

## 5.2 Rating Points for Stand Alone School-Age Care Programs with More Than One Staff Member

<b>Structural Quality (Portfolio Documentation)</b> <i>Items or practices in a program that create a framework or foundation that potentially allows for children to experience high quality of care</i>			
Standards	Total Score Achieved for Each Standard	Portfolio Score to Structural Quality Points Conversion	
1. Director/Administrator and Teacher Qualifications (Parts A & B)		<u>Portfolio Score</u>	<u>Structural Quality Points</u>
2. Child Health, Nutrition, and Physical Activity		0-14	0
3. Family Engagement		15-44	5
4. Intentional Teaching Practices		45-74	10
5. Teacher: Student Ratios		75-104	15
Total Standards (Portfolio) Score			

<b>Process Quality (On-Site ERS Observation)*</b> <i>Practices, interactions, and environment directly experienced by children that can be easily observed and measured</i>	
ERS Score Range <i>Note: This is the program ERS average score</i>	Process Quality Points for ERS Score
0.0 – 2.99	0
3.0 – 3.99	10
4.0 – 4.99	20
5.0 – 7.00	30

\*If any classrooms score below a 3.0 on the ERS, the program will not be able to rate higher than 1 star.

<b>Accreditation Bonus Points**</b>	
Accreditation	Points for Each Accreditation
NAEYC, NAFCC, AMI, AMS, COA	2
NECPA, AdvancED/SACS, NAC, National Lutheran School Accreditation, Association of Christian Schools International	1

\*\*A program can earn a maximum of 4 bonus points. For verification of bonus points, upload your accreditation certificate to the “National Accreditation” section in Section 1 of the online portfolio.

TQRIS Components	Points Awarded	Total Points	Star Level
Structural Quality		0-14	No Stars
Process Quality		15-24	★
Bonus Points		25-35	★★
Total Points		36-45	★★★

## Rating Points for Stand Alone School-Age Care Programs with No Additional Staff Members

<b>Structural Quality (Portfolio Documentation)</b> <i>Items or practices in a program that create a framework or foundation that potentially allows for children to experience high quality of care</i>			
Standards	Total Score Achieved for Each Standard	Portfolio Score to Structural Quality Points Conversion	
1. Director and Teacher Qualifications (Part A only)		<u>Portfolio Score</u>	<u>Structural Quality Points</u>
2. Child Health, Nutrition, and Physical Activity		0-14	0
3. Family Engagement		15-38	5
4. Intentional Teaching Practices		39-62	10
5. Teacher: Student Ratios		63-86	15
Total Standards (Portfolio) Score			

<b>Process Quality (On-Site ERS Observation)*</b> <i>Practices, interactions, and environment directly experienced by children that can be easily observed and measured</i>	
ERS Score Range	Process Quality Points for ERS Score
0.0 – 2.99	0
3.0 – 3.99	10
4.0 – 4.99	20
5.0 – 7.00	30

\*See section 3.2 in the Program Manual for full scoring details.

<b>Accreditation Bonus Points**</b>	
Accreditation	Points for Each Accreditation
NAEYC, NAFCC, AMI, AMS, COA	2
NECPA, AdvancED/SACS, NAC, National Lutheran School Accreditation, Association of Christian Schools International	1

\*\*A program can earn a maximum of 4 bonus points. For verification of bonus points, upload your accreditation certificate to the “National Accreditation” section in Section 1 of the online portfolio.

TQRIS Components	Points Awarded	Total Points	Star Level
Structural Quality		0-14	No Stars
Process Quality		15-24	★
Bonus Points		25-35	★★
Total Points		36-45	★★★

## Portfolio Standard 1: Director(s) and Teacher Qualifications as Verified in the Georgia Professional Development System

Points awarded in meeting Standard I require all administrators, including co-directors and assistant directors (if any), and instructional staff to register their education and training in the Georgia Professional Development System (GaPDS). In the GaPDS, education and training are verified, and registrants are assigned a "Career Level." Verification may take up to 90 days. Quality Rated points are based on the education and professional development criteria listed below as verified in the GaPDS. For more information regarding the GaPDS, go to <https://gapds.decal.ga.gov> or call 1-866-258-7737. For Quality Rated scoring purposes, teachers must have a career level designated by the GaPDS.

### Standard 1, Part A: Director/Program Administrator(s) Education and Professional Development – 18 Points Possible

*Read all descriptors and award points based on the highest level of criteria met for each section.*

1.1 Program Director(s) Education Level	Points Possible
1.1.0 Criteria not met.	0
1.1.1 The director/administrator(s) meets the criteria for <b>Career Level 4</b> or higher in the Georgia Professional Development System <b>and</b> has 2 years of experience as a program director or administrator.	2
1.1.2 The director/administrator(s) meets the criteria for <b>Career Level 7</b> or higher in the Georgia Professional Development System. The director/administrator(s) may also earn these points if he/she holds an associate degree or higher in business, management, or a related degree and has earned at least six semester hours in early childhood or elementary education or a related field.	4
1.1.3 The director/administrator(s) meets the criteria for <b>Career Level 8</b> or higher in the Georgia Professional Development System. The director/administrator(s) may also earn these points if he/she holds a bachelor's degree or higher in business, management, or a related degree and has earned at least nine semester hours in early childhood or elementary education or a related field.	6
<p style="text-align: center;"><u>What to Submit for Standard 1.1</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> <li>○ No documentation needs to be uploaded in this section. Information for scoring career levels will be pulled from the GaPDS at the time of portfolio submission. Any academic coursework that will be evaluated to meet the semester hour requirement must be entered into the GaPDS under ECE-Related coursework.</li> </ul>	

1.2 Program Director/Administrator(s) Professional Learning Plan (PLP)	Points Possible
1.2.0 Criteria not met.	0
1.2.1 The director/administrator(s) has a written Professional Learning Plan that includes administrative training in at least <b>one Administrative (ADM) Competency</b> area with a goal of completing a minimum of <b>two</b> hours of training in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, and family engagement.	2
1.2.2 The director/administrator(s) has a written Professional Learning Plan that includes training in at least <b>one ECE Competency</b> and <b>one Administrative (ADM) Competency</b> area with a goal of completing <b>four</b> hours of training in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, and family engagement.	4
1.2.3 The director/administrator(s) has a written Professional Learning Plan that includes training in at least <b>one ECE Competency</b> and <b>two different Administrative (ADM) Competency</b> areas with a goal of completing <b>six</b> hours of training in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, and family engagement.	6
<p style="text-align: center;"><u>What to Submit for Standard 1.2</u></p> <p>Initial Application:</p> <ul style="list-style-type: none"> <li>○ Copy of a Professional Learning Plan with competency codes and training topics noted</li> </ul> <p>Reassessment:</p> <ul style="list-style-type: none"> <li>○ Documentation of completing the previous year's PLP training (verified through the GaPDS)</li> <li>○ New PLP</li> </ul>	

1.3 Program Director/Administrator's Annual Training	Points Possible
1.3.0 Criteria not met.	0
1.3.1 The director/administrator(s) has completed <b>14</b> hours of DECAL-approved training <b>during the past 12 months prior to portfolio submission</b> (Ready to Submit).	2
1.3.2 The director/administrator(s) has completed <b>16</b> hours of DECAL-approved training <b>during the past 12 months prior to portfolio submission</b> (Ready to Submit).	4
1.3.3 The director/administrator(s) has completed <b>18</b> hours of DECAL-approved training <b>during the past 12 months prior to portfolio submission</b> (Ready to Submit).	6
<p style="text-align: center;"><u>What to Submit for Standard 1.3</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> <li>○ No documentation needs to be uploaded in this section. Information completed training hours will be awarded based on training entered and verified in the GaPDS at the time of portfolio submission.</li> </ul>	

**Standard 1, Part B: Teacher Education and Professional Development – 18 Points Possible (36 Total Points Possible for Parts A and B of Standard 1)**

*Read all descriptors and award points based on the highest level of criteria met for each section.*

1.4 Teacher Education	Points Possible
1.4.0 Criteria not met.	0
1.4.1 At least <b>50% of all lead teachers and 50% of assistant teachers</b> meet the criteria for <b>Career Level 3</b> or higher.	2
1.4.2 At least <b>50% of all lead teachers and 50% of assistant teachers</b> meet the criteria for <b>Career Level 4</b> or higher.	4
1.4.3 At least <b>75% of all lead teachers and 50% of assistant teachers</b> meet the criteria for <b>Career Level 5</b> or higher.	6
<u>What to Submit for Standard 1.4</u>	
Initial Application and Reassessment:	
<ul style="list-style-type: none"> <li>○ No documentation needs to be uploaded in this section. Information for scoring career levels will be pulled from the GaPDS at the time of portfolio submission.</li> </ul>	

1.5 Teacher Professional Learning Plan (PLP)	Points Possible
1.5.0 Criteria not met.	0
1.5.1 At least <b>Eighty percent (80%)</b> of all <b>lead and assistant teachers</b> have an annual Professional Learning Plan that includes training in <b>one ECE Competency</b> and training in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, and family engagement.	2
1.5.2 Has completed all of criteria 1.5.1, <b>and</b> at least <b>Seventy-five percent (75%)</b> of all <b>lead and assistant teachers</b> have an annual Professional Learning Plan that includes training in <b>two</b> different <b>ECE Competency areas</b> and training in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, and family engagement.	4
1.5.3 Has completed all of criteria 1.5.2, <b>and</b> at least <b>Fifty percent (50%)</b> of all <b>lead and assistant teachers</b> have an annual Professional Learning Plan that includes training in <b>three</b> different <b>ECE Competency areas</b> and training in one or more of the following areas: inclusion, cultural responsiveness, supporting dual language learners, and family engagement.	6
<u>What to Submit for Standard 1.5</u>	
Initial Application:	
<ul style="list-style-type: none"> <li>○ Copy of each staff member's individual PLP with competency codes and training topics noted</li> </ul>	
Reassessment:	
<ul style="list-style-type: none"> <li>○ Completion of the previous year's PLP training (verified through the GaPDS)</li> <li>○ New PLP for each staff member for the current year</li> </ul>	

1.6 Teacher Annual Training	Points Possible
1.6.0 Criteria not met.	0
1.6.1 <b>Twenty-five percent (25%) of all lead and assistant teachers</b> have completed <b>14</b> hours of DECAL-approved training <b>during the past 12 months prior to portfolio submission</b> (Ready to Submit).	2
1.6.2 <b>Fifty percent (50%) of all lead and assistant teachers</b> have completed <b>16</b> hours of DECAL-approved training <b>during the past 12 months prior to portfolio submission</b> (Ready to Submit).	4
1.6.3 <b>Seventy-five percent (75%) of all lead and assistant teachers</b> have completed <b>18</b> hours of DECAL-approved training <b>during the past 12 months prior to portfolio submission</b> (Ready to Submit).	6
<p style="text-align: center;"><u>What to Submit for Standard 1.6</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> <li>○ No documentation needs to be uploaded in this section. Points for completed training hours will be awarded based on training entered and verified in the GaPDS at the time of portfolio submission.</li> </ul>	

Note: Program employees who have not met the minimum educational requirement for Child Care Licensing should be enrolled in a program of study leading to the award of a credential or degree in early childhood or elementary education.

## Portfolio Standard 2: Child Health, Nutrition, and Physical Activity – 18 Points Possible

For this standard, program staff will reflect on their program’s current health, safety, and nutrition standards and identify areas that can be improved. Points are assigned based on the completion of the Nutrition and Physical Activity Self-Assessment, a written improvement plan, documentation of actions taken to complete the plan, and evidence that the program has met each of the requirements listed.

2.1 Nutrition and Physical Activity Assessment and Improvement Plan	Points Possible
2.1.0 Criteria not met.	0
2.1.1 The program has conducted the Healthy Eating and Physical Activity Checklist and has developed a written improvement plan addressing <b>1 indicator</b> for <b>each of the two domains</b> (nutrition and physical activity).	2
2.1.2 The program has conducted the Healthy Eating and Physical Activity Checklist and has developed a written improvement plan addressing <b>2 indicators</b> for <b>each of the two domains</b> .	4
2.1.3 The program has conducted the Healthy Eating and Physical Activity Checklist and has developed a written improvement plan addressing at least <b>3 indicators</b> for <b>each of the two domains</b> .	6
<u>What to Submit for Standard 2.1</u>	
Initial Application: <ul style="list-style-type: none"> <li>○ Completed Healthy Eating and Physical Activity Checklist</li> <li>○ Completed improvement plan with evidence of addressing 1, 2, or 3 indicators for each of the two domains (nutrition and physical activity)</li> </ul> Reassessment: <ul style="list-style-type: none"> <li>○ Documentation of implementing the previous year’s improvement plan and of creating a new improvement plan</li> </ul>	

2.2 First Aid/CPR Certification	Points Possible
2.2.0 Criteria not met.	0
2.2.1 <b>60%</b> of staff have a current First Aid/CPR certification.	2
2.2.2 <b>70%</b> of staff have a current First Aid/CPR certification.	4
2.2.3 <b>80%</b> of staff have a current First Aid/CPR certification.	6
<u>What to Submit for Standard 2.2</u>	
Initial Application and Reassessment: <ul style="list-style-type: none"> <li>○ First Aid/CPR certifications are entered into the GaPDS and are posted on the “Other Career Data” tab. Points will be awarded based on the information in the GaPDS at the time of portfolio submission.</li> </ul>	

2.3 Written Health Information/Nutrition/Physical Activity Resources	Points Possible
2.3.0 Criteria not met.	0
2.3.1 The program administrator or director has viewed the <u><i>National Institute of Out of School Time (NIOST) Health and Safety Webinar</i></u> and completed the on-screen Webinar viewing questions.	2
2.3.2 Has completed all of criteria 2.3.1, <b>and</b> has established a policy to encourage healthy meals and snacks as demonstrated by the inclusion of nutritious weekly menus provided to parents and families.	4
2.3.3 Has completed all of criteria 2.3.2, <b>and</b> the program has provided culturally responsive written materials to families about the importance of <b>immunizations, oral hygiene, contagious diseases/illnesses, vision and hearing screenings, and the benefits of physical activity and healthy nutrition.</b>	6
<p style="text-align: center;"><u>What to Submit for Standard 2.3</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> <li>○ 2.3.1: Complete the on-screen NOIST Webinar viewing verification statement and questions. The webinar can be viewed at the following link: <a href="https://youtu.be/bnW_TXMTf5o">https://youtu.be/bnW_TXMTf5o</a></li> <li>○ 2.3.2: Submit sample weekly menu shared with families</li> <li>○ 2.3.3: Samples of written material shared with families relating to immunizations, oral hygiene, vision and hearing screenings, contagious diseases/illnesses, and the benefits of physical activity and healthy nutrition</li> </ul> <p style="text-align: center;"><b>Do not upload children’s confidential health data.</b></p>	



### Portfolio Standard 3: Family Engagement – 18 Points Possible

Family engagement, particularly during the early school-age years, has been proven to have a profound impact on a child's success in school and life. Programs can play a key role in equipping families to best support their children's learning experiences. For this standard, points are assigned based on program staff having completed online awareness training, the completion of the Family Engagement Assessment, a written family engagement improvement plan, documentation of actions taken to complete the plan, and evidence that the program has met each of the requirements listed.

3.1 Family Partnership Awareness	Points Possible
3.1.0 Criteria not met.	0
3.1.1 The program administrator or director has completed the interactive online survey <i>Assess Your Family Engagement</i> and has identified the number of items the program currently engages in.	2
3.1.2 In addition to 3.1.1, the program administrator or director has read the <i>Family Engagement Research Brief</i> and has completed the on-screen questions.	4
3.1.3 In addition to 3.1.2, <b>80%</b> of the staff have viewed <u>both</u> awareness videos online: <i>Communicate with Families</i> and <i>Benefits of Family Engagement</i> .	6
<p style="text-align: center;"><u>What to Submit for Standard 3.1</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> <li>○ 3.1.1: Complete the on-screen <i>Assess Your Family Engagement</i> verification statement and question. The online survey can be found at the following link: <a href="#"><b><u>Access Your Family Engagement Survey</u></b></a></li> <li>○ 3.1.2: Complete the on-screen <i>Family Engagement Research Brief</i> verification statement and questions. The brief can be found at the following link: <a href="#"><b><u>Access the Family Engagement Research Brief</u></b></a></li> <li>○ 3.1.3: Complete the on-screen Staff Video Viewing table and verification statement. The online videos can be found by clicking the following links: <a href="#"><b><u>Quality Rated: Communicate with Families (School Age Only Programs)</u></b></a> <a href="#"><b><u>Quality Rated: Benefits of Family Engagement (School Age Only Programs)</u></b></a></li> </ul>	

3.2 Family Engagement Self-Assessment and Improvement Plan	Points Possible
3.2.0 Criteria not met.	0
3.2.1 The program has conducted the Family Engagement Self-Assessment within the past year and has developed a written improvement plan to address <b>one goal from one of the protective factors</b> stated in the Family Engagement Self-Assessment.	2
3.2.2 The program has conducted the Family Engagement Self-Assessment within the past year and has developed a written improvement plan to address <b>three goals. Each goal is from a different protective factor</b> stated in the Family Engagement Self-Assessment.	4
3.2.3 The program has conducted the Family Engagement Self-Assessment within the past year and has developed a written improvement plan to address <b>four goals. Each goal is from a different protective factor</b> stated in the Family Engagement Self-Assessment.	6
<p style="text-align: center;"><u>What to Submit for Standard 3.2</u></p> <p>Initial Application and Reassessment</p> <ul style="list-style-type: none"> <li>○ Completed on-screen Family Engagement Self-Assessment and written improvement plan addressing either 1, 3, or 4 goals <b>from the protective factors stated in the Family Engagement Self-Assessment. Each goal must be from a <u>different</u> protective factor.</b></li> </ul>	

3.3 Family Engagement/Support	Points Possible
3.3.0 Criteria not met.	0
3.3.1 The program has policies and practices in place addressing inclusion, confidentiality of child records, family engagement, and shares resources of interest to families.	2
3.3.2 Has completed all of criteria 3.3.1, <b>and</b> completes a plan for <b>three of the strategies</b> for <u>Knowing Families and Their Culture</u> listed on-screen.	4
3.3.3 Has completed all of criteria 3.3.2, <b>and</b> completes a plan for <b>three of the strategies</b> for <u>Supporting and Engaging Families</u> listed on-screen.	6
<p style="text-align: center;"><u>What to Submit for Standard 3.3</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> <li>○ If reassessment, evidence of implementing prior improvement plan</li> <li>○ 3.3.1: Evidence of written policy on inclusion and confidentiality of children’s records; Evidence of policies and practices that encourage family engagement (policy, volunteer opportunities in program, special events, targeted outreach activities, etc.); Evidence of family resource sharing (samples of materials distributed to families, family handbook, picture of family resource area)</li> <li>○ 3.3.2: Complete 3 strategy plans for Knowing Families and Their Culture (on-screen).</li> <li>○ 3.3.3: Complete 3 strategy plans for Supporting and Engaging Families (on-screen).</li> <li>○ For a reassessment, complete different strategies than previously submitted.</li> </ul>	

### Portfolio Standard 4: Intentional Teaching Practices – 12 Points Possible

This standard respects the right for programs to choose the curriculum they implement. Points are earned in this area based on the program’s ability to show a direct alignment between a developmentally appropriate curriculum, lesson planning, and assessment. It is critical that programs show intention and responsiveness to the holistic developmental needs of children at each age level. Evidence for this standard must be descriptive and address all learning domains.

4.1 Curriculum	Points Possible
4.1.0 Criteria not met.	0
4.1.1 The program uses an age appropriate curriculum that supports development across all five learning domains (physical development and motor skills, social and emotional development, approaches to play and learning, communication, language and literacy, and cognitive development and general knowledge) <b>and</b> is culturally, linguistically, and developmentally appropriate.	2
4.1.2 Has completed all of criteria 4.1.1, <b>and</b> the program curriculum is aligned with the <i>Georgia Afterschool &amp; Youth Development Quality Standards</i> .	4
<u>What to Submit for Standard 4.1</u>	
Initial Application and Reassessment: Description of your program’s curriculum used at each age level including the following: <ul style="list-style-type: none"> <li>○ Results of curriculum questionnaire demonstrate how curriculum supports the five learning domains (physical development and motor skills, social and emotional development, approaches to play and learning, communication, language and literacy, and cognitive development and general knowledge)</li> <li>○ Curriculum narrative shows how the curriculum is aligned with the <i>Georgia Afterschool &amp; Youth Development Quality Standards</i>. These standards can be found at: <a href="http://georgiaasyd.org/quality-standards">http://georgiaasyd.org/quality-standards</a></li> </ul>	

4.2 Activity/Lesson Plans and Accommodations for Every Child	Points Possible
4.2.0 Criteria not met.	0
4.2.1 Activity/lesson plans are used for all age/grade groups.	2
4.2.2 Has completed all of criteria 4.2.1, <b>and</b> activity/lesson plans include evidence of adaptations to meet children’s individual needs.	4
<u>What to Submit for Standard 4.2</u>	
Initial Application and Reassessment: <ul style="list-style-type: none"> <li>○ One week of lesson plans <b>per</b> age/grade group that show accommodations to meet children’s individual needs (equipment, materials, communication tools, visual supports, etc.)</li> </ul>	

4.3 Assessments	Points Possible
4.3.0 Criteria not met.	0
4.3.1 Gathers program wide assessment data by completing the on-screen <u>Program Assessment Checklist</u> <b>and</b> develops <b>one goal</b> for <b>staffing practices</b> and <b>one goal</b> for <b>programming practices and operations</b> .	2
4.3.2 Has completed all of criteria 4.3.1, <b>and</b> distributes family and student surveys to engage families and youth in program assessment.	4
<p style="text-align: center;"><u>What to Submit for Standard 4.3</u></p> <p>Initial Application and Reassessment:</p> <ul style="list-style-type: none"> <li>○ Complete Program Assessment Checklist (on-screen)</li> <li>○ Complete one goal for staffing practices and one goal for programming practices and operations, based on results of Program Assessment Checklist (on-screen). The two goals should not be identical.</li> <li>○ Submit one copy each of a <b>completed</b> family and student survey that has been returned. Sample family and student surveys can be found in “Additional Resources” at the bottom of the Quality Rated screen: <a href="http://www.qualityrated.decal.ga.gov">www.qualityrated.decal.ga.gov</a>.</li> </ul>	

### Portfolio Standard 5: Teacher: Student Ratios and Group Size – 20 Points Possible

Research indicates that smaller numbers of children per adult are associated with more positive outcomes and that crowded environments associated with large group sizes may interfere with learning. This section requires a program to submit evidence for each classroom or grouping of ratios and group sizes throughout the entire day at the program. We recognize that individual programs must consider many variables when determining how to manage ratios and group sizes. This standard recognizes that a variance of both ratio and group size may be based on the time of day and staff schedules. **A program is assigned points based on which ratio level they maintain for 75% or more of the classroom hours and/or program day.** Definitions of group size and ratios are in Sections 8.4 and 8.7 of the Glossary, respectively.

5.1 Teacher: Student Ratios – Level Rating Scale			
Classroom Age Groups	Level 1 Ratios	Level 2 Ratios	Level 3 Ratios
School Age	1:20	1:18	1:15

Teacher: Student Ratios – Points Awarded Calculation			
Classroom/Group Age Groups	Number of Classrooms/Groups Per Age Group Meeting Level 1	Number of Classrooms/Group Per Age Group Meeting Level 2	Number of Classrooms/Groups Per Age Group Meeting Level 3
School Age			
Number of Classrooms/Groups Per Type			

Note: For programs serving children in mixed-age groups, ratios will be based on the ages of the youngest children in the group.

Percentage of Classrooms Per Level	Level 1	Level 2	Level 3
$(\text{Total Number of Classrooms Per Level Type} \div \text{Total Number of Classrooms}) \times 100$			

Highest Percentage Level Determines Overall Level
Level 1 Ratios = 8 Total Points
Level 2 Ratios = 14 Total Points
Level 3 Ratios = 20 Points

#### What to Submit for Standard 5

Initial Application and Reassessment:

- Teacher: Student ratio charts for one day for each classroom within 30 calendar days of portfolio submission