



Georgia's Pre-K Program Grant Requirement Checklist Definitions and Clarifications

Refer to these definitions and clarifications as you complete the Grant Requirement Checklist. Checklist items are listed by section in the order they appear.

Section #1 – Program Level Responsibilities

Item One

All Pre-K Staff are required to enroll in the Georgia Professional Development System (GaPDS). The Professional Development System can be found at <https://gapds.dec.state.ga.us>.

Item Two:

All lead teachers working in Georgia's Pre-K classrooms must complete the required annual training, including Montessori and Inclusion teachers. Failure of providers and their staff to participate in required training during the school year will place their program in noncompliance and may jeopardize future funding. Bright from the Start sponsored training is provided free of charge. Refer to the Georgia's Pre-K Training Guide located at <http://www.dec.state.ga.us/Prek/ProjectDirectors.aspx> for details on training.

Item Three:

All assistant teachers working in Georgia's Pre-K classrooms must complete the required annual training, including those in a Montessori classroom. Failure of providers and their staff to participate in required training during the school year will place their program in noncompliance and may jeopardize future funding. Refer to the Georgia's Pre-K Training Guide located at <http://www.dec.state.ga.us/Prek/ProjectDirectors.aspx>

Item Four:

To maintain quality standards, annual training is developed and available for returning Project and Site Directors. When participating in Pre-K Webinars, it is recommended that Project and Site Directors keep a list of dates and names of webinars to show completion. Certificates for those trainings that were registered for through GaPDS can be printed directly from the Georgia Professional Development Registry (GaPDS). Training for all new Project Directors is mandatory.

Item Five:

Once a child has been enrolled, he/she cannot be disenrolled from the Pre-K program without prior approval from Bright from the Start. If a student is disenrolled without prior approval, the program may be placed on probation.

Section #2 – Site Level Responsibilities

Item One:

Each family must receive an orientation to the Pre-K Program. Those families who cannot attend the scheduled orientation(s) should be provided with the information shared at orientation and if possible, a conference should be scheduled to discuss program policies and information. A copy of all information given to parents must be kept on site for review. Documentation of orientation can include an agenda or minutes of the meeting. A sign-in sheet with parents' signatures should be included with GRC documentation. All families who enter the program after the beginning of the year orientation should receive orientation and orientation materials, and the program should obtain signatures of parents on orientation sign-in sheets.

Item Two:

Programs should ensure student records are maintained and updated throughout the year. Student records may be maintained electronically, but must be made accessible to specialists for review. A process for tracking and collecting expiring Immunization/Vision, Hearing, Dental, and Nutrition Screening Forms, and changes to Category One/Two status will ensure all forms are kept current. The Pre-K Checklist for Student Files and supporting documentation must be kept at each site for review. Programs may choose to use a locally developed checklist for student files. The Pre-K Checklist for Student Files is located on the Bright from the Start website at <http://www.decal.ga.gov/Prek/DirectorGrantRequirementChecklist.aspx>

Item Three:

Individual student files are maintained on site and include the following:

- **Bright from the Start forms:** A copy of the completed **Pre-K Registration Form**, signed by the child's parent/legal guardian, must be included in each student's file. Providers may access the Registration Form. A **Roster Information Form (Appendix D)** must be completed, signed, and available for review for each child. This form should be collected after a child's enrollment into the Pre-K program and prior to Roster One. Should a student be identified as **Category One**, the provider should request and maintain copies of the verification in individual student's files. If documentation is not received, the child should be entered as Category Two.
- **Proof of age eligibility:** Birth documentation must be on file the day the child begins the Pre-K Program. Children must be four years of age on September 1st of the current year based upon acceptable documentation such as a birth certificate, passport, official medical documentation, legal documents, or official documents from other countries.
- **Proof of residency:** 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 must be part of a child's file prior to or on the first day of Pre-K. Examples of acceptable documents for proof of residency may be found in the *Pre-K Operating Guidelines*.
- **Social Security Care or Appendix B:** A copy of the social security card should be requested, however, parents cannot be required to submit this information. If a parent chooses not to provide the card, the provider must have the parent complete Appendix B, Social Security Number Information Form. This form must be available for review.
- **Immunization forms: All children enrolled must have a current Certificate of Immunization (Georgia Department of Human Resources Form 3231)** in their file for review within 30 calendar days of entrance into Georgia's Pre-K Program. Form 3231 must have either a Date of Expiration or Complete for School Attendance block checked. Children who do not provide a completed 3231 after the 30-day period may not return to the program until the certificate is provided. Expired 3231 certificates must be updated and on site

within 30 calendar days of the expiration date. Children who do not provide an updated 3231 within 30 days of expiration must be asked not to return to the program until a current 3231 form is provided with a new expiration date. A family who provides an appointment card for a 3231 may remain in the program. A current 3231 form will be expected to be on site the day after the appointment.

- **Certificate of Vision, Hearing, Dental and Nutrition forms:** All children enrolled must have a **Certificate of Vision, Hearing, Dental, and Nutrition Examinations (Georgia Department of Human Resources Form 3300-Revised 2013)** in their file for review within 90 calendar days of entrance into Georgia's Pre-K Program. When a family presents form 3300 at the time of enrollment, the form must have a completion date within the past 12 months. Children entering Pre-K without form 3300 have 90 calendar days obtain it. The program should attempt to help the family obtain a completed 3300 form. However, if a child does not have all sections of the 3300 completed within 90 days of beginning the program, the child may not return until the completed 3300 form is provided. A family who provides an appointment card to have the 3300 form completed may remain in the program. A current 3300 form will be expected to be on site the day after the appointment. Pre-K providers shall provide evidence of documentation of follow-ups on "untestable" or Provisional status of 3300. If a box is marked Needs Further Professional Attention, it is expected that the Pre-K site shall have documentation of the follow-up that is occurring (doctor's notes, scheduled appointments, information from parents) on file for review. When children enter the program later in the year, the Pre-K provider shall make every effort to obtain form 3300 as soon as possible to identify any follow-up needed.

Item Four:

All attendance documentation must be maintained on site and monitored by directors to ensure students are attending according to the *Pre-K Operating Guidelines*. Documentation must be accessible for review with times noted when children arrive late or leave before the end of the instructional day.

Item Five:

Children who do not attend on a regular basis, are routinely late, or routinely leave the program early should be referred to the Pre-K Project Director and/or Site Director. Chronic tardiness is defined as late arrival or early departure more than once per week. Chronic absenteeism is defined as missing more than two days per month without medical or other 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 in improving absenteeism or tardiness. Inability to resolve the problem after documented interventions should be referred in writing to Bright from the Start for assistance/guidance using the Chronic Absenteeism or Tardiness Report for disenrollment consideration. All copies of this documentation must be maintained on site for review.

Section #3 – Program Level and Site Level Shared Responsibilities

Item One:

Pre-K orientation for all teaching and administrative staff shall be provided within the first 20 working days of commencement of Pre-K services to children. Pre-K orientation should be provided for new staff as part of the hiring process. Documentation of original staff orientation and new hire orientation must be available for review. Documentation can include an agenda or minutes from the meeting and a sign-in sheet.

The instructional tools (IQ Guides) listed in the suggested orientation topics should be provided to teachers during Staff Orientation. It is important for teachers to understand and be ready to implement the classroom/program expectations from the beginning of school. It is expected that all teachers have a copy of the Georgia Early Learning and Development Standards (GELDS) to be used for planning classroom instruction. The GELDS can be found on the Bright from the Start website.

Item Two:

Immediate suspension for up to two days (**no more than five total days during the school year**) can be made at any time the Pre-K provider determines a child is causing harm to self or others. Bright from the Start prior approval is not needed for an immediate suspension; however, the program's Pre-K Specialist must be notified in writing within 24 hours that such action has been taken. Programs should use the Suspension Notification Form (Appendix E) for immediate suspension. An extended suspension (more than two consecutive days or more than a total of five days throughout the year) requires prior approval from Bright from the Start. Contact your Pre-K Specialist to discuss the process for requesting extended suspension. Please refer to section 6.5 of the Pre-K Operating Guidelines for additional information.

Item Three:

Programs should create and implement a Monitoring Plan reflecting the person(s) responsible for lesson plan checks using the *Instructional Quality Guide for Planning Instruction*. Reviewed lesson plans and feedback must be kept on site for review. Lesson plans and posted schedule should reflect the same clock times for planned activities. If the teacher is using "Off to a Good Start" lesson plans, the IQ guide should be completed after the teacher has begun writing their own lesson plans.

Current lesson plans are complete, on site, and are implemented:

Teachers can utilize the first 12 weeks of lesson plans, "Off to a Good Start". This is encouraged for brand new teachers, as well as returning lead teachers. Lesson plans must be current, on site and complete for the entire week. Teachers should be planning using what they know about the interests and needs of the children and incorporating connections with the topic of study. Daily planning or incomplete lesson plans do not meet this expectation. Lesson plans for all of the current school year must be available for review. Bright from the Start has five lesson plan templates. These templates are not required, but recommended because they meet the criteria for Georgia's Pre-K instructional program.

- Programs must designate a person(s) that will be responsible for completing the *Instructional Quality Guide for Planning and Instruction*. The IQ Guide for Planning and Instruction, the reviewed set of lesson plans and feedback for each teacher must be completed within 30 school/business days of teacher reporting and a copy must be available for review. If a teacher is using the "Off to a Good Start" lesson plans, the IQ Guide should be completed after the teacher has begun writing his or her own lesson plans.
- A monitoring plan for lesson plans must be developed and implemented throughout the year. The purpose of the monitoring plan is to ensure all required components are included in weekly plans and to provide feedback to teachers.

Item Four:

Daily schedules must document 6.5 hours of instruction. It is required that two adults be in the classroom during the 6.5 hour instructional day. The 6.5 hours of instructional time shall begin no earlier than 7:30 a.m. with hours of operation as delineated in the original approved application. Lead teachers and assistant teachers should have planning time during their Pre-K day for program activities such as parent conferences, instructional planning, etc.

- Programs must designate a person(s) that will be responsible for completing the *Instructional Quality Guide for Daily Schedule*. The IQ Guide for Daily Schedule and feedback for each classroom must be completed within 30 school/business days of teacher reporting and a copy must be available for review. A new IQ Guide for Daily Schedule must be completed as schedules change throughout the year.

Item Five:

Classroom environment must be developmentally appropriate and be adequately supplied to support learning. Environment must be organized and free of safety hazards.

- Programs must designate a person(s) that will be responsible for completing the *Instructional Quality Guide for Learning Environment*. The IQ Guide for Learning Environment and feedback for each classroom must be completed within 30 school/business days of teacher reporting and a copy must be available for review.
- A monitoring plan for learning environment must be developed and implemented throughout the year. The purpose of the monitoring plan is to ensure all required materials and supplies are available/accessible for daily use.

Item Six:

Georgia's Pre-K Program uses Work Sampling Online for assessing children. Teachers must gather assessment data for each child. This data will guide them with planning meaningful lessons and support them with communicating children's progress with families.

- Programs must designate a person(s) that will be responsible for ensuring teachers have a copy of the *Instructional Quality Guide for Assessment-Teacher Timeline*. The IQ Guide for Assessment is a working document and teachers must refer to it throughout the year to ensure they are implementing assessment appropriately and meeting required deadlines. A copy of the IQ Guide for Assessment-**Teacher Timeline** for each teacher must be available for review.
- Programs must designate a person(s) that will be responsible for completing the *Instructional Quality Guide for Assessment-Director Timeline*. The Director Timeline is a working document and the designated person must refer to it throughout the year to ensure teachers are implementing assessment for each child and meeting required deadlines. A copy of the IQ Guide for Assessment-**Director Timeline** must be available for review.
- A monitoring plan for providing feedback on assessment must be developed and implemented. The purpose of the plan is to provide feedback to teachers that will support them with implementing assessment for each child.