

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
April 19, 2018

OFFICE OF ELEMENTARY EDUCATION AND READING

02. Action: Revise the Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children (2018) [Goal 3 – MBE Strategic Plan]
(Has cleared the Administrative Procedures Act process with public comments)

Background Information: *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children (2018)* will provide clarity on the minimum requirements and recommendations for the operation of public school three and four-year-old programs in Mississippi.

A committee comprised of district leaders, principals, assistant principals, regular and special education pre-kindergarten teachers, early childhood educators, and Head Start representatives reviewed the *Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children (2015)* and the *Mississippi Early Learning Guidelines for Four Year Old Children (2015)*. Based on the committee's recommendation the two documents have been combined into one comprehensive document. Additional revisions include:

- Providing clarifying language around school readiness;
- Updating requirements around instructional centers;
- Providing an expanded explanation of assessment;
- Updating licensure process for teachers and paraprofessionals; and
- Updating professional development requirements for administrators, teachers, and paraprofessionals.

This item references Goal 3 of the *Mississippi Board of Education 2016-2020 Strategic Plan*.

Recommendation: Approval

Back-up material attached

APA Comments on Early Learning Guidelines

The Office of Early Childhood received the following APA comments about the Early Learning Guidelines.

Comment	MDE Response
<p>Because of the structure of the Pre-K program in South Tippah School District, it would be extremely beneficial for the 50% certification rule [to] apply to Regular Education and Special Education Teacher combined. This would afford us, as a district, extended time to ensure proper certification.</p>	<p>The MDE has revised the wording to create timeline consistency for all teacher and teacher assistant qualifications.</p>
<p>We respectfully request that a grandfather clause be put into the new Certification requirements that would allow Early Childhood Education Teachers/Teacher Assistants who are under contract for the 2017-2018 school year be exempt from the new certification requirements as long as they stay in the same position at the same school. If a grandfather clause is not put into the requirements, we request that a compromise be worked out whereby Early Childhood Education Teachers/Teacher Assistants would be exempt from this requirement if they have 10 years or more experience at the same school and are vested in the retirement program.</p>	<p>While the MDE is not including a grandfather clause for public or non-public teachers or assistants, the timeline to meet qualifications has been extended and made consistent for both teachers and assistants.</p>
<p>The proposed guidelines include the following statement on page 12, item 5: Activities during quiet time may include individual activities, looking at books/ reading, listening to books on tape, drawing, or resting, as appropriate for each individual student.</p> <p>We recommend that the suggestion be revised to a requirement by placing the word “may” with “will” in order to ensure a variety of instructionally based options are available for students participating in quiet time activities.</p>	<p>No change is needed, as current language allows districts to utilize a variety of quiet learning materials during quiet time.</p>
<p>I would like to address a couple of concerns I have with the new Pre-K guidelines. I am wondering who will be paying for the assessments that are now required for me to give my students? Because we are a private school, we are on a very tight and limited budget. Will the state be providing these resources for us to administer?</p>	<p>No change is needed, as the guidelines currently specify that the assessments are for students in public pre-kindergarten. The MDE is researching ways to assist nonpublic schools that may be interested in offering such assessments.</p>

APA Comments on Early Learning Guidelines

Comment	MDE Response
<p>Secondly, I am confused by Pre-K now needing 360 minutes a day when the rest of the school still has 330 minutes a day. Why are the babies now required to be in school longer than older students? This makes no sense since most of our students in Pre-K have older siblings. Also, it was my understanding that lunch, recess, and nap/rest should not be included in instructional minutes, however, in the example schedule that was attached to the new Pre-K guidelines it does include these items in the instructional minutes.</p>	<p>The Mississippi state law says the length of the full school day for pre-k students will be no less than 1,080 instructional hours in no less than a 180-day school year, which results in six hours of instruction per day. {Mississippi Code 37-13-63 & 67}</p> <p>The 30-minute meal time for pre-k students is included as learning time to promote skills such as taking turns, pre-reading and pre-math skills, problem solving skills, fine motor skills, etc.</p> <p>All schools with pre-k programs where children are in school for at least 6 hours per day should meet the guideline requirements of 360 instructional minutes. For older grades, the 330 minutes of instruction is not inclusive of lunch, so the length of the school day will typically be the same for full-day programs.</p>

APA Comments on Early Learning Guidelines

Comment	MDE Response
<p>Due to the fact that we have 2 year olds starting in the PK3 program in August every year, I feel "quiet time" should be extended. Some young children need more than 60 minutes of down time. As proven by past experiences, tired and cranky children do not want to participate in activities. I do realize this presents a "teachable" moment that, I feel, should not be entertained at the expense of other children. For the children that do not require a lot of down time, I feel alternate choices should be made available. Is there room for a teacher to be discretionary?</p>	<p>No change is needed. This document addresses three- and four-year-old children. During quiet time children can use quiet learning materials.</p>
<p>I reviewed the proposed guidelines and am curious about section II.C.2, recommended screening component. The guidelines propose the EPSDT screening within 90 days, but that is 3 months after the child starts school. This seems like a long time to wait to address any problems or concerns. This should be reduced to 30 or 45 calendar days from date of enrollment rather than waiting almost a semester of school for the screening process to take place.</p> <p>The screenings are critical to gain insight into a student so that treatment can take place before they miss too much content.</p>	<p>MDE has revised the wording to reflect 45 calendar days from the beginning of school.</p>

APA Comments on Early Learning Guidelines

From: Twila Goolsby
Sent: Friday, February 23, 2018 10:24 AM
To: Jill Dent
Cc: Frank Campbell
Subject: APA Comments

Dr. Dent,

Because of the structure of the Pre-K program in South Tippah School District, it would be extremely beneficial for the 50% certification rule apply to Regular Education and Special Education Teacher combined. This would afford us, as a district, extended time to ensure proper certification.

Thank you so much for your consideration of this matter.

Twila
Twila B. Goolsby
Director of Curriculum
South Tippah School District
M.Ed., CALT
###

From: Dr. Rhonda Clark
Sent: Wednesday, March 7, 2018 11:11 AM
To: Jill Dent
Subject: Comment about Early Learning Guidelines

Dr. Dent,

Please consider this my official comment regarding the Mississippi Early Learning Guidelines. The State Board of Education (SBE) granted approval to begin the Administrative Procedures Act (APA) process for the revision of the Mississippi Early Learning Guidelines on February 15, 2018. The approved guidelines are set to be implemented in the 2018-19 school year.

There were 64 members on the Early Learning Guidelines Committee. Not one of the 64 was from a Catholic school even though all of our schools are accredited through the Mississippi Department of Education. There was no representation at all.

The Catholic schools in Mississippi – both the Diocese of Jackson and the Diocese of Biloxi – have had successful Early Learning programs for over 30 years. These programs have been very successful in preparing our students for Kindergarten and 1st Grade. Our nationally normed standardized test scores, high school graduation rates, and university graduation rates over the years bear out the great work that is being accomplished in our Early Childhood Education Programs. Our Early Learning programs have been providing the necessary foundation for our students. We have teachers and teacher assistants who have been with us for up to 27 years in Early Childhood Education. These folks are vested in the Diocesan retirement program, covered under the Diocesan insurance policies, and are a vital part of their schools. Some of these teachers are at an age where it would be difficult to start a new career. It

APA Comments on Early Learning Guidelines

is hard to imagine that a policy is being put into place that would not take into account men and women who have given so much.

We respectfully request that a grandfather clause be put into the new Certification requirements that would allow Early Childhood Education Teachers/Teacher Assistants who are under contract for the 2017-2018 school year be exempt from the new certification requirements as long as they stay in the same position at the same school. If a grandfather clause is not put into the requirements, we request that a compromise be worked out whereby Early Childhood Education Teachers/Teacher Assistants would be exempt from this requirement if they have 10 years or more experience at the same school and are vested in the retirement program.

Letters were sent from my office to the State Superintendent of Education and Mississippi State Board of Education members. I received no response. Please contact our office if you have any questions or if we may provide additional information.

Sincerely,
Rhonda Parkinson Clark, Ph.D.
Associate Superintendent of Education
Risk Manager
Catholic Diocese of Biloxi
1790 Popps Ferry Road
Biloxi , MS 39531
###

From: Reini McNeill
Sent: Friday, March 9, 2018 2:00 PM
To: Jill Dent
Subject: Pre-K guidelines

Ms. Dent,

I would like to address a couple of concerns I have with the new Pre-K guidelines. I am wondering who will be paying for the assessments that are now required for me to give my students? Because we are a private school, we are on a very tight and limited budget. Will the state be providing these resources for us to administer?

Secondly, I am confused by Pre-K now needing 360 minutes a day when the rest of the school still has 330 minutes a day. Why are the babies now required to be in school longer than older students? This makes no sense since most of our students in Pre-K have older siblings. Also, it was my understanding that lunch, recess, and nap/rest should not be included in instructional minutes, however, in the example schedule that was attached to the new Pre-K guidelines it does include these items in the instructional minutes. These new guidelines bring a lot of confusion. During the boot camp that we attended over the summer we were told one thing and now the guidelines say something completely different.

Thank you for your time and response in this matter.
Reini McNeill

APA Comments on Early Learning Guidelines

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From: Marcia Longo
Sent: Monday, March 12, 2018 1:15 PM
To: Jill Dent
Subject: guidelines

Due to the fact that we have 2 year olds starting in the PK3 program in August every year, I feel "quiet time" should be extended. Some young children need more than 60 minutes of down time. As proven by past experiences, tired and cranky children do not want to participate in activities. I do realize this presents a "teachable" moment that, I feel, should not be entertained at the expense of other children. For the children that do not require a lot of down time, I feel alternate choices should be made available. Is there room for a teacher to be discretionary?

Sincerely,
Marcia Longo
###

From: jason bourne
Sent: Tuesday, March 13, 2018 12:34 PM
To: Jill Dent
Subject: Proposed Guidelines

I reviewed the proposed guidelines and am curious about section II.C.2, recommended screening component. The guidelines propose the EPSDT screening within 90 days, but that is 3 months after the child starts school. This seems like a long time to wait to address any problems or concerns. This should be reduced to 30 or 45 calendar days from date of enrollment rather than waiting almost a semester of school for the screening process to take place. The screenings are critical to gain insight into a student so that treatment can take place before they miss too much content.

Sincerely,
Jason



MISSISSIPPI
Early Learning Guidelines
for classrooms serving
Three- and Four-Year-Old
Children



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

Carey M. Wright, Ed.D.
STATE SUPERINTENDENT OF EDUCATION

Kim S. Benton, Ed.D.
CHIEF ACADEMIC OFFICER

Published, 2018

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Pre-K Teacher

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Introduction

This manual has been prepared for use by administrators, counselors, teachers, and other authorized staff in the pre-kindergarten programs of Mississippi and is to be used as a guide in facilitating state or other funded pre-kindergarten programs such as federal, local, tuition-based, and philanthropically funded programs.

In past years, the manual for the Mississippi Early Learning Guidelines for Classrooms Serving Three- Year-Old Children and the manual for the Mississippi Early Learning Guidelines for Classrooms Serving Four- Year-Old Children have been separate documents. These manuals have been combined to streamline documentation since the guidance is very similar. This manual also includes guidance for serving pre-kindergarten students with disabilities, as appropriate for meeting the needs of individual students based on their Individualized Education Program (IEP).

Any elementary, including pre-kindergarten, and/or secondary school system, accredited by the Mississippi State Department of Education, the Southern Association of Colleges and Schools, the Mississippi Association of Independent Schools, the American Association of Christian Schools, the Association of Christian School International, a school affiliated with Accelerated Christian Education, Inc., and any Head Start program operating in conjunction with an elementary school system, whether it is public, private or parochial, whose primary purpose is a structured school or school readiness program is exempt from licensing by the Mississippi State Department of Health. If a classroom is located in a public school and sponsored by a non-public school organization, the classroom must be licensed unless named in the exemption requirements section of the Child Care Regulations or a letter of joint sponsorship is provided by the school district and non-profit sponsor that is approved by the Mississippi State Department of Health. Pre-kindergarten providers not located in public schools are required to be licensed by the Mississippi State Department of Health.

Additionally, this manual includes guidance for any classroom that serves three- and four-year-old children including pre-kindergarten lab schools located on public school campuses and licensed by the Mississippi Department of Health. The chart below describes the requirements and options for each type of program.

Early Learning Collaborative OR Federally-Funded Program REQUIREMENTS	Other Tuition-Based OR Public School Pre-kindergarten Lab School REQUIREMENTS
<ul style="list-style-type: none"> • Enter children into Mississippi Student Information System (MSIS) • Follow Early Learning Standards • Administer Mississippi Kindergarten Assessment Support System (MKAS²) • Create transition folders for pre-kindergarten children • Participate in early childhood training offered by MDE • Accredited by the Mississippi Department of Education 	<ul style="list-style-type: none"> • Enter children into Mississippi Student Information System (MSIS) • Follow Early Learning Standards • Administer Mississippi Kindergarten Assessment Support System (MKAS²) • Create transition folders for pre-kindergarten children • Participate in early childhood training offered by MDE • Licensed by the Mississippi State Department of Health OR Accredited by the Mississippi Department of Education

Facilities or programs claiming exemption are required, upon the written request of the licensing agency, to provide documentation of the facts claimed to support the basis for the exemption, which sworn by affidavit to be true and accurate under the penalties of perjury. However, any entity exempt from the requirements to be licensed but voluntarily choosing to obtain a license is subject to all provisions of the licensing law and regulations. (Regulations Governing Licensure of Child Care Facilities, Office of Health Protection, Mississippi State Department of Health, Effective August 15, 2013, pg. 2.)

Pre-Kindergarten Philosophy and Goals for Three- and Four-Year-Old Children

The early childhood years are a critical time in the development for every child. The learning that takes place during the first eight years of life serves as the foundation for all later academic, social, emotional, physical and motor development. All children are capable of learning and meeting developmental milestones. Therefore, the Early Learning Guidelines are proposed to assist all early childhood educators in their efforts to provide a high-quality research-based program serving pre-kindergarten children at three and four years of age to support school readiness.

SCHOOL READINESS DEFINITION

“Responsibility for school readiness lies not with children, but with the adults who care for them and the systems that support them,” (National Governors Association, 2005., p. 29)

School readiness is a multi-dimensional construct that goes beyond the skills, knowledge, and disposition of children as they enter kindergarten. Children are *eligible* for school when they have reached the chronological age established by the state, as described on page 1; however, school *readiness* is achieved through a combination of efforts involving children, families, schools, communities, and the state.

READY CHILDREN show an eagerness to explore, discover, engage, and learn. They demonstrate interest and abilities in all dimensions of early learning and development: social and emotional development; language development; cognition and general knowledge; physical well-being and motor development; and approaches toward learning. Children are unique individuals, who do not develop at the same time or in the same way. Therefore, school readiness should be viewed as a continuum of behaviors rather than an inflexible or narrow set of proficiency skills. Any age-eligible child who is eager to attend kindergarten should be deemed “ready.”

READY FAMILIES recognize their role as their child’s first and most stable teacher and advocate while understanding their child’s current level of development. Families ensure a safe and consistent environment, promote good health, provide steady and supportive relationships, and understand their relationship with the school system to ensure a smooth transition.

READY SCHOOLS provide a welcoming and accepting environment for all and have professional educators who consistently advance growth and achievement for students with diverse backgrounds, experiences and abilities while working in partnership with families and communities.

READY COMMUNITIES include businesses, faith-based organizations, early childhood service providers, community groups, and local governments collaborating to support schools and children’s long-term success by providing families access to information, affordable services, and high-quality early learning opportunities.

READY STATES play a crucial part in supporting communities, schools, and families through developing appropriate policies; providing adequate funds; ensuring access to high-quality early development and learning opportunities; preparing and retaining a world-class early childhood workforce; ensuring an infrastructure to coordinate services, including data systems for accountability and demonstrating political leadership to make school readiness a state priority.

All children attending a high-quality pre-kindergarten program will:

1. improve their self-concept;
2. increase their intellectual growth;
3. enlarge their understanding of the world, people, experiences, ideas;
4. increase competencies and skills in oral language, literacy, writing, listening, and thinking;
5. increase their competencies and skills in mathematical reasoning and scientific exploration;
6. increase their skills involved in physical coordination and gross and fine motor skills;
7. increase their competence in dealing with emotions, feelings, and social situations;
8. increase their self-direction and independence;
9. develop cooperative, trusting relationships;
10. develop their natural curiosity and creative potential; and
11. develop a love of learning.



Learning Principles

The Early Learning Guidelines outlined in this document are built on high-quality research and evidence-based principles. The following principles are required in the learning environment and curriculum in the classroom:

1. Skills and concepts specific to developmental domains developed by the Mississippi Department of Education are foundational to all instruction.
 - a. English Language Arts
 - b. Mathematics
 - c. Social Studies

- d. Science
 - e. Approaches to Learning
 - f. Social and Emotional Development
 - g. Physical Development
 - h. The Arts
2. Learning activities that acknowledge children’s individual rates of development are evident.
 3. Children are in an inclusive learning environment that embraces diversity.
 4. Children use their senses in the instructional process (seeing, hearing, touching, tasting, and smelling).
 5. Active engagement (exploring, playing, manipulating, and problem solving) is the primary strategy for delivering instruction.
 6. Children are taught using a combination of instructional strategies, which includes active engagement in integrated learning centers, speaking and listening, participating in large and small group, and individual instructional settings.
 7. Attitudes and examples from teachers and in lesson content taught reflect a positive problem solving approach. Therefore, attention should be given to instructional methods, emotional climate, environment, peer-to-peer interaction and educator-child interaction.
 8. Children have experiences that are sensitive to the value of play, for it is through play that children create their own meaning and learning.

Children need opportunities to engage in application of the principles being introduced through the curriculum. Therefore, one of the requirements for classrooms serving three- and four-year-olds is that the majority of the instructional delivery be organized around a variety of integrated learning centers with responsive interactions among children, their peers, and adults. These experiences provide opportunities for children to acquire skills and concepts through hands-on engaged learning while the teacher is facilitating appropriate language development through meaningful conversations with others.

SECTION I

Requirements for Voluntary Enrollment

A. ENTRANCE AGE

1. Required Age

A child is eligible for a three-year-old program if they reach three years of age on or before September 1. A child is eligible for enrollment in a four-year-old program if they reach four years of age on or before September 1st.

2. Required Documentation

A birth certificate and immunization record (Form 121) are required for all pre-kindergarten children and shall be presented to the proper school authority. If the pre-kindergarten (three- and/or four-year-old) program is located in a public school setting, the information in Section 1 of the Mississippi Cumulative Folders and Permanent Records document must be followed (Mississippi Code Ann. §37-15-1).

SECTION II

Curriculum, Materials, and Assessment

A. GUIDELINES FOR CURRICULUM

1. Curriculum

Requirements for Curriculum Pre-kindergarten programs use a research- and evidence-based comprehensive curriculum that is designed to prepare children to be ready for kindergarten, with emphasis in early literacy, and is aligned with the *Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children* and the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children*. Mississippi Code Annotated § 27-103-159 defines “evidence-based program” as “a program or practice that has had multiple site random controlled trials across heterogeneous populations demonstrating that the program is effective for the population.” Additionally, the curriculum contains thematic units of activities and ideas designed to provide children the opportunities and experiences needed to master the performance standards in the *Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children* and the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children*. Visit www.mdek12.org/EC for a current listing of approved curricula. Lesson planning documents should reflect Early Learning Standards that are targeted through each lesson and learning center activities that are used throughout the thematic unit.

2. Learning Centers

- a. **Daily Use** Instructional delivery shall be organized primarily using a variety of learning centers. A minimum of five (5) different learning centers shall be organized, arranged, and labeled so they are accessible to all children for a minimum of 120 minutes per day in full day programs and 60 minutes in part/half day programs. The MDE recognizes the definition of learning centers as identified in literature as “distinct areas in a classroom that offer various materials and opportunities for hands-on learning at individually appropriate levels”. (Copple & Bredekamp, 2006). In addition, NAEYC (2007) publications state that learning centers:

- Engage students in learning
- Promote development of the whole child

- Integrate multiple subject matters so that learning happens in a meaningful context
- Assess student understanding and knowledge through observation and authentic assessment practices
- Foster a love of learning

Copple, C., & Bredekamp. (2006) Basics of developmentally appropriate practice: An introduction for teachers of children 3 to 6. Washington, DC: NAEYC.

Stuber, G. (2007) Centering your classroom: Setting the stage for engaged learners. National Association for the Education of Young Children Beyond the Journal.

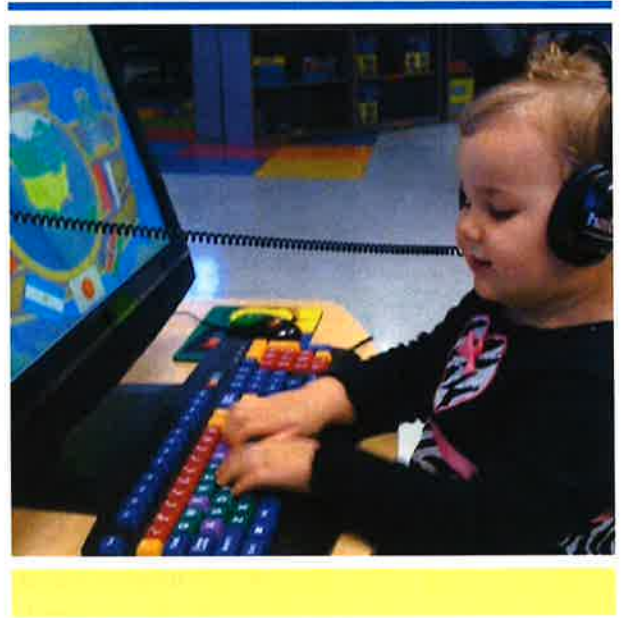
Learning centers provide children with hands-on opportunities to practice learning and thematic unit concepts. Learning relies heavily on experiential, hands-on activities. Each early learning classroom must include the following:

- Primary Centers for each classroom contain a book/library center, math/manipulative center, and creative art center.
- Additional integrated learning centers are added to address child interest and support current learning topics so that at least five (5) integrated learning centers are available.
- Available space in learning centers should be sufficient to accommodate simultaneous use by the number of children enrolled in the classroom while maintaining appropriate numbers of children in each learning center.
- Children have access to fiction and non-fiction books and writing materials during learning center time and throughout the day that are appropriate to the child's developmental state.
- Worksheets are inappropriate for use at this developmental level, and should not be a part of the curriculum.
- Learning centers should offer a variety of activities and materials for simultaneous use by children.

In addition to the three (3) primary learning centers identified in this section, additional learning centers may include those from the list below to meet the minimum requirement of five (5) integrated learning centers per classroom. Except for the three (3) primary centers identified previously, the remaining learning centers shall be rotated and changed throughout the year. The following is a list of possible learning centers.

- Science Center
- Oral Language/Phonemic Development Center
- Cooking Center

- Blocks, Wheel Toys, and Construction Center
- Sand and/or Water Center
- Woodworking Center
- Music Center
- Listening Center
- Dramatic Play
- Creative Writing Center
- Social Studies Center
- Technology Center
- Motor Development Center



b. **Space Limitations** If space is limited, some of the centers may be combined.

c. **Use of Classroom Technology** Computers and similar technological devices are only to be used in the classroom as instructional tools.

d. **Resource Materials** Teachers use, at a minimum, the resources developed by the Mississippi Department of Education in curriculum planning such as the [Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children](#) and/or the [Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children](#), [Mississippi Teaching Strategies for Classrooms Serving Four-Year-Old Children](#), and the [Developmental Checklist for Three and Four-Year-Old Students](#). Other resources such as the [Kindergarten Readiness Assessment: Next Steps for Districts](#), [School District Pre-K Determination Guidance](#), [Mississippi Guide to Starting a Title I Pre-K Program](#) and the [Kindergarten Transition Plan](#) are also available for programs to access. These materials can be found at www.mdek12.org/ec.

B. GUIDELINES FOR EDUCATIONAL MATERIALS

1. Requirement for Equipment and Educational Materials

The initial expenditure for any new equipment, instructional materials, and consumable supplies must be adequate to equip a classroom of a maximum capacity of 14 three-year-old or 20 four-year-old children. Classroom teachers should select instructional materials that are most suited for their classrooms and the developmental needs of their students.

2. Requirement for Instructional and Consumable Materials

The pre-kindergarten program will replenish the consumable supplies and instructional materials in each classroom at least once per year.

Additional information on materials can be found at www.mdek12.org/ec in the document titled “Mississippi Guide to Starting a Title I Pre-K Program.”

C. GUIDELINES FOR ASSESSMENT

1. Requirement for Assessment and Screening

A continuous evaluation through a variety of techniques, procedures, and tools is used to determine each child’s needs. Information obtained from ongoing assessments is reflected in lesson plans to address children’s needs collectively, as well as individually.

- All schools conduct vision and hearing screenings for all pre-kindergarten students within the first ~~30~~ 45 days of the beginning of school-enrollment.
- All physical or developmental screening results are reviewed and all necessary education or developmental referrals made within 30 days of the initial screening.
- Programs will conduct the comprehensive early learning observational assessment with pre-kindergarten children as described in the program assessment section below.
- While the Multi-Tiered System of Supports (MTSS) is not required for pre-kindergarten students, districts can develop and utilize their own procedures for determining what intervention services, if any, pre-k students may receive, bearing in mind that interventions cannot be used to delay or deny an evaluation for special education services to a student who is suspected of having a disability.
- It is recommended that students who show deficits on developmental screenings be given an intervention, which may be administered and documented by the classroom teacher. The student can then be given a follow-up screener to determine if the intervention was successful. If the student has not made sufficient progress, an additional intervention may be put in place, or the student may be referred for an evaluation for special education services, if data collected support the suspicion of a disability. When making a referral, districts should follow their Child Find procedures.

2. **Recommended Screening**

A comprehensive health screening (Early and Periodic Screening, Diagnosis, and Treatment-EPSTD) or a standard physical conducted by a child's health care provider or health department is recommended for all pre-kindergarten students. EPSTD screenings/standard physicals should be conducted within ~~90~~ **45** days of **the beginning of school enrollment** by either a private health care provider of the parents' choosing, or through school resources such as school nurses, or the local Department of Health. Parents are strongly encouraged to attend screenings conducted at the school. A standard physical form is submitted for all screenings conducted by a private health care provider.

3. **Requirement for Standardized Testing**

All four year-old-students participating in public pre-kindergarten shall be administered the state approved kindergarten readiness assessment. Paper and pencil standardized tests are not appropriate measures for three or four-year-old children. Any technology based assessment should be administered using touch-based technology devices. Children should know how to use a mouse. Therefore, multiple opportunities to practice using a mouse must be given.

4. **Requirement for Individualized Assessments**

School districts containing pre-kindergarten programs collaborate with Mississippi's state-recognized birth to three-year-old provider, First Steps, to formulate a plan regarding services. This plan ensures any child currently receiving services continues to receive services based on the Individualized Family Service Plan (IFSP) or an Individualized Education Plan (IEP). Each school district should follow Child Find procedures as stated in Individuals with Disabilities Education Act (IDEA). Children who are determined eligible shall receive services as stated in the child's IEP.

5. **Requirement for Documentation**

Teachers use observational checklists to measure the child's progress according to the *Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children* and the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children* (e.g. curriculum-based, teacher-generated, or MDE developed pre-kindergarten checklists). At least one additional method of assessment is used in real time through technology for children in a four-year-old program (e.g. Mississippi's Pre-kindergarten Readiness Assessment). Principals shall ensure that pre-kindergarten teachers discuss child progress with kindergarten teachers throughout the year.

At a minimum, each classroom serving four-year-old children must develop a transition folder to follow each child to kindergarten. The folder must contain the following:

- End-of-year Kindergarten Readiness Assessment Score/Summary Sheet

- End-of-year developmental screening results (if the classroom completes a spring or end-of-term screening).
- End-of-year results from other assessments used in the classroom
- A school-issued final report card/skills checklist **OR** a completed *Developmental Checklist for 4-Year-Old Students* (located here: www.mdek12.org/EC)
- A child information sheet containing some or all of the following (a sample sheet is located here: www.mdek12.org/EC):
 - Child's name, date of birth, preferred name, photo, languages spoken
 - Parents' names (and/or other adults/caregivers), address, phone, and preferred time and way to contact (in accordance with school policy)
 - Child's favorite things (activity, toy, food, color, book, center, etc.)
 - Child's play and learning styles
 - Child's skills and proficiencies
 - Child's areas of growth and what they do not like to do
 - Child's personality/temperament traits
- Work samples (2 or 3 samples that demonstrate the child's capabilities).
May include:
 - Free art
 - Guided art
 - Writing sample
 - Learning center products (e.g. block construction)

The image shows a 'CHILD PROFILE' form. It is divided into several sections:

- CHILD INFORMATION:** Includes fields for Name, Date of Birth, Preferred name, and Languages spoken.
- FAMILY INFORMATION:** Includes fields for Caregiver, Address, Phone, Email, and Preferred method of contact.
- ACTIVITY/LEARNING INTERESTS:** A table with columns for 'Activity/Learning Interest', 'Center', and 'Other (read, write, etc.)'.
- ACTIVITIES:** A list of activities with checkboxes, including 'Plays with friends', 'Follows directions', 'Listens', 'Participates in whole group activities', 'Completes independent activities', 'Independently completes requests', and 'Independently completes routines'.

6. Program Quality Assessment

Rate of Readiness

Schools providing services to pre-kindergarten aged children, receive an annual evaluation to ensure the effectiveness of services on improving children's learning and well-being. Evaluation occurs for the Early Learning Collaboratives (collaborative) and other pre-kindergarten classrooms (e.g. Title I, local-funded, tuition-based, lab-school) in Mississippi public schools. Evaluation consists of two parts: rate of readiness and monitoring.

The rate of readiness is a score assigned to each site through completion of specific evaluation tools that assess how children grow academically and developmentally throughout a school year and how the classroom environment and teaching practices support children’s learning. A site score is comprised of the sum of subscores from the following tools:

- The Mississippi K-3 Assessment Support System (MKAS²)
- A comprehensive early learning observational screener (Brigance Screen III)
- Classroom Assessment Scoring System (CLASS)

Each four-year-old child in a pre-kindergarten classroom completes the MKAS². All of the individual scores will be averaged together into one subscore, if a school/site has more than one classroom.

Each child will be assessed by the classroom teacher with Brigance.

A CLASS observation is completed in each applicable classroom by MDE Certified CLASS Observers. The scores will be averaged together into one CLASS subscore for schools/sites with more than one classroom.

Monitoring is a process where evidence is provided to ensure compliance with the *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Olds*, and/or best practices in early childhood.

The phases of implementation for pre-kindergarten classroom Program Quality Assessments are listed below:

Collaborative Classrooms

School Year 2017-2018

- MKAS²
- Brigance
- CLASS

Other Pre-K Classrooms

School Year 2018-2019

- MKAS²
- Brigance
- CLASS

Monitoring

Early Learning Collaborative Monitoring

All sites will receive a monitoring visit at least once during the school year between November and May. Representatives from the MDE will utilize the Early Learning Collaborative Monitoring Tool.

Other Pre-K Classroom Monitoring

Other pre-kindergarten classrooms following the *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Olds* must develop an internal procedure for monitoring their pre-kindergarten. Early childhood staff members from the Mississippi Department of Education will conduct on-site monitoring to determine the district’s adherence to program standards. Other pre-kindergarten classrooms are monitored utilizing Standard 17.2 when the school district is audited through the Educational Accountability Audit Service Providers

(EAASP) with the Office of Accreditation. During the monitoring visit, a CLASS observation will be conducted by MDE staff to obtain the school/site's rating. The Office of Early Childhood provides technical assistance to school districts cited in EAASP audits.

Rate of Readiness Scores

The school/site score will be measured through the MKAS² scores, Brigance Screen III, and CLASS rating. Each site will receive a score based on a 100 point scale. MKAS² scores will receive up to 25 points, Brigance scores will receive up to 25 points, and the CLASS rating will receive up to 50 points. For school/sites with more than one classroom, all of the CLASS scores will be averaged.

School/site score breakdown by assessment tool:

A.	MKAS² Scoring Average percent of district school site children meeting 498	Percentage of children that meet 498 by the end of the year	0-29% = 0 points 30-49% = 8 points 50-65% = 15 points 66-100% = 25 points
		OR	OR
		Percent of children that demonstrate an average point gain of 98 per site	0-24% = 0 points 25-39% = 8 points 40-49% = 15 points 50-100% = 25 points
B.	Brigance Screen III	To be determined based on the pilot year of Brigance utilized in the Early Learning Collaboratives.*	Up to 25 points
C.	CLASS Ranges • Low = 1 – 2 • Mid = 3 – 5 • High = 6 – 7	Meet an average of a 5 and a minimum of 2.8 in the Instructional Support domain	1.00-2.99 = 0 points 3.00-3.99 = 15 points 4.00-4.99 = 30 points 5.00-7.00 & ≤2.8 IS = 30 points 5.00-7.00 & ≥2.8 IS = 50 points
			Site Score (A+B+C)

*Percentage, point gain, and all corresponding point ranges will be determined prior to implementation.

Rate of Readiness Determination

The rate of readiness is assigned based on the site score achieved. The point breakdown for the rate of readiness is as follows:

- **Successful:** site score of 70+ points
- **Probation:** site score of 69 points and below (The first year in this category initiates a one year probationary period. After the first probationary year, the partner site has to score 70 + points to continue funding.)
- **Non-eligible:** site score of 69 and below and has been on probation for one year

Collaborative Rate of Readiness

It is expected that each site within a collaborative would achieve a successful score. If a site does not meet the criteria for a successful score, the site will move into a probationary period. During the probationary year, the program will develop a plan for improvement and receive technical assistance to support growth. If the probationary year is complete and the site still does not achieve a successful score,

then the program becomes non-eligible for collaborative funding. If a collaborative lead site moves into the second year of probation and becomes non-eligible, then another eligible partner site will take over as the lead program.

Other Pre-Kindergarten Classroom Rate of Readiness

The rate of readiness score will be applied to other pre-kindergarten classrooms starting school year 2018-2019. Technical assistance and professional development will be provided, if requested.

It is expected that each site would achieve a successful score. If a successful score is not achieved, the school/site will develop a plan for improvement and receive technical assistance to support growth.

The MDE is responsible for oversight of all public pre-kindergarten programs, including preschool programs operated, in whole or in part, with Title I funds (ESEA sections 1111, 9304).

Special education self-contained classroom funding would not be restricted due to the scoring; however, growth is expected to be seen from year to year. Technical assistance will be provided to assist sites in their growth.

SECTION III

Organizational Procedures and Staff

A. ORGANIZATION

1. Requirement for Teacher-Child Ratio

The teacher-child ratio for classrooms serving three-year-olds is 1:7 maximum. The teacher-child ratio for classrooms serving four-year-olds is 1:10 maximum. If an assistant teacher is assigned in the pre-kindergarten classroom for the entire day, the teacher-child ratio for classrooms serving three-year-olds does not exceed 2:14 maximum at any time, while the teacher-child ratio for classrooms serving four-year-olds does not exceed 2:20 maximum at any time. Classrooms of mixed three and four-year-olds follow the *Early Learning Guidelines for Classrooms Serving Three-Year-Olds* including the teacher-child ratio. The maximum classroom group size does not exceed 14 children maximum at any time.

2. Requirement for Length of School Day and Term

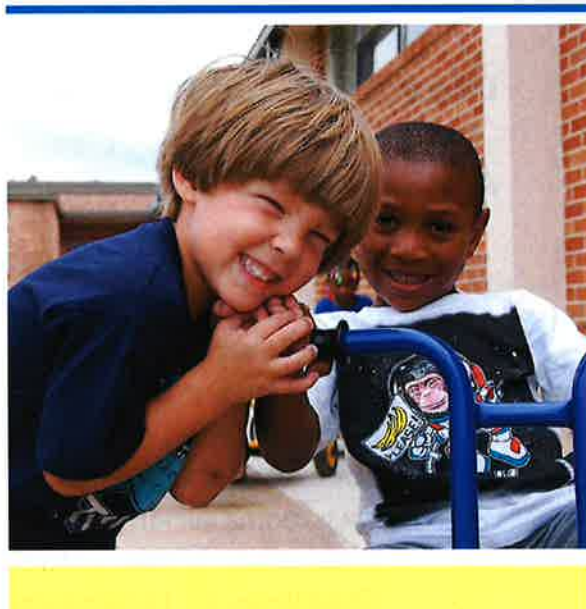
The length of the full-day school **year**day will be no less than 1,080 instructional hours in no less than a 180-day school year, which results in six hours of instruction per day. The length of the half-day school day will be no less than 540 instructional hours in no less than a 180-day school year, which results in three hours of instruction per day. {Mississippi Code Annotated § 37-13-63 & 67}

3. Requirements for Instructional Day

The instructional day includes all aspects of the child's day (e.g. learning center activities, large and small group activities, individual instruction, and guided physical activity). At a minimum, the instructional day in a full-day program includes 360 instructional minutes (6 hours), 40 minutes of physical activity, 120 minutes of learning centers, and 30 minutes of quiet/rest time. At a minimum, the instructional day in a half-day program includes 180 (3 hours) instructional minutes, 20 minutes of physical activity, 60 minutes of learning centers, and quiet/rest time as appropriate for the children. Additional information on these requirements is in Section II of this document.

4. Requirements for Physical Activity

a. **Full Day Program** Applies to programs offering six or more hours of instruction per day. Children engage in physical activity for a minimum of 40 minutes, and a maximum of 60 minutes during a full-day program. The minutes assigned to physical activity do not have to occur continuously or consecutively. Weather permitting, physical activity takes place outside. Outdoor play experiences will occur unless a weather advisory is in effect, or the play space is unsafe due to damp or wet conditions. If outdoor play is not possible per one or more of these conditions, teachers provide 40 to 60 minutes of indoor physical activity documented in lesson plans.



b. **Half Day Program** Applies to programs offering fewer than six hours of instruction per day. Children engage in physical activity for a minimum of 20 minutes, and a maximum of 30 minutes during a half-day program. The minutes assigned to physical activity do not have to take place continuously or consecutively. Outdoor play experiences will occur unless a weather advisory is in effect, or the play space is unsafe due to damp or wet conditions. If outdoor play is not possible per one or more of these conditions, teachers provide 20 to 30 minutes of indoor physical activity documented in lesson plans.

5. Requirement for Quiet Time

Children in full-day programs engage in a minimum of 30 minutes and a maximum of 60 minutes of quiet time daily. Children in part-day programs that are less than six (6) hours in length are not required to rest, but are provided quiet time as appropriate. Activities during quiet time may include individual activities, looking at books/ reading, listening to books on tape, drawing, or resting, as appropriate for each individual student.

6. Requirement for Nutritional Provision

All full-day programs provide a minimum of one meal per day. Meals meet nutritional requirements identified in the USDA National School Breakfast/Lunch Program Guidelines or the USDA Child and Adult Care Food Program (CACFP) Guidelines, whichever is applicable.

7. SAMPLE Full Day Pre-Kindergarten Schedule

Time	Activity	Minutes	Instructional Time
7:00-7:30	Arrival/Free Choice Centers	30 Minutes	Yes
7:30-7:50	Breakfast*/Story Time	20 Minutes	Yes
7:50-8:05	Morning Meeting Calendar/Routine	15 Minutes	Yes
8:05-8:15	Morning Exercise (Move to Learn)	10 Minutes	Yes
8:15-8:50	Extension Class/Teacher Planning (music, library, physical education, computer, art)	35 Minutes	Yes
8:50-9:10	Whole Group Circle Time	20 Minutes	Yes
9:10-10:30	Small Group/Free Choice Centers	80 Minutes	Yes
10:30-10:50	Lunch*	20 Minutes	Yes
10:50-11:10	Whole Group Circle Time	20 Minutes	Yes
11:10-12:10	Small Group/Free Choice Centers	60 Minutes	Yes
12:10-12:50	Physical Activity	40 Minutes	Yes
1:05-1:50	Quiet Time	45 Minutes	Yes
1:50-2:10	Speaking Listening Mini Lesson/Snack*	20 Minutes	Yes
2:10-2:30	Closure /Review of the Day	20 Minutes	Yes
2:30-2:45	Dismissal	15 Minutes	No
2:45-3:30	Teacher Planning	45 Minutes	No

Required Minutes		Sample Schedule Required Minutes	
Instructional	360 Minimum	Instructional	435
Center Time	120 Minimum	Center Time	170
Quiet Time	30 Mimimum-60 Maximum	Quiet Time	45
Physical Activity	40 Minimum-60 Maximum	Physical Activity	50

*Meal times for this age group should be a learning time. Promotion of different skills can be learned during meal time such as taking turns, pre-reading and pre-math skills, problem solving skills, fine motor skills, etc. Teachers should discuss concepts with children that support social and emotional, physical development, speaking and listening, approaches to learning and science standards.

8. SAMPLE Half Day Pre-Kindergarten Schedule

Time	Activity	Minutes	Instructional Time
7:30-7:55	Arrival/Free Choice Centers	25	Yes
7:55-8:15	Breakfast*/Speaking Listening Mini Lesson or Story Time	20	Yes
8:15-8:35	Morning Meeting Calendar/Routine	20	Yes
8:35-8:45	Move to Learn Physical Activity	10	Yes
8:45-9:05	Whole Group Circle Time	20	Yes
9:05-10:15	Small Group Free Choice Centers	70	Yes
10:15-10:45	Extension Class/Teacher Planning (music, library, physical activity, art, computer)	30	Yes
10:45-11:05	Snack*/Speaking-Listening Mini Lesson	20	Yes
11:05-11:25	Physical Activity	20	Yes
11:25-11:45	Whole Group Circle Time	20	Yes
11:45-12:00	Closure/Review	15	Yes
12:00	Dismissal		

Required Minutes		Sample Schedule Required Minutes	
Instructional	180 Minimum	Instructional	270
Center Time	60 Minimum	Center Time	95
Quiet Time	As Appropriate	Quiet Time	0
Physical Activity	20 Minimum-30 Maximum	Physical Activity	30
		***Due to physical education extension class physical activity may be more than 30 minutes on certain days	

*Meal times for this age group should be a learning time. Promotion of different skills can be learned during meal time such as taking turns, pre-reading and pre-math skills, problem solving skills, fine motor skills, etc. Teachers should discuss concepts with children that support social and emotional, physical development, speaking and listening, approaches to learning and science standards.

B. STAFF

1. Required Certification for Teachers for August 2020

The pre-kindergarten teacher credentialing will change effective August 1, 2020, ~~as per the Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children (2015).~~

By August 1, 2020, 50% of teachers in each district will meet the requirements described below, ~~except for Special Education classroom teachers.~~ By August 1, 2020, 100% of regular education pre-kindergarten teachers in each district will meet the requirements described below.

Special Education pre-kindergarten teacher requirements are newly announced within the *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children (2015)*, therefore; 50% of Special Education classroom teachers must meet this requirement by August 1, 2020, and 100% of Special Education classroom teachers must meet this requirement by August 1, 2022.

The Office of Educator Licensure will continue to oversee the obtainment of endorsements. The Office of Early Childhood will be responsible for any other components of qualification.

***By August 1, 202018, 50% of regular education pre-kindergarten teachers in each district will meet the requirements described below.
By August 1, 20220, 100% of regular education pre-kindergarten teachers in each district will meet the requirements described below.***

General Education Teachers are required to follow one of the pathways listed below:

GENERAL EDUCATION PRE-KINDERGARTEN CLASSROOMS

Hold a Pre-K/K (153) License

OR

**Hold a K-3 (116) License
or
Hold a K-4 (152) License**

AND

Complete twelve (12) early childhood college credit hours*
OR
Attain a Passing Score on the MSBE Approved Licensure Assessment to add 153 (Pre-K/K) endorsement
OR
Completion of a early childhood training program*

OR

Hold a K-6 (120) License

AND

Complete requirements to add N-1 (150) supplemental endorsement
OR
Attain a Passing Score on the MSBE Approved Licensure Assessment to add 153 (Pre-K/K) endorsement
OR
12 early childhood college credit hours*
OR
Completion of a early childhood training program*

OR

Other Pathways

AND

Completion of an approved Licensure pathway degree program to obtain 116 (K-3), 120 (K-6), 152 (K-4), or 153 (Pre-K/K) endorsement
AND
Any additional requirements as listed above for 116 (K-3), 120 (K-6), 152 (K-4)

OR

Bachelor's Degree or higher with child development emphasis

AND

Attain Passing Score on the MSBE Approved Basic Skills Assessment or ACT equivalent
AND
Attain Passing Scores on all required MSBE Approved Licensure Assessments to include a pedagogy and subject area assessment

By August 1, 2020, 50% of special education pre-kindergarten teachers in each district will meet the requirements described below. By August 1, 2022, 100% of special education pre-kindergarten teachers in each district will meet the requirements described below.

Special Education Teachers are required to follow one of the pathways listed below:

SPECIAL EDUCATION PRE-KINDERGARTEN CLASSROOMS

Hold Birth-K Special Education License (211)

OR

Hold Mild to Moderate Disability K-12 (221) License

Hold Severe Disability K-12 (222) License

Hold Mild to Moderate Disability K-8 (223) License

AND

12 early childhood college credit hours*

OR

Attain a passing score on the appropriate MSBE approved licensure assessment to add 153 (Pre-K/K) endorsement

OR

Completion of a early childhood training program*

*Completion of a Mississippi State Board of Education approved early childhood education training program includes the Child Development Associate (CDA), National Board Early Childhood Certification, Director’s Credential, Montessori Credential, and the MDE’s intensive specialized early childhood training program (122 Pre-K add on endorsement). MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration. Please note that the completion of a Mississippi State Board of Education approved training program or MDE prescribed twelve (12) hours of coursework only qualifies a prospective early childhood education teacher or early childhood education assistant teacher to serve three and four-year old children in Mississippi classrooms and does not lead to an endorsement/licensure unless it is explicitly stated and outlined in the official *Licensure Guidelines K-12* document. To review the most accurate and up to date licensure requirements, please visit the Office of Educator Licensure section of the MDE website.

2. Requirements for Assistant Teachers for August 2020

The pre-kindergarten assistant teacher qualifications will change effective August 1, 2020 as per the ~~Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children(2015)~~. **By August 1, 2020, 50% of assistant teachers in each district will meet the requirements described below. By August 1, 2020, 100% of assistant teachers in each district will meet the requirements described below.**

Assistant teachers are required to follow one of the pathways listed below:

Early Childhood Associate's Degree

OR

Associate's Degree OR 60 College Credit Hours

AND

12 early childhood college credit hours*

OR

Completion of an early childhood training program**

OR

High School Diploma/GED *** AND
Verification of WorkKeys® Scores****

AND

12 early childhood college credit hours

OR

Completion of an early childhood training program**

*These hours can be included in the Associate's Degree or 60 College Credit Hours

**Completion of an early childhood training program includes the Child Development Associate (CDA), National/State Director's Credential, Montessori Credential, and the MDE's intensive specialized early childhood training program. MDE considers additional state, regional, or nationally approved programs upon request. Entities may submit program component documentation to earlychildhood@mdek12.org for consideration. The National Institute for Early Education Research (NIEER) requires assistant teachers to have a CDA or equivalent, at a minimum. Please note that the completion of a Mississippi State Board of Education approved training program or MDE prescribed twelve (12) hours of coursework only qualifies a prospective early childhood education teacher or early childhood education assistant teacher to serve three and four-year old children in MS classrooms and does not lead to an endorsement/licensure unless it is explicitly stated and outlined in the official *Licensure Guidelines K-12* document. To review the most accurate and up to date licensure requirements, please visit the Office of Educator Licensure section of the MDE website.

***These requirements will no longer be acceptable for new pre-kindergarten teacher assistant hires beginning August 1, 2020.

**** To meet WorkKeys® requirements, Assistant Teachers must meet the following criteria: (1) a Reading for Information score of 4, an Applied Mathematics score of 4, and a Writing or Business Writing score of 3; **OR** (2) WorkKeys® Silver Level certification.

3. Requirement for Professional Development

All teaching staff (teachers and assistant teachers) and program administrators complete at least fifteen contact (15) hours of professional development annually for program instructional staff specific to the education of pre-kindergarten children. Administrators that manage pre-kindergarten teachers shall gain the required hours of professional development through online or on-site training. This variety of content could include program administration, parent engagement, and early childhood instructional content approved or offered by the Mississippi Department of Education and/or Mississippi Department of Health.

SECTION IV

Family Engagement and Transportation

A. GUIDELINES FOR FAMILY ENGAGEMENT

Families are viewed as a partner and the child's first teacher. Teachers provide parents with information and resources that could help their children. Parents have opportunities to volunteer in the classroom and participate in enrichment opportunities.

1. Requirement for Family Handbook

Each pre-kindergarten program develops and distributes a family handbook that addresses the program philosophy, goals and specific information unique to the program (e.g. curriculum, credentials, and assessments.) This information may be included in the district handbook, but should be clearly identified for parents.

2. Requirements for Family Communication

Teacher/parent conferences are conducted at least three times during the pre-kindergarten year to inform parents or guardians of child's progress. The first parent conference at the beginning of the year consists of an information gathering session from the parent. Additional winter and spring conferences consist of a progress update to the parent. If documented attempts to meet with parents or other responsible persons fail, telephone conferences can be substituted. Communication is conducted on a regular basis. Communication between school and home could consist of notebooks/folders, newsletters, conferences, emails, and phone calls.

3. Requirements for Volunteer Participation

Parents, guardians, and community members are encouraged to participate in various activities such as developing learning games for home or classroom use, sharing information with the class about their work skills or profession, or sharing their talents through conducting music and/or art activities. Volunteers are not in the classroom without a teacher or assistant teacher present and are not used to meet the minimum adult-to-child ratio. Volunteers that serve in a school more than 120 hours per school year participate in an orientation session, sign a confidentiality agreement, and consent to a background check that is conducted by the district.

B. TRANSPORTATION

1. Requirement for Transportation

All transportation is optional except for children with IEPs. Transportation requirements regarding children with IEPs are determined by the IEP Committee.

2. Requirement for School Bus Safety

All pre-kindergarten programs choosing to transport children adhere to Mississippi Code Annotated § 37-41-3. All liability and related expenses are the responsibility of the pre-kindergarten program. The National Highway Transportation Safety Association (NHTSA), Federal Code: 45 CFR 1310.15 (a), requires that all head start children, children preschool age or younger ride in Child Safety Restraint Systems (CSRS). Child Safety Restraints include car seats, safety vests or built in child restraints such as seat belts. In addition to the [National Highway Transportation Safety Association \(NHTSA\) Guidelines](#), the following caregiver ratio should be followed when transporting children. *(Note: Refer to the Transportation Guidelines in Appendix D: Additional Program Guidelines).*

- If five (5) to sixteen (16) pre-kindergarten children are being transported on a bus, one (1) caregiver in addition to the driver should be on the bus.
- If seventeen (17) to thirty-two (32) pre-kindergarten children are being transported on a bus, two (2) caregivers in addition to the driver should be on the bus.
- Caregivers should be 18 years of age or older and an agency employee.

SECTION V

Physical Settings and Outside Play

A. PHYSICAL SETTINGS

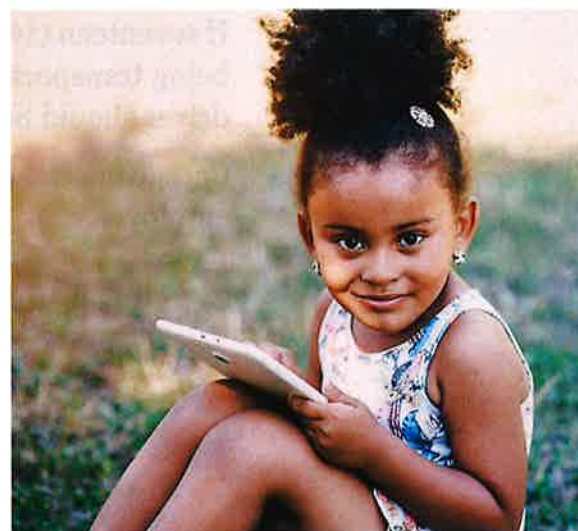
1. Guidelines for Structures Existing Prior to 2017

a. Existing Classrooms

i. Requirements for Existing Classrooms

1. The classroom consists of no less than 35 square feet per child.
2. Classrooms with typically developing, or a blend of typically and atypically developing children are a minimum of 600 square feet and free from excess storage that prevents full usage of classroom square footage.
3. Pre-kindergarten classrooms are to be located at ground level.
4. Every closet latch is such that children can open the door from the inside.
5. The maximum distance to an exit from any point in the building does not exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit does not exceed 100 feet.
6. All electrical outlets accessible to children should be a type called “tamper-resistant electrical outlets.” These types of outlets look like standard wall outlets but contain an internal shutter mechanism that prevents children from sticking objects like hairpins, keys, and paperclips into the receptacle. This spring-loaded shutter mechanism only opens when equal pressure is applied to both shutters such as when an electrical plug is inserted.

In existing facilities that do not have “tamper-resistant electrical outlets,” outlets should have “safety covers” that are attached to the electrical outlet by a screw or other means to prevent easy removal by a child. “Safety plugs” should not be used since they can be removed from an electrical outlet by children. All newly installed



or replaced electrical outlets that are accessible to children should use “tamper-resistant electrical outlets.” In areas where electrical products might come into contact with water, a special type of outlet called Ground Fault Circuit Interrupters (GFCIs) should be installed. A GFCI is designed to trip before a deadly electrical shock can occur. To ensure that GFCIs are functioning correctly, they should be tested at least monthly. GFCIs are also available in a tamper-resistant design. (Source: Caring for Our Children 5.2.4.2, www.cfoc.nrkids.org)

ii. Recommendations for Existing Classrooms

1. Where multiple pre-kindergarten units occur within a school or building, they are grouped adjacent to one another for teacher and child interaction and for optimum use of common facilities.
2. Each pre-kindergarten classroom has a work counter of at least 12 feet with at least one sink. The sink is stainless steel or porcelain, standard with gooseneck fitting on one side and a drinking bubbler on the other. The sink has cold water only. A paper towel dispenser accessible to students and a trash receptacle should be located near the sink.
3. 110-volt wall plugs should be located every 10 feet to 15 feet around the classroom.

b. Existing Bathrooms

i. Requirements for Existing Bathrooms

1. Classrooms are located no more than 125 feet from a bathroom.
2. Every toilet room door lock is designed to permit opening of the locked door from the outside in an emergency, and the opening device is readily accessible to the staff.
3. For children with disabilities who are not yet toilet trained, a changing table is provided in the bathroom or classroom.
4. All bathrooms are adequately stocked with toilet tissue.
5. No items other than toilet tissue or bathroom supplies are stored in bathrooms. Cleaning supplies may be kept in the bathroom only if out of reach of children.

ii. Recommendations for Existing Bathrooms

1. A toilet room in the classroom is available for pre-kindergarten children.
2. Toilet seats in bathrooms are 10 to 13 inches from the floor.
3. Lavatories are 24 inches from the floor.

c. **Existing Furniture**

i. Requirements for Existing Furniture

1. Furniture is of an appropriate height for young children.
2. Tables and chairs are provided rather than desks.
3. At least one small book case or book display shelf is provided per classroom for children to access literature in the classroom.

ii. Recommendations for Existing Furniture

1. At least two small bookcases or book display shelves are provided to allow children access to literature in the classroom.
2. A desk, chair, file cabinet and/or personal area is provided within the classroom for teachers, providing these items do not significantly diminish space for use by children.

d. **Existing Floors**

i. Requirements for Existing Floors

1. Each classroom contains a 9 x 12-foot area rug or individual carpet squares, or similar material, to be used for large group meetings. Carpets or similar soft flooring surfaces are properly sanitized annually and replaced as needed.

ii. Recommendations for Existing Floors

1. Classroom areas not carpeted are covered with resilient flooring or other easily cleaned material. Roll-type resilient flooring has the advantage of a minimum amount of jointing.

e. **Building Codes for Existing Structures**

i. Requirements for Building Codes for Existing Structures

1. All building construction conforms to the Southern Building Codes, the American Disabilities Act, the Life Safety Codes, and to any other city or county building codes.

ii. Recommendations for Building Codes for Existing Structures

1. There are no recommendations for building codes.

f. **Storage and Space in Existing Structures**

i. Requirements for Storage and Space in Existing Structures:

1. Storage will be provided at the school for teaching and classroom supplies. Storage may not decrease classroom space available to students.

ii. Recommendations for Storage and Space in Existing Structures

1. Base cabinets are installed below all counters. Doors are attached to some cabinets, while some are left open to serve as shelves. Open cabinet (18 x 24 inches and 24 x 36 inches) will accommodate large paper used for easel painting.
2. Cabinets, 12 inches deep, are installed over the entire counter area for general storage.
3. Open storage units (cubbies) are available for every student. Each unit to be four feet high and two feet wide with coat hanging space at the bottom and a storage area at the top. Coat hooks should be installed 36 inches from the floor.
4. Adequate storage space should be provided. The storage units may include one wall of built-in cabinets or moveable storage sections. Most storage units are accessible to children to facilitate independence and responsibility within the classroom. Storage space, above the reach of the children, is available for use by teachers.
5. Adequate space for display of children's work is provided. Bulletin boards can be located on walls and/or fastened to the backs of cabinets and bookcases.
6. A teacher work area of 180 to 200 square feet is allocated for use by every two to three pre-kindergarten teachers. This area is needed for individual assessment of children, conferencing with parents, making classroom materials, and planning meetings.

2. Guidelines for New Structures Constructed after July 2017

a. New Classrooms

i. Requirements for New Classrooms

1. The classroom is a minimum of 1,000 square feet.
2. The minimum classroom width is 24 feet, except in pod-type structures. The classroom is free from excess storage that prevents full usage of classroom square footage.
3. Classrooms contain operable lighting with area controls that ensure adequate lighting throughout the room. Switches within reach of the children are located at the doors. Toilet rooms contain lighting fixtures.
4. The maximum distance to an exit from any point in the building does not exceed 150 feet. The maximum distance from the interior classroom door at the corridor to an exit does not exceed 100 feet.

5. Pre-kindergarten classrooms are located at ground level.
6. Every closet latch is such that children can open the door from the inside.
7. All newly installed electrical outlets accessible to children who are not yet developmentally at a kindergarten grade level of learning should be a type called “tamper-resistant electrical outlets.” These types of outlets look like standard wall outlets but contain an internal shutter mechanism that prevents children from sticking objects like hairpins, keys, and paperclips into the receptacle. This spring-loaded shutter mechanism only opens when equal pressure is applied to both shutters such as when an electrical plug is inserted. “Safety plugs” should not be used since they can be removed from an electrical outlet by children.



In areas where electrical products might come into contact with water, a special type of outlet called Ground Fault Circuit Interrupters (GFCIs) should be installed. A GFCI is designed to trip before a deadly electrical shock can occur. To ensure that GFCIs are functioning correctly, they should be tested at least monthly. GFCIs are also available in a tamper-resistant design. (Source: Caring for Our Children 5.2.4.2, www.cfoc.nrkids.org)

ii. Recommendations for New Classrooms

1. All pre-kindergarten units within one school or building are grouped in the same general vicinity for optimum use of common facilities.
2. A classroom clock is in each classroom.
3. 110-volt wall plugs are located every 10 to 15 feet around the classroom.
4. A minimum of 50 square feet of window area per unit is available in each classroom. Windows are located no more than two feet from the floor. Windows are able to be opened from the inside for ventilation purposes. A generous glass window area is in place to overlook the playground and promote an indoor-outdoor atmosphere. Roofing overhang and installation of blinds or shutters are provided to combat excessive sunlight.

5. Careful consideration is given to the location of pre-kindergarten units in new structures. Each classroom has a door opening onto the playground or other attractive outdoor space. A six-foot roof overhang makes the outdoor area usable on a rainy day as an outdoor learning center.

a. **New Bathrooms**

i. Requirements for New Bathrooms

1. Each classroom contains a minimum of one bathroom that consists of a toilet and lavatory, or at the district's option the lavatory may be omitted if the work counter area is equipped with a sink and is in close proximity to the toilet room door. The toilet paper holder is placed within a child's reach from the toilet. In classrooms where children are not yet toilet trained, a changing table is installed.
2. Individual toilet rooms are required to accommodate the physically handicapped and follow ADA regulations.
3. Every toilet room door lock is designed to permit opening of the locked door from the outside in an emergency, and the opening device is readily accessible to the staff.

ii. Recommendations for New Bathrooms

1. One bathroom/shower combination is provided for every eight pre-kindergarten units.

b. **Furniture in New Classrooms**

i. Requirements for Furniture in New Classrooms

1. Tables and chairs are provided rather than desks.
2. Chairs in the pre-kindergarten classroom adjust from 8 to 14 inches so that all children's feet will touch the floor.
3. All tables adjust from 20 inches to 24 inches in height.
4. Furniture is of an appropriate height for young children.
5. At least one small book case or book display shelf is provided per classroom for children to access literature in the classroom.

ii. Recommendations for Furniture in New Classrooms

1. A body-length, shatter-proof wall or floor mirror is in the dramatic play/housekeeping center area or near the toilet area.
2. At least two small bookcases or book display shelves, designed to display book covers/titles, are provided to allow children access to literature in the classroom.

3. A desk, chair, file cabinet and/or personal area be provided within the classroom for teachers, providing these items do not significantly diminish space for use by children.
4. A teacher work area of 180 to 200 square feet minimum is allocated for use by every two to three pre-kindergarten teachers. A proportionately larger space shared by all pre-kindergarten teachers in a school would suffice. This room is made inviting through use of carpeting and appropriate furniture. Items in the space include a four-drawer file cabinet, two chairs, a work counter, or table storage shelving.

c. **Floors in New Classrooms**

i. Requirements for Floors in New Classrooms

1. Classroom areas are covered with resilient flooring or other easily cleaned material. Roll-type resilient flooring has the advantage of a minimum amount of jointing.
2. Each classroom contains a 9 x 12-foot area rug or individual carpet squares, or similar soft flooring surface, to be used for large group meetings. Carpets or similar soft flooring surfaces will be properly sanitized annually and replaced as needed.

ii. Recommendations for Floors in New Classrooms

1. There are no recommendations for floors in new classrooms.

d. **Building Codes for New Classrooms**

i. Requirements for Building Codes for New Classrooms

1. All building construction conforms to the Southern Building Codes, the American Disabilities Act, the Life Safety Codes, and to any other city and county building codes.

ii. Recommendations for Building Codes for New Classrooms

1. There are no recommendations for building codes in new structures.

e. **Storage and Space in New Classrooms**

i. Requirements for Storage and Space in New Classrooms

1. Open storage units (cubbies) are provided for each student.
2. Wall receptacles are placed 10 feet to 15 feet apart in each classroom. Any receptacle in the counter area are not located near a sink. A minimum of six outlets is installed.
3. Every closet latch is such that children can open the door from the inside.

4. Built-in cabinets or portable storage areas are constructed to promote accessibility of materials to the child to encourage the selection of activities and to facilitate room clean-up and to serve as learning center dividers. The height of cabinets and storage furnishings does not diminish teachers' ability to visually supervise children.

ii. Recommendations for Storage and Space in New Classrooms:

1. Base cabinets are installed below all counters. Doors are attached to some cabinets, while some are left open to serve as shelves. Open cabinet (18 x 24 inches and 24 x 36 inches) will accommodate the large paper used for easel painting.
2. Cabinets, 12 inches deep, are installed over the entire counter area for general storage.
3. Open storage units (cubbies) are available for every student. Each unit is four feet high and two feet wide with coat hanging space at the bottom and a storage area at the top. Coat hooks are installed 36 inches from the floor.
4. Adequate storage space is provided. The storage units include one wall of built-in cabinets or moveable storage sections. Most storage units are accessible to children to facilitate independence and responsibility within the classroom. Storage space, above the reach of the children, is available for use by teachers.
5. Adequate space for display of children's work is provided. Bulletin boards can be located on walls and/or fastened to the backs of cabinets and bookcases.

B. OUTSIDE PLAY AREA

1. Guidelines for Outdoor Play Areas

- a. **Outdoor Play Areas**

- i. **Requirements for Designated Outdoor Play Areas**

1. A designated area for supervised outside periods during the pre-kindergarten day is provided. Pre-kindergarten students do not simultaneously share an area with children in first grade or older during designated outside periods.
2. To allow for all children to engage in outdoor play together, a fully accessible outdoor play space is provided for children requiring adaptive equipment. Activities are provided to allow for and encourage inclusive play.

3. Appropriate playground equipment and landscape design is provided to facilitate learning and ensure safety.
4. Playground equipment and landscape design is developmentally appropriate for three- and/or four-year-old children according to National Standards adopted by the Mississippi Department of Health.
5. The outside play area has defined boundaries to protect children from environmental hazards. Boundaries are sufficient to prevent vehicles and other hazards from entering the play area as well as prevent children from exiting the play area alone.

ii. Recommendations for Outdoor Play Areas

1. The outdoor play area is a minimum of 4,300 square feet for two pre-kindergarten classes. For each additional class, another 1,400 square feet is added.
2. A covered area is located on the playground to allow children refuge from the sun and to serve as a play area during inclement weather. This area is 225 to 300 square feet for each pre-kindergarten class, with a sloped concrete surface to shed water.

Source code: Section 37-21-7 (Adopt)

