

DECAL's Proposed Licensing Rule Changes

April 24, 2025

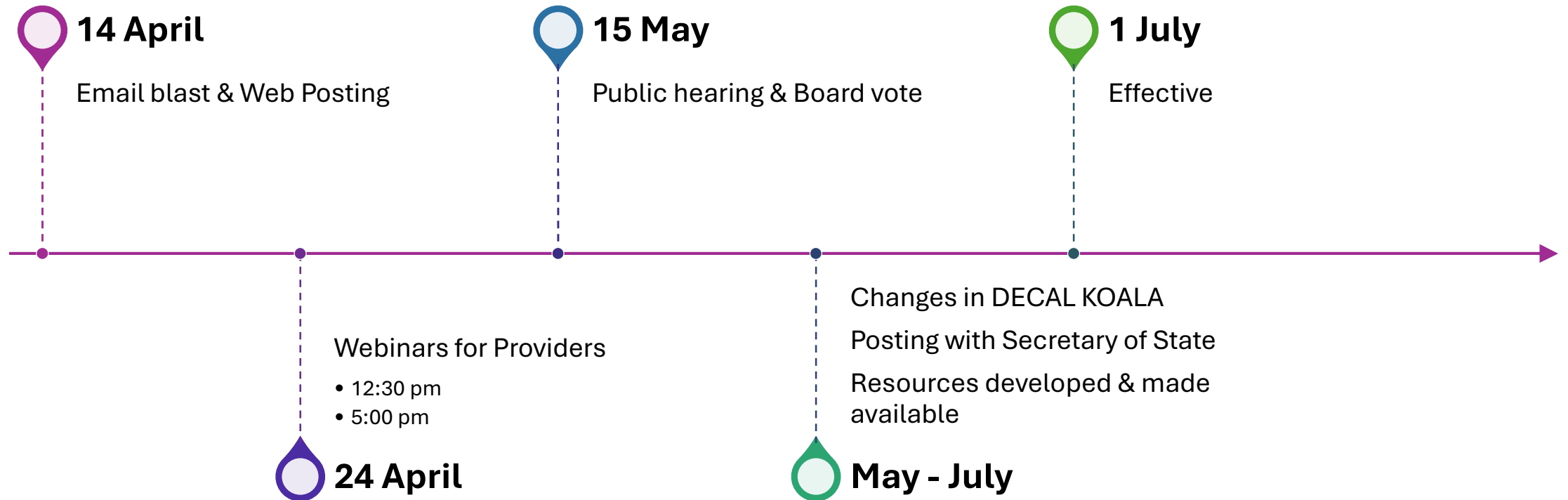
The proposed rule changes have been posted to the Department's website at:

<https://www.decal.ga.gov/CCS/RulesAndRegulations.aspx>



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

Scheduled 2025 Timeline



Changes needed to:



Meet compliance with HB538 – Georgia Early Literacy Act



Better align with and meet compliance with CCDF requirements



Strengthen CPR requirements to better protect children in care



Clean up: renumbering and reformatting to comply with Secretary of State requirements



Chapters Affected

Child Care Learning Centers (CCLC)

- **591-1-1-.02 – Definitions**
- **591-1-1-.14 – First Aid & CPR**
- **591-1-1-.21 – Operational Policies
& Procedures**
- **591-1-1-.33 Staff Training**

Family Child Care Learning Homes (FCCLH)

- **290-2-3-.03 – Definitions**
- **290-2-3-.07 – Staffing & Supervision**
- **290-2-3-.08 – Children's Records**



General Clean- up

- Renumbering and reformatting of rules in chapters being opened to comply with Secretary of State requirements:
 - 591-1-1-.02 Definitions
 - 591-1-1-.33 Staff Training
 - 290-2-3-.07 Staffing and Supervision
 - 290-2-3-.08 Children's Records
- Removing training documentation language from .08 Children's Records chapter and putting it in the appropriate .07 Staffing and Supervision chapter in FCCLH Rules & Regulations.

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Proposed Rule Chapter Changes

591-1-1-.02(f) Definitions

290-2-3-.03(e) Definitions

- Changes needed to comply with HB175 for compliance with federal regulations.

Proposed Draft Language:

- Remove reference to the National Crime Information Centers National Sex Offender Registry and replace with general language for appropriate sex offender registries, repositories, or data bases.

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591-1-1-.02(f) Definitions

290-2-3-.03(e) Definitions

“Comprehensive Records Check Determination” means a satisfactory or unsatisfactory determination by the Department, based upon a Federal Bureau of Investigation fingerprint based criminal record check, a search of appropriate sex offender registries, repositories, or data bases ~~the National Crime Information Centers National Sex Offender Registry~~,

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Proposed Rule Chapter Changes

591-1-1-.21 Operational Policies & Procedures

290-2-3.08 Children's Records

- Changes needed for clarification and compliance with CCDF requirements.

Proposed Draft Language:

- Add requirement for programs to provide information to parents on the program's suspension and expulsion policies.
- Add language as required around program practices to prevent shaken baby syndrome and abusive head trauma in children, to include recognition, response, and reporting.

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591-1-1-.21 Operational Policies & Procedures

290-2-3.08 Children's Records

Program operating procedures should now include:

- A description of behavior management and discipline actions used by the program to include the program's practices regarding the expulsion and suspension of children enrolled in care.
- A description of the practices followed by the program to prevent shaken baby syndrome and abusive head trauma in children up to five years of age that includes the following information: how to recognize, respond to, and report the signs and symptoms of shaken baby syndrome and abusive head trauma; strategies to assist staff members in understanding how to care for infants and how to cope with a crying, fussing, or distraught child; strategies to ensure staff members understand the brain development of children up to five years of age; and a list of prohibited behaviors when dealing with children.

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Proposed Rule Chapter Changes

591-1-1-.33 Staff Training

290-2-3-.07 Staffing and Supervision

- Changes needed for clarification and compliance with CCDF requirements.
 - Changes needed for compliance with HB538 – GA Early Literacy Act.
- Changes to incorporate provider use of GaPDS to house training certificates.

Proposed Draft Language:

- Add language to include volunteers and other staff being required to obtain program orientation.
- Add language for Sudden Unexpected Infant Death (SUID) which includes SIDS, since universal language now includes both terms.
- Enhance language for training in child development to include the major domains (cognitive, social, emotional, physical, and approaches to learning) and align with GELDS.
- Add language to allow programs to use the workforce registry and professional development system (GaPDS) to house their training for review by the Dept.
- Add requirement for 2 hours of language and literacy training.
- Add requirement for 2 specific hours of ongoing health and safety training.

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591-1-1-.33 Staff Training

290-2-3-.07 Staffing and Supervision

- Program Orientation – should include volunteers, students-in-training, independent contractors, etc.
- Health and Safety Orientation – the child development component of this must include all major developmental domains: cognitive; social and emotional; physical development and motor skills; communication, language, and literacy; and approaches to play and learning

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591-1-1-.33 Staff Training

290-2-3-.07 Staffing and Supervision

- Annual Training
 - 10 hours of diverse training for all staff annually (after first year of employment)
 - 10 hours must now include the following:
 - *At least two (2) hours in evidence based, developmentally appropriate language and literacy practices;*
 - *At least two (2) hours in on-going child development and health and safety related topics*
 - No more than two (2) of the required ten (10) hours in business-related topics (e.g., parental communication, recordkeeping, management, business planning).
 - Documentation of training can be maintained in the Personnel file and/or *Georgia's workforce registry and professional development system*

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Health & Safety related topics could include:

- (i) Child development (e.g., developmental domains (cognitive; social and emotional; physical development and motor skills; communication, language, and literacy; approaches to play and learning), discipline and guidance techniques, children with special needs);
- (ii) Health (e.g., nutrition and the support of breast feeding, physical activity, prevention and control of illnesses and infectious diseases, immunizations, prevention of and response to emergencies due to food and allergic reactions, cleanliness, sanitation, and the appropriate disposal of bio contaminants);
- (iii) Safety (e.g., prevention of Sudden Unexpected Infant Death (SUID) which includes Sudden Infant Death Syndrome (SIDS) and the use of safe sleeping practices, medication administration, injury control and prevention, transportation, handling and storage of hazardous materials, identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water, and vehicular traffic, and emergency preparedness planning and response);
- (iv) Child abuse and neglect (e.g., identification and reporting, meeting the needs of abused and/or neglected children, prevention of shaken baby syndrome, abusive head trauma and child maltreatment).

Training Search Criteria

Training Name:

Training Code:
TG-BFTS-

Trainer First Name:

Trainer Code:
TR-BFTS-

ASO Training Code:
TG-ASO-

Approved Sponsor Organization:

Select -->

Trainer Last Name:

Training Format:

Select -->

Language:

Select -->

☐ Include Expired Trainings

Popular Searches:

☐ CDA Training

☐ 40 Hour Director Training

☐ Health and Safety Orientation

☐ Professional Learning Community Series

☐ Training For Trainers

☐ CDA Pre-Service Course

☐ Early Language and Literacy Lab

☐ Thriving Child Care Business Academy

Search

Clear

New search feature

Language & Literacy Training



Training Information

		Training Type	Training Information	Date Completed	Clock Hours	Action	Evidence
1	✓	Approved Sponsor Organization	<div>TG-ASO-14644</div> <div> Strategies for Building Literacy (ELL)</div> <div>TR-ASO-94 - Georgia State University: Best Practices Training Initiative</div>	02/07/2025	2.00		

Icon identification

Certificate of Completion

Nate Smith (PDS#:119365)

Participant's Name

Has successfully completed:

Strategies for Building Literacy (ELLL)

Training Date : 02/07/2025

Training Code : TG-ASO-14644

Training Location : Webinar

Training Level : Beginner

Competency : ECE1.1, ECE5.5

Training Expiration Date : 12/26/2025

Clock Hours : 2.00

Trainer : Gary Bingham

TR-ASO-94 - Georgia State University: Best Practices Training Initiative

This training is approved by Bright from the Start: Georgia Department of Early Care and Learning and meets the Early Language and Literacy Lab training requirement.





Updates coming to:
Training FAQ
Website:
<https://www.dec.state.ga.gov/CCS/Training.aspx>

Proposed Rule Chapter Changes

591-1-1-.14 First Aid and CPR

290-2-3-.07 Staffing and Supervision

- Changes needed for clarification and compliance with CCDF requirements.
- Changes to strengthen CPR requirements to protect health and safety of children in care.

Proposed Draft Language:

- Add “pediatric” to requirements for first aid and CPR training.
- Reduce time frame for obtaining training from 90 to 45 days.
- Require at least one person be present in each classroom with children to have current certification and training and making this a core rule requirement.

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591-1-1-.14 First Aid and CPR

(1) Training

(a) All Staff who provide direct care to children:

- Biennial training program in ***pediatric*** cardiopulmonary resuscitation (CPR)
- Triennial training program in ***pediatric*** first aid
- Obtained within the first ***45 days*** of employment
- Current and valid evidence of training completion maintained on the Center's premises
- These hours will not count towards the required annual training hours

(b) The training must be done by certified or licensed health care professionals or trainers and must deal with the provision of emergency care to infants and children.

591-1-1-.14 First Aid and CPR

(2) Staffing Requirement

(a) When any child is present, at least 50% of caregiver staff present shall be trained

(b) There must always be one staff person present in each classroom where children are present with current and valid pediatric training

(c) During any field trip or transportation of children, there must always be a staff member present with current and valid pediatric training

(d) Center Director must have current and valid pediatric training at all times

290-2-3-.07 Staffing and Supervision

(8) First Aid and CPR.

(a) Every provider, Provisional Employee, and Employee who provide direct care to children:

- Biennial training program in ***pediatric*** cardiopulmonary resuscitation (CPR)
- Triennial training program in ***pediatric*** first aid
- Training done by certified or licensed health care professionals
- Obtained within the first ***45 days*** of employment
- ***Current and valid evidence of training completion maintained on the Home's premises***

*These hours will not count towards the annual training hours

FCCLH

290-2-3-.07 Staffing and Supervision

(8) First Aid and CPR.

(b) There must always be one staff person present on the Home's premises whenever any child is present with current and valid pediatric training

(c) During any field trip or transportation of children, there must always be a staff member present with current and valid pediatric training

New Core Rules Added

591-1-1-.14(2)(b)

290-2-3-.07(8)(b)

Child Care Learning Center Core Rules	NE	NA	TA	Low Risk	Medium Risk	High Risk	Extreme
First Aid and CPR							
Observe for staffing in classrooms. Review staff files for valid documentation of successful completion of pediatric first aid and CPR. At least one staff person present in each classroom with children must have current certification.							
.14(2)(b)	Never	Never	If program is considering using a previously licensed classroom that is not currently in use, but will begin housing children in the future.	Only one staff person present in the classroom with pediatric first and CPR training, but the training is expired.	No staff person present in the classroom with any evidence of pediatric first aid and CPR training <u>without</u> an incident and/or injury	No staff person present in the classroom with any evidence of pediatric first aid and CPR training with an incident and/or injury requiring professional medical attention	Incident resulting in death, extreme or permanent injury or gross negligence that indicates a deficiency in program operation
Family Child Care Learning Home Core Rules	NE	NA	TA	Low Risk	Medium Risk	High Risk	Extreme
First Aid and CPR							
Observe for staffing at the Home. Review staff files for valid documentation of successful completion of pediatric first aid and CPR. At least one staff person at the Home while children are present must have current certification.							
.07(8)(b)	Never	Never	N/A	Only one staff person present in the Home with pediatric first and CPR training, but the training is expired.	No staff person present in the Home with any evidence of pediatric first aid and CPR training <u>without</u> an incident and/or injury	No staff person present in the Home with any evidence of pediatric first aid and CPR training with an incident and/or injury requiring professional medical attention	Incident resulting in death, extreme or permanent injury or gross negligence that indicates a deficiency in program operation

Provider Resources & Support



Are you actively preventing Choking Hazards?

Preventative Steps:

- Remain attentive!
- Sit and participate in meals with children.
- Ensure children are seated while eating.
- Serve table foods and drinks at the same time.
- Prior to serving, ensure solid food is cut up in small pieces appropriate for child's eating ability.

DO NOT serve food commonly known as choking risks to children under 4 years: peanuts, hot dogs, raw carrots, popcorn, fish with bones, cheese cubes, grapes, and any other food that is of similar shape and size to their throat.

Never exceed the following maximum sizes for each age.



Cooked Whole Baby Carrots: Not appropriate for children under 4 years



Cooked Carrot Chunks: Not appropriate for children under 4 years



Toddlers: Cooked Medium Diced Carrots, 1/2 inch



Infants: Cooked Small Diced Carrots, 1/4 inch

So, what size is that? It's about the same size as these common classroom objects:



Toddler
Width of USB Drive
= 1/2 inch



Toddler
Diameter of Marker
= 1/2 inch



Infant
Diameter of Standard Drinking Straw = 1/4 inch



Infant
#2 Pencil Eraser
= 1/4 inch

STAY SEATED & WITHIN ARM'S REACH OF CHILDREN 36 MONTHS OF AGE AND YOUNGER AT ALL TIMES WHILE THEY ARE EATING AND DRINKING.



ACTIVE SUPERVISION

Mealtime Supervision

"Staff shall be attentive and participating with all children during mealtimes and shall be seated within an arm's length away from children thirty-six (36) months of age and younger."



When teachers sit and eat with children able to be attentive and participate during meals and snacks. This provides time for building relationship social interactions with children, a model of enjoying nutritious foods.

To enable teachers to sit and eat with children and to stay within arm's reach of children 36 months and younger who are eating/drinking, supports need to be provided, such as comfortable adult seating at the table and additional staffing for larger groups.



Making meals and snacks social increases supervision of children during the meal. Teachers are able to actively supervise when they are directly engaged and participating with children. Having conversations and talking with children about topics that interest them as they eat. Interactions are also natural learning relationship building opportunities as their social and language skills.



ACTIVE SUPERVISION

Mealtime Supervision Tips for Success

- Focus only on mealtime supervision during meals and snacks and refrain from unrelated classroom duties and tasks, such as putting out mats, cleaning up, etc.
- Hold infants and young toddlers while they are drinking their bottles.
- For children eating table food, place all food and drinks on the table prior to calling the children to the table.
- Provide space at each table and an adult chair for a teacher to sit at the table, eat with the children, and have social conversations with the children.
- Consider serving food already plated or utilizing family style dining. These methods allow children to sit and eat, while everyone is seated at the table, reducing the need to leave the table during the meal.
- Second helpings need to be within reach or on the table to prevent leaving the table when children request them.
- A teacher must stay within arm's reach of children 36 months and younger who are eating. Consider scheduling meals/snacks for children on individualized schedules or in small groups, rather than all at once, to make this easier to accomplish.
- In centers, if there is more than one teacher in the classroom and the group size allows one teacher to remain within arm's reach of all children during meals/snacks, divide duties so one teacher is always with children who are eating and drinking and one teacher is supervising children who are transitioning away from the tables, such as when they are handwashing or playing.
- If multiple tables are needed for larger group sizes, multiple teachers will need to be seated so that all children at all tables are within arm's reach when eating and drinking.
- In center classrooms with only one teacher, work with the Director to get mealtime support to ensure supervision requirements can be met.
 - Floater or the cook can place all food and drinks on the table prior to the teacher and children coming over.
 - Floater can help supervise children who are not eating.
 - Schedule mealtimes to occur at staggered times, rather than all at the same time, to increase options for floater support.




Provider Resources & Support

DECAL wide awareness campaign around choking prevention, responsiveness during mealtime routines and developmentally appropriate practices for infants, toddlers, and their teachers during meals



Collaboration internally with Nutrition and the Infant/Toddler program and externally with CHOA and others



Development of resources to include: posters, handouts, micro-trainings, super Saturday events, updates to indicator manuals, etc.

Questions?