820.73	Salary Lead	\$ 35,820.73
	Salary Asst.	\$ 15,872.89	Salary Asst.	\$ 15,872.89	Salary Asst.	\$ 15,872.89
	Operating - Benefits	\$ 12,282.40	Operating - Benefits	\$ 12,282.40	Operating - Benefits	\$ 18,416.35
	Operating - Classroom	\$ 24,181.12	Operating - Classroom	\$ 17,588.82	Operating - Classroom	\$ 14,469.88
	Total	\$ 88,157.14	Total	\$ 81,564.84	Total	\$ 84,579.85
	Per Child Per Year	\$ 4,007.14	Per Child Per Year	\$ 3,707.49	Per Child Per Year	\$ 3,844.54
Per Child Per Month	\$ 400.71	Per Child Per Month	\$ 370.75	Per Child Per Month	\$ 384.45	
Credential	Private Metro Area		Private Non-Metro Area		Public School	
Certified (T5)	Salary Lead	\$ 40,343.04	Salary Lead	\$ 40,343.04	Salary Lead	\$ 40,343.04
	Salary Asst.	\$ 15,872.89	Salary Asst.	\$ 15,872.89	Salary Asst.	\$ 15,872.89
	Operating - Benefits	\$ 13,356.90	Operating - Benefits	\$ 13,356.90	Operating - Benefits	\$ 20,265.25
	Operating - Classroom	\$ 24,181.12	Operating - Classroom	\$ 17,588.82	Operating - Classroom	\$ 14,469.88
	Total	\$ 93,753.95	Total	\$ 87,161.65	Total	\$ 90,951.06
	Per Child Per Year	\$ 4,261.54	Per Child Per Year	\$ 3,961.89	Per Child Per Year	\$ 4,134.14
Per Child Per Month	\$ 426.15	Per Child Per Month	\$ 396.19	Per Child Per Month	\$ 413.41	

Steps for Using the 2018-2019 Georgia's Pre-K Rate Chart and Clarification Notes

- 1) Select the credential level for the lead teacher. Refer to Section 12.3 of the *Pre-K Providers' Operating Guidelines* for details regarding qualifications and conditions for the credentials listed in the Rate Chart.
- 2) Identify Pre-K provider type and service area:
 - Public School** = All Public County, City, or Charter Schools.
 - Private** = All other programs that are not Public County, City, or Charter Schools.
 - Metro Area** = Camden, Cherokee, Clayton, Cobb, DeKalb, Douglas, Fayette, Forsyth, Fulton, Gwinnett, Hall, Henry, Paulding, and Rockdale Counties.
 - Non-Metro Area** = All other counties not listed as Metro.

Salary Lead - Total reflects 100% of salary funded by DECAL for lead teacher base salary. Base salary is based on the teacher's verified credential(s). Providers are required to pay lead teachers a minimum of 90% of the total base salary funded by DECAL.

The Rate Chart does not include Creditable Years of Experience (CYE) pay for lead teachers. For additional information about CYE and compensation, refer to sections 12.7 and 12.8 of the *Pre-K Providers' Operating Guidelines*.

Salary Asst. - Total reflects 100% of the salary funded by DECAL for assistant teacher salary. Providers are required to pay assistant teachers 100% of the total salary funded by DECAL.

Operating Benefits - Total reflects 100% of funding from DECAL for lead and assistant teacher benefits. 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. Offering benefits is at the discretion of the Pre-K provider. If an employer decides not to offer benefits, the benefit amount can be utilized to pay additional salary over the minimum salary requirements or the funds can be expended for Operating Classroom expenses.

Operating Classroom - Total reflects 100% of funding from DECAL for expenses related to the operation of Georgia's Pre-K. Examples of classroom operating expenses include: instructional supplies and materials/items included in Appendix H of the *Pre-K Providers' Operating Guidelines*; professional development costs including mileage, meals, parking, lodging, etc.; Pre-K's portion of the director's salary and benefits, office supplies, accounting and/or clerical costs; Pre-K's portion of properly allocated rent, utilities, liability insurance, etc.; and other allowable direct and indirect costs incurred for the Pre-K program.

Total - Reflects the sum of Salary (lead and assistant) and Operating (benefits and classroom). The actual reimbursement may vary based on changes in class size, changes in lead teacher credential and number of days offering service.

Per Child Per Year - Total reflects 100% of funding from DECAL for an individual child for the 2018-2019 school year. The actual reimbursement may vary based on when the child enrolls in Georgia's Pre-K and the last day attended.

Per Child Per Month - Total reflects 100% of funding from DECAL on a monthly basis for an individual child. The actual reimbursement may vary based on when the child enrolls in Georgia's Pre-K and the last day attended.

Notes:

- Transportation services for Category One children are not mandatory. Transportation will be paid monthly based on submitted roster data at a rate of \$16.50 for each eligible child.
- The 2018-2019 Pre-K budget includes a 4% increase for the Teacher Retirement System (TRS).

The Operating Benefits category includes the following percentages for benefits:

- 23.760% for Lead and Assistant Teachers with a Two-Year Degree or Four-Year Degree in Private Metro, Private Non-Metro and Public School programs.
- 40.884% for Public School Lead Teachers with T4 or T5 certification.
 - Medicare Portion of FICA 1.450%
 - Retirement 20.900%
 - Health 18.534%

20.0 Audit and Accounting Requirements

20.1 Reconciliation Report

Pre-K providers must provide Bright from the Start 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 of the providers 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 Bright from the Start (See Section 17.1 and 17.7.) Closeout procedures and forms regarding the 2018-2019 year-end reconciliation process will be forwarded to Pre-K providers during July 2019.

Funds paid by Bright from the Start 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.

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.

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.

Private providers must submit this reconciliation report by August 30, 2019 for the 2018-2019 school year. Local school systems must submit this reconciliation report by September 30, 2019 for the 2018-2019

school year. Providers must submit reconciliation reports electronically via PANDA (**See Appendix N for the Pre-K Year End Reconciliation Report.**)

If a provider does not complete and submit the reconciliation report, Pre-K payments for the 2019-2020 school year will be withheld until the reconciliation report is received. Failure to submit the report may result in grant termination.

20.2 Balances Due to Bright from the Start Pursuant to the Year End Reconciliation

If the completed Pre-K Year End Reconciliation Report results in a balance due to Bright from the Start, funds shall be required to be returned to Bright from the Start. 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 percent good faith payment by the deadline date (Please note, the total amount due must be paid in full by May 1, 2020)

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

20.3 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 Bright from the Start enters into a grant agreement with a nonprofit contractor, the contractor must furnish Bright from the Start 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.

20.4 Right to Audit/ Agreed Upon Procedures Review

Bright from the Start reserves the right to require an independent, certified financial audit of the Pre-K program at the Pre-K provider's expense. Bright from the Start reserves the right to conduct an Agreed Upon Procedures (AUP) review of the Pre-K Program.

Bright from the Start may conduct audits and AUP reviews as specified in Georgia's Pre-K Program Grant Agreement for the 2018-2019 school year, Section III, Part C:

Grantee agrees to cooperate fully with Grantor auditors and/or agents providing Audit or Agreed Upon Procedures (AUP) review services. 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. 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 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 in 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 Bright from the Start.

20.5 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 Bright from the Start 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 results in a balance of funds due back to Bright from the Start 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 Bright from the Start were used in accordance with applicable regulations and guidelines.

20.6 Balances Due to Bright from the Start 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 Bright from the Start. 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, 2020
- 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 Bright from the Start withholding future Pre-K payments and/or other actions as directed by Bright from the Start staff until the balance is paid in full.

20.7 Reconsideration – Audit, Agreed Upon Procedures Review (AUP), or Investigation

In order 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 along with the Repayment Agreement document, provided by Bright from the Start
- Submitted in writing
- Made within 15 days of the notice of balance due letter from Bright from the Start
- Include a detailed audit trail including all source documents necessary for Bright from the Start to make a final decision in a timely manner.

20.8 Random Reviews

The Pre-K provider is subject to random, unannounced expenditure reviews by Bright from the Start or Bright from the Start 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.

20.9 Multi-County Pre-K Provider Budgets

Multi-county Pre-K providers must maintain at least a minimum of one Pre-K program budget per county for Bright from the Start reporting needs.

20.10 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/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 Bright from the Start. 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, and documentation of the Pre-K portion of operating expenses.

20.11 Lost, Stolen, or Destroyed Records

In the event of natural or man-made 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 man-made 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.

20.12 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.

20.13 Special Allotment Funding

Special Allotment Funding is supplemental funding provided to eligible sites. DECAL will provide a separate set of guidelines regarding these funds. The guidelines provided with this funding will outline how the funds are to be utilized. All Special Allotment Funding must be expended by June 30th of the current grant year. 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.

21.0 Other Considerations

21.1 Inappropriate Lead Teacher

Non-documented or insufficient information on lead teacher credentials, beginning with the first roster, may result in probation and may jeopardize current or future participation in the Pre-K program. (See Section 10.1)

21.2 Inappropriate Staff/Child Ratios

Non-documented or insufficient information on staff/child ratios may result in probation and may jeopardize current or future participation in the Pre-K program. (See Section 10.1)

21.3 Ineligible Birthdates and Lack of Birth Documentation

Proof-of-age eligibility must be on file the day the child begins the Pre-K program. Failure to remove or correct ineligible Pre-K student birthdates by the first roster (See Section 18.7 for first roster due date) may result in the site being placed on probation with possible termination. Providers will not be paid for children listed with ineligible birthdates or for children without birth documentation. (See Section 10.1)

21.4 Noncompliance

Serious or repeated instances involving noncompliance with program requirements (Pre-K, Child Care, Nutrition Services, Audit, or CAPS program) will result in probation or termination of the Pre-K grant agreement during the program year. All grant agreements for future services will be held pending resolution of outstanding issues. (See Section 10.1).

21.5 Request to Move a Pre-K Class

Georgia's Pre-K classes can be moved only to sites under the same ownership and only with approval from Bright from the Start. To request permission to move a class, the Pre-K provider must complete the **Request to Move a Pre-K Class Form (Appendix O)** and submit the form to their Pre-K Consultant. Programs must receive written approval before moving a class. Moving a class without prior permission may result in probation and/or loss of funding.

21.6 Requests for a Georgia's Pre-K Program Change of Ownership

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 Bright from the Start, change of ownership requirements must be met as determined by Bright from the Start 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.

A request to continue services does not guarantee continuation of funding for the new owner. Funding decisions are at the discretion of Bright from the Start. 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 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.

Entities requesting a change of ownership must submit all information and documentation required by both the Pre-K Division and the Applicant Services Unit of the Child Care Services Division. The Pre-K Change of Ownership Request Application is available at <http://www.dec.state.ga.gov/Prek/OwnershipChangeRequest.aspx>.

21.7 Class Closures

Providers that are choosing to close and not operate one or more of their Georgia Pre-K classrooms at a site must complete the **Class Closure Notification Form (Appendix L)** and submit it to their Pre-K Consultant. The form must be completed and submitted by the Pre-K Project Director.

22.0 Reporting Requirements

22.1 Pre-K Application and Database Access (PANDA) Participation

Pre-K providers are required to use the PANDA 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 PANDA. Using PANDA allows providers to receive regular Pre-K payments as quickly as possible and reduces duplication of provider efforts related to child roster data.

22.2 2018-2019 School Year Critical Reporting Dates

Listed below are the critical reporting dates for submission of information to Bright from the Start: Georgia Department of Early Care and Learning

8/1/2018	Roster 1 Open for Data Entry
9/7/2018	Roster 1 Count Date
9/14/2018	Roster 1 Due Date – The Pre-K provider shall complete and submit to the Department a completed class roster including name of lead teacher.
9/14/2018	Waiting List Due Date – The Pre-K provider shall complete, in PANDA, waiting list information entry.
10/5/2018	Roster 2 Open for Data Entry
11/2/2018	Roster 2 Count Date
11/9/2018	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.

11/9/2018	Waiting List Due Date – The Pre-K provider shall update, in PANDA, waiting list information entry.
12/7/2018	Roster 3 Open for Data Entry
1/11/2019	Roster 3 Count Date
1/18/2019	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.
1/18/2019	Waiting List Due Date – The Pre-K provider shall update, in PANDA, waiting list information entry.
2/8/2019	Roster 4 Open for Data Entry
3/15/2019	Roster 4 Count Date
3/20/2019	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.
3/20/2019	Waiting List Due Date – The Pre-K provider shall update, on PANDA, waiting list information entry.
4/12/2019	Funding approval deadline – The deadline for approval of playground and technology purchases by Pre-K Consultant.
4/12/2019	Requests for children to repeat Pre-K deadline – All requests to repeat Pre-K including supporting documentation must be received.
5/10/2019	Last day to dispute any payment for the school year. Supporting documentation must be faxed to 404-651-8576 or scanned to panda.finance@dec.al.ga.gov . After May 10, 2019, all Pre-K payments will be final. Any disputed payments should be reported prior to May 10th with final resolution by May 31, 2019.
8/30/2019	Private provider 2017-2018 reconciliation reports are due to the Department.
9/30/2019	Public school 2017-2018 reconciliation reports are due to the Department.

23.0 Community Involvement

23.1 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.

23.2 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 parents 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 Bright from the Start

23.3 Policy Development

Local collaborative partnerships that want to establish policy guidelines for providers in their communities must obtain **prior approval** from Bright from the Start before beginning this effort.

24.0 Blended Head Start / Pre-K Classrooms

24.1 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.

24.2 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 18 children enrolled will be considered as "Low Roster" classes and may be subject to closure.

24.3 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 parents and develop strategies to assist families in resolving attendance issues (contact log, conference notes, etc.).

24.4 Teaching Staff

Lead Teacher

All lead teachers must meet Georgia's Pre-K requirements for credentials and training (See Section 12.3), 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 Section 13.3), as well as Head Start requirements for credentials.

24.5 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.

24.6 Parent Conferences/Home Visits

Georgia's Pre-K guidelines require two family conferences. Georgia's Pre-K Child Assessment information must be reviewed with parents/ guardians 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.

24.7 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*** for recommendations.

25.0 Montessori Classrooms

25.1 Prior Approval

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

25.2 Teaching Staff

Lead Teacher

All lead teachers must meet Georgia's Pre-K requirements for credentials and training (See Section 12.3), 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 Section 13.3), as well as Montessori requirements for credentials.

25.3 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 staff in Montessori classrooms. Refer to Section 15.0 for additional information regarding professional development.

25.4 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 X)*** and the ***IQ Guide for the Montessori Learning Environment (Appendix Y)***.

25.5 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.

25.6 Parent Conferences

Information on each child's performance including the *WSO Narrative Summary* should be shared with parents or guardians 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.

26.0 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.

26.1 Prior Approval

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

Once approved, programs will receive the Inclusion Classroom Information Form and be required to submit the form via email to prekinclusion@decals.ga.gov.

26.2 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 number of hours the child attends the Georgia's Pre-K Inclusion classroom may vary as determined by the child's IEP (e.g., the child may be enrolled at the Local School System for part of the instructional day and the Georgia's Pre-K Inclusion classroom for part of the day). All students enrolled in a Georgia's Pre-K Inclusion class must be enrolled in accordance with Bright from the Start Operating Guidelines for Georgia's Pre-K.

26.3 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 BFTS 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 BFTS.

26.4 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 staff in inclusion classrooms. Refer to Section 15.0 for additional information regarding professional development.

26.5 Class Size

Georgia's Pre-K Inclusion classrooms have a minimum of five and a maximum of six students with an IEP. These classrooms have a preferred class size of 18 students but a maximum class size of 20 students.

26.6 Funding

The maximum class size for a Pre-K Inclusion classroom is 20. However, Inclusion classes will be paid for full enrollment of 22 students.

26.7 Parent Conferences

Information on each child's performance including the *WSO Narrative Summary* should be shared with parents or guardians 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.



Georgia's Pre-K Program 2018-2019 Parent Acknowledgement Form

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

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.

Date Signature of Parent/Guardian

Name of Center _____

Address _____



Georgia's Pre-K Program 2018-2019 Student Social Security Number Information Form

Bright from the Start requests families provide Social Security Numbers for children attending Pre-K. Bright from the Start 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 Bright from the Start 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, Bright from the Start 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 Bright from the Start 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

Date

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



Georgia Department of Early Care and Learning

Georgia's Pre-K Program 2018-2019 Waiting List Information Form

Please clearly print the name as it appears on the Birth Certificate

Last Name														
First Name														
Middle Name										Name Suffix (Jr, Sr, II, III)				
Last 4 Digits of SSN (if provided)					Date of Birth (M/D/Y)					Gender				
-														
Home Address					City					State Zip				
GA														
County of Residence					Date Started on Waiting List (M/D/Y)									
/ /														
Parent/Guardian Name					Phone Number									

** Directory information on this form may be shared with
Bright from the Start: Georgia Department of Early Care and Learning

Parent/Guardian Signature

Date

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. *(Por favor escriba el nombre como aparece en el certificado de nacimiento.)*

Legal Last Name <i>(Apellido)</i>		
Legal First Name <i>(Primer Nombre)</i>		
Legal Middle Name <i>(Segundo Nombre)</i>		Name Suffix <i>(Sufijo)</i> (Jr,II,III)
Child's Social Security #	DOB <i>(Fecha de Nacimiento)</i> (M/D/Y)	Gender <i>(Sexo)</i>
____ - ____ - ____	____ / ____ / ____	<input type="checkbox"/> M <input type="checkbox"/> F
Date enrolled in Pre-K (M/D/Y)		If different from birth certificate, name student is called
____ / ____ / ____		

1. Is your child's ethnicity **Hispanic/Latino/Spanish Origin**, regardless of race? *(¿Es Ud. Hispano/Latino o de Origen Hispano, sin importar la raza?)*

Yes (Si) **No (No)** **Decline to Answer** *(negarse a contestar)*

Please select **ONE OR MORE** of the following races regardless of how you answered question one. **(TODOS deben seleccionar UNA O MAS de las siguientes razas sin importar cómo haya contestado la primera pregunta.)**

2. Is your child:

a. **White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. **(Blanco** – Una persona que tiene orígenes en los pueblos provenientes de Europa, el Medio Oriente, o Africa del Norte.)

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. **(Asiática** – Una persona con orígenes en los pueblos provenientes del Lejano Oriente, Suroeste de Asia, o el subcontinente Hindú incluyendo, a Cambodia, China, India, Japón, Corea, Malasia, Pakistán, Las Filipinas, Tailandia, y 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. **(Nativo de Hawaii u Otra Isla del Pacífico** – Una persona con orígenes en los pueblos provenientes de Hawaii, Guam, Samoa, u otra Isla del Pacífico.)

d. **Black or African American** – A person having origins in any of the Black racial groups of Africa. **(Negro o Afro Americano** – Una persona con orígenes en los pueblos provenientes del Africa o en grupo racial Negro.)

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. **(Indio Americano o Nativo de Alaska** – Una persona con orígenes en los pueblos provenientes de América Del Norte y del Sur, incluyendo América Central, que mantiene una afiliación tribal o comunitaria.)

f. **Decline to Answer** *(negarse a contestar)*

3. What is your child's primary language? *(¿Cuál es el idioma primario de su hijo(a)?)*

English *(Inglés)*
 A language other than English *(Un idioma diferente al Inglés)*

4. Was your child born as a: *(El parto en que Ud. tuvo a su hijo(a) fue de:)*

Single Birth (1) *(Un sólo niño)*
 Twin (2) *(De mellizos)*
 Triplet (3) *(De trillizos)*
 Quadruplet (4) *(De cuatrillizos)*
 Quintuplet (5) *(De quintuples)*

5. Does your child have an Individualized Education Plan (IEP)? *(¿Tiene su hijo(a) un Plan de Educación Individualizada (IEP)?)*

Yes (Si) **No (No)**

6. Does your child receive any of the following services? *(¿Recibe su hijo(a) alguno de estos servicios?)*

Childcare and Parent Services (CAPS) (child care subsidy program)
 Food Stamps *(Cupones de Alimentos)*
 SSI
 Medicaid
 Temporary Assistance for Needy Families (TANF)

7. Will the Pre-K center be providing transportation for your child? *(¿Recibirá su hijo(a) transporte en el Centro donde va a asistir a Pre-K?)*

Yes (Si) **No (No)**

Parent/Guardian Signature _____

Date _____



Georgia's Pre-K Program 2018-2019 Suspension Notification Form

Suspension in Georgia's Pre-K Program is not used for punishment. The purpose of suspension is to give the student time away from the classroom, and the teacher an opportunity to assess the situation, consult with support personnel and develop strategies to help ensure the child's future success. **This form should be submitted to your Pre-K Consultant via fax or email.**

Student Name: _____

Program Name: _____

Class: _____

Dates of Suspension: _____

Reason for Suspension:

Please list below the strategies the program and classroom have implemented, or plan to implement, that will support the student's success upon his/her return to the classroom. Include information regarding collaboration with support personnel (e.g., Pre-K Consultant, Inclusion Specialist):

Pre-K Guidelines 6.5

An immediate suspension for up to two (2) days can be made at any time the Pre-K provider determines a child is causing harm to himself/herself or others. Programs can implement immediate suspension (up to two days) on a maximum of three occasions per child. No Bright from the Start prior approval is needed; however, the program's Pre-K consultant must be notified using the *Suspension Notification Form for Pre-K Consultant* (See Appendix E) that such action has been taken.



Georgia Department of Early Care and Learning

Georgia's Pre-K Program 2018-2019 Chronic Absenteeism or Tardiness Form

Reports should only be submitted by the Pre-K Project Director

Date of Request: _____

Project Director: _____

Legal Name: _____

dba: _____

Site Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____ E-mail: _____

Directors should review Section 3.9 of the current Pre-K Providers' Operating Guidelines for Procedures for Chronic Absenteeism or Tardiness before submitting this request. Programs will receive written notification of the final determination.

Child's Name: _____ Child's Birthdate: ____/____/____

Total Days Enrolled	Total Days Absent	Total Days Tardy (arrived late or left early)

Please describe the plans made/actions taken to encourage the family to change the tardy/absent behavior:

Attach copies of student attendance documentation, letters/written notification given to the family, and documentation showing efforts to assist the family in resolving the issue. Mail, fax, or e-mail all documentation to the program's Pre-K consultant.

.....
Office Use Only

Date Received: ____/____/____

Approved By: _____

Approve Disenrollment: Yes No

Additional Information / Instruction:



Georgia's Pre-K Program 2018-2019 Curriculum Selection Form

Please complete this form and send to your Georgia's Pre-K Consultant for prior approval. You will be notified via PANDA once your curriculum is approved. Requests must come from the Pre-K Project Director. No provider is allowed to change curricula without prior approval from your Georgia's Pre-K Consultant.

New Provider Continuation Provider

Legal Name: _____

Site Name(s): _____

Or if requesting this change for all sites under the above legal name check here:

Project Director: _____

Address: _____

City: _____ State: _____ Zip: _____

Business Phone: _____ Cell Phone: _____

E-mail: _____

Current Curriculum for Continuation Providers: _____

Requesting to choose the following curriculum:

- | | | |
|--|---|--|
| <input type="checkbox"/> AlphaSkills Pre-K Curriculum | <input type="checkbox"/> Galileo Curriculum | <input type="checkbox"/> Scholastic Big Day for Pre-K Curriculum |
| <input type="checkbox"/> Beyond Centers and Circle Time Curriculum | <input type="checkbox"/> High Scope Curriculum | <input type="checkbox"/> Splash into Pre-K Curriculum |
| <input type="checkbox"/> Core Knowledge Curriculum | <input type="checkbox"/> InvestiGator Club Curriculum | <input type="checkbox"/> We Can Curriculum |
| <input type="checkbox"/> Creative Curriculum | <input type="checkbox"/> Learn Everyday Curriculum | <input type="checkbox"/> WINGS Curriculum |
| <input type="checkbox"/> DIG: Develop. Inspire. Grow | <input type="checkbox"/> Opening the World of Learning (OWL) Curriculum | |
| <input type="checkbox"/> Frog Street Curriculum | | |

Explanation of change request for Continuation Providers: _____

***** DECAL Use Only *****

Date Received: _____ Approved: Yes No

Pre-K Consultant Name: _____ Date: _____

Consultant Comment: _____

Georgia's Pre-K Program 2018-2019 Basic Equipment, Materials, and Supplies Inventory List

Equipment, materials, and supplies for each Georgia's Pre-K class must be 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. **Teachers should not have to use personal funds to purchase equipment, materials, or supplies.**

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 consultant. 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.

Georgia's Pre-K Program **does not endorse** any supplier. All items listed do not have to be purchased at the same time or from the same supplier. Many items can be supplied through other sources including donations. Some items may last one to two weeks, while others may last throughout the year.

Program/Center: _____

Completed by: _____ Date: _____

Classroom Environment	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Tables	Space for 22 children		
Chairs	22		
Cubbies / Lockers	1 space per child		
Unit Block Storage Shelf	1		
Storage Shelves <ul style="list-style-type: none"> • dramatic play • science • art • math manipulatives • block props 	1 per area		
Containers/Bins for Materials	as needed		
Cots/Mats and Sheets	22 cots/mats 25-27 sheets		
Chart Tablets, blank	3		

Chart Stand	1		
Area Rugs	as needed		

Language and Literacy	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Book Display Shelf for forward-facing titles	1		
Materials to add softness: rug, pillows, lamps	As needed		
Soft Seating, child-size (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 to develop alphabetic principle <ul style="list-style-type: none"> • letter puzzles • displayed alphabet • word cards • alphabet game/lotto • letter dominoes • interlocking letter cubes • wooden alphabet blocks • alphabet letter tiles • alphabet letter stamps 	Minimum of 3		
Props to promote language development <ul style="list-style-type: none"> • puppets • telephones • walkie-talkies • cell phones • magnet stories • flannel board with story choices 	Minimum of 3		
Listening Station or headset jack with player (CD, IPOD or cassette) (separate from Music Area)	1		
Head Sets	2-4		
Books with cassette recordings or CDs of stories	20		
Pencils, various sizes	30		
Writing instruments of various sizes <ul style="list-style-type: none"> • pens • markers • chalk • crayons • pencils • colored pencils 	Minimum of 3 types		
Vocabulary cards with words and pictures	1 set		

<p>Real/found materials</p> <ul style="list-style-type: none"> • envelopes • order forms • greeting cards/junk mail • note pads • stationery • address books/calendars • phone books • typewriter/calculators • write and wipe cards/boards 	Minimum of 3 types		
<p>Paper</p> <ul style="list-style-type: none"> • lined • unlined • Journals • drawing paper • 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)
<p>Wooden housekeeping furniture</p> <ul style="list-style-type: none"> • sink • stove • refrigerator • hutch 	Minimum of 3		
Sturdy Clothing Storage Rack	1		
Wooden Table and Chairs, child-size	1 set		
Dolls - Variety of types	Minimum of 5		
Quality Dress-Up Clothes for boys and girls	3 types for boys; 3 types for girls		
Full-length Mirror	1		
<p>Props for kitchen play</p> <ul style="list-style-type: none"> • eating utensils • dishes • pots and pans • pretend food • cooking utensils (rolling pin, egg beaters, wooden/plastic spoons, spatula, spaghetti server, etc.) 	Minimum of 3 kinds of props		
<p>Child-size props for cleaning play</p> <ul style="list-style-type: none"> • dish cloths/towels 	Minimum of 3 kinds of props		

<ul style="list-style-type: none"> • sponges • mop and bucket • broom and dust pan • child-size vacuum cleaner/sweeper 			
Props/furniture for pretend play with dolls <ul style="list-style-type: none"> • bed or cradle • high chair • blankets • bottles • diaper bag • baby clothes 	Minimum of 3 kinds of props		
Collection of empty containers (cereal/food boxes, detergent/spice/juice bottles, milk carton, etc.)	variety		
Additional housekeeping accessories <ul style="list-style-type: none"> • child-size ironing board/iron • telephone • cash register • clocks/timers • 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)	Variety; 1 accessible		

Blocks and Accessories	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Wood unit blocks, various shapes, standard size	200-250 blocks		
Large (ages 4 and up) wooden hollow blocks 11"L x 11" W x 5 ½" H	20-30 blocks		
Block accessories <ul style="list-style-type: none"> • vehicles • farm animals • ocean animals • zoo animals • dinosaurs • traffic signs • block play people 	Minimum of 3 sets		
Real/Found materials <ul style="list-style-type: none"> • egg cartons/cardboard tubes • PVC pipe • Cups/cones • keys • maps • other 	Minimum of 2 types		

Additional Blocks <ul style="list-style-type: none"> • large plastic blocks (non-connecting) • cardboard blocks • foam blocks 	Minimum of 1 type; 10-20 blocks		
---	--	--	--

Math Concepts Manipulative/Fine Motor	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Counting materials <ul style="list-style-type: none"> • inter-locking cubes • number cubes/rods • quiet counters • double-sided counters • theme-related counters 	Minimum of 3/ 250 pieces per type		
Sorting materials <ul style="list-style-type: none"> • dinosaurs • transportation • fruit • animals • buttons • theme-related sorting materials 	Minimum of 3/ 100 pieces per type		
Shape recognition materials <ul style="list-style-type: none"> • pattern blocks • attribute blocks • parquetry blocks • lacing shapes • shapes puzzle 	Minimum of 3/ 100 pieces per type		
Hand-eye coordination materials <ul style="list-style-type: none"> • large/small colored beads of various shapes and laces • pegs and peg boards • lacing cards and laces • inter-locking manipulatives in a variety of shapes and sizes that fit together, etc. 	Minimum of 3 types/ 100 pieces per type		
Scales (food, balance, bath)	1		
Measuring tools (rulers, tape measures)	1		
Time keepers (egg/kitchen timer, hour glass, stopwatch) (Judy clocks will NOT meet requirement)	1		
Real/found materials <ul style="list-style-type: none"> • buttons • bottle caps/ tops • rocks 	Minimum of 2 types		

<ul style="list-style-type: none"> • dice • other 			
Assortment of puzzles of varying levels of difficulty and number of pieces (knobbed, wooden, floor)	Minimum of 24/ 3 types		
Games <ul style="list-style-type: none"> • dominoes • number bingo • matching games • counting games • patterning games • folder games 	Minimum of 3 types		

Science Sensory	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Sturdy sensory (sand and water) table with top, that accommodates FOUR children at one time	1		
Sensory table materials <ul style="list-style-type: none"> • sand • beans • rice • pasta • dirt • rock salt • Other materials suitable for scooping and pouring 	as needed for monthly change		
Items for <u>digging, scooping, pouring</u> <ul style="list-style-type: none"> • scoops • ladles • sifters • strainers • spoons • measuring cups 	Minimum of 3 types		

Science General	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Basic materials <ul style="list-style-type: none"> • magnets/items to attract and repel • binoculars • magnifying glasses • prisms 	Minimum of 3 types		

<ul style="list-style-type: none"> • color paddles 			
Living thing to care for (plant, pet)	1		
Discovery experience materials <ul style="list-style-type: none"> • matching sounds • identifying scents • feely bags • sequencing cards • gears • discovery tubes/sensory bottles • tools for simple science experiments • health/nutrition games • animal bingo 	Minimum of 3		
Science/nature pictures and collections <ul style="list-style-type: none"> • sea shells • pine cones • feathers • rocks • mineral samples • other natural materials 	Minimum of 2 sets or collections		
Class Pet (fish, bunny, hamster, etc)	As needed		

Arts General	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Table and 4 Chairs, child-size	1 set		
Paint Easel, full-sized (holds 16x22 or 18x24 paper)	2-4 spaces		
Drying rack or space	1		
Child-Safety Scissors, left/right	8 pair		
Dough/Clay Tools (rolling pins, cookie cutters, wooden hammers)	variety		
Brushes, various sizes	6-8, as needed		
Paint Smocks	2-4, as needed		
Paint Cups	12		

Arts Consumables	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Crayons, various sizes, basic eight (8) colors and people colors	160		

Markers, various sizes, basic eight (8) colors and people colors	160		
Paper of different sizes, colors, textures <ul style="list-style-type: none"> • construction • tissue • white • manila • newsprint • foil • wax 	At least one ream of 3 types		
Collage Materials <ul style="list-style-type: none"> • sequins • pom-poms • yarn • pipe cleaners • fabric scraps • buttons • cotton balls • feathers • foam pieces 	Minimum of 3 types		
Play dough: red, yellow, green, blue, and orange	1 container per color		
Glue Bottles, small and refillable	8		
Liquid Tempera Paint	1 gallon per color, Minimum of 3 colors		
Easel Paper, 18x24 or 16x22	2 reams		
Materials for three-dimensional creations <ul style="list-style-type: none"> • small boxes • coffee filters • straws • paper plates • pie plates • pipe cleaners • cardboard tubes 	Minimum of 3 types		

Music	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
CD Player/IPOD / Tape Player (separate from listening center)	1		
Musical Props <ul style="list-style-type: none"> • scarves • ribbons 	Minimum of 2 types/ 22 per prop		

<ul style="list-style-type: none"> streamers bean bags plates 			
Musical Instruments, variety	22		
Age-appropriate CDs, or Tapes or Playlist on IPOD <ul style="list-style-type: none"> children's songs classical jazz nature sounds dance foreign language multicultural 	Minimum of 3		

Physical Active/Gross Motor	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Age-appropriate mobile equipment <ul style="list-style-type: none"> balls hoops parachute wagons tricycles scooters plastic bats catching games/gloves cones for obstacle course 	Minimum of 3 types		
Helmets	required when riding vehicle(s)		

Assessment Supplies	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Folders	as needed		
Clipboards	as needed		

Classroom Technology	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Digital Camera	1		
Desktop/Laptop/Notebook Computer	1		
Tablet (ex: IPAD, Samsung Galaxy, Android, Kindle, other)	as needed		
Printer	as needed		
IPOD	as needed		
IPOD Docking Sound Station	as needed		
Bluetooth Speaker	as needed		
Accessories for Tablet (covers, keyboards, APPS)	as needed		

Curriculum	Required (number of items)	Existing (number of items)	Pre-K Funds (number of items)
Pre-K Approved Curricula **refer to the Pre-K Operating Guidelines for a list of approved curricula	as needed		

Georgia's Pre-K Program 2018-2019 Suggested Topics to Discuss at Parent Orientation

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: proof of age, proof of residency, Georgia's Pre-K Registration Form, Georgia's Pre-K Roster Information Form, Social Security Number, Immunization - 3231 (30 calendar days), and DPH 3300-Revised 2013 (90 calendar days)
- 6.5 hour instructional day (specific beginning and end times for your program)
- Absenteeism or tardiness (Bright from the Start 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 special needs (speech, behavior, developmental delay)
- Encourage parents to be involved (perhaps give a list of ways parents can be involved)
- Family Handbook (on DECAL website)
- Yearlong Kindergarten transition activities
- The 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)

Georgia's Pre-K Program 2018-2019 Suggested Topics for Pre-K Staff Orientation

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

- ❑ Current School Year Operating Guidelines – Documents to review
 - ❑ Basic Equipment, Materials, and Supplies Inventory List
 - ❑ Instructional Quality Guides (Assessment, Lesson Planning, Environment, Daily Schedule)
 - ❑ Georgia Early Learning and Development Standards (GELDS)
 - ❑ On-line Learning Module(s)
- ❑ Current School Year Professional Development Training Schedule
 - ❑ Training registration system - GaPDS
 - ❑ Project/Site Director training requirements
 - ❑ Teacher training requirements
 - ❑ Assistant Teacher training Requirements
 - ❑ Reimbursements for travel related expenses
- ❑ Current School Year Salary /Pay Schedule (for Pre-K Lead and Assistant teachers)
- ❑ School Calendar
 - ❑ 180 day Pre-K calendar for children
 - ❑ 190 day Pre-K calendar for staff
 - ❑ First day of Pre-K procedures
 - ❑ School Holidays
 - ❑ Staff Work Days
 - ❑ Inclement Weather Days
 - ❑ Last Day of Pre-K
- ❑ Teacher Credential Requirements/Assistant Teacher Credential Requirements
- ❑ How will staff be paid? (ex. hourly, salary)
 - ❑ How frequently will staff be paid? (ex. weekly, monthly, bi-monthly)
 - ❑ How will pay be handled during school breaks? (ex. winter holidays, spring break, school closings due to inclement weather)
 - ❑ Written contract with teachers
- ❑ Work Expectations
 - ❑ Scheduled work hours
 - ❑ Be sure to include planning time
 - ❑ Leave/ Time-Off policies
 - ❑ Does your program offer paid leave (yes/no)
 - ❑ If yes - discuss program policies
 - ❑ Paperwork – what reports/forms will the staff member be required to complete?
 - ❑ Conferences/meetings with families
 - ❑ Parent Orientation
 - ❑ Staff Meetings (if applicable)

- ❑ Classroom cleaning responsibilities (as applicable)
 - ❑ Student Attendance
- ❑ 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
 - ❑ Review Appendix for WSO from Guidelines (can be found on website)
 - ❑ Set-up/Requirements
 - ❑ Procedures/Timeline for Director to review assessment
 - ❑ Review Sample Matrices (can be found on website)
 - ❑ On-line Learning Module for Assessment
- ❑ Lesson Plan Requirements
 - ❑ Completed for entire week.
 - ❑ All completed lesson plans must be kept on site
 - ❑ Changes to the Learning Environment
 - ❑ Planning for Assessment on lesson plans
 - ❑ Georgia Early Learning and Development Standards (GELDS)
- ❑ Lesson Plan formats
 - ❑ BFTS Templates (Recommended)
 - ❑ Weekly
 - ❑ Daily
- ❑ Website – Technical Assistance Resources (www.decal.ga.gov)
 - ❑ Real and Found Materials list
 - ❑ Writing Center Ideas handout
 - ❑ Literacy in Each Center Area handout
 - ❑ Georgia's Pre-K Sample Matrices
- ❑ Materials distributed to children and families
 - ❑ Family Handbook – found on DECAL website
 - ❑ How will families be notified of these documents?
- ❑ Registration process for children and on-site written enrollment policy
- ❑ Category One and Category Two determination and documentation
- ❑ Required documents (Vision, Hearing, Dental and Nutrition (Form 3300), Immunizations, Enrollment forms, Student Roster information form)
- ❑ Roster reporting dates and process
- ❑ Requirements for keeping Pre-K records
 - ❑ 3 years



Georgia's Pre-K Program 2018-2019 Class Closure Form

Please complete this form and send to your Pre-K Consultant for notification of all class closures. Submitting a class closure notification form indicates the class will no longer be in operation past the effective date of closure at this site or any other program site. Class closure notifications must be submitted by the Pre-K Project Director.

Legal Name: _____

Site Name: _____

License #: _____
(Licensed child care programs only)

Effective Date of Class Closure: _____

Dates that this class operated during this school year if any: _____

List Class ID #(s) for each class closing. Refer to your Pre-K Roster for Class ID # or Attachment A of your Pre-K Grant Agreement. **If school is closing, please note that.**

Reason for class closure: _____

Project Director Name: _____

Site E-mail: _____

Site Phone # and Fax #: _____

Street Address: _____

City: _____ County: _____ Zip: _____

DECAL USE ONLY

Date consultant received: _____

Pre-K Consultant Name: _____

Pre-K Manager Name: _____

Closure Type: Class Site (program has multiple sites) Company Closure

Payment instructions for Finance Yes No

If yes, provide details: _____

Date Pre-K Manager sent form to Finance for closure: _____ Finance Closure Completed Yes

Date Finance sent form to PANDA for closure: _____

Date form was uploaded to SharePoint: _____



Georgia's Pre-K Program 2018-2019 Long-Term Substitute Request Form

Long-term substitute requests may only be submitted by the Pre-K Project Director. Requests should be submitted to the program's Pre-K Consultant for approval.

Directors should review Section 14.3 of the current Pre-K Providers' Operating Guidelines for Long-Term Substitute requirements before submitting this request. You will receive written notification of the final determination. Failure to notify Bright from the Start of any teacher changes may result in a probationary status and/or reduction in funding.

Lead Teacher Assistant Teacher

Project Director: _____ PANDA Class ID: _____

Program Name: _____ Site Name: _____

Site Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Contact Phone Number: _____ Fax: _____ E-mail: _____

Long-Term Substitute's Name	Social Security #	Credential Level	Start Date	Expected End Date

Existing Teacher's Name	Social Security #	Reason for Leave	Date Leave Starts	Expected Return Date
		<input type="checkbox"/> Extended Medical Leave: <input type="checkbox"/> Maternity Leave <input type="checkbox"/> Student Teaching		

NOTE: Requests will be evaluated within ten business days of receipt. Incomplete requests will delay the evaluation process. During the approved leave period, programs will be funded at the verified credential level of the existing lead teacher. Failure to notify the Pre-K Consultant of extended end/return date changes will result in reduction of funding and/ or program probation.

.....
Office Use Only

Date Received: _____ Consultant Signature: _____ Request Approved: Yes No

Consultant Comments: _____



Georgia Department of Early Care and Learning

Georgia's Pre-K Program 2018-2019 Pre-K Year End Reconciliation Report

Legal Name: _____

DBA: _____

Address: _____

Start-up Reconciliation:

1	Total Start-up payments:	
2	Total Start-up purchases:	
3	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	Technology:	
8	Unreimbursed Food Expenses:	
9	Lead Teacher Salary:	
10	Lead Teacher Benefits:	
11	Sub-Lead Teacher Salary:	
12	Assistant Teacher Salary:	
13	Assistant Teacher Benefits:	
14	Sub-Assistant Teacher Salary:	

15	Other Employees:	
16	Other non-instructional costs:	
17	TOTAL DIRECT COSTS:	

Administrative Costs:

18	Director's Salary:	
19	Office Supplies:	
20	Bookkeeping/Clerical:	
21	Royalties:	
22	TOTAL ADMIN COSTS: Enter the total amount of allocated administrative expenses incurred. <i>Refer to Section 17.1 in the Pre-K Providers' Operating Guidelines for information regarding administrative expenses.</i>	

Totals:

24	Total Pre-K Payment:	
25	Total expenditures: Add lines 17 & 22	
26	Balance Line A-B	
27	Amount Due	

Comments:



Georgia's Pre-K Program 2018-2019 Request to Move a Pre-K Class Form

Complete this form in its entirety and send to your Georgia's Pre-K Consultant for prior approval. Move requests must come from the Pre-K Project Director. Providers will be notified if the class move is approved. No provider is allowed to move a class without prior Bright from the Start approval.

Project Director Name: _____ Date of Request: _____

Current Location Information:

Legal Name: _____

Current Site Name: _____

Class ID#(s): _____

For Class ID#, refer to your Pre-K roster, or your Pre-K Grant Agreement, Attachment A.

Reason for move request: _____

New Site Information:

Legal Name: _____

New Site Name: _____

License#: _____ Effective Date of Move: _____

(Local School Systems may leave License# blank)

Site Director Name: _____

Site E-mail: _____ Curriculum: _____

Site Phone: _____ Site Fax: _____

Street Address: _____

City: _____ County: _____ Zip: _____

Mailing Address is same as Street Address

Mailing Address: _____

City: _____ County: _____ Zip: _____

***** DECAL Use Only *****

Date Received: _____

Room Capacity Meets Requirements Yes No Playground Capacity Meets Requirements Yes No

Compliant/Good Standing With DECAL Programs Yes No

Pre-K Consultant Name: _____

Pre-K Manager Name: _____ Approved Yes No



Georgia's Pre-K Program 2018-2019 Checklist for Student Files Form

Site: _____

Class: _____

Operating Guideline Section			2.1	2.3	3.5	3.8	3.8	3.6	3.12	3.12	3.11	3.11	3.11	3.11	3.11
Appendix			A			D		B							

Child's Full Name (as it appears on birth certificate)	Entry Date	Exit Date	Age Eligibility	GA Residence	Pre-K Registration Form	Roster Information Form	Cat. One Doc	SS Doc	Immunization (3231)	3231 Expiration Date	Vision (3300)	Hearing (3300)	Dental (3300)	Nutrition (3300)	3300 Follow-up Needed
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child's Full Name (as it appears on birth certificate)	Entry Date	Exit Date	Age Eligibility	GA Residence	Pre-K Registration Form	Roster Information Form	Cat. One Doc	SS Doc	Immunization (3231)	3231 Expiration Date	Vision (3300)	Hearing (3300)	Dental (3300)	Nutrition (3300)	3300 Follow-up Needed
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 Roster Information Form 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 2018-2019 Grant Requirement Checklist

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 of the appropriate documentation must be collected, updated and maintained on site throughout the school year.**

Examples of acceptable organizational tools include a 3 ring 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 <input type="checkbox"/>	All lead teachers are registered for and have completed Bright from the Start training requirements. <input type="checkbox"/> Register all lead teachers for training. <input type="checkbox"/> Completed training certificates/documentation for each lead teacher.
Completed <input type="checkbox"/>	All assistant teachers are registered for and have completed Bright from the Start training requirements. <input type="checkbox"/> Register all assistant teachers for training. <input type="checkbox"/> Completed training certificates/documentation for each assistant teacher
Completed <input type="checkbox"/>	Project Director has participated in Bright from the Start Pre-K training (Training is mandatory for new directors).
Completed <input type="checkbox"/>	All new Pre-K staff have completed registration in the Georgia Professional Development System (GaPDS).
Completed <input type="checkbox"/>	Documentation for disenrollment of children is maintained on site. <input type="checkbox"/> No disenrollment of children
Comments:	
Section #2 – Site Level Responsibilities	
Completed <input type="checkbox"/>	Parents were provided with 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 <input type="checkbox"/>	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://dec.al.ga.gov/Prek/DirectorGrantRequirementChecklist.aspx

Completed <input type="checkbox"/>	An individual file for each Pre-K child is on site with the following documentation maintained and updated in accordance with the Pre-K Program Operating Guidelines. <ul style="list-style-type: none"> <input type="checkbox"/> Birth documentation on file (before/on the first day the child enters the program) <input type="checkbox"/> Residency documentation on file (before/on the first day the child enters the program) <input type="checkbox"/> Immunization forms (3231) current and on file (within 30 calendar days of entry to the program) <input type="checkbox"/> Certificate of Vision, Hearing, Dental and Nutrition forms (DPH 3300-Revised 2013) on file (within 90 calendar days of entry to the program) <input type="checkbox"/> Follow-up documentation for 3231 and 3300 forms on site and updated throughout the year <input type="checkbox"/> Copy of Category One eligibility documentation (if applicable) <input type="checkbox"/> Copy of Social Security card or Social Security Number Information Form (Appendix B) <input type="checkbox"/> Completed Georgia's Pre-K Registration Form (prior to entry into the program) <input type="checkbox"/> Completed Georgia's Pre-K Roster Information Form (collected after entry into program and prior to Roster 1 and updated as needed)
Completed <input type="checkbox"/>	Attendance documentation is being maintained with times noted when children arrive late or leave before the end of the instructional day.
Completed <input type="checkbox"/>	Documentation of absenteeism and/or tardiness follow-up is maintained on site.
Comments:	
Section #3 – Program Level and Site Level Shared Responsibilities	
Completed <input type="checkbox"/>	An orientation for all Pre-K staff was provided within 20 days of commencement of school. <ul style="list-style-type: none"> <input type="checkbox"/> Copy of the agenda <input type="checkbox"/> Copy of staff sign-in sheet
Completed <input type="checkbox"/>	Documentation for suspension of children is maintained on site. <ul style="list-style-type: none"> <input type="checkbox"/> No suspension of children
Completed <input type="checkbox"/>	Appropriate lesson plans including required components are on site and are checked regularly. <ul style="list-style-type: none"> <input type="checkbox"/> 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 after the teacher has begun writing his or her own lesson plans. <input type="checkbox"/> Monitoring plan developed and implemented for lesson plans and providing feedback throughout the school year
Completed <input type="checkbox"/>	The Pre-K funded day includes 6.5 hours of documented instruction and teacher planning time. <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/>	A developmentally appropriate environment and supporting materials are maintained and monitored regularly. <ul style="list-style-type: none"> <input type="checkbox"/> Copy of the Instructional Quality (IQ) Guide for the Learning Environment for each classroom (completed within 30 school/business days of teachers reporting) <input type="checkbox"/> Monitoring plan developed and implemented for monitoring the classroom environment and materials and providing follow-up throughout the year.

Completed <input type="checkbox"/>	Appropriate child assessment is implemented and assessment data maintained for each child. <input type="checkbox"/> Copy of the Instructional Quality (IQ) Guide for Assessment (WSO) for each classroom (completed and updated throughout the school year according to the timeline) <input type="checkbox"/> Copy of the Instructional Quality (IQ) Guide for Directors is completed for each site. <input type="checkbox"/> Monitoring plan developed and implemented for providing feedback about assessment
Comments:	

Upon completion of the document please sign, date, and keep on site for Bright from the Start consultant 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 2018-2019 Instructional Quality (IQ) Guide for the Learning Environment

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

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 was 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 Bright from the Start staff.

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

Enough: 22 children or the number of children enrolled in the classroom

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

Language and Literacy				
<i>Date Completed:</i>	Teacher __/__/__ 1 st 30 days	Reviewer __/__/__ 1 st 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books that reflect current topics are in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books are displayed and organized forward facing so children can easily see the front covers of the books to make choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Props to promote language development (3 types) Examples: Puppets, telephones, walkie-talkies, cell phones, magnet stories, flannel board and stories familiar to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Center				
Listening center (CD player, Ipad, Ipod, Computer)) with a minimum of two books or stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Area Materials are accessible, labeled and organized:				
Writing instruments of various sizes (3 types) Examples: pens, markers, chalk, crayons, pencils, colored pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary cards with words and pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real/found materials (3 types) Examples: envelopes, order forms, greeting cards, note pads, stationery, address books, phone books, typewriter, write and wipe cards/boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paper (3 types) Examples: lined, unlined, journals, drawing paper, tablets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name cards of children in the classroom with picture and name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Dramatic Play				
<i>Date Completed:</i>	Teacher __/__/__ 1 st 30 days	Reviewer __/__/__ 1 st 30 days	Teacher __/__/__ Date: ____	Reviewer __/__/__ Date: ____
Area is large enough to accommodate a minimum of five children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furnishings:				
Housekeeping furniture (3 types/purposes) Examples: stove, sink, refrigerator, hutch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dress-up clothing storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table and chairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic shelves for housing dramatic play materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Basic Materials are accessible, labeled and organized:				
Dolls – at least 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality dress-up clothes (3 types for boys and 3 types for girls)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full-length mirror	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Props for kitchen play Examples: eating utensils, dishes, pots and pans, pretend food, cooking utensils (rolling pin, egg beaters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Props for cleaning play Examples: sponges, mop, broom, dust pan, bucket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Props and furniture for pretend play with babies (3 types) Examples: baby bed, high chair, blankets, bottles, diaper bag, baby clothes, baby blankets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collection of empty containers Examples: cereal and other food boxes, detergent bottles, spice bottles, milk cartons, juice bottles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional housekeeping accessories (3 types) Examples: ironing board/iron, telephone, cash register, clocks, pet dishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least one Prop box for an additional dramatic play theme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Props to encourage beginning reading and writing skills Examples: recipe books, menus, telephone books, checklists, telephone message pad, pens, pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

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

Math				
<i>Date Completed:</i>	Teacher __/__/__ 1 st 30 days	Reviewer __/__/__ 1 st 30 days	Teacher __/__/__ Date: ____	Reviewer __/__/__ Date: ____
Furnishings:				
Math/manipulative materials are housed on low shelves near a table or designated play area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Materials are accessible, labeled, and organized:				
One type of manipulative for each of the following: counting, sorting, recognizing shapes, and hand/eye coordination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for measuring (weight, length and time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Real/found materials (2 types) Examples: buttons, bottle tops, beans, dominoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Puzzles of varying levels of difficulty and number of pieces (3 types) Examples: knobbed, wooden, floor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math games (3 types) Examples: dominos, number bingo, matching games, counting games, patterning games, folder games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials to promote literacy development. Examples: stringing alphabet beads, books to develop math concepts, writing materials, alphabet cube and beads, alphabet puzzles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Science				
<i>Date Completed:</i>	Teacher __/__/__ 1 st 30 days	Reviewer __/__/__ 1 st 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic shelving to house science materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Something living for children to care for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texture/sensory table materials are varied and changed monthly. Examples: beans, sand, rice, water, dirt, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Art				
<i>Date Completed:</i>	Teacher __/__/__ 1 st 30 days	Reviewer __/__/__ 1 st 30 days	Teacher __/__/__ Date: _____	Reviewer __/__/__ Date: _____
Furnishings:				
Table and chairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drying space or rack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full-sized easel accessible daily (must hold 16x22 or 18x 24 paper)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shelving for housing art materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Materials are accessible, labeled and organized:				
Crayons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Markers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paper of different sizes, colors, textures (3 different types) Examples: construction, tissue, white, manila, newsprint, foil, news, wax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scissors (appropriately sized) enough for a small group of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collage materials (3 types) Examples: pipe cleaners, fabric scraps, buttons, cotton balls, feathers, foam pieces, sequins, pom poms, yarn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play dough or soft clay and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glue (enough for a small group of children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fresh Paint for easel (3 or more colors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paint brushes appropriately sized (one for each color of paint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paper for easel (16 x22 or 18 x 24)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Painting smocks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for three-dimensional creations (variety) Examples: small boxes, straws, paper plates, pie plates, pipe cleaners, cardboard tubes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for promoting literacy development Examples: books, storybook paper, alphabet stickers, lined paper or journals, pens, pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Music				
<i>Date Completed:</i>	Teacher __/__/__ 1 st 30 days	Reviewer __/__/__ 1 st 30 days	Teacher __/__/__ Date: _____	Reviewer __/__/__ Date: _____
Music player (separate from the listening center)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Musical props (2 types/22 each) Examples: scarves, ribbons, bean bags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musical instruments (various types of instruments; at least 22 total)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age-appropriate music (3 types) Examples: classical, children's, jazz, nature sounds, multicultural, dance, foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
Physical Development				
Date Completed:	Teacher __/__/__ 1 st 30 days	Reviewer __/__/__ 1 st 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses stationary equipment daily, weather permitting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Review 1

Teacher Signature: _____

Date: ____/____/____

Director/Principal Signature: _____

Date: ____/____/____

Review 2 (if applicable)

Teacher Signature: _____

Date: ____/____/____

Director/Principal Signature: _____

Date: ____/____/____

Georgia's Pre-K Program 2018-2019 Instructional Quality (IQ) Guide for Daily Schedule

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 <i>FAQ for Daily Schedule</i> 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.
<input type="checkbox"/>	<input type="checkbox"/>	6.5 hour written daily schedule with times is posted inside the classroom. <i>Note: If the school year is shortened, equivalent numbers of hours must be documented on the school calendar, posted schedules, and in lesson plans.</i>
<input type="checkbox"/>	<input type="checkbox"/>	Opening Activity (may be included as part of your morning circle time that takes place at the beginning of the day)
<input type="checkbox"/>	<input type="checkbox"/>	Large Group (may include routine activities such as weather, calendar or other planned activities)
<input type="checkbox"/>	<input type="checkbox"/>	Daily Large Group Literacy Time
<input type="checkbox"/>	<input type="checkbox"/>	Two Teacher-Planned Story Times
<input type="checkbox"/>	<input type="checkbox"/>	Phonological Awareness Activities
<input type="checkbox"/>	<input type="checkbox"/>	Small Group Time
<input type="checkbox"/>	<input type="checkbox"/>	60 minutes of free choice center time
<input type="checkbox"/>	<input type="checkbox"/>	Clean up time after center play is documented
<input type="checkbox"/>	<input type="checkbox"/>	Music with Movement Activities
<input type="checkbox"/>	<input type="checkbox"/>	Outdoor Play
<input type="checkbox"/>	<input type="checkbox"/>	Closing Activity
<input type="checkbox"/>	<input type="checkbox"/>	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 2018-2019 Instructional Quality (IQ) Guide for Planning Instruction

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 after the teacher has begun writing his or her 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
<input type="checkbox"/>	<input type="checkbox"/>	Lesson plans are accessible and maintained on site.
<input type="checkbox"/>	<input type="checkbox"/>	Weekly lesson plans include all required components. <input type="checkbox"/> Lesson Plan Template (BFTS templates recommended, not required) <input type="checkbox"/> Small Group Template (BFTS templates recommended, not required) <input type="checkbox"/> Changes to the Environment Form (required/choose one) <input type="checkbox"/> Planning for Assessment Template (this form is optional if plans for assessment are documented on lesson plans)
<input type="checkbox"/>	<input type="checkbox"/>	Each week, current and complete lesson plans are on site, organized and implemented.
<input type="checkbox"/>	<input type="checkbox"/>	Clock times noted on lesson plans correspond with the times and activities on posted schedule.
<input type="checkbox"/>	<input type="checkbox"/>	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
<input type="checkbox"/>	<input type="checkbox"/>	Activities are appropriate for the developmental levels of the children in the classroom.
<input type="checkbox"/>	<input type="checkbox"/>	Activities are free from rote memorization or drills and letter of the week activities/instruction.
<input type="checkbox"/>	<input type="checkbox"/>	Instruction is free of worksheets and dittos.
<input type="checkbox"/>	<input type="checkbox"/>	Open-ended activities are planned.
<input type="checkbox"/>	<input type="checkbox"/>	Large Group/Opening Activities are purposeful, vary and are planned daily .
<input type="checkbox"/>	<input type="checkbox"/>	Individualization for specific children is documented as needed. (see Small Group Template)
<input type="checkbox"/>	<input type="checkbox"/>	Music with gross motor movement (music title and activity) is planned daily .
<input type="checkbox"/>	<input type="checkbox"/>	Closing reflects a planned/purposeful activity.
Teacher	Director	Language and Literacy Development
<input type="checkbox"/>	<input type="checkbox"/>	Large Group Literacy activities are planned daily . The activities incorporate both reading and writing skills over the course of each week.
<input type="checkbox"/>	<input type="checkbox"/>	Phonological awareness activities are planned daily and vary, following a continuum of learning.
<input type="checkbox"/>	<input type="checkbox"/>	A minimum of two (2) purposeful opportunities to read and discuss children's literature are planned daily .
Teacher	Director	Small Group Instruction
<input type="checkbox"/>	<input type="checkbox"/>	Small groups, (2-8) children, change frequently based on the needs/skills of students.
<input type="checkbox"/>	<input type="checkbox"/>	Small group reading and supporting activity is documented at least once per week .
<input type="checkbox"/>	<input type="checkbox"/>	Developmentally appropriate and purposeful small group activities are planned daily . Teacher facilitated and independent activities should be documented.
<input type="checkbox"/>	<input type="checkbox"/>	Children are identified in independent and teacher facilitated groups (name, initial, or symbol).
Teacher	Director	Planned Assessment Collection
<input type="checkbox"/>	<input type="checkbox"/>	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: ____/____/____

*(It is recommended this IQ Guide be utilized throughout the year as part of your written plan for monitoring lesson plans.
Feedback and Follow-up:*



Georgia's Pre-K Program 2018-2019 Instructional Quality (IQ) Guide for Assessment *Work Sampling Online Director Timeline Reporting Period 1(FALL)*

Site Name:

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 over sight of the WSO process.

PRE-PLANNING	<input type="checkbox"/> Ensure teacher(s) have all materials necessary for assessment collection (camera, computer, connectivity to high speed internet, printer, etc). <input type="checkbox"/> Meet with teacher to discuss WSO and what their first steps are for entering children into the online platform once students are assigned PANDA Identification numbers. <input type="checkbox"/> 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. <input type="checkbox"/> Review the FAQ for Assessment
September 1 st – 9 th	Ensure teachers have entered student information into WSO.
WEEK 4 DUE:	<input type="checkbox"/> Randomly select and screen a minimum of 3 online student portfolios from each classroom. Scree the online portfolios to ensure teachers are entering and linking documentation weekly.
WEEK 6-7 DUE:	<input type="checkbox"/> Verify that all students in each classroom have an online checklist created by using the Assessment Status Report . (Directions to run the report are on the BFTS website in the "how to" file under Work Sampling). <input type="checkbox"/> Review Student File Checklists to ensure teachers are entering ratings each week.
WEEK 12-13 DUE:	<input type="checkbox"/> 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. <input type="checkbox"/> Review Student File Checklists to ensure teachers are entering ratings each week.
WEEK 17-18 DUE:	<input type="checkbox"/> Prior to parent conferences, randomly review Narrative Summary checking for completion, factual comments and that information is written in a positive, professional manner. <input type="checkbox"/> Ensure that all indicators on the student checklist have been rated and finalized.

Georgia's Pre-K Program 2018-2019 Instructional Quality (IQ) Guide for Assessment *Work Sampling Online Director Timeline Reporting Period 2 (SPRING)*

Site Name: _____

WEEK 4 DUE:	<input type="checkbox"/> 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:	<input type="checkbox"/> Verify that all students in each classroom have an online checklist created by using the Assessment Status Report . (Directions to run the report are on the BFTS website in the "how to" file under Work Sampling).
WEEK 12-13 DUE:	<input type="checkbox"/> 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:	<input type="checkbox"/> Prior to parent conferences, randomly review Narrative Summary checking for completion, factual comments and that information is written in a positive, professional manner. <input type="checkbox"/> Ensure that all indicators on the student checklist have been rated and finalized. <input type="checkbox"/> Each student's checklist and narrative summary reports are copied and left on site for three years.

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

Director/Reviewer Signature: _____

Date: ____ / ____ / ____



Georgia's Pre-K Program 2018-2019 Instructional Quality (IQ) Guide for Assessment *Work Sampling Online Teacher Timeline Reporting Period 1(FALL)*

Site Name: _____

Teacher Name: _____

PRE-PLANNING	<input type="checkbox"/> Review the FAQ for the IQ Guide for Assessment (WSO). <input type="checkbox"/> Ensure that all assessment materials are in working order and accessible. (The camera is in classroom and internet access is available and working) <input type="checkbox"/> Report any issues to the program director/principal. <input type="checkbox"/> Enter the PANDA Class ID as the WSO class name. <u>DO NOT CHANGE YOUR CLASS NAME – THIS IS A UNIQUE IDENTIFIER ASSIGNED TO YOU BY OUR DATABASE.</u>
September 1st-9th	<input type="checkbox"/> Enter student information for your class into WSO.
WEEKLY THINGS TO DO	<ul style="list-style-type: none"> 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. Contact prekassessment@decal.ga.gov before adding a new student to your WSO roster. Update children's PANDA ID's as needed.
WEEK 17-18 DUE:	<input type="checkbox"/> Review all supporting documentation and WSO Developmental Checklist. All indicators should be rated and finalized. <input type="checkbox"/> Complete the Narrative Summary Report online (including attendance) and print for parent conferences. <input type="checkbox"/> Conduct the required family conferences and obtain parent signatures. <input type="checkbox"/> 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 2018-2019
 Instructional Quality (IQ) Guide for Assessment
Work Sampling Online Teacher Timeline
Reporting Period 2 (SPRING)

Site Name: _____

Teacher Name: _____

WEEKLY THINGS TO DO	<ul style="list-style-type: none"> • 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. • Contact prekassessment@dec.al.ga.gov before adding a new student to your WSO roster. • Update children's PANDA ID's as needed.
WEEK 17-18 DUE:	<ul style="list-style-type: none"> <input type="checkbox"/> Review all supporting documentation and WSO Developmental Checklist. All indicators should be rated and finalized. <input type="checkbox"/> Print a copy of each child's completed WSO Developmental Checklist. Keep on site for 3 years. <input type="checkbox"/> Complete the Narrative Summary Report online (including attendance) and print for the parent conferences. <input type="checkbox"/> Conduct the required family conferences and obtain parent signatures. <input type="checkbox"/> 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 2018-2019 Request for Modified Day Form

Date:

Legal Name:	Project Director:	Site Director:
Site Name:	Teacher:	Assistant Teacher:
County:	Student:	Consultant:

Provide the reason(s) a modified day is being requested:

Questions to consider:
<p>How have suspensions been utilized? Appendix E</p> <p>How has the family been involved?</p> <p>Have parent conferences been held?</p> <p>How has the Pre-K Consultant been involved?</p> <p>How has the regional Inclusion Specialist been involved?</p> <p>Have special education or private services been discussed with the family?</p> <p>Has the family taken action to pursue services?</p> <p>Does the student have an Individualized Education Plan? If so, does it address the need for a modified day?</p>
Summary of strategies implemented by the program (review above questions):

Describe the child's proposed modified daily schedule including times and activities he/she will participate in.
ATTACH CURRENT CLASSROOM DAILY SCHEDULE

--

Describe the strategies that will be implemented to support the child's transition back to the full 6.5 hour day.
 Provide a timeline for the implementation of these strategies and who will be responsible for each.

--

Has the Inclusion Specialist been involved? Yes No

Required Signatures

Pre-K Project/Site Director	
Pre-K Teacher	
Pre-K Consultant	
Inclusion Specialist (when applicable)	

<p>FOR INTERNAL USE ONLY</p> <p><input type="checkbox"/> Supported</p> <p><input type="checkbox"/> Not Supported</p>	<p>Comments/Additional Information Requested:</p>
<p>Pre-K Regional Manager Signature</p>	<p>Date:</p>
<p>Pre-K Regional Manager notified program by email of the decision to support or not support the request for modified day.</p>	<p>Date:</p>



Georgia's Pre-K Program 2018-2019 Instructional Quality (IQ) Guide for the Montessori Learning Environment

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 Bright from the Start staff.

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				
<p>Research shows that when children are in an attractive, inviting environment they perform better and are happier.</p> <p>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.</p>				
Date Completed:	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
The classroom is inviting, clean, organized, and visually appealing to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials in every area of the classroom are accessible to the children throughout their daily work cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photos of children and their families are available to the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walls are sparsely decorated with plenty of empty space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The classroom is safe and free from hazards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display includes objects of art and culture, as in a gracious home, rather than cartoons or educational posters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
Language and Literacy				
<p>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.</p>				
Date Completed:	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Materials are organized and easily accessible to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furnishings:				

Soft seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books that reflect current topics are rotated in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books are displayed and organized forward facing so children can easily see the front covers of the books to make choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miniature environment (farm or dollhouse with labels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening center with headphones, books and recorded stories (2 choices)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing instruments of various sizes (3 types) Examples: pens, markers, chalk, crayons, pencils, colored pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary cards with words and pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sand tray to trace letters, sandpaper letters, chalk boards(plain, squared, and lined), metal insets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paper (3 types) Examples: lined, unlined, journals, drawing paper, tablets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name cards of children in the classroom with picture and name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.				
	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Date Completed:				
Materials are organized and easily accessible to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area is large enough to accommodate several children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furnishings:				
Table and chairs for independent snack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic shelves for practical life materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Materials:				
Five different dressing frames are accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for various pouring activities are accessible (5 types; graduated from simple to complex).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for a variety of transferring exercises are accessible (hand, tong, tweezers, dropper, baster and/or funnel).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for polishing exercises are accessible (shoes, glass, brass, silver, wood and plants).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for food preparation (snack/cooking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for sewing (2 types; graduated from simple to complex)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for washing (table/chair, dishes, and cloth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montessori materials for geometry: geometric solids and bases, constructive triangles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addition and subtraction strip board and chart, positive snake game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Money recognition materials and clock with moveable parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.

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

	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Date Completed:				
Materials are organized and easily accessible to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials are arranged on shelves in order of complexity (top to bottom and left to right).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furnishings:				
Basic shelving for geography materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Basic Materials:				
Land and water forms with cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The flag of the United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The flags of North America and holder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Globes (sandpaper, colored, and political)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Puzzle maps/labels and control maps (North America, South America, and the seven continents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional flags are accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional geography maps are available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seven continent folder containing pictures of habitats, climate, animals, dress, terrain, food, transportation, etc. is accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Montessori puzzle maps and control maps are accessible (minimum of 3).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
Art				
The purpose of art in the preschool classroom is to allow children to explore artistic media and to provide a vehicle for creating 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.				
	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Date Completed:				
Materials are labeled, organized and easily accessible to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furnishings:				
Table and chairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drying space or rack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shelving for housing art materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Materials:				
Crayons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Markers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paper of different sizes, colors, textures (3 different types) Examples: construction, tissue, white, manila, newsprint, foil, news, wax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scissors (appropriately sized) enough for a small group of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collage materials are available at various times throughout the year reflecting seasonal or cultural topics of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fresh Paint (powdered/solid tempera, watercolors or finger paint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paint brushes appropriately sized (one for each color of paint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Painting smocks or cover-ups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials for three-dimensional creations (variety) and tools to help cut/shape (clay, play dough, salt dough, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.				

<i>Date Completed:</i>	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 30 days	Teacher _/_/_/ Date:	Reviewer _/_/_/ Date:
Music player (separate from the listening center)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montessori bells, striker, and damper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musical instruments (various types of instruments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age-appropriate music (3 types) Examples: classical, children's, jazz, nature sounds, multicultural, dance, foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.				
<i>Date Completed:</i>	Teacher _/_/_/ 1 st 30 days	Reviewer _/_/_/ 1 st 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses stationary equipment daily, weather permitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

1st Review **Date:** ___/___/___
Teacher Signature: _____

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

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

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

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*

Georgia's Pre-K Program 2018-2019 Recommended Montessori Materials List

- 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)