



In order for the College Heights Prek aftercare program to ensure the safety of the students enrolled, after school services are available to students who can independently navigate the classroom and playground without individualized assistance and support. For children who have disability-related needs requiring greater assistance, we will make every effort to provide reasonable accommodations for the student to participate.

Students must be able to independently navigate the following developmental standards in and outside of the classroom. Developmental standards and criteria taken from the *Georgia Early Learning Developmental Standards (GELDS) 48-60 months*. (<https://gelds.decal.ga.gov/>). Accommodations do not reduce learning expectations but rather provide student access to the general curriculum. Accommodations change how the student is taught or expected to learn.

School personnel may observe students in their classroom environment to assess for independence and success of reasonable accommodations.

Developmental Domain	GELDS Standards	Reasonable Accommodations Whole Group (22 children, 2 adults)
<p>Physical Development & Motor Skills</p>	<p>Health & Well-Being Use of Senses Motor Skills</p>	<p>Repeated directions Verbal prompting Visual Supports and Helpboxes Timed reminders Audio amplification Movement breaks Fine Motor Tools (squeeze scissors, large crayons, large pencils) Priority seating and teacher proximity (ex. sit in front of the group, walk in line near adult)</p>
<p>Applicable Standard Performance Indicators</p>		
<p>PDM1.4b Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.</p>	<p>PDM1.4c Consistently follows basic safety rules and anticipates consequences of not following safety Rules.</p>	<p>PDM1.4d Communicates the importance of safety rules.</p>



<p>PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance and location.</p>	<p>PDM3.4b Demonstrates spatial awareness through play activities.</p>	<p>PDM5.4b Demonstrates coordination and balance in a variety of activities.</p>
<p>Developmental Domain</p>	<p>GELDS Standards</p>	<p>Reasonable Accommodations Whole Group (22 children, 2 adults)</p>
<p>Social and Emotional Development</p>	<p>Developing a Sense of Self Self-Regulation Developing a Sense of Self With Others</p>	<p>Repeated directions Verbal prompting Visual Supports and Helpboxes Timed reminders Wait Time Providing noticing encouragement to support behavior Priority seating and teacher proximity (ex. sit in front of the group, walk in line near adult) Weekly behavior contract (goals, progress reports, etc)</p>
<p>Applicable Standard Performance Indicators</p>		
<p>SED1.4d Shows independence in his/her own choices.</p>	<p>SED3.4a Independently follows rules and routines.</p>	<p>SED3.4b Regulates own emotions and behaviors, and seeks out adult support when needed</p>
<p>SED3.4c Regulates a wide range of impulses.</p>	<p>SED3.4d Manages transitions and adapts to changes in schedules and routines independently.</p>	<p>SED5.4c Attempts to resolve peer conflicts using appropriate strategies.</p>



Developmental Domain	GELDS Standards	Reasonable Accommodations Whole Group (22 children, 2 adults)
Approaches to Play	Initiative and Exploration Attentiveness and Persistence	Repeated directions Verbal prompting Visual Supports and Helpboxes Timed reminders
Applicable Standard Performance Indicators		
APL1.4b Selects and carries out activities without adult prompting.	APL3.4a Engages in independent activities and continues tasks over a period of time.	