



**Georgia Dept
of Early Care
and Learning**
BRIGHT FROM THE START

Georgia's Pre-K Program
2020 - 2021 School Year
Pre-K Providers' Operating Guidelines
Revised 9.28.2020

The *Georgia Department of Early Care and Learning (DECAL) 2020 - 2021 School Year Pre-K Providers' Operating Guidelines* are effective July 1, 2020. 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.

COVID-19 Guidance

The *2020 - 2021 Pre-K Providers' Operating Guidelines* includes guidance specific to the COVID-19 public health emergency. The *COVID-19 Guidance* document is located at the end of the Guidelines.

* Denotes when guidance specific to COVID-19 is included in the *COVID-19 Guidance* document.

TABLE OF CONTENTS

1.0 General Program Operations and Services Information

- 1.1 Purpose
- 1.2 Dates of Service
- 1.3 Days of Service*

2.0 Child/Family Eligibility

- 2.1 Age Requirement
- 2.2 Residency Requirement
- 2.3 Parent Requirement
- 2.4 Category One Definition
- 2.5 Category Two Definition
- 2.6 Requests for Children to Repeat Pre-K

3.0 Enrollment

- 3.1 Open Enrollment
- 3.2 Children Who are Experiencing Homelessness
- 3.3 Children in Foster Care
- 3.4 Children in Military Families
- 3.5 Local School Attendance Zones
- 3.6 Child Registration Forms
- 3.7 Student Social Security Numbers
- 3.8 Waiting Lists
- 3.9 Category One and Category Two Designation After Enrollment
- 3.10 Procedures for Student Attendance
- 3.11 Health Services
- 3.12 Certificate of Vision, Hearing, Dental, and Nutrition Screening (Form 3300)
- 3.13 Certificate of Immunization (Form 3231)

4.0 Classroom Requirements*

- 4.1 Approved Curricula
- 4.2 Locally Developed Curriculum
- 4.3 Supplemental Curriculum
- 4.4 Montessori Curriculum
- 4.5 Religious Instruction
- 4.6 Lesson Plans*
- 4.7 Assessment*
- 4.8 Family Participation*
- 4.9 Classroom Equipment, Materials and Supplies*
- 4.10 Record Keeping

5.0 Delivery of Services

- 5.1 Program Administration and Supervision
- 5.2 Classroom Delivery*
- 5.3 Program Delivery*
- 5.4 Orientation*
- 5.5 Licensing
- 5.6 Substitutes*
- 5.7 Rest Time
- 5.8 Program/Staff Hours*
- 5.9 Transportation*
- 5.10 Extended Day (Before and After School Care)
- 5.11 Inclement Weather Closures and Make-Up Days*
- 5.12 Other Program Components

6.0 Student Support

- 6.1 Children with Identified Disabilities
- 6.2 Children with Developmental Concerns
- 6.3 Children with Behavior Concerns
- 6.4 Student Discipline
- 6.5 Immediate Suspension
- 6.6 Extended Suspension
- 6.7 Modified Day
- 6.8 Disenrollment Procedures

7.0 Family Support

- 7.1 Objectives

8.0 Program Fees

- 8.1 Program Fees
- 8.2 Requests for Donations of Classroom Supplies
- 8.3 Field Trip/ Special Experiences for Students*
- 8.4 Fee Structure
- 8.5 Category One Fees
- 8.6 Category Two Fees
- 8.7 Meal Fees*
- 8.8 School Uniforms
- 8.9 Special Family Activities*

9.0 DECAL Monitoring and Technical Assistance*

- 9.1 Pre-K Specialist Support
- 9.2 On-Site Evaluation

10.0 Probation

- 10.1 Definition and Reasons for Probation
- 10.2 Probation Process
- 10.3 Probation Funding Considerations

- 10.4 Office Conferences
- 10.5 Peer Review Process

11.0 General Personnel Information*

- 11.1 Records Check Determination
- 11.2 Employees
- 11.3 Pre-K Teacher Enrollment in the Georgia Professional Development System

12.0 Lead Teachers

- 12.1 Days of Service
- 12.2 Age Requirement
- 12.3 Credential/Certification Requirements
- 12.4 Certificate of Eligibility
- 12.5 Out-of-Country Credentials
- 12.6 Online Credentials
- 12.7 Lead Teacher Salary Components
- 12.8 Creditable Years of Experience
- 12.9 Training & Experience (T & E)

13.0 Assistant Teachers

- 13.1 Days of Service
- 13.2 Employment Requirements
- 13.3 Credential/Certification Requirements
- 13.4 Salaries – Assistant Teachers

14.0 Substitute Teachers

- 14.1 Substitute Teacher Employment Requirements
- 14.2 Sort-Term Substitutes
- 14.3 Long-Term Substitutes

15.0 Professional Development

- 15.1 Purpose of Professional Learning for Teachers
- 15.2 Requirements of Professional Learning
- 15.3 Professional Learning Plan for Pre-K Staff
- 15.4 Professional Learning Registration
- 15.5 Attendance at Professional Learning Training
- 15.6 No Shows and Repeat Training Penalty
- 15.7 Child Care Licensing Information Regarding Training
- 15.8 Professional Learning/Training Reimbursement to Staff

16.0 Grant Award Notification and Budgets

- 16.1 Awarding of Grant Agreements
- 16.2 Class Budget*
- 16.3 Grant Agreement Signatory
- 16.4 Multi-County and Multi-Program Pre-K Providers
- 16.5 Low Student Rosters

16.6 Funding Calculation

17.0 Expenditure Requirements

17.1 Expenditure Guidelines*

17.2 Operating Costs

17.3 Playground Equipment

17.4 Instructional Technology

17.5 Expenditure Waivers

17.6 Capital Improvements

17.7 Record Keeping

18.0 Reimbursement Process

18.1 Automatic Deposit of Funds

18.2 Enrollment Requirements for Funding

18.3 Payments

18.4 Schedule of Payments

18.5 Calculation of Payments

18.6 Payment Advice

18.7 Rosters

18.8 Fraudulent Reporting on Rosters

19.0 Funding Information

19.1 Program Summary Chart

20.0 Audit and Accounting Requirements

20.1 Reconciliation Report

20.2 Balances Due to DECAL Pursuant to the Year End Reconciliation

20.3 Private Nonprofit (PNP) Audits

20.4 Right to Audit / Agreed Upon Procedures Review

20.5 Record Keeping Findings and Adverse Findings

20.6 Balances Due to DECAL Pursuant to an Audit, AUP Review or Investigation

20.7 Audit Reconsideration

20.8 Random Reviews

20.9 Multi-County Pre-K Provider Budgets

20.10 Tracking of Pre-K Funds

20.11 Lost, Stolen, or Destroyed Records

20.12 Fraudulent / Inappropriate Use of Funds

20.13 Special Allotment Funding

21.0 Other Considerations

21.1 Inappropriate Lead Teacher

21.2 Inappropriate Staff / Child Ratios

21.3 Ineligible Birthdates and Lack of Birth Documentation

21.4 Noncompliance

21.5 Request to Move a Pre-K Class

21.6 Requests for a Change of Ownership

- 21.7 Class Closures
- 21.8 Operating a Private Pre-K Class

22.0 Reporting Requirements

- 22.1 Pre-K Application and Database Access (PANDA) Participation
- 22.2 2019-2020 School Year Critical Reporting Dates

23.0 Community Involvement

- 23.1 Participation
- 23.2 Activities
- 23.3 Policy Development

24.0 Blended Pre-K/Head Start Classrooms

- 24.1 Definition
- 24.2 Classroom Delivery*
- 24.3 Attendance Requirements
- 24.4 Teaching Staff
- 24.5 Assessment
- 24.6 Parent Conferences/Home Visits
- 24.7 Classroom Equipment, Materials, and Supplies

25.0 Montessori Classrooms

- 25.1 Prior Approval
- 25.2 Teaching Staff
- 25.3 Attendance at Professional Development Training
- 25.4 Classroom Equipment, Materials, and Supplies
- 25.5 Assessment
- 25.6 Parent Conferences

26.0 Inclusion Classrooms

- 26.1 Prior Approval
- 26.2 Enrollment
- 26.3 Teaching Staff
- 26.4 Attendance at Professional Development Training
- 26.5 Class Size
- 26.6 Funding
- 26.7 Parent Conferences

APPENDICES

Appendix A – Parent Acknowledgement Form
Appendix B – Student Social Security Number Information
Appendix C – Waiting List Information Form
Appendix D – Roster Information Form
Appendix E – Suspension Notification Form
Appendix F – Chronic Absenteeism or Tardiness Form
Appendix G – Curriculum Selection Form
Appendix H – Basic Equipment, Materials, and Supplies Inventory List
Appendix I – Suggested Topics to Discuss at Parent Orientation
Appendix J – Suggested Topics to Discuss at Pre-K Staff Orientation
Appendix L – Class Closure Notification Form
Appendix M – Long-Term Substitute Request Form
Appendix N – Pre-K Year End Reconciliation Report
Appendix O – Request to Move a Pre-K Class
Appendix P – Checklist for Student Files Form
Appendix Q – Grant Requirement Checklist
Appendix R – Instructional Quality (IQ) Guide for the Learning Environment
Appendix S – Instructional Quality (IQ) Guide for Daily Schedule
Appendix T – Instructional Quality (IQ) Guide for Planning Instruction
Appendix U – Instructional Quality (IQ) Guide for Assessment Work Sampling Online Director Timeline
Appendix V – Instructional Quality (IQ) Guide for Assessment Work Sampling Online Teacher Timeline
Appendix W – Modified Day Request Form
Appendix X – Instructional Quality (IQ) Guide for the Montessori Learning Environment
Appendix Y – Recommended Montessori Materials List

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 2020 - 2021 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 2020 - 2021 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 Pre-K Application and Database system (PANDA) for approval. The Pre-K program calendar must document 180 days of student instructional days or the equivalent instructional hours (1170 hours). If a program is unable to provide the required instructional time, then the provider's Pre-K payment will be prorated based on the number of instructional days provided. In addition to the student instructional days, programs must document the additional 10 professional development/planning days for staff. Any concerns or issues regarding meeting the required days of service should be referred to the program's regional Pre- K Specialist for resolution.

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

2.0 Child/Family Eligibility

2.1 Age Requirement

Children must be four years of age on September 1, 2020, 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, 2015, through September 1, 2016, are eligible for participation in the 2020 - 2021 school year. **Proof of age eligibility must be on file the day the child begins the Pre-K program.** Payments to Pre-K providers will be reduced for children without age documentation on file the first day of school.

A child who is five years of age on September 1, 2020 and has not attended Georgia's Pre-K Program as a four-year-old, 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 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, 2020, 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, 2020 and are age-eligible for first grade are not eligible for enrollment in Georgia's Pre-K Program.

2.2 Residency Requirement

The child must be a Georgia resident. For purposes of this program, Georgia resident is defined as a child who resides in the state of Georgia. **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 (PeachCare card or eligibility letter) 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.

2.3 Parent Requirement

A parent must agree to send the child to the Pre-K program for 6.5-hours of instructional time for the full school year. A child who is chronically tardy or absent without a reasonable excuse can be disenrolled from the program. A child who is not enrolled in the extended day program and is not picked up at the end of the Pre-K day on a regular basis can be disenrolled (see Section 3.11.)

2.4 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.

2.5 Category Two Definition

Category Two children are those who do not meet the requirements for Category One eligibility.

2.6 Requests for Children to Repeat Pre-K

DECAL 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
- Written summary describing special education referrals, services a child is receiving, evaluations conducted, etc. Actual documents should not be submitted with the summary. If specific documents are needed for review, the program will be contacted to gain appropriate permission for release.
- Documentation to support the request to repeat Pre-K
 - Work Sampling Online (WSO) information:
 - Developmental Checklist
 - Narrative Summary
 - Teacher's recommendation, and/or doctor's recommendation
 - Interventions during the Pre-K program year

All requests to repeat Pre-K including supporting documentation must be received by DECAL by April 9, 2021. Requests received after this date will not be considered.

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

3.0 Enrollment

3.1 Open Enrollment

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

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

Procedures for how students are assigned to Pre-K classrooms should also be included in the written enrollment policies. Programs are encouraged to provide specific procedures regarding enrollment periods,

attendance zones, placement of siblings in same or different classes, and other critical issues related to enrollment.

Providers cannot require the following as a condition of enrollment:

- Certificate of Immunization (Form 3231)
- Certificate of Vision, Hearing, Dental, and Nutrition Screening (Form 3300)
- Upfront payment of meal or extended day fees
- Participation in summer programs prior to starting Pre-K
- Verification of child's status related to Category One or extended day services
- Independent toileting skills (toilet trained)

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

3.2 Children Who are Experiencing Homelessness

DECAL 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 Specialist 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 emergency or transitional shelters, motels, hotels, trailer parks, 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. This also applies to migratory children living in circumstances described in the above situations.

3.3 Children in Foster Care

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

3.4 Children in Military Families

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

to physically establishing residency within the local school system, upon presentation of a copy of the official military orders to the local school system.

3.5 Local School Attendance Zones

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

3.6 Child Registration Forms

DECAL child registration forms must be used when registering a child for Georgia's Pre-K Program. Forms are available at www.dec.al.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 should 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.

3.7 Student Social Security Numbers

Social Security numbers are used to help identify students on rosters. Providers should request a copy of each enrolled student's Social Security card, however, 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 Specialist.

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

3.8 Waiting Lists

A waiting list shall be maintained at the site level for children that are not able to attend due to full enrollment. All families asking to be placed on the waiting list must complete all sections of the ***Waiting List Information Form (Appendix C)***. *Waiting List Information Forms* must be kept on-site and available to DECAL 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.

3.9 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 Specialist. 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.

3.10 Procedures for Student Attendance

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

Pre-K providers should formulate written procedures for addressing issues regarding attendance and tardies. The attendance procedures should specify actions to be taken by the Pre-K provider if attendance issues without a reasonable excuse 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 Specialist 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 for addressing 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 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 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 Form (Appendix F)** for disenrollment consideration. Requests should be submitted in writing to the program's Pre-K Specialist.

Consecutive Absenteeism

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

A student whose parent or legal guardian is in military service in the Armed Forces of the United States or the National Guard, and such parent or legal guardian has been called to duty or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five additional school days per school year, for days missed from school to visit with his

or her parent or legal guardian prior to the parent's or legal guardian's deployment or during the parent's or legal guardian's leave. Families shall provide a written statement for the child's file to document the absence.

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 Specialist.

3.11 Health Services

Health screenings are necessary for Georgia's Pre-K students so that any problems that might interfere with the child's ability to learn can be identified and addressed as soon as possible. All programs should ask 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.

3.12 Certificate of Vision, Hearing, Dental, and Nutrition Screening

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

Children may register and begin attending Pre-K prior to completion of these screenings and issuance of a Form 3300 certificate. However, the Certificate of Vision, Hearing, Dental, and Nutrition Screening indicating that children have completed these screenings must be on file within 90 calendar days of the start of the Pre-K program. A completed form includes a checked box and screener's signature in each section. Any child who does not have a completed certificate within the 90-calendar day 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 Specialist for guidance in addressing families who fail to provide the appropriate follow-up after the program has made multiple attempts to obtain the information.

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

3.13 Certificate of Immunization

All children attending Georgia's Pre-K Program must have a Georgia Department of Community Health Certificate of Immunization (Form 3231).

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

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

Immunization Exemptions

Georgia law allows for two types of exemptions from the immunization requirements: medical and religious.

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

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

4.0 Classroom Requirements*

4.1 Approved Curricula

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

The list of approved curricula for the 2020 - 2021 school year is below.

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

Guidelines for Choosing a Curriculum

Each Pre-K program must choose an approved curriculum; purchase the curriculum; and provide staff training associated with the curriculum. DECAL does not provide additional funding for purchasing a curriculum nor the required training. Providers may use their existing Pre-K budget to purchase a curriculum. It is recommended that providers explore content, costs, and hours of training needed when considering a curriculum. Additional information about each curriculum is available on the DECAL website <http://dec.al.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 Specialist 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 Specialist. 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 five to seven years. DECAL must approve any locally developed curriculum before it is implemented in a program.

4.3 Supplemental Curriculum

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

4.4 Montessori Curriculum

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

4.5 Religious Instruction

No part of the Pre-K instructional day may be religious in nature. 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 prior to the start of each week and kept on-site for the entire school year. Lesson plans should be kept organized and easily accessible for specialist review. Current year lesson plans may be reviewed by the Pre-K Specialist during site visits.

The lesson plans should be based on the Georgia Early Learning and Development Standards (GELDS) and include educational experiences in physical development and motor skills; social and emotional development; approaches to play and learning; communication, language and literacy; and cognitive development and general knowledge (math, science, social studies, creative development, and cognitive processes). Teachers should also have a plan for transitions throughout the day. Corresponding GELDS indicator(s) should be included on the lesson plan with each of the planned instructional activities. Outside play should be included in the 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 also used when planning instruction.

DECAL provides lesson plan templates for teachers to utilize. These templates are not required but recommended because they document the required Pre-K instructional activities. The lesson plan templates and sample copies of lesson plans are located at <http://www.decal.ga.gov/Prek/Planning.aspx>. All required lesson plan components must be present if providers choose not to use DECAL lesson plan templates.

Providers should refer to the ***Instructional Quality (IQ) Guide for Planning Instruction (Appendix 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 supplemental assessments must submit the request in writing to their Pre-K Specialist.

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 training on Work Sampling Online when they attend New Teacher Training. From the beginning of school until completion of training, new teachers should gather assessment documentation on children through observational notes, work samples, matrices and photos. New teachers who do not receive training until after the fall rating period, are required to complete only the narrative portion of the Georgia's Pre-K Progress Report.

4.8 Family Participation*

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

Family Conferences/Sharing Assessment Information with Families

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

4.9 Basic Classroom Equipment, Materials and Supplies*

Pre-K providers must maintain adequate and appropriate equipment, materials, and supplies for each Pre-K classroom. All equipment must be in good repair. Pre-K providers should refer to the ***Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List*** for recommendations (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 Specialist (see Section 1.3).

5.4 Orientation*

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

During family orientation, parents should receive written information concerning meal and extended day charges, including charges during times when children are out of school for holidays. While not required, DECAL recommends that providers explain their Pre-K policies and procedures and have parents sign a statement that they received these policies and procedures in writing. 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)

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

Families who meet income and activity requirements may 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 (**Appendix K**) with their application. The referral form can also be located at <http://dec.al.ga.gov/Prek/ProjectDirectors.aspx>

5.11 School Closures and Make-up Days*

Inclement Weather Closure

State policy allows systems to cancel up to four instructional days without scheduling make-up days. Additionally, if the Governor declares a State of Emergency for the area, then the closure days are not required to be rescheduled.

When inclement weather results in the cancellation of instructional days that must be made up, Pre-K providers will be responsible for determining how 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. 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 and assigned Pre-K Specialist(s) written notice of any changes in the calendar.

Teacher Salaries

Pre-K payments are not adjusted for closures due to inclement weather or due to a State of emergency declared by the Governor; therefore, the minimum salary requirements for teachers must be met. Salary must be paid to Pre-K Lead and Assistant Teachers, and providers must pay according to the established salary agreement between employer and employee.

5.12 Other Program Components

- A "moment of silence" is an acceptable practice at mealtimes.
- Lunch and snacks are part of the Pre-K program. Breakfast may be included at the discretion of the Pre-K provider but should be offered prior to the start of the 6.5-hour instructional day or as part of the

instructional program (i.e., a teacher-directed language development time, a center-time activity, etc.).

- Weather permitting, supervised outdoor play should occur daily. See FAQ for Daily Schedule (http://dec.al.ga.gov/documents/attachm ents/FAQ_for_Daily_Schedule.pdf) for detailed information regarding outdoor play.

6.0 Student Support

Children grow and develop at their own rate. Although there is a general predictable sequence of milestones, they may not proceed through these stages in the same way or at the same time. A child's development is influenced by many factors including the child's environment and experiences. Once children have had the opportunity to acclimate to the Pre-K classroom environment, differences in skills and behavior may become apparent. A child may exhibit significant developmental, behavioral, or health concerns that require special considerations. Providers should work with their Pre-K Specialist to ensure that support services are provided to children and their families. Programs may also contact the Inclusion and Behavior Support Unit at DECAL (1-833-354-HELP or inclusion@dec.al.ga.gov) for assistance with referrals to services.

6.1 Children with Identified Disabilities

A child who is age-eligible for the Pre-K program and is identified as eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) shall not be denied access to the Pre-K program. If a child is assessed and determined eligible for special education services, dual enrollment in public school system preschool special education classes and Georgia's Pre-K program is permitted.

6.2 Children with Developmental Concerns

Providers with concerns about a child's development should contact their Pre-K Specialist for support and guidance. Providers should ensure that appropriate instructional activities are planned to meet the needs of the individual children. The Specialist may recommend contacting the local school system's special education services department or the Inclusion and Behavior Support Unit at DECAL (1-833-354-HELP or inclusion@dec.al.ga.gov) for information regarding the referral process.

6.3 Children with Behavioral Concerns

Pre-K providers are encouraged to implement strategies in the classroom that prevent challenging behavior and support strong social and emotional development. Providers can request help in developing and implementing these strategies from their Pre-K Specialist and an Inclusion and Behavior Support Specialist. Providers that have implemented these strategies and still have concerns about a child's behavior should contact the Inclusion and Behavior Support Unit at DECAL by calling the SEEDS Helpline (1-833-354-HELP or inclusion@dec.al.ga.gov) for more specific support and guidance as soon as possible. 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 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

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

Programs can implement immediate suspension up to two days at a time (**no more than five total days during the school year**) per child. No DECAL prior approval is needed; however, the program's Pre-K Specialist must be notified using the **Suspension Notification Form (Appendix E)**, that such action has been taken within 24 hours. Programs must maintain ongoing communication with families and with the Inclusion and Behavior Support Unit anytime suspension is implemented.

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

- Contact the Inclusion and Behavioral Support Unit at DECAL (1-833-354-HELP or inclusion@decalfga.gov) and notify their Pre-K Specialist immediately.
- Prepare all documentation of behaviors and intervention strategies used to address concerns. The documentation must state the behavior, how often the behavior occurs, the interventions used, and the child's response to the interventions.
- Documentation should also include support provided to the teacher to help the teacher address concerns (Inclusion and Behavioral Support Specialists, resources, professional development, etc.).
- Schedule a conference with the child's family to discuss strategies and options. Document the

conference including next steps and follow up as agreed upon by all parties.

6.6 Extended Suspension

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

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

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

6.7 Modified Day

A modified day (i.e. less than 6.5-hours of instructional time a day) requires prior approval from DECAL. A modified day should be used in conjunction with conferences with the child's family and targeted classroom interventions. Programs must contact their Pre-K Specialist to discuss a request for modified day. Completed **Modified Day Request Forms (Appendix W)** should be sent via email to their Pre-K Specialist and include **Request for Modified Day** in the subject line.

The time period for the modified day should be as short as possible. Programs should work with their Pre-K Specialist, Behavior Support Specialist and the family to plan for the child's successful return to the Pre-K classroom.

6.8 Disenrollment Procedures

Programs should contact their Pre-K Specialist 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 offer 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 Trips/ Special Experiences for Students*

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

Programs may request a per child donation per field trip. Donations requested should not exceed a total of \$25 per child per year. 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 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. DECAL may request copies of individual Pre-K provider fee structure policies. While not required, DECAL 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 Meals*

DECAL 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 Specialist about continued non-payment of meal fees by a Category Two family. Disenrollment will be at the discretion of DECAL.

Pre-K providers should have a written policy regarding meals served at the program including whether 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*

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

9.0 DECAL Monitoring and Technical Assistance*

9.1 Pre-K Specialist Support

DECAL Pre-K staff work closely with providers throughout the year and are available for consultation regarding onsite technical assistance, questions about the program, problems with maintaining enrollment,

approval of equipment/materials/supplies requests, training needs, etc. Staff will provide specific technical assistance to help providers maintain compliance with program requirements and thereby allow them to maintain their funding viability.

9.2 On-Site Evaluation

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

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

- **Grant Requirement Checklist (Appendix 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 DECAL or a template created by the program. Lesson plan templates are available on the DECAL website.
- **Instructional Quality (IQ) Guide for Assessment: WSO Director Timeline (Appendix 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 Specialists will monitor the use of these checklists in the following ways:

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

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.

Classroom Assessment Scoring System (CLASS)

The 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 2020-2021 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 correct ongoing Pre-K issues or multiple instances of failing to follow the *Pre-K Providers' Operating Guidelines*
- Failure to submit required reports, information and documents to DECAL by due dates or submission of fraudulent reports or documentation
- Lack of credentialed teaching staff or failure to notify DECAL of any changes in teaching staff
- Serious or repeated instances involving noncompliance with DECAL program requirements (Pre-K, Child Care Services, Nutrition Services, Childcare and Parent Services (CAPS), or Audit/AUP)
- Extended suspension or modified day without prior approval (See Sections 6.6 and 6.7.)
- Exceeding the maximum allowance of 22 students per class
- Moving a Pre-K class without permission from DECAL

10.2 Probation Process

- Pre-K Specialists 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 DECAL staff will be scheduled for programs on probation. During the meeting, the probation process and the requirements for returning to good standing will be discussed.
- Targeted technical assistance based on identified needs and goals will be provided to programs participating in the Pre-K Quality Support Program.

10.3 Probation Funding Considerations

Programs not making adequate progress in the Quality Support Program will be in jeopardy of losing Pre-K

funding. Sites failing to make progress may lose funding for at least one class during the initial year of probation. Reducing the number of classes has been an effective means for quality improvement; it is easier to maintain quality with fewer classes. Sites with only one class may lose all Pre-K funding at the discretion of DECAL. Sites with serious or repeated instances involving noncompliance with DECAL program requirements (Pre-K, Child Care Services, Nutrition Services, CAPS, or Audit/AUP) may lose all Pre-K funding regardless of the number of years in the process.

10.4 Office Conferences

DECAL 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 DECAL 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

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

11.2 Employees

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

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

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.

Lead and assistant teachers must be enrolled in the 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. Project

Directors must enter staff in PANDA, but the GaPDS is an individual – based system and staff must enroll themselves.

Supporting documents must be submitted to confirm educational attainment and training. Supporting documents include official transcripts, training certificates, copies of CDAs and technical college credentials. The Georgia Professional Standards Commission (GaPSC) reviews transcripts and credentials for 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.

If a teacher has been certified as a Georgia teacher or paraprofessional through the GaPSC, the certification and/or Paraprofessional license/certificate information will appear in the registrant’s GaPDS profile automatically when the registrant saves his/her contact information. 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. If the teacher’s credential has not been verified by the GaPDS, then the Project Director should select “Insufficient” for the teacher’s credential level in PANDA. The roster should be updated when an approved credential has been verified.

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@dec.al.ga.gov or 404-267-2760 Metro Atlanta Area or Out of State 1-888-92-GAPDS (42737).

Credential documents required to be mailed should be mailed to the GaPSC and not DECAL:
Georgia Professional Standards Commission
Professional Development Registry
200 Piedmont Avenue SE
Suite 1712 West
Atlanta, GA 30334-9032

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

12.0 Lead Teachers

12.1 Days of Service

All lead teachers are funded for 190 days of service – 180 days of classroom instruction to Pre-K children (or the equivalent if a modified calendar is approved) and 10 days of Pre-K related activities/duties (pre/post planning, staff development, Pre-K training, in-service days). DECAL does not maintain personnel policies for Pre-K teachers. Pre-K programs should provide teachers with a contract or work agreement outlining 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's degree or higher teaching credential do not have to meet the minimum 21 years of age requirement. The teacher must, however, meet the age requirement for the facility's licensing agencies.

12.3 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. All degrees and credentials are verified in the Georgia Professional Development System (GaPDS) by the Georgia Professional Standards Commission (GaPSC).

The salary rates reflect 100% of the base salary funded by DECAL to the provider. Providers are required to pay lead teachers a minimum of 90% of the total base salary funded by DECAL. The minimum base salary requirements are reflected in the chart below.

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's 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 DECAL: \$24,449.86

Minimum Salary Requirement: \$22,004.87

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
- Technical College Diploma (TCD) with ECE major
- Technical Certificate of Credit (TCC) with ECE major (*The Early Childhood Care and Education Program Administration TCC program is designed to prepare students for a job as manager of a Childcare Learning Center and will not meet the TCC requirement.*)
- Montessori Diploma (*Montessori courses must be taken from an accredited affiliate of the Montessori Accreditation Council for Teacher Education [MACTE]*)

Non-ECE Degree Lead Teacher Salary Funded by DECAL: \$30,315.60

Minimum Salary Requirement: \$27,284.04

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: \$30,315.60

Minimum Salary Requirement: \$27,284.04

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 | Elementary Education (P-5)

FLD870 | Birth Through Kindergarten

FLD708 | Special Education General Curriculum Elementary Education (P-5)

FLD799 | Special Education Preschool (ages 3-5)

FLD826 | Special Education Preschool (ages 3-5) Endorsement

FLD805 | Special Education Adapted Curriculum. The teacher must also hold ALL of the Special Education Academic Content Concentrations (Language Arts, Mathematics, Reading, Science and Social Studies)

FLD798	Special Education General Curriculum. The teacher must also hold ALL 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. DECAL 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 DECAL: \$38,820.73	
Minimum Salary Requirement: \$34,938.66	

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	Elementary Education (P-5)
FLD870	Birth Through Kindergarten
FLD708	Special Education General Curriculum Elementary Education (P-5)
FLD799	Special Education Preschool (ages 3-5)
FLD826	Special Education Preschool (ages 3-5) Endorsement
FLD805	Special Education Adapted Curriculum. The teacher must also hold ALL of the Special Education Academic Content Concentrations (Language Arts, Mathematics, Reading, Science and Social Studies)
FLD798	Special Education General Curriculum. The teacher must also hold ALL 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. DECAL 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 DECAL: \$43,343.04

Minimum Salary Requirement: \$39,008.74

Insufficient Credential: Pre-K classes without a sufficiently credentialed lead teacher are paid at the insufficient credential rate, which is equal to the assistant teacher salary.

Insufficient Credential Salary Funded by DECAL: \$16,190.35

Minimum Salary Requirement: \$16,190.35

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 a 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 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. Pre-K providers are responsible for sharing teacher salary information with their staff. In addition, this information should be shared with others as appropriate such the program's accountant, finance director or human resources department. DECAL requires that programs provide teachers written information explaining their base salary and supplemental compensation (if applicable) and that programs have teachers sign a statement that they received and understand written information explaining their salary.

Base Salary

DECAL 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 DECAL 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 DECAL. 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 for Creditable Years of Experience (CYE)

DECAL provides supplemental compensation for all lead teachers. Supplemental compensation includes a 3% increase in base salary every two years up to 20 years for Creditable Years of Experience (CYE).

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 a salary bonus. It is not acceptable to hold the salary supplement and pay mid- year or at the completion of the school year.

2020 – 2021 CYE Supplemental Compensation Chart

Creditable Years of Experience	Associate Degree	Bachelor's Degree	Certified (T4)	Certified (T5)
0-1	\$0.00	\$0.00	\$0.00	\$0.00
2-3	\$643.50	\$819.47	\$1,074.62	\$1,210.29
4-5	\$1,306.30	\$1,663.52	\$2,181.48	\$2,456.89
6-7	\$1,988.98	\$2,532.89	\$3,321.55	\$3,740.89
8-9	\$2,692.15	\$3,428.34	\$4,495.82	\$5,063.41
10-11	\$3,416.41	\$4,350.66	\$5,705.32	\$6,425.60
12-13	\$4,162.40	\$5,300.65	\$6,951.10	\$7,828.66
14-15	\$4,930.77	\$6,279.14	\$8,234.25	\$9,273.81
16-17	\$5,722.19	\$7,286.98	\$9,555.90	\$10,762.32

18-19	\$6,537.35	\$8,325.06	\$10,917.20	\$12,295.48
*20 years and more	\$7,376.97	\$9,394.28	\$12,319.34	\$13,874.64

*Note: There are no additional step **increases** beyond 20 years of CYE

A resource is available to help providers determine an estimate of the funding amount the program will receive for lead teacher compensation for the 2020 - 2021 school year. The *2020 - 2021 Salary Schedule for Pre-K Lead Teachers* is 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 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 2020 - 2021 school year should not be included in CYE because only PRIOR completed years of experience are valid.

Note: Prior to the start of the 2021 - 2022 school year, PANDA will add 1 year of experience for teachers that taught in the 2020 - 2021 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, and letters from human resources or former employers are examples of acceptable CYE verification documentation. 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.

DECAL will conduct audits to verify program reported CYE and may request verification documentation used by the program. If verification documentation is not available to support the reported CYE, Pre-K funding will be impacted. Therefore, it is imperative that providers verify a teacher’s creditable years of experience prior to reporting CYE in 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, professional 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 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’s degree)
- Georgia PSC Certified Teacher
- MA, MS (Master’s Degree)
- Specialist Degree or PhD

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

For information regarding the Technical Certificate of Credit, please refer to the Technical College System of Georgia website at www.tcsge.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 **\$16,190.35**. Providers are required to pay 100% of the total salary funded by the Department for assistant teachers. DECAL does not provide supplemental compensation for assistant teachers. The minimum salary amount does not include any additional compensation or benefits the assistant teacher may receive.

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 DECAL is needed for a short-term substitute. If a lead or assistant teacher will be out for more than three continuous weeks but is returning to their position, then a long-term substitute must be used.

14.3 Long-Term Substitutes

A long-term substitute is a substitute for the lead teacher or assistant teacher who will be in the Pre-K classroom for longer than three weeks. Programs are required to submit a **Long-Term Substitute Request Form (Appendix M)** to their Pre-K Specialist for approval prior to the start of the requested leave if possible. **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 Specialist 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 Specialist 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 DECAL.

Teachers Not Returning

If a lead teacher or assistant teacher does not return at the beginning of the school year, resigns during the school year, or has been terminated from their position, the program is responsible for staffing the class with a substitute until a replacement has been hired. **A Long-Term Substitute Request Form (Appendix M) is not required for a substitute in this situation.** 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 Purpose of Professional Learning for Teachers

DECAL offers multiple professional development opportunities for Pre-K teachers. Professional learning training is intended to enhance the skills and knowledge of teaching staff 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 DECAL sponsored teacher professional development should not impact the ability of staff to deliver quality instruction to Pre-K children.

15.2 Requirements of Professional Learning

To maintain quality standards, annual professional development is required for all teachers directly associated with the Pre-K program. Staff attendance at required training sessions will be verified by a Pre-K Specialist. Failure of providers and their staff to participate in required training will place their program in noncompliance and may result in probation. DECAL cannot guarantee training will be held in a specific region.

15.3 Professional Learning Plan for Pre-K Staff

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

15.4 Professional Learning Registration

The Pre-K Project Director is responsible for distributing professional learning 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 learning needs, Pre-K providers should contact their Pre-K Specialist.

15.5 Attendance at Pre-K Training

All administrative, teaching, and support staff listed below will have the opportunity to attend DECAL sponsored professional development annually. Additional details about professional learning requirements for the 2020 - 2021 school year will be released in late July 2020.

- 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 learning requirement. **This includes additional full-time staff in Montessori classrooms and inclusion classrooms.** Pre-K training is provided free of charge.

Pre-K training 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.

15.6 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 DECAL that the training was cancelled within the required time frame. For instructions for training cancellation, refer to the GaPDS Help Files for Georgia’s Pre-K Program Directors at <https://gapds.dec.al.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, though there are multiple training choices for returning assistant teachers, the assistant teacher should only attend one.
- Register a teacher for training previously attended. For example, a lead teacher that completed 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 DECAL professional development/training they have taken in the past before registering them for training for the current school year. In the case of a “repeat or incorrect training,” \$50 for each participant will be deducted from the next Pre-K payment.

15.7 Child Care Licensing Information Regarding Training

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

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

15.8 Professional Learning/ Training Reimbursement to Staff

Pre-K funds must be used to cover salaries for staff attending Pre-K training; to pay for costs associated with Pre-K training travel (lodging and meals in conjunction with overnight travel, mileage, parking, etc.); and to pay for substitutes who serve in the classroom while a lead or an assistant teacher attends training. DECAL recommends that Pre-K providers develop and distribute 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 2020 - 2021 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 DECAL programs (Child Care Services, Nutrition Services, Audits, CAPS, and Quality Initiatives) are also considered before awarding a grant agreement. Programs are considered in "good standing" if they have maintained full classes, met all program and reporting requirements, met child care licensing regulations if applicable, met federal program rules if applicable, have no unresolved audit or reconciliation issues, and are not on probation. DECAL will enter into a grant agreement with public and private providers for Pre-K services.

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 DECAL 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, DECAL will provide the full funding amounts reflected in Sections 12.3 and 13.4 for teacher salaries. Classes with fewer than 18 students are subject to closure at the discretion of DECAL.

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

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

16.5 Low Student Enrollment

DECAL will review roster reports throughout the school year. Classes with fewer than 18 children will be considered for closure during the school year at the discretion of the Department. Any provider reporting fewer than 18 children on the final roster of the 2020 - 2021 school year will not automatically be awarded a continuation class. DECAL will review final rosters; contact providers directly concerning low numbers of children; and make a final determination about continuation of services.

16.6 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 2020 - 2021 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 DECAL.
- All programs are required to pay lead teachers 100% of the supplemental salary funded by DECAL.
- All programs are required to pay assistant teachers 100% of the salary funded by DECAL.
- 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 Specialist, 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 (i.e. office supplies, accounting and/or clerical costs, Pre-K's portion of the director's salary and benefits). 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 2020 - 2021 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; administrative costs (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 Specialist. Approval is granted on a case-by-case basis. Purchases of stationary playground equipment with Pre-K funds without prior approval may result in the provider being required to return the expended funds. The deadline to submit for approval is April 9, 2021.

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 Specialist. Using Pre-K funds to purchase technology not listed on the *Georgia's Pre-K Program Basic Equipment, Materials, and Supplies Inventory List* may result in the provider being required to return the expended funds. The deadline to submit for approval is April 9, 2021.

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 Specialist 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 Specialist 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 program can request a waiver to use the unused portion of the base salary on other allowable Pre-K expenses. The Project Director should contact their assigned Pre-K Specialist who will facilitate the approval of the waiver request. The waiver is approved for one year only and should be kept on site.

Assistant Teacher Salary Scale Approval

Providers that have a program-wide salary scale for assistant teachers may request permission to implement the salary scale for Pre-K Assistant Teachers. The Project Director should contact their assigned Pre-K Specialist who will facilitate the approval process. The approval applies to 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
- 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 DECAL. Examples of such records include, but are not limited to:

- canceled check copies (front and back)
- bank statements
- credit and Debit Card Statements
- paid invoices
- federal and state payroll records
- EFTPS or other evidence of taxes remitted to regulatory agencies
- timesheets
- 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 DECAL of changes in bank account information or ownership. Changes should be sent to panda.finance@dec.al.ga.gov

Providers are responsible for reviewing their monthly payments and payment documentation each month. After May 19, 2021, 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 2020.

- 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 2021 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 the teachers' salary is prorated over 12 months, programs must pay personnel salaries from 2020 - 2021 school year funds. The teacher's contract (if applicable) must reflect the period of work as 10 months (Pre-K school year) with the annualized salary to be paid over 12 months. Funds must be fully expended by the end of the Grant period.

Summer Personnel Salaries

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

Summer salaries paid for the months of June and July may not be used to pay staff to supervise children in a private class or other duties which include, but are not limited to, bus driver, office manager, cook,

and receptionist.

Final salary payment must be in accordance with the normal pay cycle and funds expended by June 30, 2021.

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

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 10, 2020	Grant Agreement	August
September 14, 2020	Grant Agreement	September
October 12, 2020	Grant Agreement	October
November 10, 2020	Roster 1	November
December 14, 2020	Roster 2	December
January 11, 2021	Roster 2	January
February 15, 2021	Roster 3	February
March 15, 2021	Roster 3	March
April 12, 2021	Roster 4 (Final)	April
May 10, 2021	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 2020 and September 2020 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 19, 2021 or within five business days after receipt of the final scheduled payment from DECAL 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.decals.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, the verified lead teacher credential, and/or lead teacher Creditable Years of Experience (CYE) reflected on the roster, the provider may submit a payment dispute to panda.finance@decals.ga.gov.

The payment dispute process is not intended to address lead teacher credential and/or CYE matters that the provider should have addressed/resolved prior to the last roster submission. An example of a payment dispute is a payment not calculating according to what was reported on the roster.

Payment disputes must be submitted by May 19, 2021.

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 DECAL of any questionable discrepancy in the payment amount on or before May 19, 2021. 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, 2020 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 2020 - 2021 school year, the teacher (not substitute) data from roster 4 will roll over to the new school year, and PANDA will add 1 year of experience for teachers that taught at least 60% of the year in the 2019 - 2020 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 PANDA 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.

If the teacher did not return from the prior year, then the DELETE button must be used to remove that teacher so the new teacher data can be added with the start date of 08/01/2020. The Delete button will be available to remove a record only until the program has received a payment for the class.

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 attending at the time shall receive payment while the other provider will have their payment reduced. To reduce the number of “duplicate children,” DECAL recommends that providers contact the family of a child absent for three consecutive days to find out the reason for the absence. Contacting the parent can reduce the number of children kept on the attendance rolls of one program when they might be attending another program.

The Pre-K provider is responsible for replacing any child who leaves as soon as possible, 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 DECAL
1 st	August 25, 2020	September 18, 2020	September 25, 2020
2 nd	October 19, 2020	November 13, 2020	November 20, 2020
3 rd	December 11, 2020	January 15, 2021	January 22, 2021
4 th	February 12, 2021	March 12, 2021	March 19, 2021

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

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

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

2020 - 2021 Georgia's Pre-K Rate/Per Child Estimate Chart

The 2020 - 2021 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 (CYE) pay for lead teachers, start-up funds, sparsity allowances, or transportation funds.

Credential	Private Metro Area	
Insufficient	Salary Lead	\$ 16,190.35
	Salary Asst.	\$ 16,190.35
	Operating - Benefits	\$ 7,693.65
	Operating - Classroom	\$ 24,181.12
	Total	\$ 64,255.47
	Per Child Per Year	\$ 2,920.70
	Per Child Per Month	\$ 292.07

Private Non-Metro Area	
Salary Lead	\$ 16,190.35
Salary Asst.	\$ 16,190.35
Operating - Benefits	\$ 7,693.65
Operating - Classroom	\$ 17,588.82
Total	\$ 57,663.17
Per Child Per Year	\$ 2,621.05
Per Child Per Month	\$ 262.11

Public School	
Salary Lead	\$ 16,190.35
Salary Asst.	\$ 16,190.35
Operating - Benefits	\$ 7,693.65
Operating - Classroom	\$ 14,469.88
Total	\$ 54,544.23
Per Child Per Year	\$ 2,479.28
Per Child Per Month	\$ 247.93

Credential	Private Metro Area	
Two Year Degree	Salary Lead	\$ 24,449.86
	Salary Asst.	\$ 16,190.35
	Operating - Benefits	\$ 9,656.11
	Operating - Classroom	\$ 24,181.12
	Total	\$ 74,477.44
	Per Child Per Year	\$ 3,385.34
	Per Child Per Month	\$ 338.53

Private Non-Metro Area	
Salary Lead	\$ 24,449.86
Salary Asst.	\$ 16,190.35
Operating - Benefits	\$ 9,656.11
Operating - Classroom	\$ 17,588.82
Total	\$ 67,885.14
Per Child Per Year	\$ 3,085.69
Per Child Per Month	\$ 308.57

Public School	
Salary Lead	\$ 24,449.86
Salary Asst.	\$ 16,190.35
Operating - Benefits	\$ 9,656.11
Operating - Classroom	\$ 14,469.88
Total	\$ 64,766.20
Per Child Per Year	\$ 2,943.92
Per Child Per Month	\$ 294.39

Credential	Private Metro Area	
Four Year Degree	Salary Lead	\$ 30,315.60
	Salary Asst.	\$ 16,190.35
	Operating - Benefits	\$ 11,049.81
	Operating - Classroom	\$ 24,181.12
	Total	\$ 81,736.88
	Per Child Per Year	\$ 3,715.31
	Per Child Per Month	\$ 371.53

Private Non-Metro Area	
Salary Lead	\$ 30,315.60
Salary Asst.	\$ 16,190.35
Operating - Benefits	\$ 11,049.81
Operating - Classroom	\$ 17,588.82
Total	\$ 75,144.58
Per Child Per Year	\$ 3,415.66
Per Child Per Month	\$ 341.57

Public School	
Salary Lead	\$ 30,315.60
Salary Asst.	\$ 16,190.35
Operating - Benefits	\$ 11,049.81
Operating - Classroom	\$ 14,469.88
Total	\$ 72,025.64
Per Child Per Year	\$ 3,273.89
Per Child Per Month	\$ 327.39

Credential	Private Metro Area	
Certified (T4)	Salary Lead	\$ 38,820.73
	Salary Asst.	\$ 16,190.35
	Operating - Benefits	\$ 13,070.63
	Operating - Classroom	\$ 24,181.12
	Total	\$ 92,262.83
	Per Child Per Year	\$ 4,193.77
	Per Child Per Month	\$ 419.38

Private Non-Metro Area	
Salary Lead	\$ 38,820.73
Salary Asst.	\$ 16,190.35
Operating - Benefits	\$ 13,070.63
Operating - Classroom	\$ 17,588.82
Total	\$ 85,670.53
Per Child Per Year	\$ 3,894.12
Per Child Per Month	\$ 389.41

Public School	
Salary Lead	\$ 38,820.73
Salary Asst.	\$ 16,190.35
Operating - Benefits	\$ 19,003.99
Operating - Classroom	\$ 14,469.88
Total	\$ 88,484.95
Per Child Per Year	\$ 4,022.04
Per Child Per Month	\$ 402.20

Credential	Private Metro Area		Private Non-Metro Area		Public School	
Certified (T5)	Salary Lead	\$ 43,343.04	Salary Lead	\$ 43,343.04	Salary Lead	\$ 43,343.04
	Salary Asst.	\$ 16,190.35	Salary Asst.	\$ 16,190.35	Salary Asst.	\$ 16,190.35
	Operating - Benefits	\$ 14,145.13	Operating - Benefits	\$ 14,145.13	Operating - Benefits	\$ 20,769.68
	Operating - Classroom	\$ 24,181.12	Operating - Classroom	\$ 17,588.82	Operating - Classroom	\$ 14,469.88
	Total	\$ 97,859.64	Total	\$ 91,267.34	Total	\$ 94,772.95
	Per Child Per Year	\$ 4,448.17	Per Child Per Year	\$ 4,148.52	Per Child Per Year	\$ 4,307.86
	Per Child Per Month	\$ 444.82	Per Child Per Month	\$ 414.85	Per Child Per Month	\$ 430.79

Steps for Using the 2020 - 2021 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 2019-2020 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.

Additional Notes:

- Transportation services are optional. Transportation reimbursement shall be provided for any Category One child transported to and from the program on a daily basis as reported on rosters. Transportation will be paid monthly at a rate of \$16.50 for each eligible child.
- The 2020 - 2021 Pre-K budget includes a 2.08% decrease for the Teacher Retirement System (TRS) benefit rate. This budget decrease applies only to Public School providers.
- The Operating Benefits category includes the following percentages for benefits:
 - 23.760% for all Assistant Teachers
 - 23.760% for Lead Teachers with a Two-Year Degree or Four-Year Degree in Private Metro, Private Non-Metro and Public-School programs
 - 23.760% for Lead Teachers with T4 or T5 certification in Private Metro and Private Non-Metro programs
 - 39.044% for Public School Lead Teachers with T4 or T5 certification
 - Medicare Portion of FICA 1.450%
 - Retirement 19.060%
 - Health 18.534%

20.0 Audit and Accounting Requirements

20.1 Reconciliation Report

Pre-K providers must provide DECAL with a reconciliation report spanning the dates of the grant agreement. The purpose of the reconciliation report is to provide an actual accounting of all 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 DECAL (See Section 17.1 and 17.7). Closeout procedures and forms regarding the 2020 - 2021 year-end reconciliation process will be forwarded to Pre-K providers during July 2021.

Funds paid by DECAL for Pre-K services can be used to cover costs of the Pre-K program only and the Pre-K program's prorated share of other allowable costs expensed through normal operation of the facility. Allowable costs are those ordinary and necessary expenses directly benefiting or resulting from Pre-K program operations. **All Pre-K funding must be expended by June 30, 2021.**

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, 2021 for the 2020 - 2021 school year. Local school systems must submit this reconciliation report by September 30, 2021 for the 2020 - 2021 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 2021 - 2022 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 DECAL Pursuant to the Year End Reconciliation

If the completed Pre-K Year End Reconciliation Report results in a balance due to DECAL, funds shall be required to be returned to DECAL. There are two options regarding these outstanding balances:

- Remit the balance in full by the deadline date.
- Submit a payment plan proposal with a 10% good faith payment by the deadline date (Please note, the total amount due must be paid in full by May 1, 2022).

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

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 DECAL enters into a grant agreement with a nonprofit contractor, the contractor must furnish DECAL with certified financial statements showing the nonprofit contractor's financial condition at the end of the previous fiscal year and revenues and expenditures for the previous fiscal year. When the nonprofit contractor has existed for less than a full year, the financial statements must cover year to date operations for the current year. The financial statements must include an individual list of each employee and his salary and reimbursable expenses; a list by category of the sources of income of the nonprofit contractor; and a list of the source(s) of all public funds received by the nonprofit contractor and the program for which the funds were received.

20.4 Right to Audit/ Agreed Upon Procedures (AUP) Review

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

DECAL may conduct audits and AUP reviews as specified in Georgia's Pre-K Program Grant Agreement for the 2020-2021 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 and/or funds due back to DECAL. 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 DECAL.

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 DECAL are considered Record Keeping Findings. Examples include:

- Understatements of reported expenses compared to the reconciliation report
- Overstatements of reported expenses compared to the reconciliation report
- Variances between the expenditures reported on the Pre-K reconciliation and the allowable Pre-K expenditures supported during fieldwork

Findings noted during the course of an audit, AUP review, or investigation that result in a balance of funds due back to DECAL are considered Adverse Findings. Examples include:

- Failing to support unreimbursed food costs
- Failing to meet lead teacher salary requirements
- Failing to meet the instructional supplies and materials expenditure requirements
- Failing to support that payroll taxes were forwarded to the relevant taxing authorities
- Failing to support all expenditures of special allotment funding
- Failing to support that the use of all monies received from DECAL were used in accordance with applicable regulations and guidelines

20.6 Balances Due to DECAL Pursuant to an Audit, AUP Review or Investigation

If a Pre-K program is unable to support its expenditures with receipts and other records while having its financial records reviewed during an audit, AUP review, or investigation, funds shall be required to be returned to DECAL. There are three options regarding these outstanding balances.

- Remit the balance in full by the deadline date.
- Submit a payment plan proposal with a 10 percent good faith payment by the deadline date. The total amount due must be paid in full by May 1, 2022.
- Request Reconsideration - Submit all source documentation by the deadline date disputing the results of the audit, AUP review, or investigation findings.

Failure to pay the balance due shall result in DECAL withholding future Pre-K payments and/or other actions

as directed by DECAL staff until the balance is paid in full.

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 in writing
- Submitted with the Repayment Agreement document, provided by DECAL
- Made within 15 days of the notice of balance due letter from DECAL
- Include a detailed audit trail including all source documents necessary for DECAL 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 DECAL or DECAL contract auditors during the program year. All records (programmatic and financial) must be retained for a minimum of three years as stated in the grant agreement.

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

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. If a supplemental funding is provided, DECAL will provide a separate set of guidelines regarding these funds, outlining how the funds are to be utilized. All Special Allotment Funding must be **expended by 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 DECAL. 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 Specialist. Requests will be reviewed based on need in area, program enrollment, and program performance. 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 DECAL, change of ownership requirements must be met as determined by DECAL before a determination can be made as to the transferring of the Pre-K program to the new owner. Entities applying for transfer of classes must be agents who are eligible to receive Pre-K funds.

A request to continue services does not guarantee continuation of funding for the new owner. Funding decisions are at the discretion of DECAL. Therefore, entities requesting a change of ownership should not base business decisions on the assumption that Georgia's Pre-K will automatically approve the continuation of Pre-K classes once a request is processed. The Pre-K Division will notify the new owner of the continuation status of the Pre-K classes after the Child Care Services Division issues a 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.us/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 Specialist. The form must be completed and submitted by the Pre-K Project Director.

21.8 Operating a Private Pre-K Class

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

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 2020 - 2021 School Year Critical Reporting Dates

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

8/25/2020	Roster 1 Open for Data Entry
9/18/2020	Roster 1 Count Date
9/25/2020	Roster 1 Due Date – The Pre-K provider shall complete and submit to the Department a completed class roster including name of lead teachers and assistant teachers.
9/25/2020	Waiting List Due Date – The Pre-K provider shall complete, in PANDA, waiting list information entry.
10/19/2020	Roster 2 Open for Data Entry
11/13/2020	Roster 2 Count Date
11/20/2020	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.
11/20/2020	Waiting List Due Date – The Pre-K provider shall update, in PANDA, waiting list information entry.
12/11/2020	Roster 3 Open for Data Entry
1/15/2021	Roster 3 Count Date
1/22/2021	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.
1/22/2021	Waiting List Due Date – The Pre-K provider shall update, in PANDA, waiting list information entry.
2/12/2021	Roster 4 Open for Data Entry
3/12/2021	Roster 4 Count Date
3/19/2021	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 used in calculation of the remaining two payments other than the elimination of duplicate students as applicable.
3/19/2021	Waiting List Due Date – The Pre-K provider shall update, on PANDA, waiting list information entry.
4/9/2021	Funding approval deadline – The deadline for approval of playground and technology purchases by Pre-K Specialists.
4/9/2021	Requests for children to repeat Pre-K deadline – All requests to repeat Pre-K including supporting documentation must be received.
5/19/2021	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 19, 2021, all Pre-K payments will be final. Any disputed payments should be reported prior to May 19, 2021 with final resolution by May 28, 2021.
8/30/2021	Private provider 2020 - 2021 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 DECAL

23.3 Policy Development

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

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

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 full-time 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 DECAL 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 DECAL 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 full-time 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 maximum class size of 18 students total.

26.6 Funding

The maximum class size for a Pre-K Inclusion classroom is 18. 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
2019 - 2020 School Year
Pre-K Providers' Operating Guidelines Addendum
COVID-19 Guidance
Revised 8.6.2020**

The COVID-19 Guidance document was created to provide guidance to Pre-K Providers due to the impact of the COVID-19 public health emergency. This document provides additional information for specific sections of the Guidelines. For additional guidance or specific questions, providers should email prek@decals.ga.gov.

1.0 General Program Operations and Services Information

1.3 Days of Service

Local School System Furlough Days

DECAL recognizes that some local school systems will not meet the required days of service due to QBE state budget cuts. If a program is unable to provide the required instructional time (1170 instructional hours), then the program's Pre-K payment will be prorated based on the number of instructional days provided. Programs must include furlough days in the calendar submitted in PANDA.

4.0 Classroom Requirements

Georgia's Pre-K Program is built upon a developmentally appropriate, play-based, interactive instruction and classroom environments. DECAL strongly encourages programs to place a priority on having students physically present in Pre-K classrooms for the 2020 – 2021 school year. However, DECAL acknowledges that the level of COVID-19 community spread may necessitate the closure of Pre-K classrooms and instruction will need to be provided through distance instruction. Additionally, some family needs (or comfort level) may necessitate access to distance instruction.

For the 2020 – 2021 school year, DECAL will allow programs to select from three different instructional models: traditional, hybrid, and full distance. Each model will have specific guidelines and requirements for implementation. The 2020 – 2021 School Year Georgia's Pre-K Program Guidance Toolkit will be posted by July 8th. Programs will be required to select a model for each Pre-K classroom.

4.6 Lesson Plans

Written lesson plans are required for each Pre-K classroom regardless of the instructional model implemented. Lesson plans should be completed weekly and available prior to the beginning of each week. Lead and Assistant Teachers should work collaboratively on lesson plans, and Assistant Teachers should have access to the lesson plans to review activities prior to instruction. Lesson plans should include all required activities and should provide differentiated instruction based on the individual needs of all children in the class, including children with disabilities.

4.7 Assessment

Regardless of instructional model, all Georgia's Pre-K classrooms are required to implement the Work Sampling System.

4.8 Family Participation

Due to the COVID-19 public health emergency, programs should restrict families' access to parts of the

program. Specifically, access may be limited to the front door of the facility/school and/or the door of their child's classroom.

Family Conferences/Sharing Assessment Information with Families

Family conferences which are normally held in person may be done via a web-based platform (i.e. Skype, Zoom, etc.) or by phone. If programs and/or families are unable to arrange remote meetings, Narrative Summary reports can be distributed to families electronically or through the mail. Parent signatures are not required for Narrative Summary reports distributed to families electronically or through the mail. In lieu of obtaining parent signatures, teachers should document the date and how the Narrative Summary was provided (electronically or through the mail) on the signature line.

Each Pre-K program is responsible for developing a written process for how children's performance will be shared with families. The process should include the method for providing information to parents (in-person or remote meeting, email, mail, etc.), when the information will be provided, and how family conferences/sharing of information will be documented. Pre-K project directors should share their written process with teachers and provide teachers the contact information for parents.

Programs should maintain a copy of their written process for review by their assigned Pre-K Specialist.

4.9 Basic Classroom Equipment, Materials and Supplies

To limit the exposure to COVID-19, Pre-K providers should review the equipment, materials and supplies in the classroom and develop a plan for sanitizing and cleaning. The Centers of Disease Control and Prevention (CDC) provides guidelines for cleaning early childhood classrooms with considerations for classroom equipment, materials and supplies. The guidelines can be accessed [here](#).

It is appropriate for Pre-K classrooms to rotate materials and supplies available within the classroom to allow time for sanitization and cleaning. When selecting materials for use in the classroom, consider what type of materials are easily sanitized vs. those that require more cleaning effort and attention. Examples of materials and toys easily sanitized include Legos, wooden and plastic blocks, plastic manipulatives, board puzzles, markers and plastic cars/figures. Materials more difficult to sanitize include but not limited to play-dough, soft surface blocks/manipulatives and crayons. Programs may choose to limit sharing of those materials.

Additionally, Pre-K classrooms are designed with many learning centers. Programs should consider ways to enlarge the center spaces and limit the number of children within these spaces at one time. It would be appropriate to limit the number of centers open each day, have the same cohort of children stay together in an area of the room and for center materials to be brought to children rather than children moving freely within centers or rotating through activities.

5.0 Delivery of Services

5.2 Classroom Delivery

For the 2020 – 2021 school year, DECAL will allow programs to select from three different instructional models: traditional, hybrid, and full distance. Each model will have specific guidelines and requirements for implementation. The 2020 – 2021 School Year Georgia's Pre-K Program Guidance Toolkit will be posted by July 8th. Programs will be required to select a model for each Pre-K classroom. The approved 2020 – 2021 models provide flexibility in group size but allow for programs to "cohort" classrooms into smaller consistent groups to reduce potential spread of COVID-19. Both the Lead and Assistant teacher must be actively

involved with children during the 6.5 hours of instructional time each day with the exception of the one half to one hour rest time.

5.3 Program Delivery

For the 2020 – 2021 school year, DECAL will allow programs to select from three different instructional models: traditional, hybrid, and full distance. Each model will have specific guidelines and requirements for implementation. The 2020 – 2021 School Year Georgia’s Pre-K Program Guidance Toolkit will be posted by July 8th. Programs will be required to select a model for each Pre-K classroom.

5.4 Orientation

Family orientation should be offered virtually or with individual family groups.

5.6 Substitutes

The Pre-K provider must ensure that appropriate instruction is conducted daily in the Pre-K classroom. There must be continuity of instruction for each instructional model; however, for intermittent teacher absences (no more than 1-2 days in length) in the Full Distance model, it may be appropriate for one teacher to conduct instruction. In the Traditional and Hybrid model, a substitute will be required for any time a lead or assistant teacher is absent.

5.8 Program/Staff Hours

Regardless of Instructional Model, 6.5 hours of instructional activities should be provided daily (with the exception of rest time and meals). The remaining working hours of the lead and assistant teacher should be used for Pre-K activities such as family conferences, meetings, instructional planning, and child assessment. A program may choose to provide flexible hours in the Full Distance model to support the needs of families (i.e. teacher schedules conferences in the evening to accommodate a family’s work schedule.)

5.9 Transportation

Transportation should only be provided for transporting children between their place of residence and the Pre-K facility. To the greatest extent possible, all permissible transports shall be conducted in such a way that maintains social distancing.

5.11 School Closure and Make-Up Days

Programs are not required to make-up days closed due to COVID-19 if appropriate distance learning is provided during school closures. Programs should develop instructional plans for intermittent closures due to COVID-19.

8.0 Program Fees

8.3 Field Trips/ Special Experiences for Students

Fields trips off-site or on-site field trips are suspended until further notice.

8.7 Meals

Based on the CDC recommendations for group settings, it is recommended that meals and snacks be served in the classroom instead of a communal cafeteria or common space. Family style dining should be suspended until further notice.

Meal fees should align with the Instructional Model implemented. Families can not be charged meal fees for days when children are participating in regularly scheduled distance learning days. Meal fees for intermittent school closures due to COVID-19 should be clearly defined in written policy and provided to families upon enrollment.

8.9 Special Family Activities

Programs should refrain from providing on-site family activities. DECAL encourages Pre-K providers to host virtual family activities.

9.0 DECAL Monitoring and Technical Assistance

During the COVID-19 public health emergency, the Pre-K Division may implement alternative methods to monitor and support Pre-K providers. Information regarding virtual visits and technical assistance will be provided prior to the start of the 2020 - 2021 school year.

Instructional Quality (IQ) Guides specific to the 2020 – 2021 instructional models will be provided prior to the start of the school year.

11.0 General Personnel Information

In all Instructional models, both the Lead and Assistant Teacher must be actively involved with children during the instructional day. For any Distance Learning, it is the decision of the employer to determine if teachers providing distance learning are required to work from their school site or are able to work from home.

16.0 Grant Award Notification and Budgets

16.2 Class Budget

DECAL recognizes the potential impact of the public health emergency on student enrollment. To limit the impact of reduced enrollment on operating funds, enrollment data will be reviewed after Roster 1 to determine if there may be considerations for adjusting the per child proration.

17.0 Expenditure Requirements

17.1 Expenditure Guidelines

Programs may utilize Pre-K funds to purchase supplies or equipment needed due to COVID-19. This could include face coverings for Pre-K children and staff, sanitation supplies and costs associated with cleaning and sanitation of Pre-K classrooms and playgrounds. Additionally, funds should be utilized to purchase enough of frequently used supplies such as crayons, pencils, scissors, etc. so that supplies can be assigned to individual children or consistent small groups of children.

Programs should also consider using Pre-K funds to provide materials for supporting distance learning activities.

18.0 Reimbursement Process

18.4 Schedule of Payments

The August, September and October payments will be based on the executed grant agreement.

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 10, 2020	Grant Agreement	August
September 14, 2020	Grant Agreement	September
October 12, 2020	Roster 1 Grant Agreement	October
November 10, 2020	Roster 1	November
December 14, 2020	Roster 2	December
January 11, 2021	Roster 2	January
February 15, 2021	Roster 3	February
March 15, 2021	Roster 3	March
April 12, 2021	Roster 4 (Final)	April
May 10, 2021	Roster 4 (Final)	May

18.7 Rosters

Due to many Pre-K programs starting their school year later, the dates for Roster 1 and Roster 2 have been extended.

Roster	Roster Open for Data Entry	Count Day	Due to DECAL
1	August 3, 2020 August 25, 2020	September 4, 2020 September 18, 2020	September 14, 2020 September 25, 2020
2	October 5, 2020 October 19, 2020	November 6, 2020 November 13, 2020	November 13, 2020 November 20, 2020
3	December 11, 2020	January 15, 2021	January 22, 2021
4	February 12, 2021	March 12, 2021	March 19, 2021

Additional Guidance

Pre-K providers must make every effort to limit the exposure to and spread of COVID-19. Pre-K providers should comply with all relevant Executive Orders issued by the Governor's Office.

Limit group sizes per room. The term "single location" shall be interpreted to mean a space where all persons gathered cannot maintain at least six (6) feet of distance between themselves and any other person. For Pre-K purposes, this means a single classroom. It is not appropriate to require children and teachers to remain 6 feet apart. It is important that children and teachers can interact and that children can interact and play with peers. It is appropriate to consider measures to encourage physical distancing such as increasing small group instruction, dividing children into smaller consistent cohort groups, and implementing social distancing when in large group settings (assigning seats in circle time, limiting the number of children per center, etc.).

Health Screenings upon arrival. It is recommended that providers conduct temperature checks for children and staff upon arrival at the facility. All visitors, staff, and children shall be screened prior to entrance and shall be excluded if they have a fever above 100.4 degrees Fahrenheit or exhibit respiratory symptoms, including cough or shortness of breath. Staff conducting daily health screenings should use the appropriate personal protective equipment (PPE).

Restrict Access. Programs should restrict families' access to parts of the program. Specifically, access must be limited to the front door of the facility or the door of their respective child's classroom only.

Sanitize and disinfect. In addition to the rigorous hygiene, sanitation, and disinfection licensing rules childcare providers adhere to in their programs, special attention must be paid to the following:

- Surfaces and objects that are frequently touched, especially toys and games must be cleaned. This includes cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops, nap mats, toilet training potties, desks, chairs, cubbies, and playground structures.
- Toys that cannot be cleaned and sanitized should not be used.
- Machine washable cloth toys should be used by one individual at a time or should not be used at all. These toys should be laundered before being used by another child.
- Set aside toys that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked for "soiled toys."
- Use bedding (sheets, pillows, blankets, sleeping bags) that can be washed. Keep each child's bedding separate, and consider storing in individually labeled bins, cubbies, or bags. Cots and mats should be labeled for each child. Bedding that touches a child's skin should be cleaned weekly or before use by another child.